Curriculum links

WA HPE Curriculum

Sub-strand: Staying Safe

- Protective behaviours and strategies to remain safe in uncomfortable or unsafe situations
- Strategies to ensure safety at home and at school
- Strategies for seeking, giving and denying permission are rehearsed and refined, and situations where permission is required are described

Sub-strand: Interacting with others

- Positive influence of respect, empathy, and the valuing of differences in relationships and in society
- Strategies to cope with adverse situations and the demands of others

International technical guidelines on sexuality education

Key concept 1.3 Tolerance, Inclusion and Respect

- It is disrespectful and hurtful to harass or bully anyone on the basis of their social, economic or health status, ethnicity, race, origin, sexual orientation, gender identity, or other differences

Key concept 4.1 Violence

- Sexual abuse, sexual harassment and bullying (including cyberbullying) are harmful and it is important to seek support if experiencing them

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

Key concept 5.5 Finding Help and Support

- There are different sources of help and support in school and the wider community

Materials

Student Activity Sheet: *Ways to show self-respect and stand up for myself* [one per student]

Before you get started

- Revise Year 3 Learning Activity: How to help someone being bullied.
- The website Bullying! No Way. has a number of resources to download, print and display around the school to support this learning activity.
- Read Educator Note on Cyberbullying

Learning activities

Group agreement

5 min

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 aspects of self-respect and identify ways to protect themselves from being bullied.

1. Explain that self-respect is when you value and accept yourself and believe that you should be treated well by others. If you have self-respect you are also careful to keep yourself safe.
2. Conduct a circle talk strategy to ask the following questions. Ask the questions repeatedly so that students are exposed to a range of opinions:
   - *How does someone who has self-respect behave?*
   - *How does someone with self-respect keep themselves safe if they receive a nasty text message or Facebook message?*
   - *How does someone with self-respect keep themselves safe if one person keeps telling them they can't join in their games?*
   - *Can you remind your partner what bullying is?* (it's repeated unkindness to a person, not a single act of unkindness or just one argument)
   - *Give each other some examples of bullying.* (e.g. 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)
   - *Is it a person's fault if they are bullied?* (no, it is always the fault of the person who bullies)
   - *Why do some people get picked on more than others?* (they may appear nervous so other children think they are easy to boss around; they may appear different, but this is not an excuse to bully someone; they may not stand up for themselves when they have been teased in the past)

- *What does someone look and sound like when they are being confident?* (they stand tall, they look people in the eye, they talk with a loud voice in a friendly way, they don't use a baby or silly voice, they don't ignore it if someone is mean to them)
- *Why do you think acting confidently can protect you from being bullied?* (you look like you have self-respect and might stand up for yourself if you are bullied so someone is less likely to be mean to you)
- *Why is asking a teacher for help what someone with self-respect would do if they couldn't stop someone from bullying them?* (asking for support means you value and care for yourself and want to keep safe. Asking for help is not dobbing or getting someone into trouble)

3. Conduct a brainstorm on *What can you do to respect and stand up for yourself?*
   - Ensure students consider strategies such as thinking for yourself, being positive, trying to stay calm when you are feeling angry or nervous, showing respectful body language, listening to others, sharing and taking turns, being a good sport, saying no to things that you do not want to do, telling someone being mean to you (or others) to stop it in a confident voice, asking an adult for help if this doesn't work.

Independent or Small Group

Students consider actions to take if they see someone else being bullied and identify strategies to protect self and others from bullying.

1. Discuss with students what they could do if they saw someone being bullied.
   - Show this person you know it's unfair.
   - Show the person who is bullying that you know it's unfair.
   - Tell the person who is bullying to stop.
   - Move away together or do something else with that person.
   - Ask a teacher for help if the bullying continues.
2. Give each student the Student Activity Sheet: *Ways to show self-respect and stand up for myself* and have them complete it in pairs. Hear feedback and stress that the strategies they have identified might be different for different situations.

3-2-1 Reflection

Small Group

Optional Activity

1. Students work in pairs or groups of 3 to role-play scenarios from the activity sheet they just completed.
2. Students can take turns to practice responses. An additional third role of a bystander or a trusted adult can be included in scenarios. If students do not want to participate in the role play, they can observe and provide feedback for their peers.

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 develop a poster or a class set of big picture books for younger students to inform them of ways to show respect and stand up for themselves. Encourage them to use the information from the brainstorm and the student activity sheet as quotes for their poster**.**



Consent: Understanding consent (non-intimate)

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 are described.

Sub-strand: Interacting with others

- Strategies to cope with adverse situations and the demands of others

International technical guidance on sexuality education

Key Concept 4.2 Consent, Privacy and Bodily Integrity

- Everyone has the right to decide who can touch their body, where, and in what way

Key Concept 5.1 Norms and Peer Influence on Sexual Behaviour

- Peers can influence decisions and behaviours related to adolescence and sexuality

WA Curriculum General Capabilities

Personal and Social Capability

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

Digital Literacy

Ethical Understanding

Materials

- Whiteboard to write scenarios on
- A4 paper - 1 per student
- Pens

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.

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.

Consent Stories

25 min

2. **Ask:**

   Do you know what consent means?

   (Consent means giving permission. Not giving consent means not giving permission.)

3. Split class into four equal groups. Each group is given a scenario and needs to build on the story. Tell class that it doesn't have to be a story from their own life, it could be a story from a book, movie or song.

   Stories can be a few lines about who the person was and how each person felt.

4. Scenarios:

   1. Took something without asking
   2. Didn't want to do something
   3. Asked their parents/carers to go somewhere

4. Asked to spend time together

5. Ask groups to share what stories they came up with.

6. After each story is shared, **ask** the group:



Who gave consent or didn't give consent in that story?



How did each person feel?



What did asking for consent sound like/could have sounded like in that story?

Consent at home

 **10 min**

4. **Discuss:**



As children, our parents, grandparents, guardians or caregivers need to ask us to do things to help out around the house or look after our bodies. Who can think of a job they've been asked to do that they really didn't want to do? Consent with these people can be different. We might not want to clean our room or feed the pets because we have other things we would rather do.

5. **Ask**



What is different about consent when our parents or caregivers ask us to do, or not do something?

(To keep bodies healthy - clean teeth, brush hair, help around the house - sweep floor, feed pets, tidy room, to help you learn - do homework, practice piano).

6. **Say:**

It's important to know that no one should be asking you to do anything that would harm you or that really scares you. If you have been asked to do something that hurts or scares you, who could you talk to about that?

Helping hand

15 min

7. Ask students to hold up one hand (5 fingers) and see if they can list a trusted adult for each finger.
8. Tell class that they may have done this activity before, but it can be helpful to repeat. In pairs, give students a piece of A4 paper each and have them trace around their partner's hand on a piece of blank paper.
9. Ask students to write the name of a trusted adult on the end of each finger. They do not have to have 5, they can have more or less. Remind students that trusted adults can include teachers, police officers, doctors, family friends, etc.

Teaching tip: It is very important not to list the trusted adults for students to write (e.g. Do not tell them to write mum on the first finger, dad on the second finger, etc). For some students these may not be trusted adults in their lives.

10. Students are encouraged to take home their helping hand and put it up on the fridge or somewhere they can see often to remind them of who is there to help them if they need.

3-2-1 Reflection

Reflection questions

5 min

11. Ask:

Where are you going to try and notice consent asking?

(Home, sport team, with friends)

How can you model consent asking?

How can you demonstrate giving no consent?

What did you learn about consent today?

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.



Saying no

Curriculum links

WA Curriculum

Sub-strand: Staying safe

- Protective behaviours and strategies to remain safe in uncomfortable or unsafe situations
- Strategies for seeking, giving and denying permission are rehearsed and refined, and situations where permission is required are described

Sub-strand: Interacting with others

- Strategies to cope with adverse situations and the demands of others
- Positive influence of respect, empathy, and the valuing of differences in relationships and in society

International technical guidance of sexuality education

Key concept 4.2 (9-12 years)

- Key idea: It is important to understand what unwanted sexual attention is and the need for privacy when growing up

Key concept 4.3 (9-12 years)

- Key idea: Internet and social media use require special care and consideration

Key concept 5.3 (9-12 years)

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

Materials

Consent for Kids video

Before you get started

- Consider the timing of this lesson given the possible triggering content. It may be best delivered before a lunch break or at the end of the day so that students have time to process information before another lesson and have time to seek help if required. Be aware that discussing topics such as sexual consent and sexual assault can be upsetting for people as they reflect on their own experiences or that of people close to them.
- Liaise with the school health team (e.g. Community health nurse, school psychologist) to inform them of the content you will be covering in class.
- Protective interrupting - Teachers need to know and understand how to use this technique to prevent students form potentially disclosing sensitive information or abuse in front of other students.

- Managing disclosures - Teachers must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- Exploring my own values - Consider your own thoughts, feelings, attitudes and values on this topic and be aware of how they may influence the way you present this activity. Be aware of your own self-care and support networks.
- Read background educator notes:
  - Consent
  - Respectful relationships
  - Protective behaviour education
  - Gender stereotypes, roles and expectations
- For students with additional support needs or disability, consider using resources from SECCA including visual examples and social stories. Introduction to Consent - SECCA

Learning activities

Group Agreement

5 minutes

Teaching tip: A group agreement must be established before any Relationships and Sexuality Education (RSE) program beings to ensure a safe learning environment. Read: Establishing a group agreement for tips on how to create one and what to include.

1. Create or revise the class group agreement

Consent for kids

10 minutes

2. Watch the video: Consent for Kids (2 min 42 sec) in its entirety.
3. Ask students:

   Who can decide who is allowed to touch you?

   (Myself.)

   How can we check if someone is okay with touching or hugging them?

   (Ask, look at their body.)

   What can you say if you want to ask a friend to hold their hand?

   (Can I please hold your hand? Is it okay if I hold your hand?)

We talked about touching in real life but what about online? Do you need permission to post photos of other people online?

(Yes - you always need to ask people if it is okay to post photos of them online.)

Teaching tip: You may want to consider writing up the answers on the board to further highlight the key messages.

CUPS - Rules of consent

5 minutes

Teaching tip: This activity is a brief revision of the concept of consent and the CUPS framework covered in lower primary GDHR lessons. More time and detailed explanation may be needed if this is new content. If you know students went through the CUPS acronym in previous lessons you may want to ask the students what they remember and adding the correct answers to the board before explaining the acronym in full.

4. Ask:

   Think back to the video we just watched, 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.)
5. 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.
   - Change mind - you are allowed to change your mind at any time. E.g. If you say, 'yes' to a hug and then you don't want to, that is OK. The person is no longer allowed to hug you. And, if you have said, 'yes' to a hug before, it does not mean it is OK for that person to hug you every time they see you. They have to ask each time.
   - Understand - you have to understand what you are agreeing to. E.g. If a person asks you for a hug and then they try to give you a kiss, this is not OK and is not consent.
   - Pressure is not OK - if someone is pressuring you, this is not OK and not consent. E.g. If you don't give me a hug, I won't be your friend anymore.
   - Sure - if you are not sure if you want to be touched, the person is not allowed to touch you. E.g. If someone asks you for a hug and you shrug your shoulders and say, 'maybe', this is not consent and the person is not allowed to give you a hug until they are sure you are OK with it. you for a hug and you shrug your shoulders and say, 'maybe', this is not consent and the person is not allowed to give you a hug until they are sure you are OK with it.

Practicing saying no

20 minutes

6. Explain:

   Everyone has a right to say no to touch or to someone posting a photo of them online. But for some people it can be pretty hard to say no to people, especially when it is someone older than you, a family member or you do not wish to offend/upset the person.

7. Ask:

   What are some ways you can tell other people you do not want to be touched?

8. Write the responses on the board so all students can see.
9. Using a grouping strategy, place students into groups of 3,
10. Explain

    We are going to practice saying no. In your groups, each take turns, with one person asking another person "Is it okay if I hug you?" and the other person is to say no, the third person will just watch. Once someone has answered, change roles so everyone has a go at asking and saying no two or three times. Each time you say no, try a different way of saying it. You can use the words on the board or use your own words.

3-2-1 Reflection

Practice saying no reflection

10 minutes

11. Ask students to discuss the following questions in their groups:

    Was it easy saying no for the first time?

    Was it easier coming up with your own words or using words from the board?

    Do you feel more confident to say no?

Teaching tip: You may want to write these questions on the board while they are doing the activity, have them on a Powerpoint Slide or printed on a paper (one per group).

12. Once students have finished, explain:

    It is important we all feel confident to stand up for ourselves and say no when we don't want someone to touch us or post photos of us on the internet.

    Sometimes even though we say no to people, they do not listen to us and touch us or post a photo of us without our permission. That is not okay.

    What can you do if someone does touch you or posts a photo without your permission?

    - (Keep saying no, run away, push them away, speak to a teacher or trusted adult, ask them to take down the photo).

It is really important to tell an adult if someone touches you in a private area, like your genitals. Even if someone threatens you or is someone you know - telling a trusted adult can help protect you and look after you.

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

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

14. Display the Kids Helpline number (1800 55 1800) in your classroom and remind students that this can be one of the 5 trusted adulst they can seek help from.

15. Reiterate the take home messages of the lesson:

    Only you can decide who can touch your body or what gets shared online - no one else. You should ask other people if it is okay to touch them or share picture of them online. You can say no to other people, including adults, to touching your body or posting pictures of you online. Remember what you can do to keep yourself safe and who to go to for support.

Health promoting schools

Background teacher note: Health promoting schools framework.

Environment

- School environment encourages students to express their emotions, in safe and appropriate ways.

- Display posters or flyers for support services such as the Kids Helpline.
- Display posters or flyers to remind students to ask for consent or permission before they try and touch others. Have students develop these visual tools with images and text, considering different ages and stages of learning.

Partnerships

Family

- Talk Soon. Talk Often: a guide for parents talking to their kids about sex is a free hardcopy resource that can be bulk ordered by schools and website. Send a copy home to parents prior to starting your RSE program. The booklet offers ages and stage related information on puberty (and other topics) so that parents can reinforce the topics covered in class. (How to order hard copies.) Provide the link to parents on school websites and social media.
- Order copies of *Puberty* and *Relationships, sex and other stuff* to be sent home for parents. Provide the link to parents on school websites and social media.
- Run a parent workshop and run this activity with parents to model the content that will be covered in your RSE program.
- Run a parent and child evening session, where the children can teach the parents what they have been learning about.

Take home activity:

- Ask students to talk to the adults on their 'helping hand' and tell them that they are one of their trusted adults they would talk to if they needed help..



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Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Ways to respond positively to challenges and failures, including the use of resilience and persistence.

Sub-strand: Interacting with others

- Strategies to cope with adverse situations and the demands of others
- Strategies to identify and manage emotions before reacting

International technical guidance on sexuality education

Key concept 5.3 Communication, refusal and negotiation skills (9-12 years)

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

Materials

- 2 A3 signs, each with one of the following sentences: *Pessimistic thinking is negative and unhelpful.* and *Optimistic thinking is positive and helpful.*
- 7 small boxes suitable for the letterbox survey slips. Number each box from 1-7.
- Student Activity Sheet: *Has this ever happened to you?* [one per student]
- Teaching Resource: *Positive ways to deal with challenges and set-backs* [place on interactive whiteboard or photocopy one per student]
- Student Activity Sheet: *I know how to respond positively* [one per student]
- Student Activity Sheet: *Reflecting on my resilience skills* [one per student]

Before you get started

- Teachers should know and understand the protective interrupting technique and what, why, when and how it is needed and used.
- This activity might reveal a student who is struggling with their mental health or experiencing hardship. Consider having the school psychologist or another staff member in the room to support and follow-up.
- Students are likely to have many questions that they may feel uncomfortable to ask in front of others. Providing a question box for students to place their questions in anonymously will ensure their questions are answered in a safe environment. Refer to the Guide: Question box for further information.

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.

Resilience, Negative and Positive

30 mins

2. Write a class definition of each of the following words: **Resilience, Negative, Positive.**
3. Create a Y-chart for each of the words, identifying what each characteristic looks like, sounds like and feels like.
4. Put up each of your A3 signs about positive and negative thinking and have students add examples of each.
   - Have students add examples of each to the appropriate signs. Display these around the classroom.

Teaching tip: You can make this activity last longer and use arts and craft to make the signs more appealing. When students display pessimistic thinking ask them to think again and refer to the Optimistic thinking sign to change their thinking to be more positive.

5. Have students conduct a letterbox survey using the questions on the Student Activity Sheet: *Has this ever happened to you?.* Students tear off their responses and post in the corresponding numbered boxes.
6. Once completed, separate the students into 7 groups to tally the yes/no responses from the box allocated to them. Hear findings from each question.
7. Ask:

What do these results tell us?

(everyone has bad times that don't last forever; everyone has bad things happen to them that they can't change; everyone makes mistakes; everyone feels rejected, lonely, sad at some stage in their life)

How does it help to know that everyone has setbacks, unpleasant feelings and bad times?

(we understand that they are a normal part of life)

Why do we sometimes think that setbacks, unpleasant feelings and bad times only happen to us?

(when these things happen it's hard to think about other people; other people often don't share these things with us)

What happens if we take things personally and are our fault?

(we feel helpless and less likely to bounce back from these unpleasant feelings by problem-solving and looking for ways to cope)

Why don't bad times usually last?

(time makes things seem better; other people help; we work out ways to solve our problems; situations change)

How are mistakes useful and necessary?

(we can learn from them; no-one is perfect; trying to be perfect is stressful)

What are some things you could put into the category of 'just can't change' when we are thinking about what caused setbacks or challenges?

(the weather; illness or death; moving school; some family issues; being in the wrong place at the wrong time)

How do we often feel in these challenging situations?

(angry; sad; worried; frightened)

When is it useful to feel anger?

(we may need to stand up for our rights or protect ourselves in some way)

When is it not useful to feel anger?

(when it controls us so that we can't use helpful thinking and we act in a way that we may regret)

Why is it useful to feel sad?

(it is a useful way to grieve; it helps us move on; it lets us know what we value, important to express our emotions)

Is it useful to feel a little bit of worry or nervousness before we take on a challenge like talking in front of the school at an assembly?

(yes, a little bit keeps us motivated and makes us try hard, but too much worry makes it impossible to think properly and no worry at all may make us feel overconfident)

Is there one best way to manage intense emotions?

(no, it depends on the circumstances but usually it helps if you can find a way to calm down what's happening in your body; use self-talk and optimistic thinking; and then find a way to solve the problem in a calm way)

Why is it important to correctly name and recognise our feelings?

(this helps us use the right calming strategies, self-talk and optimistic thinking and problem-solve in the correct way. For example, we may think we are furious when we are really just annoyed. The way respond to each of these emotions would be different.)

Applying thinking styles

20 mins

8. Explain that when we experience challenges and failures like the ones we talked about in the last activity there are 3 things we can do to bounce back from these setbacks.
9. Whiteboard:
    a. **Calm** down the body
    b. **Think** optimistically
    c. Use **self-talk**
10. Place Teaching Resource: *Positive ways to deal with challenges and setbacks* on the interactive whiteboard or give out one copy to each student.
11. Introduce the skill of **calming down the body** and brainstorm strategies students use to distract them when they are angry, sad, disappointed, etc. For instance; exercise, listen to music, play with a pet, deep breathe.
12. Introduce the skill of **thinking optimistically** and explain that it is thinking (when things are bad) that:
    a. 'Things will get better soon – this won't last forever.'
    b. 'I don't like what's happening, but it happens to everyone, not just me.'
    c. 'It's just this bit that isn't alright; everything else in my life is OK.'
13. Explain that it is more useful than **thinking pessimistically**, which is thinking that:
    a. 'Things won't get better soon – this will keep happening to me.'
    b. 'I don't like what's happening. It's because I'm dumb or unlucky.'
    c. 'Everything in my life seems bad because of this.'
14. Explain that optimistic thinking needs to be practised and that even the most optimistic person sometimes takes a while to start thinking this way when they experience bad times. Emphasise that optimists feel happy and confident; have good health and live longer and are more successful at school, work and in their relationships.
15. Ask:

    Can you think of an optimistic person you know? What do they do or say that is optimistic?

16. Introduce the skill of **positive self-talk** and explain that it is a positive inner voice that makes you feel good about yourself and the things that are going on in your life. It is like having an optimistic voice in your head that always looks on the bright side. Positive self-talk can boost your confidence when things go wrong; can help keep intense feeling under control and help you make friends. For example: "These clothes look pretty awesome on me and I feel great when I wear them", "I can totally make it through this exam", "I don't feel great right now, but things could be worse!" Negative self-talk is a negative inner voice that makes you feel bad about yourself and things that are going on. It can put a downer on anything, whether it is good or bad.
17. Have students form small groups and give them a copy each of the Student Activity Sheet: *I know how to respond positively*.
18. Ask students to choose 3-4 situations to discuss as a group and decide on useful calming strategies; optimistic thinking; and positive self-talk to use in each situation.
19. Once completed ask some groups share their ideas.

3-2-1 Reflection

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20. Give students the Student Activity Sheet: *Reflecting on my resilience skills* and, using a think-pair-share strategy, have them complete and share with a partner. This resource can be used to create a class

poster/chart. Students can then refer to it in the future when they need to be reminded of these strategies.

21. Students should take this activity home to share with their family.

Health promoting schools

Background teacher note: Health promoting schools framework.

Partnerships

Family

- Talk Soon. Talk Often: a guide for parents talking to their kids about sex is a free hardcopy resource that can be bulk ordered by schools and website. Send a copy home to parents prior to starting your RSE program. The booklet offers ages and stage related information on puberty (and other topics) so that parents can reinforce the topics covered in class. (How to order hard copies.) Provide the link to parents on school websites and social media.
- Run a parent workshop and run this activity with parents to model the content that will be covered in your RSE program.
- Run a parent and child evening session, where the children can teach the parents what they have been learning about.



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Curriculum links

WA HPE Curriculum

Sub-strand: Interacting with others

- Strategies to cope with adverse situations and the demands of other
- Strategies to identify and manage emotions before reacting

International technical guidance on sexuality education

Key concept 5.3 (9-12 years)

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

Materials

- Student Activity Sheet: *Things that make me go Grrr...* [one per student]
- Book: *How to take the Grrr out of Anger* (Elizabeth Verdick and Marjorie Lisovskis)
- Student Activity Sheet: *I know how to manage intense emotions*
- Optional: Feelings Wheel (for identifying and naming a range of emotions)

Before you get started

- The Year 4 activity: Responding to challenging situations should be completed before this activity to ensure students have an understanding of the concepts of optimistic thinking and positive self-talk.
- Ensure that students understand and consider internal and external body signals (in self and others) associated with a range of feelings.

Learning activities

Whole Class

Students will discuss different intensities associated with similar feelings and then consider coping strategies to deal with intense emotions, e.g. ways to calm the body; optimistic thinking; and problem-solving.

1. Split class into four equal groups. Display the following lists of emotions on the board or electronic display. Use the first set of emotions to demonstrate the task. You might wish to use other emotions from the Feelings Wheel during this activity.

   (1) furious, enraged, cross, irritated, angry, annoyed

   (2) unhappy, despairing, grief-stricken, sad, blue, a bit down

   (3) puzzled, confused, shocked, stunned, surprised

   (4) satisfied, happy, pleased, delighted, overjoyed, ecstatic

   (5) worried, nervous, stressed, overwhelmed, anxious

2. Ask for 6 volunteers to demonstrate each of the emotions in the first list (furious, enraged, etc.). Introduce the word and concept of 'intensity'. Ask student volunteers to act out various levels of intensity for their allocated emotion, then ask the class to order the 'emotional acts' from low to high intensity.
3. Allocate lists 2-5 to the four groups, check students' understanding of each of the listed emotions. In their groups, have students sort their group list of emotions from low intensity to high intensity. Ask:
   - *Which of the emotions were difficult to sort? Why?*
   - *Which of these emotions are pleasant and which ones are unpleasant?*
   - *Why do we have feelings?* (pleasant feelings tell us when something feels good and unpleasant feelings can tell us we need to look after ourselves and others, fix a problem, or notice that something not-so-good has happened)
   - *What are some possible bad effects of intense or strong feelings?* (feeling overwhelmed, may harm self or others, may do things we regret, may make bad decisions)
   - *Can we change how we are feeling? How?* (sometimes, but it may take a while. We can use positive self-talk or optimistic thinking to try to change the way we are thinking, which can change the way we feel about a situation)
   - *Why is it useful to feel anger?* (we may need to stand up for our rights or protect ourselves in some way)
   - *When is it not useful to feel anger?* (when it controls us so that we can't use optimistic thinking and we act in a way that we may regret)
   - *What other feelings can we sometimes be hiding when we feel angry?* (jealousy, sadness, guilt, fear)
   - *Why is it useful to feel sad?* (it is a useful way to grieve, it helps us move on, it lets us know what we value)
   - *Is it useful to feel a little bit of worry or nervousness before we take on a challenge like talking in front of the school?* (yes, a little bit keeps us motivated and makes us try hard. Too much makes it difficult to think properly and not worrying at all could make us feel overconfident)
   - *Why is it important to correctly name and recognise our feelings?* (this helps us to use the right emotion management tools, such as optimistic thinking and problem solving. For example, we may think we are furious when we are really just annoyed. The way we respond to each of these emotions may be different)
   - *Is there one best way to manage intense emotions?* (no, it depends on the circumstances. Usually, it helps if you can find a way to name the feeling, calm down or bring awareness to what's happening in your body; use optimistic thinking; and then find a way to solve the problem in a calm way)
4. Have students complete Student Activity Sheet: *Things that make me go Grrrr...* after reading through the anger example with the class.
   - Students then choose one feeling and tick the methods of managing emotions that they already use and underline the methods that they could try in the future. Share these with a partner.

Independent or Small Group

Students explore the intense emotion of anger, and role-play ways to calm the body; use optimistic thinking; and find a way to solve a problem in a positive way when intense emotions are at play.

1. Conduct a circle talk on the following and share findings as a class:
   - *Share a time when you felt angry* (remember to not mention names).
   - *What do you think is the best thing people can say to themselves to calm down when they are angry?*
   - *What is one kind of exercise that you think would calm you down if you were feeling angry?*
   - *Can a person or a situation make you angry or are you responsible for your own anger?*
   - *Is it true that the best way to deal with anger is to just let your feelings out?*
   - *What are some bad results that might happen if you let anger get on top of you?*

- *What are some helpful ways of handling angry feelings in a way that others don't get hurt but the problem gets sorted out?*
- *Is sulking (refusing to talk to someone because you feel angry) a helpful way to deal with feeling angry? Why/why not?*
- *What might happen if you sulk instead of speak up in a calm and honest way?*

2. Stress that anger is a helpful feeling because it warns us to stand up for our rights or protect ourselves, but it can be an unpleasant feeling if it controls us or stops us from using optimistic thinking and act in destructive ways. These destructive ways can lead to breaking up or damaging friendships, getting in trouble at school or with authorities, feeling guilty, losing self-respect or damaging our reputation.
3. Conduct a shared reading of *How to take the Grrr out of Anger* and discuss ways to manage anger and what to do when adults become angry.
4. In small groups, have students decide on the most effective calming, optimistic thinking and problem-solving strategies for anger from the Student Activity Sheet: *Things that make me go Grrrr...*.
5. Students think of a group scenario that involves someone putting demands on them that make them feel angry.
   - Have students conduct a role-play where the characters use 'asides' to the audience to describe how they are calming themselves and what optimistic thinking they are using so that they can create a change and solve the problem.
   - Ask:
     - *Do you think the way character X used to calm down the body in this situation was appropriate? If not, what else could they have done?*
     - *Do you think the optimistic thinking that character X used in this situation would have helped them manage their anger in real life?*
     - *Do you think the way that character X solved the problem would be a realistic way in real life?*
     - *If not, what do you think might have happened in real life?*
     - *How do you think character Y might have felt about the way they solved the problem?*

3-2-1 Reflection

Give each student a copy of Student Activity Sheet: *I know how to manage intense emotions*.

- Explain that they are to apply all they have learnt about managing intense emotions to their own personal examples. These situations may already have occurred or they may be ones that students think may create intense feelings in the future.
- Students complete the activity sheet individually.

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.

Staff/Professionals

- Identify, discuss and connect students in with school support staff (e.g. Counsellor, Psychologist, Wellbeing Leaders, Chaplain) who can help when they are experiencing intense emotions. Promote these services in a way that normalizes help and support seeking.

Community

- Coordinate whole-school practices that promote emotional management and regulation and help seeking behaviour.
- Mentally Healthy Schools - Act Belong Commit Act Belong Commit framework embeds mental health initiatives in the classroom, whole school environment and broader school community.
- Display the Feelings Wheel in classrooms for students to develop greater emotional awareness.



Curriculum links

WA HPE Curriculum

Sub-strand: Interacting with others

- Positive influence of respect, empathy, and the valuing of differences in relationships and in society.

International technical guidelines on sexuality education

Key concept 1.2 Friendship, love and romantic relationships

- Friendship and love help people feel positive about themselves
- Inequality within relationships negatively affects personal relationships

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.

Materials

- Teaching Resource: *My healthy friendship qualities* (teacher copy with answers)
- Teaching Resource: My healthy friendship qualities no answers.docx [for interactive whiteboard]
- Student Activity Sheet: *What's problematic?* [one set per group]
- Student Activity Sheet: *My 'healthy friendship qualities' quiz* [one per student]

Before you get started

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 examine social skills and categorise them into skills that show respect, empathy or value differences.

1. Ask:
   - *How do we feel when our friendships have problems?* (sad, nervous, rejected)
   - *What kinds of problems can friendships have?* (misunderstandings, arguments, jealousies, growing apart – stress that all friendships have problems sometimes but these problems can usually be sorted out. Some friendships are only temporary however this doesn't mean that one of you has done something wrong or that you are not likeable)
   - *Brainstorm: What are some of the skills we use to get along with our friends and others?* (social skills that lead to good relationships such as being positive; being a good listener; finding things in common; being a good winner and loser; being interesting; cooperating and being flexible. Other social skills are being understanding and supportive; sharing information about yourself; showing empathy and being loyal)
   - *Are you born with these skills?* (No, you have to learn and practise them. If you get on well with others, you have a sense of belonging and satisfaction. Practising these skills while you are young, will help you get along with people better when you are an adult)
   - *Do we use fewer 'getting along with people' skills with our brother/sister or mum/dad? Why?*
   - *What is respect?*
   - *What is empathy?*
   - *How can someone show that they value differences in others?*
2. Show Teaching Resource: *My Healthy Friendship Qualities* and read through with class. As a class, categorise each of these skills into one or more of the categories of *Respect, Empathy* and *Valuing Differences* by labelling them with the letter R, E or VD respectively on the whiteboard.
3. In small groups, students consider Student Activity Sheet: *What's Problematic?* which looks at 'negative traits' that make it harder to respond to someone in a positive way, even though they are probably a nice person. They must decide, as a group, on five more 'traits' to add to this list and then rank the top five and discuss as a class. Write common rankings on the whiteboard. Examples of some other traits might include - jealous, judgemental, dishonest, unsupportive, unfair, possessive, overly competitive, controlling, peer pressure you into doing things you don't want to do.
   - As a class, categorise the common rankings as a lack of skills into one or more of these categories: *Lack of Respect, Lack of Empathy* or *Not Valuing Differences* by labelling them with the letters LR, LE or NVD respectively on the whiteboard.

Independent or Small Group

Students examine their own social skills and identify the social skills that they could practise. In groups, they develop games/activities that give students the opportunity to practise one of the positive social skills.

1. Students complete Student Activity Sheet: *My 'healthy friendship qualities' quiz.* They write how they could improve any of the skills that need practise (or that they only use sometimes).
   - Students share this with a partner and the partner acts as a 'coach' and suggests other ways they could practise this skill.
2. In small groups, students choose one of the following 'getting along with people' skills and design a game or activity that the class could play to practise this skill over the next few weeks:
   - Starting a conversation to ask about someone's interests
   - Using kind language when someone has made a mistake
   - Asking classmates to join in on an activity and taking turns
   - Offering help to someone who appears upset
   - Giving an honest but respectful opinion
   - Cooperating well
   - Being an active listener
   - Being an empathetic loser
   - Using empathy to try and understand how a person is feeling

3-2-1 Reflection

Students reflect on how they will practise the social skill they identified and how they will know when they have improved or need further help.

Students complete the following unfinished sentences:

- *The 'friendship quality' I would like to practise is.....*
- *Three ways I could practise this would be:...*
- *I could ask.....to help me practise this.*
- *I will know if I have got better at this by.....*
- *I will know I still need a bit more effort on this by....*

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.



Changes with growing older and how to manage

gdhr | Growing & developing healthy relationships

Curriculum links

WA Curriculum

HPE: Personal, social and community health

- Changes associated with puberty.
- Strategies to manage changes associated with puberty.

International technical guidance on sexuality education

Key concept 6.3 Puberty (9-12 years)

- Puberty signals changes in a person's reproductive capability.

Materials

- A series of photographs of a person as a baby, toddler, young child and older child/teenager
- A3 paper [one per student]

Before you get started

- This activity is an introduction to puberty. It is appropriate for students to know and be able to name external parts of the body including the names for external sexual parts, e.g. penis, vulva, breast, testicles and buttocks (or bottom). Ensure students learn and use the correct names of the body parts.
- Age-appropriate education involves teaching students the correct names for, and functions of, their body parts and teaches them to care for, respect, and protect their bodies. Knowing these names enables children to communicate clearly if they need to get help, and in particular in cases of abuse or injury.
- The classroom teacher should send a letter home to parents/caregivers providing an overview of the learning sequence their child will be participating in. It is recommended to include a copy of, or a downloadable PDF link to, the free parent resource developed by the Western Australian Department of Health: *Talk soon. Talk often. A Guide For Parents Talking to their Kids About Sex*.
- Read the Educator note: *Puberty*.

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 leaarning environment. Read Essential Tool: Establishing a group agreement for tops on how to create one and what to include.

1. Revise of create the class group agreement.

What do we need to change and grow?

15 minutes

2. Present the students with an image of a baby. Invite them to guess the child's age, size and gender.
   - Present an image of the same child at a more advanced age and ask the students to describe how the child has changed from one picture to the next.
   - Continue to present the images of the child as they advance in age and discuss the obvious physical changes.
   - Have students make predictions of how the child will continue to change into the future.
3. Show the following examples of how people change over time:

- YouTube clip: 21 Years (http://youtu.be/d-4i2ZlqLsI)
- Perth | Now & Then (http://thewest.com.au/nowandthen/)

4. Use the brainstorm teaching strategy to discuss the below.
    1. Discuss the things that are needed for these physical changes to develop in a healthy way (e.g. care from family, love, personal hygiene, healthy food, sufficient exercise, healthy environments).
    2. Discuss the places where young people learn about physical changes that their bodies will undertake as they get older. For example, from parents, brothers and sisters, other family members, TV, books, internet, religious institutions. Ask which ones might be good sources of correct information? Why?
    3. Repeat the activity for emotional and social changes and discuss similar prerequisites for healthy development of emotional and social change. Talk about how, when we are very young, adults care for us and make all the decisions. But as we grow older, we can decide things too.
5. **Ask:**

- *Do we have control over our physical changes? If so, which ones? Which physical changes don't we have control over?*
- *Do we have control over our emotional changes?*
- *What can help us control our emotional changes in a positive way?* (e.g. thinking positive thoughts about self and others, positive self-talk, having someone to talk to about uncomfortable feelings, having and being a good friend.)
- *Do we have control over our social changes? (e.g. changes in friendships/ birth of new siblings/ separation of parents). If so, which ones? Which social changes do we often have little control over?*

How people change and grow

25 minutes

6. Independently or in small groups, have the students consider physical, emotional and social changes that have occurred in their lives over the last 5 years. Invite students to share their observations.
    - Students may be able to make observations about others if they have been friends or classmates during earlier years of schooling (use protective interrupting when required).
7. Give the opportunity for students to consider physical, emotional and social changes that might occur in the next ten years and encourage them to share their suggestions.
    - Discuss how some changes are inevitable and will happen to everybody at different rates and times.
    - Introduce the idea that each student will experience changes associated with puberty as they progress through adolescence and develop towards adulthood but that they will do so at their own rate. Stress that puberty is a normal part of growing up and there is little that can be done to slow or speed up puberty.
8. On an A3 sheet of paper, have students draw pictures of themselves at four years old, nine years old and 19 years old.
    - Have students make notes or lists of how they have changed physically, emotionally and socially changes from age four to nine and then anticipate the same types of changes from age nine to age 19 years. Ask them to focus on the differences between nine to 19 if you are running out of time.
    - Have the students identify aspects they believe will remain constant throughout these years and their lives.

Teaching tip: The year intervals could be increased or reduced at the teacher's discretion or specific ages could be identified.

9. Invite different students to share their predictions for the different ages.

10. Ask:
    - *Do you think all these changes happen all at the same time very quickly or do they happen slowly?*
    - *Which changes do you think might be good ones?*
    - *Which changes do you think might be challenging?*
    - *Are there any differences in changes for boys and girls?*
    - *What is easy or challenging about changes for girls/boys?*

3-2-1 Reflection

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5 minutes

9. Ask:
    - *Which changes do you have most control over – physical, emotional or social?*
    - *Which changes are beyond your control?*
    - *How does this make you feel?*
    - *Have you noticed that many people share the same feelings about different aspects of growing up?*
    - *Where can you go for support? Who can you speak to or ask questions about growing up, becoming an adult, going through puberty?*

Health promoting schools

Educator note: Health promoting schools framework



Environment

Have copies of the puberty booklet other age-appropriate, puberty-related resources available in the classroom and/or library.

Partnership

Parents and families - Communicate with families that you will be talking about changes that occur when growing up, including introducing conversations about puberty. You can send home a copy of Talk Soon Talk Often: a guide for parents talking to their kids about sex or a link to the website.

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