gdhr | Growing & developing healthy relationships

Curriculum links

WA curriculum links

Sub-strand: Staying safe

- Strategies for seeking, giving and denying permission are rehearsed and refined, and situations where permission is required is described.

Sub-strand: Interacting with others

- Behaviours that show empathy and respect for others

International technical guidance on sexuality education

Key concept 4.3 Safe Use of Information and Communication Technologies (ICTs)

- The internet and social media are ways of finding out information and connecting with others, which can be done safely but can also put people including children, at risk of harm.

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.

Key Concept 5.3 Communication, Refusal and Negotiation Skills

- Effective communication uses different modes and styles, and is important to expressing and understanding wishes, needs and personal boundaries.

WA Curriculum General Capabilities

Personal and Social Capability

- self-awareness
- self-management
- social awareness
- social management

Digital Literacy

Ethical Understanding

Materials

Before you get started

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.

This activity is a revision of the concept of the CUPS framework covered in Year 2 lesson: Consent and communication. More time and detailed explanation may be required if this is a new consent to the class.

Read Educator notes: Consent.

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.

Trigger warning: Let students know you will be talking about relationships, both healthy and unhealthy relationships. Reiterate you want everyone to have safe, healthy, positive relationships, and while we will be promoting healthy behaviours, we do need to discuss unhealthy behaviours. Remind students of their right to pass and to speak to teacher/other support if required.

Revision: What is consent?

10 min

2. **Ask:**

   What do you think the word 'consent' means?

   (Agreeing to do something, giving permission, letting someone do something, saying 'yes', when everybody involved agrees to what is happening)

3. **Explain**

   There are some important rules about consent. The word 'CUPS' can help us remember these rules. Let's use hugging as an example to explain the rules about consent.

   C - 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 the person to hug you every time they see

you. They have to ask each time.

U - 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.

P - pressure is not OK - if someone is pressuring you, this is not OK and not consent. E.g. If someone says something like, 'If you don't give me a hug, I won't be your friend anymore.'

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

4. **Ask:**

   What are some examples of when we need to ask for consent (or permission)?

   (To touch another person - hugs, kisses, holding hands, tickling, playing; joining a team; joining a game - online or offline; sharing a photo online; sharing food; borrowing something; accepting a friend request online).

Sharing photos

5 min

12. **Explain:**

    "Asking for consent, and listening to the answer, is an important way for us to show respect to other people. One situation where we need to ask for consent is sharing photos."

13. **Ask:**

    How might someone share a photo?

    (Show them on a phone/tablet, show them a printed photo, put it on a website, post on social media, send in a message, share in group chat, etc)

Scenarios and emotion statues

30 min

7. Explain that you are going to read some scenarios and ask the students to make emotion statues to show how a character in the scenario might be feeling. Emotion statues don't use sounds or words, just body language and facial expressions. After each scenario, select a few volunteers to share what their statue is feeling. Use the **questions** below each scenario to guide discussion.

8. Scenarios:

    1. One: Ali and Max are good friends. On the weekend Ali went over to Max's house for the afternoon. They were having fun playing lots of different games and taking silly photos. On Monday, Max posted the photos on social media. Ali doesn't want the photos posted online.

        Should Max have asked first?

    2. Two: Sam makes a funny face at a birthday party over the weekend. His classmate Jamie secretly takes a photo and sends it to his other friend without asking. Sam is now upset.

        What should Jamie do now?

    3. Three: Ava trips while running and falls over. Instead of helping, Liam takes a picture and shows it to others later.

        What could Liam have done instead? How can we help when someone is hurt or embarrassed?

    4. Four: Kayla is wearing a costume for a class play rehearsal. Her twin brother Ben takes a photo and shares it with some of his friends before Kayla is ready to show anyone.

        When is it okay to share photos?

    5. Five: On a school excursion, Mia falls asleep on the bus. An older student that Mia doesn't know takes a picture and posts it in a group chat.

        Did Mia give permission? What should the other student do after realising it wasn't okay?

    6. Six: Ethan draws a picture he feels shy about. Alex thinks it's really impressive and takes a photo that they share with others in the class.

        Are some things meant to stay private? What is a good way to be a trusted friend?

Health promoting schools

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

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.
- Share information with parents and carers surrounding key messages and protective behaviours language to reinforce learning at home.

Curriculum/Policies/Physical

- Collaborate with ICT or Digital Technologies staff to coordinate a whole-school approach to respectful phone use and image sharing. Encourage students to create posters or signs that show examples of respectful photo taking and sharing.

Policies and procedures

- Develop photography and image-sharing policies and procedures that protect students and staff, as well as reduce risk of AI-generated deepfakes and other forms of image misuse. For further information see: eSafety Commissioner - Sharing school imagery in the age of AI: risks, deepfakes, and how to protect students and staff | GDHR.



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.



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Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Physical, social and emotional changes that occur 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 6.4 Body image

- All bodies are special and unique and people should feel good about their bodies.

Materials

- Photos that represent personal milestones from birth to present
- Student Activity Sheet: *My Life chart 0-8* [one A3 copy per student]
- Student Activity Sheet: *My Life chart 16-30* [one A3 copy per student]

Before you get started

- Send a letter home to families letting them know you will be running this lesson and to request photos of the student at ages: Birth, 2 years old, 4 years old, 6 years old and right now. These images will assist students in recalling visually (and promoting feelings and memory) of their life before 'now'.
- Some students may have experienced, or are currently living through, a traumatic event. Teachers should be aware that this activity might be a trigger for them. It is recommended that the teacher only use these activities once they have an understanding of each student's family life and current situation.
- 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

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.

How differently people grow and change

10 min

2. Invite students to arrange themselves in a line according to oldest to youngest. Indicate which end of the line is the oldest and which is the youngest. (An alternative if space does not allow would be to have students raise their hand or stand as the months of the year are called out).

Teaching tip: Teachers may need to provide each student with their birthdate/birth day/month on a card to show and compare with each other.

Teaching tip: Challenge the students to arrange themselves accurately within 2 minutes. Make the activity more challenging by instructing the task is to be done in complete silence, similar to the silent card shuffle teaching strategy.

3. Check and evaluate the students' success at arranging themselves in the correct order and encourage students to arrange themselves in correct date order, for each month.
4. Ask:

   Are there any patterns in the line? Does the line have anything to do with height, gender, anything else?

   (*No, age does not necessarily equate to height or any other differences in people).*
5. Discuss the results and talk about how everybody is approximately the same age but there is a lot of variation amongst the group in regard to physical traits, personalities and experiences.

Personal milestones

20 mins

6. Ask:

   What does the word milestone mean?

   (*Something important, an achievement, a goal, part of growing up, like walking, talking can be other things like first job, moving out.)*
7. Explain that by identifying our personal milestones we get a sense of achievement and a stronger self of who we are or *self-awareness*.
8. Present each student with an electronic or hardcopy of the Student Activity Sheet: *My Life chart 0-8*. Ask students to think about the different elements (i.e. picture, approximate height, favourite foods, toys,

what will be important to them, etc.) and what they can remember or recall for each over time. Some elements may need to be completed at home as a discussion between parents and students as the students may not recall the early years of their life.

Teaching tip: For the milestone, reminder a milestone is an achievement, goal all a part of growing up. They may want to write talking, walking or when they started school, when they learned to swim, or ride a bike.

9. Have students write or draw for each element and bring photos to add (or they can draw themselves).
10. Provide them the opportunity to reflect and record the reasons they valued or enjoyed the elements they identified as favourites.
11. Ask:

What things have not changed over your lifetime?

What things did not change over your life?

How did you feel when something changed in your life (e.g. you got a new pet/moved house/changed schools/changed friends/moved interstate/arrived in Australia/new country)?

(*Scared, excited, nervous, nothing.)*

What did you include as your milestones as you grew up?

Future milestones

15 mins

12. Present each student with an electronic or hardcopy of the Student Activity Sheet: *My Life chart 16-30* to complete as they did with the first worksheet. Ask students to think about they wrote for their first worksheet and think about how they will change, or not, as a 16- and 30-year-old.

Teaching tip: Encourage students to be positive about their future, and to think about what they would want - not what is expected of them.

13. Ask:

What do you think will change from now to when you are 16 years old?

(*No favourite toy, or favourite toy might be a video game. What is important to me might change. You will be a lot taller, favourite activity might be more of a 'teenager-activity' or more things you can do)*

What do you think will stay the same?

(*Your favourite activity might be the same, some things that are important to you and your favourite food might be the same, number of family members might be the same.)*

Anyone want to share what their milestone at 16 was?

(*Getting a driver's license, getting a job, being more independent, being smarter, getting ready to be an adult)*

What do you think will change from when you are 16 years old to 30 years old?

(*Height but by slightly taller, activities may change as you mature, number of people in your family)*

What do you think will stay the same?

(*Your favourite activity might be the same, some things that are important to you and your favourite food might be the same)*

Anyone want to share what their milestone at 30 was?

(*Career, family, marriage, independence, older, smarter, champion at an activity)*

Was it easy or hard to guess what your life will be like when you are older?

(*Some of if was easy, some of it is hard because you don't know*)

14. Say:

"Life is full of change, whether that be changes due to growing up and reaching milestones, or whether unexpected things happen. We can't always predict the future, but it is important to have a positive outlook on life, and celebrate milestones as we achieve them."

3-2-1 Reflection

Change

5 mins

15. Ask

What are your thoughts about this comment, "Change will definitely happen"?

Is change a good thing or a bad thing?

(*Change be good, bad or neutral - depends on what it is)*

Does thinking positively about a change affect how we feel about that change?

(*It can help us deal with change if we are struggling, especially if it's change about growing older*)

What can you do if you are feeling very sad about change

(*Talk to a trusted adult, your teacher, a friend, your parents.)*

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.



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

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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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