

Facing new challenges

Unit title: Facing new challenges

Description: In this unit students develop strategies to manage some of the challenges associated with adolescence, new environments and/or meeting new people. These challenges and the people and resources available to students if they need help and advice are identified. Students examine ways in which they can access help and support and how they can support their peers. By participating in enjoyable physical activities, positive and friendly social interactions between students are promoted. ***Learning activities address selected ‘learn about’ and ‘learn to’ statements within the Life Skills content of the syllabus and may be prioritised and selected to suit the needs of students. The unit provides a range of ways in which students may engage in learning activities and students should participate at a level appropriate to their abilities and interests.***

Life Skills Outcomes

A student:

- LS.1 recognises the personal characteristics and needs that make them similar to others yet unique
- LS.3 recognises the feelings and emotions associated with adolescence
- LS.4 uses strategies to manage feelings and emotions
- LS.5 uses appropriate behaviours in social situations
- LS.8 demonstrates a range of movement skills across environments
- LS.9 participates in a range of physical activities
- LS.11 demonstrates safe practices that promote personal wellbeing
- LS.14 recognises and assists with routine health care procedures
- LS.17 identifies the appropriate and inappropriate use of substances.

Resources

Photographs of students and school staff members

Charts to record student characteristics such as size, weight

Equipment and materials to develop a support network card such as computer and appropriate software

SUPPORT NETWORK CARD: Students in this unit develop a *support network card*.

This card includes information on support people in the school and/or community, including their location in the school and/or the community, and the type of support they can provide. (This activity is similar to that outlined in the Stage 4 unit ‘Meeting new people – facing new challenges’ in the *PDHPE Years 7–10: Advice on Programming and Assessment* pp 30–32.) The support network card should be made in a format that is appropriate to the needs of individual students.

Links

A student:

Dance

- LS.2.1 explores the elements of dance to create movement and communicate ideas

Drama

- LS.1.3 participates in drama experiences in which role-taking is used to enhance their understanding of ideas and feelings

English

- ENLS-2A communicates for a variety of purposes, audiences and contexts
- ENLS-5A recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts
- ENLS-17E uses individual and collaborative skills in the learning process.

A student:

Languages

- LS.MBC.1 experiences cultural diversity

Mathematics

- MALS-32MG responds to and uses the language of position in everyday contexts
- MALS-34MG uses maps and plans in a range of contexts

Visual Arts

- LS.6 makes a variety of artworks that reflect experiences, responses or a point of view.

For students working towards Life Skills outcomes in regular classes, teachers may wish to link the activities in this unit with the Stage 4 unit ‘Meeting new people – facing new challenges’ in *PDHPE Years 7–10: Advice on Programming and Assessment* (pp 30–32).

Focus: Getting to know you**Outcomes:** LS.1, LS.3, LS.4, LS.9

Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in <i>italics</i> refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none">participating in physical activitieshow people are similar to each otherhow people are different from each otherwhat makes people unique	<ul style="list-style-type: none">participate in physical activities as part of a grouprecognise and demonstrate behaviour which is appropriate for participation in a preferred physical activity at schoolrecognise similar characteristics of students within the class grouprecognise some differences between students within the class groupidentify the strengths, abilities and characteristics that make students within the group unique	<p>Teacher</p> <ul style="list-style-type: none">organises a range of icebreaker/group activities that provide opportunities for students to interact positively with each other and foster teamworkassists students to recognise ways in which they are both similar to, and different from, each otherfacilitates opportunities for students to share feelings and concerns about new situations with others. <p>Students</p> <ul style="list-style-type: none">participate in a range of icebreaker and other group activities. This may include:<ul style="list-style-type: none">passing an object around a circleshaking hands around a circleresponding to questions from other students about themselves, eg their favourite food, games, songs, clothes and indicating the interests or preferences they have in commontaking turns to lead a game or activityassisting others to participate in a game or activityidentify and record characteristics and feelings that they have in common and those that are different from other students using class photographs, video segments and/or discussion. This may include recording the following:<ul style="list-style-type: none">hair/eye colourheightinterests/abilitieslikes/dislikesgoalsfeelingspreferences for music/food/people	<p>Participation in icebreaker and other group activities may indicate <i>participating in a range of physical activities</i>.</p> <p>Recording the similarities and differences between themselves and others may indicate <i>recognising the personal characteristics and needs that make them similar to others yet unique</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none">participation in practical group activitiesidentification and recording of the characteristics they have in common with other students and those that are different.

Focus: Support networks Outcomes: LS.3, LS.4, LS.5, LS.8, LS.11, LS.14, LS.17				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> the management of feelings and emotions during adolescence 	<ul style="list-style-type: none"> respond to the feelings and emotions of others 	<p>Teacher</p> <ul style="list-style-type: none"> facilitates the development of a support network card of trusted adults provides opportunities through structured role-plays for students to use their support network card in meaningful situations within the school context provides opportunities for students to move efficiently around the school environment using, where necessary, their support network card to seek advice and support. <p>Students</p> <ul style="list-style-type: none"> recognise, collaboratively, situations in which assistance from others may be required. This may include: <ul style="list-style-type: none"> finding a particular person, class or specialist room communicating concern about losing an item of clothing, medication or equipment communicating concerns and managing feelings about school rules, bullying or inappropriate touching by others 	<p>Recognising situations in which assistance may be required may be evidence of <i>recognising the feelings and emotions associated with adolescence.</i></p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students' recognition of situations in which they may need assistance from others.</p>

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Focus: Support networks (cont) Outcomes: LS.3, LS.4, LS.5, LS.8, LS.11, LS.14, LS.17				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> the management of feelings and emotions during adolescence personal health care strategies to communicate dissatisfaction and distress in relation to unwanted touching, bribes, threats, bullying or harassment the appropriate and inappropriate use of substances strategies to communicate dissatisfaction and distress in relation to unwanted touching, bribes, threats, bullying or harassment 	<ul style="list-style-type: none"> identify known people within a network of trusted adults with whom it is appropriate to express and discuss personal feelings communicate health care needs to appropriate others use appropriate strategies to manage feelings and emotions demonstrate refusal skills when offered medication by another student demonstrates refusal skills when offered illegal drugs or substances for inappropriate purposes recognise known people within a network of trusted adults with whom it is appropriate to communicate dissatisfaction and distress in relation to unwanted touch, bribes, threats, bullying or harassment 	<p>Students</p> <ul style="list-style-type: none"> identify trusted adults or other students in the school and/or community contexts, through photographs or by naming, who can provide help in the following situations: <ul style="list-style-type: none"> losing personal items locating a particular classroom finding out about changes to lesson times personal health care needs managing feelings of anger or frustration dealing with bullying, unwanted touch or harassment at school and/or in community contexts dealing with situations when medication, illegal drugs or substances are offered by others at school and/or in community contexts develop a support network card that can be used appropriately and discreetly to identify, locate, contact and communicate with trusted adults or students who can provide assistance in school and/or community contexts. The card could be developed using a range of formats such as: <ul style="list-style-type: none"> photographs of trusted staff and other adults in the school photographs of trusted adults in community situations photographs of other students in the school names and contact details of staff and/or other students 	<p>Identifying trusted adults or other students may indicate <i>using strategies to manage feelings and emotions</i>.</p> <p>Developing and using a support network card may indicate <i>using strategies to manage feelings and emotions</i> and/or <i>demonstrating safe practices that promote personal wellbeing</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> identification of trusted adults and/or other students who may be approached in various situations development and use of a support network card of trusted adults.

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Focus: Support networks (cont) Outcomes: LS.3, LS.4, LS.5, LS.8, LS.11, LS.14, LS.17				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in <i>italics</i> refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> the management of feelings and emotions during adolescence strategies to communicate dissatisfaction and distress in relation to unwanted touching, bribes, threats, bullying or harassment the appropriate and inappropriate use of substances the management of feelings and emotions during adolescence 	<ul style="list-style-type: none"> identify known people within a network of trusted adults with whom it is appropriate to express and discuss personal feelings develop and use individualised strategies to communicate with trusted adults demonstrate refusal skills when offered medication by another student demonstrate refusal skills when offered illegal drugs or substances for inappropriate purposes identify known people within a network of trusted adults with whom it is appropriate to express and discuss personal feelings 	<p>Students</p> <ul style="list-style-type: none"> participate in structured role-plays that involve using their support network card to identify, locate and communicate with specific and appropriate people to seek help or advice in the school context. Possible scenarios include: <ul style="list-style-type: none"> dealing with leaving a bag, lunch or medication at home needing help with menstruation needing help in moving from one area of the school to another clarifying school rules dealing with bullying, harassment or inappropriate touch by others reporting bullying, harassment or inappropriate touching by others reporting offers of medication or illegal drugs/substances by others identify appropriate/trusted adults who can provide help in the community, eg police, rail or bus staff, life guards at a pool/beach, store managers or staff at an information desk in a shopping centre 	<p>Participation in structured role-plays where students practise using their support network card in the school community may indicate <i>managing feelings and emotions</i> and/or <i>using strategies to manage feelings and emotions</i> and/or <i>demonstrating safe practices that promote personal wellbeing</i>.</p> <p>Identification of appropriate/trusted adults in the community may indicate <i>managing feelings and emotions</i> and/or <i>using strategies to manage feelings and emotions</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> demonstration of skills using their support network card in meaningful situations around the school identification of appropriate/trusted adults in the community who can provide help in various situations.

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Focus: Support networks (cont) Outcomes: LS.3, LS.4, LS.5, LS.8, LS.11, LS.14, LS.17				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> moving around in the environment strategies to communicate dissatisfaction and distress in relation to unwanted touching, bribes, threats, bullying or harassment 	<ul style="list-style-type: none"> demonstrate movement skills in the context of everyday environments develop and use individualised strategies to communicate with trusted adults in relation to inappropriate touching, handling, bribes, threats, bullying or harassment 	Students <ul style="list-style-type: none"> participate in structured role-plays that involve using their support network card to identify, locate and communicate with specific and appropriate people to seek help or advice in the community. Possible scenarios for role-plays may include: <ul style="list-style-type: none"> asking a store manager, information staff or life guards for help in locating a toilet at a shopping centre, swimming pool locating a lift, ramp, escalator at a station or shopping centre asking a bus driver for the bus stop closest to destination locating a pedestrian crossing to cross the road safely finding alternatives after missing a train or bus reporting bullying, threats or harassment on the way to or from school reporting inappropriate touching by others reporting the offer of medication or illegal drugs/substances by others move efficiently and cooperatively around the school/community environment. This may include: <ul style="list-style-type: none"> negotiating escalators, lifts, moving walkways judging the gap between train and platform, bus and kerb moving safely and in an orderly way in crowded environments such as shopping centres, railway stations negotiating stairs of different gradients negotiating different surfaces waiting appropriately in a queue for service waiting for others to leave trains, buses, lifts before entering. 	<p>Participation in structured role-plays where students practise using their support network card in the community may indicate <i>managing feelings and emotions</i> and/or <i>using strategies to manage feelings and emotions</i>.</p> <p>Moving efficiently around the school and/or community environment may indicate <i>demonstrating a range of movement skills across environments</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> demonstration of skills in using their support network card in community contexts <p>demonstration of moving efficiently around the school and community environment.</p>

Focus: Getting active Outcomes: LS.8, LS.9				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in <i>italics</i> refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> participating in physical activities participating in physical activities, team games and sports 	<ul style="list-style-type: none"> demonstrate safe practice when participating in physical activities use movement skills to participate in physical activities, games and sports demonstrate skills in striking, kicking, throwing, catching, trapping, fielding and propelling balls 	<p>Teacher</p> <ul style="list-style-type: none"> arranges visits by sporting identities to discuss and demonstrate safe participation in particular sports, organises a range of physical activities to promote interaction and teamwork explicitly teaches the rules and skills, safe practices and the appropriate use of protective equipment for particular physical activities, games and sports explicitly teaches appropriate behaviour for participation in a preferred physical activity at school or in the community. <p>Students</p> <ul style="list-style-type: none"> view and listen to presentations and demonstrations about specific aspects of safety in sport from sporting identities such as members of local football, netball, volleyball, and cricket teams. As a result of these presentations students may: <ul style="list-style-type: none"> sort photographs, pictures, images of scenarios into ‘safe’ and ‘unsafe’ and indicate reasons for their choice sort, match, identify, label or draw pictures to indicate appropriate and safe behaviours for a given scenario respond to questions such as ‘What is safe behaviour as a member of a (sports) team’, eg football, cricket, volleyball, netball; ‘What protective equipment do you need to wear for participation in’ identify, develop, practice and demonstrate the skills for participation in games or sports. This may include: <ul style="list-style-type: none"> throwing, catching, kicking, fielding, trapping and propelling balls of different sizes, shapes and weight using bats and/or racquets of various sizes and shapes to strike a ball, eg cricket bat, baseball bat, table tennis bat, tennis racquet demonstrating skills such as running, jumping, leaping, sliding, twisting and turning 	<p>Viewing and/or listening to demonstrations about aspects of safety in sport may indicate <i>recognising and responding to safe and unsafe situations</i>.</p> <p>Developing the skills for participation in specific sports may indicate <i>participating in a range of physical activities</i> and/or <i>demonstrating movement skills across environments</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> recognition of safe ways of participating in sport demonstration of the specific skills necessary to participate in a range of physical activities.

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Focus: Getting active (cont)				
Outcomes: LS.8, LS.9				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> participating in physical activities participating in physical activities, team games and sports 	<ul style="list-style-type: none"> participate in physical activities as part of a group demonstrate safe practice when participating in physical activities recognise and demonstrate behaviour which is appropriate for participation in a preferred physical activity at school or in the community 	<p>Students</p> <ul style="list-style-type: none"> participate in a variety of games and/or sports. This may include: <ul style="list-style-type: none"> following the rules when participating in physical activities, eg accepting the umpire's decision, following instructions from team captain wearing appropriate protective equipment when participating in specific physical activities such as bike riding behaving appropriately when participating in preferred physical activities, eg take turns, use facilities/equipment appropriately, look after equipment and return it to storage area. 	<p>Participation in a variety of sports may indicate <i>participating in a range of physical activities</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students' participation in a range of activities.</p>