Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Physical, social and emotional changes that occur as individuals grow older.

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.

Key concept 6.4 Body image

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

Materials

- Photos that represent personal milestones from birth to present
- Student Activity Sheet: *My Life chart 0-8* [one A3 copy per student]
- Student Activity Sheet: *My Life chart 16-30* [one A3 copy per student]

Before you get started

- Send a letter home to families letting them know you will be running this lesson and to request photos of the student at ages: Birth, 2 years old, 4 years old, 6 years old and right now. These images will assist students in recalling visually (and promoting feelings and memory) of their life before 'now'.
- Some students may have experienced, 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

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

1. Revise or create the class group agreement.

How differently people grow and change

10 min

2. Invite students to arrange themselves in a line according to oldest to youngest. Indicate which end of the line is the oldest and which is the youngest. (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).

Teaching tip: Teachers may need to provide each student with their birthdate/birth day/month on a card to show and compare with each other.

Teaching tip: 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.

3. Check and evaluate the students' success at arranging themselves in the correct order and encourage students to arrange themselves in correct date order, for each month.
4. Ask:

   Are there any patterns in the line? Does the line have anything to do with height, gender, anything else?

   (*No, age does not necessarily equate to height or any other differences in people).*
5. 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.

Personal milestones

20 mins

6. Ask:

   What does the word milestone mean?

   (*Something important, an achievement, a goal, part of growing up, like walking, talking can be other things like first job, moving out.)*

7. Explain that by identifying our personal milestones we get a sense of achievement and a stronger self of who we are or *self-awareness*.
8. Present each student with an electronic or hardcopy of the Student Activity Sheet: *My Life chart 0-8*. Ask students to think about the different elements (i.e. picture, approximate height, favourite foods, toys, what will be important to them, 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.

Teaching tip: For the milestone, reminder a milestone is an achievement, goal all a part of growing up. They may want to write talking, walking or when they started school, when they learned to swim, or ride a bike.

9. Have students write or draw for each element and bring photos to add (or they can draw themselves).
10. Provide them the opportunity to reflect and record the reasons they valued or enjoyed the elements they identified as favourites.

11. Ask:

    What things have not changed over your lifetime?

    What things did not change over your life?

    How did you feel when something changed in your life (e.g. you got a new pet/moved house/changed schools/changed friends/moved interstate/arrived in Australia/new country)?

    (*Scared, excited, nervous, nothing.)*

    What did you include as your milestones as you grew up?

Future milestones

15 mins

12. Present each student with an electronic or hardcopy of the Student Activity Sheet: *My Life chart 16-30* to complete as they did with the first worksheet. Ask students to think about they wrote for their first worksheet and think about how they will change, or not, as a 16- and 30-year-old.

Teaching tip: Encourage students to be positive about their future, and to think about what they would want - not what is expected of them.

13. Ask:

What do you think will change from now to when you are 16 years old?

(*No favourite toy, or favourite toy might be a video game. What is important to me might change. You will be a lot taller, favourite activity might be more of a 'teenager-activity' or more things you can do)*

What do you think will stay the same?

(*Your favourite activity might be the same, some things that are important to you and your favourite food might be the same, number of family members might be the same.)*

Anyone want to share what their milestone at 16 was?

(*Getting a driver's license, getting a job, being more independent, being smarter, getting ready to be an adult)*

What do you think will change from when you are 16 years old to 30 years old?

(*Height but by slightly taller, activities may change as you mature, number of people in your family)*

What do you think will stay the same?

(*Your favourite activity might be the same, some things that are important to you and your favourite food might be the same)*

Anyone want to share what their milestone at 30 was?

(*Career, family, marriage, independence, older, smarter, champion at an activity)*

Was it easy or hard to guess what your life will be like when you are older?

(*Some of if was easy, some of it is hard because you don't know*)

14. Say:

"Life is full of change, whether that be changes due to growing up and reaching milestones, or whether unexpected things happen. We can't always predict the future, but it is important to have a positive outlook on life, and celebrate milestones as we achieve them."

3-2-1 Reflection

Change

5 mins

15. Ask

What are your thoughts about this comment, "Change will definitely happen"?

Is change a good thing or a bad thing?

(*Change be good, bad or neutral - depends on what it is)*

Does thinking positively about a change affect how we feel about that change?

(*It can help us deal with change if we are struggling, especially if it's change about growing older*)

What can you do if you are feeling very sad about change

(*Talk to a trusted adult, your teacher, a friend, your parents.)*

Health promoting schools

Background teacher note: Health promoting schools framework.

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.
- Run a parent workshop and run this activity with parents to model the content that will be covered in your RSE program.
- Run a parent and child evening session, where the children can teach the parents what they have been learning about.



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