### YOU, ME and US

**Stage:** 3, **Year:** 5  
**Unit Duration:** 10 Lessons

#### Enduring Understandings:

- **E1.** Rights are accompanied by responsibilities to promote similar rights for others.
- **E2.** The family itself is of profound value. It provides our most formative early experiences, meets so many of your basic needs and prepares us for living a full and virtuous life.
- **E3.** By means of communication that is honest, supportive and based in trust, we affirm the value of each other and act in ways that enhance our relationships.
- **E4.** Communities can provide us with a safe environment and help us cope with change.

#### Essential Questions:

- What factors influence my ability to develop positive and caring relationships with others?
- How does communication, conflict resolution and my ability to cope with change affect my relationships?

#### Major Outcomes

**Knowledge and Understanding**

- IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships

**Skills**

- INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations

**Values and Attitudes**

- V2 Respects the right of others to hold different values and attitudes from their own

### Lesson Overview

1. What are rights and responsibilities?  
   - (E.1)
2. How does my family meet my basic needs?  
   - (E.2)
3. What makes a good friend?  
   - (E.3)
4. What is power in relationships?  
   - (E.3)
5. How do I cope with conflict?  
   - (E.3)
6. How can I be a peacemaker?  
   - (E.4)
7. How can I cope with changes?  
   - (E.4)
8. How can we be Cybersmart?  
   - (E3, E4)

### KidsMatter SEL Focus

**Major:** Relationship Skills - Communication; Responsible Decision Making - Problem-Solving; Relationship Skills - Building Relationships; Responsible Decision Making - Respecting others; Self-Management - Managing Emotions; Relationship Skills - Negotiation; Self Awareness - Identifying Emotions; Responsible Decision Making - Assuming Personal Responsibility; Social Awareness - Appreciating Diversity

**Minor:** Responsible Decision Making - Analysing situations; Social Awareness - Perspective-Taking; Social Awareness - Appreciating Diversity; Self Awareness - Recognising Strengths; Responsible Decision Making - Assuming Personal Responsibility; Relationship Skills - Refusal

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Catholic Schools Office  
Diocese of Broken Bay
Catholic Dimension/Towards Wholeness (TW) (Also refer to overview of TW for this unit)

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.

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.

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 Correlation With Other KLAs

<table>
<thead>
<tr>
<th>English</th>
<th>Creative Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Narrative Text (concept development)</td>
<td>• Drama - Performing and Appreciating</td>
</tr>
<tr>
<td>• Personal Response</td>
<td></td>
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<tr>
<td>• Literary Description</td>
<td>HSIE</td>
</tr>
<tr>
<td>• Poetry</td>
<td>• Social Systems and Structures</td>
</tr>
<tr>
<td>• Multimodal</td>
<td>- rights and responsibilities</td>
</tr>
<tr>
<td>• Visual Literacies</td>
<td>- decision-making</td>
</tr>
</tbody>
</table>

| 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://pbskids.org/itsmylife/
- http://www.brainpop.com/health/personalhealth/cyberbullying/
### Subject Matter

**Interpersonal Relationships**
- Personal rights
- Rights and responsibilities
- Sources of power
- Coercion
- Harassment
- Types of abuse
- Effects of abuse
- Solving problems
- Importance of positive relationships
- Relating to people
- Changing networks
- Challenging discrimination
- Anti discrimination legislation

**Communication**
- Appropriate expression of feelings
- Assertiveness
- 'I' messages
- Listening skills
- Barriers to communication
- Conflict resolution/negotiation
- Supporting others
- Recognising and articulating feelings

**Families**
- Parental rights and responsibilities
- Sibling dependence
- Mutual dependence: rights and responsibilities

**Peers**
- Developing and maintaining friendships
- Rights and responsibilities
- Positive peer influence
- Acting on concerns for others

**Groups**
- Changing groups
- Peer support
- Roles and responsibilities

**Growth and Development**

**Personal Identity**
- Influences on self-esteem and behaviour
  - family, friends, community
- Increased responsibility
- Feelings
  - about self and others

### Unit Evaluation
Sample teacher and student unit evaluations are included at the end of the unit.

### Assessment
Assessment strategies are included in each lesson.
### An Overview of Towards Wholeness (TW) in the PDH Unit
#### You, Me And Us - Stage 3

**Key God’s Word:**

- ‘The conspiracy against Jesus’ - Mat. 26:1 - 5 (TW p. 31)
- ‘God blesses those people who make peace. They will be called His children’ - Mat. 5: 9

<table>
<thead>
<tr>
<th>Enduring Understanding</th>
<th>Beliefs and Values</th>
<th>Lesson Overview/Links</th>
</tr>
</thead>
</table>
| **E1. Rights are accompanied by responsibilities to promote similar rights for others.** | • Rights are accompanied by responsibilities to promote similar rights for others. TW p.30  
• To develop our conscience we need to be aware of our responsibilities, to understand and have the knowledge to make choices and accept the consequences. TW p.30 | 1 - 2. What are rights and responsibilities? |
| **E2. The family itself is of profound value. It provides our most formative early experiences, meets so many of your basic needs and prepares us for living a full and virtuous life.** | • The family itself is of profound value. It provides our most formative early experiences, meets so many of your basic needs and prepares us for living a full and virtuous life. TW p.33 | 3. How does my family meet my basic needs? |
| **E3 By means of communication that is honest, supportive and based in trust, we affirm the value of each other and act in ways that enhance our relationships.** | • By means of communication that is honest, supportive and based in trust, we affirm the value of each other. TW p.32  
• We are responsible for others and ourselves. TW p.34 | 4. What makes a good friend?  
5. What is power in relationships?  
6. How do I cope with conflict?  
9-10. How can we be Cybersmart? |
| **E4 Communities can provide us with a safe environment and help us cope with change.** | • A communal approach to safe living and the establishment of caring networks is essential for the provision of safe environments. TW p.41 | 7. How can I be a peace maker?  
8. How can I cope with life changes?  
9-10. How can we be Cybersmart? |
Lesson 1 & 2  What are rights and responsibilities?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1. Rights are accompanied by responsibilities to promote similar rights for others.</td>
<td>V2 Respects the right of others to hold different values and attitudes from their own</td>
<td>• Shows sensitivity to the needs, rights, feelings and efforts of others</td>
</tr>
<tr>
<td></td>
<td>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations</td>
<td>• Demonstrates actions that support the rights and feelings of others</td>
</tr>
<tr>
<td></td>
<td>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships</td>
<td>• Identifies their roles and responsibilities within groups</td>
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</tbody>
</table>

**KidsMatter SEL Focus:** Major - Relationship Skills - Communication; Minor - Responsible Decision Making - Analysing situations

**Suggested Learning Experiences**

As a class, students discuss their understanding of the term 'rights' and brainstorm examples. Revise the rights that all children have (to be safe, to be happy, to be cared for, and have their bodies, thoughts and feelings respected and to be treated fairly). Revise the definition of a Right (refer to Stage 2). Rights are things that all people should have. There is no question or maybe about it - they should have these things.

The teacher presents the Declaration of the Rights of the Child. Discuss examples in the media where children do not have some of the basic rights that they are entitled to. (Use key words on Google to assist in finding media articles.)

In small groups children make a list of rights and record them on butchers paper. Share with another group (maybe put a limit on the number of rights to be listed) and classify the rights according to broader rights:
- to be safe
- to be happy
- to be cared for
- to have their bodies respected
- to have their thoughts and feelings respected
- to be treated fairly.

In small groups, using the Respecting Rights Activity students decide which of the examples respects the rights of the child. Teacher emphasises that respect for rights may be demonstrated in different ways in different circumstances and cultures eg in some cultures adults show respect for children by giving them a lot of freedom; in other cultures respect is shown by being strict with children.

**TW:** Teacher raises students' awareness that rights are accompanied by responsibilities and this assists in the promotion of similar rights for others. Teacher explains that enjoying rights requires students to accept responsibilities. Define the term responsibilities as 'the things that people should do to respect the rights of others and to ensure that their own rights are met'. Responsibilities can involve actions, ways of behaving and the words we use. Responsibilities should be things a person is able to do.
Students clarify their understanding of rights and responsibilities by completing the Rights and Responsibilities Activity. When students complete the activity discuss who has each right and responsibility within a family. (Each of the points listed is a joint right or responsibility.) How do these compare with the school rules? What are the similarities and differences?

In small groups using the School Rights and Responsibilities Activity, students are given each right and responsibility cut into pieces in an envelope. Each group has to match up the corresponding responsibility and rights.

As a class, students discuss their understanding of the term, ‘consequences.’ In small groups, students identify the consequences of what happens when they do not take responsibility for upholding their personal rights and the rights of others.

<table>
<thead>
<tr>
<th>Right</th>
<th>To feel safe in the playground</th>
<th>To feel safe when using the internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility</td>
<td>Play cooperatively, fairly and by the rules.</td>
<td>To use the internet wisely by</td>
</tr>
<tr>
<td></td>
<td></td>
<td>following online rules, only chatting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>with people I know, not giving out</td>
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<tr>
<td></td>
<td></td>
<td>personal information...</td>
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<tr>
<td>Consequence</td>
<td>Possibility of injury, arguments, need for time out.</td>
<td>Possibility of others knowing</td>
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<td></td>
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<td>personal information and using it</td>
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<td></td>
<td></td>
<td>negatively, possibility of comments</td>
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<td></td>
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<td>made on the internet being</td>
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<td></td>
<td></td>
<td>misunderstood, etc.</td>
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</table>

TW: Teachers brings students to a shared understanding that, to develop our conscience we need to be aware of our responsibilities. We need to develop our knowledge to make choices, as well as understanding that these choices may have consequences.

**HOME TASK:** Students record a list of actions and behaviours that represent their responsibilities in respecting the rights of others at home and at school. Students can record these on the Personal Shield Activity.

**Resources**
- Butchers paper
- Textas
- Declaration of the Rights of the Child Fact Sheet
- Coloured strips of paper to record on
- School Rights and Responsibilities Activity

**Assessment**
Teacher observation of students completing the School Rights and Responsibilities Activity

Respecting rights

Are these children's rights being respected?

1. A child is allowed to play from 4 to 6pm most afternoons with his neighbour.
2. A child is required to show her parents completed homework before watching television.
3. A child is locked in a car, asleep, for an hour on a hot day.
4. A child is always told he is hopeless and that his brother is better than him.
5. A parent takes a child to buy the right glasses to help her see more clearly so she can learn to read.
6. A child is left with a broken wrist untreated, after physical violence by a parent.
7. A child's parent asks that she baths or showers and changes her dirty clothes.
8. A child's father listens to her reasons for being angry about new travel arrangements to school.
9. A child is reprimanded for breaking a safety rule.
10. A child has her private body parts touched by a family member and is made to keep it a secret.
11. A child's caregiver allows him to decide how he will spend his pocket money himself.

<table>
<thead>
<tr>
<th>agree</th>
<th>disagree</th>
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Using the definitions below, decide which are rights and which are responsibilities

**Rights:** Things we are entitled to.

**Responsibilities:** Actions or behaviours that show respect for our rights and the rights of others.

<table>
<thead>
<tr>
<th>Rights or responsibility?</th>
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</thead>
<tbody>
<tr>
<td>1. To live in a healthy environment</td>
</tr>
<tr>
<td>2. To follow family safety rules</td>
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<tr>
<td>3. To clean up my own mess</td>
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<tr>
<td>4. To be safe</td>
</tr>
<tr>
<td>5. To give others privacy</td>
</tr>
<tr>
<td>6. To treat family members with respect</td>
</tr>
<tr>
<td>7. To have privacy</td>
</tr>
<tr>
<td>8. To listen when others are speaking to me</td>
</tr>
<tr>
<td>9. To be treated with respect</td>
</tr>
<tr>
<td>10. To return things I borrow</td>
</tr>
<tr>
<td>11. To ask permission to use, touch or borrow other people’s belongings</td>
</tr>
<tr>
<td>12. Not to use physical violence, force or coercion</td>
</tr>
<tr>
<td>13. To be fair to family members</td>
</tr>
<tr>
<td>14. To be heard</td>
</tr>
<tr>
<td>15. To express an opinion</td>
</tr>
<tr>
<td>16. To have my body respected</td>
</tr>
</tbody>
</table>
My responsibilities

In respecting the rights of others, my responsibilities are:

1. 

2. 

3. 

4. 

5. 

6.
## School Rights and Responsibilities

<table>
<thead>
<tr>
<th>My Rights</th>
<th>My Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the right to be happy. This means that no-one will hurt my feelings.</td>
<td>I have the responsibility to treat others with sensitivity. This means that I will not hurt the feelings of others.</td>
</tr>
<tr>
<td>I have the right to be myself in this school. This means that no-one will treat me unfairly.</td>
<td>I have the responsibility to respect others as individuals. This means I will treat others fairly.</td>
</tr>
<tr>
<td>I have the right to be safe. This means that no-one will threaten or hurt me.</td>
<td>I have the responsibility to make the school safe. This means I will not threaten or hurt anyone.</td>
</tr>
<tr>
<td>I have the right to expect my property to be safe in this school. This means that no-one will steal or damage my property.</td>
<td>I have the responsibility to respect and keep safe the property of others. This means that I will not take or destroy the property of others.</td>
</tr>
<tr>
<td>I have the right to learn about myself and others in this school. This means that I will be free to express my feelings and opinions without being interrupted or punished.</td>
<td>I have the responsibility to learn about myself and others in our school. This means that I will allow others to express their feelings and opinions.</td>
</tr>
<tr>
<td>I have the responsibility to protect my rights and the rights of others by exercising my full responsibilities in all circumstances.</td>
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</tbody>
</table>
Lesson 3  How does my family meet my basic needs?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
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</tr>
</thead>
<tbody>
<tr>
<td>E.2 The family itself is of profound value. It provides our most formative early experiences, meets so many of your basic needs and prepares us for living a full and virtuous life.</td>
<td>V3 Enjoys a sense of belonging INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships</td>
<td>• Appreciates the importance of family life • Identifies how families can meet their basic needs • Identifies their roles and responsibilities within groups</td>
</tr>
</tbody>
</table>

KidsMatter SEL Focus: Major - Responsible Decision Making - Problem-Solving; Minor – Social Awareness - Perspective-Taking

Suggested Learning Experiences

Read the book *Piggybook*. Recall the concept of rights and responsibilities from previous lesson. Discuss the rights of each family member in the story, eg the mother has the right to be respected, appreciated, and to be treated fairly. The children have the right to be loved, respected, safe, cared for. Discuss the rights and responsibilities of family members in two groups: adults and children.

In preparation for the HOME TASK activity, students prepare a chart to gather information about their family's responsibilities, using two headings ‘Family Member’ and ‘Responsibilities’. As a class, discuss why these responsibilities may differ between families in terms of family structures, occupations, values, cultural diversity and how decisions are made. Teacher reviews the concepts of basic needs.

- Need to belong - developing relationships with others and having the opportunity to love, share and cooperate
- Need for power - achieving, accomplishing and being recognised and respected
- Freedom - making choices
- Fun - laughing and playing
- Survival - food, clothing, shelter

In small groups, students complete the *My Basic Needs Activity*.

**TW:** Discuss the importance of family and how family life helps to provide us with learning experiences which shape the people we are and the values and beliefs we possess. Discuss how our family helps to meet our basic needs. Discuss the following terms and phrases. Give examples of how they contribute to, and are valued, in happy families:

* individuality  * responsibility
* companionship  * consideration of others needs
* concern  * respect
* encouragement of personal growth  * dignity
* equality

Resources
- Art paper, textas and pencils
- *My Basic Needs Activity*

Assessment
Student response to *My Basic Needs activity*

My Basic Needs are:

- **Belonging** - the need to develop relationships with others and have the opportunity to love, share and cooperate
- **Power** - the need to achieve, accomplish and be recognised and respected
- **Freedom** - the need to make choices
- **Fun** - the need to have fun, play, laugh and enjoy life
- **Survival** - the need to have food, clothing and shelter

I can meet my basic needs by:

- **Belonging**
  - Love
- **Power**
  - Playing soccer
- **Freedom**
  - Choosing my own TV program
  - Eating healthy food
- **Survival**
  - Eating healthy food
- **Fun**
  - Going to the park
Lesson 4  What makes a good friend?

<table>
<thead>
<tr>
<th>Enduring Understanding</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.3 By means of communication that is honest, supportive and based in trust, we affirm the value of each other and act in ways that enhance our relationships.</td>
<td>V3 Enjoys a sense of belonging</td>
<td>• Values positive relationships</td>
</tr>
<tr>
<td></td>
<td>DMS3.2 Makes informed decisions and accepts responsibility for consequences</td>
<td>• Discerns the qualities of a good friend</td>
</tr>
<tr>
<td></td>
<td>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations</td>
<td>• Demonstrates appropriate actions to develop and maintain friendships</td>
</tr>
<tr>
<td></td>
<td>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships</td>
<td>• Analyses the effects of actions that enhance or disrupt relationships</td>
</tr>
</tbody>
</table>

**KidsMatter SEL Focus:** Major - Relationship Skills - Building Relationships; Minor - Social Awareness - Appreciating Diversity; Self Awareness - Recognising Strengths

Suggested Learning Experiences

In pairs, create a mind map on the meaning of friendship. Share your mind map with another pair and discuss the value of friendship. Students share their own positive qualities that would make them a good friend.

In small groups, record a list of qualities of a good friend. Write each quality on a card (kind, friendly, happy, forgiving, generous, supportive, tolerant, honest, reliable, loyal). Groups decide which qualities are the most important and arrange cards in order of importance. Each group reports back to class and discusses why particular qualities might be more important than others. What were the similarities and differences in groups?

TW: Bring the students to an understanding that when we communicate in a way that is honest, supportive and based in trust we affirm the value of each other. Ask children to consider these qualities when writing a solution to the following scenarios. In pairs using the Good Friends Activity, consider some situations involving friends. Decide on a solution to the problem and name the quality of a friend that would be important, eg. you lose your lunch money at school.

In pairs, discuss the factors that can help you to make friends, and those that break friendships. Share your responses with another group and select the best three factors for friendship makers and breakers.

In small groups, consider the following scenario from the Making Choices Activity. You are going on an outing in the holidays and you are able to invite three friends to come with you but you have to choose from a group of six. Who would you choose and why?

**Resources**
- Good Friends Activity
- Making Choices Activity

**Assessment**
Response to selection of qualities of a good friend and Good Friends Activity
Write down a solution to the following situations involving friends. Consider these qualities when writing your solution:

*Catholic Values and Beliefs:* By means of communication that is honest, supportive and based in trust we affirm the value of each other.

1. You lose your temper while playing a game and say something nasty to your friend.
   
   Solution: ______________________________________________________
   
   Quality: __________

2. Your friends ask if they can copy your homework so they won’t get into trouble.
   
   Solution: ______________________________________________________
   
   Quality: __________

3. Your friend is playing with someone else and you feel jealous because you are left out.
   
   Solution: ______________________________________________________
   
   Quality: __________

4. Your friend forgets their lunch.
   
   Solution: ______________________________________________________
   
   Quality: __________

5. A group of children invite you to join in a game but say that one of your other friends can’t play.
   
   Solution: ______________________________________________________
   
   Quality: __________
Catholic Values/ Beliefs: ‘God blesses those people who make peace. They will be called His children’ – Mat. 5: 9. By means of communication that is honest, supportive and based in trust, we affirm the value of each other. We are responsible for others and ourselves.

You are going on an outing in the holidays and are allowed to invite three friends from your group to go with you. Who would you choose and why?

**Mark** is your best friend and you always play together.

_____________________________________________

**Melissa** has been sick and missed a lot of school. She needs to play quietly and take her medication.

_____________________________________________

**Rob** is always the best at everything and always gets chosen to go to parties and to play at friends’.

_____________________________________________

**May-ling** is the most popular and she is very funny.

_____________________________________________

**Kathy** is new to the school and has never been invited to anyone’s place to play.

_____________________________________________

**Marcos’** parents are very wealthy. He is having a very special party in a few weeks.

_____________________________________________

**Joshua** is always a good friend to everyone. His family is moving and he will be leaving the school in a few weeks.

_____________________________________________
Lesson 5  What is power in relationships?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
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<tbody>
<tr>
<td>E.3 By means of communication that is honest, supportive and based in trust, we affirm</td>
<td>V2 Respects the right of others to hold different values and attitudes from</td>
<td>• Shows sensitivity to the needs, rights, feelings and efforts of others</td>
</tr>
<tr>
<td>the value of each other and act in ways that enhance our relationships.</td>
<td>their own</td>
<td></td>
</tr>
<tr>
<td>DMS3.2 Makes informed decisions and accepts responsibility for consequences</td>
<td></td>
<td>• Evaluates personal decisions regarding the use of power</td>
</tr>
<tr>
<td>INS3.3 Acts in ways that enhance the contribution of self and others in a range of</td>
<td></td>
<td>• Expresses appropriate use of power to support the rights and feelings of</td>
</tr>
<tr>
<td>cooperative situations</td>
<td></td>
<td>others</td>
</tr>
<tr>
<td>IRS3.11 Describes roles and responsibilities in developing and maintaining positive</td>
<td></td>
<td>• Analyses the effect of the use of power in enhancing relationships</td>
</tr>
<tr>
<td>relationships</td>
<td></td>
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</tbody>
</table>

**KidsMatter SEL Focus:** Major - Responsible Decision Making - Respecting others; Minor - Responsible Decision Making - Assuming personal Responsibility

**Suggested Learning Experiences**

As a class review the concept of power. Definition: Power is being able to do something or make something happen. Power can be the ability to make others do things.

In small groups, brainstorm on butcher's paper, a list of one of the following:
- powerful things or objects (fire, water, drill, saw plane, rocket)
- powerful creatures (lion, shark, kangaroo, tiger snake, whale, crocodile)
- powerful people (Prime Minister, Premier, Police, Judge, Teacher, Pope, Principal).
A group nominee reports back to the class.

As a class, discuss what makes some people powerful. List sources of power eg. size, strength, popularity, fame, position (authority), knowledge, wealth, possessions, connections, trust. In small groups, complete the Sources of Power Activity. Identify some famous people or superheroes according to each source of power. Remind students that every person has power. The amount of power a person has will change according to different situations. It is how power can be used that would make it good or bad power. Using power is a choice. If you choose your power in a way that does not respect others then you abuse power.

Students reflect on the power that they have in different groups, eg. friends, family, sports teams, class at school. Write about how they use their power using the Situations of Power Activity.

Using the “Not Guilty” Encounter (REDI, 2003, The Big Move) students click on each of the characters to learn about the story. Students prepare a character profile of each of the characters.
For example,

<table>
<thead>
<tr>
<th>Character</th>
<th>What are they like?</th>
<th>What is their role in the story?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiri</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abby</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carla</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seow Ling</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using the "Not Guilty" Encounter (REDI, 2003, The Big Move) students click on the Information Sheet, then select Bullying. In pairs students read the section of the information sheet “About Bullying” & complete a retrieval chart:

<table>
<thead>
<tr>
<th>Who is being bullied?</th>
<th>Who is/are the bully/bullies?</th>
<th>Why is this child being bullied?</th>
<th>Why are the bullies being mean to the child?</th>
</tr>
</thead>
</table>

**TW:** Revise the belief that we are responsible for others and ourselves. When someone is being bullied, the bystanders have the power to stop it. It is everyone’s responsibility. How did you think Jesus felt when His friends did not stand by Him? e.g. ‘The conspiracy against Jesus’ - Mat. 26: 1 - 5

In pairs, one student reads the section of the Information sheet, ”What to do if you are being bullied” and their partner reads “What to do if you know someone who is being bullied”. The first student prepares a suggestions card that outlines a variety of strategies that could be used by children if they are being bullied. The student illustrates the card with appropriate pictures of these strategies in situations in which the child thinks they might work. The second child prepares a storyboard that depicts possible strategies that Carla and/or Seow Ling might use to solve the bullying problem. The storyboard could be acted as a role-play with “freeze frames”. Characters freeze at crucial times in the scene & the audience presents ideas for how the dilemma could be solved.

Individually complete the sentences:
‘Bullying is an abuse of power because . . .’
‘I can use my power to stop bullying by . . .’

### Resources
- Butchers paper, textas, pencils

### Assessment
Student responses to sources and use of power

---

Appendix 28

Situations of power - friends and family power

I have power when...

I have power because...

That power changes when...

I can use my power in a responsible way by...

I have used my power positively when...

to support teaching and learning in PDHPE, Stages 1, 2 and 3.
Sources of power

size  eg tall, solid peer
strength  eg athlete
age  eg adult, teen, baby
popularity  eg popular team member
fame  eg movie star, well known musician
position (authority)  eg employer, religious leader, parent or carer, student representative
knowledge expertise  eg car mechanic, doctor, teacher, police officer
money/possessions  eg wealth, holiday house, sports car, boat, brand name clothes
connections  eg knows or is related to someone famous or important
group size  eg gang, club or organisation, religion
gaining trust  eg friend, neighbour, relative

Look at each ‘source’ of power and discuss the examples. Think of more examples.
## Lesson 6  How do I cope with conflict?

<table>
<thead>
<tr>
<th>Enduring Understanding</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.3 By means of</td>
<td>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships</td>
<td>• Accepts increased responsibility for solving problems</td>
</tr>
<tr>
<td>communication that is</td>
<td>PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems</td>
<td>• Selects appropriate solutions to problems</td>
</tr>
<tr>
<td>honest, supportive and</td>
<td>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations</td>
<td>• Uses strategies to resolve problems</td>
</tr>
<tr>
<td>based in trust, we</td>
<td>V2 Respects the right of others to hold different values and attitudes from their own</td>
<td>• Shows sensitivity to the needs, rights, feelings and efforts of others</td>
</tr>
<tr>
<td>affirm the value of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>each other and act in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ways that enhance our</td>
<td></td>
<td></td>
</tr>
<tr>
<td>relationships.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KidsMatter SEL Focus:** Major: Self-Management - Managing emotions; Relationship Skills - Building Relationships; Relationship Skills - Negotiation

### Suggested Learning Experiences

Teacher uses flashcards with incomplete sentences to introduce 'I' messages, eg. I feel upset when you ..., I feel angry when you ..., I feel hurt when you ..., I feel sad when you ....

In pairs, students discuss their reactions to the following scenario:  

* A friend has asked you to sleep over at his house on Friday night. Your Aunty has also asked you to go to the movies. You decide to sleep over at your friend's because he is moving to a new school soon. You explain the situation to your Aunty.  
* On Friday afternoon, your friend tells you that he is going away for the weekend with another friend and tells you that you can sleep over another weekend.

In pairs, students role-play reactions to the situation. The audience classifies the reactions as assertive, aggressive and passive.

Teacher shares a problem with the class, e.g. needing to study for a test but also having to go to something special or being worried about a sick family member. Students suggest some solutions to the problem.

Students share some problems or conflicts that they have had to resolve. Discuss that all people have problems at some time but that some problems may be worse than others. Use some examples from the media to illustrate some more severe problems and discuss some of the ways that they are being dealt with.

Teacher introduces the concept that conflicts result in winning or losing outcomes, depending on the responses we choose: lose-lose, win-lose, win-win (see notes on A Conflict Situation Activity). A peace maker aims for a win-win outcome. Why?

**TW:** Revise the belief that we are responsible for ourselves and others. We need to consider this when choosing how to deal with conflict. As a class use the Problem Solvers Activity and categorise responses as cool (good) or uncool (poor) eg. thumbs up - thumbs down. Can you identify any times in The Bible when Jesus used any of the strategies to resolve conflict?
In groups of 3, design a problem for the class to resolve. Create a problem and pass it on to the next group to resolve. Explain that there are different ways of dealing with problems. Each group develops a plan and lists ideas for coping with the problem. Then pass it on to the next group to evaluate the coping strategies. As a class, share some of the problems proposed and the coping strategies.

Compare what students may have considered to be a problem when they were younger (eg. not getting a particular treat) to the types of problems they may have to deal with now. Consider how their role in solving problems has changed, i.e. need to take more responsibility for solutions.

### Resources

- *Problem Solvers Activity*
- *A Conflict Situation Activity*
- Newspaper articles highlighting personal problems

### Assessment

Students evaluate a conflict using the *A Conflict Situation Activity*. 
**Problem Solvers**

Tick (✓) the cool (good) problem solvers and put an (x) on the uncool (poor) responses.

<table>
<thead>
<tr>
<th>MAKE A JOKE</th>
<th>THINK ABOUT MY STRENGTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN WHAT TO DO</td>
<td>DO SOMETHING YOU ENJOY</td>
</tr>
<tr>
<td>TRY TO SORT IT OUT WITH THE</td>
<td>ACCEPT IT IF I CAUSED THE PROBLEM</td>
</tr>
<tr>
<td>PERSON CAUSING THE PROBLEM</td>
<td></td>
</tr>
<tr>
<td>KEEP THINGS TO YOURSELF</td>
<td>SAY AWFUL THINGS TO MYSELF</td>
</tr>
<tr>
<td>SCREW MY FACE UP</td>
<td>THINK ABOUT IT ALL THE TIME</td>
</tr>
<tr>
<td>THINK OF SOMETHING TO BEGIN</td>
<td>IGNORE IT</td>
</tr>
<tr>
<td>TO FIX IT</td>
<td></td>
</tr>
<tr>
<td>PLAY A SPORT OR GAME</td>
<td>PICK ON YOUR LITTLE SISTER OR BROTHER</td>
</tr>
<tr>
<td>YELL AT MY MUM OR DAD</td>
<td>THINK ABOUT HOW I COULD HELP WORK IT OUT</td>
</tr>
<tr>
<td>GET ENOUGH EXERCISE AND REST</td>
<td>TRY TO RELAX AND BE CALM</td>
</tr>
<tr>
<td>DON'T EAT</td>
<td>EAT LOLLIES AND JUNK FOOD</td>
</tr>
<tr>
<td>SCREAM</td>
<td>STOP WORRYING AND THINK OF SOMETHING ELSE</td>
</tr>
<tr>
<td>TALK TO MY PARENTS OR AN ADULT</td>
<td>TALK TO A FRIEND</td>
</tr>
<tr>
<td>CRY A LOT</td>
<td>WRITE DOWN WHAT YOU ARE THINKING AND FEELING</td>
</tr>
</tbody>
</table>
Lesson 6 – A Conflict Situation

Catholic Values/Beliefs: ‘God blesses those people who make peace. They will be called His children’, Mat. 5: 9. By means of communication that is honest, supportive and based in trust, we affirm the value of each other. We are responsible for others and ourselves.

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

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
<th>Working towards</th>
<th>Achieved with support</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships</td>
<td>Accepts increased responsibility for solving problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems</td>
<td>Selects appropriate solutions to problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations</td>
<td>Uses strategies to resolve problems</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TASK:

Students evaluate a conflict using the A Conflict Situation Activity.
Catholic Values/Beliefs: ‘God blesses those people who make peace. They will be called His children’, Mat. 5: 9. By means of communication that is honest, supportive and based in trust, we affirm the value of each other. We are responsible for others and ourselves.

Conflicts result in winning or losing it depends on the responses we choose:

**Lose-Lose** is when neither person gets what he or she wants. Neither person gets his or her needs met. Both people lose.

**Win-Lose** is when one person gets what he or she wants and the other person does not. Only one person gets his or her needs met. One person wins, and the other person loses.

**Win-Win** is when the people in the conflict invent options that help both people get their needs met. They both win. A peace maker aims for a win-win outcome to conflict.

Complete the following to find a solution to the conflict.

1. Describe the conflict (What happened? What did you want? What did the other person want?)
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

2. What were the causes of the conflict? (Unmet basic needs, resources, different values.)
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

3. How did you respond to the conflict? (Negative or positive.)
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

4. What was the result of the conflict? (Win-win, win-lose, lose-lose)
   ______________________________________________________
   ______________________________________________________
Lesson 7   How can I be a peace maker?

<table>
<thead>
<tr>
<th>Enduring Understanding</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.4 Communities can provide us with a safe environment and help us cope with change.</td>
<td>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships</td>
<td>• Shows consideration for the needs, rights and feelings of others</td>
</tr>
<tr>
<td></td>
<td>DMS3.2 Makes informed decisions and accepts responsibility for consequences</td>
<td>• Discriminates between behaviours that make others have positive or negative feelings about themselves</td>
</tr>
<tr>
<td></td>
<td>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations</td>
<td>• Analyses the effects of words and actions on the feelings of others</td>
</tr>
<tr>
<td></td>
<td>V2 Respects the right of others to hold different values and attitudes from their own</td>
<td>• Shows sensitivity to the needs, rights, feelings and efforts of others</td>
</tr>
</tbody>
</table>

**KidsMatter SEL Focus:** Major - Social Awareness - Appreciating Diversity; Relationship Skills - Building Relationships; Responsible Decision Making - Respecting others; Relationship Skills - Negotiation

**Suggested Learning Experiences**

In pairs, students read and review the story *Peace Builders and Peace Destroyers* from Stage 2.

In small groups, students compare the thoughts, feelings and behaviours of the Peace builders and Peace destroyers. (What were they thinking? What were they feeling? What were they doing?)

Students identify situations where they have been a peace builder or a peace destroyer.

**Teacher’s Note:** Peacemaking is the responsibility of all human beings and the challenge for schools, communities and families. Peace makers value themselves, others and the environment. They take responsibility for the health and wellbeing of their school, family, community, country and world.

TW: Bring the students to an understanding that a communal approach to safe living and the establishment of caring networks is essential for the provision of safe environments. Students name five people (from their family, school, community or world) they believe to be peace makers and justify their choices. Students prepare a profile for one of these people who is a peace maker. Students share their peace maker advertisements with the class. Display these under: ‘God blesses those people who make peace. They will be called His children’ - Mat. 5: 9

**Resources**
- *Peace Builders and Peace Destroyers*

**Assessment**
Teacher observation of student contribution in discussion relating to peacemaking
A long time ago in a reserve on a planet far away from our world, there were beings called Jedi Peace Builders and other beings called Empire Destroyers. These beings were very different from each other. The Jedi Peace Builders played in the reserve during the night and the Empire Destroyers played in the reserve during the day. The Jedi Peace Builders never saw the Empire Destroyers.

One day some aliens arrived on a spaceship. They watched the Jedi Peace Builders during the night and the Empire Destroyers during the day. During the day, the aliens hovered in their spaceship and watched and listened to the Empire Destroyers and heard them angrily yelling at each other 'You're not my friend'. 'I don't want to play with you'. 'I hate you'. 'It's your fault'. 'You're hopeless'. 'Give me your lunch money or I won't be your friend'.

Some of the Empire Destroyers wrote hurtful messages about other Empire Destroyers on the trees that surrounded the reserve. They teased one another about being fat, ugly or dumb. Pretend fights always ended in hurtful and dangerous fights.

The Empire Destroyers went crazy and blocked the entrance to the reserve by rolling a heavy tree across the pathway. They broke the seats and the swings and hit and kicked each other to get their own way. Their games had no rules and they teased the losers. Many of the Empire Destroyers were sad, lonely and didn’t play with the others.

As night came, the Empire Destroyers shoved each other and pushed each other over the tree that blocked the entrance to the reserve. Some of the Empire Destroyers were hiding in the bushes and were the last ones to run out of the reserve before night.

Just as darkness came, the Jedi Peace Builders arrived. The first thing they did was to work together to remove the tree from the reserve entrance. They cheered loudly together and spoke kindly of their group efforts.

The Jedi Peace Builders were kind. They cared about each other and about their surroundings. They talked about how to fix the seats and swings and discussed who would do each job.
Some Jedi Peace Builders hung beautiful flower baskets to cover the hurtful writing on the trees. Other Jedi Peace Builders planted more trees and collected the rubbish. When they had finally finished tidying the reserve, they played. As they played the spaceship aliens heard them say things like ‘Thanks for your help’. ‘That was a great effort’. ‘Keep trying’. ‘Would you come to play with me?’

There were lots of games and everyone followed the rules and helped each other to learn new games. Jedi Peace Builders encouraged each other and praised each others’ achievements. The Jedi Peace Builders painted glow-in-the-dark pictures, danced in the moonlight and listened to stories about magical places. They shared snacks from their picnic hamper and planned to build a tree-house together. Jedi Peace Builders showed respect for each other. They were safe in the reserve and so were their toys, food, clothing and tools.

The spaceship aliens were disturbed by what they saw. They had been sent on a mission to live with the Jedi Peace Builders and the Empire Destroyers but there was not enough room for all the aliens to play in the reserve at night and they didn’t want to play with the Empire Destroyers during the day. The aliens thought about the dilemma.

During the night the reserve is filled with Jedi Peace Builders. They are happy, creative, caring and loving. The respect each other and their environment. They know how to play fairly and happily.

Empire Destroyers live in the reserve during the day. They are unhappy, afraid and hateful. They don’t respect each other or their environment. They fight, hurt, blame and punish each other. Each day peace is destroyed and each night peace is built.

The aliens learned a lot about peace from watching the reserve during both the day and the night. The aliens had realised what their real mission was. They had been sent to teach the Empire Destroyers how to be peaceful.

Now each day and night, the reserve is peaceful.

Lesson 8  How can I cope with life changes?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.4 Communities can provide us with a safe environment and help us cope with change.</td>
<td>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships</td>
<td>• Models behaviour that reflects sensitivity to the needs, rights, and feelings of others</td>
</tr>
<tr>
<td></td>
<td>GDS3.9 Explains and demonstrates strategies for dealing with changes</td>
<td>• Devises strategies to cope with life changes</td>
</tr>
<tr>
<td></td>
<td>PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems</td>
<td>• Selects the most appropriate solution to a given problem</td>
</tr>
<tr>
<td></td>
<td>V2 Respects the rights of others to hold different values and attitudes from their own</td>
<td>• Show concern for the welfare of others</td>
</tr>
</tbody>
</table>

**KidsMatter SEL Focus: Major - Self Awareness - Identifying emotions; Self-Management - Managing emotions**

**Suggested Learning Experiences**

As a class, students brainstorm examples of life changes, eg. moving house, changing school, older brother/sister moving out of home, going on holiday, changing friendship groups, new neighbours, death of a pet or person, divorce and remarriage. Review the concept of resilience using the What is Resilience? Activity.

In pairs, students choose a change experience that they have experienced and describe how they felt in that situation.

In groups, students are allocated a book from those listed in the resources section, that address grief and loss. Each group:

- identifies the loss experience and prepare a heading on a banner
- creates a flow chart to depict the plot
- draws and creates character profiles of the main characters (5 words that accurately describe each character)
- draws emotive faces, or uses symbols and words, to show how each character felt after their loss experience
- describes how they (personally) felt during the story
- describes how the characters in the story coped with their life change.

Write a letter to the character who is experiencing loss and suggest ways to cope effectively with their loss, eg. talk with trusted others, enjoy a hobby, take part in physical activity, make new friends, practise relaxation, pray and meditate. Students identify which of these coping strategies they could use for coping with growth and development/puberty changes.

**TEACHER NOTE:** Praying is one way of helping us cope with life's changes. We can turn to Jesus in time of need. Children write a prayer asking Jesus for help to have the resilience to cope with change. These prayers can be shared during a Prayer Circle.
Teacher reinforces the 000 Emergency Number and 24 Hour Kids Helpline 1800 551 800 and the website [www.kidshelp.com.au](http://www.kidshelp.com.au/) Students record this information in their book. Students identify their own sources/network of people who are available to them in times of worry, stress, confusion and/or uncertainty.

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>What is Resilience? Activity</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student work sample of letter describing strategies to cope with loss</td>
</tr>
</tbody>
</table>
What is Resilience?

Resilience is a person's ability to cope with changes in their life. It has been described as a person's ability to bunji jump through life - that means their ability to bounce back during difficult times.

What are the skills of Resilience?

- Understanding feelings that you have about yourself
- Understanding feelings that you have about others
- Being able to calm yourself during change or conflict
- Belonging to a loving family, school, church and other groups
- Being able to cope with stress
- Being able to set goals
- Being able to develop happy and healthy relationships with others (caring, give praise, trust, be truthful, don't intentionally hurt others)
- Being positive about yourself and life (trying new things, taking risks)

What is a resilient person?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Why are some people more resilient than others?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How can you build resilience?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

# Lessons 9-10 How can we be Cybersmart?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.3 By means of communication that is honest, supportive and based in trust, we affirm the value of each other and act in ways that enhance our relationships.</td>
<td>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships</td>
<td>• Analyses the effects of actions that enhance or disrupt relationships</td>
</tr>
<tr>
<td>E.4 Communities can provide us with a safe environment and help us cope with change.</td>
<td>DMS3.2 Makes informed decisions and accepts responsibility for consequences</td>
<td>• Models behaviour that reflects sensitivity to the needs, rights, feelings of others</td>
</tr>
<tr>
<td></td>
<td>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations</td>
<td>• Expresses and acts appropriately on concern for others</td>
</tr>
</tbody>
</table>

## KidsMatter SEL Focus:
- **Major** - Responsible Decision Making - Assuming personal Responsibility.
- **Responsible Decision Making - Respecting others**; **Minor** - Relationship Skills - Refusal

## Suggested Learning Experiences

As a class discuss common issues that arise when we are not cybersmart? Discuss what their families and the school have in place at home to protect them from harm on line and with mobile phones?


TW: Each person is unique, worthy of respect and love, created in the image and likeness of God. While respecting others, we do not necessarily take on their values or opinions. We are able to discriminate between what is right and what is wrong.

Students, either individually or in small groups work online through the lessons selected by the teacher for Episodes 3 and 4.

### Episode 3 Making Waves Cyber Communications
- Lesson 3.1 Getting it sorted
- Lesson 3.2 The Golden Rules
- Lesson 3.3 Cyber dilemmas

### Episode 4 Putt n Stuff Up Cyber publishing.
- Lesson 4.1 Getting it sorted
- Lesson 4.2 The Golden Rules
- Lesson 4.3 Cyber dilemmas

Discuss how our values influence our behaviour not to bully others, and to be safe in cyberspace.

**HOME TASK:** Discuss with your parents:
1. The family rules for online and mobile use. Have your parents ever felt unsafe online or with their mobile?
2. What would they do or say if…..Someone in my class repeatedly sent me threatening messages that hurt my feelings, AND If someone contacted me online, I did not know who they were but they wanted to know personal information
3. If your friend was being unsafe online and wanting to meet a cyberfriend and giving them personal information eg name, school, address etc

4. What are the school policies that could help parents know what to do... Eg pastoral care, bullying and acceptable/responsible use policies.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer access to</td>
<td>Student Cybersafety Golden Rules</td>
</tr>
</tbody>
</table>
## TEACHER REFLECTION - UNIT EVALUATION

### A. EVIDENCE
To what extent does the assessment evidence provide:

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. LEARNING EXPERIENCES AND INSTRUCTION
To what extent did students:

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?
1. What did students learn? (What knowledge and skills did they learn to deepen their understanding of the outcomes/big ideas of the unit?)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. How do you know what they learnt? (What evidence do you have to support your judgement?)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. What would you refine to improve student learning outcomes?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
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.

<table>
<thead>
<tr>
<th>Two important things I have learnt about/learnt to do during this unit are…</th>
<th>What I learnt will help me in my life because…</th>
</tr>
</thead>
<tbody>
<tr>
<td>A question about this unit that I asked in class was…</td>
<td>Something that still puzzles me is…</td>
</tr>
<tr>
<td>A question about this unit that I asked at home was…</td>
<td>I have changed my ideas about…</td>
</tr>
<tr>
<td>Something I am going to value/appreciate more about myself because of what I have learnt in this unit is…</td>
<td>If I wanted to research more about this unit I could…</td>
</tr>
<tr>
<td>Something I am going to value/appreciate more about others because of what I have learnt in this unit is…</td>
<td>I think the effort I put into my learning in this unit was:</td>
</tr>
</tbody>
</table>

(Circle one number)

**No effort** 0 1 2 3 4 5 6 7 8 9 10 **Most effort**