HEALTH AND PHYSICAL EDUCATION

Level

F	1	2	3	4	5	6	B6

Growing up
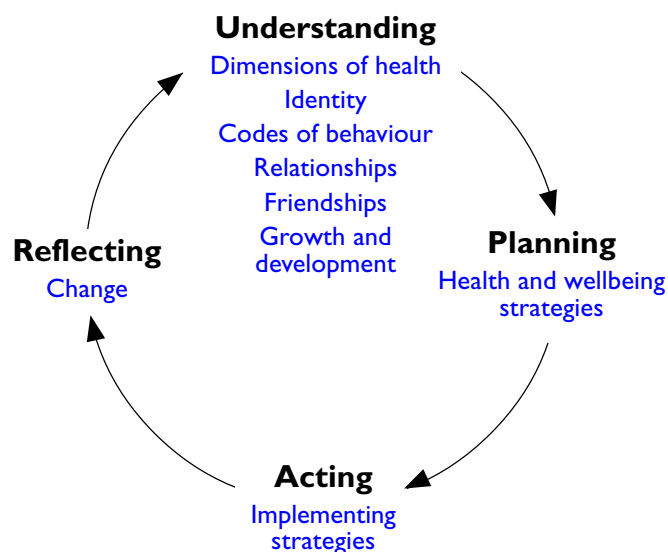
Strands
Promoting the Health of Individuals and Communities
Enhancing Personal Development

Purpose

Students explore the physical, social, intellectual and emotional changes that occur during puberty and consider how these changes may influence their health and wellbeing. They identify factors influencing growth and development and propose strategies to enhance their self-concept and self-esteem. After examining relationships in families, friendships and groups, students suggest ways to enhance and manage these relationships.

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.

Understanding
Dimensions of health
Identity
Codes of behaviour
Relationships
Friendships
Growth and development

Planning
Health and wellbeing strategies

Acting
Implementing strategies

Reflecting
Change

Core learning outcomes

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

Promoting the Health of Individuals and Communities

3.1 Students describe the impact of their own and others' behaviours on health, and propose personal and group actions which promote the dimensions of health.

Enhancing Personal Development

3.2 Students develop and implement strategies, including codes of behaviour, to promote relationships in various groups and situations.

3.3 Students identify physical, social, intellectual and emotional changes associated with growth and development, and recommend ways to promote their own growth and development.

Core content

This module incorporates the following core content from the syllabus:

Promoting the Health of Individuals and Communities

- factors influencing health, particularly growth and development and individual and group actions and behaviours;
- health-promoting behaviours of individuals and groups related to physical, social, mental, emotional and spiritual wellbeing;

Enhancing Personal Development

- aspects of identity, including self-concept and self-esteem;
- relationships in families, friendships and groups, particularly roles, rights and responsibilities and enhancing and managing relationships;
- interpersonal skills of expressing feelings, ideas and emotions and making decisions and solving problems;
- aspects of growth and development, including stages of life and factors that influence and strategies that enhance 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.

Promoting the Health of Individuals and Communities 3.1

Enhancing Personal Development 3.2, 3.3

- **Students present a short report explaining the importance of guidelines for group behaviours negotiated by the class for this module and making links to codes of behaviour in other groups and situations. They explain how these promote relationships within the class.**
  - Does the student demonstrate understanding of the meaning of each of the negotiated guidelines?
  - Can the student explain how the group guidelines protect individuals and promote effective communication?
  - Can the student explain how codes of behaviour promote relationships in various groups and situations?
  - Does the student adhere to the code of behaviour?

- **Students draw up their personal relationships chart explaining different qualities of different types of relationships in their lives.**
  - Does the student demonstrate understanding of different types of relationships in their life?
  - Can the student identify different qualities of different relationships?

- **In small groups, students develop a scenario illustrating a problem situation in a friendship and identifying healthy solutions. They present a freeze-frame illustrating the feelings, ideas and emotions involved and a role-play proposing a healthy solution.**
  - Does the student demonstrate understanding of a range of feelings and emotions associated with friendship?
  - Can the student demonstrate problem-solving skills?
  - Can the student propose strategies for maintaining friendships and promoting relationships?

- **In small groups, students use outlines of female and male bodies to illustrate the factors that influence their growth and development and to identify the physical, social, intellectual and emotional changes that occur during puberty.**
  - Can the student identify a range of factors that influence their growth and development?
  - Can the student identify the physical, social, intellectual and emotional changes that occur during puberty?
  - Does the student demonstrate understanding of when and why these changes occur?

- **Students develop and implement an action plan that outlines strategies to enhance their own growth and development.**
  - Can the student identify strategies that relate to physical, social, intellectual and emotional changes?
  - Do the actions recommended enhance growth and development?

Background information

Puberty

Puberty describes the period of time during which a child develops to sexual maturity. Puberty is triggered by the release of a hormone called gonadotrophin from the pituitary gland at the base of the brain. As a result, hormones are released from the ovaries in girls and the testicles in boys. This causes the female's ova (eggs) to mature and be released and the male to produce sperm.

R **Resource Sheet 1**

Puberty begins earlier for girls, from around the ages of 10 to 14 years. Boys usually begin development one to two years later. There is, however, a wide difference in age range and all young people will have different experiences of puberty. The age at which puberty occurs will depend on a number of factors, including diet, exercise, amount of body fat and heredity. A summary of the physical, emotional and social changes experienced during puberty is outlined in Resource Sheet 1.

Not only will young people change physically during puberty; the way they think and act will begin to change as well. Their ability to analyse and reason is developing. Arguing is one way of testing these new-found skills. Mood swings caused by hormonal changes are also common.

Young people's relationships with parents and family will change as they move from being dependent children to independent adults. This is an important stage of development. They may start to spend more time with their friends and less with their family and when they are at home spend more time in private. Because their peer group is becoming more important, young people may feel pressured to do as their friends are doing. This can create conflict for the young person and for the family.

By the early teenage years many young people will have started to experience sexual feelings. These are usually short-lived infatuations, gradually extending to more serious relationships as adolescence progresses. But everyone is different, with some young people forming quite committed relationships at a young age, and others showing little or no interest in sexual relationships until their late teens or early twenties.

Learning about puberty should be seen as one part of understanding about human growth and development. This can be done in a gradual way from early childhood, with information reinforced and expanded on in the years leading up to the onset of puberty.

Prior knowledge

Before starting this module, students should have an understanding of growth and development from conception to adulthood and have already discussed and labelled reproductive body parts and their functions. This understanding should include knowledge of the following terms: physical, social, emotional and intellectual growth and development.

Students should also have the understanding that health has a number of dimensions — physical, social, emotional, mental and spiritual:

- physical health refers to the wellness of the body;
- social health is concerned with ways of acting and behaving and our relationships with others;
- emotional health refers to positive feelings about self, self-esteem and a sense of purpose in life;
- mental health refers to one's ability to solve problems, make decisions and to cope with day-to-day living;
- spiritual health is about one's sense of connection to events beyond self, a sense of place within the universe.

Getting started

Establishing group guidelines for discussion at the beginning of the module is an important strategy. Ensure students are aware of their rights and responsibilities with regards to confidentiality. Teachers may also need to protectively interrupt students who disclose personal information, including experiences of sexual abuse. Teachers should be familiar with their school's disclosure policy in order to deal with such incidents sensitively and appropriately.

Schools should consult with parents and carers before implementing this module. When consulting, it is important to be aware of the needs of students and their families. Community health nurses or Aboriginal health workers may be able to assist with this process.

Terminology

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

codes of behaviour	intellectual changes	self-concept
emotional changes	physical changes	self-esteem
friendships	puberty	sexuality
growth and development	relationships	social changes
hormones	responsibilities	
individuality	rights	

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module, particularly those relating to sensitive issues.

Also relevant may be policies relating to safe schools, student welfare, human relationships education and personal development programs, procedures for the notification of child abuse, behaviour management and community involvement in school programs.

Social justice principles

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

- understand and appreciate difference and diversity as these relate to growth and development;
- value and respect the rights of individuals to be themselves;
- take care of themselves and accept themselves as they grow and change.

Students with disabilities or learning difficulties may require some activities to be modified 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

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Raff, R. 1993, *The Facts of Life: Questions and Answers*, New Holland, London.

Sanders, P. & Swinden, L. 1990, *Knowing Me, Knowing You: Strategies for Sex Education in the Primary School*, LDA, Wisbech, UK.

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GROWING UP • MIDDLE PRIMARY

Activities

Understanding

DIMENSIONS OF HEALTH	Understanding the different dimensions of health and the behaviours that influence these dimensions

▶   Students brainstorm what they know about the different dimensions of health. Individually or in groups, they list behaviours of themselves and others that can have a positive influence on the different dimensions of health.

Teaching consideration

Students may suggest some of the following:
- Physical health is influenced by eating well and maintaining good personal hygiene.
- Social health is influenced by being able to make, and enjoy being with, friends.
- Mental health is influenced by maintaining self-control and accepting responsibility for one's actions.
- Spiritual health is influenced by setting attainable goals and having the confidence to take calculated risks.
- Emotional health is influenced by feeling good about yourself and being able to manage your emotions.

IDENTITY	Understanding aspects of identity and factors influencing self-concept and self-esteem

▶   Students brainstorm and list ways in which individuals differ in physical, social, intellectual and emotional development.

Focus questions could include:
- How are you different from, or the same as, others in:
  - appearance;
  - physical ability;
  - cultural background, family structure, intellectual ability;
  - personality?
- How do you think these differences influence the way people think and feel about themselves?

Teaching considerations

This activity introduces students to the module by creating the context of individual difference. Encourage students to consider that, in Australia, we live in a richly diverse culture and most of us will meet people who look different from us, and who think, act or live differently from the way we do. Explain that understanding and celebrating this diversity enriches our lives.

Understanding and celebrating diversity in growth and development during puberty can also enhance the self-concept and self-esteem of individuals as they experience this change in their lives.

Ensure cultural differences are dealt with sensitively.

It may be necessary to explain to students what is meant by physical, social, intellectual and emotional development.

▶   Students discuss how the way in which people see themselves, the way they think others see them and the way they value their worth can influence dimensions of their health.

Focus questions could include:
- **What are the different dimensions of health?**
- **How could these dimensions be affected by the way we feel about ourselves, the way we value ourselves and the way we think others see us?**

Teaching considerations

Refer to the background information provided at the front of this module for a description of the dimensions of health.

Examples of influences on the dimensions of health include:
- feeling we are worthless and inadequate can affect our mental and emotional health;
- feeling we have no close friends can influence our social health;
- feeling that our life is unworthy and has no purpose can influence our mental and spiritual health.

CODES OF BEHAVIOUR	**Understanding the importance of codes of behaviour in promoting relationships in various groups and situations**

▶   Students negotiate group guidelines or codes of behaviour aimed at creating a positive, safe and motivating environment for all class members during class discussions and activities.

Focus questions could include:
- **Why do we need group guidelines for behaviour in the classroom?**
- **How can the guidelines assist us to protect individuality in our classroom?**
- **How can we promote effective communication in our classroom?**
- **How can we ensure that everyone has the opportunity to participate in the activities?**
- **How can we ensure that no-one is embarrassed or hurt by discussions?**
- **How can we support and acknowledge the diversity of views and the needs of all students in the class?**
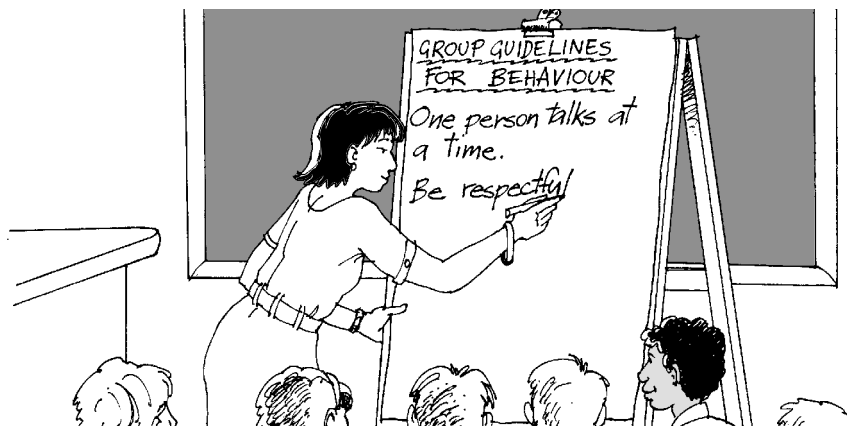
▶ Students develop a short report explaining the importance of the group guidelines negotiated by the class and making links to codes of behaviour in other groups and situations.

Focus questions could include:

• Why are these group rules important?

• What are some other examples of group rules or codes of behaviour in the community and why are they also important?

• What is the purpose of these rules or codes of behaviour?

Teaching considerations

The negotiation of clear rules governing behaviour at the beginning of the module and the reinforcement of these throughout the program work towards creating a positive, safe and motivating environment for both students and teacher. It is important that everyone, including the teacher, makes a commitment to the rules and also takes responsibility for the maintenance of them throughout the program.

Guidelines could include:
• Be respectful of people's feelings, opinions and ideas.
• 'Put-downs' and teasing are not acceptable.
• If you wish to know something, you may ask privately or openly.
• One person talks at a time.
• No-one should ask personal questions or talk about personal matters.
• If someone doesn't feel comfortable talking about a topic, he or she has the right to pass.

Codes of behaviour in the community could include sporting rules, club rules, road rules, sun-safety rules and anti-discrimination laws.

RELATIONSHIPS	**Understanding that different types of relationships have different qualities**

▶ Students brainstorm and compile a list of all the people with whom they interact and have relationships, ranging from family members to friends, to people in the community.

Resource Sheet 2

▶ Students make a list of relationship qualities for each of the categories 'love', 'like', 'know' in a relationship chart (Resource Sheet 2, 'My relationships'). They give examples of the types of people who may belong in each category. They discuss why someone might be in a particular category and the positive and negative reasons why someone might move in or out of a category.

▶ Students discuss the different reasons individuals have for choosing people for each of the categories and how they express their feelings for these people. Students discuss how a person's cultural background may influence these differences — for example, expressing affection.

Teaching consideration

Care should be taken to avoid cultural stereotypes.

R **Resource Sheet 2**

▶ Students draw up their personal relationships chart (Resource Sheet 2) with two or three examples for each of the categories of 'love', 'like', 'know'.

Focus questions could include:
- Who do you have relationships with?
- How do you feel about these people?
- How do you express these feelings?
- Why do people move in and out of the categories of 'love', 'like' and 'know'?
- Would everyone's relationship chart be the same? What factors would make them different?

Teaching considerations

Remind students that the one person we know best of all and who knows everything about us is ourselves, which is why 'Me' is in the centre of the chart. When students are older they may choose to invite someone from their 'love' category (not relatives) into their 'Me' category for a special type of relationship, usually called a sexual relationship.

Explain that all of us are surrounded by people who fit into one of the three categories shown on the chart; outside of these are strangers. Sometimes we feel that everyone is a stranger. This feeling is most common during puberty.

FRIENDSHIPS	Understanding roles, rights and responsibilities for enhancing and managing friendships

▶ Students prepare a friendship 'weather report'. They brainstorm and make lists of what it is that a friend does that makes them feel:
- bright and sunny
- overcast
- dark and stormy.

They discuss the rights and responsibilities of having and being a friend.

Focus questions could include:
- Can someone be a friend if he or she *sometimes* makes us feel 'dark and stormy'? Why?
- Can someone be a friend if he or she *always* makes us feel 'dark and stormy'? Why?
- How do you decide if someone can be a friend?

▶ In small groups students choose an example from the 'dark and stormy' list of the previous activity. In their groups they write a scenario illustrating the situation. They then present a 'postcard' noting the feelings, ideas and emotions involved followed by a role-play proposing a healthy solution.

Focus questions could include:
- How did each character feel in the scenario?
- What happened to make them feel that way?
- Did each character experience the situation the same way? Why?
- What could each character do differently to improve the friendship?
- What strategies for promoting friendship could be used in this scenario?

Teaching considerations

'Postcards' is a drama-based activity, often called 'freeze-frames' or 'tableaus'. Students work in small groups. The aim of the activity is for groups to work together to represent a concept or portray a piece of action non verbally. The visual representation is in the form of a frozen mime. Students have to think what the concept means to them and how they can represent it as a group. All group members hold the position at the same time for about 5 seconds, as if they were in a photo. If any students are feeling uncomfortable about participating they could be involved at another level — for example, as a director.

For the role-play, encourage students to consider a range of possible solutions before choosing one. Sometimes the most obvious solution isn't always the best.

Debrief students at the end of the role-play.

GROWTH AND DEVELOPMENT	Understanding changes that occur during puberty and factors influencing growth and development

▶ Students use a dictionary to find the meaning of 'puberty'. They then share and clarify their understanding and knowledge of the term through a slip-writing activity on the topic 'What puberty means to me'. Each student writes up to four sentences about puberty on four different slips of paper. Students form into small groups to share their ideas and then report on their discussions, to develop a class description of puberty.

▶ Students discuss the meaning of the terms 'physical', 'social', 'intellectual' and 'emotional' as they relate to changes that result from growth and development. They use available resources about puberty to make a list of the physical, social, intellectual and emotional changes that occur during this stage of development.
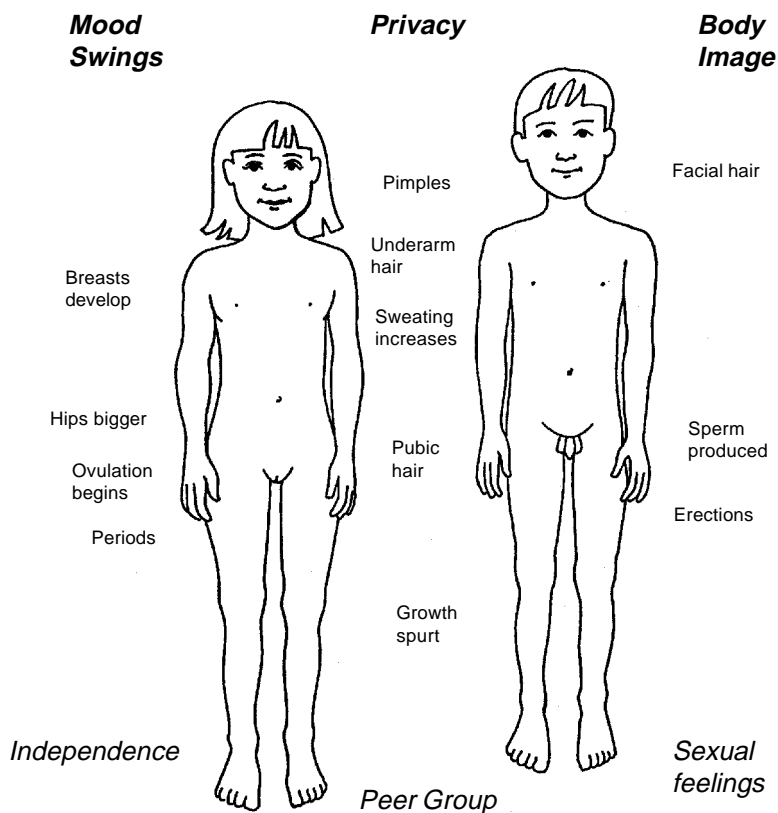
Teaching consideration

Ensure the class rules/codes of behaviour are adhered to during these discussions.

Resource Sheet 3

▶ In small groups students use images and words to draw and write some of the physical and intellectual changes that occur during puberty. They record these changes on outlines of a female body and a male body. Above and below the bodies they use different coloured pens to write the social and emotional changes that occur and the factors that influence these changes. (See Resource Sheet 3, 'Changes', for images for this activity.)

Focus questions could include:
- What does puberty mean to you?
- How might someone feel when the changes associated with puberty begin?
- How might someone feel if the changes started earlier or later than others in their group?
- What factors influence young people during puberty? What effect might these factors have on a young person's health and wellbeing?

*Mood
Swings*

Privacy

*Body
Image*

Pimples

Facial hair

Underarm
hair

Breasts
develop

Sweating
increases

Hips bigger

Sperm
produced

Ovulation
begins

Pubic
hair

Erections

Periods

Growth
spurt

Independence

*Sexual
feelings*

Peer Group

Teaching considerations

Be aware that, in some settings, it may be culturally appropriate to have separate sessions for girls and boys.

Review resources prior to use to ensure that they are appropriate for the range of students in the group.

During this activity students could anonymously place any questions they have about these changes in a question box. These questions are then answered in the open forum of the group. Treat all questions as genuine inquiries and answer all questions sensitively. Allow students the opportunity to answer questions posed by their peers.

Reassure students that the changes associated with puberty occur at different times and at different rates for each individual.

Planning

HEALTH AND WELLBEING STRATEGIES	Planning strategies to enhance health and growth and development

▶   Students identify health issues related to changes that occur during puberty and make a list of personal actions to address these issues.

Focus questions could include:
- What health-related issues could be linked to the changes during puberty?
- Whom do you know that you could talk to about these issues?
- What could you do to help make your experience of these changes during puberty a positive one?

Teaching considerations

Health-related issues could include personal hygiene, use of health products, skin care, exercise, nutrition, medical concerns, body image, relationships, relaxation and stress.

People and organisations students could talk to personally or by phone include parents, carers, friends, school nurse, guidance counsellor, school chaplain, health worker, doctor, nutritionist, naturopath, fitness trainer and staff members of Family Planning Queensland, Kids Help Line and Relationships Australia.

Personal actions could include regular exercise, balanced diet, rest and relaxation, adequate sleep, regular bathing, talking things over with someone you trust.

▶   Students refer to the list they compiled of physical, social, intellectual and emotional changes that occur during puberty and add the names of people and organisations they could talk to about these changes.

▶   Students identify behaviours of others, including peers and family members, that could support the different dimensions of health of children entering puberty.

Acting

| IMPLEMENTING STRATEGIES | Implementing a health and wellbeing plan |

▶   Students develop a personal action plan that outlines strategies to address health issues relating to puberty over a period of time — for example, four weeks. Issues identified should relate to the various dimensions of health. Students monitor the implementation of their plan using a personal diary.

Focus questions could include:
- Which health issues are significant to you at this time?
- What could you do over the next month to address these issues?
- What can you realistically achieve in that time?
- How will you monitor your progress?

Teaching considerations

Many students will not yet be experiencing any of the changes associated with puberty. Remind students that puberty occurs at different ages and stages of development and reassure them that where their development is now is right for them.

All students should be able to identify some significant health issues and to develop a personal action plan. It could be something as simple as drawing up a mentor network and arranging to make contact during the set period. They could gather information and discuss concerns so that they are better prepared for when puberty begins.

The strategy may be regarded as an action plan to prepare for changes that will occur during puberty. They could ensure that their diet is well balanced and nutritious, that they take good care of their skin and hair and that they engage in regular physical activity.

Reflecting

CHANGE	Reflecting on the future

▶   Students reflect on what they have learnt during this module. They review the definition of puberty they developed earlier and revise their understanding by repeating the slip-writing activity: 'What puberty means to me'.

Teaching considerations

The slips of paper could be linked together to create a paper chain to hang around the room.

Using different coloured slips of paper for this activity will create a colourful celebration of diversity, where everyone's feelings, ideas and emotions are valued.

▶   Students discuss how they may need to modify their own behaviours in order to demonstrate respect for the rights of others.

▶   Students conclude the module by forming a circle and taking turns to complete the following sentence in the context of changes associated with puberty: 'One thing I am looking forward to is ...'.

Focus questions could include:
- What have you learned about puberty?
- What can you expect to happen to you and when?
- How can you make your experience of puberty a positive one?
- What can you look forward to now that you have a better understanding of the changes you will experience?

Teaching consideration

Encourage students to explore their future experiences during puberty in terms of possible, probable and preferable outcomes.

Puberty

R1

Below is a summary of the physical, emotional and social changes experienced during puberty.

Physical changes

Girls and boys
- growth spurt
- weight increase
- pubic hair grows
- underarm hair grows
- face changes shape
- sweating increases
- skin becomes oilier
- acne may develop

Boys
- chest and shoulders broaden
- body becomes more muscular
- penis and testicles enlarge and darken
- sperm is produced
- ejaculation occurs
- voice becomes deeper
- facial and chest hair grows

Girls
- nipples enlarge and darken
- pelvis becomes wider
- vaginal discharge increases
- increase of fat on breasts, hips and thighs
- breasts develop
- genitals become darker in colour
- ovulation begins
- menstruation begins

Emotional changes
- becoming preoccupied with body changes
- becoming preoccupied with fantasy and idealism
- developing a sense of invincibility
- exhibiting risk-taking behaviour
- questioning identity (Who am I?)
- experiencing mood swings

Social changes
- starting to assert independence from parental control
- expressing need for privacy
- establishing strong bonds with peer group
- looking to peer group for behaviour code
- testing ability to attract boyfriends/girlfriends

My relationships

R2

Choose two or three people in your 'Love' category and write their names on the chart below. Write how you show your feelings for these people. Do the same for the categories 'Like' and 'Know'.

Know

Like

Love

ME
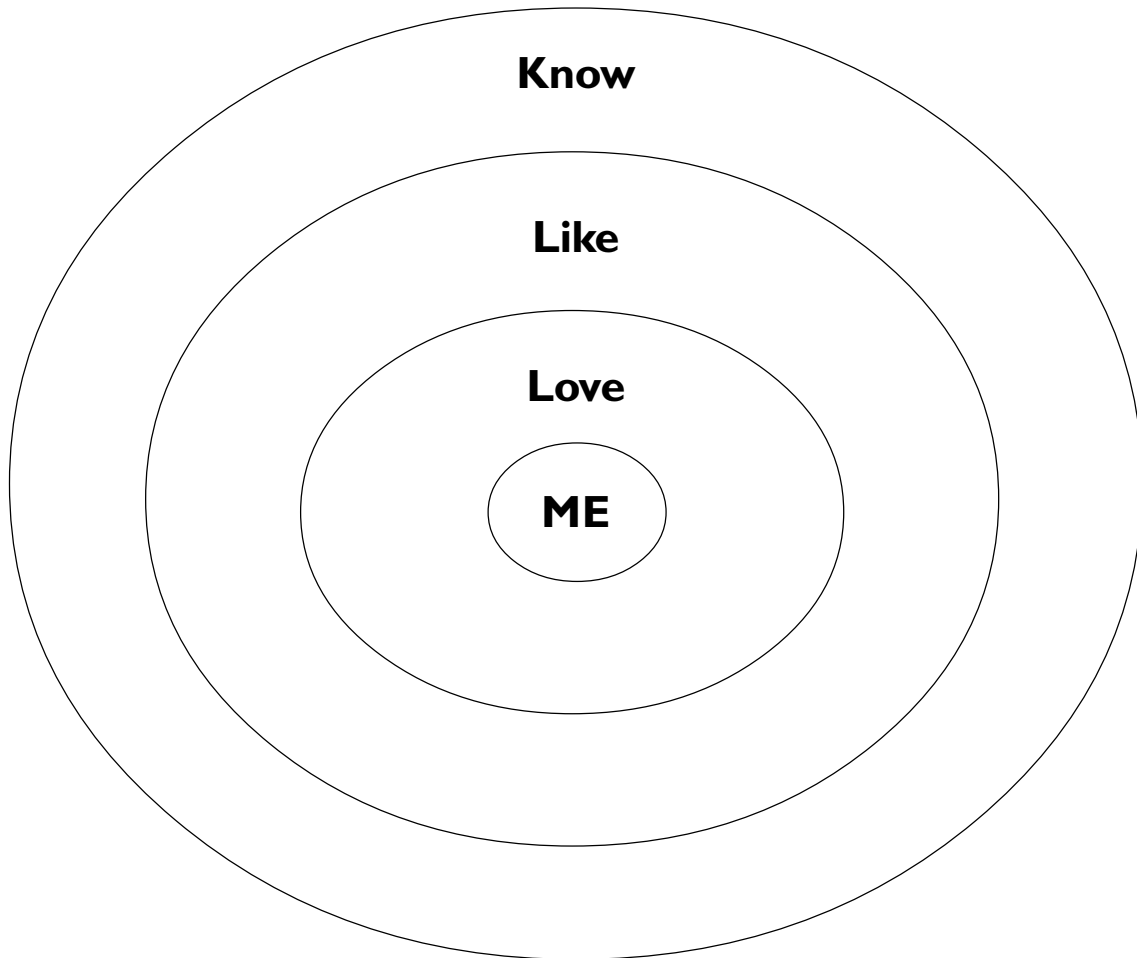
Source: Adapted from Family Planning Queensland, *Family Planning Queensland: Primary Program* (unpublished).

Changes

On or beside the outlines of the male and female bodies draw images or write words to indicate the physical and intellectual changes that occur during puberty.

Above or below the outlines use a different coloured pen to indicate the social and emotional changes that occur.
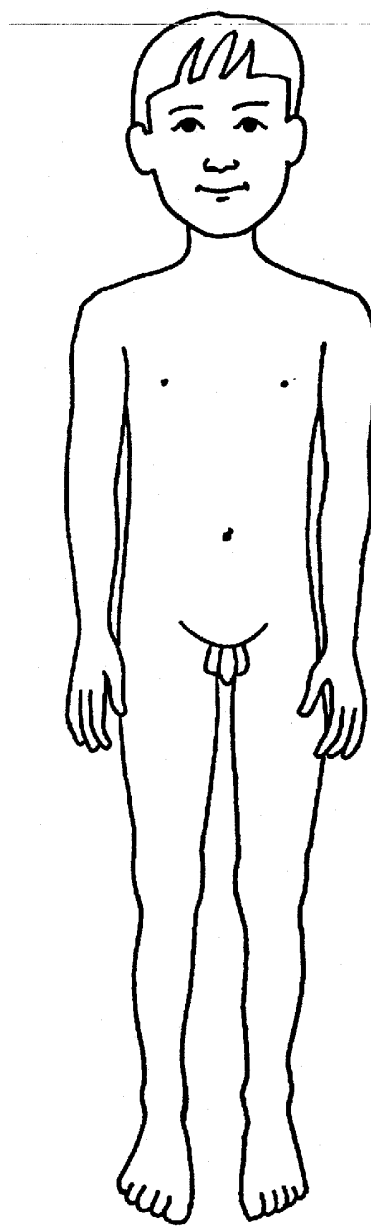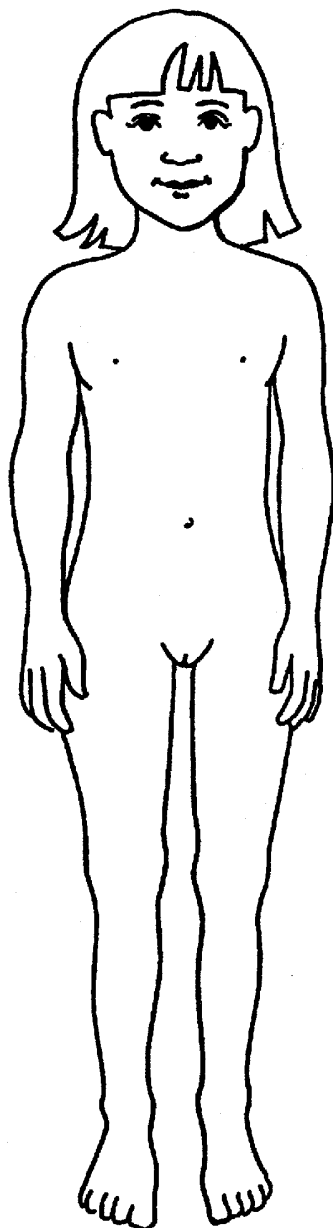
Source: Adapted from Family Planning Queensland 1994, *Talking About It: Sexuality and Reproduction: Lower Primary School (Years 1–4)*, Brisbane.

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Family Planning Queensland for material from *Talking About It: Sexuality and Reproduction: Lower Primary School (Years 1–4)*, 1994, and *Family Planning Queensland: Primary Program.*