Curriculum links

WA HPE Curriculum

Sub-strand: Staying safe

- Protective behaviours and help-seeking strategies to keep safe.
- Appropriate language and actions to communicate feelings in different situations, including exploring how to seek, give or deny permission when sharing possessions or personal space.

Sub-strand: Interacting with others

- Personal and social skills to interact respectfully with others.

International technical guidance on sexuality education

Key concept 4.2 (5-8 years)

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

Key concept 5.2 (5-8 years)

- Everyone deserves to make their own decisions and all decisions have consequences.

Materials

- Hoola Hoops – enough for everyone class, if not available ask students to walk around with their hands out.
- Access to "This is my Bubble (Personal Space Song)" from Youtube - or have song lyrics printed out/written on board for students to sing along to;
  This is my bubble, this is my bubble, this is where I feel comfortable,
  This is my bubble, this is my bubble, this is where I feel comfortable,
  This is my bubble, this is my bubble, please don't let it pop – x3 each time changing the matching actions as per below
  R1- with hoop up, R2 - with hoop on ground and hands out, R3 – hoop on ground with hands down.

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.
- Read Educators note: Protective behaviours education so teachers are aware of the concepts of protective behaviours education

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.

Asking permission

10 min

2. Ask:
   How would you ask permission to borrow your friend's pencil?
   How would you ask a sibling if you could borrow a toy?
   How would you ask a care giver if you can go to the park?
3. Say:
   "We know how to ask permission to do things or borrow things. Asking permission to enter someone's personal space is the same except you can't SEE someone's personal space. Personal space is like an invisible bubble around someone's body. Everyone has this invisible bubble and if you want to enter this space you have to ask them, and they have to say yes or show yes before you enter it."
4. Ask:
   How would you ask permission to enter someone's personal space?

Personal space bubble practice

30 min

Teaching tip: For the next activity you will need a fair bit of open space so consider moving to the school gym or oval.

5. Ask students to stand up and spread out and put hands out with palms up and turn in a circle slowly. Explain that this is the size of their personal space bubble.
6. Ask them to keep turning slowly but change the heights that they do this at. Explain that the personal space bubble is all around them

7. Explain you are going to play a personal space bubble game with three rounds:

   Round 1: Give students a hoola hoop each and ask them to move around the room holding them while trying not to bump into each other.

   Round 2: Students to move around the room again but this time they are allowed to ask permission from someone with the same-coloured hoop as theirs if their hoops can over-lap. Everyone to try asking someone and everyone who is asked is to practice saying no.

   Round 3: Students to move around the room again but this time they are allowed to ask permission of someone with a different coloured hoop if their hoops can over-lap. Each student decides if they want to say yes or no. If a student says yes, their hoops can gently overlap.

Teaching tip: You may want to demonstrate exactly what to do at the start of every round. Watch to make sure students are moving slowly, asking politely and crossing hoops gently. Can be used to discuss non-verbal behavioural elements of consent and permission giving/getting.

3-2-1 Reflection

How did that feel?

10 min

8. Ask:

   When someone said no to you entering their personal bubble, what did you do?

   (*Found someone else to ask, walked away, didn't go in their bubble)*

   How would you feel if someone entered your personal space after you said no?

   (*Sad, annoyed, angry)*

   Why is it important if someone says no to follow it?

(Good friend, don't hurt their feelings)

 **Why might someone say no when you ask to enter their personal space?**

(*Shy, want to be left alone, don't know you)*

 **What should you do if someone enters your personal space without your permission?**

(Move away, tell them again, talk to an adult)

9. Say:

 **"Sometimes if people enter our personal space bubble without permission it can make us feel uncomfortable or scared. We all have a right to feel safe at all times. When you feel uncomfortable or scared you can talk to someone you trust like a teacher or parent or another adult you trust."**



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.



gdhr | Growing & developing healthy relationships

Curriculum links

WA HPE Curriculum

Sub-strand: Interacting with others

- Personal and social skills to interact respectfully with others.

WA Curriculum General Capabilities

Personal and social capability

International technical guidance on 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

Materials

- 5-6 hula hoops
- Music (any songs that evoke movement around hoops)
- One of the songs about friendship:
  - Good Friends - CBeebies (1 min 54 sec)
  - Be a Good Friend - Sesame Street (with Gwen Stefani) (1 min 39 sec)
- Group 1 activity: Friendship flowers
  - paper plates [one per student]
  - photo of each student printed out (to fit inside paper plate) OR students can draw a self portrait
  - strips of green paper or ribbon (for stem of flower). These can be cut to height of child as added display of their growth.
- Group 2 activity: Friendship flower petals
  - petal shapes pre-cut on different coloured paper
- Group 3 activity: Puppets
  - puppets/ finger puppets/ soft toys for role play
- Group 4 activity: Books
  - A selection of books on friendships
- Take home activity: Friendship flowers leaves - this can be photocopied onto green card or students can colour at home.

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 be mindful that some students have difficulty making and keeping friends and may need additional support during such lessons.

Learning activities

Group agreement

5 min

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.

Hoop activity

15 min

2. Place 5 or 6 hoops on the ground in an area where students can safely run around.
3. Have students move around the hoops to some music. When the music stops call out a number between 1 and 5. Students need to cluster in a hoop in groups of this number.

Teaching tip: There may be students left out of a hoop during the game. Be mindful that the same children are not left out each time. You may wish to use other adults in the room to be part of the game to assist with this.

4. When students are left out of a hoop, observe how the other students respond (e.g. Do they notice the students left out? Do they invite them in? Do the students left out of a hoop join together?).
5. Play a few rounds of the game.
6. Ask:

   How did it feel to be one of the students in the hoop?

   (great, winning, part of a group)

   How did it feel to be one of the students not in the hoop?

   (not good, upsetting, left out, ok once but not fun when it happened again, frustrating)

7. Draw attention to actions of some of the behaviours, for example: I noticed that some students that weren't in the hoop joined with each other to make their own group. How do you think that made them feel?

   (not left out, ok because they were with friends, etc)

I notice that some students said 'no' to others joining their hoop. How do you think that made them feel?

(left out, sad, upset, angry, etc)

I notice that some students that weren't in the hoop joined with each other to make their own group. How do you think that made them feel?

(better because they were with friends, not so left out, etc)

Teaching tip: When describing the actions of students, keep the statements general rather than naming individuals (unless complementing positive behaviours).

8. Explain:

   "Being left out does not make people feel good.

   We are going to play the game again, but this time we are going to aim not to have anyone left out. If I say the number 3, you need to have AT LEAST 3 people in your hoop, but you can have more so that no one is left out.

   I would like to see you inviting people into your hoop or helping them to find another hoop of 3 or more."

9. Play the game again with the new rules for a few rounds.

10. Discuss:

    How was this game different?

    (no one was left out, no one was sad or upset, everyone had fun)

11. Explain:

    "One tip for being a good friend, is to help people feel included and welcome. Today we are going to have a look at more qualities that make a good friend."

Song

10 min

11. Listen to one of the songs about friendship:
    1. Good Friends - CBeebies (1 min 54 sec)
    2. Be a Good Friend - Sesame Street (with Gwen Stefani) (1 min 39 sec)

Teaching tip: Put closed captions on so students can start to recognise words of the song.

12. Ask:

    What are some qualities of being a good friend in this song?

(make you laugh/smile, invite you to play, share things, do things together, play together, help you, play fair, care, take turns, cheer them up)

What are some other qualities that make someone a good friend?

(say hello, listen to you, ask you questions, want to know about what you like, want to know about your pets)

Group activities

20 min

13. Divide class into 4 groups for group activity rotation.

Group 1: Friendship flowers (adult led)

- Students paint the paper plate in a colour suitable for the centre of a flower.
- Students cut out a photo of themselves and paste into the centre of a paper plate (Or draw a self portrait in the paper plate.
- On a strip of green paper record a quality that the student feels makes them a good friend (e.g. I help my friends when they are sad). Stick this to the bottom of the paper plate as the stem of the flower.
- The green strips can be cut to the height of the child and displayed around the room to show how much they have grown throughout the term/year.

Group 2: Friendship flower petals (adult led)

- On cut out petal shapes, students draw pictures or record words to show qualities of their friends.
- These can be added to the relevant friend's paper plate to create the flower.
- Ensure all students have enough petals from other students to complete their flower.
- Flowers can be displayed and petals added throughout the term as students notice friendly behaviours.

Teaching tip An adult may be required to encourage students to make petals for specific students to ensure everyone has enough petals to complete their flower and/or adults may complete petals for students.

Group 3: Puppets

- Students use finger puppets, hand puppets or dolls to role play ways to be a good friend.

Group 4: Book corner

- Students explore selection of books about friendships.

3-2-1 Reflection

Puppet role play reflection

10 min

14. Use the puppets or toys to role play the following scenarios to recap key messages.

Scenario 1: Not liking the same things is ok

Puppet 1: I don't like drawing

Puppet 2: Well I don't like riding bikes

Puppet 1: Well we can't be friends!

15. Ask:

 **Do your friends have to like all the same things as you?**

(no, you can like different things, they might like some things the same and some different, you might have different friends that like to do certain things e.g. dance lessons, building cubbies)

16. Invite a student to be Puppet 2 and suggest good tip for being a good friend in this scenario.

(e.g. Puppet 2: well we both like doing dress ups, shall we do that instead?)

Scenario 2: Having more than one friend is ok

Puppet 1: You can't be friends with Jay. You're MY friend!

Puppet 2: (sad/cries)

17. Ask:

 **Is puppet 1 right? Do you have to be friends with only one person at a time?**

(no, you can have multiple friends)

 **Does being friends with another person make you less of a friend to your other friends?**

(no, you can be a good friend to many people at once)

18. Explain:

 **"If I have a bag of lollies and I give a lolly to you, to you, to you, and to you, what happens to all the lollies? They are all gone, they run out.**

What if my bag was full of smiles? If I give smile to you, and to you and to you, what happens to all the smiles? Do my smiles run out? No. Smiles, don't run out.

Friendship also doesn't run out the more I give it to others. In fact, in many ways, the more kindness and friendship you give, the more you get back."

19. Invite a student to be Puppet 2 and suggest good tip for being a good friend in this scenario. (e.g. Puppet 2: It is ok to have more than one friend. How about we all play together? OR Puppet 2: How about I play with Jay at recess and you at lunchtime)

Scenario 3: We don't have to be friends with everyone

20. Puppet 1: You never play with Ali.

Puppet 2: Ali and I don't get along very well and we don't like doing any of the same things.

Puppet 1: You HAVE to be friends with Ali! Teacher says we ALL have to be friends!

21. Ask:

    Do we have to be friends with everyone?

    (no!)

22. Explain:

    "We don't have to be friends with everyone but we do have to treat everyone with respect. If you really don't get along with someone or they don't make you feel good, you can still be kind and respectful without being their friend."

Teaching tip: This concept is related to protective behaviours. It is important for students to understand they don't need to be friends with people who don't make them feel good. It can be useful to revisit trusted adults and help-seeking.

23. Teacher to model how Puppet 2 might respond.

    Puppet 2: "Ali is amazing at climbing to the top of the play equipment and riding super fast on the scooter. When i play on the scooter he gets frustrated with how slow I go and I get scared at how fast he goes. We always seem to argue when we play together. It's ok for us not to play together."

24. Display the take home messages and read them aloud.

- Friends are people we care about and want to spend time with.
- Our friends can be just like us or very different from us.
- Taking turns, playing fairly and listening when people talk can help us to get along with others.
- We don't have to be friends with everyone, but we do have to be respectful.

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

- Take home activity: Friendship flowers leaves - give students two leaves to take home so that their family members can add a reason why their child/sibling is a good friend. Bring them back to school to add to the display.

Education

Curriculum

- Ask the music specialist to teach the students songs about friendship.



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Curriculum links

WA HPE Curriculum	WA Curriculum General Capabilities	International technical guidance on sexuality education
Sub-strand: Interacting with others • Emotional responses individuals may experience in different situations.	**Personal and social capability**	**Key concept 1.2: Friendship, love and romantic relationships** • Friendships are based on trust, sharing, respect, empathy and solidarity

Materials

- Resource - choice of one of the following books/videos/songs:
  - *Winnie the Pooh* story by A. A. Milne
  - *Alexander and the Terrible Horrible, No Good, Very Bad Day* by Judith Viorst (plus YouTube reading)
  - What are feelings? BBC Bitesize Foundation video (2min 18 sec)
  - Emotions - StoryBots Super Songs (external link)
- Mirrors - 1 per student (optional)
- Group activity 1: Teaching Resource: *Feelings cube* [one per group] - printed on card and cube constructed.
- Group activity 2: playdough/plasticine and Emotion cards (e.g. Bears cards) (optional).
- Group activity 3: Interactive whiteboard/screen/ipads and Guess the feelings website game.
- Group activity 4: paints and paper.

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.
- Managing disclosures - Teachers must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- Read Educators note: Protective behaviours education so teachers are aware of the concepts of protective behaviours education.

Learning activities

Group Agreement

5 min

Teaching tip: A group agreement must be established before any RSE program begins to ensure a safe learning environment. Read Essential information: Establishing a group agreement for tips on how to create one

and what to include.

1. Revise or create the class group agreement.

Feelings book/video/song

10 min

2. Read a Winnie the Pooh story or another book listed in the materials section as a whole class.
3. Ask:

   What feelings can you spot? For example, can you see happy, sad, excited, tired, angry, scared or confused? (Write them on the board or on strips of cardboard and read to the children and explain that another word for feelings is 'emotions')

   (sad, angry, frustrated, happy, excited, upset, grumpy, etc)

   How can you tell they are feeling these emotions?

   (face, mouth turned up/down, sad eyes, crying, shoulders slumped, head hung down, smiling, laughing, shouting, sighing, etc)

   Why do we have feelings/emotions?

   (to show how we feel, to show others how we feel, to understand what is happening inside our body, to help keep up safe).

Discussion - emotions change

10 min

4. Ask:

   Did Winnie's (or other character in the book) feelings change during the story?

   (yes, he got sad when he lost his honey; yes, he was upset when he saw Eeyore upset, etc)

   How did you know that Winne's feelings changed?

   (he put his head down, he frowned, he cried, he sighed, he said, 'Oh bother', etc).

5. Say:

   "**Feelings are also called emotions. Emotions are important body signals that help us to understand what is happening to us and what we need to do. We all have emotions - they are part of everyone. We feel different things at different times depending on what happens to us.**

Sometimes we feel sad - like when someone we love goes away. Sometimes we feel happy - like when we are having fun with friends.

Everyone is different. What does not upset one person, may be very upsetting for another person. What makes one person happy, may not make another person feel this way. Even though some emotions don't make us feel good at the time, there are no 'bad' emotions because they are all useful.

For example, we may feel scared to ride our bike with no trainer wheels but this feeling helps our bodies to stay alert so we can concentrate on learning this new skill and keep safe."

Mirrors - facial expression and body language

10 min

6. Give each student a mirror or have them stand with a partner face-to-face so that they can see the facial expressions and body language of their partner.
7. Work through the following list of scenarios and have students show how someone might feel for each. Ask the students to describe the emotion they are feeling. Write the words on the board and group similar emotions. You may wish to use a display such as the Emotions cards as visuals to go with the words.

Teaching tip: It is important to accept a range of emotions for each scenario. Some students may feel embarrassed to get a merit certificate while others feel proud. Some might feel disappointed that they didn't get a present they were longing for.

Acknowledge that it is possible to feel more than one type of emotion at once. Someone cal fell proud for receiving a prize for their drawing but shy to go up and receive the award in front of the school.

- opening birthday presents
- receiving a merit certificate or award
- being sick with a cold
- being teased or not allowed to play in a game
- playing their favourite game
- someone getting a toy that you really wanted
- getting lost in a shopping centre
- dropping an ice cream on the ground
- riding a roller coaster
- floating in the deep end of a pool
- winning a prize for your drawing
- hearing thunder when in bed.

Teaching tip: You may wish to use Glenn Trigg's Emotion Wheel as a teacher reference to help you to expand the student's vocabulary and provide words for emotion intensity (e.g. sad - upset - miserable).

Group activities

20 min

8. Small group activities

Group 1: Feelings cube

- Give the group a Teaching Resource: Feelings cube.
- Each student takes a turn to roll the cube.
- Once rolled, the group may suggest different situations when people may have experienced this feeling.

Teaching tip: Remind students to use the phrase 'someone might feel...' rather than 'I feel...' to avoid potential disclosures in front of other children.

Group 2: Playdough faces

- Students use play dough or plasticine to make faces showing different expressions. Use the Emotion cards can be used as prompts.

Group 3: Guess the feelings website game

- Students sit in front of the interactive whiteboard and use the link to play the "Guess the feelings" game.
- Alternatively, students could play this in pairs or small groups with a computer or tablet.

Group 4: Painting emotion shapes and colours

- Set up paper and paints, so that the children can show with colour how they are feeling today.

3-2-1 Reflection

Reflection

5 min

9. Invite students to share their paintings and explain why they chose a particular or shape to show a feeling.

Teaching tip: The group agreement 'right to pass' is very important in activities such as these. Students should be invited to volunteer to share their work rather than asked to share work and feelings to avoid putting them on the spot to share things they do not feel comfortable sharing with the class.

Teaching tip: Adults in the room must consider the potential for disclosures when asking students about their work.

10. Model to the class how you are feeling using facial expressions and body language. Ask the students to use the words on the board to describe how they think you are feeling.
11. Invite the students to show how they are feeling with their faces and bodies. You may want to note any children that are showing an unhappy face to approach them after the lesson.

Health promoting schools

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

Environment

- School environment encourages students to express their emotions, in safe and appropriate ways.

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.
- Order copies of *Puberty* and *Relationships, sex and other stuff* to be sent home for parents. 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.



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 qualities of individuals and a sense of belonging to groups and communities	**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

Materials

- 8 stations set up with one activity from each of the following areas (Gardiner's Intelligences):
  - **Words:** play a rhyming word game; listen to a story being read; tell a partner a story about when they were good at something.
  - **Logic/Maths:** make or follow patterns with beads or blocks; gather, sort and organise a collection of buttons or markers.
  - **Space/Vision:** turn a doodle into a picture; complete a puzzle.
  - **Body movement:** complete a short obstacle course; cut along the lines or colour within the edges of a picture.
  - **Music:** use a small drum to repeat simple rhythms; play simple tunes on a xylophone; hum a simple melody back.
  - **Nature:** use a magnifying glass to study an insect, shell or flower; collect and categorise natural objects, e.g. rocks, leaves, flowers.
  - **People:** dress up in the Home Corner and think up a story that includes everyone; build a pyramid with plastic cups as a group.
  - **Self:** listen to a piece of music in headphones and doodle on a piece of paper whilst listening to the music to show how it makes you feel.
- 8 pieces of paper for students to record if they feel 🙂 😐 ☹️ about each activity.

Before you get started

- The purpose of this activity is to assist students to identify their personal strengths, not to highlight their limitations.
- Students should be encouraged to identify and describe their own and others' strengths from a basis of persistence and resilience with the focus being on personal achievement.
- Gardner’s Multiple Intelligence Theory suggests intelligence has specific components rather than a single general ability. Gardner opposes the idea of labelling learners to a specific intelligence, rather that each individual possesses a unique blend of all the intelligences.
- Resilience and emotional wellbeing are important concepts to teach in the early childhood years as this is when younger students may need support to identify their own personal 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.

Likes and dislikes

10 min

2. Show the students each of the eight stations. As you describe the activities ask the students the following questions.
3. Ask:
    - **Words: Who likes reading stories? Who likes writing words?**
    - **Logic/Maths: Who likes playing card games or adding up numbers?**
    - **Space/Vision: Who is good at remembering things they have seen?**
    - **Body movement: Who likes running and jumping?**
    - **Music: Who likes singing or dancing to music?**
    - **Nature: Who likes watching nature shows on TV or collecting insects?**
    - **People: Who likes organising games to play with your friends?**
    - **Self: Who likes setting a goal like saving up pocket money to buy something you really want?**
4. **Ask** the students to:
    1. Point to the activity you think you will like the best.
    2. Point to the activity you think you will like the least.
    3. Point to the activity you think you will be the best at.

4. Point to the activity you think you will find the hardest.
5. Tell a partner which activity you think they will be the best at.

Gardiner's Intelligences stations

30 min

5. Allow time for students to explore each of the 8 activities. This may be divided into two sessions with students exploring 3/4 activities in each session. The **Words station** could be a group shared reading session to break up the two sessions.
6. Have students decide whether they liked , didn't like or were unsure about each activity. This can be recorded on a sheet placed at each station, students can write their name and next to their name.

Strengths

10 min

7. Ask:

   Which activities did you put a for?

   Why did you like those activities?

   (model and emphasise feeling words such as happy, enjoyment, fun, good at, and strength, to help students explain why they potentially liked those activities)

   Which activities did you put a for?

   Why didn't you like those activities?

   (model and emphasise feeling words such as confused, OK, sad, angry, frustrated, not good at, challenging, boring and explain that these may be things that they are not so strong in)

   Which activities were you best at?

   Are the activities you were best at the activities you liked the same? Why do you think that is?

8. Explain**:**

   "Something we are good at can be called a 'strength'. Everyone is good at something. Everyone has strengths. Tell your partner what some of your strengths are. Tell your partner what you think some of their strengths are."

9. Ask:

What are some ways that you can work out what your strengths are?

(listening to feedback from others; looking at what you really like doing; comparing yourself to others in this area)

Why is it good for people to have different strengths?

(to do different jobs - fix cars, nurse, teacher; to make a good team - batter/bowler; to get to learn from other people; etc)

Look at what your friends put for their activities. Are they the same or different than yours?

(They are the same or very close)

Do you think you are friends because you like doing the same activities and things?

(Yes)

10. Explain:

"That is right - humans like to make friends with people who like the same stuff we like. It gives you something to do together or to talk about. It can make you feel part of a group having lots of people who like the same things you do. It feels good to be in a group of people who are similar to you."

3-2-1 Reflection

Reflection

5 min

11. Ask students to draw a picture of their strength or strengths.

Take home activity

12. Have students take their drawing home and ask their family to add more of their strengths to the picture to bring back and share with the class in a display.
13. Display in the classroom - students can add to their drawing as they discover new strengths throughout the year.

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

- Ask students to ask their family members about their strengths. Families can create a drawing or poster with the different strengths in the family.

Environment

Culture

- School and classroom culture promotes and celebrates all strengths, not just those related to academic achievement.



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