**Teaching and Learning Program for the Elements**

|  |  |
| --- | --- |
| **T:\Office\Graham Moore\jpeg sentral logo.jpg** | **Teaching and Learning Program** |
| **Title/Type of Unit: Relationships****Program Risk Level: Medium** | **Duration: 10 Weeks****By**  |
| **Syllabus Outcomes****Stage 4** | *A student:***Stage 4:**4.2 Identifies and selects strategies that enhance their ability to cope and feel supported.4.3 Describe the qualities of positive relationships and strategies to address the abuse of power. |
| **Connectedness****Why does this learning matter?** | **Students learn to:*** appreciate that a variety of family structures exist and have the potential to provide supportive and caring environments
* explore the influence of family and peers as adolescents move from dependence to independence
* identify strategies and behaviours for negotiating caring and respectful relationships in a range of settings relevant to young people
* appreciate the contribution that participation in physical activity makes to the development of interpersonal skills
* explore and develop interpersonal communication skills as they:
* identify barriers to communication
* propose strategies to overcome barriers
* resolve conflict in a range of contexts relevant to young people
* evaluate the popular modes of communication used by young people
 | **Students learn about:*** the importance of family relationships
* the increasing importance of peers
* relating appropriately in different relationships and situations
* factors influencing relationships
* the qualities of effective communication
* overcoming barriers to communication
* resolving conflict
* changing modes of communication for young people
 |
| **Background and Key Ideas** | Studying this unit of work, students gain an understanding of the importance of caring and respectful relationships and identify the qualities that are essential in developing and sustaining productive relationship. Students explore ways to establish and maintain caring and respectful relationships whilst developing skills to cope and support others in times of need. The importance of interpersonal skills is investigated with a focus on communication. |
| **Literacy Continuum** | Reading Texts | Comprehension | Vocabulary Knowledge | Aspects of Writing | Aspects of Speaking | Phonics | Phonemic Awareness | Concepts About Print |
| Clusters: 1-16Activities linked to program to increase learning:Applying comprehension strategies through discussion, analysis of text, predicting, summarising and questioning |
| **Numeracy Continuum** | Counting Sequences | Counting as Problem Solving | Pattern and Number Structure | Place Value | Multiplication and Division | Fraction Units | Length, Area and Volume |
| Numeracy is not the main focus of this unit of work. |

|  |
| --- |
| **Quality Teaching** |
| **Intellectual Quality** | **Quality Learning Environment** | **Significance** |
| * IQ1 Deep Knowledge
* IQ2 Deep Understanding
* IQ3 Problematic Knowledge
* IQ4 Higher-order Thinking
* IQ5 Metalanguage
* IQ6 Substantive Communication
 | * QLE1 Explicit Quality Criteria
* QE2 Engagement
* QE3 High Expectations
* QE4 Social Support
* QE5 Students’ Self-regulation
* QE6 Student Direction
 | * S1 Background Knowledge
* S2 Cultural Knowledge
* S3 Knowledge Integration
* S4 Inclusively
* S5 Connectedness
* S6 Narrative
 |
| **Teaching and Learning Lesson Overview** |
| **The Elements of Learning & Achievement**E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | [**LESSON 1 – FOCUS: BASICS OF RELATIONSHIPS**](file:///%5C%5CDetnsw.win%5C5583%5CFaculty%5CTeacher%5C2013%20Programs%5CTerm%202%5CPDHPE%5CLesson%201.pdf)* Brainstorm as a class ‘What is a relationship’(revision of prior knowledge)
* Students are to come up with their own definition of a relationship

Definition – ***“Everyone has relationships in their lives. Relationships can be defined as any involvement with another person. Some relationships may be close and very important to you, others will be more distant and won’t play such a vital role in your happiness and wellbeing. Good relationships are important for good health.”*****Types of Families.**[**LESSON 2 – FOCUS: HOW-TO GUIDE FOR POSITIVE RELATIONSHIPS**](file:///%5C%5CDetnsw.win%5C5583%5CFaculty%5CTeacher%5C2013%20Programs%5CTerm%202%5CPDHPE%5CLesson%202.pdf)* ‘What are positive / negative qualities in relationships’ (Mind Map) – Literacy Strategy
* Create a list of ground rules and boundaries within different types of relationships eg mother daughter, uncles, corner shop owner etc.

Handout: Power in relationships (power is the ability to have control or influence others.)LESSON 3: INTIMATE RELATIONSHIPS* Brainstorm a variety of decisions that need to be made when entering a sexual relationship. Eg: am I ready, location, when, contraception etc.
* From the above brainstorm identify what has influenced your values and attitudes and where they have come from. E.g. Education, Parents, Law, Media, Doctors, Common Sense, Religion
* Make a list of appropriate and inappropriate ways of expressing and exploring your sexual feelings.

**Inappropriate**: touching without permission, unwanted sexual gestures, eg, wolf whistling, **Appropriate**: asking for permission to dance, respecting personal space, discussing prior to engagement of sexual behaviour what is ok and not ok, preferred method of contraception, location, timing, etcLESSON 4 &5: IDENTIFYING RACISM & DISCRIMINATIONClass is to watch the movie “remember the titans” highlighting the issues * Students are to read through the worksheet titled “Discrimination and vilification”. Teacher note – the two symbols are the male and female symbols
* Activity 2 – Students are to identify all the different forms of discrimination as they can.
* Activity 3 – Read through the Anti Discrimination Act (1977) – NSW Laws with students.
* Activity 4 – Complete Close passage titled “Explore the impact of discrimination and difference on marginalised groups.
* Activity 5 – In class or Homework – students are to research 1 newspaper article that depicts any form of discrimination and present to the class next lesson.

**LESSON 6: VIDEO ANALYSIS OF THE IMPACT OF DISCRIMINATION*** Watch the first 25 minutes of “Remember the Titans”.

Handout: half page of questions handout, students to answer in their books. Discuss answers as a class.[Powerpoint Racism](file:///%5C%5CDetnsw.win%5C5583%5CFaculty%5CTeacher%5C2013%20Programs%5CTerm%202%5CPDHPE%5CLesson%205%20Remember%20the%20titansRacism.ppt)[**LESSON 7: The Communication Process**](file:///%5C%5CDetnsw.win%5C5583%5CFaculty%5CTeacher%5C2013%20Programs%5CTerm%202%5CPDHPE%5CLesson%207%20Communication.docx)Brainstorm: What are the basic forms of communication**Lesson 8: Conflict Resolution****Conflict Resolution** – In pairs, students are to complete the worksheet titled “Conflict Resolution” **Activity 3: Non-Verbal communication: Charades:** Various students perform charades.**Activity 4: Discussion Questions:** 1. Was a leader needed?
2. Was time lost in organizing?
3. What problems did they encounter, was everyone included in the discussion.
 | **Aboriginal 8 Ways of Learning***The following ways of learning are incorporated throughout the program through pedagogical practices*6_non-linear.jpgNon-LinearLand LinksStory Sharing8_community[1]Community Links |
| **Special Needs Adjustments** | **School to Work** |
| * Extra support given to students in need of it.
* The work consists of a variety of activities aimed at different types of learning.
* Age stage appropriate work.
* Work designed to engage learners as it is altered for their interests.
* Students’ work adjusted to meet their personal learning plans goals and outcomes.
 | * Students will understand the differences of relationships within the community.
* There will be an understanding of the laws, issues and communication processing in society.
* There will be a better understanding of what is an appropriate and inappropriate relationship in the workplace.
* Students develop skills to form informed opinions.
* Students develop skills to make informed choices.
 |
| **Assessments** |
| Formative:Student response to questioning, student participation in class discussion and group work, student written workSummative:Students will use their knowledge and information from the current relationship unit and analyse the scenario of the given case study. |
| Roles and Responsibilities |
| Teacher | SLSO | Student |
| Lesson PlanningStudentBehaviour SupportClass InstructionResource Preparation | Teacher SupportStudent Support, both individually and in small groupsBehaviour Support (under teacher supervision)Resource Preparation | Participation in all activitiesTo develop both academic and social skills |

|  |
| --- |
| **Teacher Evaluation****Comments / Variations** |
| Guiding QuestionsWhat worked well?This unit of study was relatable unit for Stage 4 student. The content included in the unit provided connectedness to what was going on in the lives of students inside the school environment and in the community. It also made students aware of the seriousness of the issues of racism and discrimination.What needed to be changed?Some of the activities need to be adapted and simplified for students with learning difficulties.What do I think the students gained from this lesson?It was a much interrupted term but I hope students can identify a positive relationship and its characteristics but also identify the serious consequences of the Discrimination Act.How well did this unit match the Elements of Learning and Achievement?This unit has the potential to be extremely beneficial for the social growth of students and the appropriate behaviours they can learn and implement in the community. For this reason I believe this unit has the ability to equip students with the necessary tools to form positive relationship in and outside of school. What did I learn?I learnt that in a term that the attendance of student was an issue it is important to satisfy outcomes by identifying key content that is meaningful for students and they can benefit from.How will I use this experience to extend my practice in the future? This subject area has the potential to have highly engaging topics to engage student learning. There is a need to maintain resources to keep issues current and relatable to the students within the class. The complexities of students within our setting and the need to develop their skills within the PD/H/PE curriculum means that it is important that teachers consider and tailor their unit to cater for differing cultural perceptions of what might be considered to be appropriately taught at a certain age and |
| **Date Commenced**:  | **Date Finished**:  |
| **Teachers Signature**: | **Assistant Principals Signature**: |