Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Ways that individuals and groups adapt to different contexts and situations.

Sub-strand: Staying safe

- Protective behaviours that can be implemented in uncomfortable or unsafe situations.
- Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed.

Sub-strand: Interacting with others

- Skills and strategies to establish and maintain respectful relationships

International technical guidance on sexuality education

Key concept 1.1 Families (9-12 years)

- Parents/guardians and other family members help children acquire values and guide and support their children's decisions.

Key concept 1.2 Friendship, love and romantic relationships (9-12 years)

- Inequality within relationships negatively affects personal relationships.

Key concept 5.2 Decision making (9-12 years)

- Decision making is a skill that can learned and practiced
- There are multiple influences on decisions, including friends, culture, gender-role stereotypes, peers and the media.

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

- 8 pieces of butcher’s paper with the following titles:
  - *Positive things my friends have influenced me to do.*

- *Negative things my friends have influenced me to do.*
- *Positive things my brother/sister has influenced me to do.*
- *Negative things my brother/sister has influenced me to do.*
- *Positive things my Mum/Dad has influenced me to do.*
- *Negative things my Mum/Dad has influenced me to do.*
- *Things I have seen in the online that have influenced me to do something positive.*
- *Things I have seen in the online that have influenced me to do something negative.*

- Student Activity Sheet: *No pressure!* [one per pair]

Before you get started

- This activity is an introduction to the Year 6 activity Peer influence.
- Teachers should know and understand the protective interrupting technique and what, why, when and how it is needed and used.
- Students may have questions that they feel uncomfortable to ask. Providing a question box for students to place their questions in anonymously will ensure their questions are answered in a safe environment.

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 have people influenced me?

30 mins

2. Place the 8 pieces of the butcher's paper around the rooms.
3. Split students into 8 groups and explain to students that they will be conducting a graffiti walk. Tell students to place a tick next to a comment if it was something that they would have written.

Trigger warning: Walk around the room to check what is being written to ensure there is no disclosures of abuse.

Teaching tip: You may want to put music on to keep up the energy or use a timer for how long groups should stay with their butchers paper.

4. Review the completed sheets as a whole class and identify the most common responses on each sheet (as identified by the number of ticks). Whiteboard these or highlight the top responses on the sheet.

5. Ask:

 **How does it feel to be influenced in a negative way to do something?**

(*Not very nice, mean, sad)*

 **How does it feel to be influenced in a positive way to do something?**

(*Helped, cared for, bit annoyed if you don't want to do it)*

 **Which influences are easier to handle? Positive ones or negative ones. Why?**

(*Encouraging you to do something you want to do, or should do, you already agree with them*)

 **How can you avoid some of the negative influences?**

(U*sing positive self-talk, using optimistic thinking, choosing different friends, gaining some knowledge or skills, being assertive*)

 **Have you heard of the term 'peer pressure' before? What do you think it means?**

(*Peer pressure is when someone who is your age tries to get you to do something that you don't want to do)*

 **Give one example each of when peer pressure can be a good and/or a bad thing. Why?**

 **Why do some young people give in to negative peer pressure?**

(*Want to fit in, don't realise it is bad*)

 **How might influence from your parents or adult family members be different from your friends or siblings?**

(*They are adults so influence our behaviour more, assume they know best, you should do as they say)*

 **Do you think your family or your friends have more influence over how you behave?**

 **How might this change as you get older?**

 **How does access to the internet on devices such as mobile phones affect young people's relationships with each other? How can you make sure you maintain healthy relationships?**

(*Means you can be pressured even though they are not there, pressure to do cool things you see online.)*

 **Do you sometimes feel pressured to do something even though your family or friends may not have said or done anything to pressure you? In other words, the pressure is something you create for yourself with certain self-talk?**

(*young people often feel like they need to wear the same clothes or have the same hairstyles as their friends, or smoke or drink with their friends, so they 'fit in' even though their friends may not have put any pressure on them to conform*.)

6. Explain that influence or pressure can be both a positive thing and a negative thing, e.g. your friends can influence you be nice to the new kid at school or be mean to others.
7. Explain that pressure can be external (when friends, family or people in the media do or say things to persuade us to do something they want) or internal (when we put pressure on ourselves to behave in a certain way, perhaps to please or be like friends, family or people in the media).
8. Ask for examples of both internal and external pressure.
9. Ask students to re-group and examine one graffiti sheet sheet. The group decides whether the influence in each situation is external (things other people say or do) or internal (thoughts that put pressure on ourselves), and also whether the influence is positive or negative. Different attitudes may result in conflicting answers!

No pressure!

15 mins

10. Whiteboard examples of pro-social, positive behaviour, e.g. riding on a cycle path; playing fairly; not cheating. Discuss the positive influences of family and friends to do these behaviours or the negative influences not to do these things.
11. Whiteboard examples of anti-social, negative behaviour, e.g. wagging school; not wearing a bike helmet; smoking cigarettes; writing graffiti. Discuss the negative influences of family and friends to do these behaviours or the positive influences not to do these things.
12. Explain the Student Activity Sheet: *No pressure!* and have students complete in pairs.

3-2-1 Reflection

What makes a good society?

15 mins

13. Have students journal or write a personal reflection about the results of the graffiti sheet and No pressure activities.
14. Have students form a sharing circle. Using their activity sheets, complete the following:
    - Place a green tick against the things that you think help make happy, safe communities. Give reasons why.
    - Place a red cross against the things that you think don't help make happy, safe communities. Give reasons why.

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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