

Curriculum links

WA Curriculum

HPE: Communicating and interacting for health and well being

- Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed. For example: analysing how a person's reaction to being denied permission to do something can affect others' feelings and discussing options for dealing with situations when this may occur, such as feelings of disappointment, shame and anger associated with rejection.

International technical guidance on sexuality education

Key concept 5.3 Communication, refusal and negotiation skills

- Effective communication uses different modes and styles, and is important to expressing and understanding wishes, needs and personal boundaries.

Materials

- A4 paper and pens for each student
- Whiteboard
- Video: [Dealing with Rejection](#) (1min 32sec)

Learning activities

Positive life risks

1. Ask class:

What can you think of in life that requires taking a "positive risk". A positive risk means that the outcome is wanted, for example applying for a job or asking someone out. Write answers on the board.

(Other examples: *applying for TAFE/Uni, applying for a leadership position, trying out for a team, trying to beat a score, playing in a grand final, facing a fear, performing, entering a competition*).

2. Explain: When you take a "positive risk" and you do not get the outcome you want, that can be called being rejected. Rejection is when you try for something you want and get turned down, not accepted or are told no. It can make you feel sad, angry, disappointed and sometimes insecure. All of these feelings are normal. Being rejected doesn't mean there is anything wrong with you, but it's important to remember that there is nothing wrong with the person who rejected you either.

Responding to rejection

3. Put class in small groups (3-4 people)

4. Tell the class that you'll be watching a video about how to respond to rejection. Ask the class to pay attention to what messages they heard and what strategies were used to look after themselves after a rejection: Play video: [Dealing with rejection](#).

5. After watching the video, ask the class to discuss in their groups, the main messages they noticed in the video. Once they've had 5-10mins to brainstorm in small groups, ask them to share back to the whole class. Main points are below in case some key points aren't picked up by the class:

- *Every risk comes with a chance for rejection*

- *Rejection hurts but it is a normal part of life*
- *Accept the decision of the person/thing that rejected you and try to move on*
- *Focus on you – talk to someone you trust, think of what’s great about you and do things that make you feel good*
- *Being rejected doesn’t mean there is anything wrong with you or that you should stop trying*

Rejection Planning Brainstorm

6. Class to move back to individual seating. Everyone to receive a piece of A4 paper. Ask students to fold the paper so the page is broken up into 4 boxes (half then half again to make a cross). Students to answer 1 question per box using the front and back of the paper. Let students know that they do not have to share their answers, this is a private brainstorm but they’ll be invited to share if they like.

7. Read one question out/write on board at a time:

- + Can you think of a movie/TV show where someone was rejected/told no – what happened?
- + What do you think of how the person reacted to the no/rejection?
- + Think of a time that you’ve had to say no to someone you’ve loved/liked. How did you feel?
- + How would you like those people to respond to your no?
- + How would you not like those people to respond to your no?
- + Think of a time that you were rejected – how did you feel?
- + When you get rejected, who would you talk to about your feelings?
- + What would make you feel better about yourself after a rejection?



Teaching tip: If you’ve run out of time for students to do this individually, ask the class to give suggestions from their small groups but change the question to be more general and less personalised i.e. what could someone do when they’re rejected?

3-2-1 Reflection

- Why do you think learning about positive ways to deal with rejection is important?
- How can you respectfully accept a no/rejection?
- How can you look after yourself after a no/rejection?

Health promoting schools

Partnerships with parents: Run a parent and child evening session to run these activities in family groups to open healthy discussion about rejection.

Partnerships with school staff: Ask dance/drama/media/music teachers if they can incorporate this topic into their work with potential to showcase performances to the whole school

Community partnership: Host a fundraiser movie night with money raised donated to a local charity related to healthy relationships or scholarship fund. Choose a movie that tackles a topic related to positive risk taking, striving, rejection and perseverance.