Unit Title:	7.1 New Environment New Challenges	**Stage/Year:**	Stage 4/Year 7
Strand(s):	Strand 1 Self Relationship, Strand 4 Lifelong Physical Activity	**Unit length:**	10 lessons

Unit Description:	This unit will provide students with the opportunity to examine the new challenges they will face at high school, how to access help, get involved at school and make friends. Students will explore positive relationships, coping and effective communication in relation to family, friends and school. Students also participate in a range of fun, practical games that promote team work, problem solving, and effective interpersonal communication between group members.

Major outcomes A student:	**Evidence of Learning** 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. • 4.11 – selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations. **Contributing outcomes** • 4.3 – describes the qualities of positive relationships and strategies to address the abuse of power. • 4.13 – demonstrates cooperation and support of others in social, recreational and other group contexts. • 4.16 – clarifies the source and nature of problems and draws on personal skills and support networks to resolve them.	• shows cooperation, teamwork and support of others in ice breaker activities.(4.13, 4.10, 4.11) • completes a map that locates people and places within the school setting who provide advice and support.(4.2, 4.16) • provides verbal responses in class discussion and role play scenarios that demonstrate an understanding of ways to support their peers and encourage them to seek appropriate help. (4.2, 4.11, 4.13, 4.16) • designs a secret dossier to describe their partners sense of self and examine similarities and differences.(4.1, 4.2, 4.11) produces a mind map that identifies challenges they face as they begin high school and predicts future challenges. (4.2, 4.13, 4.16) • writes an article that displays an understanding of peers, friendships and relationships.(4.1, 4.3, 4.11) • works with others to demonstrate conflict resolution strategies eg the coping cards activity. (4.2, 4.11, 4.13, 4.16)

Cross Curriculum Content	✓	**Key Competencies**	✓	**Catholic Dimension:**
ICT	✓	Collecting, Analysing		**Strand 1 - Self and Relationship:** 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 4 - Lifelong Physical Activity:** This strand explores students'
Work & Employment		Communicating Ideas	✓	
Aboriginal & Indigenous	✓	Planning		
Civics & Citizenship		Working with others	✓	

Difference & Diversity	✓	Work mathematically		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.
Environment		Solving problems		
Gender	✓	Work with ICT applications	✓	
Literacy	✓			
Multicultural				

Students learn about:	**Students learn to:**
• **a sense of self** – defining a sense of self – being the same as and different from others – how a sense of self can vary in different contexts	• explore the influence of the following on a sense of self: – who I am – where I come from – who I relate to – what I can do – what I believe and value • investigate the changing nature of one's sense of self and how it can be different in various social contexts, eg home, school, with friends.
• **changes and challenges** – sources of change and challenge, eg school, family, friendships – identifying fears and feelings – dealing with conflicting demands	• develop a realistic sense of their ability to respond to and cope with challenges. • describe the current challenges that may face young people and predict future challenges. • identify strategies for coping with loss and ways of giving support to others.
• **interpersonal communication** – the qualities of effective communication – overcoming barriers to communication – resolving conflict – changing modes of communication for young people	• explore and develop interpersonal communication skills as they: – identify barriers to communication – propose strategies to overcome barriers – resolve conflict in a range of contexts relevant to young people – evaluate the popular modes of communication used by young people

• **connectedness** – forms of connectedness – the importance of connections – creating connections	• identify individuals, groups or places to which they feel a strong sense of belonging and explain how these help them to feel supported and connected.
• **seeking help** – benefits of support – identifying people and services that provide support – accessing support – strategies for seeking support – supporting others to seek help – barriers to accessing support	• enhance their ability to seek help by: – establishing individual support networks of adults and peers – practising ways of accessing help, eg role-play – identifying barriers to seeking support, eg lack of confidentiality, trust – proposing strategies to overcome barriers
• **types and nature of relationships** – the importance of family relationships – the increasing importance of peers – relating appropriately in different relationships and situations – factors influencing relationships	• appreciate that a variety of family structures exist and have the potential to provide supportive and caring environments. • explore the influence of family and peers as adolescents move from dependence to independence.
• **caring and respectful relationships** – qualities of positive relationships – rights and responsibilities in relationships – listening and accepting opinions of others – give and take – providing and accepting support – expressing your own needs – negotiating respect and support – appreciating diversity in relationships	• identify strategies and behaviours for negotiating caring and respectful relationships in a range of settings relevant to young people.
• **lifelong physical activities** – competitive/non-competitive – individual/group/team	• participate in competitive and non-competitive, individual and team physical activities and evaluate the degree to which they meet their needs and interests.

– recreational activities – health and fitness – initiative/challenge activities – physical activities with cultural significance	• participate in initiative/challenge activities designed to develop teamwork, cooperation and problem-solving. • participate in physical activities with cultural significance, eg Indigenous dance, ethnic games.

Teaching, learning and assessment activities	Resources
• **Icebreaker Activities:** students engage in group activities that encourage social interaction and promote fun and team work eg – question jigsaw, students ask each other set questions favourite food, sport, TV show; tin can pass – sitting down in circle pass a large can around using feet only; circle the circle – in a circle, join hands and pass hoops around the circle, practical games such as stuck in the mud, chain tag, and pac man.	Practical games and activities: ACHPER *Fundamental Motor Skills* Resouce Kit, Peer support activities
• **Who am I?** interview/questionnaire asking questions eg likes/dislikes, hobbies, schooling, family, moods etc.; complete an acrostic using the letters of your name, swap books getting your partner to complete and acrostic using your name; from magazines create a collage on your strengths and interests.	*MindMatters* Games Collection p 39-54
• **Paired Activity:** using the information gathered above design an interesting article about your partner for the local newspaper. Share your article with your partner. Discuss with your partner and then as a class how you are the same and different from each other.	
• **Mind map: What is a sense of self?** The teacher asks the students for their ideas in response to this question. As ideas are put forward the teacher and students can discuss what influences a sense of self. Students draw a mind map with the three contexts of family, home and school. Students are asked to identify how a sense of self can be different/change for each of these contexts. The concept of a sense of self is outlines in Jump into PDHPE.	*Jump into PDHPE* Book 1 p 1-5
• **What is connectedness?** Discuss the definition if connectedness outlined in *Jump into PDHPE.* How do your parents make you feel valued and special? How does your school make you feel valued and recognise achievements?	*Jump into PDHPE* Book 1 p 21
• **My family activity:** students design and develop a page that represents their family. Students can include pets, carers, special people and their immediate/extended family. As a class discuss what makes a family? Identify the range of family types that exist in the community. Discuss what makes you feel a sense of belonging in your family? How does your family show you that they care and support you?	

• **Secret Dossier:** students are required to assume the role of a detective and compile a personal dossier for a chosen classmate. The dossier needs to highlight the personal qualities, abilities, values, skills, likes/dislikes of their partner. The dossier can be presented with photos, pictures, artefacts of their partner's life/achievements. Each student presents their partner's dossier in a 1-2 minute oral presentation titled: 'Introducing …..' Emphasise that the dossier needs to highlight positive qualities & achievements. As each student presents their partner's dossier, class members need to list similarities and differences between themselves and the student being introduced and explain how these differences may affect the development or maintenance of positive relationships. *FEEDBACK – Teacher provides written feedback according to the assessment criteria/guidelines as outlined in the sample assessment task provided.*	
• **SRC/Senior student guest speaker:** Ask an SRC or senior student to be guest speaker for the class. The presentation should focus on "My first week/term at high school" and include challenges and strategies for dealing with them and ways to seek help.	SRC/Senior student Guest Speaker presentation on *My first term at high school*
• **Mind Map:** Students mind map the qualities of effective communication and how to overcome barriers to communication.	
• **Changes and challenges brainstorm:** Students brainstorm the challenges they may face as they begin high school eg friendships, homework, bullying, drug use, body image, grief and loss situations, weight control/physical activity, learning ability. In pairs select two challenges from the board and propose strategies for dealing with them and ways to seek help. Students should focus on strategies to resolve conflict. Then share with another pair and discuss the strategies for dealing with the challenge and see if you can propose other strategies or add to their list.	
• **Predict future challenges:** in small groups discuss and record what challenges lay ahead in the future. As a class discuss these future challenges and possible strategies to cope with them	
• **My friends advertisement:** write/design an advertisement for a friend. Your ad must include what qualities you seek in a friend, rights and responsibilities, strategies to develop a caring relationship.	
• **Cope cards activity:** students complete the Cope Card activity from *MindMatters*. This activity focuses on different coping strategies for different situations. Teachers can talk about the importance of *I statements* in expressing ones feelings and wants. *I statements* can also be useful in conflict situations, as can "What can we do about this?" is another useful question. Students can identify their best 5 coping strategies that they are comfortable using. Are there gender differences in the types of coping strategies used by boys/girls?	*MindMatters* Enhancing Resilience Cope Card activity p 34-45

• **Seeking help:** Using a map of the school highlight/colour the areas where you can go to for help. Name the people that you can call upon for support. Discuss the possible reasons why some people are reluctant to seek help if they have a problem. In groups, propose realistic strategies to overcome potential barriers.	School map
• **What is a support network?** Discuss this question and complete worksheet 1.10 and OHT 1.2. How may your support network change during different stages of your life?	NSW DET Child Protection Education Stage 4 Worksheet 1.10 p135 and OHT 1.2 p 136
• **Outasite CD Rom:** Students explore their way through the Outasite interactive CD Rom which deals with the transition to high school.	*Outasite* CD Rom
• **Role Play:** students practice ways of assisting others to access help through role playing assertiveness strategies. Sample scenarios are outlined in the NSW DET Child Protection Education Stage 4 resource eg encouraging a reluctant peer to access help (year coordinator/counsellor)	NSW DET Child Protection Education Stage 4 sample scenarios p 133
FEEDBACK – Verbal feedback from the teacher commenting of the effectiveness of the strategy demonstrated.	
• **Initiative games and activities:** students participate in a range of initiative games that promote team work, problem solving, and effective interpersonal communication between group members. Participate in physical activities with cultural significance eg Indigenous and ethnic games.	Practical games and activities: ACHPER *Fundamental Motor Skills* Resouce Kit, Peer support activities *Active Australia Games Sense* – Australian Sports Commission