

ME, MYSELF AND I

Stage: 2 Year 4	Unit Duration: 10 Lessons	Weeks 1 2 3 4 5 6 7 8 9 10	Terms 1 2 3 4
Enduring Understandings E.1. God is with us on our journey he encourages us to become a complete person. E.2. As we grow and develop we appreciate and respect our body and the body of others. E.3. Life-giving values of the Gospel underpin our relationships and decisions.		Essential Questions: <ul style="list-style-type: none"> • How is personal growth and development influenced by personal identity, values and changes related to puberty and life? 	
Major Outcomes Knowledge and Understanding GDS2.9 Describes life changes and associated feelings Skills COS2.1 Uses a variety of ways to communicate with and within groups Values and Attitudes V1 Refers to a sense of their own worth and dignity		Contributing Questions/Lesson Overview <ol style="list-style-type: none"> 1. What are my personal strengths?(E.1) 2. What are feelings?(E.1,E.3) 3. What is my personality like?(E.1) 4. How are girls and boys expected to act?(E.1) 5. How have I changed?(E.2) 6. How have I changed?(E.2) 7. How do I cope with change?(E.3) 8. How do I cope with loss?(E.3) 9. What are my values?(E.3) 10. What does my family value?(E.3) KidsMatter SEL Focus Major: Self-Awareness - Recognising Strengths; Self-Awareness - Identifying emotions; Self-Management - Managing emotions; Responsible Decision Making - Analysing situations; Social Awareness - Perspective Taking Minor: Self-Awareness - Identifying emotions; Self-Management - Managing emotions; Social Awareness-Appreciating Diversity; Self Awareness - Recognising Strengths	
Contributing Outcomes Knowledge and Understanding IRS2.11 Describes how relationships with a range of people enhance wellbeing Skills INS2.3 Makes positive contributions in group activities DMS2.2 Makes decisions as an individual and as a group member Values and Attitudes V2 Respects the right of others to hold different values and attitudes from their own V3 Enjoys a sense of belonging			

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 describe the factors that influence healthy lifestyle decisions and demonstrate an understanding of the decision making process. They examine how the use of drugs such as tobacco and alcohol can cause harm. They investigate nutritional choices relating to cultural beliefs, special dietary needs and 'fast food'. Students demonstrate behaviours to stay safe at home, on and near roads, when travelling to and from school, and near water. They demonstrate the capacity to deal with unsafe situations including abuse, bullying and harassment.

Students recognise individual strengths and limitations and they identify characteristics that make them unique. They explore body changes that occur during life, including puberty. Students explain how positive relationships are formed and the importance of effective communication of feelings and needs in maintaining relationships. They recognise the rights, values and feelings of others and devise strategies to solve problems, recognise and accept differences and manage conflict.

Suggested Correlation with other KLAs

English

- Character profile/Description
- Personal Response

Creative Arts

- Drama - Performing and Appreciating

HSIE

- Cultures
 - Diversity of families in the community
- Change and continuity
 - Causes and effects of change

Science & Technology

- IT designs/presentations

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.

- <http://www.cyh.com/HealthTopics/HealthTopicCategories.aspx?p=152>
- <http://www.cyh.com/HealthTopics/HealthTopicCategories.aspx?p=287>
- <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=1530>
- <http://www.goodcharacter.com/YCC/Feelings.html>
- <http://kidsturn.org/pages/page.php?pageid=14>

Subject Matter

Growth and Development

Personal Identity

- Recognising strengths and limitations
 - developing strengths
 - setting goals
- Recognising attributes of self and others
- Confronting problems
- Feelings about self
- Positive self talk
- Gender images and expectations

The Body

- Rates and stages of growth and development
- Heredity

Human Sexuality

- Male/female characteristics
- Changes related to puberty

Changes

- Physical body changes
 - feelings about changes
- Changing friendships and relationships

Values

- Definition of values
 - personal values
 - school values
 - family and cultural values
- Rights and responsibilities
 - self
 - others
- Uniqueness of self
 - identity
 - development

Interpersonal Relationships

Relationships

- Recognising individual needs
- Caring
- Different kinds of relationships

- Recognising and accepting differences

Communication

- Appropriate expression of feelings
- Communicating feelings and needs
- Encouraging others
- Understanding feelings of others

Families

- Types of families
- Family changes
- Parenting

Unit Evaluation

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

Assessment

Assessment strategies are included in each lesson. The assessment task for this unit is in Lesson 5.

An Overview of Towards Wholeness (TW) in the PDH Unit

Me, Myself and I - Stage 2

Key God's Word:

Our body is a gift of God, 'God's Temple' (1 Cor 3:16), to be treated with respect.

'God saw everything that he had made and indeed it was very good.' (Gen 1:31)

Jesus provides us with the model: 'The child grew and became strong, filled with wisdom; and the favour of God was upon him.' (Lk 2:40)

We are called to love and tolerate others who are changing and growing: Love is patient and kind, it is never jealous.
(1 Cor 13:4-7)

Enduring Understandings	Towards Wholeness Beliefs and Values	Contributing Questions / Lesson Overview
<p>E.1. God is with us on our journey he encourages us to become a complete person.</p>	<ul style="list-style-type: none"> • As an individual, I am a person of God. • I am special, as God loves me. TW p.24 • 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 	<ol style="list-style-type: none"> 1. What are my personal strengths? 2. What are feelings? 3. What is my personality like? 4. How are girls and boys expected to act?
<p>E.2. As we grow and develop we appreciate and respect our body and the body of others.</p>	<ul style="list-style-type: none"> • We have an obligation to care for others and ourselves. TW p.25 • We should appreciate and respect our body and the bodies of others. TW p.25 	<p>5&6. How have I changed?</p>
<p>E.3. Life-giving values of the Gospel underpin our relationships and decisions.</p>	<ul style="list-style-type: none"> • We should be aware of emotions as contributing to the richness of life. TW p.26 • We are called to identify and strive towards the living of Christian values. TW p.26 	<ol style="list-style-type: none"> 2. What are feelings? 8. How do I cope with loss? 9. What are my values? 10. What does my family value?

Lesson 1 What are my personal strengths?

Enduring Understandings	Outcomes	Indicators
E.1 God is with us on our journey he encourages us to become a complete person.	GDS2.9 Describes life changes and associated feelings COS2.1 Uses a variety of ways to communicate with and within groups V1 Refers to a sense of their own worth and dignity	<ul style="list-style-type: none"> Identifies their own strengths and limitations Shares ideas, feelings and opinions with others Values their own unique abilities
KidsMatter SEL Focus: Major: Self-Awareness - Recognising Strengths; Minor - Self-Awareness - Identifying emotions		
Suggested Learning Experiences <p>As a class, students brainstorm the meanings of the terms, strengths and limitations. Students suggest examples of strengths and limitations.</p> <p><i>TW: Teacher writes on the board, 'As we grow, we develop the strengths of our talents, our personality, our emotions, our spirit, our will and our physical bodies.' While listening to quiet music, children identify their own strengths. Using Microsoft Word (or relevant software) or paper, students prepare and design a poster that depicts their personal qualities and strengths.</i></p> <p>Students share their advertisements with the class/small groups.</p> <p>Students write their own name at the top of a sheet of paper and then trace an outline of their hand onto the paper. Students leave their sheet on their desk and move around the room indicating the different strengths of each student in the class by writing it on the sheet. Remind the children to use the areas of strength discussed above.</p> <p>Teacher collects the sheets and reads the strengths of a few students for the class to guess the identity of the sheet owner. These children express how the positive statements made them feel.</p> <p>OR</p> <p>Using a set of strengths cards students select their strengths from the cards and share these with a partner.</p> <p>OPTIONAL HOME TASK: Students set goals relating to a selected strength by completing the <i>Going from Strength to Strength</i> Activity. Students then present their activity responses to the class.</p>		
Resources <ul style="list-style-type: none"> Board of Studies. NSW. (1999). <i>PDHPE K-6 Teaching Kit. My Growing Self</i>. Sydney: BOS. <i>Going from Strength to Strength</i> Activity. page 14. Art paper Textas Microsoft Powerpoint Quiet music Optional: Strengths Cards 		Assessment Student work sample of self strengths poster.

Adapted and reproduced with kind permission from: Board of Studies. NSW. (1999). *PDHPE K-6 Teaching Kit. My Growing Self*, Sydney: BOS. page 14.

Activity Sheet 2

Going from Strength to Strength

Fill in the table and complete the sentences below.

My Strengths eg good pianist, able gymnast	Developing My Strengths eg continue to practice, play for different audiences, keep fit, practice and compete in competitions

Choose one strength that you will focus on developing.

Strength:

Goal Statement

I will continue to develop this strength by:

Lesson 2 What are feelings?

Enduring Understandings	Outcomes	Indicators
<p>E.1 God is with us on our journey he encourages us to become a complete person.</p> <p>E.3 Life-giving values of the Gospel underpin our relationships and decisions.</p>	<p>GDS2.9 Describes life changes and associated feelings</p> <p>COS2.1 Uses a variety of ways to communicate with and within groups</p> <p>V2 Respects the right of others to hold different values and attitudes from their own</p>	<ul style="list-style-type: none"> • Demonstrates sensitivity to the needs, rights, feelings and efforts of others • Shares ideas, feelings and opinions with others • Shows sensitivity to the needs, rights, feelings and efforts of others
<p>KidsMatter SEL Focus: Major - Self Awareness - Identifying emotions; Minor - Self Management - Managing emotions</p>		
<p>Suggested Learning Experiences</p> <p>Students discuss the difference between the terms 'sensation' and 'emotion'. Students brainstorm a list of sensations and emotions as a word bank. (A sensation is a 'physical' reaction to a stimulus and an emotion is a 'thinking' reaction to a stimulus. For example, going on a roller coaster ride can give you a giddy sensation in the stomach and also make you feel happy and/or frightened.)</p> <p>TW: Teacher shows a variety of magazine pictures (or picture books or images off the internet) of people showing a range of emotions. Discuss each emotion in the various pictures, eg. Surprised, happy, sad, angry, hurt, lonely, proud, afraid, excited, embarrassed, disappointed, loved, bored. Ensure students are aware of the role emotions play in contributing to the richness of life.</p> <p>Using the emotion 'disappointment,' students take turns to select a time in their life when they felt this emotion. How did they cope with disappointment? Examples:</p> <ul style="list-style-type: none"> • talk to a friend to share how you are feeling • think about a time that you have done well at something else - what are you good at? • go to your favourite place to take your mind off it • do something you enjoy • feel happy for someone else (eg, congratulate the winning team or person). <p>Using the REDI 'One and All' Middle Primary Kit students view video - (6mins into video; -'I'm ok. Positive View of Self' p.25. Children talk about feeling worried and what they can do to feel less worried. Activity sheet 2.2a, p.64 'How it Feels...') and/or the Charades Activity. Teacher notes p.30 (Activity Sheet 2.4c, p.72. 'Feeling Cards')</p> <p>TW: As a class, identify the types of feelings that promote positive self-esteem, good health and wellbeing. It is important and helpful to remember that God loves us, that each of us is unique, individual and a person of God.</p>		
<p>Resources</p> <ul style="list-style-type: none"> • Magazines • REDI 'One and All' Middle Primary Kit p. 25, 30, 64, 72 	<p>Assessment</p> <p>Student explanations of life experiences relating to emotions and charades activity.</p>	

Adapted and reproduced with kind permission from: Board of Studies. NSW. (1999). *PDHPE K-6 Teaching Kit. My Growing Self*, Sydney: Author. page 15.

Lesson 3 What is my personality like?

Enduring Understandings	Outcomes	Indicators
E.1 God is with us on our journey he encourages us to become a complete person.	<p>GDS2.9 Describes life changes and associated feelings</p> <p>COS2.1 Uses a variety of ways to communicate with and within groups</p> <p>INS2.3 Makes positive contributions in group activities</p> <p>V1 Refers to a sense of their own worth and dignity</p>	<ul style="list-style-type: none"> Identifies qualities that makes them unique Shares ideas, feelings and opinions with others Participates in group discussions Values their own unique abilities
KidsMatter SEL Focus: Major - Self Awareness - Recognising Strengths		
<p>Suggested Learning Experiences</p> <p>Students observe the pictures of 4 animals, eg fox, bear, shark, bird (poster or interactive white board). Students select an animal that they consider reflects their own personality. The class forms four groups according to their personality/animal selection. In small groups students list the words that best describe their chosen animal. Each group shares their ideas with the rest of the class.</p> <p>REDI Kit. Middle Primary. p. 28,29. Self Awareness Activities Activity Sheets,p.70 'About Me' (2.4a), p.71 'Who Am I?' (2.4b)</p> <p>Students prepare a report on <i>My Personality</i> or make up an acronym based on the letters of their name that best describes their personality (If time permits, repeat process for another classmate).</p> <p>OPTIONAL: As a whole class, form two concentric circles with students facing each other. Students talk to the person that they are facing about a range of topics and rotate every 2-3 minutes each person is to share their viewpoint on the topic. Some suggested topics could include:</p> <ul style="list-style-type: none"> What is your favourite food? What is your favourite TV show? What makes you laugh? What makes you sad? If you won \$500, what would you spend it on? What do you want to be when you grow up? Who is your favourite hero/movie star? What is your favourite pet/animal? What car would you buy? What one thing would you like to be better at? What scares you? 		
<p>Resources</p> <ul style="list-style-type: none"> Pictures of animals REDI Kit, 'One and All', Middle Primary, 		<p>Assessment</p> <p>Teacher observation of student contribution in class discussion or report on 'My Personality'</p>

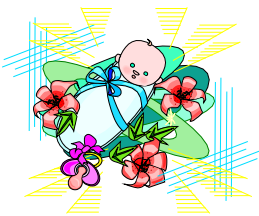
Adapted and reproduced with kind permission from: Board of Studies. NSW. (1999). *PDHPE K-6 Teaching Kit. My Growing Self*, Sydney: BOS. page 23.

Lesson 4 How are girls and boys expected to act?

Enduring Understandings	Outcomes	Indicators
E.1 God is with us on our journey he encourages us to become a complete person.	GDS2.9 Describes life changes and associated feelings COS2.1 Uses a variety of ways to communicate with and within groups V2 Respects the right of others to hold different values and attitudes from their own	<ul style="list-style-type: none"> Identifies situations where expectations can differ according to gender Describes gender stereotypes Shows sensitivity to the needs, rights, feelings and efforts of others
KidsMatter SEL Focus: Minor - Social Awareness-Appreciating Diversity		
<p>Suggested Learning Experiences</p> <p>Teacher divides the class in half and students read books relating to gender stereotypes. Examples: <i>Princess Smartypants</i>, <i>The Paper Bag Princess</i></p> <p>In their groups, students prepare a character profile of each character by describing:</p> <ul style="list-style-type: none"> how the character is dressed what activities the character is doing words that describe the character what people expected of the character <p>Teacher selects several students from each half of the class, to present their findings.</p> <p>As a class, discuss the concept of gender images and expectations. Write the following activities on cards/board, and discuss the stereotyped gender of people who would participate in these activities.</p> <ul style="list-style-type: none"> cars dolls dancing lego football / soccer playing in dirt / mud / puddles computers <p>Discuss the accuracy of these stereotypes. Give examples of celebrities or friends who break such stereotypes, eg. Hugh Jackman is a male actor who sings, dances, acts and loves cricket; Pink is a female rock star who sings loud and boisterous songs.</p> <p>TW: Remind students that we are individuals, created by God, with different likes and dislikes. Students share activities in which they participate and identify the ones that do not fit typical stereotypes.</p> <p>Design a birthday card or computer games cover that is non-stereotypical.</p>		
<p>Resources</p> <ul style="list-style-type: none"> Cole, B. (1996). <i>Princess Smartypants</i>. England: Penguin Books. Munsch, R. (2002). <i>The Paper Bag Princess</i>. Sydney: Scholastic. Art paper, Coloured pencils, Textas, Crayons 		<p>Assessment</p> <p>Student contribution in the two activities, <i>Reading and Group Reporting</i> Activity or non-stereotypical card design.</p>

Lesson 5 & 6 How have I changed?

Enduring Understandings	Outcomes	Indicators
E.2 As we grow and develop we appreciate and respect our body and the body of others.	<p>GDS2.9 Describes life changes and associated feelings</p> <p>COS2.1 Uses a variety of ways to communicate with and within groups</p> <p>V1 Refers to a sense of their own worth and dignity</p>	<ul style="list-style-type: none"> Explains and values differences in growth and development between individuals at different stages Shares ideas, feelings and opinions with others Accepts themselves as they grow and change
<p>Suggested Learning Experiences</p> <p>Note: Ask students if they have ultrasound photographs or videos of before they were born and invite them to bring them in to the next lesson.</p> <p>In pairs, students categorise or describe each other according to - hair colour, hair type (curly/straight), eye colour, skin colour, height (tall/short).</p> <p>Students compare their physical appearance with that of their relatives by completing The <i>Who Do I Look Like?</i> Activity. Teacher Note: Be sensitive to the needs of adopted children when discussing inherited characteristics.</p> <p>TW: Discuss different stages of life and form a time line of growth and development. Students identify and label each stage of life, eg pre-birth, infancy, childhood, puberty, adolescence, young adulthood, middle age, old age. Lead students to appreciate that through the development of their body they can experience more things in life. Therefore we have a responsibility to respect and care for our bodies and the bodies of others.</p> <p>Students use the <i>Patterns of Growth</i> Activity to identify their personal development - as a baby, in kindergarten and now, for physical, social, intellectual and emotional development. Students share their responses with the class.</p> <p>OPTIONAL HOME TASK: Students interview their parent/carers about pre-birth information using the <i>Before You Were Born</i> Activity for children living with their biological parent/carer or the <i>Before You Arrived</i> Activity for children who are adopted or not living with their biological parents. Students complete the <i>Certificate of Birth</i> Activity.</p>		
<p>Resources</p> <ul style="list-style-type: none"> <i>Patterns of Growth</i> Activity Board of Studies. NSW. (1999). <i>PDHPE K-6 Teaching Kit. My Growing Self</i>. Sydney: BOS. page 33. Butchers paper, Textas , Magazines, Scissors and glue Optional: <i>Before You Were Born</i> ,<i>Before You Arrived</i>, <i>Certificate of Birth</i> Activities Who Do I Look Like? Activity Students' Ultrasound Pictures 		<p>Assessment</p> <p>Student work sample of <i>Patterns of Growth</i> worksheet</p>



CERTIFICATE OF BIRTH



Catholic Beliefs/Values: I am special, as God loves me. We have an obligation to care for others and ourselves.

Name of baby: _____

Father: _____

Mother: _____

Date of birth: _____ Weight: _____

Length: _____ Colour of eyes: _____

Doctor/midwife: _____

Hospital/home: _____

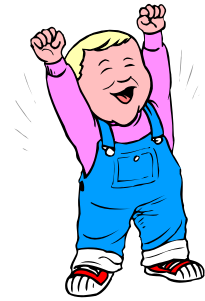
People in attendance: _____

Comments made following birth: _____



How Have I Changed?

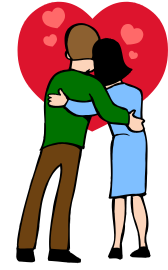
Lesson 5



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
COS2.1 Uses a variety of ways to communicate with and within groups	Shares ideas, feelings and opinions with others			
INS2.3 Makes positive contributions in group activities	Participates in class discussions about patterns of growth			
GDS2.9 Describes life changes and associated feelings	Explains and values differences in growth and development between individuals at different stages			
<p>TASK:</p> <p>Students use the <i>Patterns of Growth</i> Activity to identify their developmental tasks as a baby, in kindergarten and now, for physical, social, intellectual and emotional development.</p> <p>Students share their responses with the class.</p>				

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Before You Arrived

Ask your parent/carer the following questions:

1. Who told you I was coming?

2. How did you feel when you found out I was coming?

3. What did you think I would be like before you saw me?

4. What special things did you do to prepare for my coming?

5. Why was I given my particular name?

6. What do you know about my birth?



Before You Were Born

Ask your parent/carer the following questions:

1. Was I born earlier or later than expected?

2. What was Mum doing at the time?

3. What time of day/night was I born?

4. What time did Mum go into labour?

5. What was the weather like on that day?

6. How old were my brothers/sisters then?

7. What name would I have been given if I had been the opposite sex?

8. Were there any funny or memorable events surrounding my birth?

9. How did the rest of the family feel when they heard I had arrived?

Patterns of Growth

Physical

Describe what you could do:

as a baby: _____

in Kindergarten: _____

now: _____

Social

Describe how you got on with others:

as a baby: _____

in Kindergarten: _____

now: _____

Intellectual

Discuss how you talked, wrote and explained things:

as a baby: _____

in Kindergarten: _____

now: _____

Emotional

Discuss how you coped when someone took something away from you:

as a baby: _____

in Kindergarten: _____

now: _____

Who do I look like?

Students record the names of family members with similar characteristics.

Relations	Hair colour and type (curly or straight)	Shape of nose (big/little)	Eye colour	Size of feet (big/little)	Height (short/medium/tall)
Me					

1. What are three (3) characteristics you inherited from your Mum or Dad?

2. What characteristics do you predict could be inherited by your children in the future?

Lesson 7 How do I cope with change?

Enduring Understandings	Outcomes	Indicators
E.3 Life-giving values of the Gospel underpin our relationships and decisions.	<p>IRS2.11 Describes how relationships with a range of people enhance wellbeing</p> <p>GDS2.9 Describes life changes and associated feelings</p> <p>COS2.1 Uses a variety of ways to communicate with and within groups</p> <p>V1 Refers to a sense of their own worth and dignity</p>	<ul style="list-style-type: none"> • Discusses the benefits of friendships • Identifies feelings associated with life changes • Describes resilience • Accepts themselves as they grow and change
<p>KidsMatter SEL Focus: Major - Self Management - Managing emotions; Minor - Self Awareness - Identifying emotions; Self Awareness - Recognising Strengths</p>		
<p>Suggested Learning Experiences</p> <p>Students think about/list their friends from kindergarten and their current friends. Discuss/reflect upon:</p> <ol style="list-style-type: none"> 1. Have these friendships changed? 2. If so, why have they changed? (moving house, changing schools, different interests, disagreements) 3. If not, why not? <p>Students compile a list of changes in their lives and record these in their books.</p> <p>Individually, students complete <i>A Big Change!</i> Activity (2-3 examples) and share their responses with their group. Try to include at least one change in their friends as an example on their activity.</p> <p>Teacher introduces the term 'resilience' - 'an individual's ability to cope with changes in their life' (Andrew Fuller describes it as a person's ability to bunji jump through life or one's ability to bounce back after a change in their life.) Using the <i>What Is Resilience</i> Activity, discuss:</p> <ol style="list-style-type: none"> 1. What is a resilient person? 2. Why are some people more resilient than others? 3. What strengths do I possess that will help me be more resilient? 4. How can we learn to be more resilient? <p>Teacher Note: Resilience is supported by:</p> <ul style="list-style-type: none"> • Belonging to a family or group where the individual feels loved and valued • Being positive and enjoying life • Taking responsibility for different things • Going to a school where you feel happy and safe • Understanding rules and expectations • Having lots of friends (who are positive) • Having other adults you can talk to • Having family celebrations, birthdays, holidays, etc • Doing things that give you success • Choosing to worry about the big things not the little things (perspective) 		
<p>Resources</p> <ul style="list-style-type: none"> • <i>A Big Change</i> Activity Board of Studies. NSW. (1999). <i>PDHPE K-6 Teaching Kit. My Growing Self.</i> Sydney: BOS. page 59. • <i>What is Resilience?</i> Activity 		<p>Assessment</p> <p>Student work sample of <i>A Big Change!</i> Activity</p>

Adapted and reproduced with the kind permission from: Board of Studies. NSW. (1999). *PDHPE K-6 Teaching Kit. My Growing Self.* Sydney: BOS. page 59.

Activity Sheet 19 A Big Change!

Think of a major change that has happened to you.



- What effect did it have on you?
- Who else was affected?
- How did it affect them?

Record the answers to these questions on this sheet.



Change	How it affected me	Others affected	How it affected them



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.*

What is Resilience?

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, giving praise, trust, being truthful, not intentionally hurting 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?

Adapted from: Andrew Fuller. *Raising Real People*. (2002). Acer Press.

Lesson 8 How do I cope with loss?

Enduring Understandings	Outcomes	Indicators
E.3 Life-giving values of the Gospel underpin our relationships and decisions.	<p>IRS2.11 Describes how relationships with a range of people enhance wellbeing</p> <p>GDS2.9 Describes life changes and associated feelings</p> <p>COS2.1 Uses a variety of ways to communicate with and within groups</p> <p>V1 Refers to a sense of their own worth and dignity</p>	<ul style="list-style-type: none"> Explains why different people are important to them Identifies feelings associated with life changes Shares ideas about loss and associated feelings Accepts themselves as they grow and change
<p>KidsMatter SEL Focus: Major - Self Management - Managing emotions; Minor - Self Awareness - Identifying emotions</p>		
<p>Suggested Learning Experiences</p> <p>As a class, read <i>Old Pig OR Sound of the Sea OR Grandpa</i> and discuss how the students felt: (or similar story with a theme of grief and loss - death, divorce)</p> <ul style="list-style-type: none"> during the story at the end of the story. <p>TW: Students identify losses in their life by completing <i>Lost Items Activity</i>. Students share responses to their activity with the class. Remind children not all our life experiences will be happy ones. However, all our experiences and emotions, good and bad, contribute to the richness of life. Discuss how being a Catholic can help us deal with our loss. (Believing God is with us during good times and bad times. Having faith in the plans God has for us. Believing that God listens to our prayers when we ask him for help, believing in life after death.)</p> <p>In a circle, students discuss and prepare a list of ways to cope with loss and changes, eg positive self talk, talking to a friend, praying, watching a movie, feeling that it will get better, drawing a picture or writing a story about the loss/change.</p> <p>Using a square of coloured paper, students prepare a 'loss quilt' by drawing a picture of something/someone they have lost and draw something special about that thing/person, and how they coped with their loss/change. The class tapes the squares of coloured paper together to form a 'Memory Quilt'. Students explain their drawings to the class.</p>		
<p>Resources</p> <ul style="list-style-type: none"> Wild, M. (1995). <i>Old Pig</i>. NSW: Allen and Unwin. Harvey, J. <i>Sound of the Sea</i> Norman, L, Young, N. 1998 <i>Grandpa</i> .Scholastic. Board of Studies. NSW. (1999). <i>PDHPE K-6 Teaching Kit. My Growing Self</i>. Sydney: BOS. <i>Lost Items Activity</i>. page 56. Coloured paper 		<p>Assessment</p> <p>Student work sample of <i>Lost Items Activity</i></p>



Activity Sheet 17 Lost Items



Have you ever lost anything?
 How did it feel?
 What did you do?

Complete the following table telling how you felt when you lost something/someone and the action you took.



Lost item	Feeling	Action
Pet		
Shoe 		
Toy		
		

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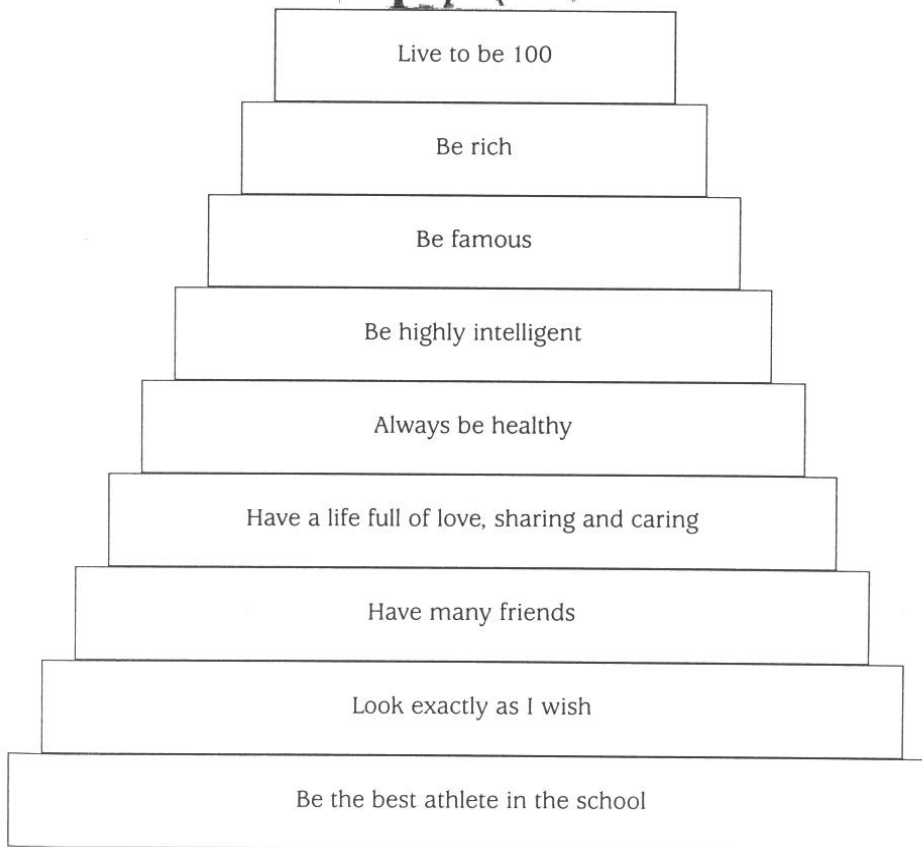
Lesson 9 What are my values?

Enduring Understandings	Indicators	Assessment
E.3 Life-giving values of the Gospel underpin our relationships and decisions.	<p>GDS2.9 Describes life changes and associated feelings</p> <p>INS2.3 Makes positive contributions in group activities</p> <p>V1 Refers to a sense of their own worth and dignity</p>	<ul style="list-style-type: none"> Identifies personal, family and school values Participates in group discussions Appreciates and accepts the importance of developing a personal value system
KidsMatter SEL Focus: Major - Responsible Decision Making - Analysing situations		
<p>Suggested Learning Experiences</p> <p>TW: Compile a class definition for the term 'Values'. Students brainstorm a list of values for their family and for school. (School values can be linked to the School Mission and Vision Statement.) These values should be based on Christian values. Christ, by his own example, showed us how to strive towards the living of Christian values.</p> <p>Teacher explains the influence of personal/family values on the decision-making process and the choices we make, eg. recognise and state the problem, gather relevant information, list the alternatives, consider your values, predict the consequences, select, act and evaluate your decision.</p> <p>Students participate in a continuum game by positioning themselves at signs: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, in response to values statements. Students are selected to justify their positioning. e.g.,</p> <ul style="list-style-type: none"> Only boys should play cricket Mufti/casual clothes should be worn to school All children should get pocket money Children should have more rights Friends should be forever Girls are stronger than boys Students should have more say in the decisions made at school People who litter should go to punished Boys should not cry Teachers should listen more carefully to their students My friends are more important than my family Jesus was a 'cool' person and teacher <p>Students complete <i>My Wish List</i> Activity and share their responses in small groups. The group must discuss their responses and reach a consensus.</p> <p>HOME TASK: Students complete the <i>Moral Dilemmas: What Would You Do?</i> Activity with their family.</p>		
<p>Resources</p> <ul style="list-style-type: none"> School Mission and Vision Statement Signs-strongly agree, agree, neutral, disagree, strongly disagree Board of Studies NSW. (1999). <i>PDHPE K-6 Teaching Kit. My Growing Self</i>. Sydney: BOS. <i>My Wish List</i> Activity and <i>What would you do?</i> Activity. Pages 63 and 68. 		<p>Assessment</p> <p>Teacher observation of student contributions in continuum game and <i>My Wish List</i> group consensus activity.</p>

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Activity Sheet 20 My Wish List

Put the following statements in order, from the most important to the least important. Place the number 1 beside the thing that is most important to you and continue, finishing with the number 9 beside the thing you think is least important.



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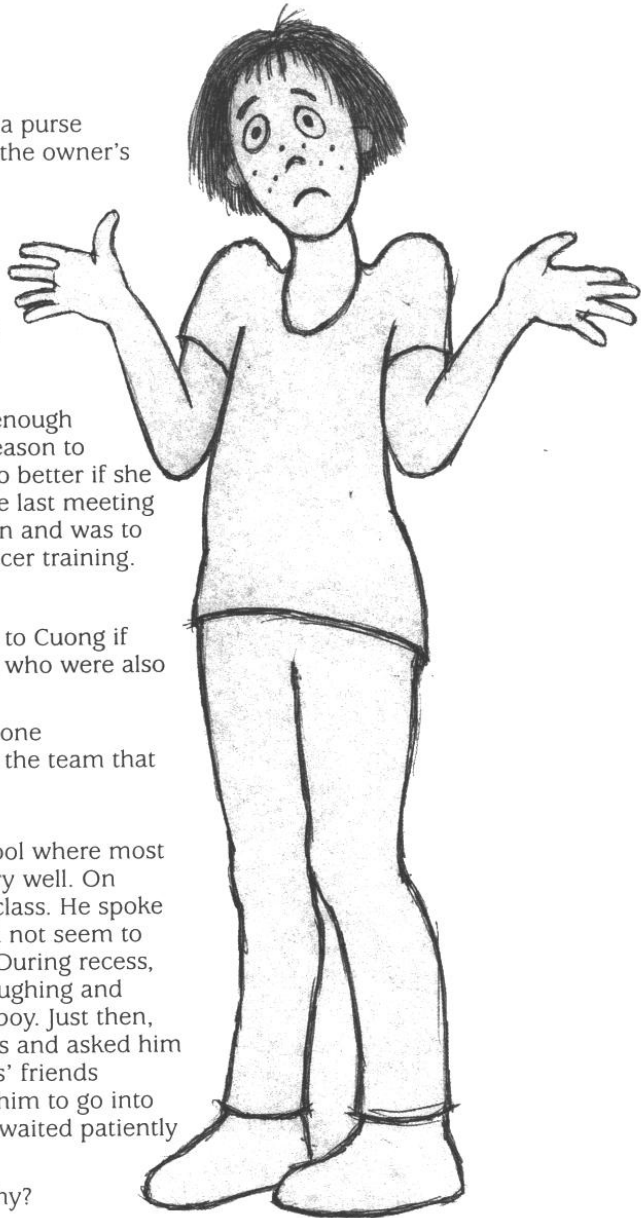
Activity Sheet 22

Moral Dilemmas: What Would You Do?

1. You have found a \$20 note in a purse on the ground. The purse has the owner's name but no address.
 - What would you do?
 - How would you feel if you had lost the \$20?
 - Would it make any difference if you knew the owner?

2. Cuong knew she had gained enough points in the Little Athletics season to earn a trophy but she could do better if she attended the last meeting. The last meeting was postponed because of rain and was to be held on the first day of soccer training.
 - What should Cuong do?
 - Would it make any difference to Cuong if there were other girls or boys who were also in the same situation?
 - Is it more important to finish one commitment or to be loyal to the team that is just getting itself together?

3. Evans Primary is a small school where most students know each other very well. On Monday, a new boy came to class. He spoke with a strange accent and did not seem to know how to read very well. During recess, many of the students were laughing and making jokes about the new boy. Just then, the new boy came to Nicholas and asked him where the toilet was. Nicholas' friends whispered to Nicholas to tell him to go into the girls' toilet. The new boy waited patiently for Nicholas' reply.
 - What should Nicholas do? Why?
 - Should Nicholas be responsible for helping the new boy? Why? Why not?
 - Is it more important for Nicholas to go along with his friends or to help the new boy? Explain.



Lesson 10 What does my family value?

Enduring Understandings	Outcomes	Indicators
E.3 Life-giving values of the Gospel underpin our relationships and decisions.	<p>IRS2. 11 Describes how relationships with a range of people enhance wellbeing</p> <p>GDS2.9 Describes life changes and associated feelings</p> <p>INS2.3 Makes positive contributions in group activities</p> <p>V3 Enjoys a sense of belonging</p>	<ul style="list-style-type: none"> Recognises that families and groups have both common and different values Describes different types of families and changes Displays tolerance in relation to individual differences Appreciates the importance of family life and values
<p>KidsMatter SEL Focus: Major - Social Awareness - Perspective-Taking; Minor - Social Awareness - Appreciating Diversity</p>		
<p>Suggested Learning Experiences</p> <p>As a class, review the family values discussed in lesson 9. Discuss how family values can differ, eg</p> <ul style="list-style-type: none"> Religious beliefs TV programs/movies children are allowed to watch Bedtime Use of technology Homework Meals - food Manners -'please'; 'thank you' Fairness Discipline <p>Students prepare a list of examples of their family values and compare these with a partner, using the <i>Family Values Activity</i>.</p> <p>Students identify the members of their family and changes that may occur in families, eg, new baby, older siblings moving away, grandparents moving in, illness in the family, moving due to parent's job change.</p> <p>Option A Students design a Family Badge. Record Family Name .Divide badge into 4 sections- draw/label some important family values specific to their family. Share, compare, display.</p> <p>Option B Design an advertisement on poster/ interactive whiteboard / powerpoint promoting your family and your family values.</p> <p>Option C Using persuasive argument write a short speech on why your family should be best values family.</p> <p>TW: Discuss the important role that Jesus and parents play in developing personal values.</p>		
<p>Resources</p> <ul style="list-style-type: none"> <i>Family Values Activity</i> Plain and coloured paper Scissors and glue 		<p>Assessment</p> <p>Student work sample of paper people.</p>

Family Values

Me	My Friend

1. What family values are the same?

2. What family values are different?

3. What were the main values that Jesus taught us?

TEACHER REFLECTION - UNIT EVALUATION

	Poor	Unsatisfactory	Satisfactory	Good
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?				

PTO



Student Unit Reflection Stage 2



Student Name: _____ Class: _____

Unit/Topic: _____

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