Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Personal strengths and how these change over time

WA Curriculum General Capabilities

Personal and social capability

International technical guidance on sexuality education

Key concept 1.3 Tolerance, Inclusion and Respect

- Every human being is unique, can contribute to society and has a right to be respected

Key concept 6.4 Body Image

- All bodies are special and unique and people should feel good about their bodies

Materials

- Teacher resource: *Animals strengths*. - 1 copy displayed electronically or in hard copy
- A4 card - 1 per student
- Optional - Strengths cards (to be purchased prior to lesson)

Before you get started

Before you get started

- Protective interrupting - Teachers need to know and understand how to use this technique to prevent students form potentially disclosing sensitive information or abuse in front of other students.
- Dealing with disclosures - Teachers must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.

- It is important to acknowledge diversity of bodies and abilities in this lesson. The focus is on celebrating different strengths.

Learning activities

Group agreement

5 mins

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 tools: Establishing a group agreement for tips on how to create one and what to include.

1. Revise or create the class group agreement.

Trigger warning: Let students know you will be talking about relationships, both healthy and unhealthy relationships. Reiterate you want everyone to have safe, healthy, positive relationships, and while we will be promoting healthy behaviours, we do need to discuss unhealthy behaviours. Remind students of their right to pass and to speak to teacher/other support if required.

Different strengths

5 min

2. Display Teacher resource to the whole class: *Animals strengths*.
3. Explain:

   "We are going to ask all of these animals to do some activities to see which one is the best animal.

4. Ask:

   First, they all have to climb a tree, which of the animals is going to win?

   (monkey, cheetah)

   Next, they have to swim across a river, which animal is going to win?

   (fish, crocodile)

   Now, they have to sing a song, who will sing the prettiest song?

   (bird)

Finally, they have to tie some shoelaces, which animals will be able to tie shoelaces?

(none)

5. Discuss:

"The fish cannot climb a tree - does this mean it is not the best animal?

The bird cannot swim across the river - does this mean it is not the best animal?

The crocodile cannot sing a song - does this mean it is not the best animal?

None of the animals can tie shoelaces - does this mean that none of the animals are the best?

No! Of course not. Each of the animals are good at different things. They all have different strengths. It is not fair to compare them in this way.

Similarly, WE all have different strengths.

Some of us are good at climbing trees, some aren't. Put your hand up if you are good at climbing trees.

Some of us are good at swimming, some aren't. Put your hand up if you are good at swimming.

Some of us are good at singing, some aren't. Put your hand up if you are good at singing.

Some of us are good at tying our shoelaces, some aren't. Put your hand up if you are good at tying your shoelaces.

Teaching tip: You may wish to get the adults in the room to model NOT putting their hand up to be good at everything and making the point that is ok not to be food at all of these things. You may also point out that some people don't like doing these things and that can be why we aren't so good at them, and that is ok.

Strengths can change over time

5 min

5. Discuss as a whole class:

"The strengths of these animals don't really change over time. Can a fish ever learn to climb a tree? Can a crocodile ever learn to sing?"

6. Revisit the timelines that were created in lesson 1. Milestones - birth to now.
7. Discuss:

   "Some of our strengths change over time"

8. Ask:

   How have your strengths changed from when you were a baby? What things can you do better now?

   (walk, run, talk, write your name, read some words, etc)

9. Ask:

   What are some things that an adult or older sibling can do better than you?

   (run, climb, drive a car, cook, play basketball, play piano, type on a keyboard, draw, etc)

   Why are adults able to do these things more easily?

   (bodies are grown, stronger, had more practice, etc)

   What are some things that you can do better than an elderly person?

   (handstand, climbing trees, picking up things you have dropped, playing sport, etc)

   Why might some elderly people find it harder to do these things than you?

   (bodies are ageing and can't move as easily, can't see as well, might be unwell, etc)

   What are some things that you would like to get better at as you grow older?

   (drawing, maths, writing, sport, making friends, etc)

   Teaching tip: It is important to acknowledge diversity and disability (e.g. not all people are able bodied,,, and some people are not able to walk or walk unassisted).

My strengths over time

20 min

10. On a piece of A4 piece of card - on one side students draw a picture of a strength they have NOW, on the back they draw a strength they will have when they are a teenager/adult.
11. Hang the pictures around the room and have students share the strengths that they will have when they are older.

Strength compliments

10 min

12. Have students sitting in a circle (on floor or chairs).
13. Model how to pay a 'strength complement'. Stand in the centre of the circle and, for example, say,

    "**Jayden's strength is bravery. He was very nervous to speak at assembly, but he was very brave and did an amazing job."**

14. This student then comes to the centre of the circle to pay another student a 'strength complement'. Alternatively, you can ask for volunteers to pay the next 'strength complement'.

    Teaching tip: To try to ensure all students get a complement, you may wish to make the rule that a new person has to be chosen each time.

Optional: Strengths cards

15. Place the strengths cards on the floor around the room.
16. Invite students to stand next to a strength they think they have. Ask for volunteers to share their strength and why they think they have this strength.
17. Invite students to stand next to a strength that someone else in the room has. invite volunteers to share their answers.

3-2-1 Reflection

5 min

18. Ask some students to show their work to the class and explain their responses.
19. Discuss, as a whole class, the students' responses of what they would like their strengths to be in the future.
20. Highlight words such as happy, enjoyment, fun, good at, strength, persistence, practise, setbacks, getting help.

Health promoting schools

Refer to Guiding principle: Health promoting schools - a whole school approach for further information on implementing a whole school approach.

Partnerships

Family

- Talk Soon. Talk Often: a guide for parents talking to their kids about sex is a free hardcopy resource that can be bulk ordered by schools and website. Send a copy home to parents prior to starting your RSE program. The booklet offers ages and stage related information on puberty (and other topics) so that parents can reinforce the topics covered in class. (How to order hard copies.) Provide the link to parents on school websites and

social media.

- Send T-charts home with students to share with their family.

Environment

Physical

- Display the drawings around the classroom to remind them of the lesson.



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