RESILIENCE RIGHTS & RESPECTFUL RELATIONSHIPS

THE EDUCATION STATE

VICTORIA State Government | Education and Training

Level 3 – 4 Learning Materials

RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS

Teaching for Social and Emotional Learning and Respectful Relationships

Contents

1 Emotional literacy

AIMS

Activities will assist students to:

- Describe the influence that people, situations and events have on their emotions

- Investigate how emotional responses vary in depth and strength

- Understand how to interact positively with others in different situations

- Examine how success, challenge and failure strengthen personal identities.

EVIDENCE BASE

Research shows that students who participate in rigorously designed and well taught social and emotional learning programs demonstrate more positive social behaviour, are less likely to engage in risky and disruptive behaviour, and show improved academic outcomes.[1–4] Collaborative learning activities help students to build their social skills.[5]
Building a large vocabulary for emotions helps to increase emotional literacy, build self-awareness and empathy for others.

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students explain the consequences of emotional responses in a range of social situations

- Students recognise personal strengths and challenges and identify skills they would like to develop

- Students describe factors that contribute to positive relationships with peers, other people at school and in the community

Health and Physical Education

- Students apply strategies for working cooperatively and apply rules fairly

- Students select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 96–98.

COACHING POINT

As you deliver the activities, we recommend you write the learning intentions on the board in student-friendly language so that students are aware of the focus of the activity. This will help you and the students to intentionally practise these skills during the activity and allow you to review the learning intentions at the conclusion of the activity.

1 The emotions echo game

TIME: 10+ MINUTES

Learning intention

- Students develop their vocabulary to identify and describe their emotions

- Students identify the ways in which emotions are shown in body language

Method

1 Introduce how to play the *Emotions echo* game.
Explain that you will be the leader, and the class will work together to be the echo. That means when you say something, they will 'echo' back, in unison, copying you as closely as they can. You will also make a simple movement or pose, which they will copy as well. Because this game is the *Emotions echo* game, you will use **emotion** words, and will say the word and make a movement that suggests what it feels like to experience this emotion.

2 Play a few rounds of the game to introduce key emotions vocabulary that you want to use in the lesson.
Use opposites in sequence to build the context of positive and negative emotions that will be relevant in the lesson, e.g. happy, sad, proud, embarrassed, excited, bored.

3 Invite some of the students to have a turn at saying the word and making the pose for their peers to echo.
Ask students to make suggestions about how they work out what emotions other people might be experiencing. Introduce the term **body language** to describe the way emotions are expressed through the body.

Review

Review the learning intentions and invite students to consider why it might be important to be able to name our emotions and how we feel it and show it in our bodies.

2 | What do emotions look like?

TIME: 15+ MINUTES

Learning intention

- Students develop their vocabulary to identify and describe their emotions
- Students identify and demonstrate the ways in which emotions are shown in body language
- Students enhance their ability to recognise emotions in others
- Students identify the types of events and situations that are associated with positive and negative or comfortable and uncomfortable emotions

Equipment

- *Emotions* cards (teachers to print and cut up for the class to use)
- Drawing materials

Method

1 Explain that in the next activity the students will work in groups to set up a guessing game for their classmates. Each group will design a freeze frame showing a situation in which someone might feel a certain emotion. The class will look at their freeze frame and guess the emotion.

2 Put students into groups of three. Give each trio one *emotions* card. They will work to make a freeze frame.

3 Gather together and ask each group to present their freeze frame. Ask the rest of the class to guess the emotion shown. Then ask the actors to announce their word and to explain the design of their image. To deepen the exercise, ask students to identify what emotions other characters in the scene might be feeling.

4 Once all the images have been shown, ask the class to identify which of the emotions shown were positive emotions and which were negative or uncomfortable/distressing emotions.

Review

Review the learning intentions and invite students to consider why it might be important to be able to recognise emotions in others and identify situations that might trigger positive or negative emotions.

> **COACHING POINT**
>
> As a follow up, ask students to draw one picture with an accompanying caption (or sentences to describe the situation) in which a person might feel a positive emotion, and an additional picture plus text to describe a situation which may trigger a negative emotion.

---

3 | Emotional triggers

TIME: 20+ MINUTES

Learning intention

- Students identify the positive and negative emotions that could be experienced in response to various events and circumstances

Equipment

- *Emotion* cards from Activity 2
- *How would you feel?* handout

Method

1 Organise for students to work in pairs or trios. Give each group a set of the *How would you feel?* handout and *Emotion* cards.

   The students should discuss which emotion/s a person might feel in response to each of the situations, and write these words next to the statement.

2 Once the task is complete, give each group a chance to report back on one or two of their answers.

Review

Review the learning intentions, inviting students to reflect on and justify how well they were able to identify the positive and negative emotions that could be experienced in response to various events and circumstances.

Excited	Frustrated
Relieved	Nervous
Happy	Bored
Proud	Embarrassed
Surprised	Lonely

SITUATION	EMOTIONS
You have just scored the winning goal in the netball final	
You have a music exam tomorrow	
Your brother has borrowed your toy and broken it	
You told your friend a secret but now your friend has told everyone!	
Your puppy licks you and leaps on you when you get home	
You make your dad a father's day card	
You broke your grandma's favourite coffee cup	
You can't get back to sleep in the middle of the night	
You think your old dog is really sick	
You have nothing to do	
You're starting a new school	
You've made a new friend	

4 Emotions in the school day

TIME: 20+ MINUTES

Learning intention

- Students name a range of positive and negative emotions that students can experience during their time in class and in the school playground
- Students describe the influence that people, situations and events can have on their own and others' emotions

Equipment

- Large sheets of paper
- Drawing and writing materials

Method

1 Explain that the class is going to do a mapping activity in which they will think of the different positive and negative emotions that students can experience in class and playtime.

2 Use circle time or mat time to work with the students to brainstorm the positive terms first. Write positive words such as *proud, interested, friendly, excited, relieved* on the board. Ask the class to brainstorm some of the experiences that lead to children feeling this way when in class. Repeat the process to gather responses about time in the playground. Conduct a similar brainstorm about class and playtime experiences that trigger negative emotions such as *angry, lonely, afraid, disappointed.*

EXAMPLE BRAINSTORM TABLE

What can cause students to feel these positive and negative emotions?

Emotion	In the classroom?	In the playground?
Excited		
Proud		
Happy		
Surprised		
Interested		
Sad		
Bored		
Lonely		
Nervous		
Embarrassed		

3 Give each group a large sheet of paper. Assign some groups to work on playground situations and others to work on classroom situations.

4 Ask them to draw around the body of a volunteer who lies on the large sheet of paper (alternatively, draw the body shapes before the class).

They should then draw a vertical line down the middle of the body to divide it in half. One side will be the positive side and one will be the negative side. They will write the words for the positive emotions on the inside of one half of the body and the words for the negative emotions on the other half of the body.

5 Once this is done, they will use the space outside the body to draw pictures or write phrases to describe the experiences that can cause these emotions. The positive images will be around the outside of the positive half of the body and the negative experiences will be around the negative half of the page.

6 Arrange for the groups to report back, and describe what they have constructed on their page.

7 Ask them to think of suggestions about what they can do to make the time in class a more positive experience for others. Repeat the process to collect suggestions about how they can help to make the playtime experience more positive for others. Write some of these suggestions on the board.

8 Ask students to copy the list or to make a display chart of 'Friendship Strategies' together.

Review

To conclude the lesson, review the learning intentions and invite each student to think of one way that they might make classroom and playtime experiences more positive for themselves and others.

5 Positive peer support

TIME: 20+ MINUTES

Learning intention

- Students describe factors that contribute to positive relationships with fellow students
- Students identify ways that they can positively influence others' emotions
- Students identify peer support strategies for the classroom and playground
- Students understand the concept of goal-setting in relation to developing their peer support skills

Equipment

- Writing and drawing materials

Method

1 Introduce the term **goal**. Ask students what they think the word means. Explain that a goal is something you aim for and work to achieve. A footballer aims to get the ball through the goal posts. In life, we have goals when there is something we are trying to learn or achieve. Everyone has had the experience of trying hard – trying to learn something, trying to behave well, trying to figure out a problem. Invite students to brainstorm some goals they have had.

2 Once the concept of 'goal setting' is clear, refer to the earlier task in which the class developed ideas about how children can contribute positively to the classroom and playtime experience of their peers.

3 Ask students to use these suggestions to do a goal setting activity in which they choose one class and one playtime strategy (to contribute positively to the class or playtime experience) that they intend to work on for the rest of the week. Arrange for them to tell a partner what they have chosen as their two goals.

4 Invite volunteers to share their goals with the class. Finally, identify for the students that when they initiate a positive activity amongst their peers, they are using the strength of **leadership**.

Review

To follow up, make a display of the chosen strategies. Conduct some class check-ups and reminders across the week to encourage them to use their chosen strategies. Aim to catch and acknowledge some of the students as they accomplish these actions.

Towards the end of the week, use a circle time or mat time for students to report in on their progress and to acknowledge where they have seen a peer using these positive strategies.

Topic 1 Further resources

Reflecting on everyday practice

- What are the common positive and negative emotions that I experience within my professional role?
- How do I express these emotions?
- What strategies do I use to account for the way in which my emotions may affect others?

Web links for further reading and activities

Various web resources have been designed to provide information for children and those supporting them on a range of topics related to understanding emotions and wellbeing:

- *KidsMatter Primary* provides methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids. https://www.kidsmatter.edu.au/primary

- *Calmer Classrooms*: *A guide to working with traumatised children* offers guidance in understanding traumatised children and developing relationship based skills to help them.
http://www.ccyp.vic.gov.au/childsafetycommissioner/downloads/calmer_classrooms.pdf

- *SAFEMinds* is a professional learning and resource package for schools and families that aims to enhance early intervention mental health support for children and young; increase engagement of parents and carers with schools to more effectively support their child's mental health; and develop clear and effective referral pathways between schools and community youth and mental health services. http://www.education.vic.gov.au/school/teachers/health/Pages/safeminds.aspx

- *National Safe Schools Framework* provides a set of guiding principles for safe and supportive school communities that also promote student wellbeing and develop respectful relationships. The website contains an extensive range of resources including school audit tools, professional learning modules and links to teaching materials. http://safeschoolshub.edu.au/safe-schools-toolkit/overview

- *MindEd* offers guidance on children and young people's wellbeing, development and mental health. It caters for adults working with children and young people, including teachers. Register online and have a look at some of their useful resources.
https://www.minded.org.uk/

- *HandsOnScotland* provides practical information, tools and activities to help children and young people to flourish. http://www.handsonscotland.co.uk/index.html

Extension activities

- Students can write a story or draw a three-frame cartoon or set of pictures that shows how the actions of one child (or a group of children) can help to make another child feel happier in the playground or feel good about being a member of the class.

- Students can identify the positive and negative emotions and the triggering situations that are experienced by the characters they meet in their stories or film studies.

Talking further

- Ask students to share their positive goals with a family member.

2 Personal strengths

AIMS

Activities will assist students to:

- Describe personal strengths and challenges
- Identify skills and strengths they wish to develop
- Describe factors that contribute to positive relationships with people at school, home and in the community
- Identify communication skills that enhance relationships
- Describe characteristics of cooperative behaviour and identify evidence of these in group activities.

EVIDENCE BASE

Research in the field of positive psychology emphasises the importance of identifying and using individual strengths. Social and emotional learning programs which use strength-based approaches promote student wellbeing, positive behaviour and academic achievement.[6–8]

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students recognise personal strengths and challenges and identify skills they would like to develop
- Students suggest strategies for coping with difficult situations
- Students persist with tasks when faced with challenges and adapt their approach when first attempts are not successful
- Students describe factors that contribute to positive relationships with peers, other people at school, and in the community
- Students explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities

Health and Physical Education

- Students recognise strategies for managing change
- Students examine influences that strengthen identities
- Students investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities

- Students apply strategies for working cooperatively and apply rules fairly
- Students select and demonstrate strategies that help them stay safe, healthy and active at home, at school, and in the community

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 99–100.

1 Building team strengths through cooperative games

TIME: 20+ MINUTES

Learning intention

- Students identify examples of the ways in which team strengths are used in collaborative play
- Students describe characteristics of cooperative behaviour and identify evidence of these in group activities

Equipment

- Balloons

Method

THE BALLOON PAIRS GAME

1 Emphasise the need for safety in playing this game (if the space is small, have a few pairs play while others observe).

   Arrange for students to work in pairs. Give each pair a balloon to inflate and knot. Each pair must hold hands and work as one to keep their balloon in the air without releasing the grip of their two hands.

2 After the game, ask:
   - *What skills did people use in that game?*
   - *What skills helped to make a good working partnership?*
   - *Where do we need to use these same skills in the classroom, the playground and at home?*

THE SITTING CIRCLE GAME

1 Emphasise the need for safety in playing this game. (Only play this game if there is sufficient room and if students will work safely. Play with half the class at a time for greater control.)

2 Ask students to stand in a circle. They all face in the one direction (e.g. clockwise) and thus will be facing the back of the person in front of them. They should stand close enough to be able to touch the elbow of the person in front of them and be in a well shaped circle.

3 On the count of three, each person is to slowly sit so they are seated on the knees of the person behind them. This will mean that each person is holding up one other person. On the count of three ask them to rise.

If time allows, repeat the game. This time, when seated, ask the students to wave their hands above their heads.

After the game, ask:

- *What team skills did people use in that game?*
- *Where do we need to use these same skills in the classroom, the playground and at home?*

Review

To conclude the lesson, either elicit or point out that the cooperative skills they have practised in the games show what **support** looks like. Everyone does their small part to make the whole group work, and everyone is important in providing and receiving support.

2 What are personal strengths?

TIME: 20+ MINUTES

Learning intention

- Students develop an understanding of the concept of personal strengths
- Students identify and name their personal character strengths
- Students recognise how different strengths help people to learn and thrive

Equipment

- *Everyday strengths* cards (cut up and put each card in an envelope)

Method

1 Ask students what they have used their muscles for since they woke up this morning (e.g. walking, running, sitting, writing, eating).

   Explain that, as described by the class, we can't get through a day without using our muscles or using our physical strength. However, we also cannot get through a day without using our **personal strengths**. These are the strengths that help us to learn new things, to be fair and get along with others, to help us stay in control of our emotions and behaviour, and to cope with challenges. We call these character strengths or personal strengths because they are the strengths we use in our personal and social life. Some examples of these kinds of strengths include being kind, fair, funny, brave, forgiving, curious to learn, honest, hardworking and generous.

2 Break students into groups of three. Give each trio a mystery envelope (be selective in distributing the cards to ensure that those who receive more challenging words get additional support or have strong readers in their group). It has the name of a strength* written inside it.

3 The group will work together to check that they know what this word means, and how to say it. They will get ready to teach the class about this strength – by naming it and by giving an example that *they have thought up themselves* (differing from the illustration) to help the class understand what this strength looks like when someone is showing it in their everyday life. For example, when someone is kind they will be doing things like making sure everyone gets a turn, lending their ruler or helping a prep child who has fallen over. (Fast working groups can collect an extra strength when they are finished and thus move on to the more challenging terms.)

4 Organise for each group to 'teach' the class about their character strength. Ensure that a strong set of definitions and examples has been identified.

5 As each group presents, invite the class to work together to build additional ideas about what sorts of actions someone does who is showing that strength.

6 Record the strengths and actions on the board as they are suggested. Once the ideas have been suggested, name a time when you have seen the class using this strength.

Review

Invite students to consider how they might use their personal strengths to help themselves and each other learn and thrive.

* *The strengths in this activity are a modified and edited version of the 24 Character Strengths identified by psychologists Chris Peterson and Martin Seligman (2004). Character strengths and virtues: A handbook and classification. Oxford University Press.*

Kind

You do things for others
without really expecting
anything in return

Determined

When you decide to do
something, you keep trying
even when it is challenging

Self-control

You stay in control of your
strong feelings, even when
you feel like yelling, sulking
or being mean

Leadership

You think of things to
help the group and
make suggestions
about what to do

....

Brave

You do what you know is
right even when you feel
scared or nervous

....

Generous

You share your belongings
with others and let them
join in your games

Hard working

You will stick at doing things
even when it is not easy or
you don't feel like it

Forgiving

You let go of your anger
and hurt when someone
has upset you

Curious

You love to learn about
new things

Honest

You tell the truth even when
this is not easy for you

Fair

You make sure everyone
is given a turn.
You play by the rules

Funny

You like to laugh and to
make other people laugh

3 Strengths we use every day

TIME: 20+ MINUTES

Learning intention

- Students describe the personal character strengths that people use in their everyday lives
- Students identify examples of the ways in which strengths can be seen in the actions people take
- Students identify the strengths that they would like to further develop

Equipment

- *Everyday strengths* cards (from Activity 2, wrapped up in layers in the style of the children's party game 'Pass the Parcel')
- Music or buzzer
- Notebooks or paper and coloured pencils

Method

1 Explain how to play the *Pass the parcel of strengths* game. Sit the class in a circle (or set up a travel path around the room). While the music is playing, the parcel of strengths will be passed around the class. When the music stops (or the buzzer rings), the person holding the parcel opens it and pulls out one of the *strengths* cards (if they have already had a turn, they should pass it to the nearest person who has not had a turn, or ask for a music replay to send it moving around the class again).

2 The student then reads the card out to the room, and gives an example of an action someone can take which shows this strength. They can 'call a friend' to assist if they cannot think of an example. They then invite the class to add more examples, taking a turn in the 'teacher' role to choose from those who put their hands up.

3 Once the game is complete, display (on the board or use a slide) the list of strengths. Ask each student to choose two different strengths from the list to use in a memory exercise. In this exercise, they are to remember a time when they used that strength. Give an example or two from your own childhood memories (aiming for situations that are of an everyday nature). Then, for each of their selected strengths, ask them to draw a picture with captions, and/or write a short story about the time when they used this strength.

Ask students to share their pictures/ stories, before displaying them on the wall or collecting them in a volume for the class library.

4 **Goal setting with strengths**. Invite students to choose a third strength, one that they would like to focus on building for themselves. Ask them to write the name of this strength onto their page and to draw a picture of an action they could take which would show this strength in action, and/or to write about what actions they could take to demonstrate this strength. Emphasise that these are everyday strengths that we use in our daily lives. Their strength actions should also be of an everyday rather than of a magical or heroic nature.

Review

Review the learning intentions and invite volunteers to share the strength they would like to further develop.

4 Setting goals to develop strengths

TIME: 20+ MINUTES

Learning intention

- Students recognise how different strengths help people to learn and thrive
- Students select three strengths to work on this week

Equipment

- Strips of paper and drawing materials
- *Everyday strengths* cards (from Activity 2)

Method

1 Display the list of character strengths or cards used in the previous activities. Refer to the goal setting activity from the previous topic to refresh students' memories about what a **goal** is.

   Ask students to choose three strengths that they would like to work on using during the next week.

2 Students are to make a visual reminder to display on their desk. Demonstrate how they can fold a strip of paper evenly into three, which will then form a freestanding three paned display (see diagram).

   They should write one of their three selected strengths words into each of the panes of the tri-part frame. Students can sit (or tape) the triangles onto their desks.

3 Take time at the end of the week for students to reflect on their actions, and to try to find at least one time when they showed each of their target strengths in action.
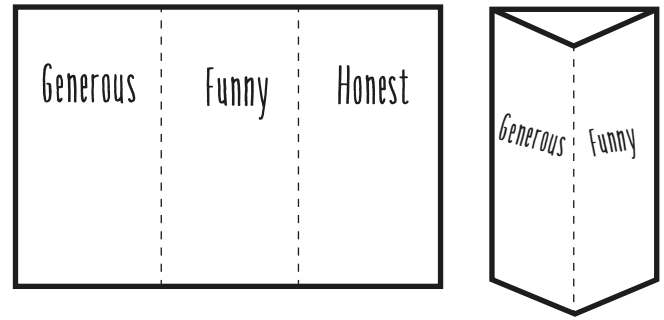
Review

Review the learning intentions and invite students to explain to the class the particular strengths they have selected to work on this week and why they have selected them.

Topic 2 Further resources

Reflecting on everyday practice

- Take some time to appraise the character strengths you call on in your professional role.

- Identify at least one character strength you see displayed by each of your students. Aim to catch and acknowledge strengths in action.

- How do you acknowledge and reinforce the strengths of each of your students?

Web links for further reading and activities

The following links provide further information on building strengths:

- The *Authentic Happiness* website is the homepage of Dr. Martin Seligman, Director of the Positive Psychology Centre at the University of Pennsylvania and provides detailed information about character strengths and the field of positive psychology. http://www.authentichappiness.sas.upenn.edu

- *HandsOnScotland* provides practical information, tools and activities to help children and young people to flourish. It includes a specific section on character strengths. http://www.handsonscotland. co.uk/flourishing_and_wellbeing_in_children_and_ young_people/flourishing_topic_frameset.htm

Extension activities

- Leave the display of strengths words in a visible place. Use it as an ongoing reference to help you remember to name the strengths when you notice a child, or the class as a group, exhibiting one of them.

- Give different students a turn to choose a 'Strength of the week' for the class to focus on in their efforts across the following week. Run a reflection activity during circle time or class meeting time at the end of the week to discuss where they have succeeded and struggled with applying this strength. Encourage them to name instances where they have seen others show this strength.

- Create a collection of stories in the room which show 'everyday heroes' in action.

- Invite students to identify the character strengths of their heroes and/or of characters in the stories they read.

- Include a section in which to comment on character strengths when completing book reviews.

Talking further

- Encourage the students to talk to their family members about their strengths and times when they have helped them in doing, achieving and/or saying something.

- Arrange for students to take their 'Strengths' display home to share with their family members.

3 Positive coping

AIMS

Activities will assist students to:

- Investigate how emotional responses vary in depth and strength
- Identify and describe strategies to manage and moderate emotions in a range of familiar and unfamiliar situations
- Identify a range of productive coping strategies for use in different situations
- Learn and practise self-calming techniques.

EVIDENCE BASE

As they grow and develop, all children will encounter situations where they feel worried, nervous and sometimes even scared.[9] Individuals deal with the demands on them by drawing on a range of coping strategies. Some strategies are more productive than others.[10] Helping students to learn a range of positive coping skills will allow them to develop and practise these skills and enable them to cope with future changes and challenges.

Positive self-talk is a key strategy for coping with negative thoughts, emotions, and events. Resilience research shows that use of positive self-talk is associated with greater persistence in the face of challenge, whereas negative self-talk is associated with higher levels of distress, depression and anxiety.[11] Positive self-talk can be learnt or strengthened through practise.[12, 13]

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students explain the consequences of emotional responses in a range of social situations
- Students recognise personal strengths and challenges and identify skills they would like to develop
- Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups
- Students describe factors that contribute to positive relationships with peers, other people at school and in the community
- Students identify a range of conflict resolution strategies to negotiate positive outcomes to problems

Health and Physical Education

- Students apply strategies for working cooperatively and apply rules fairly. They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community

Critical and Creative Thinking

- Students select and apply a range of problem-solving strategies

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 101–102.

1 'Every one is different' game

TIME: 10+ MINUTES

Learning intention

- Students identify that everyone has different fears, responses and coping strategies
- Students recognise the need to respect this diversity

Method

1 Arrange the class in a circle, each student sitting on a chair. The teacher stands in the centre of the circle. Call out, '*Anyone who likes….*' and adds a word (e.g. '*Anyone who likes... ice cream*').

2 When the teacher calls the category, all players of that category must move to a different chair (e.g. all those who like ice cream must leave their chairs and find a different chair). At this time, the teacher will rush to a chair and the last person left without a chair will make the next call in the game. They will also call, '*Anyone who likes….,*' but add a different category. Then all those in this new category must swap to new seats.

3 Play a few rounds of the game. By this time students will be seated in a mixed arrangement and some differences and similarities will have been highlighted.

Review

After the game, ask: *What key messages are there in this game that can remind us about the importance of making sure everyone feels welcome and accepted in class?*

2 Understanding strong emotions

TIME: 30+ MINUTES

Learning intention

- Students investigate how emotional responses vary in depth and strength
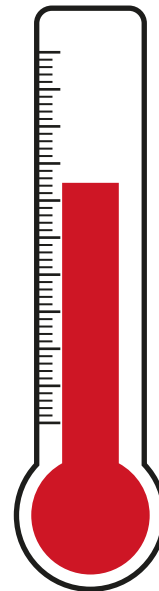- Students describe situations that can lead to strong emotions

Equipment

- Thermometers and glasses of chilled water and warmed water

10	Boiling!
9	Extremely strong
8	Very strong
7	Quite strong
6	Strong
5	A lot
4	To a degree
3	Weak
2	A little
1	Not much

Method

1 Explain that in this activity we are going to think about **strong emotions**. Ask students: *What do you think is meant by 'strong emotions'?* Invite them to share examples and record some responses on the board.

Strong emotions are those emotions we feel deeply. They can be positive emotions like excitement and happiness or negative emotions like fear or jealousy. These emotions might start out weak, but then build up to be stronger and stronger over time, or they might become strong very quickly. Strong emotions can be harder to manage. We need to use our strengths and our skills to help us manage how we express our strong emotions.

2 Introduce the idea of scaling by drawing a thermometer on the board. Show that when the scale is low, the temperature is low. When it is high, the temperature is hotter. Bring thermometers to class to demonstrate, using chilled water and warm water.

3 On the board, make an emotions thermometer, using a scale from one to 10. Level one will show the low level of the emotion, while the zone of eight to 10 will show that the emotion is very strong.

4 Ask students to think of the type of experience that might make them a little bit angry, or annoyed, with a score from one to three out of 10, and share this idea with their partner. Collect some suggestions.

Ask students to think of the type of experience that might make them feel very angry, or furious, with a score between seven to 10 out of 10. They should first share this idea with their partner. Collect some suggestions.

Repeat the activity exploring the emotion of fear, first locating small fears or anxieties, then working up to the more terrifying level.

5 Use the *Strong emotions word* list on the next page to help talk about how we use words to help us describe when an emotion has become stronger. Write the word list on the board. For example, we might feel nervous or anxious about doing something new, but if we feel scared, that suggests that the emotion is much stronger, and if we feel terrified, we are even more scared. We might feel angry when someone takes our belongings, but if we feel furious, or enraged this means we are feeling that anger very strongly. Work through the different words with the students. Add the emotions words to match the zones on the thermometer.

STRONG EMOTIONS WORD LIST

Happy – Delighted – Thrilled

Annoyed – Angry – Furious

Embarrassed – Ashamed – Humiliated

Unhappy – Sad – Miserable

Worried – Anxious – Panicky

Worried – Afraid – Terrified

Part of being a good friend is learning to notice how other people respond. Sometimes you can tell by watching, and 'reading' their body language. However, sometimes you need to ask people to find out how they feel. Sometimes you need to tell other people how you feel, so they can understand when you are experiencing strong emotions.

Sometimes having strong emotions is a sign to us that we need some help, or that we need to talk to someone about a problem we are experiencing.

6 Arrange for students to work in pairs to draw their own emotions thermometer. They should choose one set of emotions from the *Strong emotions word* list.
They write the emotion next to the appropriate zone on their thermometer, and then add a triggering event or series of events that they think may lead to the person feeling this emotion.

Review

Review the learning intentions by inviting pairs of students to report back to the class, and to talk about the sorts of situations that can lead to people feeling an emotion at a weaker or stronger level.

Point out that people are different. This means that while one person may have a strong reaction to a certain experience, someone else may have a milder reaction.

> **COACHING POINT**
>
> In order to cope with strong negative emotions it is important to be able to identify the event/situations and the consequent feelings that have led to the emotional response; to develop the ability to ask '*I wonder why I feel the way I do?*' and '*What happened before this feeling?*' This understanding will assist students to develop self-awareness and to recognise when they need to use self-calming coping strategies.

3 The traffic lights game

TIME: 10+ MINUTES

Learning intention

- Students work cooperatively and energetically

Method

1 Explain to students that in this game they will need to remember three different formations. Ask three volunteers to demonstrate what each of these formations will look like.

Formation 1: Friends
Groups of two. Two students stand opposite each other with one hand stretched out to shake the other's hand.

Formation 2: Thinking
One person. The student stands on one leg with their hands on their head.

Formation 3: Traffic light
Groups of three. One behind each other with the front person sitting cross legged, the second kneeling just behind them, and the third standing upright.
Each student should open and close their hands on either side of their face to represent flashing traffic lights.

2 When the teacher calls a command, the students must find the right sized group and quickly make the relevant formation.
Play a few rounds of the game.

Ask:
- *What skills do you use in this game?*
- *How are these skills important in daily life?*
- *What role do quick reactions and self-control play in helping us to cope with challenges?*

> **COACHING POINT**
>
> Highlight the importance of keeping self-control even when in situations when we react quickly. This is especially true in situations involving anger or high levels of being upset.

4 Taming angry feelings

TIME: 25+ MINUTES

Learning intention

- Students identify the types of events and situations that can lead to feeling strong emotions
- Students practise techniques for controlling anger and reflect on how these techniques might help them to control their emotions

Equipment

- *10 Techniques for controlling anger* handout
- Balloons

Method

1   Write the word **anger** on the board. Ask the students to help you make a list of the sorts of things that people get angry about.

Ask: *What sorts of things do people do when they lose control of their anger?*

2   Introduce the idea that sometimes when we feel very angry, we may feel like doing or saying something that will hurt someone else. Little children may sometimes throw tantrums and scream or hit or even bite people. As we get older we learn to control the way we behave when we feel angry so that we don't do this.

There are many strategies people can use to help them control their anger when it comes on strongly. We are going to practise some of them so you can think about which ones you might like to use.

3   Refer to the *10 techniques for controlling anger* handout and the teacher notes to guide this activity (you'll need to decide first whether to try all 10 together for comparison or whether to teach these techniques across a number of different activities). Ask students to describe how some of the strategies made their bodies feel.

If sampling them all at once, ask the children to choose the two or three they like best and to share their choices with others.

COACHING POINT

Print out the handout, and from time to time refer to the techniques or apply them briefly to help the class relax. E.g. Ice to water or Five deep breaths can be done while seated as a way to reduce class tension levels.

TEACHER NOTES FOR 10 TECHNIQUES HANDOUT

10 techniques for controlling anger:

1. Count first
Try this one with the class. Ask them to scrunch up tight and clench their fists as if they are feeling angry, then let go the tension as they count from one to ten. Have fun by doing this in unison.

2. Balloon Breathing
Blow up a balloon to demonstrate. Let it go without tying a knot to show how it can blurt away and then fizz out.

3. Time-out
Ask students to name a place where they can take 'time-out' in the yard, and at home.

4. Five deep breaths
Try this one while lying on the carpet.

5. Glass of water
This is a good one for the playground, especially if combined with 'walk away' to go to the drink taps.

6. Squeeze!
Try this technique by holding on tightly to a pen or the desk top.

7. Hands in pockets/press hands together
Try out what it is like to press your hands firmly together.

8. Robot to Rag doll
Try this activity while standing up.

9. Ice to water
Try this activity while sitting in your chair.

10. Take a walk
Send someone out and ask them to report what it was like to walk away and then return.

Review

Invite students to nominate calming techniques that might be more suited to the classroom, the home or the schoolyard.

COACHING POINT

The self-calming strategies work well when they are practised regularly. They can be used after play sessions as a form of general calming. In this way the children will learn to use them in a range of situations including those times when they feel overwhelmed by emotion. Remind angry students to use their self-calming strategies.

10 Techniques for Controlling Anger

1. COUNT FIRST

Before you do anything – you count to 10 in your head. Then you tell yourself to calm down. Then you choose what to do.

2. BALLOON BREATHING

Imagine you are going to blow up a balloon. Take a big breath in and then breathe out slowly. Do this five times until your 'balloon' is full. Then imagine you have let the balloon zip away and lose all its air. Imagine that it is you losing all your angry feelings.

3. TIME OUT

This is when you find a safe or quiet place to be for a while so you can calm yourself down. This might be a bench in the playground or the corner of your bedroom.

4. FIVE DEEP BREATHS

This is when you take a slow breath in, and let a slow breath out and then do this four more times.

5. GLASS OF WATER

This is when you take a slow drink of water to help you gain control of yourself, your mouth and what you will say.

6. SQUEEZE!

This is when you squeeze a stress ball or hold on tightly to an object. You grip hard and then slowly let go, letting go the tension at the same time.

7. HANDS IN POCKETS

This is a good way to remind yourself you are not going to hit anyone. If you have no pockets, put your hands behind your back, sit on your hands or press your hands together.

8. ROBOT TO RAG DOLL

Scrunch up tight and hard like a robot, then slowly let go to turn yourself into a floppy rag doll.

9. ICE TO WATER

Scrunch up tight and hard like an ice block, then slowly let yourself melt.

10. TAKE A WALK

This is when you go for a fast walk around the room, or the yard to get yourself calmed down.

5 Making apologies

TIME: 25+ MINUTES

Learning intention

- Students focus on the impact their actions can have on others
- Students learn a technique for making a strong apology

Equipment

- Writing materials

Method

1 Explain that sometimes when we are angry, we do something that we later realise was the wrong thing. This action may have upset or hurt someone. When this happens we need to **apologise**.

Ask:

- *Can you describe what an 'apology' is?*
- *What sorts of things might we need to apologise about?*
- *What does it feel like when someone apologises to you?*
- *What are the ingredients of a good apology?*

2 Reflect: What does it take for someone to say sorry to someone else (refer to strengths here – such as courage and honesty and kindness)?

Show them the *Strong Apology Model*:

- I say what I did wrong
- I say how I think it made the other person feel
- I say how I feel now
- I promise not to do it again
- I say sorry

3 Ask students to make up a fictional apology letter. They should choose from whom it should be written and to whom it should be written, as well as what the apology is to be about.

Write an example on the board to demonstrate. Give students time to work on their letter.

Review

Invite students to exemplify the strong apology model by either 'performing' or reading their letters.

Topic 3 Further resources

Reflecting on everyday practice

- What sorts of anger management strategies work most effectively for you?
- How do you model anger management in the classroom?
- What strategies do you use to assist students to learn how to self-calm when they experience anger, frustration or defeat?

Web links for further reading and activities

KidsMatter has a range of materials useful for teaching coping strategies, understanding emotions, stress management and help-seeking:

- Helping children to think about their fears and worries. http://www.kidsmatter.edu.au/families/resources/about-emotions/fears-and-worries

- Helping children to think about and manage their negative self-talk. http://www.kidsmatter.edu.au/families/about-emotions/fears-and-worries/using-helpful-self-talk-cope

- Helping children to manage anger. http://www.kidsmatter.edu.au/families/resources-support-childrens-mental-health/about-feelings-and-emotions/anger

Extension activities

- Use stories which feature the way a character has persisted to overcome hurtful or strong emotions, or has assisted another character who is in distress.

- Run a story-telling season in which students write about a character who has found a way to deal positively with their strong emotions.

Talking further

- Encourage children to ask at home about the types of things their family members do to help them cope with strong emotions.

4 Problem-solving

AIMS

Activities within this topic area will assist students to:

- Identify communication skills that enhance relationships for particular groups and purposes
- Describe characteristics of cooperative behaviour and identify evidence of these in group activities
- Contribute to and predict the consequences of group decisions in a range of situations
- Identify a range of conflict resolution strategies to negotiate positive outcomes to problems
- Discuss the concept of leadership and identify situations where it is appropriate to adopt this role
- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe.

EVIDENCE BASE

It is important to help students learn a range of problem-solving skills through applied learning tasks so they are able to cope with the challenges they face in the future. Problem-solving is identified by the World Health Organisation as a key skill for health.[14] To be able to solve problems, children need to be able to think critically and evaluate the consequences of various actions.[3]

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students explain the consequences of emotional responses in a range of social situations
- Students recognise personal strengths and challenges and identify skills they would like to develop
- Students suggest strategies for coping with difficult situations
- Students persist with tasks when faced with challenges and adapt their approach when first attempts are not successful
- Students describe factors that contribute to positive relationships with peers, other people at school, and in the community
- Students explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities

- Students identify a range of conflict resolution strategies to negotiate positive outcomes to problems

Health and Physical Education

- Students recognise strategies for managing change
- Students examine influences that strengthen identities
- Students investigate how emotional responses vary and how to interact positively with others in different situations including in physical activities
- Students apply strategies for working cooperatively and apply rules fairly. They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community

Critical and Creative Thinking

- Students select and apply a range of problem-solving strategies

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 103–104.

1 Knots problem-solving game

TIME: 10+ MINUTES

Learning intention

- Students describe factors that contribute to positive relationships
- Students identify communication skills that enhance relationships for particular groups and purposes
- Students describe characteristics of cooperative behaviour and identify evidence of these in group activities

Method

1 Demonstrate how to play the *Knots* game with a volunteer group of around eight students (not too much larger as this makes it difficult). Ask the eight students to form a circle. They close their eyes, put their hands forward, and randomly grip another person's hand in each of theirs. When they open their eyes they will see their hands form a giant human knot. The group must find a way of undoing the knot, without letting go of each other's hands, and without hurting anyone.

2 Form students into groups to play the game. If they get the knot out quickly, they can play the game over again, but this time without speaking.

After the game ask:

- *What sort of behaviours helped the group to solve the problem?*
- *How and when do we use these skills in the classroom to make it a friendly and effective learning place for everyone?*
- *What sorts of things slowed the group down in solving their problem?*
- *What strengths do we call on to work effectively in that game?*
- *What messages can you see in this game that are relevant to us as we work on solving our problems in our everyday lives?*

2 Roads and roundabouts problem-solving model

TIME: 20+ MINUTES

Learning intention

- Students develop their recognition that problems are a normal part of life
- Students increase their ability to identify and name problems
- Students recognise that there are solutions to problems
- Students develop a range of strategies to use in working to solve problems

Method

1 Ask students to explain what they think a **problem** is. Collect feedback from the class and create a working definition.

2 For example: A problem is a worry, a question, or a distressing situation that needs some sort of action to sort it out. Sometimes when we experience a problem we are not sure what the right thing is to do, or we are not sure we can manage on our own. It is important to use our brains to help us think carefully about what we can do to solve a problem. We call this kind of thinking 'problem-solving thinking'. Explain that when trying to solve a problem, we use thinking skills as well as our skills in understanding. This controls the way in which we express our emotions and understand how our actions might affect the way other people feel.

3 Introduce the *Roads and roundabouts* model for problem-solving. Draw a model of the roundabout with roads coming off it.

Explain that the roundabout is the place where you are when you are going around and around, trying to work out which is the right road to take. (It helps to be able to name your problem at this point, e.g. 'Deciding what game to play'.)

4 Before we work out which road to take, we want to know where each one goes! So we think up the different options and name them as well. Each option is a different road that leads to a different destination. For the problem 'deciding which game to play' we might have one road for basketball, one for handball, one for chasey, and another for football.

Once we have named these different roads, we can see what our choices are as we go around the roundabout.

5 Then we need to work out what it might be like when we arrive after having chosen one of the roads. Is this where we want to go? So we think up the positives and negatives, or good and bad sides of what it might be like when we get there. For example, a positive of handball is that you won't get muddy playing, but a negative might be that only four can play. We imagine what might be the good and the bad sides or the positives and negatives for each of the destinations.

6 Make a big Roads and Roundabouts map on the floor, and complete a problem-solving scenario with the whole class, naming the problem in the middle, brainstorming the options (roads), then the positives and negatives for each destination.

Review

Review the learning intentions. Point out that sometimes in life we make a choice but find it doesn't work, so we go back and try a different option. Invite students to consider how the roads and roundabouts model might help us to solve problems.

3 Problem-solving in peer situations

TIME: 25+ MINUTES

Learning intention

- Students develop an understanding that different problems can require different types of problem-solving strategies
- Students identify a range of strategies they use to solve problems

Equipment

- *Problem-solver scenarios* (for the teacher to print and cut out for the class to use)
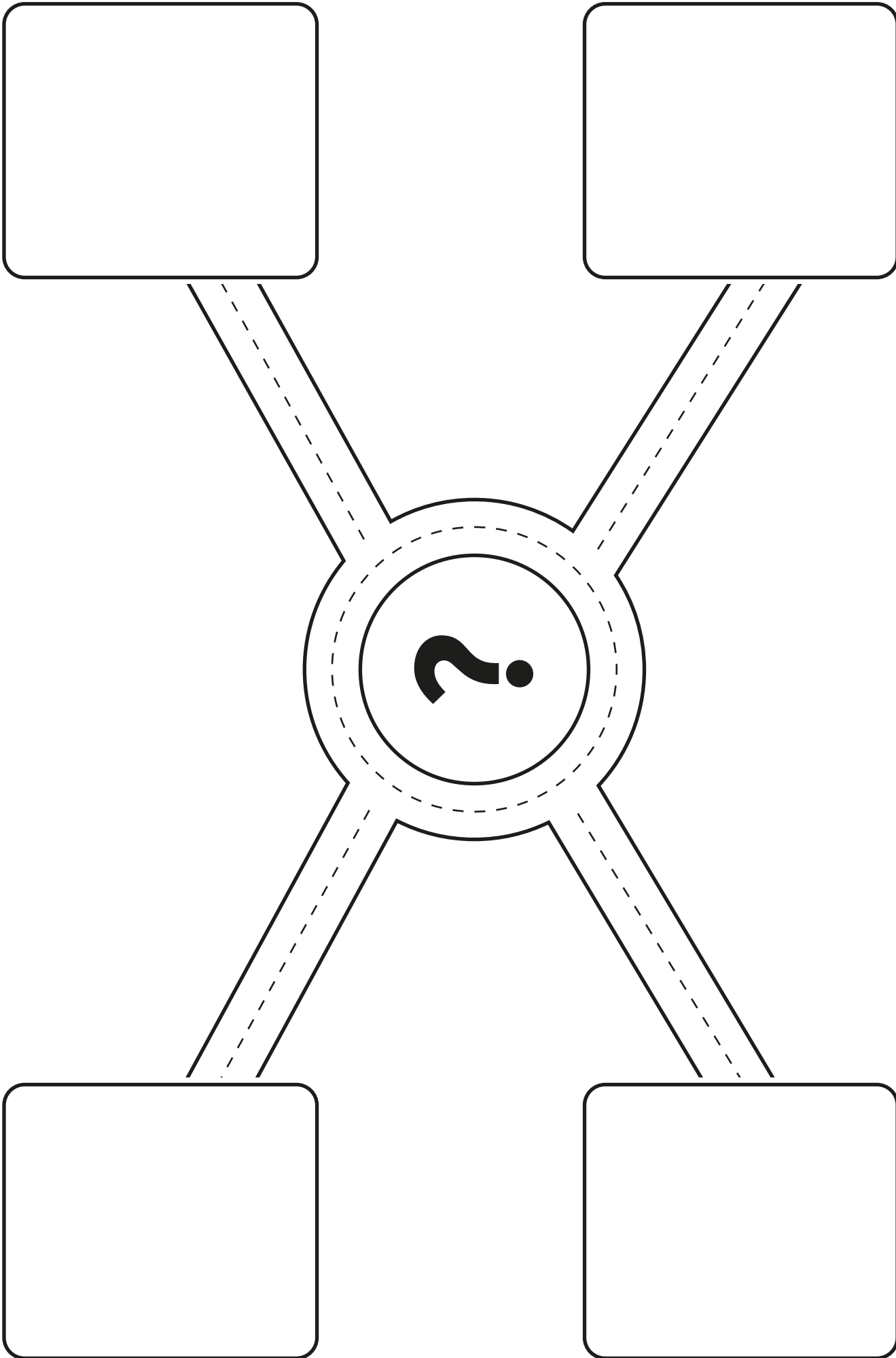- *Problem roundabout* handout (optional)
- Notebooks and pencils

Method

1   Put students in groups of three or four and distribute the *Problem-solver scenarios* (or develop your own scenarios, or ask children to brainstorm some of the problems children around their age may experience).

2   Hand out the *Problem roundabout* handout to each group, or ask students to draw their own. Explain that they will use the Roads and Roundabouts model to think through their scenario. First they will discuss their scenario and name the problem. Then they will think of as many different options as they can. Once they have their list, they will choose their top four to make into a 'signpost'. They should then work out the positives and negatives for each 'destination'. Once these are complete they should choose the one they recommend and prepare to explain why they have made that choice.

Arrange for the groups to report back.

3   As the groups report, build a list of the types of strategies that they considered using, e.g. take turns, make a plan, ask an adult, find an alternative game or activity, compromise, tell someone how you feel, ask someone to help you, use a game to work out who goes first (such as 'rock, paper, scissors'), ask them to stop, talk it over with a friend, ask your parent to help you.

4   Explain that these are all problem-solving strategies. Work with the class to make a display which shows a list of these different problem-solving strategies.

Review

Review the learning intentions and invite students to select one of the problem-solving strategies from the list and nominate when it might be appropriate to use that strategy. Tell students that in the next activity they will be working on this skill.

> **COACHING POINT**
>
> It is important for children to be able to identify problems and the kinds of strategies that they can use when confronted by common friendship problems.

Jake waits after school for 20 minutes and his dad still has not come to pick him and his brother up. His dad has never been late before. Now the playground is all quiet and empty. Jake's older brother wants them to start walking home. But Jake knows they are not allowed to do this.

• What is Jake's problem?
• What could Jake do?
  (Think of more than one suggestion.)
• What are the positives and negatives of each choice?
• Which do you recommend?
• Why?

Terri is with her group of Grade Four friends. They like to sit on top of the monkey bars. But when the Grade Three students want to climb up they won't move to let them have a turn. Instead they have started calling them names and telling them to go away. Terri feels bad because she can see this is very unfair.

• What is Terri's problem?
• What could she do?
  (Think of more than one suggestion.)
• What are the positives and negatives of each choice?
• Which do you recommend?
• Why?

Pina left her lunch at home and when her friends ask why she is crying, she tells them about her problem but says she is too scared to tell the teacher.

• What is Pina's problem?
• What could Pina do?
  (Think of more than one suggestion.)
• What are the positives and negatives of each choice?
• Which do you recommend?
• Why?

The Preps keep chasing Matteo and his friends during playtime. One of them is Matteo's cousin. It is getting annoying as they keep crowding around and wanting to join in, but they are too small to play basketball properly.

• What is Matteo's problem?
• What could he do?
  (Think of more than one suggestion.)
• What are the positives and negatives of each choice?
• Which do you recommend?
• Why?

Abdul and one of his friends want to play handball but his other two friends want to play soccer.

• What is Abdul's problem?
• What could he do?
  (Think of more than one suggestion.)
• What are the positives and negatives of each choice?
• Which do you recommend?
• Why?

Tim's little brother keeps taking his toys outside and hiding them in the garden.
The first time it was like a funny game of hide and seek, but now it is very annoying and things are getting lost.

• What is Tim's problem?
• What could she do?
  (Think of more than one suggestion.)
• What are the positives and negatives of each choice?
• Which do you recommend?
• Why?

Amy wants to watch her favourite TV show, but her big brother keeps changing the channel so he can watch the football.

• What is Amy's problem?
• What could she do?
  (Think of more than one suggestion.)
• What are the positives and negatives of each choice?
• Which do you recommend?
• Why?

Fa is with her three classmates. They all want a turn on the swings, but there are two swings and four people. Now they are fighting about who gets the first turn.

• What is Fa's problem?
• What could she do?
  (Think of more than one suggestion.)
• What are the positives and negatives of each choice?
• Which do you recommend?
• Why?

4 Evaluating problem-solving strategies

TIME: 25+ MINUTES

Learning intention

- Students develop an understanding that different problems can require different types of problem-solving strategies
- Students identify a range of strategies they use to solve problems
- Students evaluate strategies to see if they are a good fit for the problem

Equipment

- Two *Problem-solving dice* handouts for each group
- *Problem scenarios* handout
- Sticky tape
- Writing materials
- Scissors

Method

1 Ask students to work in groups of four to brainstorm some problems or decisions that children around their age have to deal with from time to time (or use the *Problem scenarios* handout provided). Each group then chooses their 'best' problem for another group to work on.

2 Each group reads out their problem or decision to the class, and another group 'signs up' for it.

Give each group two *Problem-solving dice* handouts to make their dice. Ask the students to write a different strategy onto each face of the dice. This means they need to choose 12 strategies (they can use the list of problem-solving strategies on the handout if they need some help).

Once the groups have made up their dice, ask them to roll the dice and then discuss whether it has turned up a useful strategy or not.

3 Ask groups to report back on what they noticed about the fit between the scenario and the strategies that the dice provided.

Point out that although some strategies can be useful in many different situations, there is still a need to find the best strategy that fits the situation and the people involved.

Review

Review the learning intentions and invite students to share one or two important things they have learned about problem-solving and problem-solving strategies.
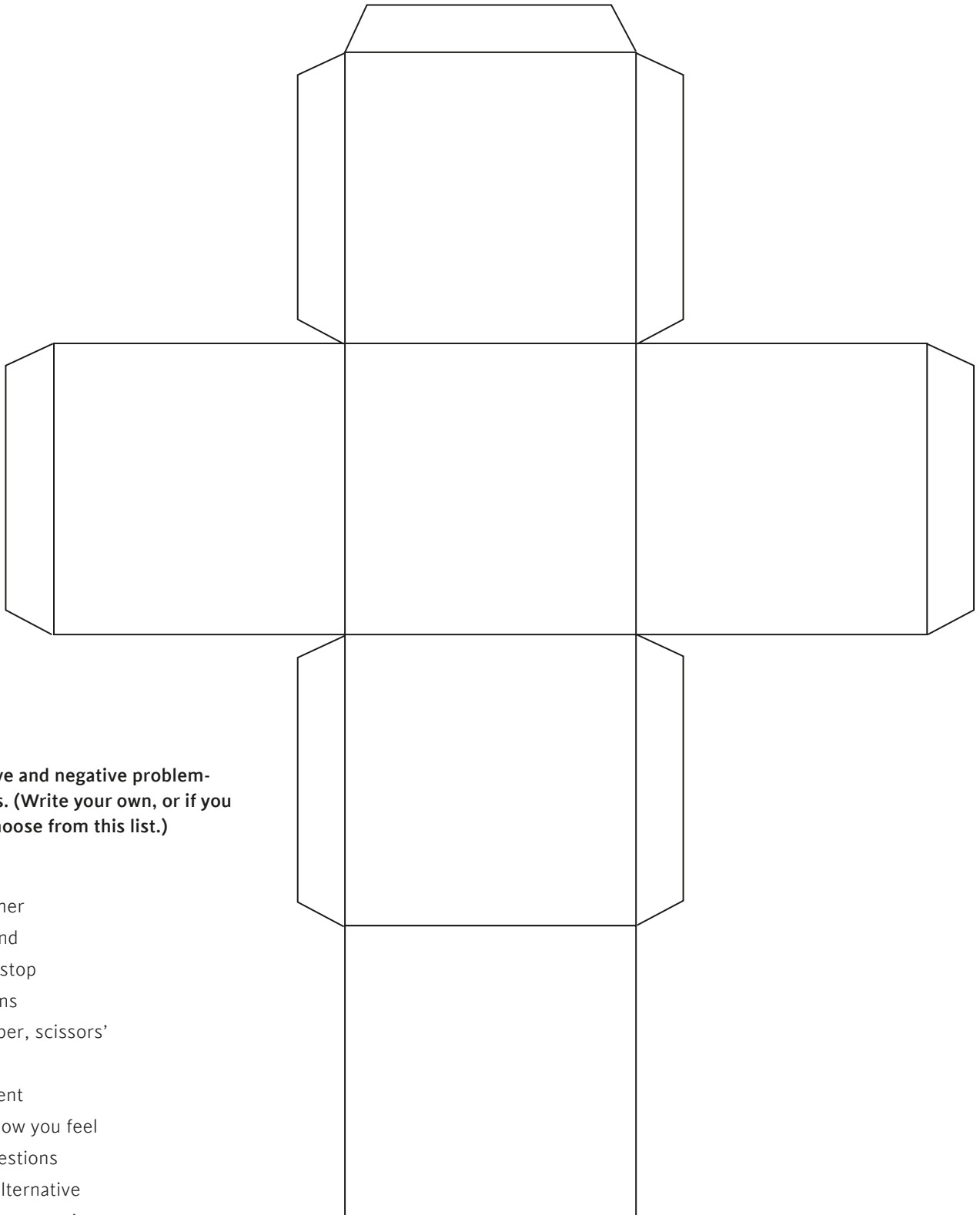
Some positive and negative problem-solving ideas. (Write your own, or if you get stuck, choose from this list.)

Ignore it

Tell the teacher

Talk to a friend

Tell them to stop

Take it in turns

Do 'rock, paper, scissors'

Make a plan

Talk to a parent

Tell people how you feel

Ask for suggestions

Think of an alternative

Ask them for suggestions

Cry

Yell

Fight

Walk away

Make a joke

Ask them what they feel

Smile and try to be friendly

Apologise

My friend comes to my house to play, but wants to spend the whole time on my computer playing games. I want to play outside.

I get called names by people in my class. They don't let me play unless they need an extra person in the game. The rest of the time they leave me out.

I get into trouble a lot from the teacher. My friends mess around too, but they just don't get caught. I feel upset because it is not fair.

My friend looks at things on the internet that are for adults only and he wants me to join in. I think it is really bad.

I don't feel like going to school because my classmates say mean things about my parents splitting up.

I get teased because I can't speak English very well yet. This makes me want to run away from school.

I have to stay at my aunty's house for a week while my parents go away. It is scary and dark in the bedroom and the house makes creaking noises. I don't want to stay there.

I want to go to my friend's birthday party and I felt so happy to be invited. But my mum told me she doesn't have enough money for me to get a present. I am scared what people will say if I tell them. Maybe I should not go to the party.

My friend takes my pencils to use and then she puts them away in her own pencil case. When I ask her she says that they are hers.

Someone has been stealing lunches from people's bags. I think I know who it is, but I am scared to say in case that person gets mad at me for telling on him.

Topic 4 Further resources

Reflecting on everyday practice

- When faced with a problem how do you respond?
- How do you model problem-solving in the classroom?
- What strategies do you use to assist students to •
  When do you provide lateral thinking exercises for your students?

Web links for further reading and activities

Various web resources have been designed to provide children and those who support them with information they might need in a range of challenging situations.

- *KidsMatter*. Teaching children about problem-solving and conflict resolution. http://www.kidsmatter.edu.au/families/starting-school/4-problem-solving

  https://www.kidsmatter.edu.au/families/resources/about-friendship/resolving-conflict

For a focus on bullying prevention, the following websites are useful.

- *Bully Stoppers* provides information and advice relating to bullying, for Years 3–12: http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx

- *Alannah & Madeleine Foundation* site provides information and advice about bullying for Years 3–6. Links to NCAB (National Centre Against Bullying). http://www.amf.org.au/

- *Bullying. No Way!* provides information and advice relating to bullying, for Years 3–12. http://bullyingnoway.gov.au/

- *Prejudice No Way* provides the foundation knowledge and skills needed to help children counter racism, prejudice, and discrimination. http://www.prejudicenoway.com/

For a focus on issues relating to sexuality, the following resource is useful.

- *Catching on Early* a DET sexuality education program for primary schools. https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/catchingonearlyres.pdf

Extension activities

- Provide the students with a 'letter from a friend' detailing a problem. Ask them to respond to the letter with advice about possible strategies.

Talking further

- Invite student to share their **Roads and roundabouts** model with people at home. Encourage them to make one to display on the fridge, and to try it out on a decision they make at home.

5 Stress management

AIMS

Activities within this topic area will assist students to:

- Describe the influence that people, situations and events have on their emotions

- Explore strategies to manage physical, social and emotional change

- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe

- Explain the value of self-discipline and goal-setting in helping them to learn and to cope with change and challenge

- Describe personal strengths and identify coping strategies that they can apply to help them cope with change and challenge.

EVIDENCE BASE

Stress is a normal part of life, especially as children get older. Children who cope better with life's stressors develop good mental health and wellbeing.[10] Assisting students recognise their personal signs and symptoms of stress and to develop strategies that will help them to deal with those effectively, will help them cope with challenges in the future.

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students explain the consequences of emotional responses in a range of social situations

- Students recognise personal strengths and challenges and identify skills they would like to develop

- Students suggest strategies for coping with difficult situations

- Students persist with tasks when faced with challenges and adapt their approach when first attempts are not successful

- Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups

- Students explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities

Health and Physical Education

- Students examine influences that strengthen identities.

- Students investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities

- Students apply strategies for working cooperatively and apply rules fairly. They select and demonstrate strategies that help them stay safe, healthy and active at home, at school, and in the community

Critical and Creative Thinking

- Students select and apply a range of problem-solving strategies

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 105–106.

1 What is 'stress'?

TIME: 15+ MINUTES

Learning intention

- Students develop a definition of stress
- Students identify the things that can cause stress for people

Equipment

- Paper and pens

Method

1   Ask: *What does it mean when we say, 'I am so stressed?'* Record the students' responses on the board. Work towards developing a shared definition.

Stressed is a word we use to describe the overall feeling of being worried over a period of time, or the feeling that we should be doing more than we can manage. Sometimes our problems can cause us to feel worried or distressed as we think about what we should do. We can feel stressed when we have a few problems all at once, or when our problems last for a long time.

When we are stressed we may feel different emotions. We can feel angry, frustrated, scared, afraid, anxious, inadequate or overwhelmed. Sometimes this can give us a stomach ache or a headache, we may feel grumpy or teary, or have trouble paying attention at school and remembering things at home.

Everyone experiences stress at some time. But there are also many different ways that people help themselves when they feel stressed. We call these **coping strategies**. We have already looked at some of the strategies we use to help us cope with feeling angry. In later activities we will look at other coping strategies.

Give one example for each area of stress:

- Something is hard (e.g. having a test at school in a subject you don't feel very good at)
- Something is new (e.g. going in the school swimming sports for the very first time)
- Something is scary (e.g. having to have an injection or going down the giant slide)
- We have too much to do (e.g. clean your bedroom, do your homework, and feed the dog all before you can go out to play with your friend).

2   Put students in groups of three or four. Allocate each group one source of stress.

Ask students to brainstorm examples of things that could make a person feel stressed for their allocated heading. (E.g. What difficult things stress you? What new things stress you? What scary things stress you? What does it take for you to feel there's too much to do?)

Ask each group to feed back three ideas. Record the lists on the board for students to look at.

Review

Review the lists and highlight there are lots of different reasons why someone might feel stressed. Some things that might stress one person may not stress another! It all depends on who you are and how many tricky things are happening all at once.

> **COACHING POINT**
>
> It is important to highlight that what may be stressful for one person may be enjoyable to another. Remind children to respect the differences they may find between themselves and others.

2   Slow motion mirror game

TIME: 10+ MINUTES

Learning intention

- Students use a game to help them develop self-calming techniques
- Students discuss the role of self-calming and self-control in managing their daily challenges
- Students explain the value of self-discipline in helping them to learn

Equipment

- Gentle music (optional)

Method

1   Explain that we are going to play the *Slow-motion mirror* game to help us focus on self-control and self-calming.

Organise students into pairs, standing facing each other. Ask one person to be A and the other to be B.

2   Explain that in this game the aim is to work with your partner to create a perfect mirror reflection. However, this is a slow-motion mirror, so all movements in this mirror must be done in slow motion. In the first round, A will be the leader and B will be the mirrored reflection. With pairs facing each other, A will begin to move and B will start to copy every action like a reflection.

Once they have had a chance to play, ask the partners to swap roles so that B becomes the leader and A becomes the mirror.

3   After the activity ask the students:

- *What skills did you need to use in order to play that game successfully?*
- *What messages did that game contain that relate to good friendship?*
- *What messages did that game contain that relate to help-seeking and/or peer support?*
  (Among other responses, students may note the skills of self-control and observation. They may note the importance of paying close attention to others, or 'tuning in' to them as part of good friendship. They may note the importance of sending clear signals that others can follow when asking for help or referring others for help.)

4   Issue a challenge to play advanced *Slow-motion mirror*. In this variation of the game, the whole class becomes the mirror for you as the leader. You lead a slow and sustained pattern of calming movements, and they aim to remain a simultaneous mirror to you. Once you have established the game, you can pass the leadership to another student, and they in turn can call a name to pass it on.

5 After the game ask the class:

- *What skills did you use to help you work as a whole class team in that game?*
- *How and when do we need to call on these same skills so we can create a classroom that is good for everyone to learn in?*
- *How do we usually show self-control in the classroom?*
- *What can we do to help keep our classroom a peaceful place for people to work?*

> **COACHING POINT**
>
> The *Slow-motion mirror* game can help to calm the class and give them the evidence that they can work in harmony together. When students name the skills they use in the game, and link them to their application in daily life, they affirm the value of these peer harmony skills.

3 Calming and coping

TIME: 25+ MINUTES

Learning intention

- Students identify that there are a range of strategies that can be used to help deal with strong emotions
- Students practise strategies for calming and coping when upset

Equipment

- *My self-calming strategies* handout
- Checklist of Coping Strategies Handout

Method

1 Explain to the class that most of us have different actions that we like to take to help us calm down when we feel angry, or to feel comforted when we are upset. We all need actions we can take when we are managing our strong emotions.

Give some examples of your own. For example: I like to walk my dog to help me calm down when other people around me are upset or arguing. Ask students to provide a few more examples.

2 Arrange for students to work in small groups to design three different freeze frames. Each freeze frame shows one of the strategies they like to use to help them calm down when they are upset, anxious, afraid or angry. (Alternatively, have children complete three quick sketches or jot down some words to describe their 'calming' strategies).

Invite students to share one of their strategies with the class. They should share a strategy that they believe is helpful, and not hurtful or harmful to anyone else.

3 Develop and display a class list of positive 'self-calming' strategies. Refer to the list of *Coping strategies* if needed to help complete the list.

Distribute the *My self-calming strategies* handout.

4 Ask the students to complete the task by naming at least two different calming strategies that they can use when they feel sad, angry, lonely, frightened or worried.

Encourage the students to think of as many different positive strategies as they can.

Emphasise that we all need a variety of calming strategies so as we can choose one to suit the place, the time and the emotion. Some strategies will work at home, but we may need some different ones for the time when we are at school.

REVIEW

Review the learning intentions and invite students to share a positive calming strategy that might be appropriate to use either at home, in class, or in the playground.

> **COACHING POINT**
>
> It is important to help children understand that some events and situations will evoke strong emotions. They can use their calming and coping strategies to help them de-escalate the spiral of upset or to help them persist through tough times.

CHECKLIST OF COPING STRATEGIES

- ☐ Go for a run
- ☐ Read a funny story
- ☐ Ride a bike
- ☐ Play a computer game
- ☐ Play with friends
- ☐ Bounce on the trampoline
- ☐ Go for a swim and splash a lot
- ☐ Watch TV
- ☐ Make something
- ☐ Play an imaginary game
- ☐ Cuddle someone
- ☐ you love
- ☐ Lie on your bed
- ☐ Have a bath or shower
- ☐ Eat something delicious
- ☐ Listen to some music

- ☐ Go to the park
- ☐ Write about it
- ☐ Play sport
- ☐ Talk to someone
- ☐ Tidy your room
- ☐ Draw a picture
- ☐ Read a book
- ☐ Help your parent
- ☐ Ring your grandparent
- ☐ Play a favourite game
- ☐ Have a drink of water
- ☐ Wash your face
- ☐ Take some deep breaths
- ☐ Sing a song
- ☐ Pat a pet

Name: _____

MY SELF-CALMING STRATEGIES

Draw a face for each feeling. Write two calming strategies you can try when you are feeling this way.

When I feel sad	I can...
	I can...
When I feel angry	I can...
	I can...
When I feel lonely	I can...
	I can...
When I feel frightened	I can...
	I can...
When I feel worried	I can...
	I can...

4 Relaxation techniques

TIME: 20+ MINUTES

Learning intention

- Students practise relaxation techniques
- Students identify times when they can use relaxation techniques to reduce tension levels
- Students describe how their bodies feel after relaxing their muscles

Equipment

Gentle or meditative music

Method

1   Explain we are going to try a relaxation exercise. Relaxation exercises help us to calm our emotional stress levels and to let go of the accompanying tension in our bodies.

Arrange for students to lie down on their backs or sit squarely in their chairs if space does not allow for them to lie down.

2   First describe the process: We are going to use the *Ice to water* activity. First we will clench our muscles so they are tight and hard like a block of ice, then we will let go and imagine our muscles melting into a soft pool. During the activity we will think about how our stomachs feel, what our muscles are doing, what it feels like inside our heads.

ICE TO WATER RELAXATION EXERCISE

3   Shake your whole body nervously for 10 seconds. Stiffen your body like a board and don't let it move for 10 seconds. Let it go and imagine yourself melting into the floor or chair with all your muscles warming and relaxing and stretching out.

4   Take a few slow breaths in and slow breaths out. Listen to your own heartbeat. Now scrunch up hard like a frozen block of ice again. Hold your muscles tight. Now relax and melt again. Take a few slow breaths in and slow breaths out. Listen to a sound that is very far away. Now wiggle toes and fingers. Open your eyes and slowly sit up/stand up.

5   Ask students to share with someone next to them how they felt. Collect some responses from the class. Ask: *Where or when could you use this relaxation exercise?*

6   Ask if children to share ideas about things they like to do to help them relax or quieten themselves.

Try the activity again with some quiet music. Ask students to report on which they preferred – with or without music.

Ask students to put up their hands if they think it would be good to do an activity like this again in the future.

Review

Review the learning intentions and ask students how regularly practising relaxation might help them to lead a healthy life.

> **COACHING POINT**
>
> Managing stress and stressful situations is important for leading a healthy life. Meditation and breathing exercises are one way to help lessen stress.

Topic 5 Further resources

Reflecting on everyday practice

- What do you like to do to relax and reduce your own stress levels?
- Can you recognise the varying signs of stress in your students?
- How do you provide opportunities for tension reduction in the classroom?

Web links for further reading and activities

Various web resources have been designed to provide children and those who support them with information and strategies for managing stress.

- *Kids Helpline* is a free 24-hour counselling service for Australian kids and young people aged 5–25 years. http://www.kidshelp.com.au/

- *Cybersmart* is an Australian website providing information about on line safety for Years 3–12. http://www.cybersmart.gov.au/Kids.aspx

- *Thinkuknow.org.au* is an Australian-based website (linked to a UK site) providing information and activities, including FAQ, about online behaviour and safety. http://www.thinkuknow.org.au/

- *Smiling Mind* is a web and App-based program developed by a team of psychologists with expertise in youth and adolescent therapy, Mindfulness Meditation and web-based wellness programs. It provides mindfulness programs for children and young people aged 7–11, 12–15 and 16–22. http://smilingmind.com.au/

Extension activities

- Turn 10 of the verbs from the list of coping strategies from Activity 3 into a 'Find the word' puzzle.

- Make a list of some music that would be good to use during a relaxation exercise.

- Draw a picture that means 'relaxation' to you.

Talking further

- Talk to those at home about the kinds of stresses they faced when they were at school. What coping strategies did they use?

6 Help-seeking

AIMS

Activities will assist students to:

- Identify communication skills that enhance peer support and help-seeking
- Identify a range of conflict resolution and help-seeking strategies to negotiate positive outcomes to problems
- Discuss the concept of leadership and identify situations where it is appropriate to adopt this role
- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe.

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students explain the consequences of emotional responses in a range of social situations
- Students recognise personal strengths and challenges and identify skills they would like to develop
- Students suggest strategies for coping with difficult situations
- Students persist with tasks when faced with challenges and adapt their approach when first attempts are not successful
- Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups
- Students describe factors that contribute to positive relationships with peers, other people at school, and in the community
- Students explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities
- Students identify a range of conflict resolution strategies to negotiate positive outcomes to problems

Health and Physical Education

- Students recognise strategies for managing change
- Students examine influences that strengthen identities
- Students investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities

- Students describe the connections they have to their community and how these can promote health and wellbeing
- Students apply strategies for working cooperatively and apply rules fairly. They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community

Critical and Creative Thinking

- Students select and apply techniques to generate a range of ideas that extend how problems are solved
- Students select and apply a range of problem-solving strategies

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 107–108.

English

Speaking and listening by the end of Level 3
- Students listen to others' views and respond appropriately using interaction skills

Speaking and Listening by the end of Level 4
- Students create structured texts to explain ideas for different audiences
- Students make presentations and contribute actively to class discussions, varying language according to context.

EVIDENCE BASE

Children can experience all kinds of challenges as they grow and develop. The help-seeking behaviours of children are fundamental to their mental health and wellbeing. Encouraging and fostering help-seeking behaviours is one way to improve mental health and wellbeing.[15] It is important to work with students to make sure they are aware about help-seeking avenues and are confident to seek help from an appropriate source when needed.

1 The mimed messages game

TIME: 15+ MINUTES

Learning intention

- Students describe factors that contribute to positive relationships
- Students identify communication skills that enhance relationships for particular groups and purposes
- Students describe characteristics of cooperative behaviour and identify evidence of these in group activities

Equipment

- *Mime scenarios* cards

Method

1   Divide the class into groups of five or six. Ask each group to form a queue behind their leader. Explain that in this game students will be playing a mime relay (model an example of a mime before you begin the game).

    Each group will have their own action to mime. The aim of the game is to preserve and pass on as much of the original mime as possible.

    The first person in each queue will be the 'leader' and must face the front. All the other students must face the back.

    Show a different *Mime scenario* card to each of the leaders of the groups. Once shown the card, the leaders have 10 seconds to think about how they might represent this action through mime.

2   Give the leaders a cue to begin. Each leader will tap the shoulder of the team member next in line, who turns around to watch the mime. After having seen it performed, team member number two then taps the shoulder of the next person in line and performs the same mime, aiming to be as true to the original as possible.

    The process is repeated until each member in the team has had a chance to watch the mime.

3   Once all the groups have completed this process, the final person from each group comes out the front and performs the mime they saw in front of the whole group. This student must then offer a guess as to what action they believe the group were performing (i.e. hanging out washing, making a fire, etc).

    In response, the leader then comes out and performs the original mime and reveals the action they were aiming to represent (as written on their action card), highlighting the changes that may have taken place as the mime was passed along the chain.

4   After the game, ask students:

    - *What cooperative and communication skills did we need to use to play the game?*
    - *What messages does this game contain that relate to the challenge of help-seeking?*

> **COACHING POINT**
>
> Reinforce the importance of creating clear and accurate messages when asking for help. If people do not understand our needs clearly, they may not be able to help us.

Cleaning your teeth

Buttering your toast

Pouring a drink and drinking it

Opening a present

Finding a stone in your shoe

Crossing a busy road

2 Help-seeking scenarios

TIME: 15+ MINUTES

Learning intention

- Students normalise help-seeking behaviour
- Students identify strategies for peer support and peer referral
- Students identify sources of help for children experiencing a range of problems

Equipment

- *Help-seeking scenario* cards handout (one set per group)

Method

1 Allocate students into random groups of four or five. If possible, groups should sit in a circle.

   Give each group a set of **Help-seeking scenarios** (or develop your own).

   Tell the group their job is to think about possible helping or help-seeking actions they could take in a range of situations involving children experiencing distress.

   Use one scenario as a model and complete it with the class.

2 Demonstrate how to lay the scenario cards face down in a circle with room inside to spin a pencil.

   In turn, each person in the group can spin the pencil and read aloud the card that the pencil points to. They should then work as a group to discuss what people could do in that situation.

3 When the task is finished, gather the groups together and invite each group to share their response to one of the scenarios, justifying their response. After all groups have had a chance to share, ask: *Which of the scenarios was the easiest to deal with? Which scenario was the hardest to deal with? Why?*

Review

Review the learning intentions and either elicit or explain the importance of seeking help from our peers and adults, and developing different strategies to seek help when we are worried about a situation or feel unsafe.

> **COACHING POINT**
>
> When peers identify the importance of help-seeking, propose sources of help, and identify strategies for peer referral, they help to establish positive social norms and de-stigmatise help-seeking.

Andy gets ignored by the other students and sometimes gets teased and laughed at. The teacher does not know that this is happening as no-one teases him in front of the teacher.

What could other students do to help?
What could he do?
Who could he ask to help?

Tim's little brother is being bullied at school and now while they are walking to school, he has started crying because he is scared it will happen again.

What could friends do to help?
What could she do?
Who could she ask to help?

Helen is really angry and wants to go and punch some other students.

What could friends do to help?
What could she do?
Who could she ask to help?

Kim left his lunch at home.

What could friends do to help?
What could he do?
Who could he ask to help?

Sam is finding it hard to concentrate in class. He is upset because mum and dad have been fighting and they have said that they are going to split up.

What could friends do to help?
What could he do?
Who could he ask to help?

Chun is too scared to ask her parent for excursion money because her family is having money problems.

What could friends do to help?
What could she do?
Who could she ask to help?

Elif plays with older kids who live in her street. One day they offer her a cigarette and say she is weak if she doesn't try it.

What could friends do to help?
What could she do?
Who could she ask to help?

Some grade four students see a group of older students run through the sandpit and knock over the castles that the grade one children have made. They laugh and run off. The next day this happens again.

What could friends do to help?
What could they do?
Who could they ask to help?

3 How big is the problem?

TIME: 30+ MINUTES

Learning intention

- Students differentiate between the different levels of problems
- Students plot a range of problems on a problem scale

Equipment

- *How big is the problem?* handout

Method

1   Explain we are now going to think about how serious or small a problem is, because that will help us to think about what we can do to solve it, and whether to seek help from others or not.

Ask: *How do we know whether a problem is 'serious' or not? How do we know whether we should involve other people in helping us to solve it?* Collect students' ideas and examples. Share the following six questions which can be used to help us think through how serious a situation is. (Put these questions on the board.)

- Does it hurt or upset anyone?
- Does it break the rules?
- Does it make the school an unfriendly place?
- Does it stop people learning?
- Could it get worse if you did nothing?
- Could it get worse if other people did not help?

2   Explain to students that you will be reading out a number of problems and you want them to decide if they think they are small, medium or serious problems. They will vote by showing the size of the problem with their bodies.

If the problem seems small they will bob down low, if it seems medium, they will stand, and if it seems serious they will stretch their hands up high. Remind students that some people will have different ideas. For example, a spider landing on your bed might be a big problem for some people and small problem for others! (Ask students to stand, then read out some examples from the set provided).

3   Ask students to comment on what they noticed from the voting patterns. Ask why it is important for people to be able to work out if a problem is serious or not.

4   Explain that some problems start small, but because they go on and on for a long time, they become more serious. Some problems are serious because they cause hurt or harm. Some problems are serious because they make the school an unfriendly place or stop people from learning.

One way we try to stop some of these problems from happening is to have rules. But we also need helping hands and people who will take action when things go wrong, or when the safety or learning rules are broken.

5   Refer to the earlier activities on personal strengths (Topic 2). Ask students what strengths they need to call on to take help-seeking action when a problem is more serious.

Introduce the idea of scaling by drawing a scale from one to 10 to represent the increasing seriousness of a problem.

Explain to students that it can be helpful to tell others how seriously their problem is affecting them by describing whether it is a three out of 10 problem or a seven out 10 problem. Encourage them to think about seeking help if their own problem feels bigger than a six out of 10.

6   Put students in groups of three or four. Give each group the *How big is the problem?* handout and ask them to work together to rate the seriousness of the problems on scale.

Groups select one member to feedback a problem from each of the three levels (small, medium and serious).

Ask: *Were there different views about the seriousness of problems within the group?*

Refer back to the idea of diverse responses among different people and the need to respect this diversity.

REVIEW

Review the learning intentions by inviting students to reflect on what they have learned.

HOW BIG IS THE PROBLEM?

Read through the problems and write the level next to each of them.

10

9 SERIOUS
PROBLEM

8

7

6 MEDIUM
PROBLEM

5

4

3

2 SMALL
PROBLEM

1

LEVEL PROBLEM

LEVEL	PROBLEM
	You spill your drink onto your trousers
	You spill your drink into the computer and it stops working
	You lose your pen
	You lose your mobile phone
	You have no one to play with
	You have no one to play with for two weeks
	You are not allowed to go outside to go to your friend's house
	You feel tired in class
	You feel sick in class and think you will throw up
	You are late for school
	You are late for school most days because there are problems in your family
	You don't understand how to do the assignment
	You don't understand how to do the assignment, no one at home can help, and you have to hand it in the next day
	You get into trouble for talking to your friend in class
	You get into trouble every lesson for being mean to another student
	You find a spider in your shoe when you are getting dressed
	You find a live spider in your baby brother's mouth and he is eating it
	Your dog has escaped into the front yard
	Your dog has escaped into the front yard and now is running down towards the busy road at the end of your street

4 Help-seeking sources

TIME: 30+ MINUTES

Learning intention

- Students explore the notion of trust and how they know they trust someone
- Students list five trusted people who they would seek help from

Equipment

- *Helping hands* handout

Method

1 Ask:
   - *How do we know when a problem is/or is getting too large to manage alone?*
   - *If the problem is too large, what can the person do?* (Seek help from someone they trust).

2 Show the handout of the two **Helping hands**. Explain that they will write the name of five different people that they can help on one hand, and the names of five trusted people they can go to when they need help (or when they are worried that a friend or family member needs help). This could include a parent, teacher, friend, sibling, grandparent, aunt, uncle, cousin.

Review

To conclude the lesson, review the learning intentions, inviting students to share their helping hands, explaining why they selected these people.

Name:

5 people who
I can help
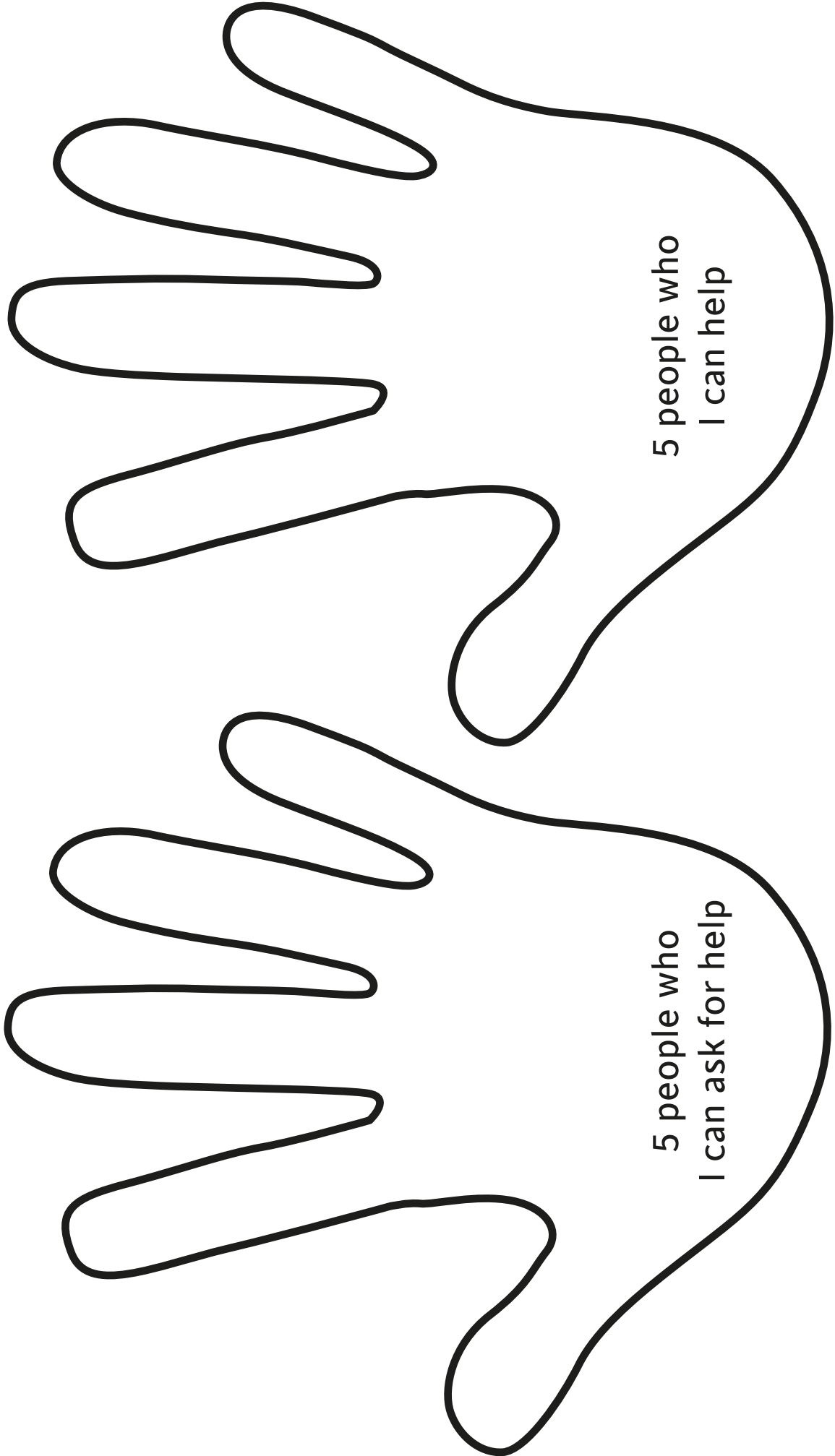
5 people who
I can ask for help

5 Help-seeking role plays

TIME: 25+ MINUTES

Learning intention

- Students practise clear communication in help-seeking
- Students recognise they may not always get the help they want when they ask for it
- Students identify the importance of persistence in help-seeking

Equipment

- *Can you help me?* scenarios (for teachers to print and cut out for the class to use)

Method

1 Explain that we are going to practise asking for help by acting out some help-seeking situations.

2 Sometimes we need to be able to tell people how we feel, particularly when we are experiencing very strong negative emotions or when we face difficult situations. Sometimes strong emotions are a sign that we have a problem and need some help. While it is good to use our own coping strategies, we also need to know when and how to ask for help.

3 Ask students to suggest what they think someone needs to say when they ask for help. Aim to build a list that includes:

- Tell the person you need help
- Name the problem
- Say how it makes you feel
- Ask for help

4 Ask students to work in pairs or trios. Allocate (or let them choose) one of the *Can you help me?* scenarios. Ask students to:

- Restate the problem in their own words
- Choose who this person could ask for help
- Work out what they could say to the person they approach for help
- Work out what they could do or say if the person being asked for help was too busy or was not helpful

5 Allow time for students to design and prepare two short role plays, one in which they show a good response from the help giver, and one in which they show a poor response from the help giver.

Arrange for students to show their role plays. After each role play, ask:

- *What has the help-seeker done well in asking for help?*
- *Has the help-seeker identified the problem?*
- *Have they got their message across clearly?*
- *What else could they do or say?*

6 After finishing the role plays, discuss the process of asking for help. Ask:

- *What does it take to go and ask for help?* (Courage)
- *What it is like if you ask for help and get an unhelpful response?*
- *What strengths do you need to draw on in that situation?*

Review

Review the learning intentions, inviting students to write a short reflection on what they have learnt from this activity.

> **COACHING POINT**
>
> While we do not want to deter children from seeking help, we also want to prepare them for situations where the help they seek is not given to their satisfaction. Persistence is a key attribute of resilience and important in help-seeking.

You need help with this homework. It is really hard.

Who will you ask for help?
What could could you say?

You went to your friend's house for dinner and your friend's dad kept yelling at him.

Who will you ask for help?
What could could you say?

You've been away sick and don't know how to do the new Maths problems.

Who will you ask for help?
What could could you say?

No one will play with you. You have been sitting by yourself every lunchtime this week.

Who will you ask for help?
What could could you say?

Your parent didn't arrive to pick you up after school.

Who will you ask for help?
What could could you say?

Your ball went over the fence to next door and you don't know what to do.

Who will you ask for help?
What could could you say?

You are lost. You can't find your cousin.

Who will you ask for help?
What could could you say?

Someone is doing something that is making you feel scared.

Who will you ask for help?
What could could you say?

You forgot to bring your lunch to school.

Who will you ask for help?
What could could you say?

Your best friend won't talk to you anymore.

Who will you ask for help?
What could could you say?

A classmate makes mean jokes about your skin colour.

Who will you ask for help?
What could could you say?

An older student takes your things and says he will punch you if you tell a teacher.

Who will you ask for help?
What could could you say?

A group of students are being mean to a younger child.

Who will you ask for help?
What could could you say?

A friend is trying to force you to do something that you know is wrong.

Who will you ask for help?
What could could you say?

6 Picture story book

Learning intention

- Students demonstrate their knowledge of emotions, use of positive coping and help-seeking strategies, the importance of persistence in help-seeking, and the use of appropriate sources of help

Equipment

- Paper and drawing equipment
- Storyboard template

Method

1 Explain that the students will work to make an eight-page story for younger children to help them to learn how to cope with a challenge which produces a negative emotion such as anger, fear, sadness or loneliness. Ask students to think up some of the situations involving change or challenge that younger children might experience and find challenging to deal with. Make a list on the board (e.g. being bullied, starting new at school).

2 Give the students a storyboard to make their story (using the template below). Explain this template by giving an example and reading that story to them. Emphasise that it will include: a) an introduction to the character, b) a description of the challenge or upsetting situation, c) their emotional reaction, d) their bodily reaction to the upset, e) an action they used to cope which did not work, f) a help-seeking action that did work, g) how they carried out the advice, and h) the happier ending.

3 Ask them to choose an animal who will be the central character.

4 Draw the template on the board. Remind them that the pictures will be part of the story and should help to make it easy for younger children to understand.

5 Organise students into groups of 2–4 to share their stories with each other. Model, then direct students to use the template to give feedback on each student's story.

Also arrange for students to read their stories to students from a younger class. This can also be done in pairs or in groups of four.

> **COACHING POINT**
>
> Reading stories to younger students is a good activity to help build a safe and supportive school environment.

Page 1
Page One will introduce your character.
This character should be an animal.

Page 2
Tell about the **bad experience** that happened to your character.

For example: somebody was mean to them, they lost something, they felt afraid of something.

Page 3
Tell what **emotions** they felt in response
Example emotions:

Sad	Hurt
Angry	Surprised
Scared	Disappointed

Page 4
Tell how this made their **body** feel.
Example emotions:

Shaky	Sweaty
Fast heart beat	Hot face
Sore tummy	Crying
Shivers	Headache

Page 5
Tell the **action** they did to try to cope (but this did not work out)

For example: crying, hiding, being mean to someone

Page 6
Tell how they tried again. They asked a different animal **for advice.** Say what good advice was given.

Page 7
Show how they took this good advice – and this time it worked out well!

Example strategies:
Ask a teacher for help
Take deep breaths until you are calm
Find a safe place to play
Tell your mum and dad about it
Walk away
Ask some older kids to help
Run around the playground

Page 8
Tell how this made their **body** feel.
Example emotions:

happy	relieved
excited	hopeful
proud	included
relieved	brave

Topic 6 Further resources

Reflecting on everyday practice

- Who are the people you would talk to if you need help in dealing with an issue?
- In what ways do you encourage students to seek your assistance and each other's assistance in the classroom?
- How do you affirm their help-seeking?
- How can you develop a sense of trust and empathy between the students in your classroom?

Web links for further reading and activities

Various web resources have been designed to provide children and those who support then with information they might need in a range of challenging situations.

- *Kids Helpline* is a free 24-hour counselling service for Australian kids and young people aged 5–25 years. http://www.kidshelp.com.au/

- *Cybersmart* is an Australian website providing information about on line safety for Years 3–12. http://www.cybersmart.gov.au/Kids.aspx

- *Thinkuknow.org.au* is an Australian-based (linked to UK site) website providing information and activities, including FAQ, about online behaviour and safety for Years F-12. http://www.thinkuknow.org.au/

- *The Butterfly Foundation* is an Australian based site providing information and support about eating disorders and body image for Years 3–12. http://thebutterflyfoundation.org.au/

- *eSmart Schools* is a behaviour change initiative designed to help schools improve cybersafety and reduce cyberbullying and bullying. It provides a framework that guides the introduction of policies, practices and whole school change processes to support the creation of a cybersafe or eSmart environment. https://www.esmartschools.org.au/Pages/default.aspx

- *The Daniel Morcombe Child Safety Curriculum* is focused on personal safety and awareness, cyber-safety and telephone safety. It includes teaching and learning activities for students in Years Prep–2, 3–6 and 7–9. https://fuse.education.vic.gov.au/content/7ff7f8ac-1da5-45d2-a812-8259b35f38ea/p/index.html

- *SAFEMinds* is a professional learning and resource package for schools and families that aims to enhance early intervention mental health support for children and young people, increase engagement of parents and carers with schools to more effectively support their child's mental health, and develop clear and effective referral pathways between schools and community youth and mental health services. http://www.education.vic.gov.au/school/teachers/health/Pages/safeminds.aspx

Extension activities

- Write a poem or song or rap which highlights how to cope when times are tough.

- Make a short play for younger students in which you show how a character eventually deals with a problem. This may be performed as a puppet play or acted out.

- Students can describe the help-seeking or help-providing strategies used by characters in the stories they are reading.

Talking further

- Encourage the students to share their helping hands with those they included among their five trusted people.

- Students could ask their family members who they talk to when they want help with things.

- Ask students to work with their parents or carers to make a family helping hand to keep on the fridge.

7 Gender and identity

AIMS

Activities will assist students to:

- Analyse their multifaceted identities
- Differentiate between sex and gender
- Identify the restricting effects of negative gender norms
- Identify the enabling effects of positive gender norms
- Develop an understanding of the influence of the media and literature in the construction of gender norms
- Challenge negative gender norms experienced in their lived environments.

EVIDENCE BASE

Research shows that children become aware of gender at an early age, being well aware of gender norms and making efforts to fit within gendered expectations by the time they are in kindergarten.[16] As young children learn about gender, they may also begin to enact sexist values, beliefs and attitudes.[16–20] They may, for example, insist that some games are for boys and others for girls, and actively reject peers from certain games. This means that it is important to commence work on building positive gender relationships within these early years. Classroom activities can be used to help children to explore gender identity, challenge stereotypes, and to learn to value and show respect for diversity and difference, and learn how to apply these attitudes within respectful gender relationships.

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students recognise personal strengths and challenges and identify skills they would like to develop,
- Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups,
- Students describe factors that contribute to positive relationships with peers, other people at school and in the community,
- Students explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities,

Health and Physical Education

- Students recognise strategies for managing change.
- Students examine influences that strengthen identities,
- Students investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities,
- Students interpret health messages and discuss the influences on healthy and safe choices,
- Students describe the connections they have to their community and how these can promote health and wellbeing,
- Students apply strategies for working cooperatively and apply rules fairly. They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community,

Critical and Creative Thinking

- Students select and apply techniques to generate a range of ideas that extend how problems are solved,
- Students select and apply a range of problem-solving strategies

English

By the end of Level 3:

   Reading and viewing
- Students understand how content can be organised using different text structures depending on the purpose of the text
- Students understand how language features, image and vocabulary choices are used for different effects

   Speaking and listening
- Students listen to others' views and respond appropriately using interaction skills

By the end of Level 4:

   Reading and viewing
- Students understand that texts have different structures depending on the purpose and context.
- Students explain how language features, images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning connecting ideas in different texts

1 | My individuality: The many facets of me

TIME: 90+ minutes (or 2 x 45+ minute sessions)

Evidence base

Children become aware from an early age that characteristics such as gender, language and physical ability differences are connected with privilege and power.[21] They learn by observing the world around them, and by absorbing the spoken and unspoken messages about the patterns that they observe.[22] As they become aware of gendered patterns of behaviour, and attempt to fit within the categories that they perceive themselves as belonging to, they can begin to limit their options and this can affect the way they interact with peers.[22, 23]

The early school years are a critical time to challenge stereotypes based on gender and other differences. It is useful to do explicit work with children to acknowledge, explore and celebrate diverse identities. This helps them realise their likes and dislikes do not have to be limited by gender and their preferences and interest can change and evolve over time.

Learning intention

- Students name and share some of the different interests that make up their identity or individuality
- Learn about some of the differences and similarities between students in the class
- Appreciate that it is important to respect differences between people
- Understand that boys and girls can share similar interests

Equipment

- Room to move
- *Human bingo!* handout
- *Identity Wheel* handout (Complete one to use as an example before the activity)
- *Colour wheel* Access a Youtube clip to demonstrate. https://www.youtube.com/watch?v=K_9o3QkipiI

Method

PART 1: HUMAN BINGO (A DIVERSITY RESEARCH GAME)

1 Distribute the *Human bingo!* handout. Explain that playing this game will help us to learn more about our similarities and differences.

  Explain that the students will have 5–10 minutes to mix around, asking the questions and finding one person per box on the sheet who can say 'yes' as the answer. They can only enter a person's name once on the sheet. Encourage students to complete every box.

2 After the game, bring the students together and ask:
  - *What have you learnt about each other from playing that game?*
  - *Was there something surprising or new that you learnt about anyone?*
  - *Did you find any surprising similarities between you and others?*
  - *Did you find any surprising differences?*

3 Build on the experience of the *Human Bingo!* game to point out that there are many things that make us who we are – our likes, dislikes, experiences, strengths, bodies and backgrounds. These are different parts of who we are. Sometimes we call this our **individuality**. Each of us is constantly growing and changing in many ways.

4 So over time, we might change some of our likes and dislikes, and grow new strengths, interests and skills. It is good for us to understand that everyone is a little bit different. While we have some things in common with others, we also have differences. This too is something to be proud of. We can be proud to be the same and proud to be different. Being different is also something to enjoy and respect in others. We can appreciate and respect the ways people are similar to us, and appreciate and respect the ways people are different from us.

> **COACHING POINT**
>
> It is important to challenge sexist comments whenever they arise in discussions or informal conversation at school. Prior to activities, anticipate possible student comments in which they might seek to police the choices of other students, along gender-stereotypical lines. E.g. there are no set colours for girls and no set colours for boys. People can like whatever colour they choose. And they can change their minds. We need to be able to let our friends enjoy their own preferences.

5 Explain that the next activity will have us share about our interests and preferences. Everyone will complete an *Identity wheel* which is a tool designed to record and share different sorts of information about ourselves. It is not big enough to let us share everything about ourselves, but it is going to show different things about us, show our individuality, and allow us to learn about the similarities and differences that exist between people in the class.

6 Use a completed version of the attached *Identity wheel* to demonstrate how students can populate the eight different categories of home, friendship, play, school, relaxation, coping, strengths and futures, with information about their likes and preferences.

For example: you can see here in the learning section on my wheel that one thing I really like learning is maths. I love it that you can get to an answer. I also like learning to rock climb. It is hard and scary but also exciting. In my futures section you can see that one day I want to travel to Africa to see a wild elephant. As you talk through the wheel, point out that these are all important parts of our identity.

7 Provide time for students to work independently on their *Identity wheels*.

> **COACHING POINT**
>
> Sharing from your own identity provides an opportunity for you to do some positive role modelling, using appropriate examples from your own life. Aim to share some non-gender stereotypical aspects of your identity.

8 Assemble the class for a sharing of the *Identity wheels*. You may prefer to arrange this as a gallery walk prior to class discussion or go around the class and have students introduce their work. Once students have had a chance to share their work, invite them to comment on similarities and differences that they have noticed. Assist with some of your own observations. Ask:

- *Who found some similarities?*
- *Who found some differences?*

Seek comments on any patterns that can be seen within and across genders. Ask:

- *Are there any particular differences when we compare the wheels made by girls and boys?*
- *Are there any similarities when we compare the wheels made by boys and girls?*

9 Challenge students to recognise they do not have to be restricted in their preferences based on common gendered patterns. Draw on examples from the data, such as boys preferring to do what is stereotypically assigned to girls and vice versa. Ask questions such as: *Jim likes soccer. Can girls also enjoy playing soccer? Millie likes painting and playing dress-ups? Can boys also like painting and dress-ups? Can a boy or a girl like soccer AND painting AND dress ups?*

If you encounter resistance (such as boys don't play with dolls) explore this resistance with further questions:

- *Can a boy play with dolls if he wants to?*
- *Can a girl wear a superman suit if she wants to? Can I wear a superman suit if I can find one my size?*
- *Who is making up these rules that say boys and girls can't be free to choose what games they enjoy?*
- *How are our classmates going to feel if we start making rules like this for them? I wonder where these ideas come from.*
- *Why do some people think that boys and girls can't enjoy similar things?*

10 Assign some extra time and invite students to add things to their *Identity wheels* which show the variety in their interests, as well as the main preferences which they have already included.

11 Ask students if they know what happens when you spin a *Colour wheel*. Show them a YouTube clip demonstrating what happens. When they have noted that the wheel looks white while spinning but is actually made up of lots of colours, you can explain that people are a bit like colour wheels. We can look at others and think we know what they are like (like we think the colour wheel is white when we spin it). But when we slow down and get to know others better, we can see different parts of their personality and life (like the different colours we can observe on the colour wheel when it is still). We can enjoy the ways in which we are similar to others, and we can enjoy the ways in which we are different from others.

Throughout the discussion and at the conclusion of the activity, emphasise the following points:

- There are lots of aspects to my identity.
- The more spokes I have in my *Identity wheels*, the stronger and more resilient I can be.
- I have lots of interests.
- I like to learn new things.
- I value and respect how different people can be.
- I like to learn about how people are different as well as about how they are similar to me.
- I understand that some gender labels are limiting, and I believe that all people should be treated equally, regardless of gender.

Highlight these points throughout the program and when relevant during the school day.

Review

To conclude the lesson, review the learning intentions. Ask:

- *Why is it important to learn about some of the similarities and differences between students in the class?*
- *Why is it important to appreciate and respect differences between people?*
- *How can they show appreciation and respect for each others' differences and preferences?*

HUMAN BINGO!

Someone who has **the same length hair** as you	Someone who is **about the same height** as you	Someone who **likes bananas**
Someone who **likes music**	Someone who has **the same favourite colour** as you	Someone who **likes dance or drama**
Someone with the **same favourite food** as you	Someone who has the **same favourite sport** as you	Someone who has the **same favourite game** as you
Someone **who was born in a different country from you**	Someone **born in the same month** as you	Someone who has the **same number of brothers and sisters** as you
Someone **who likes to draw**	Someone w**ho likes to read**	Someone w**ho smiles a lot**

MY IDENTITY WHEEL

Name: _____
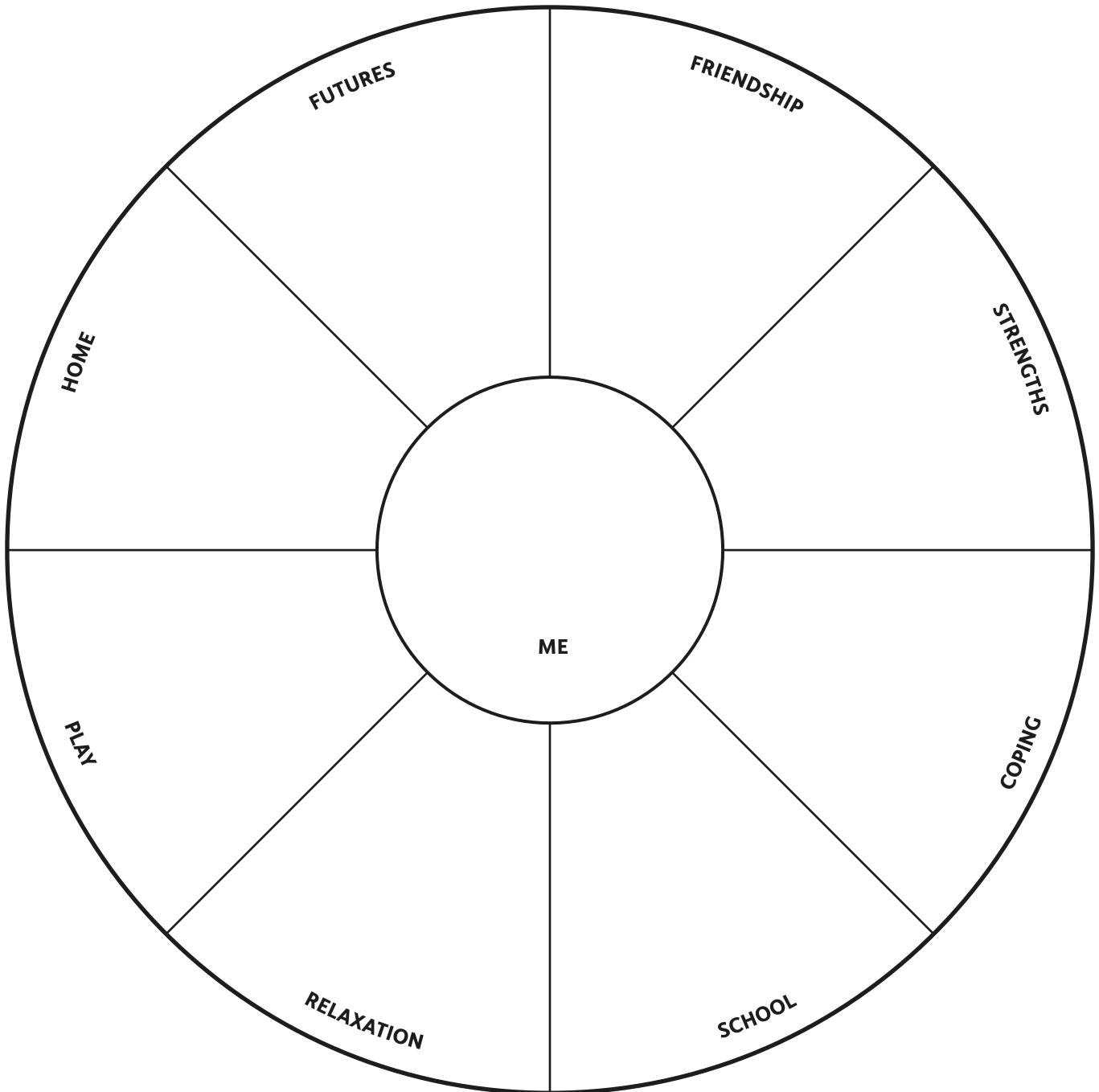
Some questions to help you think about different parts of your self.

Home: I live with others

Who I am at home: (daughter/son, brother/sister)

Who helps me at home:

Things I like to do at home:

Strengths: I have strengths

Some strengths I have:

Some strengths I want to grow or improve:

School: I like to learn

I would like to learn more about:

These people help me learn:

Play: I can be active

Active games/sports I like to play are:

I like to be active when:

Friendship: I am a friend

I like to play:

How I help my friends:

Coping: I can cope

When I am down or worried, these things cheers me up:

When I have a problem it helps when I:

Relaxation: I can relax

When I want to relax or calm down, I like to:

To help calm other people down I sometimes:

Futures: I have dreams about my future

One day I would like to be:

2 Exploring gender norms through literature

TIME: 90+ minutes (or 2 x 45+ minute sessions)

Evidence base

The types of behaviours considered acceptable, appropriate or desirable for girls and boys ('gender norms') are created by societies. Gender norms influence beliefs about how girls and boys should act, speak, dress and express themselves. Children learn these norms and expectations from an early age, influencing the roles, attitudes, aspirations and behaviours they adopt.[16, 22, 23] Gender norms are often reinforced through popular television shows and story books. [24, 25] For example, analyses of popular books have found that central characters are more likely to be male, female characters are more often in nurturing roles, and occupations are gender stereotyped.[24, 25] Researchers have noted that such disparities reproduce and legitimate gender inequalities. They lead to a sense of entitlement in boys and lower self-esteem in girls.[24, 25] Children benefit from critical thinking exercises within which they are assisted to detect and challenge the limiting nature of many traditional gender norms.

Learning intention

- Students describe and compare the roles commonly given to male and female characters in traditional fairy tales
- Students describe and compare the roles given to male and female characters in modern children's literature
- Students identify gendered messages fairy tales give readers

Equipment

- Room to move
- *Pairs cards* (for teachers to print and cut out for the class to use)
- Fairy tale for shared reading (big book or e-text)
- *Fairytale detective* handout – one copy for each pair, one enlarged to A3 size for class work (alternatively, write up the template digitally or on a white board.)
- Children's story books that have been designed to challenge gender norms (e.g. *The Paper Bag Princess* by Robert Munsch)

Method

PART 1: THE MATCHING PAIRS GAME

1 Explain that the class will play a game to find a partner. The way they find their partner is through finding the matched pair to go with the *Pairs card* they are given. The *Pairs cards* have items that belong together, such as bucket and spade, or toothpaste and toothbrush. There are also some opposites, such as black and white, hot and cold. The cards will be dealt, then people can mix around to find their partner. Once you have your partner you should sit down next to each other.

2 Once everyone has found a partner, assign the pairs the task of finding out two things they have in common, and two things that are different about them. These must be things that no one can tell by looking (such as hair colour). These things have to be ones you can only find out by talking to someone (such as what their favourite food).

3 After the game, debrief by asking:
- *What have you learnt about your partner from this game?*
- *What did you have to do to find out some similarities and differences?*

Point out we have similarities and differences and we need to be able to respect and enjoy this diversity. This means being able to sit next to anyone in the class – all mixed up like they are now after the game. It also means that boys and girls should be able to accept and welcome those who have different interests and preferences, and should not be restricted by gender labels (norms).

Explain that they will now work with their partner for the next activity, showing their skill in working with any person in the class.

PART 2: FAIRY TALE DETECTIVES

4 Explain that they are going to play the role of *Fairy tale detectives*. You will read a simple fairy tale that they may have heard or read when younger. As detectives, they are going to listen hard, and work out what kinds of things girls and boys and men and women get do in fairy tales.

Read a story with the students. Ask:
- *What parts or roles are the boys or men given?*
- *What parts or roles are the girls or women given?*
- *Are they boy, girl, woman, man or creature?*
- *What does this character get to do?*
- *Are they a villain, hero, victim, or rescued?*
- *What possessions do they have?*
- *What do they look like? Wear?*
- *What are their strengths?*

Jointly complete some examples into the large A3 handout, inviting students' comments. Consider modelling an 'I wonder' statement to invite students to work into the higher-level thinking about messages that may be transmitted via the text. E.g. I wonder what messages these fairy stories are giving boys and girls? Share with the person next to you and work out what you think.

Then we will hear back from you.

5   Once a sample fairy tale has been analysed, organise students into small mixed-sex groups of around three or four. Allocate each group a *Fairy tale detective* handout and a fairy tale to read and analyse.

6   Invite each group to report their findings to the class. Following the presentations, invite students to make comparisons and generalisations about the investigative question. To conclude the discussion, ask students how these messages might influence how boys and girls think they should behave. Invite students to compare these with their *Identity wheel*s (completed in Activity 1).

   Food for thought. Ask students to consider what would happen if the characters in the fairy tales swapped roles – for example if the girl had the sword and the boy waited for her to rescue him?

7   Repeat this process with an analysis of modern fairy tales or children's story books that have been designed to challenge gender norms (e.g. *The Paper Bag Princess*). Compare these stories with the classic fairy tales read earlier.

Review

Review the learning intentions, and check if students believe they can:

- Describe and compare the kinds roles commonly given to boys and girls and men and women in traditional fairy tales
- Describe and compare the roles given to boys and girls and men and women in modern children's literature

Invite students to consider how using these skills (above) can help them to identify (and at times challenge) the messages fairy tales give to readers.

> **COACHING POINT**
>
> The link below provides a short list of children's books that challenge gender role stereotypes. Find more recent titles by doing your own online search.
> http://www.naeyc.org/files/yc/file/200303/Books4Children.pdf
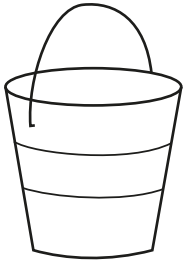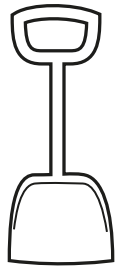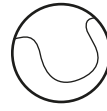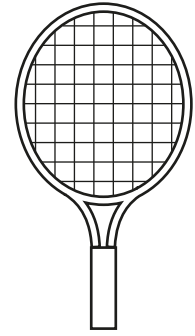
bucket	bucket	ball	racquet
knife	fork	sun	moon
paintbrush	paint	hot	cold
umbrella	rain	toothbrush	toothpaste
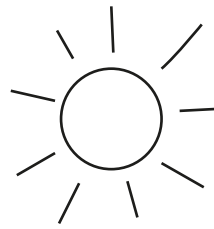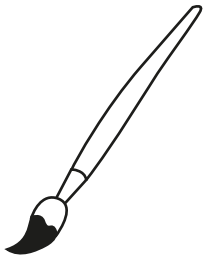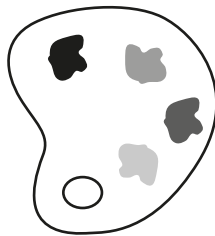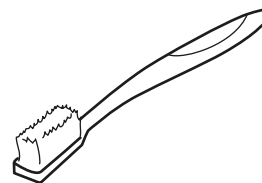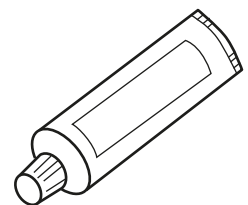
shoe	sock	table	chair
small	big	happy	sad
key	lock	bike	helmet
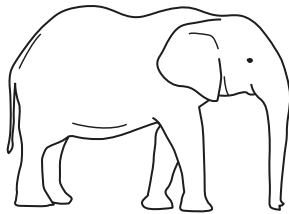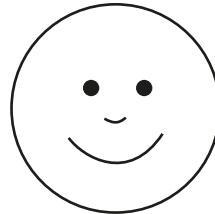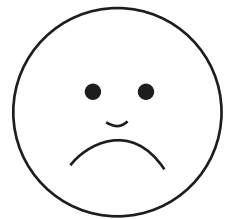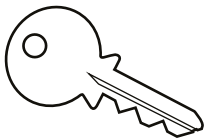
Fairytale DETECTIVE
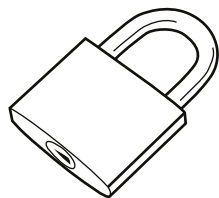
What messages do traditional fairy tales give us about gender roles?

CHARACTER:

Are they female, male, or creature? _____

What does their character do? _____

Are they a villain, hero, victim or other? _____

What are their possessions? _____

What are their looks/clothes? _____

What are their strengths? _____

CHARACTER:

Are they female, male, or creature? _____

What does their character do? _____

Are they a villain, hero, victim or other? _____

What are their possessions? _____

What are their looks/clothes? _____

What are their strengths? _____

CHARACTER:

Are they female, male, or creature? _____

What does their character do? _____

Are they a villain, hero, victim or other? _____

What are their possessions? _____

What are their looks/clothes? _____

What are their strengths? _____

CHARACTER:

Are they female, male, or creature? _____

What does their character do? _____

Are they a villain, hero, victim or other? _____

What are their possessions? _____

What are their looks/clothes? _____

What are their strengths? _____

3 Investigating gender roles in children's media

TIME: 90+ minutes (or 2 x 45+ minute sessions)

Evidence base

Just as gender norms and stereotypes are often reinforced in children's literature, the stories and messages to which children are exposed in the media (e.g. through television shows and advertisements) can also reinforce traditional gender norms and expectations.[26–28] Some research has suggested a link between television viewing and the learning of stereotypical gender perceptions among children.[28] In this context, children benefit from positive opportunities to challenge gender stereotypes in creative ways. This opens up possibilities for children to critically think outside the box, recognise the potential limitations of traditional gender expectations and the opportunities that open up when we remove them.

Learning intention

- Students identify situations in which people learn through copying what they see others do
- Student understand the difference between the meanings of the words sex and gender
- Students identify examples of behaviours that are influenced by expectations relating to gender
- Students identify gendered types that are commonly found within children's media

Equipment

- Room to move
- Current print and electronic advertisements including those in children's magazines or advertisements aired during children's programs or intended for children
- Current websites/applications intended for children
- *Media detectives* handout

Method

PART 1: LEARNING THROUGH IMITATION

1 Explain that the class will begin by playing a game to get them thinking about how we learn by copying or imitating others. They will play the *Who is leading the motion?* game.

2 Organise for students to stand in a circle. Appoint two students to be the detectives, who then leave the room. Appoint another student to lead the movement.

Demonstrate how the leader can use slow movements which all of the participants can mirror. Explain that the aim of the game is to disguise who is leading the movement, and for it to appear as if all players are moving as one, just as would happen in a mirror. However, the leader must slowly change the movements so that the one pattern of movement is not repeated for too long.

3 Once the leader and movement is established, invite the detective(s) back into the room. They must try to work out who is leading the motion. If their guess is correct, they will get to appoint the next two detectives, and the game will be repeated with a new leader and new detectives. If they are incorrect, they must leave the room again, but this time the teacher will select two additional detectives to help them. While they are gone a new leader is appointed and the game begins again.

4 Use the game to open discussion about how people learn from copying or imitation. Ask questions like: Who and what do we copy in real life? Who do we copy in working out what to wear or what to play? Where else in life do we learn by copying what people are doing? Who do boys tend to copy? Who do girls tend to copy? What have you seen babies or toddlers learn through copying others?

PART 2: LEARNING GENDER NORMS

5 Build a link between the *Who is leading the motion?* game and the concept of learning gender expectations and norms. Remind the class that the work they have previously done as the Fairy Tale detectives has shown they are able to notice that there can be changing ideas about what girls and boys and men and women should do. They have noticed in the fairy tales that men are supposed to be strong and brave and women are supposed to be beautiful and need rescuing by men.
If a man or woman does not fit this description, they are usually made out to be the 'baddies' or the villain – like a witch or an evil prince. However, when they looked at some more modern stories, they noticed that girls and boys can be the characters who like adventures and solve problems. They also noticed also that some of the old ideas about what men and women should be like are still around in the more modern stories.

6 Explain that today, they will learn there are two words we use to help us to talk about the differences between boys and girls or men and women. We use the word **sex** to talk about the different bodies that people are born with. Some of us get born with female body parts and others with male body parts. So these differences are to do with our bodies.

However, as we noticed when we were the story detectives, there are also some differences in ideas about how boys and girls or men and women should behave like how they should dress, or what they should like doing. These differences do not come from their body parts. They are more like differences in fashion because they can change over time, and they can change from one place in the world to another. The word for these differences is **gender**. We learn gender by copying others.

It is a bit like the game we were just playing except that we learn by copying what we see in the world we are living in, including home, school, books and television. The word gender helps us to talk about the ideas we have about the pressure on men and women and girls and boys to behave in certain ways.

> **COACHING POINT**
>
> Social norms are commonly accepted standards or ways of behaving or doing things. Some are positive such as showing respect or courtesy. Others are negative, such as presuming that violence is excusable when someone experiences frustration. Gender norms are those social norms that are differentiated for girls and boys, and men and women. While some gender norms can be positive, such as showing loyalty to family, others can be restrictive and harmful in that they limit people's life choices, lead to inequitable treatment or discrimination, and foster acceptance of gender-based violence.

Remind students that in a previous activity, they were the detectives, looking into fairy tales and children's stories to investigate the roles given to boys and girls or to men and women. Now they will investigate how this happens in other media such as television shows and advertisements. In this next activity we are going to think about whether there are some things we see on TV that we try to copy or wish to copy. Ask: *Do our televisions tell us what to do?*

7 Present either a short section of a popular children's program or an advertisement targeted at children. Invite them to become media detectives. Guide students through an analysis of the media, using guiding questions to scaffold and model the critical thinking required for the task. If working with an advertisement you may wish to use questions such as:

- *Who is this advertisement for? Who is the intended audience? How do you know?*
- *What is this advertisement trying to sell?*
- *What other message are they trying to give you? (What is the advertisement suggesting your life will be like if you have this product?)*
- *What roles are boys and girls (and men and women) playing in this advertisement?*
- *How are they getting their message across to you? (Do they use colour, movement and music? Do they show certain emotions?)*
- *If you could speak back to the advertiser or designers, what would you want to say to them?*
- *If you were speaking to a younger child about this advertisement, what would you tell them about any hidden messages in the program about pressure on boys or girls are told they should be?*

If working with a section from a popular television program you may wish to use questions such as:

- *Who is this program for? Who is the intended audience? How do you know?*
- *What kinds of stories do they tell? What sorts of things happen in them?*
- *What kinds of characters are included?*
- *What roles do boys and girls (and men and women) get to play in this program?*
- *Which characters get to be: the popular ones? The heroes? The villains? The victims?*
- *If you could speak back to the program designers, what would you want to say to them?*
- *If you were speaking to a younger child about this program, what would you tell them about any hidden messages in the program about what boys or girls are supposed to be like?*

8 Once the process of analysis has been modelled for the class, arrange for students to work in a small group to conduct their own media detective exercise. Provide some choice from a selection of advertisements, programs, games, magazines or websites or other negotiated material. Provide a copy of **Media detective** handout to each group. Ask each group to

- analyse their media example
- record the main points
- prepare a presentation for the class. (They can negotiate a mode of presentation, e.g. written and oral explanation; a news item; or detectives reporting on their case.)

9 Gather the students together and invite each group to present their analysis (record the main points for future discussion). Guide students to identify similarities and differences used in the different media examples. Ask students: *How can you make sure that what you see on television or other media does not become your 'leader'?*

Review

Review the learning intentions and invite students to turn and talk to a partner (before sharing with the class) their responses to the following questions:

- *What is the difference between the words sex and gender?*
- *How might people and the media influence the gendered choices boys and men, girls and women make about what to do, what to wear, how to behave, who they should be?*

Invite students to review their **Identity wheels** (completed in Activity 1) and to consider whether they think any media messages have influenced their preferences or interests.

MEDIA DETECTIVE

What is this?
(Advertisement/ Game / Program / Magazine / Website)

Who is the intended audience?	
Who are the main characters?	
What do boys and girls get to do in this program or advertisement?	
Are there any differences?	
Who gets to be popular or powerful?	
What messages does this give the viewers about what boys and girls are expected to be like?	
What would you like to say to the program designer?	
What would you say to a younger child about this program?	

Topic 7 Further resources

Teacher Reflection

- What teaching and learning practices do you use to create a gender-inclusive learning environment? Consider your classroom routines, behaviour management, use of learning groups and learning experiences, text selection and use of positive role modelling.

- How do policies and practices in the broader school environment influence the construction of a gender-inclusive learning environment?

- Does your school's anti-bullying or diversity policy specifically include harassment or discrimination based on sexuality, gender identity or intersex status?

Web links for further reading and activities

- *Catching on Early* uses active learning strategies to build on students' early learning and experiences about gender, bodies and relationships. It combines the biological, social and emotional aspects of sexuality education to assist schools in meeting students' needs as they relate to sexual growth and change. https://fuse.education.vic.gov.au/pages/View. aspx?id=ee5cfd49-48e7-4698-a06d-37e2e21cbbd9&So urce=%252fpages%252fResults.aspx%253fs%253dcatc hing%252bon%252bearly

- *Children's Books that Break Gender Role Stereotypes* offers a short list and with synopsis of picture story books that break transitional stereotyping. http://www.naeyc. org/files/yc/file/200303/Books4Children.pdf

- *Always #LikeAGirl* is an organisation that is committed to challenging gender norms about what it means to be a girl. The YouTube based resource has a range of short videos that takes the limiting phrase 'like a girl' and reframes it as a positive statement. https://www.youtube.com/user/AlwaysBrand

Extension activities

Informed by the data from their ***Identity wheels*** and what they have learned from analysing literature and advertisements, challenge students to create an advertisement (audio, print or multimedia) for a new gender inclusive superhero/heroine for younger children. The superhero should show they have strengths such as strong *and* gentle, adventurous *and* caring.

Talking further

Talk with people at home about what they think advertisers do to try and sell their products to children. Ask if they think different messages are sent to boys and girls about what they should hope to buy or own.

8 Positive gender relations

AIMS

Activities will assist students to:

- Identify different forms of gender based violence, including physical, verbal and psychological

- Examine the effects of gender-based violence on targets, witnesses and perpetrators

- Describe and demonstrate what respectful, gender inclusive behaviours look like in action informed by human rights

- Assess conflict situations to consider possible responses (safely end, intervene or withdraw)

- Describe and practice help-seeking skills and strategies that can be used when encountering uncomfortable or unsafe situations involving peers or adults.

EVIDENCE BASE

The development of empathy is pivotal in the prevention of discrimination and violence. Peers who have an empathetic engagement with the target of violence are more likely to proactively respond with acts of support or kindness. Those with rights affirming attitudes are less likely to engage in gender-based violence.[29, 30] Teachers with higher levels of empathy and greater awareness of the effect that violence can have on victims are more likely to intervene when they see or hear about instances of bullying.[31]

Continuing to develop students' emotions vocabulary and encouraging them to monitor emotions in themselves and others, helps to build empathy.

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students explain the consequences of emotional responses in a range of social situations

- Students recognise personal strengths and challenges and identify skills they would like to develop

- Students suggest strategies for coping with difficult situations

- Students persist with tasks when faced with challenges and adapt their approach when first attempts are not successful

- Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups

- Students describe factors that contribute to positive relationships with peers, other people at school, and in the community

- Students explain characteristics of cooperative behaviours and use criteria to identify evidence of this in group activities

- Students identify a range of conflict resolution strategies to negotiate positive outcomes to problems

Health and Physical Education

- Students examine influences that strengthen identities

- Students investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities

- Students interpret health messages and discuss the influences on healthy and safe choices

- Students describe the connections they have to their community and how these can promote health and wellbeing

- Students apply strategies for working cooperatively and apply rules fairly. They select and demonstrate strategies that help them stay safe, healthy and active at home, at school, and in the community

Critical and Creative Thinking

- Students select and apply techniques to generate a range of ideas that extend how problems are solved

- Students select and apply a range of problem-solving strategies

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 111–112.

1 What is violence?

TIME: 60+ minutes (or 2 x 30+ minutes sessions)

Learning intention

- Students give examples of various forms of violence, including physical, verbal and psychological
- Students describe the impact that violence can have on people who witness or experience it
- Students identify the contribution that acts of friendship can make to those who have been affected by violence

Equipment

- Room to move
- White board

Method

PART 1: BUILDING A DEFINITION OF VIOLENCE

1 Invite students to sit in a circle. Review the class rules for circle time/ whole discussion time. (E.g. one person speaks at a time. Everyone else listens. There are no put downs.) Invite the students to work together to build a definition for the word **violence**. Elicit and clarify students' understanding of violence in its various forms. Prompt students to include examples of physical, verbal and emotional/psychological violence. (Do not include sexual violence when conducting the protective behaviours activities, unless it is raised by students during discussions.) Make a word map on the board on which to build a list of types of violence and upon which to show how they can be grouped into types including physical, verbal and psychological (or emotional).

Useful definition of violence

- **Physical:** when a person slaps, pushes, kicks, throws objects, or uses objects to hurt a person; or when a person damages property or possessions, e.g. smashing, throwing, stealing, hiding
- **Verbal:** saying, writing, posting or texting mean, hurtful or untrue things about a person so as to put them down
- **Psychological:** deliberately excluding people, making rude or threatening facial expressions or gestures, stalking people, threatening or scaring people, humiliating, shaming or embarrassing people.

COACHING POINT

Avoid using the public whole-of-class discussion as the place to solve a specific incident that has occurred between peers. Remind students that the class discussion is not the time to name anyone who has done something wrong. For this they should come and speak to you later or speak to you when the class is doing some independent work and you can talk just with them. In the whole-of-class activity, they are discussing the people in the scenarios, not the people in the class.

PART 2: WHO IS AFFECTED BY VIOLENCE?

2 Ask students also identify who is affected by an act of violence. Review the language around those affected including:

- the perpetrator
- the target or victim or survivor
- bystanders or witnesses, including those who hear about it and are affected by fear or concern for the targets or for possible future targets

Refer back to the emotions statues that students made in Topic 1: Emotional Literacy. Invite them to make statues (either in their seats or in a free space) which show what a person might feel if they saw or heard other people being violent.

Invite the class to look at collections of these statues and choose the emotion words to match (e.g. afraid, angry, terrified, embarrassed, ashamed, scared, guilty, panicky, sad, hopeless, distressed). Sum up by stating that even if we are not the target, it is distressing for us to see, hear or learn that acts of violence have happened. This is even more so if we know the people involved.

3 Invite the class to make a second statue showing how someone might feel soon after they have been a target, (just after the perpetrator has left the scene).

Invite the class to look at a collection of these statues and choose the emotion words to match (e.g. afraid, angry terrified, embarrassed, ashamed, scared, guilty, panicky, sad, hopeless, distressed). Sum up by pointing out that if we are the target, we might have all the emotions we already named for the witness, except they might be even more intense or long-lasting.

Remind the students we can feel our emotions in our bodies. Ask them to name the body reactions that might occur (e.g. heart racing, sweating, feeling sick, teary, shaky, wanting to go to the toilet, feeling faint).

4 To lift the mood, invite a third set of statues which show what it feels like when someone has cheered you up, shown friendship to you, invited you to play, or helped you just after someone was mean.

Invite the class to look at a collection of these statues and choose the emotions words to match (e.g. happy, relieved, loved, safe, appreciated, cared for, strong, reassured, proud, respected). Finish up by pointing out that when someone shows support for us after we have had a bad experience, we can feel very different emotions. We can have a very powerful effect on others when we show friendship, support and care for them.

Review

Review the learning intentions and ask if the students believe they were able to:

- Give examples of various forms of violence, including physical, verbal and psychological

- Describe the emotional effects that violence can have on people who witness or experience it

- Identify the contribution that acts of friendship can make to those who have been affected by violence

Invite students to think about and explain how acts of friendship can help those who have been affected by violence. Ask students what these acts of kindness might look like.

> **COACHING POINT**
>
> Some people prefer to use the word 'target' rather than 'victim' to imply that the perpetrator made a choice and that their act was deliberate. Some prefer to use the word 'survivor' rather than the word 'victim' as they find this word more suggestive of strength and recovery. Others prefer the word victim as suggesting the innocence of the targeted party. Many argue that it is important to avoid use of the label 'bully', as that suggests an identity, and to comment instead on the behaviour.

2 What is gender-based violence?

TIME: 60+ minutes (or 2 x 30+ minutes sessions)

EVIDENCE BASE

Studies show that school-based violence prevention and respectful relationships initiatives can make a real difference, producing lasting change in students' attitudes and behaviour.[32–34] In effective programs, children and young people learn about the ways in which power relations inform gender relationships. They learn how to translate a belief in respect for others into respectful communicative practices. This requires a focus on skills as well as attitudes. Studies show that effective programs employ participatory and interactive pedagogy. Participatory pedagogies stimulate the critical thinking necessary to interrogate social norms and to develop the social skills needed in daily life.[35]

Learning intention

- Students give examples of various forms of gender-based violence, including physical, verbal and psychological

- Students describe the impact that gender-based violence might have on people who witness or experience it, as well as those who enact the violence

Equipment

- A3 copy of the *X chart* handout for each group

- *Gender-based violence scenario* cards (for teachers to print and cut out for the class to use)

Method

PART 1: BUILDING A DEFINITION OF VIOLENCE

1 Refer back to the definition of violence created in Activity 1. Remind students they have also worked to learn the word **gender**, and that they did some detective work on gender in fairy tales, and in relation to children's media.

2 Ask the students to use this prior work with the words **violence** and **gender** to help them to guess what the term **gender-based violence** might describe. Elicit some suggestions. If needed, explain that gender-based violence is a form of violence that targets people because of their gender. Like other kinds of violence, gender-based violence can be physical, verbal or psychological. It is someone acting mean to others just because the other person is not showing exactly the same interests or preferences as other boys or girls. It includes things like teasing girls by saying they are too much like a boy, or teasing boys by saying they are too much like a girl.

A definition of gender-based violence. Gender-based violence is a sub-category of interpersonal violence. It includes forms of violence that target individuals or groups on the basis of their gender. Gender-based violence is any act that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to someone (boy, girl, man, woman, intersex or transgender) based on gender role expectations and stereotypes.

3 Explain that the class is now going to listen to a scenario about a student who has experienced gender-based violence. They will think about how this experience might have made the target feel, and about how the people watching might have felt. Read through the following scenario with the students.

PART 2: KELLIE AND THE SPORTS AND LEISURE DAY

It was 'Sports and Leisure Day' at school, and the students were asked to come in the clothes they wear to play sports or active games. Many of the girls wore their netball uniforms, and some wore ballet costumes, or karate uniforms. Kellie arrived with her skateboard, wearing her helmet, knee pads and elbow pads. Several of the boys were talking to Kellie, looking at her skateboard and asking if they could try it out. She showed them a few of the tricks she had perfected. In the playground, Aisha whispered something to Megan while pointing and laughing at Kellie. This continued in class during group work, Aisha kept whispering, 'Boy. Boy. You're a boy. You should go sit with the boys'. When they had to go to the bathrooms to wash hands before snack time, Aisha stood in the doorway, blocking Kellie's entry, and said, 'This toilet is only for girls! Skatey Kellie is a boy! Go and use the boy's toilets!' Megan said nothing, just looked away, even when Kellie looked straight at her.
Several other younger students, who were leaving the toilets witnessed this too.

4 Use key questions to scaffold their analysis of what was happening in this scenario. Ask:
   • *Who was being picked on / who was the target?*
   • *Who were the perpetrators – the ones doing the mean things?*
   • *What were the mean things that were done or said?*
   • *Who were the observers or witnesses?*
   • *What was unfair here?*
   • *What made this gender-based violence – rather than just violence?*

5 Explain that they will use an **X chart** to map out what this situation might have been like for Kellie, the target of the violence. Draw the X chart on the board (see handout), and complete it with the class asking:
   • *What might Kellie look like?* (her body language)
   • *What might Kellie sound like?* (What she might say, or her tone of voice.)
   • *How might Kellie feel?* (emotions)
   • *What might Kellie be thinking?* (self-talk)

Repeat this process and construct an **X chart** for a perpetrator and for one of the younger witnesses.

Once the three charts are complete, invite students to comment on the impact of the incident on each of the parties. Point out that gender-based violence affects not only the target or victim but also the observers and the perpetrator.

6 Arrange for students to work in mixed pairs or groups of three. Provide each group with an **X chart** handout and a **Gender-based violence scenario** from the handout. Invite them to choose one of the characters in the scenario and complete an **X chart** for that character.

Invite groups to present their scenario and **X chart** to the class.

What does it LOOK like?
(Body language or actions)

Head down
Shoulders hunched
Tears in her eyes
Frowning
Clasping her hands

What does it FEEL like?
(Emotions)

Anxious
Afraid
Confused
Rejected
Alone

Silence

What are the THOUGHTS?
(Words and tone of voice)

Why is she saying this?
What is wrong with me?
I don't fit in
I don't belong
No-one is stopping her, so they must think the same

What does it SOUND like?
(Self-talk)

Review

Review the main points:
• Gender-based violence can be physical, verbal or psychological.
• All forms of gender-based violence are unfair and unacceptable.
• Gender-based violence can also affect the people who witness it or hear about it by scaring them and making them think that they can not enjoy certain things just because they are a boy or just because they are a girl.

Consider 'planting a seed' to project forward in the following activities, which will focus on possible response and actions: I wonder what [character] could do?

To conclude ask students to reflect on what they learned in the activity. Check that students feel that they understand what gender-based violence is. Ask some students to recall some examples.

X CHART

What does it LOOK like?
(Body language or actions)

What does it FEEL like?
(Emotions)

What are the THOUGHTS?
(Self-talk)

What does it SOUND like?
(Self-talk)
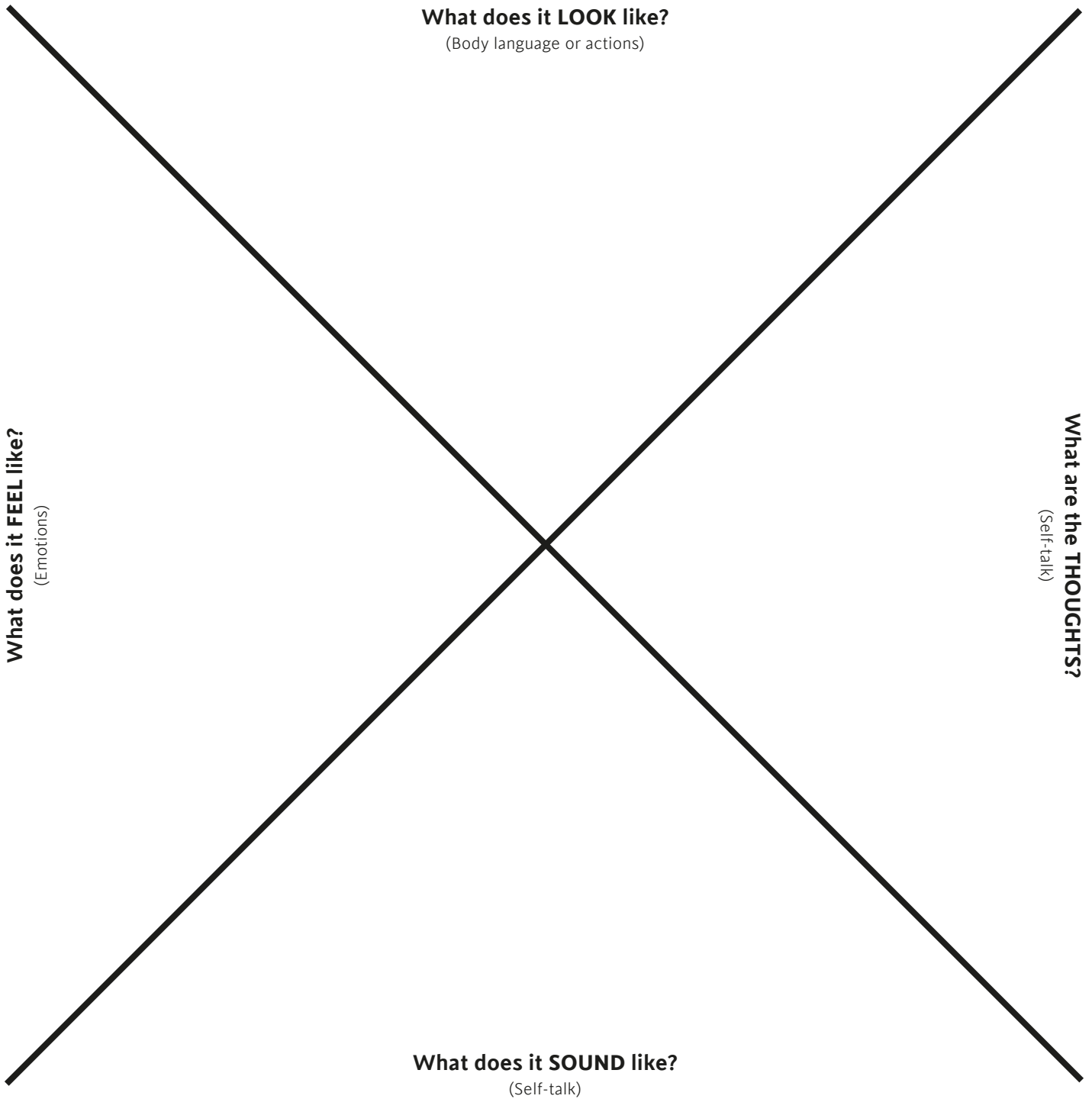
SCENARIO 1

Some Grade 1 students were playing a game in the sandpit which included building sandcastles then destroying them with toy cars. Some Grade 1 girls started building a sand sculpture. The boys told them to leave because this was their play space and it was not for girls. When the girls said no, the boys came over and jumped on their sculptures and chased them away.

SCENARIO 2

Some boys were playing football at lunch time. Two girls decided that they wanted to join in. They both kicked some goals quite quickly. One of the boys got annoyed that the girls were getting lots of kicks. He was getting hardly any. He grabbed a few of his friends and told them not to kick to the girls any more. When the girls complained, he told them to go play skippy with the other girls. It was his football and he did not want any girl germs on it.

SCENARIO 3

John and Matteo were teasing Gavin because he was drawing a picture of rainbows and butterflies with some new sparkly pens that he had. They called him a girl, and told him he would not get invited to John's birthday party – because it was only for boys. Some of the other boys thought that Gavin was a really good at drawing and they also liked his sparkly pens and the colourful card he was making. But they kept quiet when John and Matteo were teasing Gavin.

SCENARIO 4

It was Maria's first day at school. She and a new friend went to play on the adventure playground. Some older boys ran up to them yelling, 'This is our fort! Girls can't play here!' Then they grabbed them and pushed them out.

SCENARIO 5

Jacinta told Melanie that she could not sit with her anymore because she did not wear a dress to school, and never wore anything pretty in her hair. Her group was for proper girls who know how to look pretty.

SCENARIO 6

When Amira was standing in the canteen queue to buy an ice-cream, a boy behind her pinched her on the bottom. She did not like it, because it hurt and it made her feel very uncomfortable.

SCENARIO 7

When the students got a choice during sports to do football or gymnastics, Campbell chose gymnastics straight away. He was the only boy and one of the girls said, 'You can't do gymnastics, it's for girls'.

SCENARIO 8

Three older boys saw that some Grade 2 boys were playing ball on the part of the school ground where the older boys liked to play. They chased them away, saying this place is for serious players, not babies.

3 Rights and responsibilities

TIME: 60+ minutes

Learning intention

- Students identify what they understand by the concepts of 'rights' and 'responsibilities'
- Students compare their ideas about child rights with some of those listed in the *United Nations Convention on the Rights of the Child*
- Students list some of the responsibilities that they have for self and for others
- Students identify some of the people in their lives who take responsibility for protecting their basic human rights

Equipment

- Poster paper
- *UN Convention on the Rights of the Child* poster for display or reference http://www.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf

Method

PART 1: INTRODUCING RIGHTS AND RESPONSIBILITIES

1 Invite students to turn and talk with a partner before discussing with the class: What do we mean by **rights**? What are our rights? After whole-of-class sharing, co-construct a definition. Record the class definition of rights.

What are rights?

Our rights are what every human being deserves, no matter who they are (regardless of gender, colour or race) or where they live, so that we can all live in a world that is fair for everyone.

The *United Nations Convention on the Rights of the Child* has 54 articles. Articles 1–42 name the rights of the child, and articles 43–54 are about how adults and governments should work together to make sure that all children's rights are protected.

Explain that over the years, people from many countries have met to think about how we can create a world that is fair, and where everyone is valued and treated with respect. One of these agreements is a set of rules to make sure that all children in the world no matter:

- Who they are
- Whether they are a boy or girl
- Where they come from
- With whom they live
- What they look like
- Whether or not they have a disability,

Have the right to be:

- Free
- To feel safe
- To be protected from harm
- To be able to learn and grow up to be the best person that they can be.

These are called **human rights.**

2 Build a list of examples of some of the key rights that students think children should have.

For example:

- The right to education
- The right to health care
- The right to clean air and water and healthy food
- The rights to safety and to privacy
- The right to be protected from harmful adults
- The right to leisure and play
- The right to remain with their family (unless their family is causing them harm)

3 Invite students to also identify some of rights that they have at school. Record these.

Assist the students to compare these suggestions with the rights identified in the *UN Convention on the Rights of the Child* poster.

4 Inform the class that when people talk about rights, they also talk about the responsibilities that come with those rights. Ask: *What do we mean by* **responsibility**? Invite students to turn and talk with a partner. After whole-of-class sharing, co-construct a definition.

Responsibility. A responsibility is a duty.

Often this duty is towards others, but also to ourselves. For example, we may be responsible for getting ourselves dressed and putting food in our mouths. That is a responsibility for our self. We may be responsible for making sure a baby does not swallow a toy we are playing with. That is a responsibility for someone else. A responsibility is something we are supposed to do, to make things work, and to show care and respect for others and for our environment.

Record the class definition of responsibility.

5 Invite students to list some of the responsibilities they have at school. Record these. (To contextualise their ideas, consider inviting students to make links with the school values and vision statement, and the class rules).

- Ask: *Looking at this list of rights and responsibilities, what happens when people don't take on responsibility? How does it affect others? What would happen if no one kept the rules or no one got their job done?* Elicit examples (e.g. it would be unfair or dangerous, other people could feel unsafe or unhappy, other people will lose their rights).
- Explain that we all have a lot to be grateful for, because we have a lot of people being responsible in ways that help us. Ask: *Who are some of these people? Who can we appreciate and thank for the way they show responsibility for protecting our rights?*

6   Set a task for the students to build a 'Wall of thanks'. This 'wall' will be built using a page from every student in the class. Each person will put on their page some words and/or some pictures to show thanks they want to give for the responsibility someone has shown in protecting or providing for one or more of their rights. For example, thanks to the crossing lady for protecting the right to safety on the road, or thanks to a parent for protecting your right to healthy food, clean water and shelter.

7   Once the 'bricks' of the wall of thanks has been made by the students, arrange for them to share what they have chosen. Then 'build' and display the wall of thanks in the classroom. (Later the pages could be made into a class book which can be shared with parents and carers.)

Review

Ask the class to discuss what they learned in the activity with the person next to them. Ask students to comment on something new that they learned. Ask a volunteer to clarify the concepts of rights and responsibilities.

4   Respect in action

TIME: 60+ minutes

Learning intention

- Students identify what they understand by the word 'respect'
- Students demonstrate what they think respect looks like in a range of situations involving peers and adults

Equipment

- Room to move
- *Respect in action* scenarios (for teachers to print and cut out for the class to use)

Method

PART 1: WHAT IS RESPECT?

1   Invite students to turn and talk with a partner before discussing with the class:
   - *What do we mean by* **respect**?
   - *What does respect look like or sound like?*
   - *When and where are we respectful?*

After some time for pairs to think and discuss, work with the class to build a definition of the word 'respect'. Record the class definition of respect.

Respect. Respect is thinking and acting in a positive way about yourself or others. It involves thinking and acting in a way that shows others you care about their feelings and their wellbeing.

Showing respect for someone includes things like noticing them, listening to them, disagreeing in a polite way, showing that you care about their human rights, being prepared to consider their view, not interfering with other people's right to look, think or act differently from you, and understanding when you need to learn from others. Invite students to give some examples of how they have shown respect to others today. Supplement with some of your specific observations.

Ask: *Using our definition, do you believe that:*
- *Children can show respect to adults? How?*
- *Adults can show respect for children? How?*
- *Boys can show respect for girls? How?*
- *Girls show respect for boys? How?*
- *People can show respect for themselves? How?*
- *When is it harder to show respect?*

PART 2: RESPECT IN ACTION

2   Explain that the next activity will challenge them to show what respect looks like in action. Some of these situations may be ones in which they find it easy to show respect, but some might be more challenging – like when they are angry or disagree with someone. Remind the students that respect is something we do, it is not just something we feel. This means we can be respectful even when we don't feel like it.

Organise the class into groups and give each group one scenario. Ask each group to talk about what respect might look like in their scenario. Make up and practice a possible respectful response (a short role play) so it is ready to show to the class.

After giving some time for preparation, arrange for groups to present to the class. Ask everyone in the class to applaud when their peers have demonstrated a respectful response.

Following the presentations, invite students to make generalisations about showing respect. Ask:
- *What does respect sound like?*
- *What does it feel like when other people show us respect?*
- *What can we do to make sure we show respect for which ever way our friends and school mates like to show their gender identity or individuality?*

Review

Review the learning intentions and invite students to share how they might show respect for people at school, at home and in the community.

Some friends disagree about whose turn it is to go first in the game.

Show a respectful way to work this out.

One person does not want to lend their new pencils to others in the class.

Show how they can say no in a respectful way.

One person wants to join in the game that others have started.

Show a respectful way to ask to join in.

Four people are playing down ball, a game for four people. A fifth person comes and asks to join in.

Show a respectful way to work this out.

A grandparent has been sick and is resting quietly. A child wants to have a story read to them.

Show a respectful way the child can ask if the grandparent is well enough to read a story.

Your friends are saying mean things to others in the playground so they can get the equipment all to themselves.

Show a respectful way to tell your friends you want them to stop being mean.

A classmate tells you they do not like what you are wearing.

Show a respectful way to reply.

A child wants some lollies at the supermarket.

Show a respectful way to ask.

A classmate teases another boy, telling them they are just like a girl.

Show a respectful way to defend that boy's right to have his own individual interests and preferences.

Some classmates tease another girl, telling her she is too much like a boy.

Show a respectful way to defend that girl's right to have her own individual interests and preferences.

5 It starts with me: a gender-friendly community

TIME: 90+ minutes (or 2 x 45+ minute sessions)

Learning intention

- Students identify actions that they can take to build respectful gender-friendly relationships in different parts of their lives

Equipment

- Room to move
- Chopsticks or paper drinking straws or pens with lids (one per student)
- Music to play during game (optional)
- Posters from previous activities (Rights and Responsibilities)
- Copy of *It's my world* handout

Method

PART 1: THE CHOPSTICKS GAME

1 Randomly mix participants into pairs. Explain that the class will play a game to help us think about how we build a respectful and friendly community.

 The first challenge in this game is for each pair to work together to keep a chopstick 'held' between their index fingers. They keep the tip of their finger in contact with one of the two ends of the chopstick, so that the chopstick is horizontal to the ground. Each pair will need to find the right pressure in order to maintain their hold on the object. However, while they work at maintaining the right pressure and holding the chopstick, pairs must also move around the room, making sure their feet do not remain on the one spot. The aim is to experiment with moving around without dropping the chopstick. Demonstrate with a volunteer.

 Distribute a chopstick (or paper straw/pen with lid) to each pair and allow them to practice.

2 Once partners have had a chance to practice and begin to master this challenge, add in more chopsticks to link pairs together with other pairs, until you have the whole group in a single chopstick line moving around the room. (It is more fun if you play music during this game.)

 Gather the students together and ask:
 - *What skills did you have to use in the chopsticks game?*
 - *What messages can you see in this game that might help us to make a friendly and peace-loving community?*

 Note that while we are all individuals (separated by chopsticks), we are also one (joined by the chopsticks).

To make the chopstick line work, we need to work with each other, listening to and supporting each other so that everyone is connected. Everyone in the 'chopstick' community is equally as important, has a right to belong – to be connected – and a responsibility to ensure that the people around them belong – are connected.

PART 2: IT'S MY WORLD ACTIVITY

3 Review the **rights** and **responsibilities** and **respect** definitions used in previous activities, inviting students to remember the generalisations they made at the conclusion of the activity. Invite students to add to or modify their original ideas. Pose the question: *If we think rights, responsibility and respect are three very important things which help to make the world a safe, fair and happy place, then what can we do to help this happen?* Invite student responses.

4 Show students the *It's my world* handout. Point out how it shows that even though we are each just one small person, we are also part of a home, a class, a school, and a community. At every level there are things we can do to make our world a better place.

 Display/sketch the concentric circles (see example on Page 81) radiating from me, home, class, school to community. Ask students to think about:
 - *How can I take responsibility and show respect for rights in each of these places in my life?*
 - *What can I do?*

5 Invite students to pair share or have a brief brainstorm about actions that can be taken in each of the spheres to show respect for others. Invite each student to make their own model (or provide the handout as a base). Challenge them to find at least one action they can take at each level. Invite them to share their models. Lead a focused discussion on gender and respect. Ask:
 - *Is this respectful action shared by (name of student) one that would be respectful to both boys and girls?*
 - *Would it also be respectful to men and women?*
 - *If you were going to help to get rid of gender-based violence, which of these respectful actions would be helpful?*
 - *Are there any we would need to add to the list?*

6 Provide time for students to add any extra ideas to their models. Then put a star next to the action they are most determined to take in the next few days.

> **COACHING POINT**
>
> Acknowledgment is a positive way to reinforce respectful social norms. Inviting students to acknowledge other students when they show respect and demonstrate responsibility is an important way to grow positive values.

Review

Review the learning intentions and ask if the students believe they were able to identify things they can do to build respectful and gender-friendly relationships in different parts of their lives. Seek some examples.

COACHING POINT

Make a display of the charts. Refer back to them across the following days. Invite children to share examples of when they have taken an action named on their model. Ask how it made them feel. Invite class members to suggest how that action may have positively contributed to others.

COACHING POINT

A focus on behaviours or on what people can DO to show respect can be more empowering than a focus on qualities. 'I wait my turn' signals more clearly what is expected than 'I am patient'. It is important to be able to name the behaviours that constitute disrespect and those through which people enact respect.

This specificity helps peers and teachers to address in an educative way comments such as, 'I was only joking'. These comments work to erase or excuse gender-based harassment and violence. Naming the behaviour can be an important first step in signalling that it is unacceptable, disrespectful, hurtful or harmful. Equally, it is important to be able to name the positive so as to provide endorsement and encouragement of these behaviours. In using a strength-based approach to behaviour management, aim to find at least five to eight positives to acknowledge for any negative behaviour that must be named.

IT'S MY WORLD

Actions I can take to show respect in my world

Name: _____

Community

School

Class

Home

Me
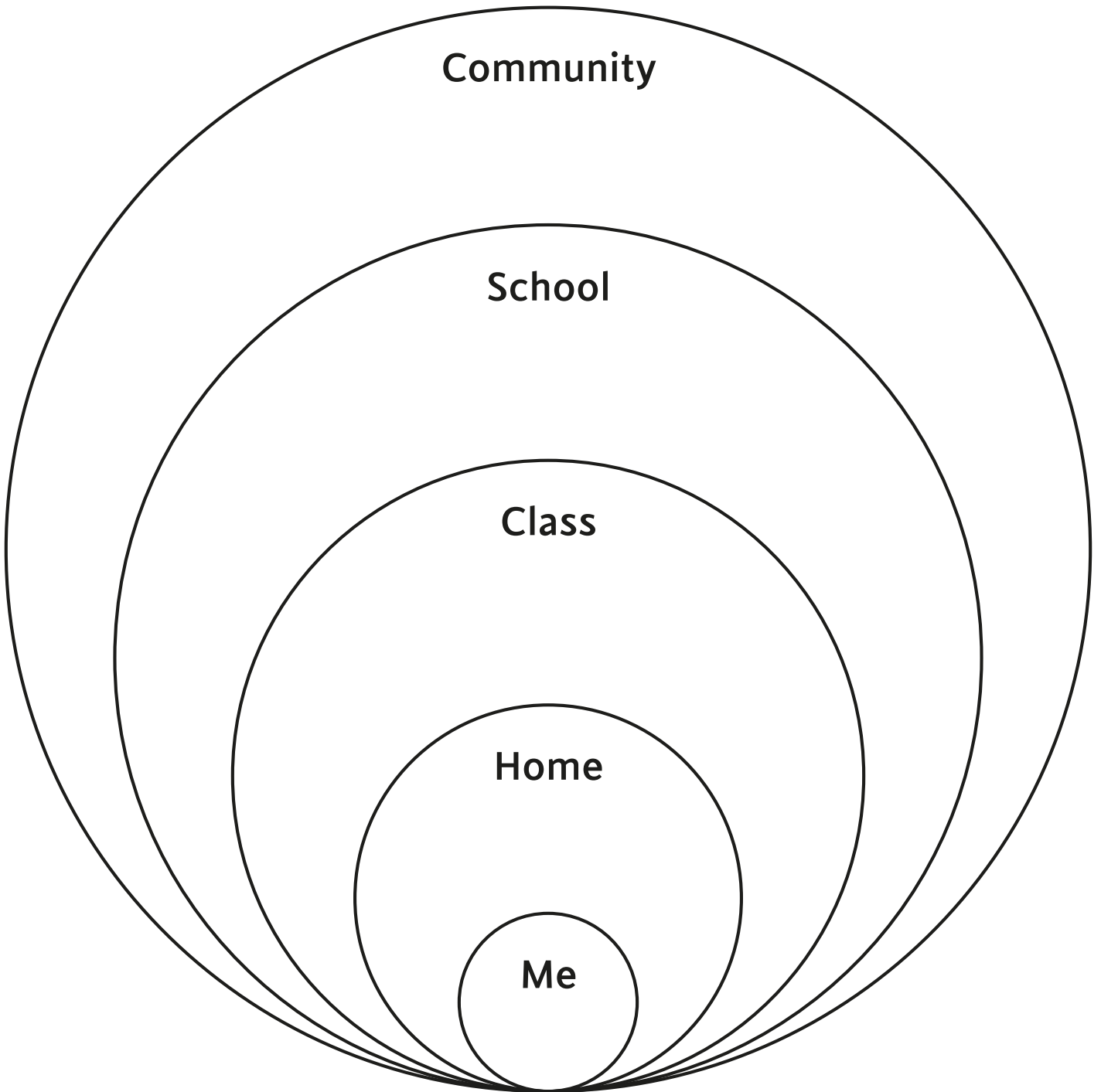
6 Seeking safety, seeking help

TIME: 40+ minutes (or 2 x 20+ minutes sessions)

Evidence base

Children in the early years of school are often seen as being too young to understand or to have experienced gender discrimination or gender violence. However, young children can and do experience gender discrimination and violence and they need the language and strategies to challenge these experiences and protect themselves. Self-care and help-seeking strategies empower children to assert their rights over their own bodies and to gain the support they need if someone is breaching their rights. While people are often worried that knowledge of things 'wrong' in the world may tarnish children's innocence, it is essential they are aware that their body belongs to them and they have the right to say no and get help.[40] School-based abuse prevention programs have been found to be effective in increasing student knowledge and protective behaviours.[41-43] These programs aim to build children's comfort level in disclosing inappropriate sexual advances or exposure to violence.[41]

Learning intention

- Students discriminate between problems they can solve by themselves, and those for which they need to ask for help

- Students identify strategies they can use to withdraw from a situation involving conflict or violence to protect their own or others' safety

- Students describe help-seeking strategies they can use when a problem involving gender-based violence is too big to solve by themselves

Equipment

- Room to move (if you have limited space, play with one half of the class at a time while the other half observe)

- *No, Go, Tell model* poster (create a large poster or write the model on the board)

Method

PART 1: TALKING ABOUT TRUST, HELPING AND HELP-SEEKING

1 Explain that students will play a game designed to have them think about when we can be independent and when we need to turn to others for help.

In the *Guide on the side* game, students will work in pairs. One person in the pair will have their eyes closed, the other person will be their helper – the guide on the side. The guide will lead their partner (who will keep their eyes shut) around the room, holding them by the elbow, making sure they do not bump into anything.

The aim of the guide is to get their partner across (or around) the room, without bumping into anything or anyone. Their aim is to keep their partner safe!

Allow pairs to start walking around the room. Permit students to peep if they feel they must. However, explain that needing to peep may be a sign that the guide is not showing enough responsibility in their job. Encourage all guides to take a high level of responsibility. After a couple of minutes, ask pairs to swap roles.

2 After the game, discuss:
- *What is it like to trust someone else like this?*
- *What was it like to be responsible for someone else's safety?*
- *Which of these feelings might we have when we are helping someone in real life?*
- *Which of these feelings might we have when we need to trust someone in real life, so that we can get the help we need?*
- *How do we know when to be independent – handle things all by ourselves – or when to reach out for help?*

PART 2: WARNING SIGNS AND STAYING SAFE

3 Explain to the students that in the next part of the activity they are going to think about a situation in which a person may need to reach out for help, because they are around others who are being violent, scary, or making them feel unsafe.

Remind students of the work they have already done to think about what it can feel like to be around violence. These emotions and feelings in the body are usually a clue that something is wrong, and there is a need to seek help.

Explain the *NO, GO, TELL model*, displaying the key steps on a poster or on the board: if a person is in a situation in which they feel unsafe, or affected by violence, they can:
- Say **NO** (e.g. ask the person/people making them feel unsafe to stop)
- **GO** if they can (e.g. walk away)
- **TELL** a trusted person (e.g. ask for help)

4 Explain that the class will now work together to help think about what a child who experiences a problem related to gender-based violence could do. We will use the different parts of the NO, GO, TELL model to help give us some ideas. We will listen to a short scenario, do some thinking, and then make suggestions to the child about what actions they could take.

AHMED AND TRISTAN

Ahmed loved playing on the adventure playground especially whizzing down the slide. But lately he didn't like going there, since a new boy, Tristan, came. Whenever Ahmed climbed up the ladder or swung across the monkey bar, Tristan would jump up and try to grab his pants and pull them down. Even though Ahmed always told him to stop it, Tristan kept doing it.

4 Use the **NO, GO, TELL model** to discuss:

- *Who feels uncomfortable or unsafe in this situation?*
- *If he wants to use the NO part of the 'NO, GO, Tell' model, what could Ahmed say to Tristan? Are there any other ways he could say that?*
- *If Ahmed needs to GO to keep himself safe, where can he go? Is there anywhere else at this school that children can go during playtime?*
- *If Ahmed needs to TELL or ask for help, who could he go to? Are there any other ideas about who children can go to for help here?*
- *What sorts of things could any children who witness this do to help Ahmed?*
- *What do you think Tristan needs to learn? What do you think might help him learn how to respect people's rights?*

Collect the students' answers. Build onto them with additional information if needed, such as where to go for help, or how to speak back if being harassed.

Sum up some of the actions that the key character can take. Point out how these actions are designed to help solve a problem before it gets worse.

5 Repeat the process, presenting a new challenge, and again inviting students to work in reference to the **NO, GO, TELL model.**

JACQUIE AND PALOMA

Jacquie is worried. Paloma, her best friend, has told her a secret… and she believes that best friends keep each other's secrets. On the weekend when Jacquie was having a sleepover at Paloma's house, she heard Paloma's mum and step-dad having a big argument, with loud yelling. She thought she could hear the sound of someone being hurt before the step-dad drove off fast. The girls were safe in Paloma's bedroom. But Paloma was upset that Jacquie had heard the fight. She asked Jacquie to promise to keep it a secret. But the next day Jacquie couldn't stop thinking about the secret. It gave her a sick and scary feeling in her stomach. She was worried that one day Paloma or her mum might get hurt.

Ask:

- *Who feels uncomfortable or unsafe in this situation? Is anyone else in this story feeling unsafe?*
- *Who in this story needs some help?*
- *Is this a problem that Jacquie or Paloma can fix by themselves?*
- *Who could Jacquie tell so that they can help?*
- *Who could Paloma tell, so that she can get some help?*

Sum up some of the actions that the key characters can take. Point out how these actions are designed to help solve a problem before it gets worse.

COACHING POINT

This part of the activity is closely linked to Topic 4 (Problem-solving) and Topic 6 (Help-seeking). Consider referring back to these topics to review and build on strategies, assertive skills and help-seeking sources.

6 Key points to elicit or explain are:

- Everyone has the right to feel safe.
- Some problems are too big to deal with by ourselves.
- Nothing is so awful that we can't talk to someone about it.
- There are good secrets (e.g. about surprise parties or presents,) that we keep.
- There are also bad secrets (e.g. secrets that if we keep can have a bad effect on someone's safety and health).
- Sometimes we need to tell a secret to a helpful adult in order to make sure a bad situation does not get worse.

Invite the students to write a message of support to one of the characters they have met in the scenarios (Jacqui, Paloma or Ahmed). Encourage the students to share their messages with others in their table groups. Invite each table group to share one of the messages with the class.

Review

Review the learning intentions, and invite students to think about what they learned in the activity and share with a partner. Ask some pairs to share with the class. Ask some students to summarise each level of the N*O, GO, TELL model* as a reminder to the class.

COACHING POINT

To lift the mood, choose a happy song and invite the class to sing and/or dance together as a way to remind everyone that they make the world a happier place when they share friendship and respect. OR choose a group game to play, and invite the class to enjoy working as a team. (See the games section at the end of the unit for possible games or replay a favourite game).

COACHING POINT

Protective interrupting is a strategy that teachers can use to interrupt students who begin to disclose private information in an assertive and respectful way. It is a teaching strategy designed to protect the person telling the story from disclosing in front of the class; class members from the distress at hearing the disclosure, or exposure to high risk behaviours; the fidelity of the lesson/program, diverting discussion away from the focus of the activity.

7 Practising asking for help in situations involving gender-based violence

TIME: 50+ minutes

Learning intention

- Students practice help-seeking strategies they can use when a problem involving gender-based violence is too big to solve all by themselves

Equipment

- Room to move
- *Help-seeking scenarios (for teachers to print out and cut up for the class to use)*
- *Help-seeking role play* handout

Method

1 Remind students that in the last activity, they learned the *NO, GO, TELL model*. Ask some students to remind the class about the different steps of the model.

Explain that in this activity, the class is going to practise the **TELL** part of this model. That is, they will practise telling a trusted person what happened and asking for help. Ask students:

- *What character strengths do people need to use to seek help?* (e.g. courage, bravery, persistence).

Acknowledge that there can be three key challenges when it comes to the act of help-seeking:

- Working out who to ask
- Working out what to say or do
- Finding the courage to take action

2 Review the *Helping hands* activity from Topic 6 (Activity 4). This helps to focus on the 'who'. If you have not previously done the *Helping hands* activity with your class, take the time to help them brainstorm a range of trusted people from whom they could seek help.

Explain that when we have thought of a trusted person to ask for help, we then have to work out what to say. The next activity will give them a chance to practise some key steps that can be useful when we are help-seeking. Introduce the key steps:

- **Step 1**: Tell the person you need help.
- **Step 2**: Name the problem.
- **Step 3**: Say how it makes you feel.
- **Step 4**: Ask for help.

Model the key steps. 'Miss Gemma, I need some help. I am feeling scared. Some big kids are being mean to Liz and they won't stop and she is crying.' Or 'Miss Gemma, I feel really worried. I don't know what to do. People are fighting in Paloma's house and I am scared she will get hurt, but she made me promise not to tell.'

3 Arrange students into groups of three or four. Allocate each group a help-seeking scenario and a *Help-seeking role play* handout. Ask them to read their scenario and use the handout to think about who the character could ask for help and what they could say. They may wish to have two people go together for help, and the other people be the helpers.

When groups have had time to make their plan, ask them to practise their role plays in action. One or two will play the character who is seeking help and others will play trusted people from whom they are seeking help.

4 Give students time to practise before asking one or two groups to perform their role play to the class. Use acknowledgement of what has been accomplished as a way to reinforce the model, e.g. 'I understood clearly what help your character needed, Nat. You said how you felt. You said you had a problem too big to solve by yourself. You explained what had happened. And how it made you feel.'

Use the following questions to invite modelling of additional options and possibilities. Ask:

- *What else could the help-seeker say to make sure the helper understands the problem?* (Model some different ways of asking.)
- *In some of the scenes we saw characters take a friend with them so as they did not have to ask for help on their own. What might it be like if you have someone to go with you when you are help-seeking?*
- *What can people do if the person they go to for help is too busy or won't listen or they don't get the help they need?*

In acknowledging the efforts, draw attention to the importance of the strengths of courage, determination and persistence.

5 Refer back to the *NO, GO, TELL model*. Remind students that they have the right to say **NO** if someone is doing something to make them feel scared, unsafe or uncomfortable. If the person won't stop, they can **GO** to a safer space, or try to find a way to keep themselves safe. They can **TELL** someone about what has been happening. They can ask for help. If the first person they tell is not helpful, they can tell or ask someone else. Everyone has the right to be respected. Other people have a responsibility to help them.

6 Reconnect students to the Kids Helpline numbers and website in case they want to raise a matter via this method. Explain that sometimes a person might not seek help until a long time after the experience. However, it is still useful to get support, even if it comes late.

Review

Review the learning intentions and ask if the students believe that they were able to show that they know ways to ask for help if they or someone else is affected by gender-based violence.

Invite students to name some of the strengths they showed in action by doing the role plays.

Organise for students to review or renew their 'helping hands' images completed initially in Topic 6: Activity 4. Encourage them to see that they are all people who can give help as well as ask for help, and that to be able to give and to ask are both important strengths.

Conclude this activity with a friendly game to lift the mood. Choose one of the games suggested in the *Optional games* section of this document, or replay one of the games from Topic 2: Personal strengths.

COACHING POINT

The role plays in this activity are designed to show the act of help-seeking NOT the act of violence that led to the help-seeking. Avoid naturalistic re-enactments of violence in classroom role plays. They can attract laughter in response or become the most riveting part of the presentation. This can inadvertently work to normalise the violence or to minimise its negative impact.[44, 45] This is particularly true when those role playing the victim feel they must show their 'strength' and thereby refuse to reveal the negative effects on targets.

Kids Helpline is a free 24-hour counselling service for Australian kids and young people. Telephone and online counselling is available. Write the number and web address on the board and ask students to copy it into their workbooks so they have it on hand.

Phone number: 1800 55 1800

Website: www.kidshelpline.com.au

The students were lining up at the swimming pool, waiting until they were allowed to get in. Bruno was behind Millie. He began to pull the straps of her bikini top, and making comments asking did she have any breasts to hide there yet. Troy joined in by laughing. She told them to stop but they didn't. She told them she would tell the teacher. Steve got really angry and stomped on her foot.

Millie decides to ask for help. Show what she does.

The students in Ms P's art class were working on group projects for the art festival. Ella was working with Marcos and Elija. When she joined the group, Tim said that if she wanted to be in his group, she had to pack everything away and clean up after each lesson because she is the girl. At the end of every lesson, Marcos says to Ella, 'Time to clean up, girlie'. When she says no, he pinches her arm really hard. He tells her he will bash her if she tells the teacher.

Ella decides to ask for help. Show what she does.

Ashiq and his friends go to AusKick on Saturdays and play footy at recess and lunch every day at school. When Ashiq tells his friends that he can't go to AusKick for the rest of the season, because he is preparing for a big dancing competition, his friends laugh and call him a girl. At school, they will no longer let him play footy. They taunt him chanting, 'Ashiq the dancer is a girl'.

Ashiq decides to ask for help. Show what he does.

Jerry was a bit scared of his Mum's friend Trevor. Trevor always wanted to play with Jerry in the back room, making models and holding his hand to show him how to paint or fix the parts of model planes together.
But Jerry wanted to play ball outside with the kids from next door, and Trevor would get cross. Jerry found it hard to work out how to say no to Trevor because Trevor was an adult and a friend of his mum.

Jerry decides to ask for help. Show what he does.

The girls and boys in Mr G's class were changing into their costumes for the school production. While Julia was standing in her underwear, about to step into her costume, Shantini took a photo of her on a class iPad. Julia noticed and asked her to delete it, but Shantini laughed and showed it to some of the girls and later to the boys in their class.

Julia decides to ask for help. Show what she does.

Paul's uncle sometimes came over to visit and brought lots of beer which he would drink all afternoon. He would get louder and louder and then sometimes get into an argument with Paul's dad.

When the grown-ups started yelling, Paul and his cousins would all get scared that the men would start hitting each other or get really mad at one of the children or at the mothers.

Paul decides to ask for help. Show what he does.

On casual clothes day, Sikah wears her favourite outfit to school. At recess, two other girls in her class tease her about her dress, saying it makes her look like she is a baby doll. They tell her she can't play with them and should go find some toddlers to play with.

Sikah decides to ask for help. Show what she does.

Some older boys came at lunch time and took Henry's new football that he got for his birthday. At the end of lunch they just left it down on the oval and Henry would had to go and find it. The next day it happened again. On the third day, Henry and his friends tried to say no and to hang on to the ball, but the bigger boys pushed them over and ran off with the ball.

Henry decides to ask for help. Show what he does.

HELP-SEEKING ROLE PLAY

WHO is a trusted person that the character
could go to and ask for help?

WHAT could the character say to ask for help?
(Use the speech bubble below to plan what to say.)

Step 1: Tell the person they need help

Step 2: Name the problem

Step 3: Say how it makes them feel

Step 4: Ask for help

Topic 8 Further resources

Teacher Reflection

- How do you use opportunities during the school day to affirm students for their respectful, peaceful and fair behaviours?

Web links for further reading and activities

- *Welcoming schools* is a web-based resource providing professional development tools and lessons to support a LGBT-inclusive approach to creating respectful and supportive primary schools for all students and their families. This resource has a range of statements for children to use in the face of verbal gender-based violence. http://www.welcomingschools.org/pages/be-prepared-for-questions-and-put-downs-about-gender

- *Taking Us Seriously: Children and young people talk about safety and institutional responses to their safety concerns* is an Australian report about how children and young people aged 4–18 years understand safety in institutions such as schools. https://www.childabuseroyalcommission.gov.au/getattachment/33a95fc9-0e8d-41da-ac9f-31f625794d4f/Taking-Us-Seriously

- *Bully Stoppers* provides a range of information for students, parents and teachers to help identify, challenge and seek assistance in the face of bullying behaviour. http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx

- *Kids Helpline* is a free 24-hour counselling service for Australian kids and young people aged 5–25 years. http://www.kidshelp.com.au/

- *KidsMatter* provides a range of resources and ideas for developing coping skills. http://www.kidsmatter.edu.au/primary

- *The Daniel Morcombe Child Safety Curriculum* is focused on personal safety and awareness, cyber-safety and telephone safety. It includes teaching and learning activities for students in Foundation – Level 2, Level 3–6 and Level 7–9. https://fuse.education.vic.gov.au/content/7ff7f8ac-1da5-45d2-a812-8259b35f38ea/p/index.html

- *SAFEMinds* is a professional learning and resource package for schools and families that aims to enhance early intervention mental health support for children and young; increase engagement of parents and carers with schools to more effectively support their child's mental health; and develop clear and effective referral pathways between schools and community youth and mental health services. http://www.education.vic.gov.au/school/teachers/health/Pages/safeminds.aspx

Extension activities

Read *UNICEF For Every Child*: the rights of the child in words and pictures. http://www.unicef.org/rightsite/files/rightsforeverychild.pdf)

Talking further

Encourage students to share their individual action plans from Activity 3 with their families.

Optional games to reinforce respectful relationships

Games can be used to teach social and emotional competencies.[46, 47] They can also be used to re-visit and reinforce inclusive gender messages, to acknowledge and reward the class for their efforts, or as some time out when students have been experiencing frustration, fatigue or conflict. Having positive experiences in playing with each other in large collective games can help the class members to feel more connected to each other and to school. This is important as a sense of connectedness or belonging to school is a significant protective factor for young people and contributes to building their resilience. Children and young people who feel cared for by people at their school and connected to learning are more likely to be motivated, show improved academic outcomes and academic self-efficacy.[48, 49]

Use these optional games as a friendly way to start or end an activity. Games help the class learn to mix well with each other and to build group cohesion and social confidence. All games contain key messages about respectful and positive relationships.

THE 'SAM SAYS' GAME…

This variation on 'Simon says' called 'Sam says' can be used to reinforce what people CAN do. This is an important enabler for children as they work to resist limiting gender norms and the peer pressure and comments that can accompany them.

1   Explain this game is similar to the 'Simon Says' game, but it is also a little bit different. (Point out that you have chosen Sam as the name because it could stand for either a boy or a girl's name.) When the leader calls 'Sam says, boys AND girls can…' (gives a movement instruction), then the class must copy that move. But when the leader just calls out 'Sam says…' (gives a movement instruction) and does not also add 'boys and girls CAN' then the class must not do that movement.

2   Play a few rounds of the game so as everyone gets to practice. Eliminate those who get it wrong, but only for a few rounds. Intermittently include 'Sam says, boys AND girls can all join back in the game even if they went out' to enable all students who went out to rejoin.

3   Ask:
   • *What did we need to be able to do to play that game well?*
   • *How do we use those skills in class, in the playground and at home?*
   • *What is the key message in that game about what girls and boys can do?*

GIANT'S TREASURE

The Giant's Treasure game can be used to develop skills in self-control and stillness. It can also be used to develop awareness of the possibility of team play and alertness to the availability of others to assist in solving a problem or addressing a challenge.

1   Appoint one student from the group to be the Giant and to stand at one end of the room, facing the wall, with a soft toy placed on the floor directly behind him/her.

   Ask the rest of the group to line up along the wall at the opposite end of the room.

   While the Giant has their back turned, the group must creep forward and attempt to steal the treasure and run all the way back to the opposite wall without being caught. However, as the group creeps forward, the Giant may turn around any time.

   When this happens the group must freeze. If the Giant sees any of the players move, those players must go back to the beginning wall and begin again.

   The person who succeeds in stealing the treasure and running back to the back wall with it becomes the new Giant. If the Giant catches anyone with the treasure before they get back to their base line, they become the Giant's helpers and may do all the same moves as the Giant.

2   At a certain point, elicit the possibility of team work. Stop the game and ask students: *I wonder if there is a way that we could get the treasure to the back wall more quickly? How might we do this?* Suggest that maybe if we worked together, passing the ball to a player further back…

   Play some more rounds using this cooperative technique.

3   Ask students to identify some messages we can learn from this game. How did they make sure it was fair and friendly for everyone? How did they show cooperation? (What did they do? What did they say?)

Mapping against the Victorian Curriculum by Topic

Table 1: Curriculum area: Personal and Social Capability

Personal and Social Capability LEVELS 3&4		
Strand: Self-awareness and management		
Sub-strand	**Content description**	**Topic(s)**
Recognition and expression of emotions	• Identify and explore the expression of emotions in social situations and the impact on self and others	• Topic 1: Emotional literacy • Topic 2: Personal strengths • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations
Development of resilience	• Identify personal strengths and select personal qualities that could be further developed	• Topic 2: Personal strengths • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations
	• Identify how persistence and adaptability can be used when faced with challenging situations and change	• Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations
	• Name and describe the skills required to work independently	• Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations
Strand: Social Awareness and Management		
Sub-strand	**Content description**	**Topic(s)**
Relationships and diversity	• Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion	• Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations
	• Describe the ways in which similarities and differences can affect relationships	• Topic 1: Emotional literacy • Topic 2: Personal strengths • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations

	• Identify the importance of including others in activities, groups and games	• Topic 1: Emotional literacy • Topic 2: Personal strengths • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations
Collaboration	• Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate	• Topic 1: Emotional literacy • Topic 2: Personal strengths • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations
	• Identify conflicts that may occur in peer groups and suggest possible causes and resolutions	• Topic 3: Positive coping • Topic 4: Problem-solving • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations

Achievement standard:

By the end of Level 4

Students explain the consequences of emotional responses in a range of social situations.

They recognise personal strengths and challenges and identify skills they would like to develop.

They suggest strategies for coping with difficult situations.

They persist with tasks when faced with challenges and adapt their approach when first attempts are not successful.

Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups.

They describe factors that contribute to positive relationships with peers, other people at school and in the community.

They explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities.

They identify a range of conflict resolution strategies to negotiate positive outcomes to problems.

Table 2: Curriculum area: Critical and Creative Thinking

Critical and Creative Thinking **LEVELS 3&4**	
Strand: Questions and possibilities	
Content description	**Topic(s)**
• Explore reactions to a given situation or problem and consider the effect of pre-established preferences	• Topic 1: Emotional literacy • Topic 2: Personal strengths • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations
• Investigate different techniques to sort facts and extend know ideas to generate novel and imaginative ideas	• Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations

Strand: Reasoning	
Content description	**Topic(s)**
• Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view	• Topic 1: Emotional literacy • Topic 2: Personal strengths • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations
• Investigate why and when the consequences of point of view should be considered	• Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations
• Identify and use 'If…then…' and 'what if…' reasoning	• Topic 1: Emotional literacy • Topic 2: Personal strengths • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations

Achievement standard (relevant aspects):
By the end of Level 4
Students select and apply techniques to generate a range of ideas that extend how problems are solved.
Students describe and structure arguments with clearly identified aims, premises and conclusions.
They use and explain a range of strategies to develop their arguments.

Table 3: Curriculum area: Health and Physical Education

Health and Physical Education LEVELS 3&4		
Strand: Personal, social and community health		
Sub-strand	**Content description**	**Topic(s)**
Being healthy, safe and active	• Examine how success, challenge and failure strengthen personal identities	• Topic 2: Personal strengths • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations
	• Explore strategies to manage physical, social and emotional change	• Topic 4: Problem-solving • Topic 6: Help-seeking • Topic 7: Gender and identity
	• Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	• Topic 4: Problem-solving • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations

	Identify and practise strategies to promote health, safety and wellbeing	• Topic 1: Emotional literacy • Topic 2: Personal strengths • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations
Communicating and interacting for health and wellbeing	• Describe factors that can positively influence relationships and personal wellbeing	• Topic 1: Emotional literacy • Topic 2: Personal strengths • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations
Contributing to healthy and active communities	• Describe strategies to make the classroom and playground healthy, safe and active spaces	• Topic 1: Emotional literacy • Topic 2: Personal strengths • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations

Achievement standard (relevant aspects):

By the end of Level 4

Students recognise strategies for managing change.

They examine influences that strengthen identities.

They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities.

Students interpret health messages and discuss the influences on healthy and safe choices.

They describe the connections they have to their community and how these can promote health and wellbeing.

Students apply strategies for working cooperatively and apply rules fairly. They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community.

Table 4: Curriculum area: English

English **LEVEL 3**		
Mode: Reading		
Strand: Literature		
Sub-strand	**Content description**	**Topic(s)**
Responding to literature	*Personal responses to the ideas, characters and viewpoints in texts* • Draw connections between personal experiences and the worlds of texts, and share responses with others	• Topic 1: Emotional literacy • Topic 4: Problem-solving • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations

Strand: Literacy

Sub-strand	Content description	Topic(s)
Texts in context	*Texts and the contexts in which they are used* • Identify the point of view in a text and suggest alternative point of view	• Topic 7: Gender and identity • Topic 8: Positive gender relations
Interpreting, analysing, evaluating	• Use comprehension strategies	• Topic 1: Emotional literacy • Topic 4: Problem-solving • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations

Mode: Speaking and Listening

Strand: Language

Sub-strand	Content description	Topic(s)
Language for social interactions	*Language for social interactions* • Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	• Topic 1: Emotional literacy • Topic 2: Personal strengths • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations

Strand: Literacy

Sub-strand	Content description	Topic(s)
Interacting with others	*Listening and speaking interactions* • Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations • and use interaction skills, including active listening and clear, coherent communications.	• Topic 1: Emotional literacy • Topic 2: Personal strengths • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations
	Oral presentations • Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume	• Topic 1: Emotional literacy • Topic 2: Personal strengths • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations

Achievement standard (relevant aspects):

By the end of Level 3:

Reading and viewing:

Students select information, ideas and events in texts that relate to their own lives and to other texts.

Speaking and listening:

Students listen to others' views and respond appropriately using interaction skills.

They understand how language can be used to express feelings and opinions on topics.

They contribute actively to class and group discussion, asking questions, providing useful feedback.

English
LEVEL 4

Mode: Reading and Viewing

Strand: Literacy

Sub-strand	Content description	Topic(s)
Interpreting, analysing, evaluating	• Use comprehension strategies to build literal and inferred meaning, linking ideas and analysing and evaluating texts	• Topic 1: Emotional literacy • Topic 4: Problem-solving • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations

Mode: Speaking and Listening

Strand: Language

Sub-strand	Content description	Topic(s)
Language for social interactions	*Language for social interactions* • Understand that social interactions influence the way people engage with ideas and respond to others	• Topic 1: Emotional literacy • Topic 2: Personal strengths • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations
	Evaluative language • Understand differences between the language of opinion and feeling and the language of factual reporting or recording	• Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations

Strand: Literacy

Sub-strand	Content description	Topic(s)
Interacting with others	• Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills.	• Topic 1: Emotional literacy • Topic 2: Personal strengths • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations
	• Plan, rehearse and deliver presentations, taking into account the particular audiences and purposes of informative, persuasive and imaginative	• Topic 2: Personal strengths • Topic 4: Problem-solving • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations

Achievement standard (relevant aspects):
By the end of Level 4:
Reading and viewing:
Students can describe literal and inferred meaning connecting ideas in texts.

Speaking and listening:
Students listen for key points in discussions.
They understand how to express an opinion based on information in a text.
They make presentations and contribute actively to class and group discussions, varying language according to context.

Mapping against the Victorian Curriculum by activity

The following tables identify the explicit teaching intentions that will occur in each activity. The activities use a range of interactive teaching strategies, which create an opportunity for additional skills and knowledge to be taught.

● Explicit teaching intentions covered in the activity.

○ Opportunities for explicit teaching in the activity

Topic 1: Emotional literacy

	ACTIVITY: 1	2	3	4	5
	TIME: 10	15	20	20	20

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

	1	2	3	4	5
Identify and explore the expression of emotions in social situations and the impact on self and others	●	●	●	●	●

Development of resilience

	1	2	3	4	5
Identify personal strengths and select personal qualities that could be further developed					●
Identify how persistence and adaptability can be used when faced with challenging situations and change					
Name and describe the skills required to work independently					

Social awareness and management

Relationships and diversity

	1	2	3	4	5
Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion					
Describe the ways in which similarities and differences can affect relationships					
Identify the importance of including others in activities, groups and games				●	

Collaboration

	1	2	3	4	5
Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate	○	○	●	●	●
Identify conflicts that may occur in peer groups and suggest possible causes and resolutions					

CRITICAL AND CREATIVE THINKING

Questions and possibilities

	1	2	3	4	5
Explore reactions to a given situation or problem and consider the effect of pre-established preferences			●	●	●
Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas					

Reasoning

	1	2	3	4	5
Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view				○	
Investigate why and when the consequences of point of view should be considered					
Identify and use 'If…then…' and 'what if…' reasoning				●	

	ACTIVITY:	1	2	3	4	5
	TIME:	10	15	20	20	20

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

	1	2	3	4	5
Examine how success, challenge and failure strengthen personal identities					
Explore strategies to manage physical, social and emotional change					
Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe					
Identify and practise strategies to promote health, safety and wellbeing					●

Communication and interacting for health and wellbeing

	1	2	3	4	5
Describe factors that can positively influence relationships and personal wellbeing	○	●	●	●	●

Contributing to healthy and active communities

	1	2	3	4	5
Describe strategies to make the classroom and playground healthy, safe and active spaces				●	●

ENGLISH: LEVEL 3

READING AND VIEWING

Literature

Responding to literature

	1	2	3	4	5
Draw connections between personal experiences and the worlds of texts, and share responses with others			○		

Texts in context

	1	2	3	4	5
Identify the point of view in a text and suggest alternative point of view					

Interpreting, analysing, evaluating

	1	2	3	4	5
Use comprehension strategies			○		

SPEAKING AND LISTENING

Language

Language for social interactions

	1	2	3	4	5
Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	○	○	○	○	○

Literacy

Interacting with others

	1	2	3	4	5
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications.	○	○	○	○	○
Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume		○		○	

ACTIVITY:	1	2	3	4	5
TIME:	10	15	20	20	20

ENGLISH: LEVEL 4

READING AND VIEWING

Literacy

Interpreting, analysing, evaluating

	1	2	3	4	5
Use comprehension strategies to build literal and inferred meaning, linking ideas and analysing and evaluating texts			○		

SPEAKING AND LISTENING

Language

Language for social interaction

	1	2	3	4	5
Understand that social interactions influence the way people engage with ideas and respond to others			○	○	○

Evaluative language

	1	2	3	4	5
Understand differences between the language of opinion and feeling and the language of factual reporting or recording					

Literacy

Interacting with others

	1	2	3	4	5
Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills	○	○	○	○	○
Plan, rehearse and deliver presentations, taking into account the particular audiences and purposes of informative, persuasive and imaginative					

Topic 2: Personal strengths

	ACTIVITY:	1	2	3	4
	TIME:	20	20	20	20

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

	1	2	3	4
Identify and explore the expression of emotions in social situations and the impact on self and others	○	○	○	

Development of resilience

	1	2	3	4
Identify personal strengths and select personal qualities that could be further developed	●	●	●	●
Identify how persistence and adaptability can be used when faced with challenging situations and change	●	●		
Name and describe the skills required to work independently				

Social awareness and management

Relationships and diversity

	1	2	3	4
Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion				
Describe the ways in which similarities and differences can affect relationships				
Identify the importance of including others in activities, groups and games	●	●		

Collaboration

	1	2	3	4
Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate	●	●	○	○
Identify conflicts that may occur in peer groups and suggest possible causes and resolutions				

CRITICAL AND CREATIVE THINKING

Questions and possibilities

	1	2	3	4
Explore reactions to a given situation or problem and consider the effect of pre-established preferences	○			
Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas				

Reasoning

	1	2	3	4
Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view		○	○	○
Investigate why and when the consequences of point of view should be considered				
Identify and use 'If...then...' and 'what if...' reasoning	○	○	○	○

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

	1	2	3	4
Examine how success, challenge and failure strengthen personal identities	●			●
Explore strategies to manage physical, social and emotional change				
Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe				
Identify and practise strategies to promote health, safety and wellbeing	●	●	●	●

Communication and interacting for health and wellbeing

	1	2	3	4
Describe factors that can positively influence relationships and personal wellbeing	●	●	○	○

Contributing to healthy and active communities

	1	2	3	4
Describe strategies to make the classroom and playground healthy, safe and active spaces	●	●	○	○

ACTIVITY:	1	2	3	4
TIME:	20	20	20	20

ENGLISH: LEVEL 3

READING AND VIEWING
Literature

Responding to literature

	1	2	3	4
Draw connections between personal experiences and the worlds of texts, and share responses with others	■	■	■	■

Texts in context

	1	2	3	4
Identify the point of view in a text and suggest alternative point of view	■	○	■	■

Interpreting, analysing, evaluating

	1	2	3	4
Use comprehension strategies	■	■	■	■

SPEAKING AND LISTENING
Language

Language for social interactions

	1	2	3	4
Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	●	○	○	○

Literacy

Interacting with others

	1	2	3	4
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications.	○	○	○	○
Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume	■	○	○	○

ENGLISH: LEVEL 4

READING AND VIEWING
Literacy

Interpreting, analysing, evaluating

	1	2	3	4
Use comprehension strategies to build literal and inferred meaning, linking ideas and analysing and evaluating texts	■	■	■	■

SPEAKING AND LISTENING
Language

Language for social interaction

	1	2	3	4
Understand that social interactions influence the way people engage with ideas and respond to others	○	○	○	○

Evaluative language

	1	2	3	4
Understand differences between the language of opinion and feeling and the language of factual reporting or recording	■	■	■	■

Literacy

Interacting with others

	1	2	3	4
Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills	○	○	○	○
Plan, rehearse and deliver presentations, taking into account the particular audiences and purposes of informative, persuasive and imaginative	■	○	○	○

Topic 3: Positive coping

	ACTIVITY:	1	2	3	4	5
	TIME:	10	30	10	25	25

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

	1	2	3	4	5
Identify and explore the expression of emotions in social situations and the impact on self and others	●	●	●	●	●

Development of resilience

	1	2	3	4	5
Identify personal strengths and select personal qualities that could be further developed	●	●	●	●	●
Identify how persistence and adaptability can be used when faced with challenging situations and change					
Name and describe the skills required to work independently					○

Social awareness and management

Relationships and diversity

	1	2	3	4	5
Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion	●	●		○	
Describe the ways in which similarities and differences can affect relationships		●			
Identify the importance of including others in activities, groups and games	●		○		

Collaboration

	1	2	3	4	5
Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate	●	○	●		
Identify conflicts that may occur in peer groups and suggest possible causes and resolutions					●

CRITICAL AND CREATIVE THINKING

Questions and possibilities

	1	2	3	4	5
Explore reactions to a given situation or problem and consider the effect of pre-established preferences	○	●		●	●
Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas			○		

Reasoning

	1	2	3	4	5
Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view		○			
Investigate why and when the consequences of point of view should be considered		○			●
Identify and use 'If…then…' and 'what if…' reasoning					

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

	1	2	3	4	5
Examine how success, challenge and failure strengthen personal identities			○	○	
Explore strategies to manage physical, social and emotional change					
Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe					
Identify and practise strategies to promote health, safety and wellbeing	●	●	○	●	●

Communication and interacting for health and wellbeing

	1	2	3	4	5
Describe factors that can positively influence relationships and personal wellbeing	●	●	●	●	●

Contributing to healthy and active communities

	1	2	3	4	5
Describe strategies to make the classroom and playground healthy, safe and active spaces	●	●	●	●	●

ACTIVITY:	1	2	3	4	5
TIME:	10	30	10	25	25

ENGLISH: LEVEL 3

READING AND VIEWING
Literature

Responding to literature

	1	2	3	4	5
Draw connections between personal experiences and the worlds of texts, and share responses with others					

Texts in context

	1	2	3	4	5
Identify the point of view in a text and suggest alternative point of view					

Interpreting, analysing, evaluating

	1	2	3	4	5
Use comprehension strategies					

SPEAKING AND LISTENING
Language

Language for social interactions

	1	2	3	4	5
Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	○	○	○	○	●

Literacy

Interacting with others

	1	2	3	4	5
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications.	○	○	○	○	○
Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume		○			○

ENGLISH: LEVEL 4

READING AND VIEWING
Literacy

Interpreting, analysing, evaluating

	1	2	3	4	5
Use comprehension strategies to build literal and inferred meaning, linking ideas and analysing and evaluating texts					

SPEAKING AND LISTENING
Language

Language for social interaction

	1	2	3	4	5
Understand that social interactions influence the way people engage with ideas and respond to others	○	○	○	○	○

Evaluative language

	1	2	3	4	5
Understand differences between the language of opinion and feeling and the language of factual reporting or recording					

Literacy

Interacting with others

	1	2	3	4	5
Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills	○	○	○	○	○
Plan, rehearse and deliver presentations, taking into account the particular audiences and purposes of informative, persuasive and imaginative					

Topic 4: Problem-solving

	ACTIVITY:	1	2	3	4
	TIME:	10	20	25	25

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

	1	2	3	4
Identify and explore the expression of emotions in social situations and the impact on self and others	○	●	●	●

Development of resilience

	1	2	3	4
Identify personal strengths and select personal qualities that could be further developed	●	●	●	
Identify how persistence and adaptability can be used when faced with challenging situations and change	●	●	●	●
Name and describe the skills required to work independently				

Social awareness and management

Relationships and diversity

	1	2	3	4
Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion		○	○	○
Describe the ways in which similarities and differences can affect relationships		○	○	○
Identify the importance of including others in activities, groups and games	●	○	●	●

Collaboration

	1	2	3	4
Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate	●	○	●	●
Identify conflicts that may occur in peer groups and suggest possible causes and resolutions		○	●	●

CRITICAL AND CREATIVE THINKING

Questions and possibilities

	1	2	3	4
Explore reactions to a given situation or problem and consider the effect of pre-established preferences	○	○	●	●
Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas	○	○	○	○

Reasoning

	1	2	3	4
Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view		○	○	○
Investigate why and when the consequences of point of view should be considered	○	○	○	○
Identify and use 'If...then...' and 'what if...' reasoning		●	●	●

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

	1	2	3	4
Examine how success, challenge and failure strengthen personal identities	●	●	●	
Explore strategies to manage physical, social and emotional change			●	
Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe			●	●
Identify and practise strategies to promote health, safety and wellbeing	●	●	●	●

Communication and interacting for health and wellbeing

	1	2	3	4
Describe factors that can positively influence relationships and personal wellbeing	●	●	●	●

Contributing to healthy and active communities

	1	2	3	4
Describe strategies to make the classroom and playground healthy, safe and active spaces	●	●	●	●

ACTIVITY:	1	2	3	4
TIME:	10	20	25	25

ENGLISH: LEVEL 3

READING AND VIEWING
Literature

Responding to literature

Draw connections between personal experiences and the worlds of texts, and share responses with others			○	○

Texts in context

Identify the point of view in a text and suggest alternative point of view				

Interpreting, analysing, evaluating

Use comprehension strategies			○	○

SPEAKING AND LISTENING
Language

Language for social interactions

Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	●	○	○	○

Literacy

Interacting with others

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications.	●	○	○	○
Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume			○	○

ENGLISH: LEVEL 4

READING AND VIEWING
Literacy

Interpreting, analysing, evaluating

Use comprehension strategies to build literal and inferred meaning, linking ideas and analysing and evaluating texts			○	○

SPEAKING AND LISTENING
Language

Language for social interaction

Understand that social interactions influence the way people engage with ideas and respond to others	○	○	○	○

Evaluative language

Understand differences between the language of opinion and feeling and the language of factual reporting or recording				

Literacy

Interacting with others

Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills	○	○	○	○
Plan, rehearse and deliver presentations, taking into account the particular audiences and purposes of informative, persuasive and imaginative			○	○

Topic 5: Stress management

	Activity 1 (15)	Activity 2 (10)	Activity 3 (25)	Activity 4 (20)

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

	1	2	3	4
Identify and explore the expression of emotions in social situations and the impact on self and others	●	●	●	○

Development of resilience

	1	2	3	4
Identify personal strengths and select personal qualities that could be further developed		●	●	
Identify how persistence and adaptability can be used when faced with challenging situations and change		●	●	●
Name and describe the skills required to work independently		○	○	

Social awareness and management

Relationships and diversity

	1	2	3	4
Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion	●	○	○	
Describe the ways in which similarities and differences can affect relationships		●	○	
Identify the importance of including others in activities, groups and games	○	○		

Collaboration

	1	2	3	4
Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate	○	●	○	○
Identify conflicts that may occur in peer groups and suggest possible causes and resolutions				

CRITICAL AND CREATIVE THINKING

Questions and possibilities

	1	2	3	4
Explore reactions to a given situation or problem and consider the effect of pre-established preferences	●	○	●	○
Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas		○	○	

Reasoning

	1	2	3	4
Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view		○		
Investigate why and when the consequences of point of view should be considered		○		
Identify and use 'If…then…' and 'what if…' reasoning		○		

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

	1	2	3	4
Examine how success, challenge and failure strengthen personal identities		●	●	○
Explore strategies to manage physical, social and emotional change	○			
Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe		●	●	●
Identify and practise strategies to promote health, safety and wellbeing		●	●	●

Communication and interacting for health and wellbeing

	1	2	3	4
Describe factors that can positively influence relationships and personal wellbeing	●	●	●	○

Contributing to healthy and active communities

	1	2	3	4
Describe strategies to make the classroom and playground healthy, safe and active spaces		●		

ACTIVITY:	1	2	3	4
TIME:	15	10	25	20

ENGLISH: LEVEL 3

READING AND VIEWING
Literature

Responding to literature

	1	2	3	4
Draw connections between personal experiences and the worlds of texts, and share responses with others			○	○

Texts in context

	1	2	3	4
Identify the point of view in a text and suggest alternative point of view				

Interpreting, analysing, evaluating

	1	2	3	4
Use comprehension strategies			○	○

SPEAKING AND LISTENING
Language

Language for social interactions

	1	2	3	4
Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	○	○	○	○

Literacy

Interacting with others

	1	2	3	4
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications.	○	○	○	○
Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume				

ENGLISH: LEVEL 4

READING AND VIEWING
Literacy

Interpreting, analysing, evaluating

	1	2	3	4
Use comprehension strategies to build literal and inferred meaning, linking ideas and analysing and evaluating texts				

SPEAKING AND LISTENING
Language

Language for social interaction

	1	2	3	4
Understand that social interactions influence the way people engage with ideas and respond to others	○	○	○	○

Evaluative language

	1	2	3	4
Understand differences between the language of opinion and feeling and the language of factual reporting or recording				

Literacy

Interacting with others

	1	2	3	4
Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills	○	○	○	○
Plan, rehearse and deliver presentations, taking into account the particular audiences and purposes of informative, persuasive and imaginative				

Topic 6: Help-seeking

	ACTIVITY: 1	2	3	4	5	6
TIME:	15	15	30	30	25	–

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

	1	2	3	4	5	6
Identify and explore the expression of emotions in social situations and the impact on self and others	○	●	●	○	●	●

Development of resilience

	1	2	3	4	5	6
Identify personal strengths and select personal qualities that could be further developed		●	●	○	●	●
Identify how persistence and adaptability can be used when faced with challenging situations and change	○	●	●	○	●	●
Name and describe the skills required to work independently				○		○

Social awareness and management

Relationships and diversity

	1	2	3	4	5	6
Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion			●			●
Describe the ways in which similarities and differences can affect relationships			●			●
Identify the importance of including others in activities, groups and games	●	○				●

Collaboration

	1	2	3	4	5	6
Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate	●	●	○	○	○	
Identify conflicts that may occur in peer groups and suggest possible causes and resolutions		●			●	●

CRITICAL AND CREATIVE THINKING

Questions and possibilities

	1	2	3	4	5	6
Explore reactions to a given situation or problem and consider the effect of pre-established preferences	○	●	●	○	●	●
Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas	○		○	○	○	○

Reasoning

	1	2	3	4	5	6
Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view	○	○	○		○	
Investigate why and when the consequences of point of view should be considered		○	○		○	
Identify and use 'If…then…' and 'what if…' reasoning		●	●		●	

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

	1	2	3	4	5	6
Examine how success, challenge and failure strengthen personal identities		●	●			●
Explore strategies to manage physical, social and emotional change	○		●	○		●
Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	●	●	●	●	●	
Identify and practise strategies to promote health, safety and wellbeing	●	●	●	●	●	●

Communication and interacting for health and wellbeing

	1	2	3	4	5	6
Describe factors that can positively influence relationships and personal wellbeing	●	●	●	○	●	●

Contributing to healthy and active communities

	1	2	3	4	5	6
Describe strategies to make the classroom and playground healthy, safe and active spaces		●	●		●	●

	ACTIVITY:	1	2	3	4	5	6
	TIME:	15	15	30	30	25	–

ENGLISH: LEVEL 3

READING AND VIEWING
Literature

Responding to literature

	1	2	3	4	5	6
Draw connections between personal experiences and the worlds of texts, and share responses with others		○	○		○	

Texts in context

	1	2	3	4	5	6
Identify the point of view in a text and suggest alternative point of view						

Interpreting, analysing, evaluating

	1	2	3	4	5	6
Use comprehension strategies		○	○		○	○

SPEAKING AND LISTENING
Language

Language for social interactions

	1	2	3	4	5	6
Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	○	○	○		○	○

Literacy

Interacting with others

	1	2	3	4	5	6
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications.	○	○	○	○	○	○
Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume					○	●

ENGLISH: LEVEL 4

READING AND VIEWING
Literacy

Interpreting, analysing, evaluating

	1	2	3	4	5	6
Use comprehension strategies to build literal and inferred meaning, linking ideas and analysing and evaluating texts		○	○		○	

SPEAKING AND LISTENING
Language

Language for social interaction

	1	2	3	4	5	6
Understand that social interactions influence the way people engage with ideas and respond to others	○	○	○		○	○

Evaluative language

	1	2	3	4	5	6
Understand differences between the language of opinion and feeling and the language of factual reporting or recording		○	○		○	

Literacy

Interacting with others

	1	2	3	4	5	6
Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills	○	○	○	○	○	●
Plan, rehearse and deliver presentations, taking into account the particular audiences and purposes of informative, persuasive and imaginative					○	●

Topic 7: Gender and identity

	ACTIVITY:	1	2	3
	TIME:	90	90	90

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

	1	2	3
Identify and explore the expression of emotions in social situations and the impact on self and others	○	○	○

Development of resilience

	1	2	3
Identify personal strengths and select personal qualities that could be further developed	●	●	○
Identify how persistence and adaptability can be used when faced with challenging situations and change			○
Name and describe the skills required to work independently	○		

Social awareness and management

Relationships and diversity

	1	2	3
Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion	●	●	●
Describe the ways in which similarities and differences can affect relationships	●	○	●
Identify the importance of including others in activities, groups and games	●	○	○

Collaboration

	1	2	3
Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate	●	○	○
Identify conflicts that may occur in peer groups and suggest possible causes and resolutions			

CRITICAL AND CREATIVE THINKING

Questions and possibilities

	1	2	3
Explore reactions to a given situation or problem and consider the effect of pre-established preferences	●	●	●
Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas	○	○	○

Reasoning

	1	2	3
Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view		○	○
Investigate why and when the consequences of point of view should be considered		○	●
Identify and use 'If...then...' and 'what if...' reasoning		○	●

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

	1	2	3
Examine how success, challenge and failure strengthen personal identities	●		
Explore strategies to manage physical, social and emotional change	●		
Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	●		●
Identify and practise strategies to promote health, safety and wellbeing	●	○	●

Communication and interacting for health and wellbeing

	1	2	3
Describe factors that can positively influence relationships and personal wellbeing	●	○	●

Contributing to healthy and active communities

	1	2	3
Describe strategies to make the classroom and playground healthy, safe and active spaces	●	○	○

ACTIVITY: 1 2 3
TIME: 90 90 90

ENGLISH: LEVEL 3

READING AND VIEWING
Literature

Responding to literature

	1	2	3
Draw connections between personal experiences and the worlds of texts, and share responses with others		•	•

Texts in context

	1	2	3
Identify the point of view in a text and suggest alternative point of view		•	•

Interpreting, analysing, evaluating

	1	2	3
Use comprehension strategies		•	•

SPEAKING AND LISTENING
Language

Language for social interactions

	1	2	3
Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	○	○	○

Literacy

Interacting with others

	1	2	3
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications.	○	○	○
Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume		○	•

ENGLISH: LEVEL 4

READING AND VIEWING
Literacy

Interpreting, analysing, evaluating

	1	2	3
Use comprehension strategies to build literal and inferred meaning, linking ideas and analysing and evaluating texts	○	•	•

SPEAKING AND LISTENING
Language

Language for social interaction

	1	2	3
Understand that social interactions influence the way people engage with ideas and respond to others		•	•

Evaluative language

	1	2	3
Understand differences between the language of opinion and feeling and the language of factual reporting or recording	○	○	○

Literacy

Interacting with others

	1	2	3
Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills		•	•
Plan, rehearse and deliver presentations, taking into account the particular audiences and purposes of informative, persuasive and imaginative	○	○	○

Topic 8: Positive gender relations

	ACTIVITY: 1	2	3	4	5	6	7
TIME:	60	60	60	60	90	40	50

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

	1	2	3	4	5	6	7
Identify and explore the expression of emotions in social situations and the impact on self and others	●	●	○	○	●	●	●

Development of resilience

	1	2	3	4	5	6	7
Identify personal strengths and select personal qualities that could be further developed	●	○	●	●	●	○	●
Identify how persistence and adaptability can be used when faced with challenging situations and change	●	○			○	○	○
Name and describe the skills required to work independently					○		

Social awareness and management

Relationships and diversity

	1	2	3	4	5	6	7
Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion		●			○		○
Describe the ways in which similarities and differences can affect relationships	○	●	○		●		○
Identify the importance of including others in activities, groups and games	○	○	○	●	○	○	○

Collaboration

	1	2	3	4	5	6	7
Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate	○	○		○	●	○	○
Identify conflicts that may occur in peer groups and suggest possible causes and resolutions	●	●		○			●

CRITICAL AND CREATIVE THINKING

Questions and possibilities

	1	2	3	4	5	6	7
Explore reactions to a given situation or problem and consider the effect of pre-established preferences	●	●		●	○	○	●
Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas	○	○	○	○	○	○	

Reasoning

	1	2	3	4	5	6	7
Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view	○	○	○	○	○	○	
Investigate why and when the consequences of point of view should be considered	○	○	○	○		○	
Identify and use 'If…then…' and 'what if…' reasoning	●	○	●				●

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

	1	2	3	4	5	6	7
Examine how success, challenge and failure strengthen personal identities		○	○		●	○	●
Explore strategies to manage physical, social and emotional change							
Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	●	○				○	●
Identify and practise strategies to promote health, safety and wellbeing	●	○		●	●	○	●

Communication and interacting for health and wellbeing

	1	2	3	4	5	6	7
Describe factors that can positively influence relationships and personal wellbeing	●	○	●	●	●	○	●

Contributing to healthy and active communities

	1	2	3	4	5	6	7
Describe strategies to make the classroom and playground healthy, safe and active spaces	●	○	●	●	●	○	●

	ACTIVITY: 1	2	3	4	5	6	7
	TIME: 60	60	60	60	90	40	50

ENGLISH: LEVEL 3

READING AND VIEWING
Literature

Responding to literature

Draw connections between personal experiences and the worlds of texts, and share responses with others		○	○	○		○	○

Texts in context

Identify the point of view in a text and suggest alternative point of view		○					

Interpreting, analysing, evaluating

Use comprehension strategies		○	○	○		○	○

SPEAKING AND LISTENING
Language

Language for social interactions

Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	○	○	○	○	○	○	○

Literacy

Interacting with others

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications.	○	○	○	○	○	○	○
Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume	○	○		○			○

ENGLISH: LEVEL 4

READING AND VIEWING
Literacy

Interpreting, analysing, evaluating

Use comprehension strategies to build literal and inferred meaning, linking ideas and analysing and evaluating texts		○	○	○		○	○

SPEAKING AND LISTENING
Language

Language for social interaction

Understand that social interactions influence the way people engage with ideas and respond to others	○	○	○	○	○	○	○

Evaluative language

Understand differences between the language of opinion and feeling and the language of factual reporting or recording	○	○	○	○		○	○

Literacy

Interacting with others

Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills	○	○	○	○	○	○	○
Plan, rehearse and deliver presentations, taking into account the particular audiences and purposes of informative, persuasive and imaginative	○	○		○			○

Glossary

Accomplice: A person or people who support or encourage violence.

Bisexual: Someone who is attracted to and/or has sex with people of more than one gender.

Bullying: When a person or a group of people repeatedly hurts or make someone feel bad. These people are called bullies. In general, bullies hurt someone whom they judge to be weaker or different. Bullying often involves repeated name-calling; frightening; damaging or taking away possessions; causing physical harm and falsely blaming someone for things going wrong. Bullying is a form of discrimination.

Cisgender: This term applies to the majority of people, describing a person who is not transgender. If a person is assigned female at birth and then grows up to identify as a woman, that person is cisgender. It means a person's biological sex matches their gender identity and expression.

Consent (sexual): There are laws about sexual relationships and how people treat each other. These laws apply to everyone (men and women) regardless if the person is straight, same-sex attracted, queer identifying or transgender. Drugs and alcohol can affect people's ability to make decisions, including whether or not they want to be sexual with someone else. This means that if someone is really drunk or high, they cannot freely agree, or 'give consent', as their ability to provide 'free agreement' is impaired by the influence of drugs or alcohol.

Cyberbullying: A form of bullying using the Internet (e.g. on chat rooms, social networking sites, e-mail), or mobile phones (e.g. SMS) to inflict discomfort or harm.

Disadvantage: The state or instance of being in an unfavourable circumstance or condition that causes problems or reduces the relative chances of success or effectiveness.

Domestic violence: There are many different types of domestic violence including physical, emotional and verbal.
Domestic violence is about power and control and can be expressed in many ways. It can affect people of any age. It is sometimes called family violence, child abuse or intimate partner violence, however can occur within any relationships (for example between family members who live together, or between a young girlfriend and boyfriend).

Discrimination: Discrimination is the exclusion or unfair treatment of one particular person or group of people based on different traits such as sex, gender, religion, nationality, ethnicity (culture), 'race', or other personal characteristics. People who experience discrimination are prevented from enjoying the same rights and opportunities as other people. Discriminating goes against a basic principle of human rights: that all people are equal in dignity and entitled to the same fundamental rights.

Empathy: The ability to imagine what someone else might be thinking or feeling.

Family violence: see Domestic Violence.

Gay: A person who is primarily attracted to and/or has sex with someone of the same gender. Commonly used for men, some women also use this term.

Gender/Gender Norms: Gender is a concept that describes how societies manage and determine sex categories, and is used in reference to social and cultural differences rather than biological ones. It is the cultural meanings attached to men and women's roles, and can change over time and vary within and among cultures. Gender involves social norms, attitudes and activities that society deems more appropriate for one sex over another. Gender is also determined by what an individual feels and does, and how individuals understand their identities including being a man, women, transgender, gender queer and many other gender positions.

Gender-based violence: Gender-based violence is a sub-category of interpersonal violence. It includes forms of violence that target individuals or groups on the basis of their gender and that results in, or is likely to result in, physical, sexual, or psychological harm or suffering.

Gender equality: The equal valuing by society of all people regardless of gender, and equal conditions for realising full human rights and for contributing to, and benefiting from, economic, social, cultural and political development.

Gender equity: The process of being fair to people regardless of their gender. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent all people from operating on a level playing field. Equity is a means. Equality is the result.

Gender expression: How a person communicates one's gender to others including clothing, hairstyle, voice, behaviour and the use of pronouns.

Gender fluid: Self-identifying with multiple genders, and may move fluidly between them.

Gender identity: How a person identifies as being a man, woman, neither or both, or a combination, which may or may not correspond to the sex assigned to them at birth. Unlike gender expression, gender identity is not visible to others.

Gender nonconforming: refers to people who do not follow other people's/society's ideas or stereotypes about how they should look or act based on the female or male sex they were assigned at birth. People who are gender nonconforming may also be called and/or identify as gender variant, non-binary identifying, gender diverse, gender atypical or gender queer, and may be transgender or otherwise variant in their gender expression.

GLBTIQ: A commonly used acronym to encompass people who identify as gay, lesbian, bisexual, transgender, intersex and queer.

Help-seeking: Help-seeking involves communicating with other people to obtain help in terms of understanding, advice, and general support in response to a problem or distressing experience. Help-seeking relies on other people and is therefore often based on social relationships and interpersonal skills.

Heteronormativity: is the belief that people can be assigned into two distinct and complementary genders (man and women) with natural roles in life. As a result it asserts that heterosexuality (relations between a man and a woman) is the only sexual orientation and the only normal.

Hegemonic masculinity: The dominant (but not the most common) form of masculinity in society is termed 'hegemonic masculinity'. It requires boys and men to be heterosexual, tough, athletic and emotionless, and encourages the control and dominance of men over women. Men and boys are socially encouraged to express their pain, fear and stress in the form of anger and violence. In Australian society, men are not able to escape the expectations of hegemonic masculinity and men and boys who do not fit the criteria are punished and labelled as 'not a real man'.

Homophobia: Fear, discomfort, intolerance or hatred of homosexuality or sexually diverse people.

Homophobic bullying: A gendered type of bullying that is based on actual or perceived sexual orientation or gender identity. Can also be called bullying on the basis of perceived sexual orientation.

Human rights: The freedoms and entitlements that belong to everyone because they are human. Human rights are about respecting people's dignity and ensuring they have the resources needed to survive, develop and participate in society. They are universal and cannot be taken away.

Intersectionality: Intersectionality calls for a focus on the ways in which an individual's identities intersect, enabling discrimination on the basis of two or more characteristics at the same time. The term is applied to all of those in the community who experience discrimination via multiple sites (such as gender, gender identity, sex, class, race, religion, disability, sexual orientation and education). Intersectionality recognises the multiple aspects of identity that enrich our lives and experiences, as well as the ways in which they complicate and compound oppressions and marginalisations.

Intersex: The term used to categorise those who are born with some unclear or mixed male and female internal and/or external anatomical sexual characteristics. An intersex person may identify as male or female or as neither. Intersex status is not about sexual orientation or gender identity. Intersex people experience the same range of sexual orientations and gender identities as non-intersex people.

Lesbian: A woman who is attracted to and/or has sex with other women. A lesbian can also be asexual, transgender, queer, etc.

Perpetrator: A person who carries out a violent act or causes hurt and/or harm.

Positive behaviour management: Positive behaviour management approaches are those that stress prevention, support and avoidance of confrontation and that focus more on development of values, relationships and skills enabling positive student behaviour rather than on punishment for student misbehaviour.

Power: Power can be positive or negative. Positive power is seen when we use the power we have within ourselves to change our surroundings for the better. Negative power can be seen when one group of people uses their cultural advantages to control another group. Gender inequality is closely linked to the unequal power between females and males.

Prejudice: Unreasonable feelings, opinions, or attitudes generally formed without knowledge, thought, or reason often of a hostile nature, regarding a racial, religious, or other group.

Privilege: The idea that some groups of people have special rights or advantages relative to other groups, even when they don't actively choose to have those advantages. The term is commonly used to in the context of social inequality, particularly in regard to race, gender, age, sexual orientation and disability. Rather than being something that is earned, privilege is something that is awarded to a person based on characteristics assigned to them at birth such as sex, cultural identity, race and class.

Queer: is an umbrella term for sexual and gender diverse people that are not heterosexual or cisgender.

Respect: A feeling of understanding and appreciation for all human beings and creatures in the world.

Sex: (as it relates to gender). Sex is the biological traits that societies use to allocate people into the category of either male or female, through a focus on genitalia, chromosomes or some other physical characteristics. Male and female are not the only sexes, some people have genetic, hormonal and physical features typical of both male and female at the same time, so their biological sex isn't clearly male or female. They are called Intersex.

Sexual assault: Sexual contact that a person has not consented to. This includes touching, groping, rape, forced sex, and similar acts. People of all genders can be victims of sexual assault, no matter your age, gender identity or sexuality.

Sexual harassment: Sexual harassment is unwelcome sexualised verbal or physical behaviour. Examples include comments, whistling. Sexual harassment is often perpetrated by a person in authority toward a subordinate (such as from an employer to an employee).

Sexual identity: How individuals identify their own sexuality (usually based on sexual orientation).

Sexual orientation: Emotional and sexual attraction to another person or other people who may be of the opposite gender, same gender or another gender identity.

Sexuality: The sexual knowledge, beliefs, attitudes, values and behaviours of individuals. Its dimensions include the anatomy, physiology and biochemistry of the sexual response system; sexual identity, orientation, roles and personality; and thoughts, feelings and relationships. Its expression is influenced by ethical, spiritual, cultural and moral concerns.

Stereotype: A generalised and over-simplified idea about people based on one or a specific set of characteristics. Stereotypes are usually untrue and often lead to prejudice (see definition) and discrimination. A stereotype that refers to girls, boys, men or women is called gender stereotype.

Social cohesion: A socially cohesive society is one where all groups have a sense of belonging, recognition and legitimacy despite differences in ideas, opinions, skills and experience. Education can help promote social cohesion by including all young people and teaching the importance of citizenship, healthy peaceful relationships and respect for diversity.

Stigma: An opinion or judgement held by individuals or society that negatively reflects a person or group. When stigma is acted upon, the result is discrimination that may take the form of actions or omissions.

Tolerance: A person's willingness to accept feelings, habits, or beliefs that are different from their own and which they may not agree with.

Transgender: An umbrella term for people whose gender identity or expression differs from the sex assigned at birth. Transgender identity is not dependent on medical procedures. Includes, for example, people assigned female at birth but who identify as a man (female-to-male or trans man) and people assigned male at birth but who identify as a woman (male-to-female or trans woman).

Transphobia: The fear or hatred of transgender people or gender non-conforming behaviour.

Victim: A victim is a person who has been the target of violence. Some people prefer to use the word 'target' rather than 'victim' to imply that the perpetrator made a choice and that their act was deliberate. Some prefer to use the word 'survivor' rather than the word 'victim' as they find this word more suggestive of strength and recovery. Others prefer the word victim as suggesting the innocence of the targeted party.

Violence: The term 'violence' is used broadly to include many forms of negative treatment, including physical, verbal, psychological and sexual actions.

Violence against women and girls: Any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

Whole school approach: A whole school approach recognises that in order to achieve sustainable change, in the areas such as wellbeing promotion or violence prevention, shifts are needed at a policy, structural, process, system and institutional level. It involves engaging not just students, but school staff and the wider school community in the process of cultural change.

Witness: In the context of violence, a witness is a person who sees or hears about a violent act, or is told about a violent act.

References

1. Ashdown, D. and M. Bernard, Can Explicit Instruction in Social and Emotional Learning Skills Benefit the Social-Emotional Development, Well-being, and Academic Achievement of Young Children? *Early Childhood Educ J*, 2012. 39: p. 397–405.

2. CASEL. *What Is Social and Emotional Learning?* 2013 [cited 2014 31 January]; Available from: http://www.casel.org/social-and-emotional-learning/.

3. Durlak, J.A., et al., The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 2011. 82(1): p. 405–32.

4. Payton, J.W., et al., The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews. 2008, *Collaborative for Academic, Social, and Emotional Learning: Chicago*.

5. Herbert, P.C. and D.K. Lohrmann, It's All in the Delivery! An Analysis of Instructional Strategies From Effective Health Education Curricula. *Journal of School Health*, 2011. 81(5): p. 258–264.

6. Noble, T. and H. McGrath, The positive educational practices framework: A tool for facilitating the work of educational psychologists in promoting pupil wellbeing. *Educational and child psychology*, 2008. 25(2): p. 119–134.

7. Seligman, M., *Authentic Happiness*. 2002, New York: Free Press.

8. Waters, L.e., A Review of School-Based Positive Psychology Interventions. *Australian educational and developmental psychologist*, 2011. 28(2): p. 75–90.

9. Frydenberg, E., J. Deans, and K. O'Brien, *Developing everyday coping skills in the early years: Proactive strategies for supporting social and emotional development*. 2012, London: Continuum Inc. Press.

10. Frydenberg, E., *Think positively! A course for developing coping skills in adolescents*. 2010, London: Continuum International Publishing Group.

11. Seligman, M., *The Optimistic Child*. 1995, Sydney: Random House.

12. Seligman, M., et al., *Positive education: positive psychology and classroom interventions*. Oxford Review of Education, 2009. 35(3): p. 293–311.

13. Shweder, R.A., Toward a Deep Cultural Psychology of Shame. *Social Research*, 2003(4): p. 1109.

14. World Health Organisation, Skills for Health, Skills-based health education including life skills: An important component of a Child-Friendly/Health-Promoting School, in *WHO Information Series on School Health 2003*, World Health Organisation: Geneva.

15. Rickwood, D., et al., Young people's help-seeking for mental health problems. *Australian e-Journal for the Advancement of Mental Health* (AeJAMH), 2005. 4(3): p. 1–34.

16. MacNaughton, G., *Rethinking gender in early childhood education*. 2000, St Leonards, Australia: Allen & Unwin.

17. MacNaughton, G., *Doing Foucault in early childhood studies: Applying poststructural ideas*. 2005, New York: Routledge.

18. Davies, B., *Frogs and snails and feminist tales: Preschool children and gender*. . 1989, Brisbane: Allen & Unwin.

19. Robinson, K. and C. Jones Diaz, *Diversity and difference in early childhood education*. 2006, London: Open University Press.

20. Blaise, M., *Playing it straight: Uncovering gender discourses in the early childhood classroom*. 2005, New York: Routledge.

21. Derman-Sparks, L., *Anti-bias curriculum: Tools for empowering young children*. 2001, National Association for the Education of Young Children: Washington DC.

22. Kelly-Ware, J., 'What's he doing that for? He's a boy!': Exploring gender and sexualities in an early childhood setting. *Global Studies of Childhood*, 2016: p. 2043610615624519.

23. Aina, O.E. and P.A. Cameron, *Why does gender matter? Counteracting stereotypes with young children*. Featured Sessions by: Dr. Debby Cryer, Ph. D. and Nature Explore, 2011.

24. Hamilton, M.C., et al., Gender Stereotyping and Under-representation of Female Characters in 200 Popular Children's Picture Books: A Twenty-first Century Update. *Sex Roles*, 2006. 55(11–12): p. 757–765.

25. McCabe, J., et al., Gender in twentieth-century children's books patterns of disparity in titles and central characters. *Gender & Society*, 2011. 25(2): p. 197–226.

26. Eisend, M., A meta-analysis of gender roles in advertising. *Journal of the Academy of Marketing Science*, 2010. 38(4): p. 418–440.

27. Tan, Y., et al., The Construction of Masculinity: A Cross-Cultural Analysis of Men's Lifestyle Magazine Advertisements. *Sex Roles*, 2013. 69(5/6): p. 237–249.

28. Aubrey, J.S. and K. Harrison, The gender-role content of children's favorite television programs and its links to their gender-related perceptions. *Media Psychology*, 2004. 6(2): p. 111–146.

29. Harris, A., et al., *Young Australians' attitudes to violence against women: Findings from the 2013 National Community Attitudes towards Violence Against Women Survey for respondents 16–24 years*. 2015, Victorian Health Promotion Foundation: Melbourne, Australia.

30. VicHealth, *Australians' attitudes towards violence against women. Findings from the 2013 National Community Attitudes towards Violence Against Women Survey* (NCAS). 2014, Victorian Health Promotion Foundation: Melbourne, Australia.

31. Yoon, J.S., Predicting Teacher Interventions in Bullying Situations. *Education and Treatment of Children*, 2004. 27(1): p. 37–45.

32. Cornelius, T.L. and N. Resseguie, Primary and secondary prevention programs for dating violence: A review of the literature. *Aggression and Violent Behaviour*, 2007. 12(3): p. 364–375.

33. Whitaker, D.J., et al., A critical review of interventions for the primary prevention of perpetration of partner violence. *Aggression and Violent Behaviour*, 2006. 11(2): p. 151–166.

34. Flood, M., *Changing men: Best practice in sexual violence education*. 2006.

35. Cahill, H., *Devising Classroom Drug Education Programs, in Drug Education in Schools: Searching for the Silver Bullet*, R. Midford and G. Munro, Editors. 2006, Pearson: Camberwell. p. 147–165.

36. Office of the United Nations High Commissioner for Human Rights, ABC *Teaching Human Rights: Practical activities for primary and secondary schools*. 2004, Office of the United Nations High Commissioner for Human Rights New York.

37. Pettman, R., Human Rights Commission Education Series No. 2: Teaching for Human Rights: Pre-school and Grades 1–4. 1986, Australian Government Publishing Service: Canberra.

38. Kelly-Ware, J., 'What's he doing that for? He's a boy!': Exploring gender and sexualities in an early childhood setting. *Global Studies of Childhood*, 2016. 1–8.

39. Cahill, H., Re-thinking role-play for health and wellbeing: creating a pedagogy of possibility, in *Rethinking youth wellbeing: critical perspectives*. , K. Wright and J. McLeod, Editors. 2014, Springer: Singapore. p. 127–142.

40. Family Planning Queensland, FACILITATOR KIT – Positive and Protective: Self Protection Training – Children. 2010, *Family Planning Queensland* Fortitude Valley.

41. Kenny, M.C., et al., Child sexual abuse: from prevention to self-protection. *Child Abuse Review*, 2008. 17(1): p. 36–54.

42. Zwi, K., et al., School-based education programmes for the prevention of child sexual abuse. *The Cochrane Library*, 2007.

43. Brassard, M.R. and C.M. Fiorvanti, School-based Child Abuse Prevention Programs. *Psychology in the Schools*, 2015. 52(1): p. 40–60.

44. Cahill, H., Sensitive Issues: Supportive Structures. *Drama Australia Journal (NJ)*, 2006. 30(1): p. 7–22.

45. Cahill, H., Using Role-play techniques to Enhance Engagement in the Health Class: issues and strategies. *Health Education Australia Journal*, 2003. 3(2): p. 17–23.

46. Woolf, A.M., Social and Emotional Aspects of Learning: teaching and learning or playing and becoming? *Pastoral Care in Education: An International Journal of Personal, Social and Emotional Development*, 2013. 31(1): p. 28–42.

47. Hromek, R. and S. Roffey, Promoting Social and Emotional Learning With Games: ''It's Fun and We Learn Things''. *Simulation & Gaming*, 2009. 40: p. 626–644.

48. Resnick, M., P. Bearman, and R. Blum, *Protecting adolescents from harm: Findings from the National Longitudinal Study on Adolescent Health*. JAMA, 1997. 278(1): p. 823–32.

49. Resnick, M.D., Close ties to parents, school improve adolescents' lives. *Minnesota Medicine*, 1997. 80(12): p. 24–26.