

My life from birth to now

Learning objective

Students identify important personal milestones from birth to the present, and reflect on how personal achievements and challenges have impacted and influenced their lives.

Take Home Messages

- People grow, change and develop.
- Bodies grow, change and develop.
- Some aspects of our identity change during our life, some stay the same.
- Some changes are inevitable.
- Identifying personal milestones gives us a sense of achievement and self-awareness.

Curriculum Links

[WA Curriculum](#)

Being health, safe and active

- Physical, social and emotional changes that occur as individuals grow older, such as changes to:
 - the body
 - friendships
 - feelings ([ACPPS034](#))

[International technical guidance of sexuality education](#)

Key concept 1.1 Families (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 Long term commitments and parenting (5-8 years)

- There are different family structures and concepts of marriage.

Materials

- Photos that represent personal milestones from birth to present
- Student Activity Sheet: [My Life chart](#) [one A3 copy per student]

Before You Get Started

- Some students may have experienced in the past, or are currently living through, a traumatic event. Teachers should be aware that this activity might be a trigger for them. It is recommended that the teacher only use these activities once they have an understanding of each student's family life and current situation.
- Teachers should know and understand the [protective interrupting](#) technique and what, why, when and how it is needed and used before facilitating this activity.

Learning Activities

How differently people grow and change 20 min

1. Invite students to arrange themselves in a line according to the month of their birthday. Indicate which end of the line is January and which is December. (An alternative if space does not allow would be to have students raise their hand or stand as the months of the year are called out).
 - Challenge the students to arrange themselves accurately within 2 minutes. Make the activity more challenging by instructing the task is to be done in complete silence, similar to the [silent card shuffle](#) teaching strategy.
 - Teachers may need to provide each student with their birthdate/birth day/month on a card to show and compare with each other.
 - Check and evaluate the students' success at arranging themselves in the correct order.
 - Encourage students to arrange themselves in correct date order, for each month.
2. Review and discuss the results. Invite students to:
 - Share any observations they may have made about the people standing close to them (e.g. height does not necessarily equate with age).
 - Indicate the year that they were born.
3. Discuss the results and talk about how everybody is approximately the same age but there is a lot of variation amongst the group in regard to physical traits, personalities and experiences.

Learning Activities

Personal milestones Independent or Small Group

Explain that by identifying our personal milestones we get a sense of achievement and a stronger self of who we are or self-awareness.

Encourage students to bring in photos of themselves from home (as a newborn, baby at 8 months, toddler, etc.) to add value to this activity. These images will assist students in recalling visually (and promoting feelings and memory) of their life before 'now'.

1. Present each student with an electronic or hardcopy of the Student Activity Sheet: My Life chart.
2. Ask students to think about the different elements (i.e. picture, approximate height and weight, favourite foods, toys, friends, pets, etc.) and what they can remember or recall for each over time. Some elements may need to be completed at home as a discussion between parents and students as the students may not recall the early years of their life.
3. Have students draw a picture for each element or bring photos from home (printed or digital) to add. Allow the students to write and illustrate in each box.
4. Provide them the opportunity to reflect and record the reasons they valued or enjoyed the elements they identified as favourites.
5. Ask:
 - What things have not changed over your lifetime?
 - How did/would you feel when the number of people in your family changed? Why?
 - How did you feel when you got a new pet/moved house/changed schools/changed friends/moved interstate/arrived in Australia etc.?
 - How did you feel when a family pet died?
 - What are your thoughts about this comment, "Change will definitely happen"?
 - Is change a good thing or a bad thing?
 - Does thinking positively about a change affect how we feel about that change?

3-2-1 Reflection

Examine student work samples as a class.

- Discuss memories and how easy or challenging it was to recall and decide what to include in the chart.
- Students reflect and discuss what and how personal achievements and challenges have impacted and influenced their lives (e.g. parents proud of student for getting a merit award, parents' divorce means student moves house and school).
- Ask students to make observations about similarities and differences between students' chart.

Resilience

Learning objective

Students examine how success, challenge and failure strengthens their own personal identity.

Take Home Messages

- Everyone has bad things happen at some time in their life.
- Everyone makes mistakes, no one is perfect.
- Bad feelings always go away.
- Other people can help us when we have challenges.
- Positive thinking helps us when we have challenges.
- Identifying personal achievements makes us feel happy and proud.
- Some aspects of our identity change during our lifetime, some stay the same.
- Some changes are inevitable.

Curriculum Links

[WA Curriculum](#)

HPE: Personal identity and change

- Factors that strengthen personal identities, including family, friends and schools.
- Physical, social and emotional changes that occur as individuals grow older.
- Strategies to use when help is needed.

[International technical guidance on sexuality education](#)

Key concept 5.5 Finding help and support (5-8 years)

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

Materials

- Butcher's paper and markers

Before You Get Started

- Ensure a [group agreement](#) is established before beginning this lesson. For classes that have

already established ground rules, quickly reviewing them can promote a successful lesson.

- It is possible that a student has been involved in a traumatic experience. Teachers should know and understand the [protective interrupting](#) technique and what, why, when and how it is needed and used before facilitating this activity. It is important that teachers are familiar with the [Dealing with disclosures](#) guide and have a risk management strategy in place.

Learning Activities

Group Agreement 5 minutes

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](#).

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Learning Activities

Whole Class 15 minutes

This activity addresses students' emotional wellbeing by providing a safe environment for them to explore their strengths and challenges.

2. Discuss with students what strengths and challenges people have.
3. Ask students to suggest ability and character strengths that they possess, e.g. I am a good listener, I am good at spelling, I am good at sport, I am a good friend, I care about my family, I help my little brother with... etc.
 - List the strengths on butcher's paper or on an electronic device.
 - Discuss and list challenges in the same way.
 - Provide appropriate examples from your own personal experience, modelling the ability to recognise strengths and challenges as well as opportunities to grow, develop and change.
4. Ask:
 - Does everyone have strengths?
 - Does everyone have challenges?
 - Do our strengths/challenges change as we get older?
 - What can help us identify our strengths? (e.g. asking other people, thinking about what we are good at; thinking about when we feel proud)
 - What can help us identify our challenges? (e.g. asking other people, thinking about what we are not so good at; thinking about when we feel sad, disappointed, frustrated)
 - How does knowing what our strengths make us feel? (e.g. proud, happy)
 - How does knowing our challenges sometimes make us feel? (e.g. sad, disappointed, frustrated)

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Learning Activities

Independent or Small Group 20 minutes

Students are provided with the opportunity to identify their personal areas of growth and how these can be developed to strengthen their personal identity.

5. Display the butcher's paper with the list of strengths from the previous activity. Students individually record at least ten strengths that they can attribute to themselves.
 - Alternatively, provide students with coloured dots or pens/textas to place a 'mark' beside the strengths that they consider they have. This is a great visual representation for all as to where the overall strengths of the class are and does not individually identify students.
6. Have students now individually identify five personal challenges, e.g. something that they had to be brave about; something that made them sad; something they would like to get better at, i.e. personal challenges. Provide examples of each type of challenge.
7. Provide students some reflection time to identify their challenges and how they can address them. Ask:
 - Does everyone make mistakes? Even adults?
 - Do bad feelings about our challenges last forever?
 - Can other people help us with our challenges?
 - Who might these people be?
 - How can positive thinking help us when we are facing a challenge?

3-2-1 Reflection

15 minutes

8. Invite students to share their list of strengths.
 - Encourage them to provide examples demonstrating that they have that strength by adding 'because' and expanding the strength statement. For example, "I am a good friend because I listen to my friend when he is feeling sad".
9. Invite students, who feel comfortable, to share challenges they have experienced.
 - Encourage them to provide examples and expand the statement to demonstrate that they understand how the challenge can become an area of growth. For example, "I was challenged when my dog died but I talked to Mum and Dad about how I felt and I don't feel as sad now".
10. Discuss the following questions:
 - What makes something a challenge?
 - Can you remember a time when something was too difficult to do, or to cope with, but is now a strength that you have?
 - What did you do to turn a challenge into a strength?

Health Promoting Schools

Background teacher note: [Health promoting schools framework](#)

Image

Environment

- Be available to students to come to you when they are struggling
- Know your school's policy around bullying and disclosures of abuse

Partnerships

- Let them you will be discussing resilience in case to continue conversations at home.
- Know local services you can refer students or families who may be going through a tough time

and need extra support.

Dealing with disagreements

Learning objective

Students learn to recognise problems in relationships and develop practical solutions to prevent or manage conflict.

Take Home Messages

- Everybody is an individual and deserves respect.
- People do not always get along.
- There are good and bad ways to disagree.
- It is important to disagree with someone in a way that does not upset the other person but also lets him/her know how we feel and what we want.

Materials

- Student Activity Sheet: [Good and bad ways to disagree](#) [one per student]
- 2 finger puppets
- Student Activity Sheet: [What way did they sort it out?](#) [one per group]

Before You Get Started

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

Learning Activities

Whole Class

Students recognise conflict and identify appropriate strategies to support the problem solving process.

1. Present the students with examples of conflict or problems from books (e.g. [Wombat Stew](#), [Horton Hears a Who!](#), [The Very Cranky Bear](#), [Monster Chef](#)) or the media.
 - Invite the students to suggest what signs they saw that conflict was developing.
 - Invite suggestions of strategies for preventing the conflict.
 - Discuss whether the characters involved could have resolved the conflict or whether a third party was needed to intervene.
2. [Brainstorm](#) words or phrases that mean 'disagreement' (fight, argument, problem) and decide whether these words or phrases are positive or negative.
 - Explain that a fight is different to a disagreement and usually happens when things haven't been sorted out properly and someone feels angry or hurt. Usually when people fight it's because they don't have the skills needed to disagree in a friendly way.
 - Explain that disagreements are a normal part of friendships and sometimes are a good thing because you sort things out. They occur when people don't agree about what is fair or what should happen.
 - [Brainstorm](#) the types of things people their age have disagreements or fights about using the 'no names' rule.
3. Distribute the Student Activity Sheet: Good and bad ways to disagree to each student.
 - Explain that the activity sheet shows three different ways of dealing with disagreements:

- Stingray (Aggressive): only interested in winning an argument; not worried about hurting other's feelings; he/she threatens or hurts to get own way.
- Jellyfish (Passive): is scared of disagreements and often pretends they are just not happening; gives in too easily because he/she fears they might lose a friend or because they are frightened.
- Starfish (Assertive): stays calm and tries to sort out an argument with solutions where both people win; says sorry when wrong; asks for help to sort things out; says what he/she thinks or feels without getting angry.
- Draw three [Y-charts](#) to explain what Stingray, Jellyfish and Starfish ways of dealing with a disagreement would 'look like', 'sound like' and 'feel like'.
- Using a volunteer student and one of the situations suggested in the second brainstorm above, model the Starfish skills. Discuss the aspects of the Y-chart that were used.
- Explain that these skills make us feel happier but that it takes hard work to learn how to do them properly. It's normal to disagree in a bad way, we all make mistakes.
- Students complete the activity sheet and take home to share with their family. Encourage them to practise their Starfish skills at home with their family.

Independent or Small Group

Students use provided scenarios to identify good and bad ways to deal with disagreements and offer alternative strategies to deal with the bad ways.

1. Revise the Y-chart developed in the Whole Class activity and then use finger puppets to model Stingray, Jellyfish and Starfish ways to deal with disagreements. Use disagreements suggested by the students. Focus on the skills needed to use the Starfish way and display them on the whiteboard:
 - Speak up in a calm way
 - Say what you feel and what you want
 - Say sorry if you are wrong
 - Ask the other person what they feel
 - Ask the other person what they want
 - Ask for help if you both can't sort it out.
2. Ask:
 - How do you think it would feel to solve a disagreement in a Jellyfish way?
 - How do you think it would feel to solve a disagreement in a Stingray way?
 - How do you think it would feel to solve a disagreement in a Starfish way?
 - Do you think practising Starfish ways of disagreeing could help you in real life? Why/Why not?
3. Have students form small groups with a parent helper or older student for each group. Give each group the Student Activity Sheet: What way did they sort it out?. Students decide whether each scenario is a Starfish, Jellyfish or Stingray way of sorting out a disagreement and then come up with an alternative Starfish way to deal with this disagreement.
 - Share findings and new suggestions. Have students vote on strategies that they think would work the best and role-play, if appropriate.
4. Ask:
 - How did you decide as a group what the best new Starfish way was for each scenario?
 - Did you have any challenges in deciding as a group?
 - If you were x in this scenario, how would you feel if you sorted out a disagreement this way?
 - Why is it important for us to consider the feelings of all people involved in a disagreement and be respectful towards each other?

3-2-1 Reflection

When two students have a disagreement, ask them to go to a 'We can work it out spot' to try to resolve their problem. Have prompts written on a poster such as:

I feel...

I think you feel...

How do you feel?

One way we could solve our problem is...

What do you think?

How to help someone being bullied

Learning objective

Students develop an understanding of what to do in situations where others are being bullied, that shows empathy and respects the rights of others.

Take Home Messages

- There are strategies we can use to protect others from being bullied.
- To create a caring and safe school, we must let an adult or teacher know if we see someone being bullied.
- Asking for help is not the same as 'dobbing' or 'telling'.

Materials

- Student Activity Sheet: [I know how to show empathy](#) [one per student]

Before You Get Started

- It is important to ensure you set up a [Group agreement](#) before these activities in order to create a safe environment for all students to feel supported and trusting.
- It may be useful to introduce the concept of bullying by reading one of the following books to the class: [King of the Playground](#); [No More Teasing!](#); [Lucy and the Bully](#). Discuss how the character may be feeling when he/she was bullied and what other characters in the book could have done, or did do, to help this character.
- The website [Bullying! No Way](#) has a number of resources to download, print and display around the school to support this learning activity.

Learning Activities

Whole Class

Students consider the skills of empathy and respect and their impact on friendships and relationships.

1. Place the class in a large circle on the floor. Explain that showing you understand how someone is feeling is a skill called empathy. Stress that it is like stepping into their shoes and imagining how they might be feeling and thinking. Explain that empathy helps us make and keep

friends. Ask:

- Why is it important to show people that we understand how they are feeling? (it lets them know we share their happiness and achievements; that you are a caring friend; that they are not alone and helps us keep friends)
- How could you show empathy to a person if:
 - He/she comes first in an art competition at school?
 - He/she is new to the school and doesn't know anyone to play with at recess?
 - He/she has to speak at the school assembly and hates performing in front of people?
 - He/she missed out on going to a birthday party that most of the class was invited to?
 - He/she is in Year 3 and falls over in front of all the Year 6 students at assembly?
 - He/she got into trouble for something he/she didn't do?
 - He/she just got a new baby brother or sister?

2. Make a [Y-chart](#) of what empathy 'looks like', 'sounds like', and 'feels like' in each of these situations to explain this skill further. For example:

Empathy looks like: Laughing with someone when he/she is happy.

Empathy sounds like: "You must be so happy you won the art prize".

Empathy feels like (for the other person): You are letting him/her know you share their happiness.

3. Draw a smiley face on a small soft ball and roll the ball to a student. Ask one of the following questions of the student who catches the ball. Repeat this task with other students. Ask the same question of several students so that they are exposed to a range of opinions:

- How can we recognise when someone is not being a friend?
- Are there some responsibilities that come with being a friend?
- What is bullying? (repeated unkindness to a person, not a single act of unkindness or just one argument)
- What are some examples of bullying? (name calling; always leaving someone out of a game; using the phone or computer in a nasty way; embarrassing someone; physically hurting someone; hiding or breaking someone's possessions)
- How do you think someone who is being bullied might feel? (highlight feelings such as anger, fear, helplessness, worry, nervousness, sadness)
- How could you show empathy for someone who is being bullied? (let the person who is being bullied know that you know how they feel and tell them you know it is unfair; tell the person who is bullying that you know it is unfair)
- Why should you help someone if you see they are being bullied? (bullying is not okay; watching or ignoring someone is not a respectful thing to do; it is not their fault; we want a safe and caring school/classroom)
- Do you think helping someone who is being bullied is a way of showing empathy to them? (yes)
- Why is it important to ask a teacher for help when you see someone else being bullied? (the teacher can help sort out the problem and help the person who is bullying to stop their behaviour)
- Why do you think some students might find it hard to show empathy and help someone who is being bullied? (they might think it's not their problem; they might think it's dobbing, they might think they will get bullied next; they might worry that the teacher will think they are part of the problem)
- What else could you do to show empathy if you saw someone being bullied?

Whiteboard the following five steps:

a. Show this person you know it's unfair.

b. Show the other person that you know it's unfair.

c. Tell this person to stop.

d. Move away with the person being bullied.

e. Ask a teacher for help.

- Who are three adults at our school you could ask for help? (e.g. duty teacher, class teacher, admin. staff)
- How does bullying spoil things for all of us? (we feel worried that we may be bullied next; we feel upset to see someone else being hurt; it makes us feel unsafe in our class)

4. Stress that:

- If someone gets bullied, it's not their fault.
- Asking for help is not the same as dobbing.
- A teacher can help sort out the problem and help the person who is bullying to stop their behaviour.

Independent or Small Group

Students apply the strategies learnt in the whole class activity to develop a digital poster for public display around the school.

1. Students complete the Student Activity Sheet: I know how to show empathy.
2. Students make digital posters and display the five steps around the school.

3-2-1 Reflection

1. Students use [thought shapes](#) to reflect on their learning. Explain what each shape signifies:

Triangle: The most important thing I have learnt from doing this activity.

Square: How I can apply the knowledge and skills I have learnt outside this classroom.

Heart: How I feel about using the skills and ideas I have learnt.

Circle: The thoughts still going around in my head after this activity.

2. Students can talk or write about their responses to these shapes.
3. Record the questions raised by students from the 'circle' shape and plan further learning experiences using this information.

Understanding discrimination

Learning objective

Students play a game to allow them to experience exclusion and then explore and discuss how prejudices develop. They consider a range of scenarios that reflect discrimination of gender and healthy relationships and develop strategies to address these discriminations.

Take Home Messages

- We need to develop respect and appreciation for individual and cultural similarities and differences.
- Prejudice and discrimination are unfair and impact on individuals and communities.
- Prejudice can influence how we make decisions.
- We have choices in these situations and we can choose fair behaviours.
- There are things we can say and do when we witness prejudice and discrimination to show that we accept differences.

Materials

- Student Activity Sheet: [I can see prejudice](#) [one scenario per group]

Before You Get Started

- Much of children's play reflects themes they see portrayed in stories and in the media, which often include strong stereotypes and prejudices around gender, race and sexuality. Encourage them to talk about where they receive these messages from.
- If the classroom has a home corner, provide a range of dress ups and toys to allow children to explore different roles and ethnic dress; put up pictures of women and men taking on different household tasks and gender roles in a range of ethnic groups.
- Read books that open up the possibilities about what girls and boys can be or do. Suggested reading:
 - [The Sissy Duckling](#) by Harvey Fierstein
 - [A Proper Little Lady](#) by Nettie Hilton and Cathy Wilcox
- Have students make a list of actions they can take to help the school/class be a safe and welcoming place for all learners. Review these in a subsequent lesson and agree on a short 'contract' that you as a teacher and your students can agree to.

Learning Activities

Whole Class

Students play a game that allows them to experience feelings of inclusion and exclusion and then think about unacceptable reasons for excluding someone from a group.

1. Present the term 'discrimination' and explain to the students that they will be completing a [Y-chart](#) later in the lesson to determine what discrimination looks like, sounds like and feels like.
2. Have students hold hands tightly in a large circle and explain that they are not to let 'the outsiders' into the circle. Ask for 2 volunteers to stand outside the circle and try to get inside the circle. They must wiggle through spaces between people and everyone else must try to keep them out by moving their arms and bodies. Caution students to be gentle when blocking 'the outsiders'. When an 'outsider' gets into the circle, stop the game and the two students standing where the circle was broken (where the outsider snuck through) must now become outsiders. Repeat this process a number of times, giving each student a turn at being outside the group.
 - Draw a [Y-chart](#) on the whiteboard and complete the 'looks like' and 'sounds like' sections.
3. Ask:
 - How did it feel to be an outsider?
 - Why do you think you were kept out?
 - How did you act as an outsider?
 - How did you want to act?
 - Did anyone want to let the outsiders inside the circle?

- How did you feel when you knew you couldn't let them in?
 - Have you ever felt like an outsider in a group?
 - How did you feel?
 - Should everyone be allowed to be part of every group?
 - Can you think of reasons for keeping someone out of a group?
 - What sort of reasons may be unacceptable?
 - What are the choices we have when we see someone is being excluded in our class? (e.g. ignore the situation, ask for help, do something to include them)
 - What can we do in our class to make sure that no one is excluded?
 - What can we say when we feel that someone in our class is being excluded?
4. Explain that this activity was intended to help them develop a sense of how it can feel to be outside the group (in the minority), or to feel like they are separate from others. Stress that we can make people feel apart or excluded for a lot of reasons that are unfair, just like the game we played. Complete the 'feels like' section of the Y-chart.

Independent or Small Group

Students explore the idea of prejudice and discrimination and then critically review the impact of discrimination on characters in a range of scenarios relating to gender roles and healthy relationships. Students then develop behaviours/strategies that could be used to deal with each situation.

1. Begin this activity by asking students to identify all the people they can think of who are discriminated against in our society. The students should be able to generate a list that includes people from various cultural backgrounds, people with disabilities, pregnant women, old people, people who don't speak English, people who wear distinctive kinds of dress, people who eat different kinds of food. Whiteboard these suggestions under the heading 'Types of people'.
2. Add a column next to the list titled 'Reasons for discrimination' and have students work in pairs to decide what the main reasons for each group's discriminations are, e.g. language, age, appearance, sex, race. Record the reasons in column 2 on the whiteboard.
 - Review both columns and discuss the possible reasons why these discriminations might exist. Discuss the things that could be done/changed to break down these discriminations.
3. Have students form small groups. Distribute one of the scenario cards from the Student Activity Sheet: I can see prejudice to each group. Ask each group to think about how the character is being discriminated against and how this character might feel.
 - Hear feedback and summarise responses on the whiteboard.
 - As a class, have students:
 - brainstorm actions/words that could be used in each scenario that could overcome or break down the prejudice or show that you support this difference.
 - brainstorm actions/words that might be used in each scenario that might help this prejudice continue to exist.
 - Stress that the first set of actions and words are the best ways to overcome prejudice.

3-2-1 Reflection

Have students choose one of the scenario cards and complete the following unfinished sentence:

Things that need to be changed to stop this type of prejudice are: _____

Things that I could say or do to show that I support this difference: _____

Consent: Sharing photos (non-intimate)

Learning objective

Students use a scenario and emotion statues to explore consent for photos to be shared and actions they can take if someone has shared photos without consent.

Take Home Messages

- It is important to ask for consent before sharing anything about another person online (including sharing photo).
- Everyone has the right to make decisions about what personal information is shared online (including photos).
- It is important to listen to and respect the decision someone has made about themselves, their personal information and what feels safe and comfortable for them.
- There are things I can do if someone has shared photos without consent.

Curriculum Links

[WA curriculum links](#)

HPE: Staying safe

Strategies for seeking, giving and denying permission are rehearsed and refined and situations where permission is required is described. For example:

- exploring giving consent for their photo to be shared
- actions they can take if someone has done something hurtful or disrespectful to them
- actions they can take if someone has done something without their permissions or consent, including in online environments.

[International technical guidance on sexuality education](#)

Key concept 4.3 (5-8 year olds):

- The internet and social media are ways of finding out information and connecting with others, which can be done safely but can also put people including children, at risk of harm.

Key concept 5.3 (5-8 year olds):

- Communication is important in all relationships including between parents/guardians or trusted adults and children, and between friends and others.

Before You Get Started

- This activity is a revision of the concept of the CUPS framework covered in [Year 2 lesson: Consent and communication](#). More time and detailed explanation may be required if this is a new consent to the class.
- Read [Educator notes: Consent](#).

Learning Activities

Group agreement 5 min

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

1. Revise the class group agreement.

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Learning Activities

Revision: What is consent? 10 min

2. Ask:

What do you think the word 'consent' means?

(Agreeing to do something, giving permission, letting someone do something, saying 'yes', when everybody involved agrees to what is happening)

3. Explain:

There are some important rules about consent. The word 'CUPS' can help us remember these rules. Let's use hugging as an example to explain the rules about consent.

C - change mind - you are allowed to change your mind at any time. E.g. If you say, 'yes' to a hug and then you don't want to, that is OK. The person is no longer allowed to hug you. And if you have said, 'yes' to a hug before, it does not mean it is OK for the person to hug you every time they see you. They have to ask each time.

U - understand - you have to understand what you are agreeing to. E.g. If a person asks you for a hug and then they try to give you a kiss, this is not OK and is not consent.

P - pressure is not OK - if someone is pressuring you, this is not OK and not consent. E.g. If someone says something like, 'If you don't give me a hug, I won't be your friend anymore.'

S - sure - if you are not sure if you want to be touched, and the person is not sure if you have given consent, they are not allowed to touch you. E.g. If someone asks for a hug and you shrug your shoulders and say, 'maybe', this is not consent and the person is not allowed to give you a hug until they are sure you are OK with it.

5. Ask:

What are some examples of when we need to ask for consent (or permission)?

(To touch another person - hugs, kisses, holding hands, tickling, playing; joining a team; joining a game - online or offline; sharing a photo online; sharing food; borrowing something; accepting a friend request online).

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Learning Activities

Sharing photos 5 min

5. Explain:

"Asking for consent, and listening to the answer, is an important way for us to show respect to other people. One situation where we need to ask for consent is sharing photos."

6. Ask:

How might someone share a photo?

(Show them on a phone/tablet, show them a printed photo, put it on a website, post on social media, send in a message, share in group chat, etc)

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Learning Activities

Scenarios and emotion statues15 min

7. Explain that you are going to read some scenarios and ask the students to make emotion statues to show how a character in the scenario might be feeling. Emotion statues don't use sounds or words, just body language and facial expressions.
8. Scenario: Ali and Max are good friends. On the weekend Ali went over to Max's house for the afternoon. They were having fun playing lots of different games and taking silly photos. On Monday, Max posted the photos on social media. Ali doesn't want the photos posted online