Unit Title:	7.3 Relate and Get Active	**Stage/Year:**	Stage 4/Year 7
Strand(s):	Strand 1 Self and Relationships, Strand 2 Movement Skill and Performance, Strand 4 Lifelong Physical Activity	**Unit length:**	10 lessons

Unit Description:	Students will explore a range of enjoyable physical activities including competitive, non-competitive, initiative and challenge activities in a range of contexts. The interrelationship between a sense of self will be examined in relation to; how a sense of self can vary in different contexts, factors that influence a sense of self, caring and respectful relationships and participation in life-long physical activity.

Major outcomes
A student:

- 4.1 – describes and analyses the influences on a sense of self.
- 4.2 – identifies and selects strategies that enhance their ability to cope and feel supported.
- 4.10 – explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity.

Contributing outcomes

- 4.3 – describes the qualities of positive relationships and strategies to address the abuse of power.
- 4.4 – demonstrates and refines movement skills in a range of contexts and environments.
- 4.13 – demonstrates cooperation and support of others in social, recreational and other group contexts.
- 4.16 – clarifies the source and nature of problems and draws on personal skills and support networks to resolve them.

Evidence of Learning
A student:

- participates effectively in team/group work activities eg target, net/wall games, dance and gym activities. (4.4, 4.13, 4.16)
- identifies support people and services. (4.2, 4.16)
- proposes strategies to overcome barriers in seeking support. (4.2, 4.16)
- participates with enthusiasm and cooperation in various practical situations. (4.4, 4.13)
- displays active involvement in the focus questions during practical sessions. (4.4, 4.13)
- describes and analyses the influences on a sense of self eg story time and basic needs activities. (4.1, 4.2, 4.10)
- creates an ad campaign to communicate key messages to Homer about a sense of self and being active. (4.1, 4.2, 4.10, 4.16)

Cross Curriculum Content	✓	**Key Competencies**	✓	**Catholic Dimension:**
ICT	✓	Collecting, Analysing		**Strand 1 - Self and Relationships:** This strand explores the interdependence between a sense of self and the health and wellbeing of themselves and others. An understanding is also reflected in the Catholic Christian tradition, in which the self or person is continually challenged to reach out beyond ourselves in relationships. **Strand 2 - Movement Skill and Performance:** This strand recognises the enjoyment
Work & Employment		Communicating Ideas	✓	
Aboriginal & Indigenous		Planning		

Civics & Citizenship		Working with others	✓	and active participation presents in a range of movement contexts, and encourages students to make clear and concrete choices about their preferred forms of physical activity. Catholic Christian tradition inspires us to make links between the beauty, inherent skill and complexity of the body and other necessary dimensions such as the soul, heart or spirit. **Strand 4 - Lifelong Physical Activity:** This strand explores students' willingness and capacity to engage in enjoyable, fulfilling, and lifelong physical activity. A need for a balanced lifestyle, the development of action plans, and involvement with others is a focus. Catholic Christian teaching affirms the need for lifelong physical activity in the context of the essential unity between body, soul and spirit, between brain and heart, and between the needs of the individual and the community.
Difference & Diversity		Work mathematically		
Environment		Solving problems		
Gender		Work with ICT applications	✓	
Literacy	✓			
Multicultural				

Students learn about:	**Students learn to:**
• **a sense of self** – how a sense of self can vary in different contexts – factors that influence a sense of self	• investigate the changing nature of one's sense of self and how it can be different in various social contexts, eg home, school, with friends. • describe how particular factors influencing a sense of self are interdependent and can become increasingly significant at different life stages.
• **connectedness** – the importance of connections – creating connections	• identify formal and informal school activities that promote a sense of belonging for students.
• **seeking help** – identifying people and services that provide support – accessing support – strategies for seeking support	• enhance their ability to seek help by: – identifying barriers to seekeking help – propose strategies to overcome barriers – practice ways of accessing help
• **caring and respectful relationships** – qualities of positive relationships – rights and responsibilities – give and take – providing and accepting support	• appreciate the contribution that participation in physical activity makes to the development of interpersonal skills.
• **contexts for specialised movement skills** – athletics	• demonstrate movement skills through a range of experiences including: – track and field activities

– dance – games – gymnastics	– dance from contexts such as cultural, social, contemporary and current – games from categories such as target, striking/fielding, invasion and net/court – gymnastics from areas such as general and artistic
• **mental health** – factors that support mental health	• examine their behaviours and language and recognise the potential impact of these on their own and others' mental health.
• **personal benefits of participation in physical activity** – physical – social – emotional – mental – spiritual	• participate in a range of lifelong physical activities to identify and appreciate potential benefits. • communicate key messages about being active and suggest simple strategies to assist others to recognise these benefits, eg multimedia presentations, pamphlets.
• **lifelong physical activities** – competitive/non-competitive – individual/group/team – recreational activities – health and fitness – initiative/challenge activities	• participate in competitive and non-competitive, individual and team physical activities and evaluate the degree to which they meet their needs and interests. • participate in initiative/challenge activities designed to develop teamwork, cooperation and problem-solving.

Teaching, learning and assessment activities	Resources
Further explore the meaning of a sense of self • **Story time:** students collect newspaper/magazine articles or read stories which focus on people's lives and provide an insight into their sense of self. Use some stories of famous sports people eg Ian Thorpe, Cathy Freeman, Louise Savage to highlight their stories and the importance of physical activity to their sense of self and wellbeing. Focus questions: – What influences the characters sense of self? – How does their sense of self vary in different contexts eg Is Ian Thorpe more confident swimming races or giving media interviews or modelling underwear?	Books: *Chicken Soup for the Teenage Soul, Chicken Soup for the Kids Soul.* Magazine or newspaper articles

– How does the characters sense of self vary at; home, school, with friends, playing sport. – Describe what factors influence the characters and the student's sense of self? Eg values and beliefs, gender, personal skills (positive feelings about self, taking risks, communication, resilience/coping, confidence), relationships (family, friends, loss, divorce, community) technology (media, TV, radio, mobile phones, the Internet, digital cameras, video recorders), life experiences (family, friends, teachers, clergy, neighbours, community (where we live, safe/unsafe, recreational facilities), the environment (safe, clean) culture – Aboriginal and indigenous).	
• **Make a table and sing it:** work in pairs and individually make a table with the following three headings; factors that influence who we are, these factors are influenced by....., and how they influence who we are? Students are to discuss and complete the table of factors which influence their sense of self? Teachers can refer to Jump into PDHPE Book 1 p 2. Discuss how your sense of self changes and can be like a cup of water – sometimes it is full (high self-esteem) and sometimes it is low (poor self-esteem). What things can fill our cup or empty our cup? In groups of 3-4 create a song/rap or select and analyse a song that deals with a sense of self and the factors which influence it. Perform/present your song/analysis of a song to the class.	*Jump into PDHPE* Book 1 p 2.
• **Basic Needs:** The teacher discusses the concept of basic needs and its influence on a sense of self eg – 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 –	*My Basic Needs* Activity
In small groups, students individually complete the My Basic Needs Activity below. This can also be completed using the ICT *Inspiration* software if this is available. In a written report explain the following: how does your family and school meet your basic needs? How are families different in the way they meet their children's needs? What is connectedness? Why is it important to feel you belong? How can you make connections at your new school? Identify what school activities (formal/informal) promote your sense of belonging?	ICT *Inspiration* software

- **Lets play target games:** Students participate in a range of fun target games outlined in the *Game Sense* resource. The teacher poses the question at the beginning of the practical activity Why is lifelong physical activity a basic need for all people? During the course of the lesson/activity play is stopped and the teacher targets students to respond to the question or they can "pass" and another student is asked. You can only "pass" twice.

Active Australia Game Sense – Australian Sports Commission *p5-19*

Various practical equipment

How does school influence my sense of self and relationships?

- Teacher reviews the school rules and vision/mission statements with the students and discusses how they influence a sense of self and effect how students and teachers relate to each other. Students identify their school rules and discuss why we need school rules, how do rules affect the way we relate to others. Review the table below. What are your rights and responsibilities in relationships?

School rules and vision/mission statements

My Rights	*My Responsibilities*
I have the right to be happy. This means that no-one will hurt my feelings.	I have the responsibility to treat others with sensitivity. This means that I will not hurt the feelings of others.
I have the right to be myself in this school. This means that no-one will treat me unfairly.	I have the responsibility to respect others as individuals. This means I will treat others fairly.
I have the right to be safe. This means that no-one will threaten or hurt me.	I have the responsibility to make the school safe. This means I will not threaten or hurt anyone.
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.	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.
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.	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.
I have the responsibility to protect my rights and the rights of others by exercising my full responsibilities in all circumstances.	

How does physical activity influence my sense of self and relationships?

- **Graffiti Wall:** The teacher displays 5 pieces of butcher's paper with the following benefits of participation headings: physical, social, emotional, mental, spiritual. Students walk around each piece of paper and add their ideas on how physical activity influences my sense of self.

Butchers paper

- **Lets dance or do gym:** students participate in a range of fun dance or gym activities to identify and appreciate the potential benefits of lifelong physical activity.

ACHPER *Dance Upper Primary* – (Years 6-8) Book and CD Rom

• **(A) Homer Simpson makeover:** in pairs create an ad campaign to communicate key messages to Homer about a sense of self and being active. Students may use a PowerPoint presentation to present their ad campaign. Students suggest simple strategies to assist Homer to: - describe the benefits of lifelong physical activity - explain how personal strengths and abilities contribute to enjoyable and successful participation in physical activity - identify people and services that can provide support. Suggest ways that Homer can overcome his barriers to seeking support - propose strategies to overcome barriers. *FEEDBACK – Written teacher feedback will be provided on the student's ability to explain how personal strengths and abilities contribute to enjoyable and successful participation in physical activity. Students also need to communicate key messages to Homer about being active. Students suggest simple strategies to assist Homer to recognise the benefits of lifelong physical.*	*Making Dance* Education Resource Group P/L ACHPER *Gymnastics for Upper Primary and lower Secondary* Varied practical equipment/CD Player
How does mental health influence my sense of self and relationships?	
• **Mental fitness:** in pairs cut out magazine pictures of people you think are mentally healthy and unhealthy. Around each picture identify the factors which you think help build (colour A) and break down (colour B) mental heath. As a class discuss; how does your behaviour and language impact on yours and others mental health. How does mental heath influence your sense of self?	Magazines
• **Lets play initiative and /or net/wall games:** students participate in a range of fun net/wall physical activities outlined in the Game Sense resource or initiative games outlines in the *Silver Bullets* book.. The teacher poses the question at the beginning of the practical activity which asks students to think about how participation physical activity supports mental health and is a coping strategy or destressor. Teacher questions students for their response to the question?	*Active Australia Game Sense* – Australian Sports Commission *P21-33* Varied practical equipment
Seeking support to helps protect my sense of self and relationships	Outdoor Education/Initiative games Book *Silver Bullets*
• **Create you own seeking help fridge magnet:** in pairs students do a treasure hunt on the internet or through the phone book and identify people and services that can provide support to them. Students compile a list and share with another pair and add new ideas to their list eg 000 Emergency Number and the 24 Hour Kids Helpline 1800 551 800 and the website www.kidshelp.com.au	www.kidshelp.com.au