

## **Stage 4 – Personal Development, Health and Physical Education**

### **My Girragundji**

#### **Intellectual Quality**

This unit requires sustained focus on key concepts and ideas related to self and relationships. Exploration of key concepts such as sense of self, connectedness and coping with challenges is extended and deepened through the use of specific resources with an Aboriginal perspective. This unit requires students to consider multiple interpretations, make judgements and propose strategies. High levels of substantive communication are encouraged through the variety and structure of the teaching and learning activities.

#### **Quality Learning Environment**

The criteria for judging success in the assessment activities are clearly described. Students are provided with a set of guiding questions when exploring a concept or completing an activity. Class discussion activities are accompanied by questions that progress to higher order thinking. The variety of activities provides substantial opportunity for high levels of student engagement. Learning is given significance and meaning through connections to the local Aboriginal community. Students have the opportunity to exercise control over aspects of the lessons through the provision of student-centered group work.

#### **Significance**

Students use background knowledge to deepen their understanding of key concepts in the unit. This is evident in the experiences they bring to group discussions on issues such as sense of self, bullying and coping with loss. Cultural knowledge is promoted and developed through the recognition and valuing of Aboriginal traditions and practices. Specific human and material resources are used to provide opportunities for students to look beyond stereotypes and embrace inclusivity. A substantial part of this unit requires students to recognise and explore connections between classroom knowledge and situations beyond the classroom. Narrative is used extensively to enhance the significance of the key concepts.