Curriculum links

WA HPE Curriculum

Sub-strand: Staying safe

- Protective behaviours and help-seeking strategies to keep safe
- Strategies to use when help is needed.

Sub-strand: Communicating and interacting for health and wellbeing

- Positive ways to react to their own emotions in different situations.

International technical guidance of sexuality education

Key concept 1.1 (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 (5-8 years)

- There are different family structures and concepts of marriage.

Key concept 5.5 (5-8 years)

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

Materials

- *Lion King* DVD [89mins] or similar. The 1994 film has a G rating, with 2024 film PG. Please check for a G rated film.
  Similar films: *Finding Nemo*, *Lilo & Stitch, The Rugrats Movie, The Land Before Time, Babe.*
- Large piece of butcher's paper
- Student Activity Sheet: *If I were Simba* [one per student]
- Student Activity Sheet: *I can cope* [one per student]

Before you get started

- The following activities are an introduction to changes that occur in the family structure including birth and death, as well as ways of coping with change.

- It is recommended that the teacher **only use these activities once they have an understanding of each student's family life and current situation**.
- Similarly themed stories can be used to illustrate changes within the family. See recommended films in the materials section.
- Teachers should know and understand the protective interrupting technique and what, why, when and how it is needed and used.

Learning activities

Whole class

40 min

This activity develops students' understanding of positive and negative change and feelings associated with those changes. Specifically, it looks at changes that occur in the family structure, including birth and death, as well as introducing ways of coping with change.

1. As a class, use the brainstorm teaching strategy to identify changes that may occur within a family, looking at both positives and negatives, and how it could make students feel, e.g. ideas may include the death of a pet, birth of a baby brother or sister, separation of their family, etc. Write responses on a large sheet of butcher's paper.
2. Read or watch *The Lion King* or alternative story*. (Note:* students can watch over a series of 3 or 4 lessons).
   - Either complete the story or stop at intervals to discuss the feelings associated with the changes in the family structure from the perspective of the chosen characters.
   - Examine and discuss the effect of changes in the family in the chosen story. Identify which changes might be viewed as positive or negative.
3. Chart the class findings in a Cause and Effect diagram. For example:

Cause	Effect
Birth of Simba	Parents happy, kingdom celebrates, Scar is jealous

4. Discuss the ways the family coped with change in the chosen story, e.g. "How did Simba cope with the death of his father?". Was this a good way of coping?

Note: The concept of 'coping' may need further explanation, and specific examples may need to be provided. See below.

Coping: things that people do to help themselves deal with problems and manage uncomfortable emotions.

Examples: hugging a teddy or pillow when feeling sad, going for a walk outside when feeling worried. These are small things that might make someone feel better.

Independent or small group

10 min

Students identify specific strategies to cope with changes in their own family.

1. Encourage students to consider what might have been other and/or more effective ways of coping to the strategies used by the characters in the chosen story.
   - Use an explosion chart or mind map strategy to record student ideas.
   - If the story of the Lion King was used in the Whole Class activity, students can individually complete the Student Activity Sheet: *If I were Simba*.
   - To build up a bank of ideas for coping with change, students complete the Student Activity Sheet: *I can cope*.
2. Have students describe or draw about what they have discovered about helpful ways of coping with change (e.g. talk to a friend, parent, sibling, teacher, have a cry, hug or talk to your pet). Other examples and prompts may include hugging or playing with a favourite toy, watching a funny movie or television show, colouring in and spending time outside.

3-2-1 Reflection

10 min

Choose some of the following questions to discuss and/or write responses to.

- *What is a family?*
- *Where can we find families?*
- *Do families always have to live in the one place together or do some families live in different houses/towns/countries?*
- *Do we find out different information about other families from TV shows and ads? If so, what?*
- *Do the families you see on TV shows or ads mostly live in the one house together, and mostly have a Mum, a Dad and some children?*
- *How do you think people might feel if their own families weren't like the ones on TV or ads? Why?*
- *What could the people who make TV shows and ads do to change this?*
- *Why do we live in families?*
- *When might change occur in a family?*
- *How do people cope with changes in their family?*
- *What would you do to cope with a change in your family such as....?*

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 and child evening session, where the children can teach the parents what they have been learning about.



Appreciating friendships

Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Personal strengths and qualities and how they change over time.

Sub-strand: Healthy and active communities

- Actions that support a safe and inclusive environment.

Sub-strand: Interacting with others

- Skills and strategies to develop respectful relationships
- Appreciation and encouragement of the behaviour of others through the use of:
  - culturally appropriate manners
  - positive language
  - praise

International technical guidance of sexuality education

Key concept 1.2 Friendship, love and romantic relationships

- There are different kinds of friendships.
- Friendships are based on trust, sharing, respect, empathy and solidarity.
- There are healthy and unhealthy relationships.

Key concept 5.5 Finding help and support

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

Materials

- Book: *How to Be a Friend: A Guide to Making Friends and Keeping Them* by Laurene Krasny Brown and Marc Brown
- Teaching Resource: *Friendly and unfriendly signs*
- Student Activity Sheet: *Getting along with others quiz* [one per student]
- Several pairs of old glasses with no lenses or cardboard glasses made from cardboard cylinders taped together

Before you get started

- Be sensitive to the students who have difficulty making friends and keeping friends. Help these students identify the personal strengths they possess and the attributes required when being a friend.

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.

Being friendly and unfriendly

30 min

Students reflect on actions, attributes and feelings associated with being friendly and unfriendly.

2. Conduct a shared reading of *How to Be a Friend: A Guide to Making Friends and Keeping Them*.
3. Using the Teaching Resource: *Friendly and unfriendly signs*, place a 'friendly' sign at one end of the room and 'unfriendly' sign at the other. Have students consider several of the following scenarios then move to the sign that best represents their opinion. Invite students to discuss their placement with others near them.
   - You have a different type of backpack to all the other girls in your class. Some of the girls in your class laugh and point at your backpack when you walk to class.
   - A new girl has joined your class. She looks a little lonely at recess so you ask her if she would like to play on the swings with you.
   - You tell your friend about your exciting weekend away on a farm and he just talks about what he did on the weekend and says nothing about your time on the farm.
   - Your friend lets you take her favourite doll home for the night to play with.
   - A boy in your class always gets angry when he gets out playing a game.
   - Your friend is good at doing tricks on the trampoline. You are not so good and often make mistakes. She never laughs at you. She just tells you in a kind voice what you did well.
4. Ask:

   How do we feel when people are being friendly to us?

   (*warm, happy, like we belong, important*)

   How do we feel when people are being unfriendly to us?

   (*sad, nervous, rejected*)

   What are some of the skills for getting along with our friends and others? Think about what we learnt in the book.

Draw a T-chart and label it 'Friendly' and 'Unfriendly'. Whiteboard these responses under the 'Friendly' column and draw pictures for each to act as a trigger for poorer readers.

(*Listening, saying thank you, including people, finding things in common, being a good winner and loser, being interesting, sharing, giving compliments, saying nice things and not bad things.*)

Are you born with these skills?

(*no, you have to learn and practise them.*)

Why is it important to practice and grow these skills?

(Stops issues from happening in friends)

What kinds of problems can friendships have?

(*Arguments, jealousies, growing apart, not being nice,)*

5. Say:

   "All friendships have problems sometimes but these problems can usually be sorted out. Some friendships are only temporary but this doesn't mean that one of you has done something wrong or that you are not likeable."

6. Ask:

   What are some things that make it harder to be friendly with someone even though they are probably a nice person?

Whiteboard these responses under the 'Unfriendly' column of the T-chart and draw pictures for each to act as a trigger for poorer readers.

(*Unhealthy behaviours such as being a poor loser or winner; making negative comments; constantly talking about self; scowling and looking grumpy; not saying anything about self or how they feel; not sharing; being mean and nasty; starting fights over small things; not being flexible*).

Practise being positive

25 min

7. Explain that showing our friends that we are grateful for their friendship is a skill that not only helps us get along with people but also makes us feel happier.
8. Revisit the strategies under the 'Friendly' column of the T-chart above. Have students complete the Student Activity Sheet: *Getting along with others quiz* after explaining and giving examples for each item in the quiz. (Parent helpers or buddy students may be useful to help with this activity.)
   - Discuss results and have students circle two skills they would like to practise at home and at school.
9. Have students form small circle talk circles and give each inside circle one pair of glasses with no lenses (or two small cardboard cylinders taped together and decorated to form glasses). Explain that these are called 'Grateful Glasses' and that when you wear these glasses you have to practise being grateful for your friendships. To do this they give a compliment to the person opposite them by telling

him/her something that they are grateful for, e.g. "I'm grateful that you tell interesting stories" or "I'm grateful that you let me use your textas" (Stress that they can use the strategies from the 'Friendly' column of the T-chart to give them ideas). The person receiving the compliment must say "thank you" and then the glasses get passed to the next person in the circle.
    - When everyone on the inside circle has worn the glasses, pass them to the outside circle and repeat the process.
10. Ask:

 **How did you feel when you heard the compliment from your partner?**

 **Were you surprised by what they said? Why/why not?**

 **Was it easy to find something to be grateful for everyone?** (enforce the 'no names' rule here)

 **Why do you have to practise 'getting on with others' skills to have friends?**

 **Why is it important to share with friends what we appreciate about them?**

 3-2-1 Reflection

Skill reflection and practise

 **5 min**

1. Write these two questions up on the board and ask students to write down their responses.

- "One 'getting on with people' skill I do most of the time is……."
- "One 'getting on with people' skill I need to try more is……."

1. Say:

 **"Look at your 'try more' skill, I want you to really try and do that this week and try and remember how many times you do it and count on that piece of paper how many times you did it."**

 **Teaching tip:** A week later you can ask students to share how many times they practised their skill and share stories with the class.

 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.



© 2023 Government of Western Australia Department of Health gdhr.wa.gov.au