Curriculum links

WA HPE Curriculum

Sub-strand: Interacting with others

- Positive influence of respect, empathy, and the valuing of differences in relationships and in society.

International technical guidelines on sexuality education

Key concept 1.2 Friendship, love and romantic relationships

- Friendship and love help people feel positive about themselves
- Inequality within relationships negatively affects personal relationships

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

- Teaching Resource: *My healthy friendship qualities* (teacher copy with answers)
- Teaching Resource: My healthy friendship qualities no answers.docx [for interactive whiteboard]
- Student Activity Sheet: *What's problematic?* [one set per group]
- Student Activity Sheet: *My 'healthy friendship qualities' quiz* [one per student]

Before you get started

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.

Whole Class

Students examine social skills and categorise them into skills that show respect, empathy or value differences.

1. Ask:
   - *How do we feel when our friendships have problems?* (sad, nervous, rejected)
   - *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 however this doesn't mean that one of you has done something wrong or that you are not likeable)
   - *Brainstorm: What are some of the skills we use to get along with our friends and others?* (social skills that lead to good relationships such as being positive; being a good listener; finding things in common; being a good winner and loser; being interesting; cooperating and being flexible. Other social skills are being understanding and supportive; sharing information about yourself; showing empathy and being loyal)
   - *Are you born with these skills?* (No, you have to learn and practise them. If you get on 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 an adult)
   - *Do we use fewer 'getting along with people' skills with our brother/sister or mum/dad? Why?*
   - *What is respect?*
   - *What is empathy?*
   - *How can someone show that they value differences in others?*
2. Show Teaching Resource: *My Healthy Friendship Qualities* and read through with class. As a class, categorise each of these skills into one or more of the categories of *Respect, Empathy* and *Valuing Differences* by labelling them with the letter R, E or VD respectively on the whiteboard.
3. In small groups, students consider Student Activity Sheet: *What's Problematic?* which looks at 'negative traits' that make it harder to respond to someone in a positive way, even though they are probably a nice person. They must decide, as a group, on five more 'traits' to add to this list and then rank the top five and discuss as a class. Write common rankings on the whiteboard. Examples of some other traits might include - jealous, judgemental, dishonest, unsupportive, unfair, possessive, overly competitive, controlling, peer pressure you into doing things you don't want to do.
   - As a class, categorise the common rankings as a lack of skills into one or more of these categories: *Lack of Respect, Lack of Empathy* or *Not Valuing Differences* by labelling them with the letters LR, LE or NVD respectively on the whiteboard.

Independent or Small Group

Students examine their own social skills and identify the social skills that they could practise. In groups, they develop games/activities that give students the opportunity to practise one of the positive social skills.

1. Students complete Student Activity Sheet: *My 'healthy friendship qualities' quiz.* They write how they could improve any of the skills that need practise (or that they only use sometimes).
   - Students share this with a partner and the partner acts as a 'coach' and suggests other ways they could practise this skill.
2. In small groups, students choose one of the following 'getting along with people' skills and design a game or activity that the class could play to practise this skill over the next few weeks:
   - Starting a conversation to ask about someone's interests
   - Using kind language when someone has made a mistake
   - Asking classmates to join in on an activity and taking turns
   - Offering help to someone who appears upset
   - Giving an honest but respectful opinion
   - Cooperating well
   - Being an active listener
   - Being an empathetic loser
   - Using empathy to try and understand how a person is feeling

3-2-1 Reflection

Students reflect on how they will practise the social skill they identified and how they will know when they have improved or need further help.

Students complete the following unfinished sentences:

- *The 'friendship quality' I would like to practise is.....*
- *Three ways I could practise this would be:...*
- *I could ask.....to help me practise this.*
- *I will know if I have got better at this by.....*
- *I will know I still need a bit more effort on this by....*

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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