Curriculum links

WA Curriculum

Personal identity and change

- The body's reactions to emotions, and strategies to help manage these reactions

Interacting with others

- Ways to interpret the feelings of others in different situations to help develop respectful relationships 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 5.5 Finding help and support (5-8 years)

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

Materials

- Book: *Changes* by Anthony Browne (or alternative text)
- Emotions/feelings cards (optional)

Before you get started

- Be mindful that discussing significant changes in the family's routine, structure or dynamic might bring up challenging feelings for students (e.g. separation or divorce; or death of a parent, grandparent or pet). This activity focuses on babies as a way of discussing change in a family, however some students may not have younger siblings so other topics relating to change may need to be used as the stimulus for discussion.

- It is important for the teacher to consider and affirm a range of family contexts, parent/carer dynamics and cultural backgrounds that students may describe, to ensure the traditional family structure is not held up as the 'norm', or the only or best way.
- 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

Whole class

30 mins

This activity uses the picture book *Changes* by Anthony Browne (or an alternative text) as the starting point to reinforce the changes that occur in families.

1. Set the scene: Highlight to students that we were all babies once, but have grown and developed and can now do things that we couldn't do when we were younger.
2. Use a shared reading strategy to guide this activity. Provide students with a short period of time to preview the book *Changes* silently as a group.
3. Ask students to share their predictions of the main ideas with a partner. Select a few students to share their predictions. Ask:
   - *What do you think the story will be about?*
   - *How do you know and why do you think this?*
   - *Can you think of any good changes that have happened in your family?* (Introduction of a pet or new sibling, a marriage or new relationship with parents and older siblings)
   - *How have you felt when these changes have happened?*
   - *Can you think of any not so good changes that have happened in your family?* (An argument, loss of a pet or loved one, a separation or relationship breakdown)
   - *How have you felt when these changes have happened?*
4. Read the story to the class. The following focus questions may be used as a prompt to assist students to think about the story:
   - *What are some of the differences we notice between babies, toddlers, young people, teenagers or adults like our parents?* (size, independence, thinking, what they can do, how they speak)
   - *Where do we get this information about what babies can do and what children your age can do?* (our own families; friend's families; watching families on TV, in ads, in magazines; at the movies)
   - *Do we sometimes see children your age on TV or in ads or in movies doing physical things that you can't do? What things?* (e.g. super powers) *Can you believe these things you see in the media all the time?*
5. In the context of the story *Changes*, discuss the needs of a baby and how he/she can impact on other family members. If another text is chosen, discuss the family changes that occur during the story and how this impacts other family members.
6. Babies' needs might include food (milk that sometimes comes from mothers' breastfeeding, sometimes from a bottle), play and someone looking out for them (they can't be left alone or unsupervised, etc).
7. Incorporate ideas about how their own needs, as well as those of others, may also change, causing a shift in the dynamics of the family (e.g. the attention they once had from their parents may have shifted to the baby or person in need; they may be expected to be more independent and self-manage certain tasks).

Ask:

- *How has this made them feel?*
- *What physical things can babies do?*
- *What physical things can toddlers do?*
- *What physical things can you do now?*
- *What games could you play with babies?*
- *What games can you play now?*

8. Discuss how older children can modify their behaviour and habits around the home to support the family in adapting to the baby's arrival. (Helping parents with household jobs and baby routines, looking after or caring for younger siblings, keeping spaces tidy and clean).

Independent or small group

15 min

Students explore and identify activities they are able to do independently to support family change.

1. Have students work together in small groups or pairs to compile a list of tasks they have been able to do and manage themselves as they grow older and become more independent.
   - This could include self-management related tasks such as: packing their own school bag, putting their clean or dirty clothes away, preparing themselves for bed, brushing their teeth, organising their uniform or equipment for sports practice.
2. Have students select a scribe to write down a word to describe, or draw a picture of, each task on strips of paper or post-it notes.
3. Create a pin-up board, poster or use blu-tack to display the words somewhere in the classroom for students to share.

3-2-1 Reflection

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5 min

1. Using suggestions from the students, develop a list of 'feeling' words and emotions that might describe changes that occur in a family. Accept all suggestions, recording words that have both positive and negative connotations (e.g. excited, happy, surprised, disappointed, sad or angry).
   - Students could use these as a stimulus to create their own class 'bank of emotions' photo montage or book. Each student could create a face to match a different emotion. Using these as visual reminders would be a great way for students to refer back to as needed in the future.
2. An alternative option is to provide a set of the emotions/feelings cards and have students select a card each using the strategy think-pair-share to further explore how facial expressions show how people are feeling and to practise naming emotions.
   - Emotions/feelings cards can be downloaded from the site Do2Learn or purchased from Innovative resources.

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.

Environment

Policies and procedures

- Cater to and include different family dynamics and carers in policies and events where parents and carers engage with the school. Consider the importance of celebrating a variety of significant days (outside of Mother's Day and Father's Day) to include greater opportunities for students and families who may not celebrate these days.



gdhr | Growing & developing healthy relationships

Curriculum links

WA Curriculum

Sub-strand: Personal identity and change

- The body's reactions to emotions, and strategies to help manage these reactions

Sub-strand: Interacting with others

- Ways to interpret the feelings of others in different situations to help develop respectful relationships as individuals grow older

International technical guidance of sexuality education

Key concept 1.2 (5-8 years)

- Friendships are based on trust, sharing, respect, empathy and solidarity

Materials

- Picture book where characters show a range of feelings
- Teaching Resource: *Feelings cards* [one set per group]
- Student Activity Sheet: *Reading feelings in others* [one per student]

Before you get started

- 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

Whole class

20 min

Students learn to identify the clues to recognising emotions in other people.

1. Conduct a shared reading of a picture book that shows the characters expressing feelings, such as *I Have Feelings!* or *Things That Make You Feel Good, Things That Make You Feel Bad*. Ask the students:
   - *What might (insert character name) be feeling here?*
   - *How can you tell?*
   - *What body signals do you feel inside when you feel this feeling?*
   - *What signals do we see in others to let us know they are feeling this feeling?* (focus on tone of voice, words used, facial expressions, body language)
2. Explain that you can learn to understand other people's feelings by **looking** at body clues: looking at their faces, looking at the way they stand (body posture) and **listening** to what other people say and the way their voice sounds (tone of voice). Whiteboard this information under the headings of 'looking' and 'listening'.

3. Tell students that we can often guess how others feel but then we should always check by asking. Sometimes we misunderstand how people are feeling and then might respond in a way that is not helpful.
4. Conduct a think-pair-share to discuss how they could recognise when:
   - A friend is sad
   - A friend is excited
   - A brother or sister is worried
   - A parent is disappointed
   - A classmate is shy
   - A parent is angry.

Independent or small group

20 min

Students have the opportunity to practise recognising emotions.

1. Have students form small circle talk circles. Give each student standing in the inside circle, a feeling card from Teaching Resource: *Feelings cards*.
2. Explain that these students must role-play a situation that might give them the feeling shown on the card. For example, if their feelings card is 'happy' then they might mime opening a present and looking happy about what is inside.
3. The students standing in the outside circle must try to guess the feeling, explaining what body clues they saw and what word clues they heard that led them to guess this feeling.
4. Students standing in the inside circle students pass their feelings card to their partner and the outside circle then moves on one person to the right.
5. Repeat the process several times so students are exposed to a range of feelings and have several opportunities to both guess and perform a feeling..

3-2-1 Reflection

10 min

1. Give each student a copy of the Student Activity Sheet: *Reading feelings in others*.
   - Explain each situation and discuss possible answers, focusing on **looking** for body clues and **listening** to words and tone of voice. Have parent helpers or student buddies read to poorer readers. Students fill first blank of each section with someone listed at the bottom of page 2.
2. Have students complete the activity sheet. Discuss the findings as a whole class.

Health promoting schools

Background teacher note: Health promoting schools framework.

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

Sub-strand: Personal identity and change

- Personal strengths, qualities and achievements, and how they contribute to developing identities.

International technical guidance of sexuality education

Key concept: 1.3 Tolerance, inclusive and respect (5-8 years)

- Every human being is unique, can contribute to society and has a right to be respected.

Materials

- Student Activity Sheet: *First ribbon* [one per student]

Before you get started

- The self-esteem and confidence of some students may be an issue during this activity. Be reassuring and have a list of potential firsts prepared to support students struggling to identify something that they have achieved and are happy to share with other students. Don't force all children to share to the class/wider group.

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.

What does it feel like achieving something?

20 min

2. Show students the YouTube clips or a story which demonstrates someone achieving something, and how they felt.
   - One suggestion: riding bike (https://www.youtube.com/watch?v=CUElXdiSY6w) [5:12min]
3. Use the think-pair-share teaching strategy to identify things students have achieved on their own for the first time.
4. Use the brainstorm strategy to discuss how the children in the clips might be feeling before you get it right, when you get it right and after they successfully completed the activity for the first time.

Teaching tip: You may want to split a whiteboard into three parts (before, during, after) to capture the discussion.

5. Ask:

   There are lots of feelings of anger or annoyed in the before part. What keeps you from giving up?

   (*Wanting to get it right, the good feeling at the end, once you do it once it is easy to do again.)*

   What helps us to keep trying to do something and not giving up?

   (*the good feeling when you get it right, people helping you, people cheering you on*)

   What is something you can tell someone else, or yourself, to keep trying?

   (*Don't give up, keep trying, you got this)*

My firsts and achievements

20 min

6. Ask the students:

   Can you run faster now than when you were 3 or 4?

   Can you read better now than when you were 3 or 4?

   Can you ride a bike better now than when you were 3 or 4?

   Are you braver now than when you were 3 or 4?

   What helped you get better at these skills?

7. Provide each student with a copy of the Student Activity Sheet: *First ribbon*.
8. Students are to draw a picture of themselves doing something on their own for the first time (i.e. riding a bike, catching a fish) inside the ribbon.
9. Encourage students to focus on their facial expression in the drawing (e.g. I looked excited when I rode my bike for the first time).
10. Students can also write a short description of their drawing.

Teaching tip: You can give students multiple copies of the activity so they can recognise all different kinds of achievements. They can also do ribbons who achievements they want in the future.

3-2-1 Reflection

Sharing achievements

10 min

11. Invite students to share their personal achievements. Encourage them to explain how they felt before, during and after they successfully achieved their goal.
12. Give the students a few minutes to reflect on their own achievements and to think how their lives might be different now because of their achievements.
13. Invite some students to share their reflections or comments to the whole class.

Teaching tip: Highlight that our personal identities (how we see ourselves and how others see us) change and strengthen through personal achievements and successes.

11. Display ribbons around the classroom or at students desks to acknowledge the achievements of all the students.

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- 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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