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# Growth and development

## Strand

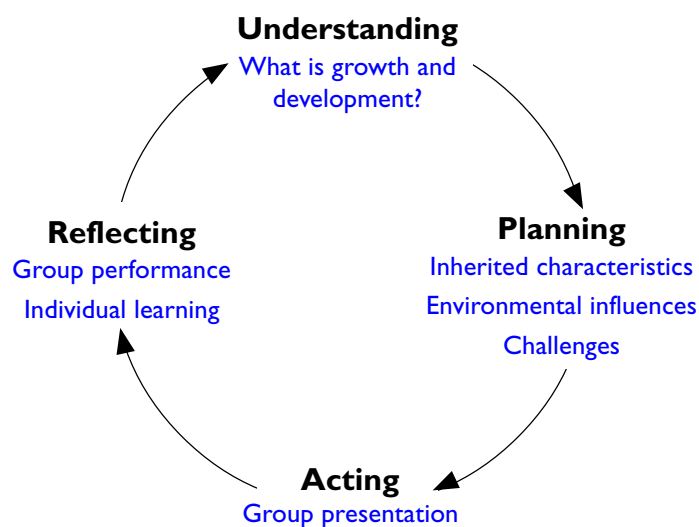
Enhancing Personal Development

## Purpose

Students investigate factors that influence physical, social and emotional growth and development. Based on this investigation, they prepare a report in small groups to present to the class that explains how two factors in particular influence their personal growth and development.

## 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 outcome

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

### Enhancing Personal Development

4.3 Students explain how factors, including challenges and inherited characteristics, influence physical, social and emotional growth and development.

## Core content

This module incorporates the following core content from the syllabus:

### Enhancing Personal Development

- aspects of growth and development, in particular, factors influencing growth and development.

## Assessment strategy

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcome identified in this module. Other activities in this module also provide opportunities for teachers to gather evidence about students' demonstration of the outcome for assessment purposes.

### Enhancing Personal Development 4.3

- **Students prepare a group presentation that explains how two factors, one of which is either challenges or cultural characteristics, may influence their physical, social and emotional growth and development. They present the report to the class.**
  - Can the student differentiate between growth and development?
  - Can the student differentiate between physical, social and emotional growth and development?
  - Can the student identify factors that influence growth and development?
  - Can the student explain how the factors influence physical, social and emotional growth and development?
- **Students draw pictures or provide appropriate photographs that help them to explain how two factors, one of which is either challenges or cultural characteristics, influence their personal physical, social and emotional growth and development.**
  - Can the student explain how the two factors influence physical growth and development?
  - Can the student explain how the two factors influence social growth and development?
  - Can the student explain how the two factors influence emotional growth and development?

## Background information

### Growth and development

There are physical, social, emotional, spiritual and intellectual dimensions to individual growth and development. This module focuses on the physical, social and emotional dimensions as required by the core learning outcome and defines them in the following ways:

- **Physical growth** refers to the body’s changing in size and shape as a person ages.
- **Physical development** refers to such things as improvements in movement and manipulation skills and fitness levels, better understanding of the functioning of the human body, and increasing capability in caring for the body.
- **Social development** refers to an individual’s improving ability to communicate and relate to friends, family and others meaningfully and purposefully, and increasing participation in the local community — for example, sporting clubs and cultural groups.
- **Emotional development** includes such things as learning to understand and monitor feelings and emotions, accepting self and others, improving decision-making and problem-solving skills, and developing and maintaining positive self-esteem.

This module focuses on three main influences on personal growth and development — heredity, the environment and challenges. Heredity involves the genetic characteristics inherited from parents. Environmental influences, such as nutrition, culture, exercise, living standards and climate, modify these characteristics. Challenges can exist in both heredity and environmental influences. This module, however, focuses on:

- the challenges inherent in some physical activities;
- being personally challenged during periods of loss and grief;
- the challenge of coping with success.

### Terminology

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

challenge	environment	growth	outdoor
characteristics	exercise	inherited	physical
culture	genetic	loss	social
development	grief	nutrition	success
emotional			

### School authority policies

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

## Social justice principles

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

- acknowledge that people grow and develop differently;
- support others during activities;
- acknowledge that a supportive environment is essential for physical, social and emotional growth and development.

Teachers will need to be sensitive to the needs of students who are adopted, do not live with their biological parents or do not want to be associated with their biological parents.

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

## Support materials and references

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Bennett, P. & Kearney, L. 1994, *Never Felt Better! Health and Human Relations in the Junior School*, Rigby Heinemann, Port Melbourne, Vic.

Eshuys, J., Guest, V., Lennox, R. & Wilkinson, S. 1996, *Getting it Together 1: Australian Health and Physical Education*, Universal Publishing, Noosaville, Qld.

Grant, E. & Fraser, P. 1994, *Food, Nutrition and People*, Jacaranda Press, Milton, Qld.

New South Wales Board of Studies 1993, *Personal Awareness: Content Strand 7: Years 7–10 Teaching Kit*, North Sydney, NSW.

## Activities

### Understanding

#### WHAT IS GROWTH AND DEVELOPMENT?

#### Exploring the meaning of the terms ‘growth’ and ‘development’

- ▶ Students brainstorm meanings for the terms ‘growth’ and ‘development’. They discuss the various meanings in small groups.

#### Teaching consideration

Growth is an increase in size, weight and or shape.

Development involves qualitative changes in a person, such as physical, social, emotional or intellectual changes.

- ▶ Students collect pictures of people that show different stages of growth and development — for example, baby, toddler, child, teenager, young adult and older adult. They group the pictures reflecting these stages to create a growth and development chart. Students describe the differences in growth and development shown in the groups of pictures.

#### Teaching consideration

Students will tend to describe the difference in stages in terms of physical growth. Encourage them to describe the pictures in terms of physical, social and emotional development and discuss the difficulties associated with this — for example, pictures do not portray all dimensions of growth and development.



- ▶ Students use Resource Sheet 1 to help them describe aspects of their own physical, social and emotional development. Once completed, they could share their responses in small groups to find similarities and differences.

#### Teaching considerations

Some students may not wish to share their responses. Respect their desire for privacy.

Highlight the differences as differences in development and relate these to the social justice principle of diversity.

- ▶ Students interview three people from different age groups in the school (for example, a Year 1 student, a Year 7 student and an adult) to find out more about the physical, social and emotional development of people from different age groups.

**Questions students ask could include:**

- What can you do physically that pleases you?
- What can you now do physically that you could not do five years ago?
- What would you like to be able to do physically in five years time?
- Do you experience the same feelings now as you experienced five years ago? Why? How do they differ from what you felt in the past?
- Do you have more or less control over your feelings now than you had five years ago? Why?
- Do you think you will experience the same feelings you have now in five years time? Why? How may they alter?
- How have your friendship groups changed over time?
- Do you have the same friends now as you had five years ago?
- Do you think that you will have the same friendship group in five years time? Why?
- What groups in the community did you belong to five years ago? Why?
- What groups in the community do you belong to now? Why?
- What groups in the community do you think that you may belong to in five years time? Why?

Students collate the information and draw conclusions about how and why people develop physically, socially and emotionally over time.

**Teaching consideration**

Students' questions should cover the physical, social and emotional dimensions of growth and development.

► Students brainstorm factors that influence growth and development — for example, diet, family, culture, heredity, drugs, exercise, gender, rest, pollution and environment. In groups, they discuss the list and develop an overall class view as to whether the factors identified are positive or negative influences on growth and development.

**Teaching consideration**

Some factors produce both positive and negative influences on growth and development — for example, risk taking and stress.

► In groups, students prepare a written report, dramatisation or multimedia display to present to the class. Their presentation should focus on how specific environmental factors influence physical, social and emotional growth and development. They plan and consider how they can share roles, such as recorder, presenter and researchers, during their preparation and presentation.

**Teaching consideration**

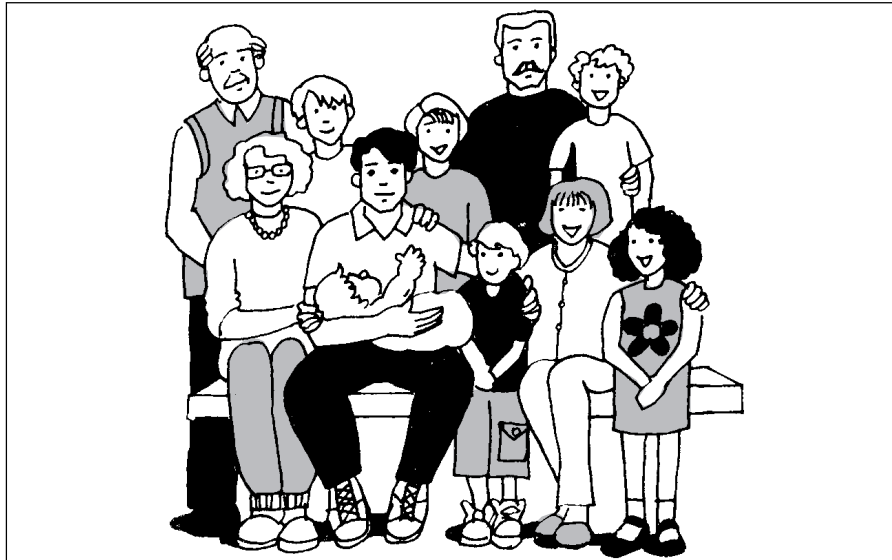
Allow students to gather information and prepare their presentation as they participate in activities during the planning phase. Ask students what activities they would like to do during the planning phase to support their investigation.

**Planning**

**INHERITED CHARACTERISTICS**

**Exploring how inherited characteristics influence growth and development**

► Students compare photographs of themselves with those of members of their biological families and list physical characteristics that are common in their families. In groups, students review and discuss each person’s list. They display their family photos and list of family physical characteristics.



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**Teaching consideration**

Students could compare photographs of members of acting, sporting, royal or famous families if they do not have access to photos of their biological families.

► Students look at a selection of pictures of adult males and females. They describe the physical features of one male and one female illustrated and consider the possible characteristics of children born to these adults.

**Focus questions could include:**

- If both adults had red hair and a fair complexion, is it likely that their children would have black hair and dark complexion?
- If one adult had blue eyes and the other adult had brown eyes, what colour might their children’s eyes be?

**Teaching considerations**

Explain to students that a child does not always inherit certain physical characteristics of his or her biological parents. The child may have the physical characteristics of uncles, aunts or grandparents.

Students may wish to research genetics (heredity) on the World Wide Web.

**ENVIRONMENTAL INFLUENCES**

**Identifying environmental factors that influence growth and development**

► Students discuss the meaning of the term ‘environment’. They identify different types of environments (for example, physical and social) and investigate ways in which aspects of these environments can influence growth and development — for example:

Type of environment	Environmental aspect	Influence on physical, social and emotional growth and development
Physical	Nutrition (a balanced diet)	<ul style="list-style-type: none"> <li>• <i>Physical:</i> A balanced diet assists in providing protection from disease, energy for physical activity, and nutrients for growth and repair of body tissues.</li> <li>• <i>Social:</i> The type and quantity of food eaten may influence behaviour.</li> <li>• <i>Emotional:</i> An inappropriate diet can make an individual feel irritable and upset.</li> </ul>
	Exercise/physical activity	<ul style="list-style-type: none"> <li>• <i>Physical:</i> Regular exercise contributes to strong, healthy bones, improves posture and contributes to wellbeing.</li> <li>• <i>Social:</i> Exercising with others develops friendships and relationships with people of different ages and provides enjoyment.</li> <li>• <i>Emotional:</i> Physical activity helps improve self-concept and self-esteem and provides experiences in winning and losing and the variety of feelings that go with these.</li> </ul>
	Place of living	<ul style="list-style-type: none"> <li>• <i>Physical:</i> Access to clean air and water, fresh food, open spaces for physical activity and an environment free from war and oppression contributes to growth and development.</li> <li>• <i>Social:</i> Proximity to neighbours/peers in rural and urban settings and the existence of recreational and community organisations and groups enhances growth and development.</li> <li>• <i>Emotional:</i> Freedom to express ideas, attitudes and feelings is essential for emotional growth.</li> </ul>
Social	Peer group	<ul style="list-style-type: none"> <li>• <i>Physical:</i> Peers can influence participation in sport and other physical activities and the use of safety equipment when participating in physical activities, such as cycling.</li> <li>• <i>Social:</i> Peers can influence an individual's willingness to contribute to school/community activities.</li> <li>• <i>Emotional:</i> Relationships with peers, including friendships and bullying, influence emotional growth.</li> </ul>
	Drugs	<ul style="list-style-type: none"> <li>• <i>Physical:</i> Drugs can damage the body, particularly the brain, lungs and liver.</li> <li>• <i>Social:</i> Drug use can affect relationships with others.</li> <li>• <i>Emotional:</i> Drugs can influence the user's feelings, judgments and emotional state.</li> </ul>

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### Teaching consideration

This activity may take more than one lesson depending on the level of investigation students undertake.

## CHALLENGES

### Investigating how challenges influence growth and development

► Students identify people who have participated in a variety of physical activity challenges — for example, rock climbing, skydiving or abseiling. Students interview or write to these people to find out how such challenges influenced their physical, social and emotional development.

#### Focus questions could include:

- Which physical activities did you find challenging?
- Why were they challenging to you?
- How did you prepare yourself to meet these challenges?
- Have you changed since participating in these activities? How?
- How have you benefited physically from these challenges?
- What were the social benefits, if any, of participating in these activities?
- What were the emotional benefits of participating in these activities?

### Teaching considerations

For many students, participation in any physical activity may be a significant personal challenge. Acknowledge and explain this as an aspect of diversity of which all people should be aware.

Encourage students to discuss physical activity challenges with people with and without disabilities.

► Students list some physical activity challenges they could participate in at school. They discuss these challenges in terms of safety and possible influences on their physical, social and emotional development. As a group, students select and participate in some simple physical challenge activities.

### Teaching considerations

Examples of challenges include trust-building activities such as trust falls and initiative tasks. Trust falls (see Resource Sheet 2) are simple physical challenge activities requiring no equipment but considerable preparation in terms of students' readiness to undertake the task. Students' readiness involves building a supportive environment based on respect and safety. This requires an approach that considers both the physical and emotional safety of the students.

Ensure students are comfortable about participating in the chosen activities. Do not coerce any students into participating if they are not ready. Give these students further opportunities to prepare, practise and discuss the activities. Students must make the final decision whether or not to participate and their right to decline should be respected.



Resource  
Sheet 2

► Students form groups and discuss some or all of the following situations relating to grief and/or loss. They describe how they would feel during and after the situation and suggest ways in which the situation may influence social and emotional development. Situations could include:

- having your new bicycle stolen;
- arguing with your best friend;
- changing schools;
- the death of a pet;
- a parent or carer becoming very sick;
- a fire or flood destroying your house;
- an older brother or sister moving out of home.

**Focus questions could include:**

- Why would this situation make you feel sad or upset?
- How would you cope with these feelings?
- How might others cope with these feelings?
- Would everyone feel exactly the same way in this situation? Why?
- How would this situation influence your social and emotional development?
- If you experienced this situation in real life, would you be better prepared for a similar situation in the future? Why?

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### Teaching considerations

Remind students of class rules for speaking about sensitive issues.

Student responses will vary in this activity. Encourage students to accept responses that express opinions different from their own and allow them to discuss these differences, when appropriate.

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► Students list situations in which they or others have been very successful. Using a well-known or famous person, such as the Prime Minister or a sports person, they discuss the advantages and disadvantages of being famous or very successful. Students identify which of these advantages and disadvantages influence physical, social and emotional growth and development — for example, the following table provides some suggestions for an imaginary Australian male cricketer:

	Advantages of being famous	Disadvantages of being famous
Physical	<ul style="list-style-type: none"> <li>• can afford to have personal trainers and high-quality training equipment to keep in shape</li> </ul>	<ul style="list-style-type: none"> <li>• must maintain fitness and appropriate body shape to bowl correctly and to set a good example for others; cannot be seen drinking, smoking or eating inappropriately because of his high profile</li> </ul>
Social	<ul style="list-style-type: none"> <li>• known by nearly everyone in Australia and in other cricket-playing countries; enjoys celebrity status and is popular with politicians, television commentators and other high-profile people</li> </ul>	<ul style="list-style-type: none"> <li>• cannot go out alone or with his family and be himself because he is a celebrity; has little privacy</li> </ul>
Emotional	<ul style="list-style-type: none"> <li>• high income provides feeling of security; has the support of team mates and fans</li> </ul>	<ul style="list-style-type: none"> <li>• must control his emotions because of presence of photographers and television cameras; feels insecure when not playing well and worries that he may lose his position in the Australian team.</li> </ul>

### Teaching considerations

Students may initially not believe that success provides a challenge to growth and development. Explain that some people do not handle success very well and develop social and emotional problems as a result. This often occurs with sports people who are very successful early in their careers but have problems sustaining that success over time.

Use a famous actor, scientist, author or musician for this activity rather than a sporting identity, if appropriate.

Students could repeat this activity using school situations — for example, they could consider how a student may change for better or worse as a result of winning a major award or performing very well in an event.

► Students prepare a group presentation on how two environmental factors, which they choose, can influence physical, social and emotional growth and development. Initially they use the information gathered during the planning phase of the module but may need to negotiate with the teacher for extra time for further investigation or to collect resources for the presentation.

### Teaching consideration

Encourage students to make an innovative presentation using a specific technology or combining different modes of delivery.

## Acting

### GROUP PRESENTATION

#### Presenting a report on two factors that influence growth and development

- ▶ Students make their group presentation to their peers and invited guests, where appropriate. Other students make notes on the presentation to provide constructive feedback to the group and to use as a stimulus for later discussions and for reflection.

## Reflecting

### GROUP PERFORMANCE

#### Reflecting on the group's performance

- ▶ Students provide a self-evaluation of their group and their own contributions towards the presentation. They consider whether they were able to identify clearly two environmental factors that influence their physical, social and emotional growth and development, and whether all members of the group contributed to the presentation.

#### Focus questions could include:

- Did the group effectively identify two factors that influence physical, social and emotional health? Why?
- Did all members of the group contribute towards the preparation of the presentation? Why?
- What problems did you have in your group work? Why?
- How could the group's members have improved the way in which they worked together?

### INDIVIDUAL LEARNING

#### Reflecting on individual learning during the activities

- ▶ Students draw pictures or provide appropriate photographs that allow them to explain how two factors influence their own personal physical, social and emotional growth and development.

#### Focus questions could include:

- What factors influence your growth and development?
- Which aspects of growth and development do these factors influence? How and why?

- ▶ Students reflect on their learning during the module and identify what they enjoyed about the way in which they learnt and how the way they learnt could be improved.

#### Focus questions could include:

- What did you enjoy learning about in this module? Why?
- What would you have enjoyed learning about? Why?
- How could your learning have been improved during this module?
- Did you enjoy learning as part of a group? Why?

# My growth and development



Resource Sheet 1

Complete the following statements. You may wish to discuss some of your responses with other students.

## My physical development

My best physical features are \_\_\_\_\_

\_\_\_\_\_

I am physically good at \_\_\_\_\_

\_\_\_\_\_

My level of fitness is \_\_\_\_\_

\_\_\_\_\_

My physical goals are \_\_\_\_\_

\_\_\_\_\_

## My social development

My social strengths are \_\_\_\_\_

\_\_\_\_\_

I relate best to \_\_\_\_\_

\_\_\_\_\_

I communicate well when \_\_\_\_\_

\_\_\_\_\_

The community groups I belong to are \_\_\_\_\_

\_\_\_\_\_

My goals for my social development are \_\_\_\_\_

\_\_\_\_\_

(continued)

## My growth and development (*continued*)



### My emotional development

My personal strengths are \_\_\_\_\_

\_\_\_\_\_

I feel happy when \_\_\_\_\_

\_\_\_\_\_

I handle stress by \_\_\_\_\_

\_\_\_\_\_

My goals for my emotional development are \_\_\_\_\_

\_\_\_\_\_

*Draw a picture that illustrates one or more of the above aspects of your growth and development.*

# Trust falls

# R2

Resource Sheet 2

Trust falls are challenging activities through which students are able to take risks in a supportive environment. They develop trust, nurture cooperation and provide opportunities for students to develop a sense of belonging and contribution to a group.

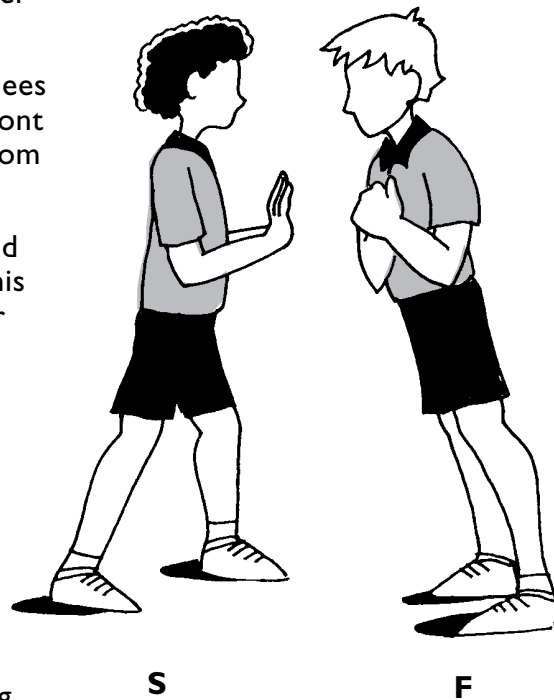
## Safety

Practise safety procedures with students before all activities. These procedures will include:

- ensuring students are matched in size;
- demonstrating each activity beforehand;
- ensuring students know the call sequence as described below.

## Stage one

1. Two students — a spotter (S) and a faller (F) — face each other.
2. The spotter stands with legs astride, knees slightly bent, arms bent and placed in front of chest/shoulders, palms facing away from the body and fingers pointing upward.
3. The faller stands rigid with arms crossed and palms locked, as in the diagram. (This prevents the faller from thrusting his or her hands out and endangering the spotter.)
4. The faller calls, 'Spotter ready?'. When ready, the spotter responds by saying, 'Spotter ready'.
5. The faller checks that the spotter is ready and then calls, 'Ready to fall', and starts to fall.
6. The spotter breaks the fall, gently taking the weight of the faller on his or her hands around the chest/shoulder area. As the faller is caught, the spotter allows his or her arms to give so as to absorb the body weight of the faller before gently pushing him or her back to an upright position. The legs are also used to absorb the fall and to provide leverage to push the faller back to an upright position.



(continued)

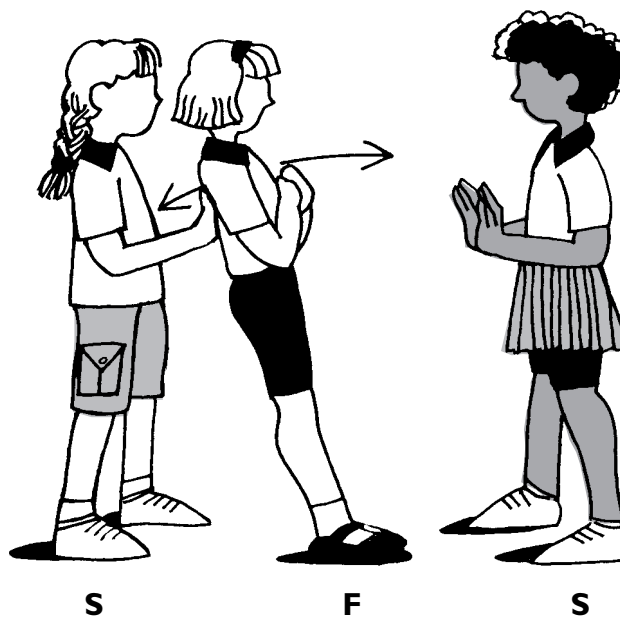
## Trust falls (continued)

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Resource Sheet 2

### Stage two

1. Three students are required — a faller (F) and two spotters (S). One spotter stands directly in front of the faller and the other stands directly behind the faller.
2. The spotters and faller adopt the same stances as in stage one.
3. The spotters and faller use the same call sequence as in stage one, with the faller checking that both spotters are ready.
4. The faller falls forward towards one spotter who pushes him or her back towards the other spotter. This sequence continues with the faller moving between the two spotters with a rocking action.



(continued)



## Trust falls (continued)



### Stage three

1. Six or more students are required — five spotters (S) who stand in a circle and one faller (F) who stands in the middle of the circle.
2. The spotters and faller adopt the same stances as in stage one.
3. The spotters and faller use the same call sequence as in stage one, with the faller checking that all spotters are ready.
4. The faller falls forward and is then gently pushed in different directions by the spotters.







**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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