

Families may change

Learning objective

Students consider the ways that a family may change, and identify ways to cope with changes.

Take Home Messages

- People's lives have different stages of growth and development.
- Families change when a baby arrives or there is a death in the family.
- People cope in different ways when there is change.
- People get messages about families from the media that do not always reflect reality.

Curriculum Links

[WA Curriculum](#)

Communicating and interacting for health and wellbeing

- Positive ways to react to their own emotions in different situations such as:
 - walking away
 - seeking help
 - remaining calm

[International technical guidance of sexuality education](#)

Key concept 1.1 (5-8 years)

- There are many different kinds of families that exist around the world.
- Family members have different needs and roles.

Key concept 1.4 (5-8 years)

- There are different family structures and concepts of marriage.

Key concept 5.5 (5-8 years)

- Friends, family, teachers, religious leaders and community members can and should help each other.

Materials

- Lion King DVD [89mins] or similar
- Large piece of butcher's paper
- Student Activity Sheet: [If I were Simba](#) [one per student]
- Student Activity Sheet: [I can cope](#) [one per student]

Before You Get Started

- The following activities are an introduction to changes that occur in the family structure including birth and death, as well as ways of coping with change.
- It is recommended that the teacher only use these activities once they have an understanding of each student's family life and current situation.
- Similarly themed stories can be used to illustrate changes within the family, e.g. Cinderella, 101

Dalmatians, Babe.

- Teachers should know and understand the [protective interrupting](#) technique and what, why, when and how it is needed and used.

Learning Activities

Whole class 40 min

This activity develops students' understanding of positive and negative change and feelings associated with those changes. Specifically, it looks at changes that occur in the family structure, including birth and death, as well as introducing ways of coping with change.

1. As a class, use the [brainstorm](#) teaching strategy to identify changes that may occur within a family, looking at both positives and negatives, and how it could make students feel, e.g. ideas may include the death of a pet, birth of a baby brother or sister, separation of their family, etc. Write responses on a large sheet of butcher's paper.
2. Read or watch The Lion King or alternative story. (Note: students can watch over a series of 3 or 4 lessons).
 - Either complete the story or stop at intervals to discuss the feelings associated with the changes in the family structure from the perspective of the chosen characters.
 - Examine and discuss the effect of changes in the family in the chosen story. Identify which changes might be viewed as positive or negative.
3. Chart the class findings in a [Cause and Effect](#) diagram. For example:

Cause	Effect
Birth of Simba	Parents happy, kingdom celebrates, Scar is jealous

4. Discuss the ways the family coped with change in the chosen story, e.g. "How did Simba cope with the death of his father?". Was this a good way of coping?

Note: The concept of 'coping' may need further explanation and specific examples may need to be provided.

Learning Activities

Independent or small group 10 min

Students identify specific strategies to cope with changes in their own family.

1. Encourage students to consider what might have been other and/or more effective ways of coping to the strategies used by the characters in the chosen story.
 - Use an explosion chart or [mind map](#) strategy to record student ideas.
 - If the story of The Lion King was used in the Whole Class activity, students can individually complete the Student Activity Sheet: If I were Simba.
 - To build up a bank of ideas for coping with change, students complete the Student Activity Sheet: I can cope.
2. Have students describe or draw about what they have discovered about helpful ways of coping with change (e.g. talk to a friend, parent, sibling, teacher, have a cry, hug or talk to your pet).

3-2-1 Reflection

10 min

Choose some of the following questions to discuss and/or write responses to.

- What is a family?
- Where can we find families?
- Do families always have to live in the one place together or do some families live in different houses/towns/countries?
- Do we find out different information about other families from TV shows and ads? If so, what?
- Do the families you see on TV shows or ads mostly live in the one house together, and mostly have a Mum, a Dad and some children?
- How do you think people might feel if their own families weren't like the ones on TV or ads? Why?
- What could the people who make TV shows and ads do to change this?
- Why do we live in families?
- When might change occur in a family?
- How do people cope with changes in their family?
- What would you do to cope with a change in your family such as....?

Appreciating friendships

Learning objective

Students distinguish between friendly and unfriendly behaviour and identify their own 'getting on with others' strengths and limitations. Students practise using friendly behaviour with others by giving and receiving compliments.

Take Home Messages

- Appreciation and encouragement of the behaviour of others.
- How to maintain friendships.
- Practise showing appreciation and gratitude and being a good friend.

Curriculum Links

[WA Curriculum](#)

Communicating and interacting for health and well being

- Appreciation and encouragement of the behaviour of others through the use of:
 - manners
 - positive language
 - praise.

[International technical guidance of sexuality education](#)

Key concept 1.2 Friendship, love and romantic relationships

- There are different kinds of friendships.
- Friendships are based on trust, sharing, respect, empathy and solidarity.
- There are healthy and unhealthy relationships.

Key concept 5.5 Finding help and support

- Friends, family, teachers, religious leaders and community members can and should help each other.

Materials

- Book: [How to Be a Friend: A Guide to Making Friends and Keeping Them](#) by Laurene Krasny Brown and Marc Brown
- Teaching Resource: [Friendly and unfriendly signs](#)
- Student Activity Sheet: [Getting along with others quiz](#) [one per student]
- Several pairs of old glasses with no lenses or cardboard glasses made from cardboard cylinders taped together

Before You Get Started

- Be sensitive to the students who have difficulty making friends and keeping friends. Help these students identify the personal strengths they possess and the attributes required when being a friend.

Learning Activities

Group agreement 5 min

Teaching tip: A group agreement must be established before any Relationships and Sexuality Education (RSE) program begins to ensure a safe learning environment. Read [Essential Tool: Establishing a group agreement](#) for tips on how to create one and what to include.

1. Revise or create the class [group agreement](#).

Whole class 30 min

Students reflect on actions, attributes and feelings associated with being friendly and unfriendly.

1. Conduct a [shared reading](#) of [How to Be a Friend: A Guide to Making Friends and Keeping Them](#). This 'guide to friendship' covers who can be your friend, how to show someone you would like to be friends, how to handle bosses and bullies, best ways to be a friend and not be a friend, and ways to settle an argument with a friend.
2. Using the Teaching Resource: Friendly and unfriendly signs, place a 'friendly' sign at one end of the room and 'unfriendly' sign at the other. Have students consider several of the following scenarios then move to the sign that best represents their opinion. Invite students to discuss their placement with others near them.
 - You have a different type of backpack to all the other girls in your class. Some of the girls in your class laugh and point at your backpack when you walk to class.
 - A new girl has joined your class. She looks a little lonely at recess so you ask her if she would like to play on the swings with you.
 - You tell your friend about your exciting weekend away on a farm and he just talks about what he did on the weekend and says nothing about your time on the farm.
 - Your friend lets you take her favourite doll home for the night to play with.
 - A boy in your class always slams the ball down hard when he gets out playing four square.
 - Your friend is good at doing tricks on the trampoline. You are not so good and often make mistakes. She never laughs at you. She just tells you in a kind voice what you did

well.

3. Ask students the following questions:

- How do we feel when people are being friendly to us? (warm, happy, like we belong)
 - How do we feel when people are being unfriendly to us? (sad, nervous, rejected)
 - What are some of the skills for getting along with our friends and others? (social skills that lead to good relationships such as being positive; saying thank you; being a good listener; finding things in common; being a good winner and loser; being interesting; cooperating; sharing information about yourself; sharing your possessions; giving compliments)
- Draw a [T-chart](#) and label it 'Friendly' and 'Unfriendly'. Whiteboard these responses under the 'Friendly' column and draw pictures for each to act as a trigger for poorer readers.

4. Ask the students:

- Are you born with these skills? (no, you have to learn and practise them. If you get along well with others you have a sense of belonging and satisfaction. Practising these skills while you are young will help you get along with people better when you are adults)
- What kinds of problems can friendships have? (misunderstandings, arguments, jealousies, growing apart – stress that all friendships have problems sometimes but these problems can usually be sorted out. Some friendships are only temporary but this doesn't mean that one of you has done something wrong or that you are not likeable)
- What are some things that make it harder to be friendly with someone even though they are probably a nice person? (unhealthy behaviours such as being a poor loser or winner; making negative comments; constantly talking about self; scowling and looking grumpy; not saying anything about self or how they feel; not sharing; being mean and nasty; starting fights over small things; not being flexible)
 - Whiteboard these responses under the 'Unfriendly' column of the T-chart and draw pictures for each to act as a trigger for poorer readers.
- Do we use fewer 'getting on with people' skills with our brother(s) and sister(s) or mum and dad? Why?

Learning Activities

Independent or small group 25 min

In this activity, students practise using friendly behaviours such as saying thank you, using positive language and giving compliments.

1. Explain that showing our friends that we are grateful for their friendship is a skill that not only helps us get along with people but also makes us feel happier.
2. Revisit the strategies under the 'Friendly' column of the T-chart above. Have students complete the Student Activity Sheet: Getting along with others quiz after explaining and giving examples for each item in the quiz. (Parent helpers or buddy students may be useful to help with this activity.)
 - Discuss results and have students circle two skills they would like to practise at home and at school.
3. Have students form small [circle talk](#) circles and give each inside circle one pair of glasses with no lenses (or two small cardboard cylinders taped together and decorated to form glasses). Explain that these are called 'Grateful Glasses' and that when you wear these glasses you have to practise being grateful for your friendships. To do this they give a compliment to the person opposite them by telling him/her something that they are grateful for, e.g. "I'm grateful that you tell interesting stories" or "I'm grateful that you let me use your textas" (Stress that they can use the strategies from the 'Friendly' column of the T-chart to give them ideas). The person

receiving the compliment must say "thank you" and then the glasses get passed to the next person in the circle.

- When everyone on the inside circle has worn the glasses, pass them to the outside circle and repeat the process.

4. Ask the students:

- How did you feel when you heard the compliment from your partner?
- Were you surprised by what he/she said? Why/why not?
- Was it easy to find something to be grateful for everyone? (enforce the 'no names' rule here)
- Why do you have to practise 'getting on with others' skills to have friends?
- Why is it important to share with friends what we appreciate about them?

3-2-1 Reflection

5 min

Using a computer program, have students complete and illustrate the sentences:

"One 'getting on with people' skill I do most of the time is....."

"One 'getting on with people' skill I need to practise is....."