Curriculum links

WA Curriculum

HPE: Personal identity and change

- Factors that strengthen personal identities, including family, friends and schools.
- Physical, social and emotional changes that occur as individuals grow older.
- Strategies to use when help is needed.

International technical guidance on sexuality education

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

- Butcher's paper and markers

Before you get started

- Ensure a group agreement is established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.
- It is possible that a student has been involved in a traumatic experience. Teachers should know and understand the protective interrupting technique and what, why, when and how it is needed and used before facilitating this activity. It is important that teachers are familiar with the Dealing with disclosures guide and have a risk management strategy in place.

Learning activities

Group Agreement

5 minutes

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.

Whole Class

15 minutes

This activity addresses students' emotional wellbeing by providing a safe environment for them to explore their strengths and challenges.

2. Discuss with students what strengths and challenges people have.
3. Ask students to suggest ability and character strengths that they possess, e.g. I am a good listener, I am good at spelling, I am good at sport, I am a good friend, I care about my family, I help my little brother with… etc.
   - List the strengths on butcher's paper or on an electronic device.
   - Discuss and list challenges in the same way.
   - Provide appropriate examples from your own personal experience, modelling the ability to recognise strengths and challenges as well as opportunities to grow, develop and change.
4. Ask:
   - *Does everyone have strengths?*
   - *Does everyone have challenges?*
   - *Do our strengths/challenges change as we get older?*
   - *What can help us identify our strengths?* (e.g. asking other people, thinking about what we are good at; thinking about when we feel proud)
   - *What can help us identify our challenges?* (e.g. asking other people, thinking about what we are not so good at; thinking about when we feel sad, disappointed, frustrated)
   - *How does knowing what our strengths make us feel?* (e.g. proud, happy)
   - *How does knowing our challenges sometimes make us feel?* (e.g. sad, disappointed, frustrated)

Independent or Small Group

20 minutes

Students are provided with the opportunity to identify their personal areas of growth and how these can be developed to strengthen their personal identity.

5. Display the butcher's paper with the list of strengths from the previous activity. Students individually record at least ten strengths that they can attribute to themselves.
   - Alternatively, provide students with coloured dots or pens/textas to place a 'mark' beside the strengths that they consider they have. This is a great visual representation for all as to where the overall strengths of the class are and does not individually identify students.

6. Have students now individually identify five personal challenges, e.g. something that they had to be brave about; something that made them sad; something they would like to get better at, i.e. personal challenges. Provide examples of each type of challenge.
7. Provide students some reflection time to identify their challenges and how they can address them. Ask:
   - *Does everyone make mistakes? Even adults?*
   - *Do bad feelings about our challenges last forever?*
   - *Can other people help us with our challenges?*
   - *Who might these people be?*
   - *How can positive thinking help us when we are facing a challenge?*

3-2-1 Reflection

15 minutes

8. Invite students to share their list of strengths.
   - Encourage them to provide examples demonstrating that they have that strength by adding ‘because' and expanding the strength statement. For example, "I am a good friend because I listen to my friend when he is feeling sad".
9. Invite students, who feel comfortable, to share challenges they have experienced.
   - Encourage them to provide examples and expand the statement to demonstrate that they understand how the challenge can become an area of growth. For example, "I was challenged when my dog died but I talked to Mum and Dad about how I felt and I don't feel as sad now".
10. Discuss the following questions:
    - *What makes something a challenge?*
    - *Can you remember a time when something was too difficult to do, or to cope with, but is now a strength that you have?*
    - *What did you do to turn a challenge into a strength?*

Health promoting schools

Background teacher note: Heatlh promoting schools framework

Image



Environment

- Be available to students to come to you when they are struggling
- Know your school's policy around bullying and disclosures of abuse

Partnerships

- Let them you will be discussing resilience in case to continue conversations at home.
- Know local services you can refers students or families who may be going through a tough time and need extra support.

How to help someone being bullied

gdhr | Growing & developing healthy relationships

Curriculum links

WA HPE Curriculum

Sub-strand: Interacting with others

- Behaviours that show empathy and respect for other
- Circumstances that can influence the level of emotional response to situations

International technical guidance on sexuality education

Key concept 1.2 (5-8 years)

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

Key concept 4.1 (5-8 years)

- It is important to be able to recognize bullying and violence, and understand that these are wrong

Materials

- Student Activity Sheet: *I know how to show empathy* [one per student]

Before you get started

- It is important to ensure you set up a Group agreement before these activities in order to create a safe environment for all students to feel supported and trusting.
- It may be useful to introduce the concept of bullying by reading one of the following books to the class: *King of the Playground*; *No More Teasing!*; *Lucy and the Bully*. Discuss how the character may be feeling when he/she was bullied and what other characters in the book could have done, or did do, to help this character.
- The website Bullying! No Way. has a number of resources to download, print and display around the school to support this learning activity.

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.

Whole Class

Students consider the skills of empathy and respect and their impact on friendships and relationships.

1. Place the class in a large circle on the floor. Explain that showing you understand how someone is feeling is a skill called empathy. Stress that it is like stepping into their shoes and imagining how they might be feeling and thinking. Explain that empathy helps us make and keep friends. Ask:
   - *Why is it important to show people that we understand how they are feeling?* (it lets them know we share their happiness and achievements; that you are a caring friend; that they are not alone and helps us keep friends)
   - *How could you show empathy to a person if:*
     - *He/she comes first in an art competition at school?*
     - *He/she is new to the school and doesn't know anyone to play with at recess?*
     - *He/she has to speak at the school assembly and hates performing in front of people?*
     - *He/she missed out on going to a birthday party that most of the class was invited to?*
     - *He/she is in Year 3 and falls over in front of all the Year 6 students at assembly?*
     - *He/she got into trouble for something he/she didn't do?*
     - *He/she just got a new baby brother or sister?*
2. Make a Y-chart of what empathy 'looks like', 'sounds like', and 'feels like' in each of these situations to explain this skill further. For example:

   Empathy looks like: Laughing with someone when he/she is happy.

   Empathy sounds like: "You must be so happy you won the art prize".

   Empathy feels like (for the other person): You are letting him/her know you share their happiness.

3. Draw a smiley face on a small soft ball and roll the ball to a student. Ask one of the following questions of the student who catches the ball. Repeat this task with other students. Ask the same question of several students so that they are exposed to a range of opinions:

- *How can we recognise when someone is not being a friend?*
- *Are there some responsibilities that come with being a friend?*
- *What is bullying?* (repeated unkindness to a person, not a single act of unkindness or just one argument)
- *What are some examples of bullying?* (name calling; always leaving someone out of a game; using the phone or computer in a nasty way; embarrassing someone; physically hurting someone; hiding or breaking someone's possessions)
- *How do you think someone who is being bullied might feel?* (highlight feelings such as anger, fear, helplessness, worry, nervousness, sadness)
- *How could you show empathy for someone who is being bullied?* (let the person who is being bullied know that you know how they feel and tell them you know it is unfair; tell the person who is bullying that you know it is unfair)
- *Why should you help someone if you see they are being bullied?* (bullying is not okay; watching or ignoring someone is not a respectful thing to do; it is not their fault; we want a safe and caring school/classroom)
- *Do you think helping someone who is being bullied is a way of showing empathy to them?* (yes)
- *Why is it important to ask a teacher for help when you see someone else being bullied?* (the teacher can help sort out the problem and help the person who is bullying to stop their behaviour)
- *Why do you think some students might find it hard to show empathy and help someone who is being bullied?* (they might think it's not their problem; they might think its dobbing, they might think they will get bullied next; they might worry that the teacher will think they are part of the problem)
- *What else could you do to show empathy if you saw someone being bullied?*

Whiteboard the following five steps:

a. Show this person you know it’s unfair.

b. Show the other person that you know it’s unfair.

c. Tell this person to stop.

d. Move away with the person being bullied.

e. Ask a teacher for help.

- *Who are three adults at our school you could ask for help?* (e.g. duty teacher, class teacher, admin. staff)
- *How does bullying spoil things for all of us?* (we feel worried that we may be bullied next; we feel upset to see someone else being hurt; it makes us feel unsafe in our class)

4. Stress that:
   - If someone gets bullied, it’s not their fault.
   - Asking for help is not the same as dobbing.
   - A teacher can help sort out the problem and help the person who is bullying to stop their behaviour.

Independent or Small Group

Students apply the strategies learnt in the whole class activity to develop a digital poster for public display around the school.

1. Students complete the Student Activity Sheet: *I know how to show empathy.*
2. Students make digital posters and display the five steps around the school.

3-2-1 Reflection

1. 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.

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

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.



Dealing with disagreements

Curriculum links

WA HPE Curriculum	WA Curriculum General Capabilities	International technical guidance on sexuality education
Sub-strand: Interacting with others • Behaviours that show empathy and respect for others. • Circumstances that can influence the level of emotional response to situations.	**Personal and social capability**	**Key concept 5.3: Communication, refusal and negotiation skills** • Communication is important in all relationships including between parents/guardians or trusted adults and children, and between friends and others.

Materials

- Student Activity Sheet: *Good and bad ways to disagree* [one per student]
- 2 finger puppets
- Student Activity Sheet: *What way did they sort it out?* [one per group]

Before you get started

Before you get started

- Protective interrupting - All staff in the room 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 - All staff in the room must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- Be aware that for some young children who have experienced abuse or violence, any sort of confrontation or disagreement will be difficult for them to navigate - it may even be triggering.
- Some students may have already learnt maladaptive ways to deal with disagreements, or they may not be able to use the skills they learnt in class today with their family. It is important they students are encouraged

to practice these skills in the classroom and at school.

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.

What is conflict?

15 mins

2. Present the students with examples of conflict or problems from books or other media (e.g. *Wombat Stew*, *Horton Hears a Who!*, *The Very Cranky Bear*, *Monster Chef*).
3. Invite the students to suggest what signs they saw that conflict was developing.
4. Invite suggestions of strategies for preventing the conflict.
5. Discuss whether the characters involved could have resolved the conflict or whether a third party was needed to intervene.
6. Brainstorm words or phrases that mean 'disagreement' (fight, argument, problem) and decide whether these words or phrases are positive or negative.
7. Say:

   "A fight is different to a disagreement and usually happens when things haven't been sorted out properly and someone feels angry or hurt. Usually when people fight it's because they don't have the skills needed to disagree in a friendly way."

8. Explain that disagreements are a normal part of friendships and sometimes are a good thing because you sort things out. They occur when people don't agree about what is fair or what should happen.
9. Brainstorm the types of things people their age have disagreements or fights about using the 'no names' rule.

Stingray, Jellyfish or Starfish

10 mins

10. Distribute the Student Activity Sheet: *Good and bad ways to disagree* to each student.
    - Explain that the activity sheet shows three different ways of dealing with disagreements:
      - **Stingray** (Aggressive): only interested in winning an argument; not worried about hurting other's feelings; he/she threatens or hurts to get own way.

    - **Jellyfish** (Passive): is scared of disagreements and often pretends they are just not happening; gives in too easily because he/she fears they might lose a friend or because they are frightened.
    - **Starfish** (Assertive): stays calm and tries to sort out an argument with solutions where both people win; says sorry when wrong; asks for help to sort things out; says what he/she thinks or feels without getting angry.
- Draw three Y-charts to explain what Stingray, Jellyfish and Starfish ways of dealing with a disagreement would 'look like', 'sound like' and 'feel like'.
- Using a volunteer student and one of the situations suggested in the second brainstorm above, model the Starfish skills. Discuss the aspects of the Y-chart that were used.
- Explain that these skills make us feel happier but that is takes hard work to learn how to do them properly. It's normal to disagree in a bad way, we all make mistakes.
- Students complete the activity sheet and take home to share with their family. Encourage them to practise their Starfish skills at home with their family.

Scenarios

20 min

Students use provided scenarios to identify good and bad ways to deal with disagreements and offer alternative strategies to deal with the bad ways.

11. Revise the Y-chart developed in the Whole Class activity and then use finger puppets to model Stingray, Jellyfish and Starfish ways to deal with disagreements. Use disagreements suggested by the students. Focus on the skills needed to use the Starfish way and display them on the whiteboard:
    - Speak up in a calm way
    - Say what you feel and what you want
    - Say sorry if you are wrong
    - Ask the other person what they feel
    - Ask the other person what they want
    - Ask for help if you both can't sort it out.
12. Ask:

    How do you think it would feel to solve a disagreement in a Jellyfish way?

    How do you think it would feel to solve a disagreement in a Stingray way?

    How do you think it would feel to solve a disagreement in a Starfish way?

    Do you think practising Starfish ways of disagreeing could help you in real life? Why/Why not?
13. Have students form small groups with a parent helper or older student for each group. Give each group the Student Activity Sheet: *What way did they sort it out?* Students decide whether each scenario is a Starfish, Jellyfish or Stingray way of sorting out a disagreement and then come up with an alternative Starfish way to deal with this disagreement.
    - Share findings and new suggestions. Have students vote on strategies that they think would work the best and role-play, if appropriate.

14. Ask:

 **How did you decide as a group what the best new Starfish way was for each scenario?**

 **Did you have any challenges in deciding as a group?**

 **If you were x in this scenario, how would you feel if you sorted out a disagreement this way?**

 **Why is it important for us to consider the feelings of all people involved in a disagreement and be respectful towards each other?**

 3-2-1 Reflection

---

 Health promoting schools

---

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

Environment

Physical environment

- Posters and other visual reminders of the different ways to disagree as well as communication prompts:
  - *I feel...*
  - *I think you feel...*
  - *How do you feel?*
  - *One way we could solve our problem is...*
  - *What do you think?*

Partnerships

Family

- Encourage students to take the *Good and Bad Ways to disagree* sheet and discuss what they learnt with their family and practice those skills at home.
- 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.

Community

- Host a Constable Care Healthy Relationships Program at your school. Students learn about bullying prevention and respectful relationships.



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