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

---

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..

Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

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

Sub-strand: Interacting with others

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

Sub-strand: Understanding movement

- Importance of rules and fair play in partner or group activities, and in a range of minor games and physical activities.

Sub-strand: Interpersonal skills

- Positive choices when participating in group activities

WA Curriculum General Capabilities

Personal and social capability

International technical guidance on sexuality education

Key concept 1.2 Friendship, love and romantic relationships

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

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

- Teaching Resource: Snakes and Ladders board game [one A3 copy per group]
- Enough dice and markers for each group to play Snakes and Ladders
- Student Activity Sheet: How well do we play? [one per pair]
- Range of age-appropriate board games, or gross motor games such as ten pins, quoits, four square.

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.

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 tools: Establishing a group agreement for tips on how to create one and what to include.

1. Revise or create the class group agreement.

Snakes and ladders

25 min

2. Ask the students:

How do we make people feel welcome in our homes?

How can we make people feel welcome if they are new to our class?

How can we make people feel welcome in the playground?

What are some things we can say to others to help them feel included and welcome?

What are some non-verbal signs that might make people feel welcome?

(smiling or a warm facial expression, offering a handshake or hug, appropriate eye contact, facing towards someone or making space for them)

What are some things we might say to others that might cause them to not feel included and unwelcome?

What are some non-verbal signs that might make people feel unwelcome?

(running away from a friend, staring at someone, hitting someone, pulling faces, whispering about someone)

How do you feel when people do not make you feel welcome?

What can you do when a person or a group of people make you feel unwelcome?

(ignore them, move away, play with someone else, tell an adult if it happens often)

What does it mean when someone says “That person plays well”?

(take turns, plays by the rules, encourages others, being a good winner and loser)

What does it mean when someone says “That person doesn’t play well”?

(doesn't take turns, cheats, doesn't congratulate others when they win, doesn't include others)

Why is it important to know how to play well?

(it helps us get along with others, makes us feel happier and feel like we belong)

2. Students form small groups and receive one A3 copy of Teaching Resource: *Snakes and Ladders board game* or similar. They work in groups to establish five 'good playing skills' and five 'bad playing mistakes' to be used on cards for a snakes and ladders game. They should write their good playing skills in green and their bad playing mistakes in red and start each sentence with “You…..” For example:

   "You have your turn quickly" (ladder response)

   "You take a long time to have your turn" (snake response)

3. Have students glue their snake and ladder responses in the appropriate places on their Snakes and Ladder game board with Blu-tac and then pass their completed sheet to the next group. Students then play a game of snakes and ladders using their newly acquired board game, a dice and coloured markers.
4. Discuss the factors that may make it harder or easier to ‘do the right thing’ in some of the ladder responses.
5. **Alternative activity:** Instead of playing the Snakes and Ladders game, the statements developed by students could be used to form a collection of ‘How to play well’ cards. Ask two students to draw a card and then perform a short ‘speed skit’. The rest of the class then decides whether this was a ‘how to play well’ situation. If it wasn’t they then suggest what they think the right thing to do would be and why. Encourage students to perform their skit quickly to maintain interest and expose students to a wide range of skills and mistakes.

Practice good playing skills

20 min

6. Revise the 'good playing skills' and 'bad playing mistakes' from the previous activity.
7. Ask:

   What does a good winner look/sound like?

   What does a bad winner look/sound like?

   What does a good loser look/sound like?

   What does a bad loser look/sound like?

   How do you feel when you play with a bad winner?

How do you feel when you play with a good winner?

How do you feel when you play with a bad loser?

How do you feel when you play with a good loser?

8. Students form pairs and receive Student Activity Sheet: *How well do we play?.* Explain that they are about to play a game with their partner and they are going to try to practise all the good playing skills that they have learnt.
9. Assign a game to each pair (the Snakes and Ladders from the previous activity or other board games or gross motor games such as ten pins, quoits). On the completion of the game, each pair fills out their worksheet together.
10. Have each pair join with another pair and share their findings, particularly the skill they want to practise.

3-2-1 Reflection

Reflection

5 min

10. Students use thought shapes to reflect on their learning. Explain what each shape signifies:

    Triangle: The most important thing I have learnt from doing this activity.
    Square: How I can apply the knowledge and skills I have learnt outside this classroom.
    Heart: How I feel about using the skills and ideas I have learnt.
    Circle: The thoughts still going around in my head after this activity.

11. Students can talk or write about their responses to these shapes.
12. Record the questions raised by students from the 'circle' shape and plan further learning experiences using this information.

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.

- School encourages families to socialise and build community as a way to demonstrate to students how to foster friendships.

Environment

- School's policies and culture promote inclusion and have strategies to promote students playing well together and be welcoming to new students.
- Display and promote strategies near play areas and during sporting events and competitions.
- Award sportsmanship during lessons and assemblies with clear examples.



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