

# Way to grow: Individual development

**Strand**

Time, Continuity and Change

## Core learning outcomes

*Time,  
Continuity  
and Change***TCC 2.2** Students record changes and continuities in familiar settings using various devices.**Note:** Refer to the 'Links' section for advice on core learning outcomes of other key learning areas referred to in this module.

## Purpose and overview

This module provides opportunities for students to engage in cross-curricular activities to investigate their physical, social and intellectual development.

Activities assist students to observe and record changes and continuities in their growth and development. Reflective discussions assist students to begin to appreciate the diversity of growth and development in humans and the unique abilities and skills each person possesses.



Phases	Activities	Core learning outcomes	Possible assessment opportunities
<b>1. Identify the issue</b> — growing and developing	<ul style="list-style-type: none"> <li>Students read and/or listen to stories about growing and developing as individuals. They share their thoughts, feelings and ideas about their development, and consider how they are unique and special.</li> </ul>	SOSE TCC 2.2  HPE EPD 2.1 EPD 2.4 DCSPA 2.4	Opportunities may arise during discussions and games to gather evidence of students' demonstrations of <i>Health and Physical Education</i> learning outcomes EPD 2.1, EPD 2.4 and DCSPA 2.4.  Creating timelines of changes and continuities in their lives may provide some evidence of students' demonstrations of <i>Studies of Society and Environment</i> learning outcome TCC 2.2.
<b>2. Investigate the issue</b> — changing and staying the same throughout life	<ul style="list-style-type: none"> <li>Students investigate their abilities and compare how these abilities are similar to/different from those of other people at different life stages. They develop an awareness of the increasing complexity and sophistication of people's abilities as they grow and develop towards adulthood.</li> </ul>	Science LL 2.2  HPE EPD 2.1 EPD 2.3 EPD 2.4	Opportunities may arise during discussions and comparisons to gather evidence of students' demonstrations of <i>Science</i> learning outcome LL 2.2 and <i>Health and Physical Education</i> learning outcomes EPD 2.1, EPD 2.3 and EPD 2.4.
<b>3. Implement and evaluate actions</b> — participating in activities	<ul style="list-style-type: none"> <li>Students collaboratively discuss and plan activities that will assist them to develop abilities and skills. As part of evaluating their participation in these activities, students record their observations and reflections in a diary.</li> </ul>	Core learning outcomes to be negotiated as part of the activity contracts.	Opportunities to gather evidence of students' demonstrations of learning outcomes will need to be planned and negotiated as part of individual contracts. Reflections in students' diaries may provide evidence of their demonstrations of learning outcomes.
<b>4. Make connections</b> — participation in activities assists growth and development	<ul style="list-style-type: none"> <li>Students develop understandings about the connections between participation in activities and growth and development.</li> </ul>		Students' reflections and participation in a culminating activity may provide opportunities to gather evidence of <i>Studies of Society and Environment</i> learning outcome TCC 2.2.

## Assessment

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The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

### **Assessing learning outcomes at different levels**

Activities are designed primarily for students working towards demonstrations of Level 2 learning outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate core learning outcomes before or after this level.

## Using this module

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Activities in this module have been planned using core learning outcomes from Studies of Society and Environment, Health and Physical Education and Science key learning areas. Students are assisted to actively investigate and evaluate their growth and development.

It is important that the individual nature of growth and development is discussed with students as part of their observation and recording of changes and continuities. This may assist them to appreciate and begin to value the diversity of others' abilities and skills.

### **Support materials and references**

Activities use children's literature to explore experience of growing and developing. 'First chapter books' such as the *Aussie Bites* and *Aussie Nibbles* series, written by Australian authors including Christobel Mattingley and James Maloney, focus on a number of the changes and continuities in young children's lives. See 'Support materials and references' for suggested titles.

## Background information

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### **Terminology**

In this module students may have opportunities to become familiar with and use the following terminology:

abilities	healthy	personal
actions	height	physical
activities	image	plan
attitudes	length	positive
behaviours	mass	record
celebrate	measure	self
changes	monitor	skills
choices	needs	talents
confidence	observe	thinking
consider	participate	wants
growth		

### **School authority policies**

Be aware of and observe school authority policies that may be relevant to this module — for example, workplace health and safety regulations relating to activities in an outdoor or indoor space.

Before starting activities, inform parents/carers of the module's focus and explain the types of activities that students will be participating in. Issues relating to students' individual growth and development which may be deemed confidential may need to be considered when planning activities. Check relevant policies relating to this issue.

## Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- reflect on their abilities and talents and consider how they affect their self-image and self-esteem
- appreciate and value the talents and abilities of others and celebrate their successes
- work and play with others cooperatively
- accept and value the range of actions that people take to promote personal health.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

## Links

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at [www.qscq.edu.au](http://www.qscq.edu.au) for more information.

### Other key learning areas

Activities provide opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

### Health and Physical Education

Opportunities may be provided for students to demonstrate the following *Health and Physical Education* core learning outcomes:

Strand: *Enhancing Personal Development*

- EPD 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.
- EPD 2.3** Students compare similarities and differences between people at different stages of life.
- EPD 2.4** Students demonstrate verbal and nonverbal skills to express ideas, needs and feelings and to show consideration of others.

Strand: *Developing Concepts and Skills for Physical Activity*

- DCSPA 2.3** Students compare the effects on the body of participating in physical activities of varying intensities.
- DCSPA 2.4** Students identify physical activities in which they, their friends and their family participate, and suggest reasons for different choices.

Selection of other learning outcomes in this strand will depend on the focus of the physical activities and the needs and interests of students. Refer to the *Years 1 to 10 Health and Physical Education Syllabus* and associated materials for further details.

Strand: *Promoting the Health of Individuals and Communities*

- PHIC 2.1** Students describe and demonstrate actions they can take to promote the different dimensions of the health of themselves and others.
- PHIC 2.2** Students explain the benefits of eating a variety of nutritious foods and plan ways to increase the range of nutritious food in their diets.

### Science

Opportunities may be provided for students to demonstrate the following *Science* core learning outcomes:

Strand: *Life and Living*

- LL 2.1** Students look for patterns and relationships between the features of different living things and how those living things meet their needs.
- LL 2.2** Students illustrate changes which take place in the course of the life span of living things (including the growth of a plant and an animal).

This module has conceptual and process links to the following modules:

**Studies of Society and Environment:**

- Level 1: *Growing and changing: Individual identity*
- Level 1: *Whistle while you work: Working together*
- Level 2: *Our faces: Belonging and identities in Australia*
- Level 3: *Belonging: Group belonging and perceptions*

**Health and Physical Education:**

- Level 1: *Bats, balls and body bits*
- Level 1: *Let's be healthy*
- Level 1: *Wacky racers!*
- Level 1: *Who's who*
- Level 2: *Being active in the outdoors*
- Level 2: *Safe play day*
- Level 2: *Throwing and catching*
- Level 2: *Travelling and balancing*
- Level 2: *What's special about you and me?*

**Science:**

- Level 1: *Ways of moving*
- Level 3: *Measurement in science*

***Evaluation of a unit of work***

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

## Activities

### Phase 1 — Identify the issue — growing and developing

Students read and/or listen to stories about growing and developing as individuals. They share their thoughts, feelings and ideas about their development, and consider how they are unique and special.

	Activities	Assessment opportunities
<b>Support materials and references</b>	<ul style="list-style-type: none"> <li>• Read and discuss stories about growing and developing (see 'Support materials and references'). Encourage discussion by asking students who, what, when, where, how and why questions about the characters, events and settings in these stories. Invite students to link the ideas within the stories to their own lives so that they may begin to consider and reflect on their own personal experiences about growing and developing.</li> <li>• Use cooperative learning strategies to assist pairs of students to re-enact favourite events from the stories. Encourage students to share their thoughts, feelings and ideas about events from the stories and to explain why certain events held particular meaning for them.</li> </ul>	<p>Opportunities may arise during discussions and games to gather evidence of students' demonstrations of <i>Health and Physical Education</i> learning outcomes EPD 2.1, EPD 2.4 and DCSPA 2.4.</p> <p>Creating timelines of changes and continuities in their lives may provide some evidence of students' demonstrations of <i>Studies of Society and Environment</i> learning outcome TCC 2.2.</p>
<b>Resource 1</b>	<ul style="list-style-type: none"> <li>• Assist students to develop profiles of the main characters from the stories. Consider personal aspects such as appearance, likes/dislikes, abilities and things the characters needed help with. Brainstorm these aspects and record the details (Resource 1).</li> </ul>	
<b>Resource 2</b>	<ul style="list-style-type: none"> <li>• Invite students to develop a personal profile that describes their own appearance, likes/dislikes, abilities and things they need help with (Resource 2).</li> <li>• Encourage students to recall games and/or activities that were represented in the stories. Invite students to talk about physical activities in which they, their friends and their family participate.</li> </ul>	
<b>Support materials and references</b>	<ul style="list-style-type: none"> <li>• Involve students in playing cooperative games (refer to a resource such as <i>Friendly Kids, Friendly Classrooms</i> — see 'Support materials and references'). Encourage students to reflect on their participation in the games and their ability to show consideration for others.</li> </ul>	
<b>Resource 3</b>	<ul style="list-style-type: none"> <li>• Assist students to consider and discuss the development and growth of characters in the stories by modelling the use of a timeline to record changes and continuities (Resource 3).</li> </ul>	
<b>Resource 3</b>	<ul style="list-style-type: none"> <li>• Assist students to record changes and continuities in their own lives (Resource 3). Discuss how particular events/stages in their lives have impacted on their growth and development — for example, 'When I was five, we moved to another area. I missed my friends and was shy for a while, then I made new friends.'</li> </ul>	

#### Teaching considerations

Be sensitive to those students who may not wish to share their personal profiles with others.

## Phase 2 — Investigate the issue — changing and staying the same throughout life

Students investigate their abilities and compare how these abilities are similar/different to other people at different life stages. They develop an awareness of the increasing complexity and sophistication of people's abilities as they grow and develop towards adulthood.

### Activities

- Discuss the skills and abilities of the characters in the stories. Model how to record responses in a simple table.

Character	What he/she could do (skills/abilities)

- If appropriate, compare the abilities and skills of younger characters in the stories with those of older characters. Explain that as we grow and develop, our skills and abilities become more complex and sophisticated. Ensure students understand that we are all unique and special and have our own growth and development patterns. Encourage them to talk about any experiences of their own that relate to experiences of characters in the stories.
- Ask students to consider and discuss their skills and abilities (if they wish). Assist them to record this information on tables similar to the one above. Invite students to share their thoughts and feelings about the abilities of their family members, both younger and older than themselves, to appreciate the differences in abilities at different life stages. (This information may also be added to the table.)

### Assessment opportunities

Opportunities may arise during discussions and comparisons to gather evidence of students' demonstrations of *Science* learning outcome LL 2.2 and *Health and Physical Education* learning outcomes EPD 2.1, EPD 2.3 and EPD 2.4.

## Phase 3 — Implement and evaluate actions — participating in activities

Students collaboratively discuss and plan activities that will assist them to develop abilities and skills. As part of evaluating their participation in these activities, students record their observations and reflections in a diary.

### Activities

- Assist students to recall activities in the stories they have read.
- Discuss what activities students enjoy. Encourage and assist students to identify activities that will assist them to develop their personal abilities and that they would like to participate in. (Refer to key learning area sourcebook modules for ideas.) Conference with students to decide on appropriate activities and develop individual contracts for students' program of activities.
- Ask students to record reflections in a diary about how they feel before and after activity sessions. Invite students to share their reflections and assist them to come to conclusions about the value of participating in activities.
- Assist students to discuss how their abilities and skills may/may not have changed after participation in activity sessions (if they wish).

### Assessment opportunities

Opportunities to gather evidence of students' demonstrations of learning outcomes will need to be planned and negotiated as part of individual contracts. Reflections in students' diaries may provide evidence of their demonstrations of learning outcomes.

## Phase 4 — Making connections — participation in activities assists growth and development

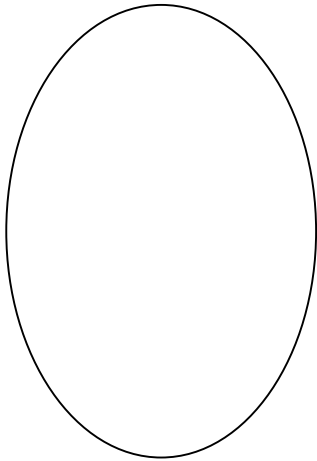
Students develop understandings about the connections between participation in activities and growth and development.

Activities	Assessment opportunities
<ul style="list-style-type: none"> <li>Assist students to consider and discuss how personal health, developing a variety of abilities and skills and interests contributes to their growth and development. Encourage students to consider their physical, social and intellectual development. Assist students to locate pictures or draw illustrations to create a poster that they could use to discuss how to enhance their personal development. Students may create captions to include on the poster.</li> <li>Assist students to plan and organise a culminating activity that demonstrates or celebrates their particular abilities or skills.</li> <li>Ask students to record their observations and reflections on participating in such an activity and to share their thoughts, ideas and feelings about their participation in activities (if they wish).</li> </ul>	<p>Students' reflections and participation in a culminating activity may provide opportunities to gather evidence of <i>Studies of Society and Environment</i> learning outcome TCC 2.2.</p>

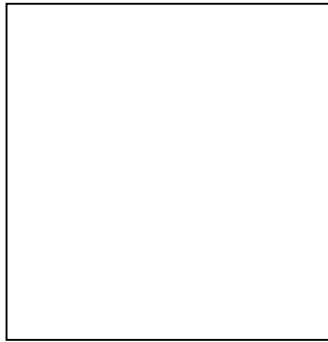


### Character profile

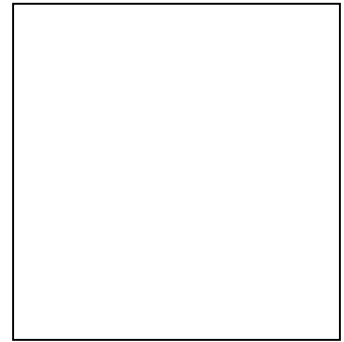
### Resource 1



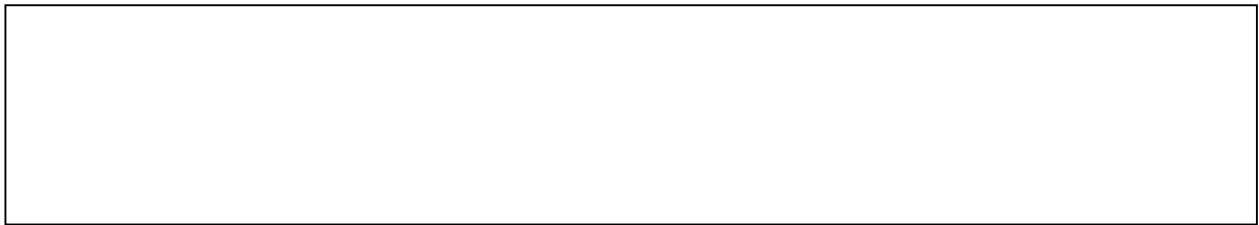
This is \_\_\_\_\_ .  
He/she is \_\_\_\_\_ years old.



\_\_\_\_\_ likes to \_\_\_\_\_ .



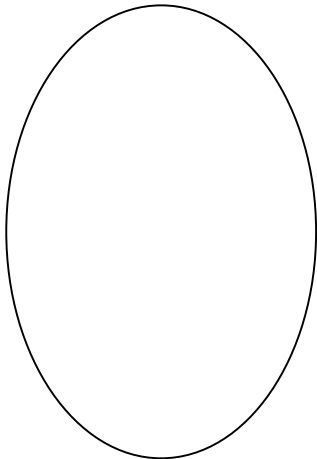
\_\_\_\_\_ needs help with \_\_\_\_\_ .



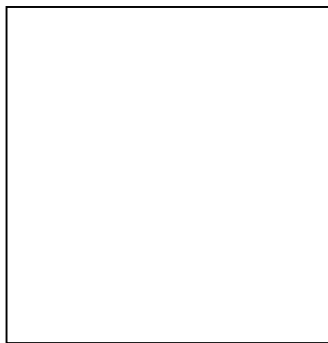
\_\_\_\_\_ can \_\_\_\_\_ .

### Personal profile

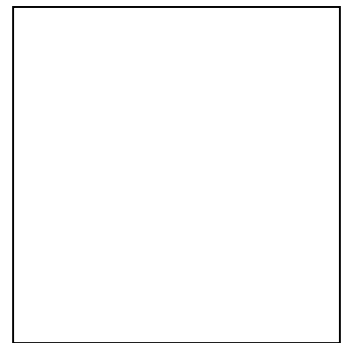
### Resource 2



This is \_\_\_\_\_  
I am \_\_\_\_\_ years old.



I like to \_\_\_\_\_ .

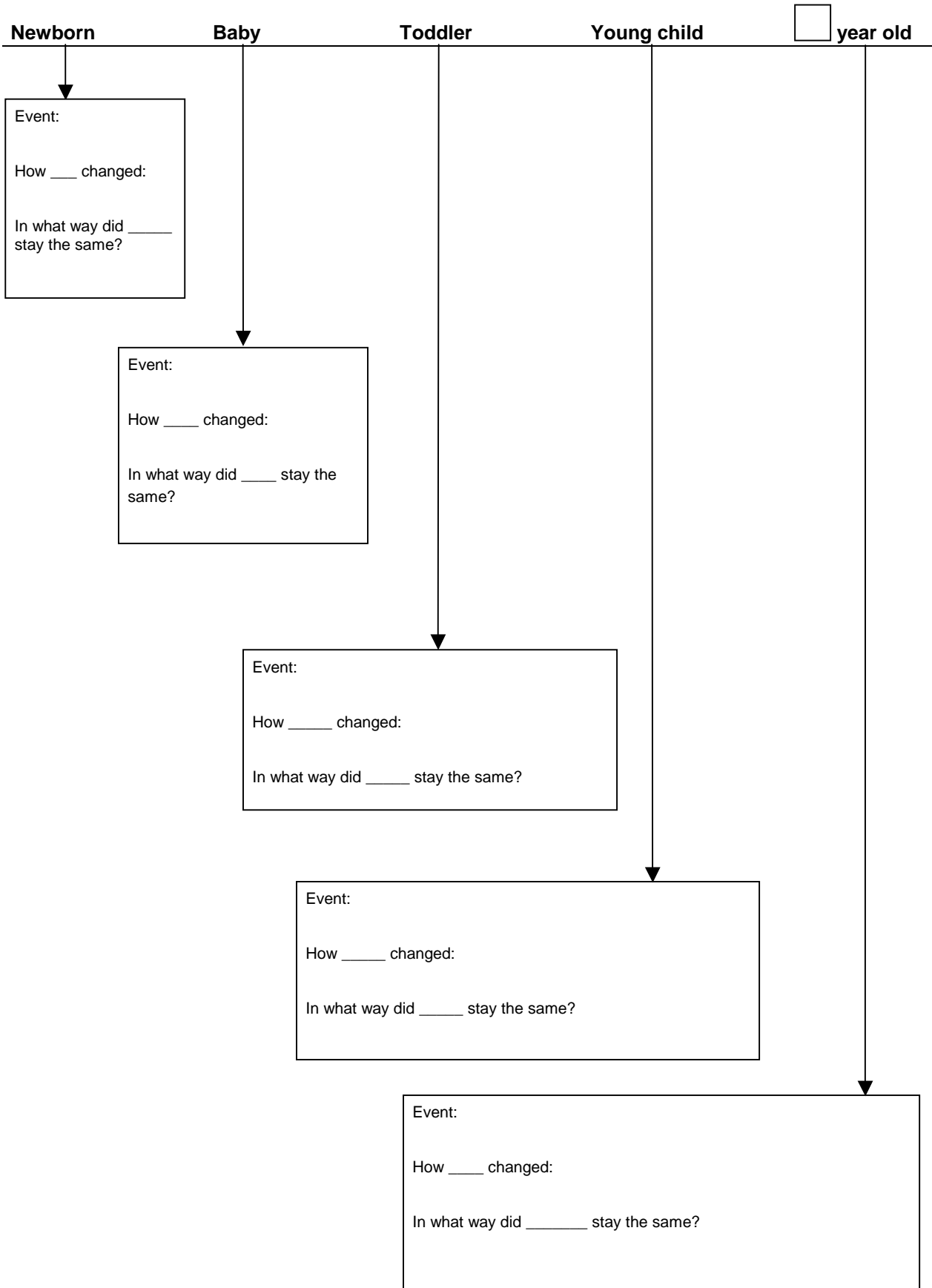


I need help with \_\_\_\_\_ .



I can \_\_\_\_\_ .

**A timeline of events for \_\_\_\_\_'s life** **Resource 3**



## Support materials and references

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Clark, S. & Wilcox, C. (ill.) 1997, *The Too-Tight Tutu*, Aussie Bites series, Penguin, Ringwood, Vic.

Dann, M. & Axelsen, S. (ill.) 2001, *Bernice Knows Best*, Aussie Bites series, Penguin, Ringwood, Vic.

Maloney, J. & Kelly, G. (ill.) 2000, *David, the Best Model Maker in the World*, Aussie Bites series, Penguin, Ringwood, Vic.

Mannison, M. 1998, *Interactive Teaching Strategies: 46 Strategies and Hundreds of Classroom Examples For All Grade Levels*, 5th edn, Nice Business Publications, Paddington, Qld.

Mattingley, C. & Johnson, M. (ill.) 1998, *Hurry Up, Alice!* Aussie Bites series, Penguin, Ringwood, Vic.

McGrath, H. & Francey, S. 1991, *Friendly Kids, Friendly Classrooms: Teaching Social Skills and Confidence in the Classroom*, Longman Cheshire, Melbourne.

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

***Years 1 to 10 Studies of Society and Environment Syllabus***

***Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines***

***Studies of Society and Environment Initial In-service Materials***

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