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.



Curriculum links

WA HPE Curriculum	WA Curriculum General Capabilities	International technical guidance on sexuality education
Sub-strand: Being healthy, safe and active • Personal strengths and how these change over time • Changes to the body, visible and private, as individuals grow older	**Personal and social capability**	**Key concept 6.1 Sexual and Reproductive Anatomy and Physiology** • Everyone has a unique body that deserves respect, including people with disabilities. **Key concept 6.4 Body Image** • All bodies are special and unique and people should feel good about their bodies.

Materials

- Your choice of one of the following:
  - Song - Growing up nursery rhyme (2min)
  - Video - Portrait of Lotte 0-18 years (5min 28sec)
  - Book reading - Someday (2min 29sec)
- Timelines - strips of A3 card or paper cut into half horizontally - 1 per student

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 consider life events/milestones in children's lives' that may be triggering or upsetting (e.g. children from refugee backgrounds, children who have lost close family members, children who are transgender who may/may not have affirmed their gender, children with disability).

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.

Book or video stimulus

10 min

2. Choose one of the following to share with the whole class and discuss:

   Song- Growing up nursery rhyme (2min)

   Video - Portrait of Lotte 0-18 years (5min 28sec)

   Book reading - Someday (2min 29sec)

Discussion: things that change/stay the same

10 min

3. Ask:

   What changes did you notice happen to the child in the book/video?

(they get older, grow up, height, can crawl, can walk, can ride a bike, hair changes)

What things stay the same?

(eye colour, skin colour, name)

Teaching tip: It is important to acknowledge that some things that stay the same for some people, don't stay the same for all people (e.g. name, hair colour, ability to walk/run, where they live, etc) and that some changes may not be a choice, welcomed or positive.

Timeline

20 min

4. Model how to complete the 4 squares on the timeline. Draw a picture showing a milestone/change for each of the following stages:
    1. Baby (e.g. sitting up, eating solid foods, etc)
    2. Toddler (e.g. walking, saying words, etc)
    3. Kindy (e.g. getting dressed by myself, riding a tricycle, etc)
    4. Now (e.g. tie my own shoelaces, doing a jigsaw puzzle, writing my name, etc)
5. Students complete their own timelines independently, or in small groups.

3-2-1 Reflection

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10 min

6. Have students share the milestones/changes that happened when they were a baby and compare.
7. Then compare the milestones and changes for the other 3 squares.
8. Ask:

    What changes happened by themselves?

    (e.g. got taller, got teeth, hair grew, etc)

    What changes did you have to learn?

    (e.g. how to get dressed, how to brush my teeth, riding a tricycle, etc)

    Could you do these things the first time you tried? What happened?

    (No, had to try lots of times, made mistakes, got annoyed, needed help, etc)

9. Say:

    "As we grow and learn new things, they don't always happen as quickly as we like. Sometimes we get frustrated. This is ok and normal. But there are some ways to handle frustration

that are OK and not OK."

10. Ask:



What might happen if we get frustrated when we try new things?

(We might yell, throw something, snap at a friend/family member, give up, not care, be OK about it and stop being frustrated).



Some of these things are not OK. What might be helpful to do when we are frustrated?

(Ask for help, try again, walk away for a while, take a breath, leave it until the next day, do something else for a while, ask a friend)



Health promoting schools

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.

Environment

Physical

- Put up the timelines in the classroom as a display and reminder of the lesson.



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
- Strategies to use when needing to seek, give or deny permission are practised

Sub-strand: Interacting with others

- Skills and strategies to develop respectful relationships
- Positive ways to react to their own emotions in different situations

WA Curriculum General Capabilities

Personal and social capability

- Self-awareness
- Social awareness
- Social management

International technical guidance on sexuality education

Key concept 4.2 Consent, Privacy and Bodily Integrity

- Everyone has the right to decide who can touch their body, where, and in what way

Materials

- Book or YouTube reading of I have feelings! by Jana Novotny Hunter
- Large sheets of butchers paper to draw body outline - can be life size (for children to draw around their own bodies or scaled down and pre-drawn).
- Markers, crayons, pencils or paints.
- Optional: scrap craft materials.

Before you get started

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

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.

Book: I have feelings!

10 min

Whole Class

1. Teacher to read:

   Read I have feelings! book

2. Read the book a second time stopping at each emotion.
3. **Ask students** to show the way the possum is feeling with the body language, facial expressions and words.
4. Draw attention to the different body signals the students are demonstrating for each emotion.

E.g. Happy - large open eyes, arms in the air, smile, warm feeling in belly, etc.

Body outlines

30 min

Independent or Small Group

5. Divide the students into groups of 3 or 4 using a grouping strategy.
6. Give each group some large butchers paper to trace around one person's body.
7. Allocate each group with a different emotion - sad, angry, scared, happy, excited, frustrated, loved, calm, silly, etc.

8. Ask students to draw body signals on the body outline to represent their allocated emotion. Optional: use scrap craft materials to represent body signals.

   E.g. Scared - squiggly drawing in tummy, clenched teeth, knees shaking, frozen still, eyes wide, mouth open

   Teaching tip: It is important to draw attention to the fact that different people can have different body reactions to the same emotion. People can also have different body signals for the same emotion

in different scenarios. The flight/fright/fawn/freeze response is an example of this**.**

9. Display the body outlines and share each groups response.

Positive coping strategies

10 mins

Whole Class

10. Use the body outlines as visual prompts to discuss the following questions:

    If we are feeling silly, is it OK to run around the classroom and bump into each other?

    (No, it could hurt someone or break something)

    What are some positive things we can do to get the sillys out?

    (Wiggly our bodies to some music, run around the playground, laugh with our friends)

    If we are feeling angry, what things might someone do that are unhelpful or unsafe?

    (Hit, scream, break something, etc)

    What are some positive things we can do to help if we are angry?

    (Hit a pillow, scream into a pillow, run around outside, talk to a friend or trusted adult, do something we enjoy, listen to calming music, eat some food or have a drink, etc)

11. Continue for other emotions that students have created body signals for.

3-2-1 Reflection

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10 min

Whole Class

12. Ask**:**

    Which of these body signals might someone notice if they were feeling unsafe?

    (sweaty palms, butterflies in tummy, feel unwell, heart racing, frozen, etc)

13. Say:

    "These body signals are very important. They are warning us that we might not be safe. If we listen to our body signals carefully, they can help keep us out of danger."

14. Ask:

    What can we do if we start to feel any of these warning signs?

    (talk to a trusted adult, don't ignore the signals, tell a friend, move away, call 000 if it is an emergency, etc)

15. Give a first introduction to the 'helping hand' network by asking students to list their 5 trusted adults (one for each finger) to themselves.

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.
- Share information with parents and carers surrounding key messages and protective behaviours language to reinforce learning at home.

Community

- Book a performance with the Constable Care Foundation. Protective Behaviours Program - Fun Scary | Constable Care is a way to present the key concepts of protective behaviours to young students in an engaging and non-threatening way.



gdhr | Growing & developing healthy relationships

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.



My strengths can change over time

gdhr | Growing & developing healthy relationships

Curriculum links

WA HPE Curriculum	WA Curriculum General Capabilities	International technical guidance on sexuality education
Sub-strand: Personal identity and change • Personal strengths and how these change over time	**Personal and social capability**	**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

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- 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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