Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Strategies to use when help is needed.
- Strategies to use when needing to seek, give or deny permission are practised.

Sub-strand: Healthy and active communities

- Actions that keep people safe and healthy

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 guidelines on sexuality education

Key concept 4.1 Violence

- It is important to be able to recognise child abuse and understand that this is wrong.

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.

Key concept 5.3 Communication, refusal and negotiation skills

- Communication is important in all relationships including parents/guardians or trusted adults and children, and between friends and others

Key concept 5.5 Finding help and support

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

Materials

- Consent and communication animated video by Amaze (2min 9 sec) (external link).
- Consent activity sheet - enough for one per pair
- What are they saying cards - enough so each pair can have one showing yes card and one showing no card

Before you get started

- Cut out enough of the What are they saying cards so there is enough for one pair to have one card which shows the character showing yes and one card which shows the character showing no and so you have a copy of each different card too. Make two separate piles of the showing yes cards and the showing no cards.
- 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 Tool: Establishing a group agreement for tips on how to create one and what to include.

1. Revise or create the class group agreement.

Video: consent and communication

5 min

2. Watch the video: Consent and communication (2 min 09 sec) in entirety.
3. Ask students:

   What did the animals in the video do when they didn't want to be touched?

   (*Puffed up, moved away, rolled up in ball, spikes*.)

How people show a yes or a no

20 min

4. Ask:

   What does the word 'consent' mean? (Hint: think about the consent forms we use for excursions)

   (*Agreeing to do something, giving permission, letting someone do something, saying 'yes'*.)

5. Explain that just like animals, human's show with their body a yes or a no and we are going to do to an activity to see how. Ask students to form a pair and hand out the Consent activity sheet. Explain that together they need to write how they would ask for a hug and how they would ask for a pencil. Once you have done that, one of you come up and pick up one card from each pile. Put one card in box and one card in another and follow the instructions along.
6. Once most of the students have done gone through the activity bring them back together to discuss.
7. Ask a few pairs to share how they asked someone for a hug and how they asked someone for a pencil.

Teaching tip: Ensure to praise students who use 'please' in their questions.

8. Go through different card by holding it up and ask the students:

   Who had this card?

   Is the person in this card showing a yes or a no to the question?

   How do you know if they are showing a yes/no?

9. After you have gone through all the cards, ask:

   If someone is showing you a no to your question, what are the things you circled on your sheet you said you would do?

   (*Leave them alone, ask a friend)*

   Why shouldn't you hug them or take the pen after they showed you a no?

   (*That is not consent, not nice, not being a good friend)*

   How would you feel if someone did something you told them not to do?

   (Sad, angry, upset)

   Why shouldn't you get angry after they showed you a no?

   (*Because that is mean, it is up to them to decide)*

10. **"Looking at someone's body language can help you to see if they are OK with you touching them. For example, a smile or looking happy. But these things alone don't mean they consent to you touching them. The only way you can know for sure is to ask them and get a 'yes' in return."**

CUPS - rules of consent

10 min

12. Write the acronym CUPS on the board (vertically). Add each of the words 'change mind', 'understand', 'pressure is not OK', 'sure' as you explain the following.

13. Explain:

    There are some important rules about consent. The word 'CUPS' can help us remember these rules.

    Change mind - you are allowed to change your mind at any time. E.g. If you say, 'yes' to a hug and then you don't want to, that is OK. The person is no longer allowed to hug you. And, if you have said, 'yes' to a hug before, it does not mean it is OK for that person to hug you every time they see you. They have to ask each time.

    Understand - you have to understand what you are agreeing to. E.g. If a person asks you for a hug and then they try to give you a kiss, this is not OK and is not consent.

    Pressure is not OK - if someone is pressuring you, this is not OK and not consent. E.g. If you don't give me a hug, I won't be your friend any more.

    Sure - if you are not sure if you want to be touched, the person is not allowed to touch you. E.g. If someone asks you for a hug and you shrug your shoulders and say, 'maybe', this is not consent and the person is not allowed to give you a hug until they are sure you are OK with it.

Thumb up, thumbs down - is it consent?

10 min

14. Using hand puppets or another adult, act out the following scenes and have students give a 'thumbs up' or 'thumbs down' to indicate if it is 'consent' or 'not consent'.

Scenario 1 (C - changes mind)

Character 1: Hi Jay, I've missed you. Can I give you a hug?

Character 2: (arms open, smiling) YES! I'd love a hug, I've missed you too!

Character 1: (runs up very fast to character 1)

Character 2: (steps backwards, looks worried and puts hand up to stop character 1)

Character 1: (forcibly hugs character 2)

Not consent - character one changed their mind and their body language showed this.

Scenario 2 (U- understands what they are agreeing to)

Character 1: Hi Jay, I've missed you. Can I give you a hug?

Character 2: (arms open, smiling) YES! I'd love a hug, I've missed you too!

Character 1: (gives character 2 a warm hug and then kisses them on the cheek).

Not consent - they consented to a hug but not a kiss.

Scenario 3 (P - pressure)

Grandma: Oh how you have grown! I haven't seen you for so long. Come give grandma a kiss! (puckers lips)

Grandchild: No thank you grandma.

Grandma: Oh dear, I won't be giving you the present I brought you then!

Grandchild: (looking sad and unsure) Uhhhh, ummmm, OK.

Grandma: (kisses granddaughter).

Not consent - Grandma pressured the grandchild.

Scenario 4 (S - sure)

Grandma: Oh how you have grown! I haven't seen you for so long. Come give grandma a kiss! (puckers lips)

Grandchild: No thank you grandma but I would love a big hug!

Grandma: Wonderful, I love your hugs! (Gives grandchild a big hug)

Consent - clear and specific.

3-2-1 Reflection

Trusted adults and review

5 min

15. Explain:

    If someone touches you without consent, you are not to blame. Tell them to stop and tell a trusted adult for help.

16. Revise the trusted adult 'helping hand' by asking students to think of 5 adults (one for each finger) that they can go to for help if they need it.

Teaching tip: It is important not to tell the students who their 5 adults are as they will be different for each student.

17. Display the Kidshelpline number (1800 55 1800) in your classroom and remind students that this can be on of the 5 trusted adults they can seek help from.
18. Ask the students to share with the class, in small groups or in pairs what they learnt today.

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.

Partnerships

- 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.



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.



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

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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.



Our own firsts: Personal achievements

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.

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.



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