Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Factors that strengthen personal identities, including family, friends and school.

Sub-strand: Interacting with others

- Behaviours that show empathy and respect for others

International technical guidelines on sexuality education

Key concept 1.3 Tolerance, inclusion and respect

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

Key concept 1.4 Long-term commitments and parenting

- There are different family structures and concepts of marriage

Key concept 2.2 Human rights and sexuality

- Everyone has human rights.

Key concept 3.2 Gender equality, stereotypes and bias

- All persons are equally valuable, regardless of their gender.

Key concept 4.1 Violence

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

Key concept 5.5 Finding help and support

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

Materials

- Student Activity Sheet: *I can see prejudice* [one scenario per group]

Before you get started

- Much of children's play reflects themes they see portrayed in stories and in the media, which often include strong stereotypes and prejudices around gender, race and sexuality. Encourage them to talk about where they receive these messages from.
- If the classroom has a home corner, provide a range of dress ups and toys to allow children to explore different roles and ethnic dress; put up pictures of women and men taking on different household tasks and gender roles in a range of ethnic groups.
- Read books that open up the possibilities about what girls and boys can be or do. Suggested reading:
  - *The Sissy Duckling* by Harvey Fierstein
  - *A Proper Little Lady* by Nettie Hilton and Cathy Wilcox
- Have students make a list of actions they can take to help the school/class be a safe and welcoming place for all learners. Review these in a subsequent lesson and agree on a short 'contract' that you as a teacher and your students can agree to.

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 play a game that allows them to experience feelings of inclusion and exclusion and then think about unacceptable reasons for excluding someone from a group.

1. Present the term 'discrimination' and 'prejudice' and ask students to write these terms down.
    1. Discrimination means treating someone unfairly because they are different.
    2. Prejudice means judging someone before you know them.
2. Explain to the students that they will be completing a Y-chart later in the lesson to determine what discrimination looks like, sounds like and feels like.
3. Have students hold hands tightly in a large circle and explain that they are not to let 'the outsiders' into the circle. Ask for 2 volunteers to stand outside the circle and try to get inside the circle. They must wiggle through spaces between people and everyone else must try to keep them out by moving their arms and bodies. Caution students to be gentle when blocking 'the outsiders'. When an 'outsider' gets into the circle, stop the game and the two students standing where the circle was broken (where the outsider snuck through) must now become outsiders. Repeat this process a number of times, giving each student a

turn at being outside the group.
   - Draw a Y-chart on the whiteboard and complete the 'looks like' and 'sounds like' sections.
4. Ask:
   - *How did it feel to be an outsider?*
   - *Why do you think you were kept out?*
   - *How did you act as an outsider?*
   - *How did you want to act?*
   - *Did anyone want to let the outsiders inside the circle?*
   - *How did you feel when you knew you couldn't let them in?*
   - *Have you ever felt like an outsider in a group?*
   - *How did you feel?*
   - *Should everyone be allowed to be part of every group?*
   - *Can you think of reasons for keeping someone out of a group?*
   - *What sort of reasons may be unacceptable?*
   - *What are the choices we have when we see someone is being excluded in our class? (e.g. ignore the situation, ask for help, do something to include them)*
   - *What can we do in our class to make sure that no one is excluded?*
   - *What can we say when we feel that someone in our class is being excluded?*
5. Explain that this activity was intended to help them develop a sense of how it can feel to be outside the group (in the minority), or to feel like they are separate from others. Stress that we can make people feel apart or excluded for a lot of reasons that are unfair, just like the game we played. Complete the 'feels like' section of the Y-chart.

Independent or Small Group

Students explore the idea of prejudice and discrimination and then critically review the impact of discrimination on characters in a range of scenarios relating to gender roles and healthy relationships. Students then develop behaviours/strategies that could be used to deal with each situation.

1. Begin this activity by asking students to identify all the people they can think of who are discriminated against in our society. The students should be able to generate a list that includes people from various cultural backgrounds, people with disabilities, pregnant women, older people, people who don't speak English, people who wear distinctive kinds of dress, people who eat different kinds of food. Whiteboard these suggestions under the heading 'Types of people'.
2. Add a column next to the list titled 'Reasons for discrimination' and have students work in pairs to decide what the main reasons for each group's discriminations are, e.g. language, age, appearance, sex, race. Record the reasons in column 2 on the whiteboard.
   - Review both columns and discuss the possible reasons why these discriminations might exist. Discuss the things that could be done/changed to break down these discriminations.
3. Have students form small groups. Distribute one of the scenario cards from the Student Activity Sheet: *I can see prejudice* to each group. Ask each group to think about how the character is being discriminated against and how this character might feel.
   - Hear feedback and summarise responses on the whiteboard.
   - As a class, have students:
     - brainstorm actions/words that could be used in each scenario that could overcome or break down the prejudice or show that you support this difference.
     - brainstorm actions/words that might be used in each scenario that might help this prejudice continue to exist.
   - Stress that the first set of actions and words are the best ways to overcome prejudice.

3-2-1 Reflection

Have students choose one of the scenario cards and complete the following unfinished sentence:

Things that need to be changed to stop this type of prejudice are: _____

Things that I could say or do to show that I support this difference: _____

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.

Environment

- Students can create posters and signage that outline school rules about inclusion and celebrating diversity.
- School-wide activities that celebrate diversity can be considered and added to yearly calendars of events, e.g. Harmony Day, PRIDE etc. Specific days or celebrations of cultural significance such as Ramadan, Lunar New Year, Hanukkah can also be celebrated or included in class and school programs and activities. Note, these may vary depending on student cohorts within schools and religious affiliated schools.



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

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 Health promoting schools

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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.



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