

Level

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What's special about you and me?

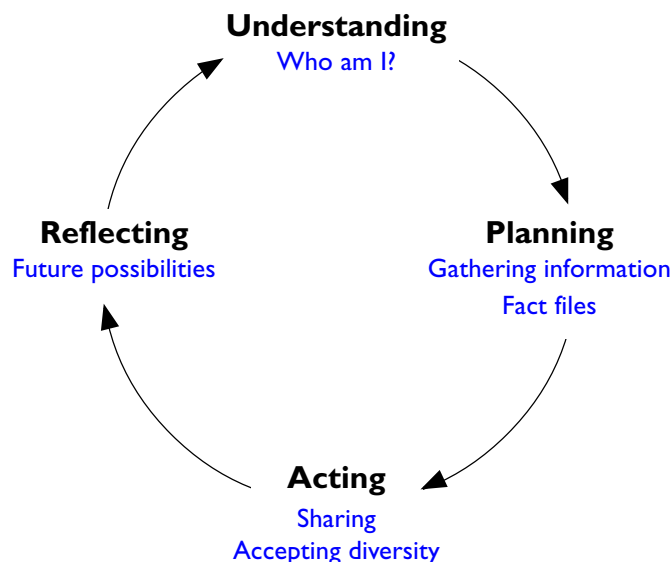
Strand
Enhancing Personal Development

Purpose

Students investigate and explore the special qualities of individuals, in the process developing fact files on themselves and an elderly family member or friend. They compare characteristics and achievements of a range of people at different stages of their lives to develop an appreciation of the similarities and differences in people.

Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **understanding**, **planning**, **acting** and **reflecting** phases.



Core learning outcomes

This module focuses on the following core learning outcomes from the Years 1 to 10 Health and Physical Education Syllabus:

Enhancing Personal Development

- 2.1 Students describe what they like about themselves, the ways in which they are special, how individuals are unique and how each of us has characteristics similar to those of other people.
- 2.3 Students compare similarities and differences between people at different stages of life.

Core content

This module incorporates the following core content from the syllabus:

Enhancing Personal Development

- aspects of identity, including self-concept and self-esteem;
- factors influencing identity and relationships, particularly in relation to stages of growth and development;
- aspects of growth and development.

Assessment strategy

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module.

Enhancing Personal Development 2.1

- **Students use a fact file to describe themselves, their unique characteristics and the ways in which they are special.**
 - Can the student identify and describe own characteristics and how he or she is unique?
 - Can the student identify likable things about himself/herself?
 - Can the student discuss similarities and differences between own fact file and those of others?
 - Can the student explain the ways in which he or she is special?

Enhancing Personal Development 2.3

- **Students compare the fact files of a range of individuals at different stages of life.**
 - Can the student describe and identify the characteristics of a range of individuals?
 - Can the student identify similarities and differences between individuals of different ages?
 - Can the student suggest why similarities and differences exist between people of different ages?

Background information

Understanding ourselves

This module is designed to build on students' knowledge of themselves and their special qualities, highlighting the importance of self-concept in developing a positive personal identity. Opportunities are provided for students to identify their unique characteristics, skills, talents and achievements. By comparing these with the characteristics of other individuals, students should further develop an appreciation of and confidence in their own uniqueness.

Texts and people chosen to be investigated should reflect the diversity of Australian society, providing opportunities for students to develop understandings of the similarities and differences in people who make up Australia's population.

Terminology

Activities in this module involve the use of the following language in the context of Health and Physical Education:

achievements	differences	skills
autobiography	different ages	special
biography	individual	talents
characteristics	similarities	unique

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments and equity. It includes activities that encourage students to:

- identify and value their unique characteristics;
- recognise, respect and appreciate the difference and diversity of individuals and their lives;
- understand that although people are different in many ways, they also have similarities.

Students with disabilities or learning difficulties may require some activities to be modified in order to optimise both their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

Support materials and references

- Ashton Scholastic 1991, *The Authors and Illustrators Scrapbook*, Omnibus Books, Adelaide.
- Brasch, N. 1997, *Great Australian Women in Performing Arts*, Heinemann Library, Melbourne.
- Brasch, N. 1997, *Great Australian Women in Science and Medicine*, Heinemann Library, Melbourne.
- Breunese, C. 1997, *Visiting Vincent van Gogh*, Prestel-Verlag, Munich.
- Brian, J. 1996, *Maria Donato: When I Was Young*, 'Magic Bean In Fact Series', Era Publications, Adelaide.
- Brian, J. 1996, *Max Colwell: When I Was Young*, 'Magic Bean In Fact Series', Era Publications, Adelaide.
- Brian, J. 1996, *Pilawuk: When I Was Young*, 'Magic Bean In Fact Series', Era Publications, Adelaide.
- Dolan, B. 1997, *Young Achievers: Cathy Freeman*, Heinemann Library, Melbourne.
- Dolan, B. 1997, *Young Achievers: Kieren Perkins*, Heinemann Library, Melbourne.
- Dolan, B. 1997, *Young Achievers: Tina Arena*, Heinemann Library, Melbourne.
- Fox, M. 1996, *Memories: An Autobiography*, 'Magic Bean In Fact Series', Era Publications, Adelaide.
- Hains, H. 1999, *A Day in the Life of a ... Footballer*, Franklin Watts, London.
- Morgan, N. 1998, *Famous Lives: Mother Teresa, Saint of the Slums*, Wayland Publishers, Hove, East Sussex, UK.

Other resources

Everyday texts containing biographical information — for example, sports cards, profiles from magazines, newspapers and grocery packaging.

Activities

Understanding

WHO AM I?

Developing an understanding of an individual's special characteristics

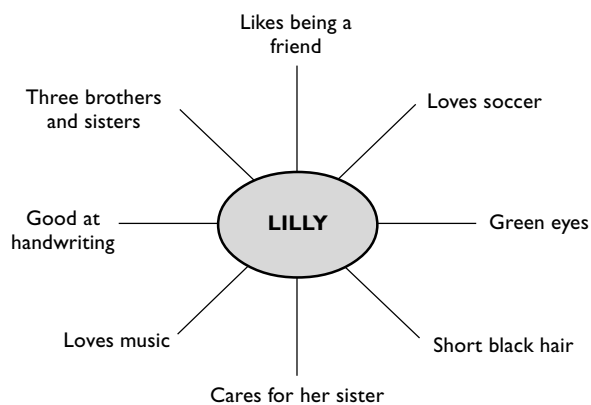
► Students respond to and participate in the game 'Who am I?'. One person gives a number of clues about another while the remainder of the group attempt to guess whom the clues refer to — for example:

- 'I have brown eyes and short brown hair.'
- I am tall.
- I am really good at running and dancing.
- I have nine brothers and sisters.
- I have many friends.
- My name starts with J.
- Who am I?'

Teaching consideration

Encourage students to focus on and provide positive comments when describing their peers.

► Students complete a concept map about themselves, drawing themselves in the centre circle and then highlighting the ways in which they are special and what they like about themselves — for example:



Focus questions could include:

- What do you look like?
- What are you especially good at?
- What jobs do you do?
- What do you enjoy doing?
- What is your favourite food?
- What is special about you?

Teaching considerations

Model the concept map to demonstrate the processes involved.

Encourage students to consider, and include on their concept maps, aspects of their lives that are not just physical — for example, enjoys going to church (spiritual), happy when with family and friends (social/emotional).

Invite students to provide comments about their peers that they may like to include in their concept maps.

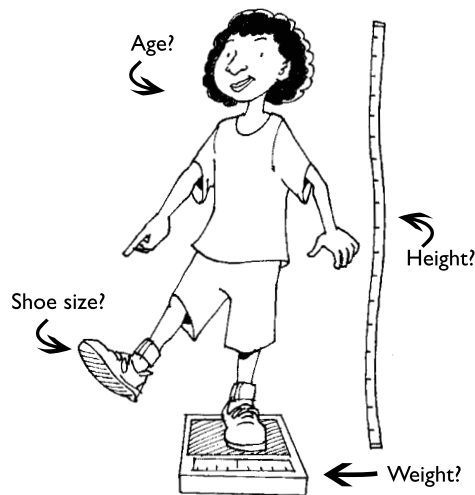
Display or retain the concept maps for future reference.

► Students share, discuss and compare the information on their concept maps, noting similarities and differences.

Focus questions could include:

- What do you like about yourself?
- What do you like about some of your classmates?
- What are the similarities between the concept maps?
- What are the differences?
- Why do you think this is so?
- What is unique or special about (student's name)?

► Students discuss and collaboratively list other information that could be gathered to highlight their individual characteristics — for example, age, height, weight, shoe size, birthday. Students work in pairs to gather and record this information.



Teaching considerations

This and other activities allow teachers to highlight the social justice principle of diversity among people.

These activities provide opportunities to link students' understandings with mathematical concepts of measurement and number. Encourage students to use and apply knowledge and skills reflective of their current mathematical understandings — for example, ability to use non-standard or standard units of measurement.

► In small groups, students share the information gathered about themselves, and collaboratively record their findings on a retrieval chart or table — for example:

Name	Ms Smith	Lilly	Clayton
Address	15 Denver Road	64 Makie Street	6/103 Watson Cr.
Age	33	8	5
Hair colour	brown	black	blond
Eye colour	blue	green	blue
Height	173 cm	120 cm	105 cm
Weight	68 kg	35 kg	30 kg
Shoe size	8	9	7
Special talents or skills	singing, helping others	handwriting	talking, making collages
Likes	reading, playing tennis	playing soccer	working with friends

► Students compare similarities and differences between individuals and their characteristics.

Focus questions could include:

- What do you notice about the information we have gathered?
- Are there any things that are the same about all of us?
- Which things are unique to individuals?
- Why is this so?
- Would there be different information to collect if we were older? Younger?
- Why might this be so?

Teaching consideration

Ensure that discussion relating to differences and similarities is treated sensitively.

► Students discuss and predict how their own characteristics might change if they were younger or older. Students record their ideas and retain for future reference. For example:

I have blue eyes now and I wear size 7 shoes. I think if I was a baby I would wear size 2 shoes. When I am older I will still have blue eyes, but I will wear much bigger shoes.

► Students discuss ways that information about people of different ages could be collected and compared. For example, students may wish to gather information about the individual characteristics of a student from a buddy class in Year 7 or a friend at the preschool, using a retrieval chart or table similar to that used in the previous activity.

Planning

GATHERING INFORMATION

Gathering information about others and their special characteristics

► Students negotiate with family members, friends or teachers to complete further information-gathering activities on people of different ages. Students record and discuss the information, comparing the similarities and differences of people of different ages — for example:

Name	Bobby	Po	Lilly's gran
Address	52 Caulfield Street	401 Philip Street	64 Makie Street
Age	13	4	68
Hair colour	blond	brown	grey
Eye colour	blue	brown	blue
Height	154 cm	98 cm	168 cm
Weight	58 kg	46 kg	73 kg
Shoe size	9	4	8
Special talents or skills	running	painting	telling stories
Likes	working in the library	building with blocks	visiting school, playing tennis
Favourite food	hamburgers	bananas	chicken

Focus questions could include:

- What do you notice about the information we have gathered?
- What are some of the similarities between these people?
- What are some of the differences between these people?
- Why might be the reasons for these similarities and differences?
- What is similar about people of different ages?
- What is different about people of different ages?
- Why might be the reasons for these similarities and differences?

► Students discuss and list where information about individuals can be found — for example:

- picture books
- novels
- family records
- autobiographies and biographies
- football and basketball cards
- profiles in magazines.

Focus questions could include:

- Where would you find information about other people's lives?
- Who would read this type of information?
- Why would people be interested in this information?
- What type of texts would they be?

FACT FILES

Interpreting and using fact files

R Resource Sheet 1

► Students read and discuss a fact file (see Resource Sheet 1, 'Sample fact file'), describing someone's individual characteristics and achievements.

Focus questions could include:

- What does this fact file tell you about this individual?
- What are some of his achievements?
- What are some of his unique characteristics?
- What are some similarities between this person and yourself?
- How can people be similar?
- How can people be different?

R Resource Sheet 2

► Students read and investigate several biographies, discussing similarities and differences between the subjects. Students discuss what information can be found out about people, and add any additional headings and information to the fact file provided on Resource Sheet 2. They gather information about four individuals of varying ages and use copies of the fact file to record their findings.

Teaching considerations

Texts chosen for students to investigate in this activity should be diverse in nature, reflecting a range of ages, interests and cultural backgrounds.

While published biographies may be difficult for some students to access, biographical information is available in a number of everyday mediums. For example, football or basketball cards, profiles in magazines, newspapers and grocery packaging often provide biographical information about individuals.

Students' reading of biographies will need to be guided, with explicit teaching and scaffolding. Activities could include:

- sequencing illustrations and/or sections of the text highlighting different stages of a person's life;
- completing a masked cloze passage, predicting different aspects of a person's life — for example, 'Later on I learnt to ...';
- guided and shared reading.

The fact file template could be completed collaboratively after the guided and shared reading of each biography or in pairs or small groups, depending on the language abilities of individual students.

► Students use the fact files to compare similarities and differences in a range of individuals.

Focus questions could include:

- What do you notice about these different people?
- What is unique about each person? Why might this be so?
- Are there any similarities between people of almost the same age? Why?
- Are there any differences between people of almost the same age? Why?
- Are there any similarities between people of different ages? Why?
- Are there any differences between people of different ages? Why?

Teaching consideration

Remind students that although they may admire the qualities or characteristics of other people, they themselves are 'special' and have qualities and characteristics other people would like.

▶ Students summarise their findings from these comparisons in one or two simple statements. For example: 'All of the people we studied had other people to look after them and love them.' 'Some older people like shopping and movies and some younger people like shopping and movies too.' 'All of the people we studied were good at something.'

▶ Students discuss how biographical information is collected and negotiate ways to collect such information about an elderly family member or friend. This process could involve:

- composing interview questions — for example:
 - Where did you live as a child?
 - Where did you go to school?
 - What are some special things about you?
 - What are some of your achievements?
- gathering information — for example, interview, photos, notes, drawings;
- recording information using notes and illustrations;
- sharing information with peers;
- composing a draft fact file.

▶ Students use information gathered to compose a fact file on an elderly family member or friend.

Teaching considerations

Family members and friends will need to be supportive for students to successfully complete this activity.

Provide any modelling or scaffolding for processes students may be unfamiliar with and need to use during these activities. For example, students may need note-making skills to record the information gathered from interviews.

Audiotapes, illustrations and diagrams could be another source of information.

Provide sufficient time for students to edit, re-draft and publish their fact files.

Acting

SHARING

Sharing and discussing completed fact files

- ▶ Students share and discuss their completed fact files. They negotiate ways in which these could be published and shared with individuals who participated in the activity — for example, fact files could be:
 - compiled into a class book, copied and distributed throughout the school community;
 - published as individual booklets and presented to the people who participated;
 - included in a school or community display, highlighting the special skills and achievements of elderly people; or
 - shared through the classroom or school newsletter as a weekly feature.

ACCEPTING DIVERSITY

Appreciating the social justice principle of diversity

- ▶ Students respond to the statement: ‘All people should be 150 cm tall, with green hair, and purple skin, have the same interests and eat the same foods.’ Students use the PMI method (pluses, minuses and interesting points) to analyse the statement and comment on any observations.

Teaching consideration

Focus the discussion on to why diversity should be both accepted and appreciated to make our society more interesting.

Examples of points for and against and interest could include:

Pluses

- Clothing might be cheaper because it would be all the same size.
- We would all like to do the same things so we could play together.

Minuses

- We couldn’t tell each other apart very easily.
- I wouldn’t be me; I would be like everyone else.

Interesting

- If I cut my hair short it would look like grass.
-

Reflecting

FUTURE POSSIBILITIES

Reflecting on learnings and predicting future characteristics and achievements

► Students reflect upon the information gathered and recorded about their elderly family member or friend.

Focus questions could include:

- What are the unique characteristics of that person?
- In what ways are they similar to us? Why?
- In what ways are they different to us? Why?

► Students discuss and predict what their own fact file might look like in 10, 20 or 50 years time.

Focus questions could include:

- Which of your characteristics will be the same in 50 years time? Why?
- Which of your characteristics might be different in 50 years time? Why?
- What do you think you might have achieved in 50 years time? Why?

► Students complete two fact files for themselves — the first describing their present characteristics and the ways they are special and unique, and the second predicting their possible characteristics and achievements in 50 years time.

Teaching consideration

Students may wish to develop their own fact file headings and presentation.

Fact file

Name: *Lilly Brown* Age: *8*

Date and place of birth: *10 March 1991, Smithvale*

Eye colour: *green* Hair colour: *black*

Height: *120 cm* Weight: *42 kg* Shoe size: *3*

Schools: *Smithvale SS*

Likes: *handwriting, soccer*

Achievements: *playing soccer for Smithvale team*

Special characteristics: *is a great friend*

Photo or drawing: 

Fact file

Name: *Lilly Brown* Age: *58*

Date and place of birth: *10 March, 1991, Smithvale*

Eye colour: *green* Hair colour: *black and grey*

Height: *175 cm* Weight: *70 kg* Shoe size: *9*

Schools: *Smithvale SS, Smithvale SHS*

Likes: *going to movies, driving a car, soccer*

Achievements: *playing soccer for country, coaching the junior soccer team*

Special characteristics: *is a great friend*

Photo or drawing: 

► Students share their fact files, discussing the similarities and differences between the present descriptions, and predicting the ways in which they might be similar and different in 50 years time.

Focus questions could include:

- What do you notice about your present fact file?
 - What are some of your unique characteristics?
 - What things do you especially like about yourself?
 - What are some of the similarities between your two fact files? What are some of the differences?
 - Which characteristics do you think will be the same in 50 years time? Why?
 - Which characteristics do you think will be different in 50 years time? Why?
- Students reflect upon and summarise their learnings, discussing what they learnt, how they learnt and why.

Sample fact file



Read the fact file, which outlines the characteristics and achievements of Benjamin, an eight-year-old boy. What can you find out about him?

Fact file

Name: *Benjamin* Age: *8*

Date and place of birth: *29 May 1991, Brisbane*

Eye colour: *blue* Hair colour: *red*

Height: *110 cm* Weight: *32 kg* Shoe size: *2*

Schools: *Albany Creek Primary*

Likes: *Playing soccer and cricket, using the computer and playstation, watching television, likes to eat pizza, cheese, McDonald's hamburgers, ice-cream*

Achievements: *Best and fairest at soccer, reading award*

Special characteristics: *Cares for sister and brother, a good helper in the garden, likes to share with others*

Other comments: *Ben likes to ride his boogie board and wants his dad to buy a four-wheel-drive*

Photo or drawing:



Fact file



Resource Sheet 2

WHAT'S SPECIAL ABOUT YOU AND ME • LOWER PRIMARY

Look at the fact file. What else could you add to help you with your research?

Fact file

Name: _____ Age: _____

Date and place of birth: _____

Eye colour: _____ Hair colour: _____

Height: _____ Weight: _____ Shoe size: _____

Schools: _____

Likes: _____

Achievements: _____

Special characteristics: _____

Other comments: _____

Photo or drawing:

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 Health and Physical Education Syllabus

Years 1 to 10 Health and Physical Education Sourcebook: Guidelines

Health and Physical Education Initial In-service Materials

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