



# RESILIENCE RIGHTS & RESPECTFUL RELATIONSHIPS

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## Teaching for Social and Emotional Learning and Respectful Relationships

### ACKNOWLEDGEMENTS

These materials were developed by a team from the Youth Research Centre, Melbourne Graduate School of Education, University of Melbourne. The authors of this resource are:

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# 1 Emotional literacy

## AIMS

### Activities will assist students to:

- Recognise and identify their own emotions
- Describe situations that may evoke these emotions
- Compare their emotional responses with those of their peers.

## 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.<sup>1-4</sup> Collaborative learning activities help students to build their social skills.<sup>5</sup> 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 show an awareness of the feelings and needs of others
- Students identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life
- Students demonstrate ways to interact with and care for others

### Health and Physical Education

- Students understand how emotional responses impact on others' feelings
- Students demonstrate positive ways to interact with others

### English

- Students listen to others when taking part in conversations using appropriate interaction skills
- Students listen for particular purposes

## CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 77–79.

## COACHING POINT

As you deliver the activities, we recommend you write the learning intentions on the board in student-friendly language. 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 end.

# 1 Emotions statues

TIME: 15+ MINUTES

## Learning intention

- Students name some of the commonly experienced emotions
- Students identify the ways in which emotions are shown in body language

## Equipment

- Pictures sourced from the internet or magazines showing a variety of facial expressions
- Room to move

## Method

- 1 Announce that the class will play a game which will help us to talk about different emotions. Ask students to walk around the room and freeze when you make the signal. Then ask them to make themselves into a sad statue. They will hold this pose for the count of five, then relax.
- 2 Ask one half of the class to remake their sad statue. Ask the others to say what they notice about how the statues look. Reverse roles and repeat.
- 3 Ask all students to go back into being a sad statue and to think of what sorts of things make people feel sad. Ask the students to sit and share their ideas.
- 4 Repeat this process with different emotions, including:
  - Excited
  - Angry
  - Proud
  - Scared
  - Happy

- 5 Show some pictures of faces with different emotional expressions. Ask the class to work out what emotions these people may be experiencing.
- 6 Ask students what they can do to try to work out what their friends' emotions might be or how their family members might be feeling. Point out that the skill of noticing how other people feel is important.

#### COACHING POINT

If you have students who have Autism Spectrum Disorder in your classroom, it is also helpful to point out that people often find it hard to figure out what people are feeling, and get it wrong. Reassure students who struggle in this area that it is normal to get confused sometimes, and affirm their efforts.

## Review

Invite students to review the learning intentions. Ask how the activity helped them to learn some different emotions words. Ask how the activity helped them to read/look at other people's body language to think about how they might be feeling.

## 2 Emotion triggers

TIME: 25+ MINUTES

### Learning intention

- Students identify experiences that can trigger particular emotions

### Equipment

- Paper and drawing materials

### Method

- 1 Ask students to choose one of the emotions from the statues game. (List them on the board and review the meanings of the words.) Ask them to think about some of the experiences that can cause this emotion.
- 2 Ask the students to draw a picture of themselves showing the experience, then to write the word for their emotion on the top of the picture.  
Encourage them to write an explanatory sentence on their picture. E.g. *I felt excited when it was my birthday. I felt angry when my brother took my ball. I felt sad when no one played with me.*
- 3 Ask those who felt they learnt more about each other from the activity to put their hands up. Remind them that learning about how others feel is a good friendship skill.
- 4 Ask those who felt they learnt more about emotions from the activity to put their hand up. Affirm that learning about emotions is an important life skill.

## Review

Ask how the activity has helped them to identify experiences that lead to particular emotions. Invite a few students to give examples.

#### COACHING POINT

Use circle time to build students skills in listening respectfully and supportively to each other. As each person finishes their presentation, they can call on the person next to them by name to make their presentation. Encourage them to thank each other for their contributions.

### 3 Acts of friendship

TIME: 35+ MINUTES

#### Learning intention

- Students identify emotions in others
- Students empathise with others
- Students suggest ways to help others

#### Equipment

- Room to move

#### Method

- 1 Read out the following scenario, or make up your own:  
Kristin had a bad day. Her friends said, 'We don't like you. Your hair looks funny. You can't play with us'.  
Choose volunteers to role play the scenario.  
Ask: *What feelings might Kristin have had when her friends told her she could not play with them?* Write these emotions on the board.

- 2 Bring some volunteers out to stand next to the character Kristin. Ask them to make statues to show the way these different emotions might all be present at once. Point out that people can have more than one emotion at the same time – like anger and sadness and fear. Ask: *What could other children nearby do to help Kristin?*
- 3 Place some additional volunteers to be students playing nearby. Ask them to show how they could help out. Take it in turns to show how to do these different acts of kindness. Ask: *What feelings might Kristin have when these children are friendly to her?* Ask the statue volunteers to make new statues to show these new emotions and add them to the list on the board.

#### Review

Invite students to review the learning intentions. Ask: *How did the activity help us learn to recognise emotions in others? How did it help us to think about what we could do to help someone who might be feeling a negative emotion (such as sadness or fear)?*

### 4 Sharing stories about acts of kindness

TIME: 35+ MINUTES

#### Learning intention

- Students identify times when they have shown an act of kindness to a peer or family member
- Students describe what emotions they felt at this time
- Students suggest emotions that others might feel when people show kindness to them

#### Equipment

- Paper and drawing materials

#### Method

- 1 Ask students to think about the different friendship acts they saw in the previous role play. Invite them to close their eyes and remember a time when they were friendly to another child or to someone in their family. (If they can't remember one, they can use their imagination to help them think of one that they can do very soon.)  
Ask them to open their eyes and share their memory (or intention) with a person next to them. Ask some students to share their partner's memories with the class.

- 2 Once the sharing is done, ask students to choose a friendship act they have done and to draw a picture of it. Assist students to make a caption or short story to go with their picture.
- 3 Assist students to make a caption or short story to go with their picture. Share these pictures and stories in circle time.
- 4 Arrange a 'gallery walk'. The students form two parallel lines, facing each other, holding their picture. Walk along the gallery and point to a picture, and ask the person holding that picture to explain it. Choose several pictures.

#### Review

Encourage the students by celebrating their acts of kindness. Review the learning intentions by inviting students to reflect on what they have learned. Ask students to give examples of how friendly and kind actions can make people feel. Collect the pictures to display, or assemble them into an 'Acts of Friendship' book for the class.

#### COACHING POINT

Students develop awareness of their strengths by sharing stories of themselves initiating kind actions. This sharing builds a sense of pride and recognition of the importance of caring in friendship and families.

## Topic 1 Further resources

### Reflecting on everyday practice

- What patterns did you notice in the emotional expression and regulation of the students across the last week?
- Was there a pattern in the types of emotions you experienced over the course of the week?
- What are your significant triggers?

### Web links for further reading and activities

Various web resources have been designed to provide information for children and those supporting them on 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](http://www.ccyp.vic.gov.au/childsafetycommissioner/downloads/calmer_classrooms.pdf)
- *The 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>
- *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>
- The NSW Commission for Children and Young People's 'Ask the children' series lets people know what kid's views are on a range of important areas in their lives. [http://web.archive.org/web/20121114164834/http://www.kids.nsw.gov.au/uploads/documents/ATC\\_wellbeing.pdf](http://web.archive.org/web/20121114164834/http://www.kids.nsw.gov.au/uploads/documents/ATC_wellbeing.pdf)
- *HandsOnScotland* provides practical information, tools and activities to help children and young people to flourish. <http://www.handsonscotland.co.uk/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/principals/health/Pages/safeminds.aspx>
- *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/>

### Extension activities

- When reading stories to the class, ask them to identify the emotions that the key characters might be experiencing.

### Talking further

- Arrange for students to share the 'Acts of Friendship' Book with their families.

# 2 Personal strengths

## AIMS

### Activities will assist students to:

- Identify and describe personal strengths
- Explain how these strengths contribute to family and school life
- Identify ways to care for others, including ways of making and keeping friends.

## 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.<sup>6-8</sup>

## ACHIEVEMENT STANDARDS

### Personal and Social Capability

Students identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life

- Students demonstrate ways to interact with and care for others
- Students describe their contribution to group tasks

### Health and Physical Education

- Students recognise how strengths and achievements contribute to identities
- Students understand how emotional responses impact on others' feelings
- Students demonstrate positive ways to interact with others
- Students select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems

### English

- Students listen to others when taking part in conversations using appropriate interaction skills
- Students listen for particular purposes

## CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 77–79.

# 1 The connections game: A focus on partnership skills

TIME: 20+ MINUTES

## Learning intention

- Students identify the partnership skills used in performing a collaborative task
- Students describe where these social skills are needed in the playground and classroom

## Equipment

- A set of pens with lids or straws or chopsticks
- Room to move

## Method

- 1 Explain that the game they are about to play will test their skills of partnership. They will work in pairs to balance a pen with lid/straw/chopstick in between the hands of the partners as they move around the room. Place the students in pairs and provide them with the equipment.
- 2 Ask for a volunteer to demonstrate the activity with you. Place the pen/straw/chopstick between your palm and your partner's palm. Lead your partner in moving up and down and then around the room. Demonstrate advanced play by balancing the item between the index fingers of you and your partner.
- 3 Arrange for pairs to practice and then decide which method they would like to use: fingers or palms. Have students move around the room balancing their pen/straw/chopstick. Add additional challenge by providing connectors between pairs to see if a group of four can travel together without dropping their items.
- 4 Seat the students in a circle and ask:
  - *How did you help each other to succeed in this game?* (E.g. watched each other, communicated to ask to go slower or faster)
  - *What did you do to improve your skills during the game?*
  - *When do you use these same skills in the playground? The classroom?*



## Review

Conclude by noting that the skills of listening, noticing, cooperating, communicating and practising something over and over are skills that are needed both in the classroom and the playground. These teamwork skills help people to learn and have fun. They help to make the classroom a happy and safe place for everyone.

## 2 The traffic lights game: A focus on listening

TIME: 20+ MINUTES

### Learning intention

- Students practise their listening and self-regulation skills
- Students identify the importance of listening as a key skill for learning

### Equipment

- Room to move

### Method

- 1 Explain how to play the **Traffic Lights** game. The call 'Green' means they should walk up and down on the spot. 'Red' means they should freeze and put their hand up in a 'stop signal'. 'Orange' means they are to turn around on the spot.

Play the game a few times, and increase the speed of your commands towards the end of the game.

- 2 Ask students to sit and think back on the game. Ask:
  - *What were the skills they used to play this game?*
  - *What did they have to do to make the right move?*

(Students may suggest skills such as listening, concentrating, remembering, controlling themselves, reacting quickly)

Highlight that being a good listener was important in this game. Ask: *Can you think of some more times when the skill of listening is very important?*

## Review

Conclude the activity by inviting students to review the learning intentions. Ask students how the game has helped them to practice their listening and self-regulation skills.

## 3 Strength detectives

TIME: 40+ MINUTES

### Learning intention

- Students describe the kinds of actions that generate a sense of pride or accomplishment
- Students identify key strengths used in the school setting

### Method

- 1 Introduce the emotion **feeling proud** and the sorts of experiences that lead students to feel proud of themselves (ensure that acts of persistence, kindness and caring are noted as well as 'being a winner').
- 2 Tell your students that you will share the start of a story, and they will have to suggest some endings.  
Jordi's father asked her what happened at school that day. She told him that she had done something that made her feel very proud...What do you think she did?
- 3 Ask students to talk with a partner or small group to think up at least five different things that Jordi might have done that led to her feeling proud of herself. Ask some groups to think of actions that Jordi might have taken in the playground, and others to think of actions she might have taken in the classroom. Only one answer can be to do with winning a race or competition!
- 4 Arrange for a reporting back session. As students report back, build some adjectives to describe the types of actions: e.g. kind, patient, persistent, brave, considerate, friendly, thoughtful (refer to the **40 Positive adjectives** list on the next page for inspiration) Explain that these words describe the strengths that Jordi showed in her actions.

## Review

Conclude the activity by inviting students to review the learning intentions. Ask students to reflect on what they have learned, inviting some to share their thoughts. To dig deeper, ask: *How has this activity helped us to think about the kinds of things that make people feel proud? How has the activity helped us to think about and learn about strengths we use at school?*

### COACHING POINT

When you use positive adjectives together with a naming of the specific behaviour that you are acknowledging, children learn to value the qualities you identify.

### 40 POSITIVE ADJECTIVES

Accepting	Cheerful	Hard working	Organised
Adaptable	Clever	Helpful	Out-going
Adventurous	Determined	Honest	Outspoken
Patient	Encouraging	Independent	Polite
Loving	Energetic	Interested	Playful
Attentive	Fair	Loyal	Sensible
Brave	Friendly	Joyful	Supportive
Calm	Fun-loving	Kind	Thoughtful
Caring	Generous	Neat	Tidy
Careful	Gentle	Optimistic	Understanding

## 4 Building the strengths display

TIME: 35+ MINUTES

### Learning intention

- Students describe how to use strengths to be a good friend and family member

### Equipment

- 12 *Strengths cards* (print cards and cut up for students to use)
- Digital camera and printer
- Paper, pens, pencils

### Method

- 1 Introduce the students to the *Strengths cards*, reading the words, interpreting the pictures, and asking for examples of the way someone can show this strength in class, in the playground, or at home.

Explain that their task will be to show what one of the strengths looks like in a small role play. Use a trio of volunteers to create a demonstration example.

- 2 Arrange for students to work in trios, and allocate the strengths cards, giving each group one of the locations – class, playground or home – as the setting in which to show their strength in action. Arrange for the groups to show their role plays and have the class guess the strengths. (Take photographs of each of the role plays to preserve the work.) After guessing, invite the players to explain their choices.

- 3 Point out that each of the strengths shown helps to make the classroom, playground or home a happier place. Ask students to draw a picture of themselves using one of the strengths in their daily life, and to label it with their name and the strength.

- 4 Build a strengths display from the pictures and photographs.

### COACHING POINT

Refer to items on the strengths display to acknowledge positive behaviour in subsequent lessons, and engage students in naming the positive behaviours they will need to work in collaboration.

### Review

Review the learning intentions by asking students to talk with a partner to summarise what they have learned in the activity. Ask several pairs to share their thoughts with the group. To dig deeper, ask students what strengths they might use to be a good friend/family member and what strengths they would like a friend/family member to have. Seek some examples of how the activity has helped them to talk about this.

# Honest

You tell the truth even when it is not easy

---

# Fair

You let everyone  
play and you keep  
to the rules

# Funny

You make people laugh and feel happy

---

# Hard working

You keep working even  
when it gets hard

# Forgiving

You can say sorry  
and move on

---

# Curious

You like to learn new things

# Kind

You help other people

---

# Patient

You are good at waiting for your turn

# Leadership

You help the group  
to do things

---

# Generous

You share with others

# Friendly

You are nice to everyone

---

# Brave

You try new things even  
when it is scary



## Topic 1 Further resources

### Reflecting on everyday practice

- What strengths do you use and model within the classroom?
- What strategies do you use to develop the strengths of your students?

### Web links for further reading and activities

The following web resources provide further information on building strengths.

- To learn more about character strengths and the field of positive psychology, visit the *Authentic Happiness* website. This is the homepage of Professor Martin Seligman, Director of the Positive Psychology Centre at the University of Pennsylvania: <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](http://www.handsonscotland.co.uk/flourishing_and_wellbeing_in_children_and_young_people/flourishing_topic_frameset.htm)
- *KidsMatter* provides a useful guide to teaching children about making friends. <http://www.kidsmatter.edu.au/families/about-friendship/making-friends/making-friends-suggestions-teaching-staff>

### Extension activities

- Strengths detectives. At the end of the day or in circle time, invite students to share examples of when they saw someone using a particular strength.
- Choose a strength of the week. Students can share how they used the selected strength and how it helped them or others. Students can acknowledge where they saw someone else using this strength.
- Invite students to identify strengths in the characters in the books that are read in the class or at home. These could be shared during circle time.

### Talking further

- Encourage students to ask their family members what strengths they think they have and what strengths they think their child has.
- Ask members of their family about how a particular strength has helped them in their life.

# 3 Positive coping

## AIMS

### Activities will assist students to:

- Reflect on their emotional responses
- Discuss ways in which they can take responsibility for their actions
- Describe ways to express emotions which show awareness of the feelings and needs of others
- Practice techniques to deal with feelings of fear, frustration and anger.

## EVIDENCE BASE

As they grow and develop, all children will encounter situations where they feel worried, nervous and sometimes even scared.<sup>9</sup> Individuals deal with the demands on them by drawing on a range of coping strategies. Some strategies are more productive than others.<sup>10</sup> Helping students to learn a range of positive coping skills will allow them to develop and practise skills that will 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.<sup>11</sup> Positive self-talk can be learnt or strengthened through practice.<sup>12, 13</sup>

## ACHIEVEMENT STANDARDS

### Personal and Social Capability

- Students identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life
- Students show an awareness of the feelings and needs of others
- Students recognise the importance of persisting when faced with new and challenging tasks

### Health and Physical Education

- Students recognise how strengths and achievements contribute to identities
- Students understand how emotional responses impact on others' feelings

- Students demonstrate positive ways to interact with others
- Students select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems

### Critical and Creative Thinking

- Students generate ideas that are new to them and make choices after considering personal preferences
- Students demonstrate and articulate some problem solving approaches

## CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 82–83.

## 1 Who goes first?

TIME: 20+ MINUTES

### Learning intention

- Students learn strategies for working out who goes first in a game
- Students discuss negative emotions they can feel when they lose or are excluded from a game and the strengths they need to help them cope with these emotions

### Equipment

- Music
- Strengths display (from Topic 2, Activity 4)

### Method

- 1 Teach students to play the **Rock, paper, scissors** game. Rock is made with the fist, paper is made with the hand held open and scissors with the first two fingers held apart to look like scissors. In this game for partners, 'rock' beats scissors, the 'scissors' beat paper and the 'paper' beats rock. If both players throw the same shape, the game is tied and they play again. The players begin by counting to three and then making their move. Demonstrate with a student who is familiar with the game.

- 2 Have students practise a few times with a partner, then explain that you will play some music. When it is playing they will mix around the room. When it stops they must take the nearest person as a partner. They will show the friendly strengths they have in being happy to work with any person as their partner. Once they have their partner they will play the game. The loser sits down. When the music starts everyone (including those sitting down) joins in to mix and to repeat the game.
- 3 After the game ask:
  - What is the 'Rock, paper, scissors' game used for? (Explain that this game is often used to help people to work out who goes first in a game, or who gets to choose a game. This can help friends to work this out without fighting or arguing with each other.)
  - What does it feel like when you lose in a game?
  - What does it feel like when people won't let you join a game?

Write the words for some of these emotions on the board (e.g. angry, frustrated, sad, lonely, impatient, jealous). Refer to the Strengths Display (from Topic 2, Activity 4). Ask students what strengths they need to use to deal with these negative emotions (e.g. fair, forgiving, patient).

## Review

Invite students to review the learning intentions. Ask: *How might playing games like 'Rock, paper, scissors' help us make fair decisions when we play?* Ask a student to give an example of when they would use such an activity.

## 2 Cheering up and calming down

TIME: 30+ MINUTES

### Learning intention

- Students explore the difference between calming and cheering coping strategies
- Students identify times when they need to use calming or cheering coping strategies

### Equipment

- Short excerpts of calming music and bouncy, cheerful music
- Room to move

### Method

- 1 Explain that we all have times when we feel negative emotions like sad, angry, jealous, lonely, frustrated or bored. However we all have many **coping strategies**, or things we do that help us to manage. We do things to calm ourselves down or to cheer ourselves up. Explain you are going to play different types of music. Students will move around the space in the way they think the music tells them to move – in a calm and floating way, or a cheerful and bouncing way.

- 2 Play short sections of your selected music. In between the sections ask whether they found the music more calming or more cheerful.
- 3 Ask students to think of times when it is useful to have ways to cheer ourselves up (e.g. when we feel lonely or sad or bored), and times when it is useful to have ways to calm ourselves down (e.g. when we are angry, afraid, jealous or very excited). Point out that some people like to listen to music or to sing a song to calm down, to keep themselves brave, or to cheer themselves up.
- 4 Choose a cheerful song for the class to sing.

## Review

Review the learning intentions. Ask students whether the activity helped them to learn some new calming and cheering coping strategies. Ask them to sum up when they might need to be able to use calming or cheering strategies.

# 3 Facing fears

TIME: 35+ MINUTES

## Learning intention

- Students identify situations that can cause fear
- Students select coping strategies to help in dealing with their fears

## Equipment

- *All Kinds of Fears* by Emma Brownjohn, Tango Books, Great Britain, 2006.
- Pencils and small coloured paper squares

## Method

- 1 Recite the nursery rhyme *Little Miss Muffet*. Invite the class to repeat in unison.

### LITTLE MISS MUFFET

Little Miss Muffet sat on her tuffet  
Eating her curds and whey  
Along came a spider and sat down beside her  
And frightened Miss Muffet away

- 2 Place students in pairs with one being the spider and one being Miss Muffet. Recite the rhyme again and have the students role play at the same time. Ask:
  - *What was Little Miss Muffet feeling?*
  - *What did Little Miss Muffet do to help her when faced with the scary spider?*
  - *Is running away the only thing we can do when we are afraid? What else could we do?*
- 3 Read the story *All Kinds of Fears*. Identify the fears named in this story. Ask children to put their hands up if they have ever felt these fears. Ask student to share in pairs:  
*What are some of the things that can be scary for children around your age?*

Collect answers and record some on the board (e.g. fear of talking to adults, doing new things, the dark, getting lost, getting hurt, people being mean.)

Explain that we all have fears, but we also have **coping strategies** or things we do to help us manage when we feel afraid. For example, hugging a teddy or turning the light on are coping strategies that can help when we are afraid of the dark.

- 4 Ask students to suggest some strategies that they like to use for some of the different fears listed on the board. (Use the 'examples of coping strategies' list to add some suggestions if the class does not develop a robust list.)

- 5 Arrange for students to work in pairs or trios. They will act out a coping strategy and the class will guess what it is. (Either allocate groups their 'secret' strategy or allow them to choose from the list.)

When the groups present, ask:

- *Has anyone ever used this strategy? How did it help?*
- *Are there other strategies that people have tried?*

- 6 Invite students to draw a picture of themselves using a favourite coping strategy to help them manage one of their fears. They can add a caption which names this strategy and the fear.

## Review

Review the learning intentions. Ask how the activity helped them to identify things that cause fear (or are scary). Ask how the activity has helped them to think of coping strategies to use when they feel scared. Seek examples.

### COACHING POINT

Save the list of coping strategies that you develop to use in Activity 3

### EXAMPLES OF COPING STRATEGIES

**Cuddle your teddy**

**Sing a happy song**

**Tell yourself it's okay my fear will go away**

**Talk with mum or dad**

**Ask for help**

**Imagine you are a superhero fighting the fear away**

**Play with a favourite toy**

**Fill your lungs like big balloons and let the air out slowly**

**Turn your light on and check your room**

**Spray the imaginary monster with magic potion**

**Imagine you're floating on a cloud**

**Take some slow, deep breaths**

**Listen to some gentle music**

**Get a friend to help you**

**Ask for a hug**

# 4 Managing anger

TIME: 40+ MINUTES

## Learning intention

- Students name the things that can make them feel angry
- Students practise strategies to help them control the way they express anger

## Method

- 1 Explain that we are going to talk about **anger**. Ask students to help you understand what being angry means. Point out that sometimes people get angry with us, and sometimes we get angry with other people.

Ask the students to show you their angry statue. Invite them to think of the kinds of things that can make them feel angry. Some examples are provided below. Collect a list of these experiences. (Draw on the **Things that might make you feel angry** list if you need to supplement their list.)

- 2 Explain that there are *hurtful* ways to show anger and *helpful* ways to cope with angry feelings.

Ask students to name some of the hurtful things that people can sometimes do when they are angry (seek suggestions that include hitting others, throwing tantrums, saying mean things, yelling, breaking or throwing things, and sulking).

Invite the students to name or show some of the more helpful things that people can do to help them control their angry feelings (seek suggestions like walk away, sit on your hands, take a deep breath).

- 3 Explain that they will now practise three different strategies for controlling anger and work out which one they like the best. Bring students into a free space where they can move. Teach them each of the following strategies, one by one, allowing time to try them a few times as you go. After each one, ask them how it makes them feel.

### STRATEGY 1. BALLOON BREATHING.

Take up your angry statue pose. Take in a deep breath, and then blow out slowly, just as if you were blowing up a balloon. Do this three times.

### STRATEGY 2. PRESSING YOUR HANDS TOGETHER.

Take up your angry statue pose. Now slowly press your hands together palm to palm. Hold them in front of your chest while you press hard. Then slowly let go.

### STRATEGY 3. COUNTING.

Take up your angry statue pose. Now slowly count to 10. As you do, imagine you are taking control of your anger. You are in charge, not the angry feelings.

To practise one more time, ask the students to run on the spot to get the 'hot' feeling of anger, freeze into their angry statue pose, and then try the strategy that you call out. At the end of the practice, ask students which one of the three they prefer.

- 4 As a follow up, ask students to draw their angry face on one half of a page and name the experience that makes them feel angry. On the other half of the page they can draw a coping strategy they liked to use to calm their anger.
- 5 Explain that when we feel really angry it is important to find a way to calm ourselves down, or tell someone what we are angry about. We need to have good ways to deal with our anger otherwise we can do hurtful things like hit people or break things.

## Review

Invite students to review the learning intentions by asking them how the activity helped them to think about the sorts of things that can cause people to feel angry. Seek one or two examples.

### COACHING POINT

Refer to the use of these anger management strategies at intervals across the year. Practise them and encourage students to try them when they are in heated situations.

### THINGS THAT MIGHT MAKE YOU FEEL ANGRY

Someone laughs at me

I can't do some of my school work

I get teased

I am not allowed to do what I want

I have to share my things

I get the blame for something

Someone takes my things

I lose a game

I feel left out

I get into trouble

## 5 The anyone who likes... game

TIME: 20+ MINUTES

### Learning intention

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

### Equipment

- List of **Coping strategies** from Activity 3

### Method

- 1 Remind the class of the items on the list of coping strategies. Arrange the class in a circle. Stand in the centre of the circle. You do not have a chair, but everyone else does. Call out, 'Anyone who likes to....' and add a phrase associated with the theme; in this case, a positive coping strategy (e.g. anyone who likes to sing a song to cheer themselves up).

- 2 When you call a category, all players of that category must stand up and move to a different chair. At this time, you rush to a chair and the 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. Play a few rounds of the game. After the game ask:

- *What did you learn from playing this game?*
- *Did everyone have the same likes and dislikes?*

- 3 Remind students that we are all a bit different. We have our own likes and dislikes. This means that some of us will be afraid of, or get angry about, different things from our friends. We may also prefer different coping strategies to calm ourselves or to cheer ourselves up. It is important to respect people's differences and to understand and be able to tell other people what is good for us.

### Review

Invite students to review the learning intentions. Seek examples of what they learned in the game about similarities and differences.

## Topic 1 Further resources

### Reflecting on everyday practice

- What sorts of anger management strategies do you favour in your personal and professional life?
- How do you model use of productive coping strategies when things do not go to plan in your classroom?
- What strategies do you use to encourage students to use productive coping strategies?
- What systems and/or practices does your school have in place to support students who are finding it difficult to cope with challenges?

### Web links for further reading and activities

These *KidsMatter* resources offer a range of ideas for working with children to develop coping skills.

- 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

- The students could identify the strategies that characters in stories use to help them deal with their emotions. They could bring these books to share at circle time.
- Students can bring in music to share with the group, that they think would be useful for cheering or calming (or use iTunes to sample the songs students suggest).

### Talking further

- Encourage the students to go home and talk to their family members about what they do to cheer them up when they are feeling sad or disappointed, calm them when they feel angry or scared.
- Children could ask their parents/grandparents what things made them scared, angry and sad when they were little and what helped them.

# 4 Problem solving

## AIMS

### Activities will assist students to:

- Recognise there are many ways to solve conflict
- Describe similarities and differences in points of view between themselves and people in their communities
- Identify cooperative behaviours in a range of group activities
- Practise individual and group decision-making
- Practise solving simple interpersonal problems.

## 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 will face in the future. Problem solving is identified by the World Health Organisation as a key skill for health.<sup>14</sup> To be able to solve problems, children need to be able to think critically and evaluate the consequences of various actions.<sup>3</sup>

## ACHIEVEMENT STANDARDS

### Personal and Social Capability

- Students identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life
- Students show an awareness of the feelings and needs of others
- Students recognise the importance of persisting when faced with new and challenging tasks
- Students describe similarities and differences in points of view between themselves and others
- Students demonstrate ways to interact with and care for others
- Students describe their contribution to group tasks
- Students practise solving simple problems, recognising there are many ways to resolve conflict

### Health and Physical Education

- Students understand how emotional responses impact on others' feelings
- Students demonstrate positive ways to interact with others

- Students select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems

### Critical and Creative Thinking

- Students generate ideas that are new to them and make choices after considering personal preferences
- Students identify words that indicate components of a point of view
- Students demonstrate and articulate some problem-solving approaches

### English

- Students listen to others when taking part in conversations using appropriate interaction skills
- Students listen for particular purposes

## CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 84–85.

## 1 Let's work together: cooperative games

TIME: 15+ MINUTES

### Learning intention

- Students describe the cooperative behaviour that helped the team to succeed in the activity
- Students identify how the cooperative behaviour can help with solving problems

### Equipment

- *Cooperative Game 1*: 2–3 hula hoops
- *Cooperative Game 2* (best played in an outdoor area):  
A container of water  
6–7 dessert spoons  
6–7 matching transparent containers (such as disposable plastic cups)



## Method

### COOPERATIVE GAME 1: THREADING THE HOOP

- 1 Have the students form a large circle and join hands. Break the circle and place a hula hoop between two students in the circle. Without releasing hands, the group must pass the hoop around the circle and end at the starting point. You can introduce a second or third hoop into a different section of the circle to decrease the amount of time children spend waiting for the hoop to arrive near them.
- 2 After the game ask:
  - What did we do to help solve the problem of passing the hoop without breaking hands?
  - When can we use these skills to make our classroom a friendly and effective learning place for everyone?
  - What sorts of things slowed the group down in solving our hoop problem?

### COOPERATIVE GAME 2: PASS THE WATER

- 1 Divide students into groups of four. Line them up and arrange for each line to radiate out from the container of water. Place the transparent cup at the end of the line furthest from the central point occupied by the container of water.
- 2 The leader of each team stands closest to the bucket. Give this person a spoon
- 3 Explain that the leader is going to fill the spoon with water and then the spoon is going to be passed from one person to

the next along the line, with the aim of spilling as little water as possible. When it reaches the last person they tip the water into the container and then the spoon is quickly passed back to the start and the action repeated. This should go on for a couple of minutes and then you call stop and see which container has the most water.

- 4 After the game, ask:
  - What sort of actions helped your group to spilling the least amount of water while being as quick as possible? (e.g. encouraging, concentrating, noticing each other.)
  - How and when can 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 our problem? (e.g. getting too excited, rushing or pushing.)

## Review

Review the learning intentions. Ask students to think about what the game showed them about cooperative behaviour and problem solving.

### COACHING POINT

These games can help build a sense of group belonging and pride which is particularly important for students who are more anxious in social situations or who are not well connected to their peers. To build a greater sense of connection, mix students away from their friends when forming the circles or teams.

## 2 Dante's got problems

TIME: 35+ MINUTES

### Learning intention

- Students predict possible outcomes in a range of problem situations
- Students think of possible options to solve problems
- Students consider the positives and negatives of a range of choices available in a problem situation
- Students identify what they think the best option would be in a problem solving situation

### Equipment

- Six hula hoops
- Poster sized paper and thick texta
- Room to move

### Method

- 1 Explain to the class that you will read them a story, the story of Dante and the Feathery Problem (see next page). As they listen, they will need to think about which characters in the story have a problem.

- 2 After you have read the story, ask the students to point out who has a problem. Ask:
  - What feelings would Dante be having?
  - Is it a good idea for Dante to keep his problem a secret?
  - What might happen if he doesn't ask for help?

Point out that sometimes problems just get bigger and bigger if we keep them a secret. When we have a problem that is too big to solve by ourselves, it is a good idea to get help.

- 3 Invite the class to play a creative thinking game with you to plan a happy ending for the story. Assemble in a circle. Invite students to put on their creative problem-solving hats (mime this action).

Place one hula hoop on the floor in the middle of the circle and stand a volunteer in it as Dante.

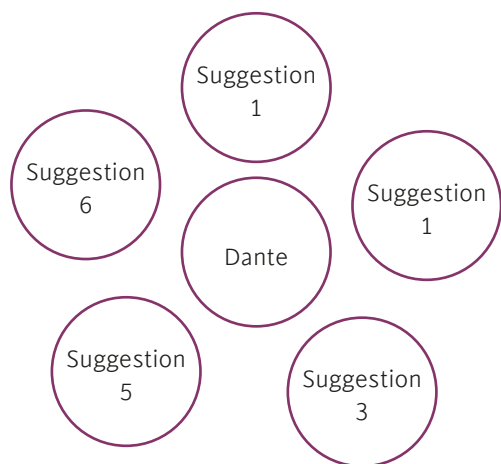
Ask Dante: *What is your problem? Do you need some help?*

Ask the class: *Who can think of an action Dante can take to solve the problem?*

As students make their suggestions, add a hula hoop next to the central one occupied by Dante. Ask a volunteer to stand in the hoop and show what this strategy would look like in action (e.g. telling mum, calling the zookeeper, opening the window to let Rainbow out). Add hoops in a circle around Dante's central one until all the students' ideas have been played out.



Point out that the students have now completed an important step in problem solving. This is the step of *thinking of the different options*.



- 4 Ask the remaining class members to come and stand beside the hoop that has the idea they think is the best one. Interview some of these students about why they think this is the best solution.

Point out that they have now completed another important step in problem solving. This is the step of *thinking about all the positives* or the 'up' sides of the different ideas.

- 5 Invite the class to now move to one of the hoops where they can see there is a down side or something that might not be good about this option. Maybe something could go wrong for Dante or for Rainbow. Interview some of these students about what they think could be the down side of this option.

Point out that they have now completed a third important step in problem solving – the step of *thinking about the negatives* or the 'down' side of the options.

- 6 Explain that now they have thought about the different options, and the upside and downside, they can choose the one they think is really the best. Invite everyone (including those who were the players demonstrating the different options) to move to their final choice. Make some observations about the diversity of choice. Point out that often there is more than one way to solve a problem.
- 7 To follow-up, arrange for class members to make a picture with a caption to show the happy ending they have chosen for the story.

## Review

Review the learning intentions by describing the problem-solving process they worked through in helping Dante to solve his problem (display this for future reference). Invite students to think about and share of examples of when they might use this process.

### COACHING POINT

Remind students that when problems start out small, we can often deal with them on our own, using our strengths and coping strategies. But sometimes problems can get big and it is important to know when to ask for help. Our feelings are good at telling us when things are getting too hard to manage on our own. Our heart can start beating faster, we can get hot and sweaty, we might cry easily or get angry. Sometimes it can be hard to sleep. It is important to listen to these feelings. They might be telling us it is time to ask for help.

### DANTE AND THE FEATHERY PROBLEM

Every Easter, Dante loved to join in the local community egg hunt. This year he found a very special egg. It was tiny and blue with rainbow coloured speckles. Clearly it was not for eating, so he took it home to put on his shelf of interesting things.

The days passed and all the Easter eggs were eaten. The special egg held pride of place on his shelf and had been admired by his mum, sister and friends. One night, just before hopping into bed, he noticed that his special egg was not on the shelf. He called out to his mum and sister asking if they had seen it. Both said 'No'. Dante crawled around on the floor looking for it, but the egg was nowhere to be seen. He stormed to his sister's room yelling, 'I know you took it.' His sister just screamed back, 'No I didn't!' and slammed her door.

Later that night as Dante slept, he was woken by a soft fluffy, ruffling sound that seemed to be coming from under his bed. Ever so cautiously he tipped his head over the edge of the bed to peer underneath. Snuggled up in the furthest corner near the wall was a strange looking bird-like creature. It had a bright orange beak that curled up in a twirl and a matching blue horn, a bit like a unicorn's, on its head. Its feathers were the colours of the rainbow. When it saw Dante looking it, it winked and chirped. Dante slid under his bed and gently picked up the creature. The creature tickled him under the nose with its feathery wing. The next morning Dante woke up with his newfound pet cuddled in his arms.

Oh dear, there was a problem! 'No Pets' was the rule in his apartment block. But this was no ordinary pet. Dante decided that he would keep the creature in his room and not tell a soul. He would call it Rainbow and it would be the pet he had always wanted. He found some cushions and put them under his bed. He snuck into the kitchen and found some bread crumbs to feed Rainbow.

When Dante arrived home from school the next day he ran into his room, so excited to see Rainbow. Aghhhhh... the cushions were all chewed up, with bits thrown everywhere. Dante heard a flapping sound and looking up he saw Rainbow perched on the top of his cupboard.

He was no longer a sweet little creature; he was the size of a large chicken and he was hungry! Dante sprinted to the kitchen and brought back a whole loaf of bread. Rainbow flew down and gobbled it up in three big mouthfuls. Dante heard his mother coming so he opened his cupboard and stuck Rainbow inside.

The next day when Dante woke up, the cupboard was bulging and he could hear munching noises. 'Oh no', thought Dante, 'Rainbow is hungry again!'

He ran to the kitchen and brought back a box of cereal. When he opened the cupboard, Rainbow burst out and swallowed the whole cereal box! Rainbow was as big as a bear and there was nothing left in the cupboard. Rainbow had eaten all Dante's clothes! 'Aaaagh', thought Dante! 'Rainbow is too big to hide! He is too hungry to feed! What should I do?'

### 3 Real world problems

TIME: 40+ MINUTES

#### Learning intention

- Students use the problem-solving model to help them identify options for children experiencing problems
- Students identify possible sources of help
- Students describe and enact problem-solving and help-seeking strategies

#### Equipment

- Six hula hoops
- Lots of options checklist
- Room to move

#### Method

- 1 Review the hula hoop problem solving model in Activity 2. Explain to the students they will use a similar model to think about how to help some children solve some real life problems they are having.
- 2 Explain that first you will read the story. Then the class will think up different options and act them out so we can see how the different ideas might work. Then we will look at the up-sides and the down-sides of the options. Then each of us will choose what we think is the best option.
- 3 Arrange the students in the problem-solving circle with their thinking hats on. Place the hula hoops at the ready. Read one of the scenarios provided (or devise your own). Use the role playing model to work on the problem.
- 4 Refer to the **Lots of options** checklist provided (next page) to help prompt ideas for different options. Encourage a spirit of helpfulness as the class gather to think about what might be helpful to the child in need.

#### SCENARIO 1

Josiah was walking out the gate of school in the afternoon with his friends when a Grade 5 boy pushed past him saying, 'Get out of my way, brownie'. It was the same big boy who said nasty things to him in the playground, like 'if you tell anyone I will hit you really hard'. He was scared to be near the boy. He didn't like it when people said mean things about the colour of his skin. What could Josiah do?

#### SCENARIO 2

Aisha was worried about her friend Trisha who never had very much food at lunchtime. Sometimes it was annoying because Trisha would try to take things from Aisha's lunchbox. One day they had an argument about this because Aisha wouldn't share her lunch. Trisha started crying and ran away to the corner of the playground. What could Aisha do?

#### SCENARIO 3

Leo was often in trouble for forgetting to bring his reader back to class. He didn't like to tell the teacher that this was because when he stayed the night at his mum's house, things were very rushed in the morning. It was not like staying with dad where everything was organised and dad asked him questions to help him remember his things. He didn't like to tell his mum because his mum might get cross. He didn't like to tell his dad, in case he said bad things about his mum. What could Leo do?

#### SCENARIO 4

Malika was going to stay with her grandma for a few days while her mum went to hospital to have a new baby brother or sister. Malika liked playing at her grandma's house, and she liked her grandma's cooking very much. But she didn't like the dark corridor and the dark bedroom so far away from her grandma's room. She didn't like the scary feeling of being far away from her mother at night. She was scared she would not be able to get to sleep. She was scared she would wet her bed if she wasn't brave enough to go down the corridor to the toilet in the night. What could Malika do?

## Review

Conclude the activity by inviting students to review the learning intentions. Ask: *Has the activity helped them identify lots of options for people who are experiencing problems? How? Has the activity helped them to think about different sources of help for people who have problems? How?*

### COACHING POINT

Reuse the problem-solving model from time to time to work with the class to solve 'real world' problems. Collect ideas from them about what sorts of problems you could work on. Set some clear rules about no real persons and no real names. Choose scenarios that represent commonly occurring challenges.

### LOTS OF OPTIONS

**Ignore it**

**Count to 10**

**Take a deep breath**

**Tell them to stop**

**Walk away**

**Put your hands behind your back**

**Say sorry**

**Make a joke**

**Smile**

**Ask a friend to help**

**Suggest a different activity**

**Ask for suggestions:**

**What way do you think would be good?**

**Squeeze a toy**

**Rock, paper, scissors**

**Make a plan**

**Tell a teacher**

**Tell people how you feel**

**Talk to a parent**

**Agree to take turns**

## Topic 4 Further resources

### Reflecting on everyday practice

- How do you deal with problems in your personal and professional life?
- What are the most common problems within your class?
- What role do you play in empowering and assisting your student to work through their problems?

### Web links for further reading and activities

Various web resources have been designed to provide children and those working with them with information and ideas for dealing with challenging situations.

- *KidsMatter*, teaching children about problem solving. <http://www.kidsmatter.edu.au/families/starting-school/4-problem-solving>
- *KidsMatter*, working with children to help them resolve conflict. <http://www.kidsmatter.edu.au/families/about-friendship/resolving-conflict/resolving-conflict-how-children-can-learn-resolve>
- *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>
- *Kids Helpline* is a free 24-hour counselling service for Australian kids and young people aged 5–25 years. <http://www.kidshelp.com.au/>
- *Youth beyondblue* provides a range of resources and support services focused on mental health and wellbeing, including depression and suicide prevention and post-suicide support. It has links to other mental health and wellbeing sites. <https://www.youthbeyondblue.com/>

For a focus on bullying prevention:

- *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 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:

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

### Extension activities

- The students could choose one of the scenarios from Activity 3 and draw the solution they think will best help the character.
- Students could draw a picture of the hula hoops and include the problem and options as a way of visually recording the model.
- Encourage the students to notice how characters in books solve problems; share the ideas during circle time. This information could be collated into a chart of solutions that characters find helpful. Over time, the students could see problem-solving ideas that are used most often and/or are most helpful.

### Talking further

- Encourage students to ask members of their families for help to solve problems. They could share the hula hoop model as a way for thinking about solving problems.

# 5 Stress management

## AIMS

### Activities will assist students to:

- Identify and describe personal coping skills and explain how these contribute to family and school life
- Discuss the ways in which students can use self-calming strategies to manage themselves in stressful situations.

## 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.<sup>10</sup> Assisting students recognise their personal signs and symptoms of stress and develop effective strategies will help children cope with challenges in the future.

## ACHIEVEMENT STANDARDS

### Personal and Social Capability

- Students identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life
- Students show an awareness of the feelings and needs of others
- Students recognise the importance of persisting when faced with new and challenging tasks

### Health and Physical Education

- Students understand how emotional responses impact on others' feelings
- Students recognise how strengths and achievements contribute to identities
- Students select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems

### Critical and Creative Thinking

- Students generate ideas that are new to them and make choices after considering personal preferences
- Students demonstrate and articulate some problem solving approaches

## CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 86–87.

## 1 The slow motion game for a calmer classroom

TIME: 10+ MINUTES

### Learning intention

- Students work collaboratively in a self-control game
- Students use the game to help them talk about the place of quiet time in helping them cope with challenge

### Method

- 1 Introduce the **Slow motion controller** game. In this game, everyone follows the leader, trying to copy them exactly, just as if they were part of a giant mirror. The leader moves in slow motion.  
Begin a slow movement, checking the class to see that they can keep up. Aim for a slow meditative style, like Tai Chi. After awhile you can name a child to take over as leader, emphasising the need for slow motion. Invite them to pass the leadership on when they have had a turn.
- 2 After the game, ask the class:
  - *What did you do to help you to be such a good mirror? (E.g. watch others carefully, control your body).*
  - *How did the game make you feel?*
  - *What else can we do to calm our classroom down when it gets too noisy or fast?*
- 3 Point out that they have shown strong self-control in this game. This means they have taken charge of their body and made sure it is doing exactly what they are telling it to do. This is an important skill for the classroom.

### Review

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

## 2 What is stress?

TIME: 25+ MINUTES

### Learning intention

- Students develop a definition of stress
- Students recognise how stress can be felt in the body
- Students identify experiences that can cause feelings of stress

### Equipment

- 1 copy of the **Wibbly** handout
- Handout of **Wibbly feels stressed** for each student
- Large sheet of paper and pens

### Method

- 1 Display the **Wibbly** handout provided. Introduce Wibbly who has come to class to ask for some help because Wibbly is feeling stressed. Ask:
  - *What do you think Wibbly means when Wibbly says 'feeling stressed'?*
  - *How does Wibbly look?*
  - *What emotions do you think Wibbly is feeling?*

Revisit the language from the emotional literacy lessons such as worried, nervous, afraid, angry, scared.

Work with the class to build a definition for the word **stressed**. For example, stress is what a person feels when they are worried or feeling uncomfortable about something, and when this feeling lasts for a long time. Sometimes it can be when there is too much to do or something is hard, scary or new.

- 2 Explain that because Wibbly is not very good at speaking, the class will have to guess what might have happened to cause Wibbly to feel so stressed. Ask them to paired share first and then contribute their ideas. Write some key words on the board.

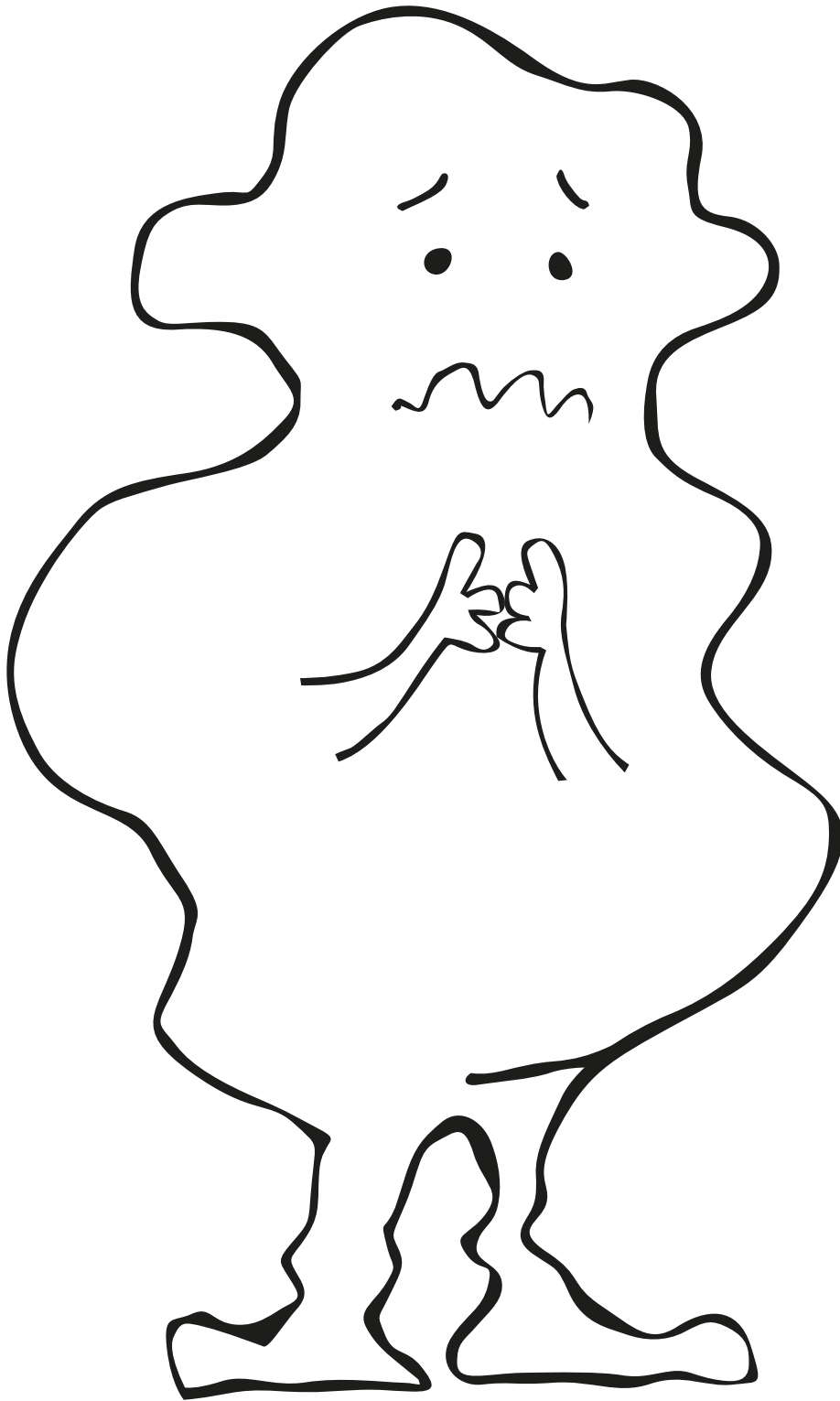
Distribute the **Wibbly feels stressed** handout and provide time for students to draw a picture in a thought bubble, showing what has happened to make their own Wibbly feel stressed.

### Review

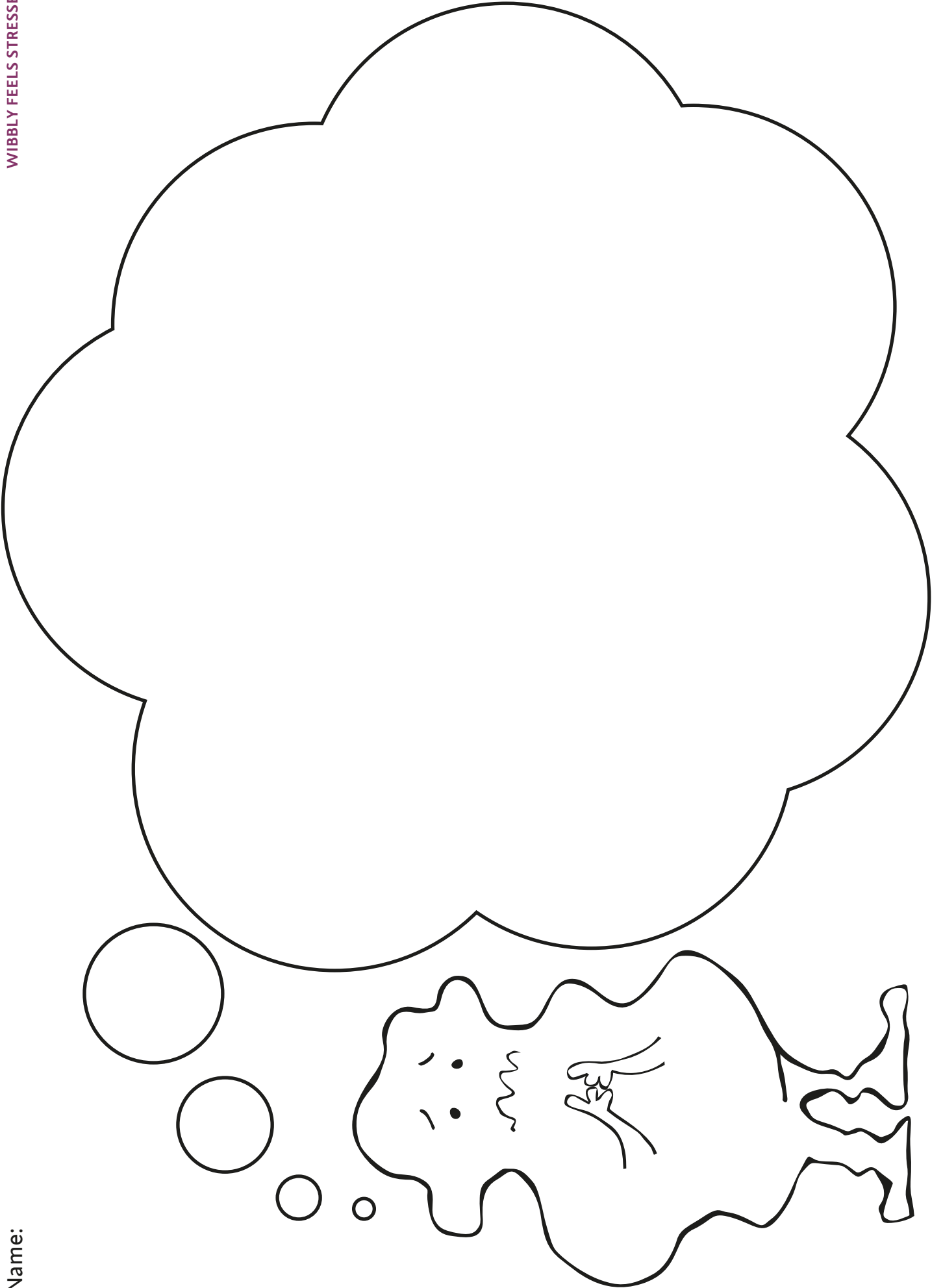
Invite students to review the learning intentions by asking them to reflect on what they learned in the activity. *Has the activity helped them to understand what 'stress' is? Ask for a student to summarise this. Has the activity helped them to think about how stress feels in the body? Seek one or two examples. Has it helped them to explore the kinds of things that can cause people to feel stressed? Seek some examples.*

#### COACHING POINT

It is important to highlight and reinforce that different people can find different things stressful. What worries one might be fun for another. So it is important for them to understand and respect differences between themselves and others.



Name:





## 3 Coping with stress

TIME: 35+ MINUTES

### Learning intention

- Students choose favourite strategies for dealing with their fears, anger and sadness

### Equipment

- **Wibbly balloon** handouts (one per student)
- **Wibbly feels better** handouts (one per student)
- Pencils and textas

### Method

- 1 Explain that the students are now going to help Wibbly, by suggesting things they find help them to calm down or to cheer up. Remind them of the cheering up and calming down strategies they developed in earlier activities (see Topic 3). Ask for some examples of the kinds of coping strategies they can recommend for Wibbly to try. Write the suggestions on the board. If needed add some from the list.
- 2 Tell students that they are going to make some big cheerful balloons for Wibbly to hold, and each balloon will have a helpful idea drawn onto it. Organise for students to work in small groups to discuss which suggestions they will choose to give Wibbly. Set a goal of choosing at least one different idea for every person in the group. When they have chosen, they will draw the ideas into the balloon templates and add some key words to help Wibbly understand the message.
- 3 Ask the groups to present their recommendations to the class. Gather all the balloons to make big bunches for Wibbly to hold onto, to help float out of the stressful day.
- 4 To follow up, distribute the **Wibbly feels better** handout, and ask students to draw or write a calming strategy in one balloon and a cheering strategy in the other for their Wibbly. Encourage them to share these pictures with their parents or carers.

### Review

Invite students to review the learning intentions by asking them how the activity has helped them to identify a range of strategies to deal with stress, fear or anger.

#### COACHING POINT

Assemble the Wibbly display in a prominent place to help remind students of the many coping strategies they can use. Revisit as the term progresses.

#### SOME EXAMPLE COPING STRATEGIES

**Go and play**

**Read a book**

**Draw a picture**

**Talk to yourself**

**Pat a pet**

**Play with friends**

**Run around**

**Sit quietly on your own**

**Watch TV**

**Play a computer game**

**Hug your teddy**

**Jump on the trampoline**

**Sing a song**

**Tell yourself, *It's okay my fear will go away***

**Talk with mum or dad**

**Imagine you're on a sunny beach**

**Fill your lungs like big balloons**

**Listen to some gentle music**

**Listen to lively music**

**Count sheep jumping over a fence in a big green field**

**Make a joke**

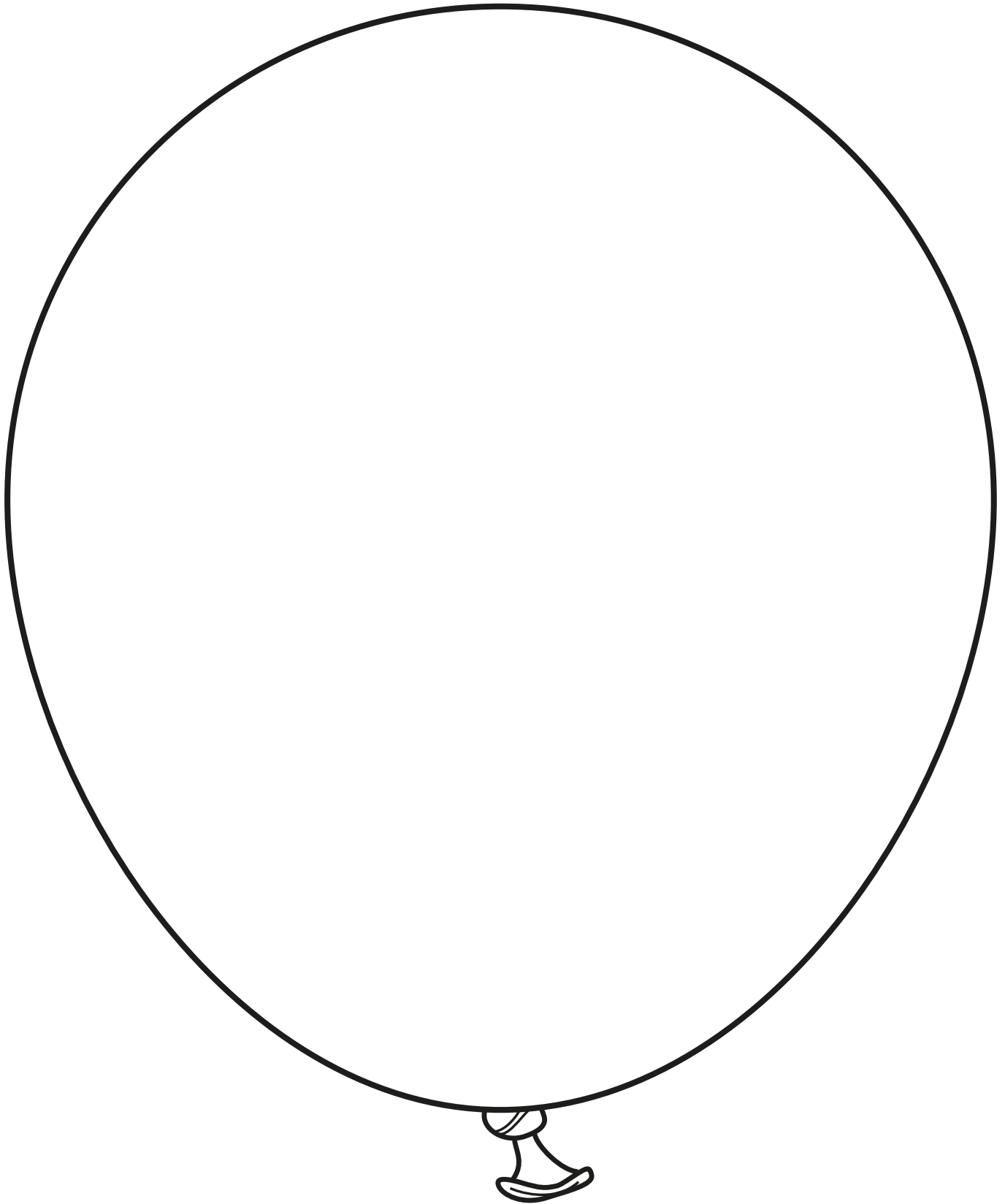
**Ride a bike**

**Eat something nice**

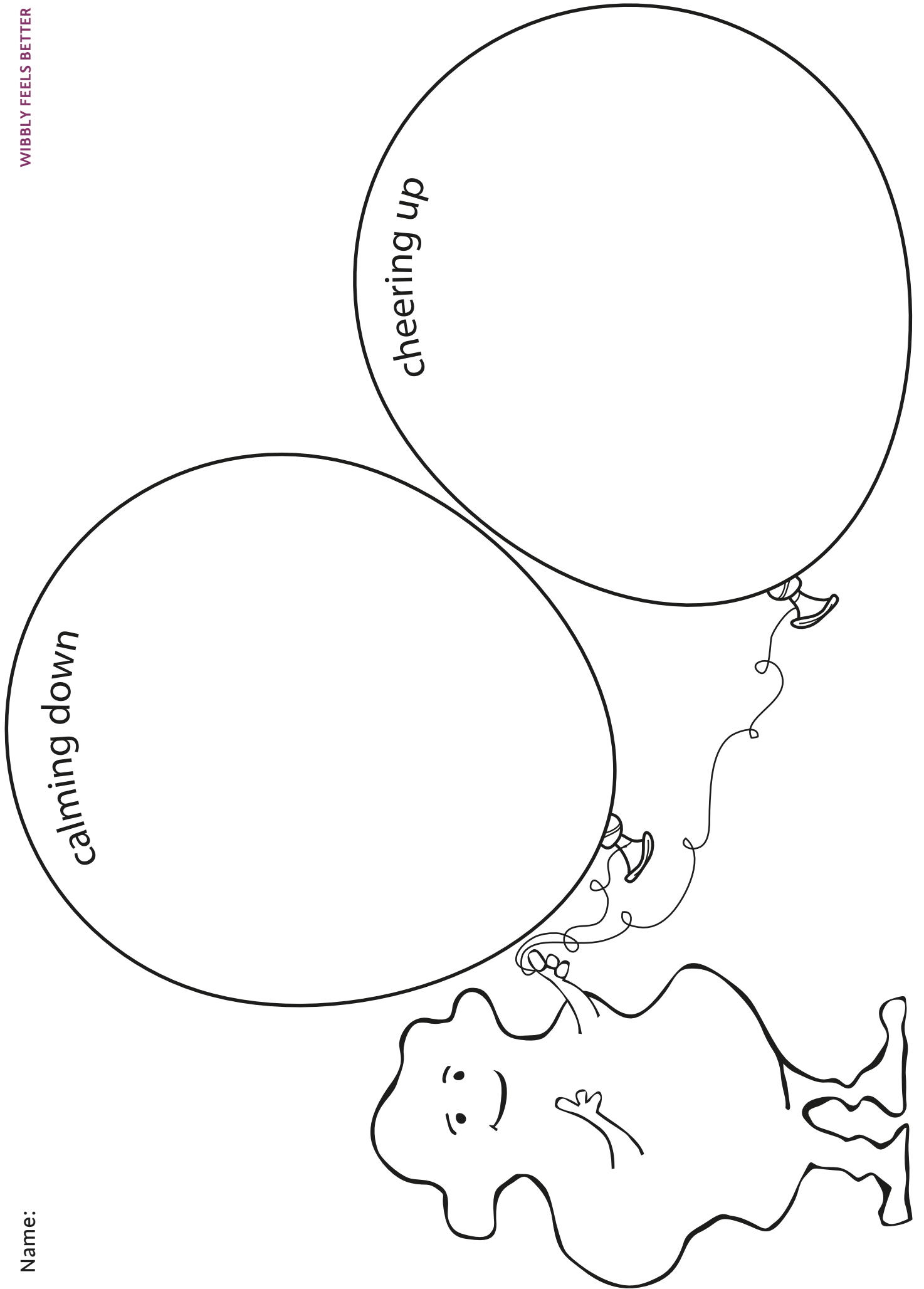
**Write about it**

## WIBBLY BALLOON

Cut out balloon and attach strings from balloons to Wibbly.



Name: \_\_\_\_\_



## 4 Relaxation techniques

TIME: 10+ MINUTES

### Learning intention

- Students practise a relaxation technique

### Equipment

- *Wibbly letters* handout

### Method

- 1 Tell the class you have a letter from Wibbly. (*Wibbly letters* on page 35.) Read the letter.

Ask for suggestions from the students. Write some key words on the board.

- 2 Tell the students that they will try out two special relaxation exercises to see if they think they would work for Wibbly. Arrange for them to lie down on their backs (or if space does not allow, to sit with heads down on their desks). Use the script below or devise your own.

#### MELTING MOMENTS

Close your eyes. Scrunch up all your muscles so you are as hard as a block of ice. Hold tight. Now slowly let go. Scrunch up again. Now let go. This time imagine your block of ice is melting into the floor. Your muscles are getting softer as you melt. Let your fingers melt. Let your feet melt. Let your back melt. Now wiggle your fingers to wake them up. Wiggle your toes to wake them up. Open your eyes. Sit up slowly.

Ask: *How did that exercise make you feel? Would you recommend this for Wibbly to try?*

Ask the students what they think floating cloud might be about. Then arrange for them to lie down again and listen to the story. (Use the script below or devise your own.)

#### FLOATING CLOUD

Close your eyes. Picture a fluffy white cloud. It is as gentle and soft as feathers. Imagine you are lying on this soft and gentle cloud. It makes your arms relax and feel floaty. It makes your legs relax and feel light and floaty. It makes your back feel soft. When you are all soft and settled, the cloud is going to slowly lift you up and take you for a ride. It is going to take you to a really nice place, to your favourite place. Can you imagine now what you can see in this special place. Is there something nice there? Is there something fun to do? Is there something peaceful there? In a moment your cloud will be bringing you back to the classroom. Imagine that it is gently setting you down now. Wiggle your fingers to show you are back. Wiggle your toes to show you are back. Open your eyes, and slowly sit up.

Ask:

- *How did that exercise make you feel? Would you recommend this for Wibbly to try?*
- *Which of the two exercises did you like best? Why?*
- *Could you try these at home when you are getting ready to sleep?"*

### Review

Review the learning intentions by inviting students to reflect on what they have learned. Ask them whether the activity has helped them to practise a relaxation technique. Ask them for some examples of when they might use the relaxation technique they have practised

#### COACHING POINT

Children may require guidance about when relaxation activities, such as the one practised here, may be useful to help them to feel less stressed. Place the names and instructions for the techniques on a notice board with pictures and labels of when using these techniques can help. The activities can also be used as end of the day relaxation prior to the bell ringing.

12 Wobbly Lane  
Stressville  
Victoria 3125

Hello everyone,

I like your ideas for cheering me up and calming me down. I can't wait to try them. But I am wishing for one more thing.

What can I do to relax myself when I am lying in my bed at night, but still feeling too stressed to go to sleep? Have you got any tricks I can try?

Thank you!

Wibbly

# 5 Helping letters

TIME: 40+ MINUTES

## Learning intention

- Students provide a range of suggestions for helping people to de-stress.
- Students recognise there are strategies that can help a person to be calmer and more relaxed.

## Equipment

- Second **Wibbly letters** handout
- **Letter to Wibbly** proforma letter response handout
- Paper pens and envelopes
- Post box
- **Wibbly** handout (Activity 2) to be pinned on the board.

## Method

- 1 Inform the class that you have received another letter from Wibbly. Read the letter provided on the next page. Put the students in pairs and ask them to brainstorm some ideas about what Wibbly can do to make friends. Collect the ideas from the class. Encourage students to show their suggestion in action with short demonstrations or role plays.
- 2 Explain that everyone will write a letter to Wibbly telling Wibbly about some of the things that can be done to help Wibbly make new friends. The letters will go in the post box and we will read some out each day and then pin them up near **Wibbly**. Demonstrate a model for constructing a letter on the board.
- 3 Give students time to construct their letters and share the ideas in their letter with a partner. Arrange for students to post their letters in the classroom post box to be read at circle time over the following days/weeks.

## Review

Invite students to reflect on the learning intentions. Ask: *Has the activity helped students think of a range of suggestions for helping people (like Wibbly) who are feeling stressed to feel better? How?*

12 Wobbly Lane  
Stressville  
Victoria 3125

Hello everyone,

I am very glad to have all your helpful ideas. Tonight I am going to try the Melting Moments and the Floating Cloud. But I have one other problem which I was too shy to tell you about at first, but because you have been so kind and helpful I feel I can now trust you.

I am very scared because I have to go to a new place to live and I need to make new friends. I have forgotten how to make new friends. Do you have any suggestions? I would be very glad to get your letters with some ideas for me to try.

Thank you!

from Wobbly

Dear Wibbly,

I am sorry to hear you are scared and stressed about making new friends. It is a yucky feeling. Here is an idea that might help you:

---

---

---

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I hope this helps. From \_\_\_\_\_



## Topic 5 Further resources

### Reflecting on everyday practice

- What strategies do you use to deal with your own stress?
- How do you manage stressful situations in the classroom?
- How can you structure times in the week to practise activities such as exercise, relaxation, creative expression for your students?
- What strategies does your school have in place to create a calming environment for students?

### Web links for further reading and activities

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

- *KidsMatter* guides the teaching of children to learn about and manage stress. <https://www.kidsmatter.edu.au/families/about-emotions/ups-and-downs/supporting-children-cope-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/>

### Extension activities

- The students could draw a picture of Wibly after Wibly has used one of the de-stressing suggestions. Ask: *What does a relaxed Wibly look like?*
- Students could volunteer to create their own meditation to be used in the class. They could model it on the *Floating Cloud* visualisation.

### Talking further

- Encourage students to talk with parents or carers about what they like to do to relax when they feel stressed.
- Ask students to try some relaxation exercises at home.

# 6 Help-seeking

## AIMS

### Activities will assist students to:

- Practise solving simple interpersonal problems
- Identify ways to care for others, including ways of making and keeping friends
- Discuss the importance of seeking help when dealing with problems that are too big to solve alone
- Practise seeking help from adults and peers.

## 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.<sup>15</sup> It is important to work with students to make sure they are aware of help-seeking avenues and are confident to seek help from an appropriate source when needed.

## ACHIEVEMENT STANDARDS

### Personal and Social Capability

- Students identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life
- Students show an awareness of the feelings and needs of others
- Students recognise the importance of persisting when faced with new and challenging tasks
- Students demonstrate ways to interact with and care for others
- Students describe their contribution to group tasks

### Health and Physical Education

- Students understand how emotional responses impact on others' feelings
- Students recognise how strengths and achievements contribute to identities
- Students select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems
- Students demonstrate positive ways to interact with others

## Critical and Creative Thinking

- Students generate ideas that are new to them and make choices after considering personal preferences
- Students demonstrate and articulate some problem-solving approaches

## English

- Students listen to others when taking part in conversations using appropriate interaction skills
- Students listen for particular purposes

## CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 88–89.

## 1 The life raft game

TIME: 10+ MINUTES

### Learning intention

- Students work collaboratively in the game
- Students use the game to help them identify friendship skills for peer support

### Equipment

- 6–8 hula hoops
- Music

### Method

- 1 Distribute six to eight hula hoops in the space (depending on the size of your class). Ensure there is plenty of room between each of the hula hoops.

Explain that the hula-hoops are the life rafts. The space around them is the sea. When the music plays, everyone is swimming around in the sea. When the music stops this is a sign the shark is coming, and everyone must get into a life raft. To be safely in, they must have both feet inside. However, when they swim for the life raft they must move silently and in slow motion, so the shark does not see where they are.

The aim is to get everyone into a life raft and to keep still and silent until the shark is gone. When the music plays everyone must swim again.

- 2 Before you start the game, ask the children to demonstrate how they'll help each other get inside a hoop, or signal where there is room for those who cannot fit on other life rafts.
- 3 Play a few rounds of the game. If the group needs more challenge, remove one of the life rafts. After the game, ask:
  - *What did you do to help each other in this game?*
  - *What would happen if nobody helped anyone else in this game?*
  - *Where do you need to use those same helping skills in real life – in the playground, classroom or home?*

#### COACHING POINT

Use of slow motion is an important safety mechanism in this game. If children are too excitable, practice moving in slow motion first, and play with half the class at a time.

## 2 I can help my friends

TIME: 20+ MINUTES

### Learning intention

- Students practise skills in peer helping

### Equipment

- **Helping scenarios** (print off copies and cut up for the class to use)

### Method

- 1 Ask the class to work with you to build a description of what a good friend does. Collect ideas and put key phrases on the board. Emphasise the importance of the actions that the class have defined. Explain that the focus of the next activity is going to be helping friends when they have problems.

As well as seeking help we can give help. We can use our strengths and be a good friend when we work to help others with their problems.

- 2 Read through the following scenario (or devise one suited to your class).

#### FIN

Fin was feeling sad. Her friend was not at school that day, so she went to play with her big brother on the other side of the playground. But her brother said, 'You can't play with us. You're much too little'.

Ask: *What can other children do to help Fin?* Collect ideas.

- 3 Select a volunteer to be Fin. Put him/her in a chair at the front of the room and pretend s/he is sitting alone on the school bench. Invite students who have provided the helping ideas to take turns to demonstrate what the idea would look like in action. After each demonstration, ask Fin how that action would make him/her feel.

Rotate children through the role of Fin and seek additional demonstrations or variations of the same suggestion.

- 4 Organise students into groups. Give each group a peer support scenario to work on. Their job is to think of three different ways for other children to help the character with the problem. They can prepare pictures or short demonstrations to show their ideas to the rest of the class.

Arrange for a reporting back. Read out the key scenario for the presenting group and invite them to share their suggestions. Ask other class members if they have additional suggestions to make.

- 5 Affirm the students work in showing strong helping skills for their friends and schoolmates. Point out that it is good to be able to help friends solve problems, and that includes knowing when to get help from an adult as well. In future activities there will be a chance to learn more about help-seeking.

### Review

Invite students to review the learning intention by asking them to describe how they practiced helping friends. Ask for examples of when they might use these skills in everyday life.

Gus had a bad day. When Gus tried to join in the game his friend pushed him away and said, 'You are stupid so you can't play'.

**What can other children do to help?**

Fung fell over in the playground while playing ball with his friends. His knee started to bleed. His friends didn't notice and ran away chasing the ball.

**What can other children do to help?**

Justina could not remember what the teacher had told them to do. She didn't understand the writing on the board. So she stopped and put her head in her hands. Her friend told her to stop daydreaming.

**What can other children do to help?**

Tami lost her new lunchbox somewhere in the playground. She started crying because she couldn't remember where she left it, and now the bell was ringing to go to class.

**What can other children do to help?**

### 3 How do I ask for help?

TIME: 30+ MINUTES

#### Learning intention

- Students discuss the types of situations in which they would be best to seek adult assistance
- Students understand the importance of finding the language to name problems when help-seeking

#### Equipment:

- Helping scenarios (from Activity 2)

#### Method

- 1 Ask students to suggest some situations in which children should ask for adult help. Collect their ideas. Point out that it is important to seek adult help when someone is sick or hurt, or when something unsafe is happening. It is also important to get adult help if something is happening to make a person feel bullied, or scared, especially if this problem lasts for a long time. When the problem feels too big to solve on your own, this is a good time to get help.  
Explain that the next activity will give them a chance to practise their help-seeking skills.
- 2 Arrange for them to role play in pairs. The person playing the adult will sit on a chair, and the person playing the help-seeker will arrive to get their attention and ask for help.  
Announce the scenario (use one of the **Help-seeking scenarios** from Activity 2, or devise one suited to your students). Give the pairs time to practise. Invite some different pairs to show their scenario.  
Comment on the strengths and skills shown in the

scenarios. Emphasise the importance of saying what the problem is and saying they need help. Invite some replays to demonstrate how to do this.

Role reverse and work with a different scenario. Point out that it can be helpful to take a friend with you when you need to ask for help, especially if you are a bit scared to go on your own.

- 3 Organise trios, with two help-seekers to approach the adult together. Provide a new scenario for the trios to use. Arrange for some trios to show their scenes.  
Note that sometimes seeking help can be hard, especially if we are a bit scared of the adults, we feel as if we have done the wrong thing, if we think our problem is too small, or that we will look silly. However it is important to remember that some problems can grow bigger if we don't seek help.

#### Review

Ask: *Has the activity helped students to decide when it is important to seek help from an adult?* Ask for a few examples of situations that require help from an adult (e.g. when someone is sick, or hurt, or when something unsafe is happening). Ask: *Has the activity helped them to feel confident about asking for help if ever they need to? How has it helped them to do this?*

## 4 Who can I ask for help?

TIME: 20+ MINUTES

### Learning intention

- Students identify the people in their lives from whom they can seek help

### Equipment

- The *Help-seeking hands* handout (one per student)

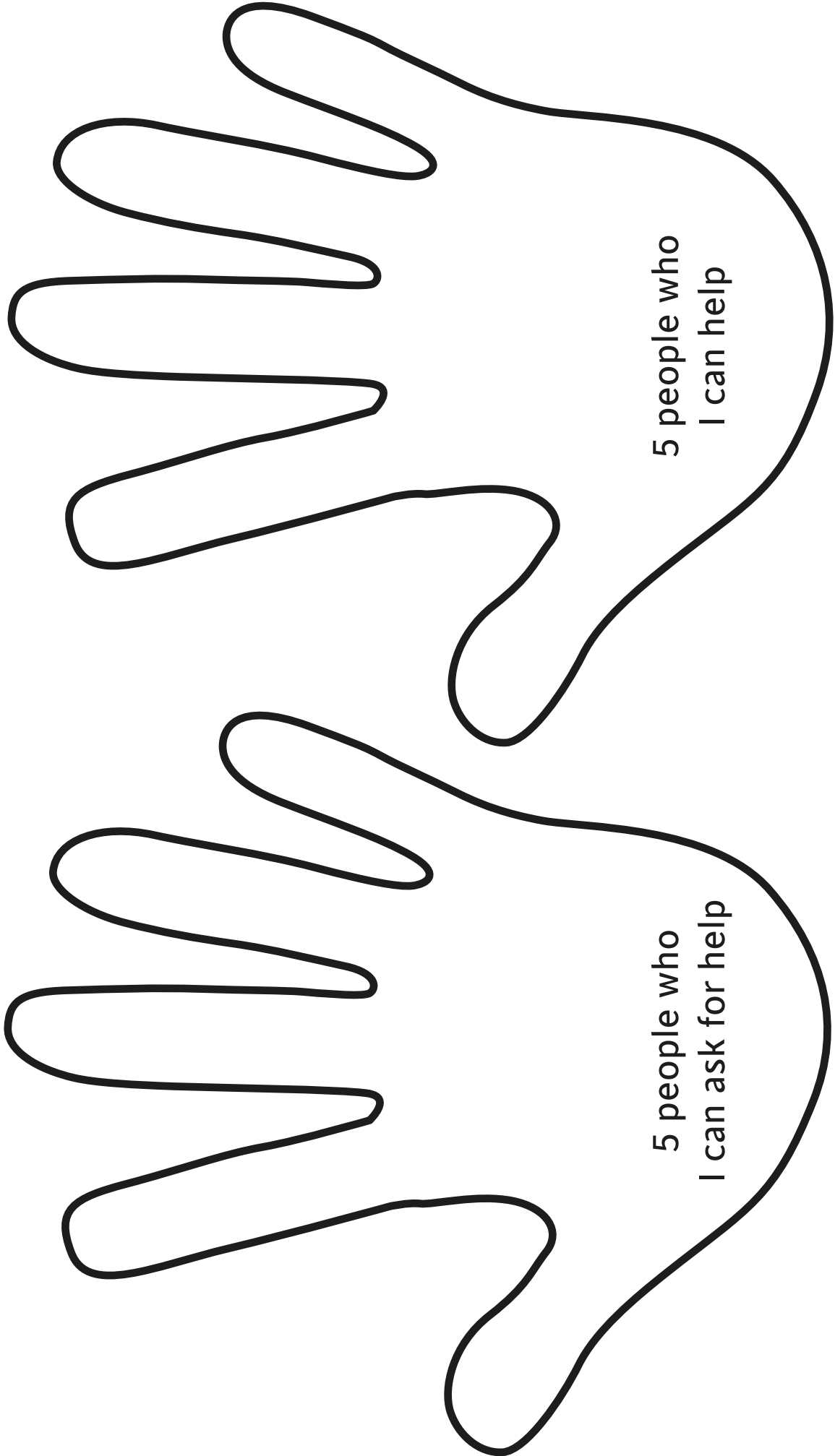
### Method

- 1 Explain that it is important to know who we can ask for help. We are going to think about people at home and at school who we know we could go to for help.
- 2 Draw a hand on the board. Explain that you use your five fingers because they are always with you to remind you that you have people you can trust and talk to when you feel upset or sad. Remind students of any help-seeking pathways in the school.
- 3 Distribute the *Help-seeking hands* worksheet. Explain that the people they talk to can be someone they trust from home, a relative, a teacher or person at school, friends from school or friends from other places. It is good if there are some adults as some problems are too big for children.
- 4 Ask the students to write down the names of the people that they can go and talk to when they need help; one name on each finger and one on the thumb.  
Students should also complete a helping hand for those people that they help sometimes. Emphasise that they can be both help seekers and help givers.
- 5 Gather students in a circle with their helping hands sheet. Ask them to introduce the people they could go to for help. Encourage students to share their helping hands at home, and to ask their parents or carers if there are any other names they should add.

### Review

Invite students to review the learning intention. Ask: *Has the activity helped them to name people in their lives who they can go to for help if they have a problem?*

Name:



5 people who  
I can ask for help

5 people who  
I can help

## Topic 6 Further resources

### Reflecting on everyday practice

- Who are the people you could turn to for help?
- How do you encourage students to seek and provide assistance 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 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 online safety for Years 3–12. <https://esafety.gov.au/?from=cybersmart>
- *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 focussed 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>
- [Thinkuknow.org.au](http://www.thinkuknow.org.au/) is an Australian-based (linked to UK site) website providing information and activities, including FAQ, about online behaviour and safety. Years F-12: <http://www.thinkuknow.org.au/>
- *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

- Ask student to invent some sayings or pointers to guide peers about when to handle something on their own and when to ask for help (e.g. if it involves more than one person; if it lasts longer than a fortnight; if it won't go away no matter what you try; if it causes pain or suffering; or if it is a lasting breach of someone's rights – you should ask for help!)
- Students can write a story for the prep children which models how a character might go about help-seeking. This character should persist in their help-seeking until they find the right kind of help.
- Students can write a story in which peers play a key role in supporting a friend to get help that they need.

### Talking further

- Encourage the students to share their Help-seeking Hand with those they included as part of the five trusted people.
- Ask students to record a reverse helping hand onto which they record five different people they have helped in some way across the last week.
- Students could ask their family members who they talk to when they want help for different things.
- Encourage students to ask parents or carers to tell students about a time that someone in their life provided help for them, or a time in which they helped someone else.
- Suggest that some students might like to write a letter or picture of thanks for the help they have received from their parents or carers.



# 7 Gender and identity

## AIMS

### Activities will assist students to:

- Reflect on their identity: likes, dislikes, strengths
- Develop an awareness of positive and negative gender norms
- Challenge negative gender norms
- Develop an appreciation of difference.

## 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.<sup>16</sup> As young children learn about gender, they may also begin to enact sexist values, or stereotypical beliefs and attitudes.<sup>16–20</sup>

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 challenge stereotypes, to value and show respect for diversity and difference, and learn how to apply these attitudes within positive gender relationships.

## ACHIEVEMENT STANDARDS

### Personal and Social Capability

- Students identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life
- Students show an awareness of the feelings and needs of others
- Students recognise the diversity of families and communities
- Students describe similarities and differences in points of view between themselves and others
- Students demonstrate ways to interact with and care for others
- Students describe their contribution to group tasks
- Students practise solving simple problems, recognising there are many ways to resolve conflict

## Health and Physical Education

- Students understand how emotional responses impact on others' feelings
- Students recognise how strengths and achievements contribute to identities
- Students select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems
- Students demonstrate positive ways to interact with others

## Critical and Creative Thinking

- Students generate ideas that are new to them and make choices after considering personal preferences
- Students demonstrate and articulate some problem solving approaches

## CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 90–91.

## 1 Identity: Comparing personal preferences

TIME: 2 x 25+ MINUTES

### 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.<sup>21</sup> They learn by observing the world around them, and by absorbing the spoken and unspoken messages they observe.<sup>22</sup>

As they become aware of gendered patterns of behaviour, and attempt to fit within the categories they perceive themselves as belonging to, they can begin to limit their options and change the way they interact with peers.<sup>22, 23</sup>

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 that their likes and dislikes do not have to be limited by their gender or any other characteristics, and that their preferences and interests can change and evolve over time.

## Learning intention

- Students identify some of the different things that they enjoy doing
- Students compare ways in which their preferences may be similar to or different from those of their peers
- Students identify that it is important to have a variety of skills and strengths to develop resilience
- Students identify that knowing about our own and other people's interests and preferences can improve the way we work and play together

## Equipment

- A large poster or section on the white board labelled 'Things people in our class like to do'
- Pencils or felt pens

## Method

### PART 1: FRUIT SALAD GAME (A 'DIVERSE BUT SIMILAR' GAME)

#### COACHING POINT

Games can be used to introduce students to the key ideas and learning intentions in an enjoyable and non-threatening way. They can provide a valuable opportunity for playful and kinaesthetic engagement and provide a chance for students to mix and interact with their peers.

- 1 Explain that this game is called **Fruit salad** and that it will help people to mix and sit with different people. State that it is important to be able to mix with anyone in this group. Everyone is important and valued regardless of difference between people. Seat participants on chairs arranged in a circle.
- 2 Name each person as strawberry, apple or banana. Ask them to remember their fruit name, but point out that they all belong to the category 'Fruit Salad'.
- 3 The leader stands in the centre of the circle. They do not have a chair. When they call out the name of one of the fruits, all players of that category must move to a different chair. (E.g. on the call of 'banana', all bananas must leave their chairs and find a different chair.) At this time the leader will rush to a chair and the last person left without a chair will make the next call in the game. The next person will then make a new call.  
If the category of 'Fruit Salad' is called, then all players must find a new chair.
- 4 Play a few rounds of the game. By this time, participants will be in a mixed seating arrangement.
- 5 Stop the game and point out that we all share the category 'people' just as the strawberry, apple and banana all share the category 'fruit salad'. In our class, all people are included and respected regardless of any differences between them.

Ask:

- *What skills do we need to be able to play this game?*
- *Where do we use these skills in everyday life?*

### PART 2: EXPLORING INDIVIDUAL PREFERENCES

- 1 Ask the students to work with a person sitting next to them, using the Think, Pair, Share (TPS) method with their partner about some of their favourite games and activities. Ask: *Were there things you both liked? Did you have some different favourite games or activities?*
- 2 Invite students to report back on the similarities and differences that they found when they talked with their partner. What were the things they both liked?
- 3 Go around the circle, adding each student's favourite activities on a poster and label it 'Things people in our class like to do'.
- 4 Highlight that there are similarities and differences between students and that you too have things in common with some but not with others. E.g. 'I like to play with Lego, just like Sam, and I also like to cook with people like Simon does, but Gemma likes skateboarding and I have never tried this, so I am not sure if I enjoy it or not. Maybe I will try it one day and find out.'
- 5 Identify that the students have shown that people can enjoy variety. Point out that one person can like activities that are very different in nature. E.g. I love to play football, *and* I like to read *and* I like to do cooking. (Share examples that disrupt common gender stereotypes.)
- 6 Ask:
  - *Who has two very different favourite things they like to do?*
  - *Why it might be a good thing to be able to enjoy a lot of different sorts of activities and games?*
  - *Can both boys and girls, if they want to, enjoy doing all of these things?*
  - *Is there anything on our list that boys can't do just because they are boys?*
  - *Is there anything in our list that girls can't do just because they are girls?*

Emphasise that it is important to respect and enjoy the individual differences and interests of classmates. What we like to do does not depend on whether we are a boy or a girl. Rather, we are all allowed to have our own individual interests. We can gather new interests as we grow and develop new preferences and favourites.

## Review

Ask students how they think they have done in accomplishing the learning intentions. Were they able to identify some of the different things that they enjoy doing? How? Did they find out ways in which some of their preferences were similar to or different from those of their peers? Seek some examples.

### COACHING POINT

Throughout each stage of the activity, make connections with the key point that diversity is to be respected and appreciated. It is important that students don't limit their interests/strengths/coping strategies to those 'only for boys', or 'only for girls'. We should be able to enjoy a variety of things, regardless of whether we are a boy or a girl, and enjoy the ways in which our friends can be different as well as similar to ourselves. Provide some modelling to help set the scene for recognition appreciation of the idea that people have diverse interests. This can help to interrupt gender stereotypes.

## 2 Labels are for jars, not for people

TIME: 25+ MINUTES

### Evidence base

Gender norms influence beliefs about emotional experience and self-expression. For example, men and boys are expected not to express their feelings of vulnerability and sadness because 'boys are tough' and 'boys don't cry'.<sup>22</sup> Dominant conceptions of masculinity and femininity can limit the possibilities that children see for themselves and others, influencing their behaviour and relationships.

### Learning intention

- Students describe what labels are used for
- Students compare the difference between labels used on containers and those applied to people
- Students identify that it is not helpful to apply labels to people
- Students practice using statements which challenge the limiting nature of gender labels

### Equipment

- Containers with labels (e.g. jam jars, tins of fruit etc.)
- Labels: boy, girl (large signs that students can hang around their neck)
- 'People in this class like to...' brainstorm sheet from previous activity

### Method

- 1 Provide some containers with labels. Ask students to examine the containers and explain what a label is used for. (Labels are used to describe what is in a container.)  
Bring some volunteers out to the front of the class to wear the label 'boy' and 'girl'. Ask: *However...do these labels do the same thing as the labels on the jars or boxes? Do they really tell you much about this person?*  
Explain that unlike the container or jar, these labels do not tell us what is inside the person. They do not tell us what these people like to do, like to play, or are interested to do one day. They only tell us that they were born with male or female body parts.
- 2 Refer to the poster from Activity 1 in which students shared information about their favourite games and activities. Show how this extra information would need to be added to the labels the volunteers are wearing to help us understand who each of these people are. (You might like to add some of these labels to the volunteers, using their previous work. For example, Gemma likes camping, and riding her bike, and dancing, and books about monsters and books about fairies. One day she wants to travel around the world. Does the label 'girl' tell us all of this? Point out that even if someone knows Gemma quite well, she can still surprise them.)
- 3 Explain that if we rely on labels to help us understand people, we can get into some problems. For example, it is not useful if we think the label 'boy' tells us that all boys should be the same, and should like all the same things. Boys can choose. Boys are allowed to be different from each other. It is not useful if we think the label 'girl' tells us that all girls should be the same, and should like all the same things. Girls can choose. Girls are allowed to be different from each other.

- 3 Introduce the word **gender**. Explain that the word gender is used to talk about the ideas that people have about what it means to be a boy or girl. These ideas can change over time. Ask: *Has anyone ever heard people say things such as ‘that’s a girl’s colour not a boy’s colour’, or ‘girls can’t’, or ‘boys can’t’, or ‘you can’t do that because you are a boy’ or ‘that is a girl thing to do’?*

Explain that these statements are examples of the *ideas* people can have about gender. These are opinions, not facts. For example, it is a fact that people are born with male or female body parts, but it is not a fact that boys wear blue and girls wear pink.

For example, in the old days, people thought women couldn’t be athletes in the Olympic Games. Now we know that this is not true. We might even wonder how people could have believed this to be true. People once thought that only women could care for the children and do the cooking. Now most people think that this is a very strange idea because men and women can both be good at this. However, there are still ideas around about what is suitable for boys or girls.

- 4 Point out that when people say things are only for people with a ‘boy’ label or ‘girl’ label, that is not useful. If this happens, it is important to know that you can speak back and disagree. Being told that a certain game is just for girls or just for boys can be like being made to wear shoes that are too small for you. It can squash you in and stop you from being free to enjoy life.

Explain to the students that they are going to practice disagreeing if they hear people using gender labels to tell them what they should like to play or do. They are going to work together to make a chant in which they turn ‘can’t’ into ‘can’. For example, when they hear you say: Girls can’t play football, the class will turn the ‘can’t’ into ‘can’ and chant together ‘Girls CAN play football’. The aim is for the voice of the class to be loud and strong, to help people remember that labels are for jars not for people.

Chant:

- Girls can’t play football.  
(Response: Girls CAN play football)
- Boys can’t learn ballet.
- Boys can’t cry when they are hurt.
- Girls can’t play in the building corner.
- Girls can’t be firefighters.
- Boys can’t cook.
- Girls can’t be doctors.
- Men can’t be nurses.
- Dads can’t mind the babies.
- Mums can’t go to work.
- Girls can’t be strong.
- Boys can’t be gentle.

- 5 Explain that the students have worked on an important idea in the activity. We must be careful about **labels**. The label ‘boy’ or ‘girl’ does not tell people what they should or shouldn’t be interested in choosing to do, learn, or play.

The second important idea is that everyone is a little bit different and our differences are important. We don’t have to be the same as each other. We should enjoy the ways that people are different. We should let our friends have their own interests and favourite activities.

## Review

Review the learning intentions. Ask: *Were students able to describe what labels are used for? Ask a student to summarise. How did the activity help students understand that the label girl or boy does not tell you much about the person’s interests and preferences? Did the activity help you practice ways to disagree when people say things like ‘boys can’t’ or ‘girls can’t’? How?*

### COACHING POINT

Some students may have very strong views about what it is appropriate for boys and girls to do. A positive and rights-based approach is useful. Encourage students to challenge the limiting nature of negative gender labels by focusing on the positives: identifying what boys and girls **can** do, rather than what they ‘**can’t**’. Look for opportunities to draw attention to the diverse nature of the interests held by characters in stories and people visiting the classroom, as well as by children in the class. Encourage interest in and appreciation of diversity and curiosity.

### 3 Inclusive gender stories

TIME: 20+ MINUTES

#### Evidence base

Beliefs about gender norms and roles are socially constructed. That is, the types of behaviours considered acceptable, appropriate or desirable for girls and boys (including in a classroom environment) are created by societies. Gender norms inform 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 and behaviours they adopt.<sup>16, 22, 23</sup> 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 identify that being a girl or a boy should not determine or limit the sorts of sports or activities that they enjoy
- Students talk about they can do if someone tells them boys can't or girls can't do these things just because of their gender

#### Equipment

- Room to move (Optional extension only)

#### Method

- 1 Explain we are going to listen to some stories in which one of the characters has a problem. We are going to think of some advice that may help the character to solve their problem or to get the help they need.
- 2 Our first story is about a girl called Aysha. She loves sport and one sport is her favourite. Who wants to guess what her favourite sport might be? (Invite some guesses.) Then read the story below.

##### **STORY: AYSHA SHOULD BE CRICKET CAPTAIN**

Aysha's favourite game to play was cricket.

She played cricket in the backyard with her brother and sisters and some neighbours. Sometimes after work her mum would come out and play too. Sometimes her dad would play on the weekend. She watched cricket on the television with her grandpa, and her mum and dad even took her to watch a game being played between India and Australia. Aysha liked watching cricket but better still she loved playing cricket.

On the weekend her family would go to the oval where there was a real cricket pitch. Aysha liked to bowl but she really liked to bat. She was the best batter in her

family. Aysha would watch as the ball came speeding towards her. She would concentrate really hard, swing her bat and hit the ball as hard as she could. She would then run as fast as she could between the wickets and score as many runs as she could.

She practiced hitting the ball everyday. If no one else wanted to play, she would hit the ball up against the wall. One day Aysha wants to play for Australia.

At school Aysha is known as the best cricket player. She makes the most runs and she helps others by explaining the rules, showing them how to hold the ball to bowl and how to hold the bat.

One day at school, Mr Stedler the teacher explained to the class that their grade was going to have game of cricket and netball against another school and that the class needed to make two teams – one to play cricket and one to play netball. Mr Stedler asked anyone who wanted to play netball to stand at the bookshelf and anyone who wanted to play cricket to stand next to the whiteboard.

Aysha went straight to the whiteboard. She wanted to play cricket. She stood next to Jeff who was also a very keen cricket player. But he pushed her towards the netball group and said, 'You need to move over to the bookshelf and play netball with the girls, inter-school cricket is for boys'. Tully stepped in and said, 'No cricket is for anyone and Aysha is the best. She should be our captain'.

Invite the students to reflect on the story and discuss what happened:

- *How might Aysha feel when Jeff tells she should not play cricket just because she is a girl?*
- *What could she do?*
- *I wonder where Jeff got the idea from that cricket was only for boys? What do you think?*
- *What did Tully do to help Aysha? (Discuss being brave...)*
- *How might Tully have felt when he stood up for Aysha? (Brave, scared...)*
- *What could someone do if in our schoolyard someone told them that they couldn't play a particular game just because they were a boy or just because they were a girl? Who could help?*

Optional: Invite some students to role play what some of the advice might sound like or look like in action. Or invite students to work in pairs or trios to try out what some of the advice might sound like or look like in action.

- 3 Introduce the second story about a boy called Remi. Explain that Remi too has a very favourite activity. Invite some guesses about what it might be. Give a hint that it is not a sport, but it is a very active thing to do. Tell the story, inviting students to watch out for the problem that occurs for Remi, and to being thinking about what their advice might be.

## STORY: REMI LOVES TO DANCE

Remi loves to dance. His older sister Maya also loves to dance. She has been going to Jazz Ballet classes for over a year. At home they turn the music up and dance around their lounge room together. They make up dance acts to show their parents, and Maya teaches Remi some of her special dance steps.

In December, Remi went with his parents to see Maya perform in the annual concert. It was exciting! There was ballet, tap-dancing, hip-hop and singing as well. The music and dancing made Remi feel happy and excited. In the car on the way home from the concert, Remi told his Mum and Dad that he would like to start dance classes. Maya was pleased that Remi was going to be coming to the dance studio with her every Thursday after school.

There was only one other boy in Remi's class. The rest were girls. This did not bother Remi. He was just so happy to be in a group where everyone loved to dance! The other students were friendly and the teacher was funny and gave lots of encouragement. She told Remi that he had 'great potential', which his Mum told him meant that if he practiced hard, he could go on to be a great dancer in the future.

At school one day, Remi's teacher Ms Shah announced that the school would be celebrating Harmony Day and that Mr Thomson the PE teacher was looking for students interested in performing a special dance in assembly. She asked people to put their hands up in they were interested in joining the dance team. Remi felt excited. He was the first student in the class to raise his hand. Finally he would have a chance to dance at school!

All the other people who raised their hands were girls. Prue, who was sitting next to Remi said loudly, 'Remi, you can't be part of the dance team, you're a boy and boys don't dance!' Across the circle, Sophia put her hand up looking worried and said, 'But Remi is in my dance class and he is one of the best dancers!'

Invite the students to reflect on the story and discuss what happened:

- How might Remi have felt being told he could not be part of the Harmony Day dance just because he is a boy?
- What could Remi do?
- I wonder where Prue got the idea from that dancing was only for girls? What do you think?
- What could Remi's friends do to help him? (Discuss being brave...)
- What could you do if someone told you that you couldn't join in just because you were a boy or girl? Who could help?

Optional: Invite some students to role play what some of the advice might sound like or look like in action. Or invite students to work in pairs or trios to try out what some of the advice might sound like or look like in action.

- 4 Ask the students to think about what they might have learnt from advising the characters in these two stories. Useful questions might include:

- What kinds of unfairness did we hear in these stories? (Students might suggest that they have challenged the idea that boys or girls should be stopped from following their interests because of limiting beliefs about what is right or wrong for members of one or other gender.)
- What kinds of actions did we suggest that the characters could take? (Students might suggest they have emphasised they have the right to choose their own leisure and sports interests; they can support peers in their preferences, even if different from their own; and they can request adult assistance when they find they cannot manage situations of unfair treatment based on gender.)



## Review

Invite students to review the learning intentions. Ask: *Can you make some suggestions about what boys and girls can do if someone tells them 'boys can't' or 'girls can't' do certain things?* Seek some examples.

### COACHING POINT

Inviting the students to reflect on what they have learnt from the activity helps to prompt higher order thinking. This also provides a useful way to return to the learning intentions, to assist students to be aware of the purpose of the activities, thus empowering them to be able to discuss what assists in their learning.

## 4 Using personal strengths to resist gender stereotyping

TIME: 25+ MINUTES

### Evidence base

Strengths-based approaches build on the capabilities and resources of children and young people.<sup>24</sup>

Resilience research has been instrumental in charting the importance of shifting away from deficit approaches (where the focus is on repairing problem behaviours) to favour approaches that aim to take advantage of existing strengths, positive qualities and the intentional promotion of wellbeing and resilience.<sup>6, 25–28</sup>

The evolving tradition of positive psychology has had a great influence in this area, arguing the need to see people in terms of their strengths and capacities, and to focus on what it is that helps people to thrive.<sup>27</sup>

### Learning intention

- Students review the character strengths cards
- Students identify personal strengths that could be useful when dealing with situations in which people seek to limit their interests based on gender stereotypes
- Students identify and describe personal strengths which they have used in the previous few days
- Students select a character strength which they intend to use more in the upcoming week
- Students develop their strengths through cooperative play

### Equipment

- **40 Positive adjectives** list in Topic 2, Activity 3. (Page 9)
- Sets of **Strengths cards** from Topic 2, Activity 4. (Page 10–15)

### Method

- 1 Review the personal strengths cards introduced in Topic 2: Personal Strengths. Review the meanings of the words, seeking examples of when you might use them in action.
- 2 Remind students about the two stories that they listened to in the previous activity, about Aysha who loves cricket and about Remi who loves to dance.  
Ask the students to choose a card that they think would be useful for each of these questions. Ask:
  - *Which strengths would be useful for Aysha as she follows her interest in cricket?*
  - *Which strengths might be useful in helping Aysha to deal with negative comments such as 'girls don't play cricket'?*
  - *Which strengths would be useful for Remi as he follows his interest in dance?*
  - *Which strengths might be useful in helping Remi to deal with negative comments such as 'boys don't dance'?*

Point out that these character strengths are not gendered. That is, they don't belong to boys versus girls or to men versus women. Rather they are strengths that everyone can use to deal with the challenges and opportunities in their lives.

- 3 Reconnect students with their personal strengths. Arrange for them to work in pairs or small groups, with a set of the strengths cards. Explain they will help each other to identify two or more of the personal strengths they have used in the last few days, and give an example of when they have used that strength. Give some examples of when you have seen the whole class or particular children using a range of different strengths (e.g. loyal, determined, honest, fun-loving, patient, etc.)
- Invite students to report back. Then ask each person to identify a strength which they would like to use more in the next day or two.
- Ask: *Are there any strengths on our lists that boys **can't** have and use just because they are boys? Are there any strengths on our list that girls **can't** have and use just because they are girls?* Highlight the non-gendered nature of personal strengths.
- 4 Introduce the **Mind the Baby relay**. Explain they will get to use some of their personal character strengths in the game.

### HOW TO PLAY THE MIND THE BABY RELAY

- Organise two or three teams.
- In each team the players form pairs. Each pair stands side by side and links elbows. They must walk as a pair without letting go elbows.
- Gather the pairs one behind the other so the teams are ready for their relay race. Down the other end of the room place a chair for each team to run around.
- Give the first in line for each team a cloth bundle (or doll) to carry. This bundle is the 'baby' that the couple must carry and then pass on to the next pair in their team. The bundle/baby must be kept safe and at all times must be held by both parties in the partnership. If the baby is dropped, it must be picked up by both parties.
- The first couple from each team begins by rushing to one end of the room. Together they carry the baby. They run as best they can with their elbows linked together and their other arms supporting the baby. They run from the start line to the other end of the room, around a chair that marks their destination, and then back to where they started. Here they pass the baby to their teammates (still with elbows linked) who are the next pair to continue the race. The winning team is the one that has their last pair return first with the baby.

- 5 After the game, settle the class to discuss the activity. Useful questions include:
- *What did you have to do to make sure you did not drop the baby?*
  - *What skills were you using to make sure that your 'baby' was being carefully looked after by two people?*
  - *In real life, what skills do we use to help look after babies?*
  - *In real life, does it have to be a father and a mother who work together to look after a baby, or can other combinations of people do this? Seek examples.*

Emphasise that in real life, adults try hard to look after children. They are there to help. However sometimes, when the adults are in a hurry, or are busy with other things, it can be harder to ask for help. But it is still important to do this. Even if this means using the strength of courage or determination. It is especially important to find and tell a caring adult if a child or an adult is hurting someone else.

### Review

Invite students to appraise how they think they have done in accomplishing the learning intentions. Ask: *Were they able to identify personal strengths to use when people try to discourage them from doing something they enjoy just because they are a boy or just because they are a girl?*

#### COACHING POINT

The Mind the Baby relay can also be used as an opportunity to teach children that sometimes children are looked after by two female parents or two male parents. Sometimes they are looked after by relatives or grandparents or other carers.



## Topic 7 Further resources

### Reflecting on everyday practice

- How do your own interests, skills and life experiences influence how you respond to gender norms?
- How do you work towards gender equity across the curriculum, class routines and across the school day?
- 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

Various web resources have been designed to provide information for children and those supporting them on a range of topics related to gender.

- *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>

### Extension activities

- Collage – invite students to bring clippings from newspapers and magazines of, for example, sporting people they like to watch or represent the games (other leisure activities) they like to play. Create a collage of these images and then analyse the gender patterns. Invite students to reflect on games that appear to be male or female dominated and discuss how everyone can play by learning the skills and rules of the game/leisure activity.
- Read gender diverse literature, such as *Allie's Basketball Dream*, by B.E. Barber.

### Talking further

- Encourage students to talk with parents or carers about the games that they used to like to play when they were young and/or the jobs that used to do at home and at school when they were young.
- Work with students to construct a class newsletter that sums up the key learning/ideas in this topic. Students can take this home to share with parents or carers.
- Encourage students to invite parents/carers/siblings/older buddies into the classroom to 'show and tell' what they have been learning about this topic.

# 8 Positive gender relations

## AIMS

### Activities will assist students to:

- Develop an understanding of gender-based violence as involving unfair and hurtful behaviours based on ideas about what it means to be a boy or a girl
- Identify examples of the ways that gender-based violence can include things that people say (verbal), things they do to others' bodies or possessions (physical) or things people do that affect how safe or welcome people feel e.g. ignoring, leaving out, laughing at (psychological)
- Examine the effects of physical, verbal and psychological gender-based violence
- Identify and practice respectful and gender-friendly behaviours
- Develop and practice assertive and help seeking strategies to protect themselves when they feel unsafe in situations involving gender based violence.

## EVIDENCE BASE

Studies show that school based violence prevention and respectful relationships initiatives can make a real difference, producing lasting change in attitudes and behaviours in students.<sup>29–31</sup> 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.<sup>32</sup>

## ACHIEVEMENT STANDARD

### Personal and Social Capability

- Students show an awareness of the feelings and needs of others
- Students identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life
- Students recognise the importance of persisting when faced with new and challenging tasks
- Students describe similarities and differences in points of view between themselves and others
- Students demonstrate ways to interact with and care for others
- Students describe their contribution to group tasks
- Students practise solving simple problems, recognising there are many ways to resolve conflict
- Students select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems

### Health and Physical Education

- Students recognise how strengths and achievements contribute to identities
- Students understand how emotional responses impact on others' feelings
- Students demonstrate positive ways to interact with others

### Critical and Creative Thinking

- Students generate ideas that are new to them and make choices after considering personal preferences
- Students identify words that indicate components of a point of view
- Students use reasons and examples for different purposes
- Students demonstrate and articulate some problem-solving approaches

## CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 92–93.

# 1 What is fair play?

TIME: 40+ MINUTES (OR 2 X 20+ MINUTES)

## Evidence base

Gender norms can influence what children presume to be permissible within their play.<sup>33</sup> For example, boys may presume that forms of physical violence are permissible as a way to negotiate conflict or dominance, and reject boys who do not wish to or are not able to transact in this way. Classroom activities that question and challenge the use of aggression in problem solving can help to create new possibilities for more positive peer relationships.

## Learning intention

- Students identify the ways in which the rules of the game assist people to play the game
- Students identify that unfair play or breaking the rules of the game can lead to conflict
- Students identify that it is equally important for boys and girls to play in a fair and friendly manner

## Equipment

- Equipment required for teacher selected games
- Room to move

## Method

- 1 Divide students into mixed gender groups. Assign each group to play a game that needs to be played in a small group in order to be fun. (E.g. board games, charades, improvised throwing games such as throwing a soft toy into a large basket or a box held by the other players.)
- 2 After the games are finished, gather together and ask:
  - *How do the rules help us to enjoy this game?*  
(The rules of the game helped to make the game fair for everyone and to arrange for people to have turns and to know what to do.)
  - *What did you have to do to make that game work well for everyone and not end in a fight?*  
(They had to cooperate in their game, how they worked with and encouraged each other during the game, and how they kept rules about turn-taking or going out.)
  - *Does it make any difference to be boy or girl in that game? Do girls and boys both have to keep the rules?*  
(No. Yes.)

- *What can happen when people playing games don't cooperate or agree?*  
(Arguments or tears or people feeling left out. This might happen in any type of game.)
  - *What sorts of actions can lead to fights?*  
(People don't always play in a fair and friendly way. Sometimes they are mean or rough when they play or exclude others.)
  - *Should boys and girls be equally expected to play by the rules?*  
(Both boys and girls should be equally expected to refrain from violence when playing together.)
- 3 Congratulate the students on cooperating and playing fairly during the games. Explain to the students that boys and girls are expected to play in a fair and cooperative way, whether it is just boys playing, just girls playing, or when boys and girls play together. Everyone can play and work in a fair, friendly and cooperative manner in the classroom, in the playground, at home and when visiting friends.

## Review

Invite students to review the learning intentions. Were they able to identify that unfair play can lead to conflict? Seek examples of different types of unfair play. Were they able to identify that it is equally important for boys and girls to play in a fair and friendly manner? Seek examples of the games in which boys and girls will need to be able to play fairly.

## 2 Creating a gender-friendly classroom

TIME: 45+ MINUTES

### Evidence base

If children have the opportunity to think about and apply gender fair and friendly behaviours in the classroom, they are more likely to apply their learning to the treatment of their peers. Research demonstrates that those with rights-affirming attitudes are less likely to engage in gender-based violence, and that belief in the equality of men and women is protective against the uptake of violence-endorsing attitudes and practices.<sup>34, 35</sup>

People with awareness of the gendered nature of violence are more likely to recognise when and how to support victims and how to encourage action to prevent violence.<sup>36, 37</sup>

### Learning intention

- Students identify skills we need to build respectful gender relationships
- Students identify gender-friendly behaviours they can practice in the classroom and playground

### Equipment

- Poster paper
- Pencils and/or felt tip pens
- Room to move

### Method

1 Play the **Harmony** game. Invite the students to stand in a large circle. Explain the aim of the game is for the group to follow the actions of the leader so that the group looks like it is moving as one. (E.g. slow, fluid, flowing movements, such as those in Tai Chi).

Appoint a 'leader' to begin and provide an opportunity for the group to practice. Encourage the 'leader' to change the movement providing the group time to read, adjust and follow. After a short time appoint a new 'leader'.

For additional challenges:

- Send a pair of detectives out of the room, then appoint the leader. Call them in once the movement has started. Ask them if they can work out who is the leader.
- Invite the class to see if they can sit 'all as one' in slow motion.

2 Ask:

- *What skills do we need to work in harmony in this game, or to move all as one?*
- *Can girls and boys be leaders?*

- *How do we know when it is good to follow a leader and when it is not?*
- *What can we do if a friend is starting to lead an activity and we think that it is a mean, hurtful or unfair activity?*
- *What can we do if a person is leading others in mean gender labelling by saying things like 'boys can't play this game' or 'girls can't play this game'?*

3 Invite students to work in small mixed gender groups at tables to suggest actions they can do to make a gender friendly classroom. For example:

- During floor time: 'We can sit beside anyone on the mat.'
- During Table work: 'We can work with a girl partner or a boy partner. We can all work together.'
- Working or playing in library/construction/science/ etc. corners: 'Boys and girls can play in the construction corner and the home corner.'
- Snack time: 'At snack time, girls and boys can share tables.'
- Playtime: 'Boys and girls can play the game they like, either together or separately.'
- Lining up for class: 'Boys and girls can be partners when we line up.'

4 Using the examples generated, invite students to make generalisations about a gender friendly classroom. For example, 'In 2C, the boys and girls work and play together. We like to learn new things. We are fair and friendly to everyone.'

Arrange for students to either sketch, annotate or use technology (such as class iPads), to photograph freeze-frames of gender-friendly behaviours. This could form the basis of a language experience book, incorporating gender-friendly dialogue to support the message in each image.

Ask:

- *Why might it be important to use fair and friendly behaviours when we play?*

(So that when when we play it can be lots of fun for everyone.)

- *How can we use fair and friendly behaviours when we are working with others in the classroom?*

(Besides common courtesies such as sharing equipment, emphasise that it is important that we are willing to work with everyone, boys and girls, in the classroom in partner work, small group work and when we learn as a whole class. This ensures everyone is included.)

### Review

Review the learning intentions with the students.

Were they able to identify that the classroom is a better place if everyone shows respectful gender relationships? Seek one or two examples of how we make the classroom a respectful place.

### 3 What is gender-based violence?

TIME: 25+ MINUTES

#### Evidence base

It is important to work with children from an early age to consider the difference between fair and friendly play and play that is violent or 'too rough'. This sets the scene for understanding that violence is never acceptable as a mode of resolving a relationship problem.<sup>38, 39</sup>

Some gender norms tolerate higher levels of violence with boys, dismissing violent acts as an inevitable sign that 'boys will be boys'. It is important to set the same non-violent standards for both girls and boys, and to expect that boys and girls can learn the self-control needed to ensure that they do not resort to violence to get their own way or to deal with their frustration.

Violence data indicates that many boys are the victims of violence perpetrated by other boys. Thus prevention of gender-based violence should include efforts to diminish violence perpetrated by boys against boys as well as violence perpetrated by boys against girls.

Australian data shows that the majority of young Australians do not find violence and sexual harassment to be acceptable. However there are low levels of knowledge about how to prevent, help-seek or intervene in situations of gender-based violence.<sup>34, 35</sup>

#### Learning intention

- Students identify the emotions people can have when they witness gender-based violence or are the target of gender-based violence
- Students identify the bodily sensations people can feel when they witness gender-based violence or are the target of gender-based violence

#### Method

- 1 Explain that we use the word violence to talk about ways in which people hurt others. People can hurt the bodies of other people by hitting, kicking, biting, pushing, or throwing things. People can hurt other people by saying mean things: by teasing, or name calling, or yelling. They can also hurt people's feelings by ignoring them or leaving them out. All of these different kinds of violence hurt people. Explain that sometimes people also use boy or girl labels in a mean or violent way. This is called **gender-based violence**.
- 2 Tell the class that they will use some scenarios to think about how different types of violence can affect people. They will name the forms of violence being used and the possible effects on other people.  
Read the following scenarios to the class using the questions to trigger discussion.

#### COACHING POINTS

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.

#### SCENARIO 1

Amira was playing on the swing. Lucas yelled out to her to get off because he wanted a turn. He grabbed the swing and stood over Amira yelling, 'Girls have to get off or I will push them off.'

Ask:

- *What is Lucas doing that is violent?*
- *How might this make Amira feel?*
- *What could other people say to Lucas to help him understand how his actions have caused harm?*

#### SCENARIO 2

While Nik was playing 'kick to kick' football with Eddy, Waheed and Dino, he fell and grazed his knee. Nik began to cry. Dino laughed and pointed at him, 'Look at the sooky baby! Only girls cry! So you're a girl!'

- *What is Dino doing that is violent?*
- *How might Nik feel?*
- *What could other people say to Dino to help him understand how his actions have caused harm?*

#### COACHING POINTS

**Keep it general:** Avoid using the public whole-of-class discussion as the place to solve a specific argument 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

### SCENARIO 3

Bethany sat at the table to eat lunch. She sat at the table where Simon, Sachen and Jarrah were sitting. Sachen said, 'Girls don't sit at our table. Girls have germs. Go away!' He started swinging his legs and kicking her under the table.

- *What is Sachen doing that is violent?*
- *How might Bethany feel?*
- *What could other people say to Sachen to help him understand how his actions have caused harm?*

### SCENARIO 4

Annie loved playing basketball with the boys in the play breaks. Her friends Farah and Evie wanted her to play shops in the adventure playground house. When Annie said no, they shouted, 'Only boys play basketball! Annie plays with boys! Annie's a boy! Annie's a boy!'

- *What is the violence that Farah and Evie are doing?*
- *How might Annie feel?*
- *What could other people say to Farah and Evie to help them understand how their actions have caused harm?*

### SCENARIO 5

Effie was playing with her friends at lunchtime. Kevin and Aldo from the Grade 4 class ran up to Effie and her friends and started lifting up their school dresses singing, 'We can see your undies, we can see your undies...'

- *What is the violence that Kevin and Aldo are doing?*
- *How might Effie feel?*
- *What could other people say to Kevin and Aldo to help them understand how their actions have caused harm?*

**3** Sum up by reviewing the idea that gender-based violence is not just physical but also verbal and psychological. It causes hurt and harm. Explain that when that violence is about excluding or hurting people just because they are a boy or girl it is called gender-based violence. It is not respectful. Other people can help by not joining in with violence, and by telling people that violence is hurtful.

## Review

Conclude by inviting students to comment on whether they think the class met the learning intentions. Were students able to identify the emotions people can have when they experience gender-based violence? Seek one or two examples. Were students able to identify the feelings in the body that people can feel when they experience gender-based violence? Seek one or two examples.

### COACHING POINTS

**Gender stereotypes hurt boys too:** Remember, gender norms can hurt men and boys as well as women and girls. Many boys and men also struggle with rigid gender expectations and gender stereotypes. For example, men and boys are expected not to express their feelings because 'boys don't cry'. The dominant constructions of masculinity require boys and men to be heterosexual, tough, athletic and emotionless, and encourages the control and dominance of men over women. However, some boys also exert power over other boys who do not fit into this dominant image. Emphasise that there are multiple ways to be a boy (and a man) and that being a boy doesn't mean only liking sport or not being able to cry if you get hurt. Emphasise that it is a positive thing when boys have a variety of interests including things like art, singing and dance.



# 4 The opposite of violence is respect

**TIME: 45+ MINUTES**  
**OR 1 X 30+ & 1 X 15+ MINUTE SESSIONS**

## Evidence base

The attitudes that children and young people hold towards violence are greatly influenced by their views on gender. They have strongly developed views about what is normal, expected and appropriate for boys and girls and for men and women to do. However, these views can and do evolve in response to their experiences, and to the modelling provided by adults and older peers.

The simple role plays used in this activity give students a chance to practice and model a range of possibilities for respectful action. Research highlights that programs are more likely to be successful if they teach prevention skills through active rehearsal via role play, rather than passive learning.<sup>40-42</sup> (E.g. watching the teacher model skills or viewing a film).

Use of applied participatory methods such as role play is central to the effectiveness of prevention education programs that aim to build pro-social skills and attitudes.<sup>5</sup> This is because it is more challenging to show a strategy in action, than to describe it as an option. When peers demonstrate and endorse positive behaviours, they engage with the challenge of taking theory to practice. Sharing this with their peers can help to build social norms which support the use of these behaviours.

## Learning intention

- Students identify that the opposite of violence is helpful and respectful cooperation
- Students identify how people feel when their friends play with them in a way that is friendly, fair and respectful
- Students identify and demonstrate strategies that peers can use to solve problems in a respectful way

## Method

1 Ask: *What does it look like or sound like if someone is showing respect for someone else?*

Explain that the opposite of violence is **respect**.

2 Tell the students that in the stories you are going to share, one of the characters has a problem with showing respect. Tell the students they are the 'coaches' who can help the character to understand what they are doing wrong, and show the character what a respectful way of doing things could look like.

Present scenarios (opposite) to the class. First present the problem. Then ask the students for respectful alternatives. Invite a round of applause from peers for demonstrations that show a friendly or respectful way to talk to peers.

When the students have had turns suggesting solutions, demonstrate what an alternative and appropriately respectful strategy would look like or sound like.

### SCENARIO 1

Tristan hits or shoves when he doesn't get to go first in the game. Ask:

- *What are some respectful and fair ways of working out who will go first?*
- *Who can show us what this might look like?*
- *Are there any other ideas about how to do this?*  
*Who can show us another approach Tristan could use?*

Remind students that in some games, people can join in at any time (e.g. 'kick to kick' football). However, sometimes when we ask to join a game (e.g. board game), we might have to wait until the current game finishes and a new one begins. When this happens and our friends ask us to wait until the new game begins, we are not being excluded.

### SCENARIO 2

In one group some boys play ball. Trudy asks to play. One of the boys says, 'Go away, only boys can play ball.' Ask:

- *What are some respectful and fair ways of working out who can join in a ball game?*
- *Who can show us what this might look like?*
- *Are there any other ideas about how to do this?*  
*Who can show us another approach?*

### SCENARIO 3

Some girls play a game making elf houses in the sandpit. A boy asks to play. One of the girls says, 'Go away, only girls can play this game.'

Ask:

- *What are some respectful and fair ways of working out who can join in a game in the sandpit?*
- *Who can show us what this might look like?*
- *Are there any other ideas about how to do this?*  
*Who can show us another approach?*

Point out that in some of these scenarios, students are being excluded because of being a girl or boy.

Remind students about the key messages from activities in Topic 7. People can play or learn to play any game or activity, regardless of whether they are a girl or a boy.

3 Ask students to share the types of respectful behaviours they learnt about during the session. These could be displayed on a board in the room under the title of 'Ways of behaving respectfully to others'.

## Review

Invite students to comment on whether they think the class met the learning intentions. Were they able to identify what it feels like when friends play with them in a way that is friendly, fair and respectful? Seek some examples. Were they able to identify and demonstrate strategies that peers can use to solve problems in a respectful way? Seek some examples of how the activity helped them to do this.

# 5 Respect my space, respect my body

TIME: 30+ MINUTES

## Evidence base

Children in preschool and 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. Hence they need the language and strategies to challenge these experiences and to protect themselves.

Self-care and help-seeking strategies (e.g. the NO, GO TELL strategy used in this activity) 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 that they are aware that their body belongs to them and that they have the right to say no and get help.<sup>43</sup> School-based abuse prevention programs have been found to be effective in increasing student knowledge and protective behaviours.<sup>40-42</sup> These programs aim to build children's comfort level to disclosing inappropriate sexual advances.<sup>40</sup>

## Learning intention

- Students will learn ways to tell people when they do not like the way their body is being treated by others
- Students will learn ways to seek safety or seek help when in the presence of violence or inappropriate forms of personal contact

## Equipment

- Paper
- Pencils
- Poster size drawing of a boy and a girl dressed in bathers (handout provided for photocopying)

## Method

1 Bring the students together for circle time. Provide a model drawing of a boy and a girl dressed in bathers (example provided).

Explain to the children that you are going to talk about keeping our personal space and our body safe.

Invite the children to think about what parts of their body are covered by their bathers. Explain that sometimes we call these the private body parts because these are usually the parts that we keep covered when we are in public places.

## COACHING POINTS

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

**Follow up, referral and reporting:** If concerns arise about the wellbeing of a student in your class, follow up afterwards. Talk to the student. Refer the matter to the Principal, wellbeing coordinator or another designated staff member in the school. Continue to monitor the student alongside other colleagues. Use defined school referral pathways and processes to assist you.

**Mandatory reporting:** School staff have obligations and responsibilities for identifying and responding to child abuse and/or neglect, including allegations of sexual abuse. There is more information about Department policies available at the web address below. Refer to the introductory notes for further information and coaching.

<http://www.education.vic.gov.au/school/principals/spag/safety/Pages/childprotection.aspx>

## COACHING POINTS

This activity explores strategies that children can use if they are in a situation in which they feel uncomfortable or unsafe. Consider re-running the Emotions Statues activity (Activity 1, Topic 1) and exploring with students what people's faces look like and what their bodies feel like when they feel unsafe vs. safe, uncomfortable vs. comfortable. Remind students that it is good to be able to recognise these emotions in ourselves and others so that we can seek help if we need to, or help our friends.

Explain that these body parts that we keep private have lots of names. Some are slang names or names that we use when we are young. There are also names that are the scientific names. For example, at the back both girls and boys have a bottom. We also call the bottom our buttocks. At the front, males and females are different. The boy has a penis. The girl has a vulva.

Sometimes we call these body parts 'private'. This is because they are the parts we usually keep covered with clothes or bathers when we are out in the public area like at school or at the shops or in the park. On the chest, both boys and girls have nipples. As girls grow older, they grow breasts where the nipples are, but boys don't.



## COACHING POINTS

### Talking about body parts and privacy

This activity helps students to learn there are some parts of the body that are private. It is important to emphasise that while we keep these body parts private, there is nothing bad about them, they are just private. Additional teaching and learning materials are available to schools to provide sexuality education to children. This includes working with children to know and name the main external parts of the body and the agreed names for the external sexual parts, for example, penis, vulva, breast and buttocks (or bottom). Being able to name their body parts can assist those children who need to report abuse.

## COACHING POINT

When discussing the NO component of the model, assist students to discriminate between situations in which they feel these uncomfortable sensations in response to occurrences such as going to the dentist, their first day of school, performing in a karate grading or music test.

They might feel nervous, embarrassed or shy. It is different when the uncomfortable sensations happen because a person is hurting them or someone else, or they think this might happen, or if someone is showing disrespect for their body or forcing unwanted contact with their body.

- 2 Talk with the students about their body being their own. Explain that they are going to learn about **NO, GO, TELL**. 'NO, GO, TELL' will help them remember what to do if someone else is making them feel uncomfortable or scared, or if a person wants to hurt their body or touch them on the private parts of their body.

### NO

Ask:

- *Who knows how to say no? (Everyone)*
- *When do you say no?*  
(To tell people to stop doing something, or to tell someone that they didn't want to do something.)

'No' is a very important word and that is why we learn it so early in our lives. We can say NO if someone wants us to do something that makes us feel uncomfortable.

When we feel this kind of uncomfortable it might even give us a strange sick feeling in our tummy or a lumpy feeling in our throat. If we can, we say NO if someone is trying to hurt us or touch us in ways we do not want to be touched.

### GO

GO means I can move away. I can find a safe place to go. I can do this to get away from a scary person, or to get away from someone who might hurt me, or making me feel uncomfortable about my body.

### TELL

TELL means I can tell someone what has happened. I can tell someone how I feel. I can tell a safe grown up if someone is hurting my body or wanting to touch private parts of my body.

- 3 Look at the pictures of the bodies again. Point to parts of the body, like hands, arms and legs, and explain that we might touch these parts of bodies when we play. But we are careful not to hurt others' bodies.

However the parts under our underwear or the parts we usually cover with our bathers are more private. We don't use these parts in games with children or with grown ups. And **no one** is allowed to hurt us here.

Point to a non-private part. Ask: *What can we do if someone wants to hurt us here?* (NO, or they can GO or move away to a safer place, TELL a trusted adult.)

Point to a private part. Ask: *What can we do if someone wants to hurt or touch us here?* (NO, or they can GO or move away to a safer place, TELL a trusted adult.)

**Talk about TELL.** Emphasise that while NO and GO are good things to do, it is **very** important to TELL a trusted adult if someone hurts your body, or wants you to do things that are not right for you to do, or touches private parts of your body, or touches you in ways you do not like. Remind students of the time when they made a list of people they could ask for help (Topic 6, Activity 4: Helping Hands). Ask: *What adult could you tell if this happened to you?*

### COACHING POINT

Activities in Topic 6 (Help-seeking) provide opportunities for students to identify sources of help and to practice asking for help. It may be relevant to revisit these activities.

- 4 Reinforce the NO, GO, TELL model with students using the following scenarios and asking these questions:

#### SCENARIO 1

Ellie is at her friend Julia's house. When Ellie, Julia and her brother are playing, Ellie starts to practice her karate kicks on Joe. Although Joe asks her to stop because it is hurting him, she keeps doing it and laughs, saying it's a fun game.

- What could Joe say?
- Where could he go?
- Who could he tell?

### COACHING POINTS

The resource provided by the Victorian Department of Education and Training is called *Catching on Early* and is available via the following link:

<https://fuse.education.vic.gov.au/content/ee5cfd49-48e7-4698-a06d-37e2e21cbbd9/catching%20on%20early%202013.pdf>

When talking about private or sexual body parts, students may giggle or say that it's rude. Do not reprimand them for this. This is an expected response and demonstrates the child understands there is something different and private about these parts.

#### SCENARIO 2

Jenna is waiting at the school pick up point for her Grandpa to pick her up. Lots of children are waiting there too. Some older boys walk up to her and bump her. One of them lifts up her dress.

- What could Jenna say?
- Where could she go?
- Who could she tell?

#### SCENARIO 3

Emma is at a family barbecue. When her dad's friend arrives, he comes down to the part of the garden where Emma is playing and asks Emma for some hugs. Emma only likes to hug her mum and dad and her grandparents.

- What could Emma say?
- Where could she go?
- Who could she tell?

#### SCENARIO 4

Mikie has an uncle he does not like much. His uncle always wants Mikie to sit in his lap and read stories. Mikie hates to sit in people's laps. He likes to sit on the ground when he listens to stories.

- What could Mikie say?
- Where could he go?
- Who could he tell?

Reconnect students to the Kids Helpline numbers and website in case they may prefer 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 for them to get support, even if it comes late.

- 5 Conclude this activity with a friendly game to lift the mood. Play one of the games suggested in the Optional Additional games section of this resource or replay the **Connections** game or **Traffic Lights** game from Topic 2 (Personal Strengths).

### COACHING POINT

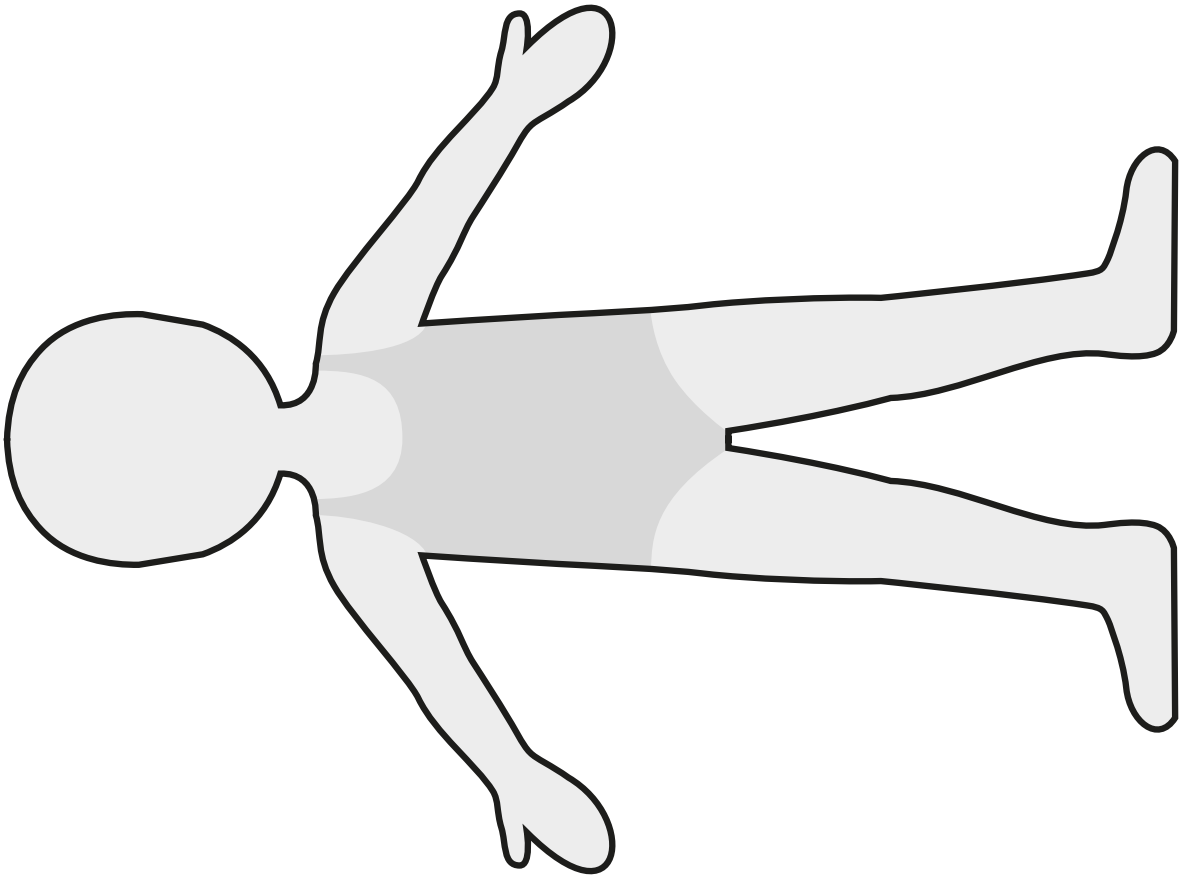
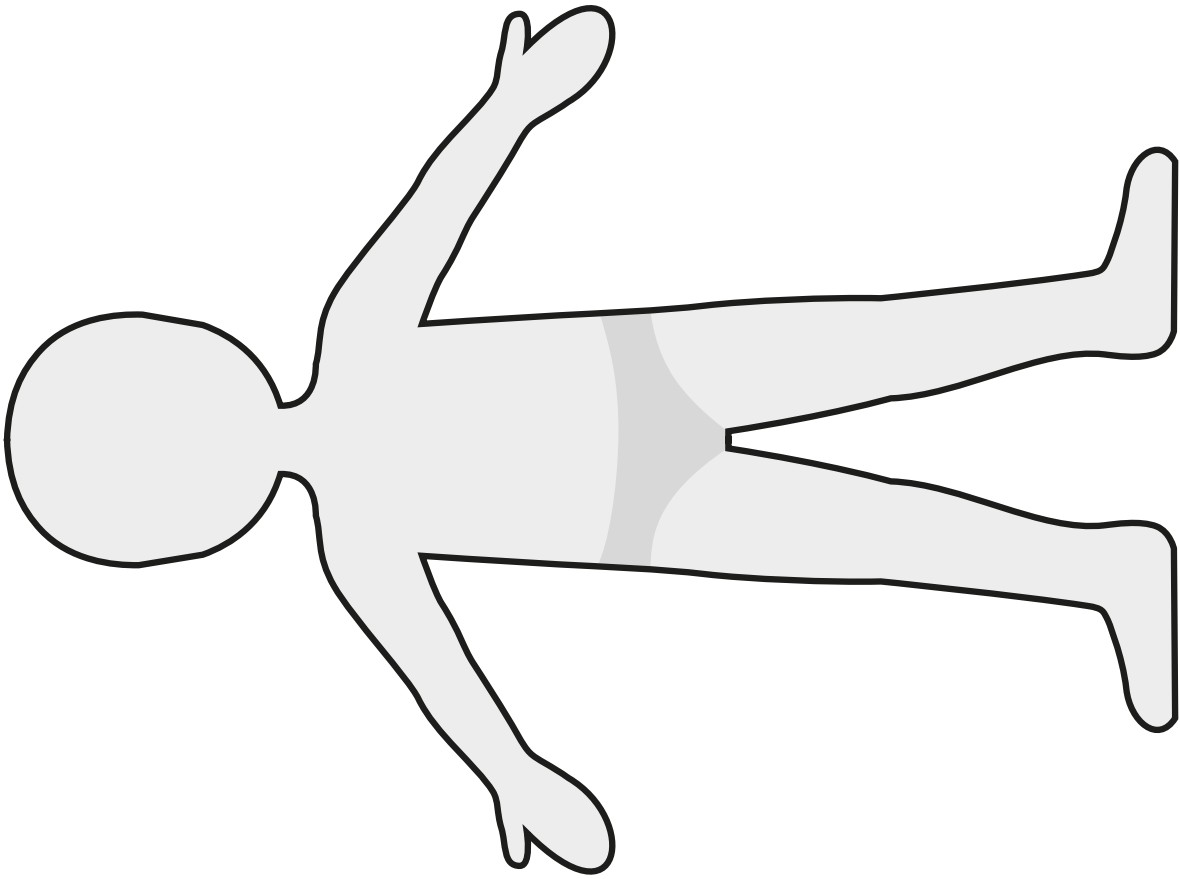
*Kids Helpline* is a free 24-hour counselling service for Australian kids and young people. Telephone and online counselling is available. Write the number and web address on the board and ask students to copy it into their workbooks so they have it on hand.

Telephone: 1800 55 1800

Website: <http://www.kidshelp.com.au>

## Review

Conclude by inviting students to comment on whether they think the class met the learning intentions. *Were they able to practice ways to tell people when they do not like the way their body is being touched or treated by others? Were they able to practice ways to seek safety or seek help when in the presence of violence or inappropriate forms of personal contact?* Seek some examples of how the activity helped them achieve the learning intentions.



## Topic 8 Further resources

### Reflecting on everyday practice

- How have the learning activities provided insight into how your students experience gender relationships within and outside the classroom?
- How can the duty teacher assist those children who routinely experience gender-based violence or harassment in the yard and do not succeed in their own efforts to address this?
- What might the school do to ensure that perpetrators of gender based violence learn that these behaviours are not acceptable?

### Web links for further reading & activities

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

- *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.  
[http://www.acu.edu.au/\\_data/assets/pdf\\_file/0009/766359/Taking-Us-Seriously-Children-and-young-people-talk-about-safety-and-institutional-responses-to-their-safety-concerns-.pdf](http://www.acu.edu.au/_data/assets/pdf_file/0009/766359/Taking-Us-Seriously-Children-and-young-people-talk-about-safety-and-institutional-responses-to-their-safety-concerns-.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>

### Extension activities

- Have students collaborate to create a NO, GO, TELL poster to display in the classroom.

### Talking further

- Encourage students to ask their parents or carers about who the helpful adults were when they were children.

## Optional additional games to reinforce respectful relationships

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.

### Evidence base

Games can be used to teach social and emotional competencies.<sup>44, 45</sup> They can also be used to revisit 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.

Simply having positive experiences in playing with each other in large collective games can help students 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 feel connected to learning are more likely to be motivated, show improved academic outcomes and academic self-efficacy.<sup>46, 47</sup>

### 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 that 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...' 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. 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 re-join.
- 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?

### Controller Colours game

This Controller Colours game can be used to develop students' skills in concentration and their confidence in their capacity to control their body. Make explicit positive reference to self-control (as something students CAN do) and to concentration (as something that is possible and FUN) can help to build students' awareness of their own capacity to engage at will.

- 1 Explain to participants that this game will call on them to remember five different moves, one for each colour. Teach these moves:
  - Green = walking on the spot (like walk on the traffic light)
  - Red = stand still on one leg, with hand up making stop sign (like stop on the traffic light)
  - Yellow = turn round and around on the spot (like wait on the traffic light)
  - Brown = bob down and touch the ground
  - Blue = reach up and touch the sky
- 2 Play a few times over. Invite a student to have a turn calling the colours.
- 3 Ask:
  - What do we have to be good at to play that game? (e.g. listening, making the right move).
  - When do we have to be able to use these skills in real life?
- 4 Point out that in this game we show we can switch from one move to another very quickly. This means we have self-control and concentration. In real life, we can also feel proud if we can play different kinds of games, and work and play with different kinds of people. Being able to do different sorts of things makes us stronger and more capable.

### Giant's Treasure game

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.
- 2 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.

- 3 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 start again.
- 4 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.
- 5 At a certain point, elicit the possibility of team work.  
*Ask: 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.

- 6 Ask:
  - *How did we make sure it was fair and friendly for everyone?*
  - *How did we show cooperation? (What did we do? What did we say?)*

# Mapping against the Victorian Curriculum by Topic

**Table 1: Curriculum area: Personal and Social Capability**

Personal and Social Capability LEVELS 1 & 2		
Strand: Self-awareness and management		
Sub-strand	Content description	Topic(s)
Recognition and expression of emotions	<ul style="list-style-type: none"> <li>Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
Development of resilience	<ul style="list-style-type: none"> <li>Identify personal strengths and describe how these strengths are useful in school or family life</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
	<ul style="list-style-type: none"> <li>Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations</li> </ul>	<ul style="list-style-type: none"> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
Strand: Social Awareness and Management		
Sub-strand	Content description	Topic(s)
Relationships and diversity	<ul style="list-style-type: none"> <li>Listen to others' ideas, and recognise that others may see things differently</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
	<ul style="list-style-type: none"> <li>Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>

Collaboration	<ul style="list-style-type: none"> <li>Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
	<ul style="list-style-type: none"> <li>Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict</li> </ul>	<ul style="list-style-type: none"> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>

**Achievement standard:**

Students use and give examples of different kinds of questions. Students generate ideas that are new to them and make choices after considering personal preferences.

Students identify words that indicate components of a point of view. They use reasons and examples for different purposes.

Students express and describe thinking activity. They practice some learning strategies. Students demonstrate and articulate some problem-solving approaches.

## Table 2: Curriculum area: Critical and Creative Thinking

Critical and Creative Thinking LEVELS 1 & 2	
Strand: Questions and possibilities	
Content description	Topic(s)
<ul style="list-style-type: none"> <li>Identify, describe and use different kinds of question stems to gather information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Topic 4: Problem solving</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
<ul style="list-style-type: none"> <li>Consider personal reactions to situations or problems and how these reactions may influence thinking</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
<ul style="list-style-type: none"> <li>Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>



Strand: Reasoning	
Content description	Topic(s)
<ul style="list-style-type: none"> <li>Compare and contrast information and ideas in own and others' reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
<ul style="list-style-type: none"> <li>Consider how reasons and examples are used to support a point of view and illustrate meaning</li> </ul>	<ul style="list-style-type: none"> <li>Topic 2: Personal strengths</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>

**Achievement standard:**  
**By the end of Level 2**  
 Students use and give examples of different kinds of questions. Students generate ideas that are new to them and make choices after considering personal preferences.  
 Students identify words that indicate components of a point of view. They use reasons and examples for different purposes.  
 Students express and describe thinking activity. They practice some learning strategies. Students demonstrate and articulate some problem-solving approaches.

**Table 3: Curriculum area: Health and Physical Education**

Health and Physical Education LEVELS 1 & 2		
Strand: Personal, social and community health		
Sub-strand	Content description	Topic(s)
Being healthy, safe and active	<ul style="list-style-type: none"> <li>Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
	<ul style="list-style-type: none"> <li>Practise strategies they can use when they need help with a task, problem or situation at home and/or at school</li> </ul>	<ul style="list-style-type: none"> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
	<ul style="list-style-type: none"> <li>Recognise situations and opportunities to promote their own health, safety and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>

Communicating and interacting for health and wellbeing	<ul style="list-style-type: none"> <li>Describe ways to include others to make them feel that they belong</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
	<ul style="list-style-type: none"> <li>Identify and describe emotional responses people may experience in different situations</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
Contributing to healthy and active communities	<ul style="list-style-type: none"> <li>Explore actions that help to make the classroom a healthy, safe and active place</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>

**Achievement standard (relevant aspects):**

**By the end of Level 2**

Students recognise how strengths and achievements contribute to identities.

They understand how emotional responses impact on others' feelings.

They examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active.

Students demonstrate positive ways to interact with others. They select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems.

**Table 4: Curriculum area: English**

<b>English</b>		
<b>LEVEL 1</b>		
<b>Mode: Reading and viewing</b>		
<b>Strand: Literature</b>		
<b>Sub-strand</b>	<b>Content description</b>	<b>Topic(s)</b>
Texts in context	<p><i>Texts and the contexts in which they are used</i></p> <ul style="list-style-type: none"> <li>Respond to texts drawn from a range of cultures and experiences</li> </ul>	<ul style="list-style-type: none"> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>

**Mode: Speaking and Listening****Strand: Language**

<b>Sub-strand</b>	<b>Content description</b>	<b>Topic(s)</b>
Language for social interactions	<p><i>Language for social interactions</i></p> <p>Understand that language is used in combination with other means of communication</p>	<ul style="list-style-type: none"> <li>• Topic 1: Emotional literacy</li> <li>• Topic 2: Personal strengths</li> <li>• Topic 3: Positive coping</li> <li>• Topic 4: Problem solving</li> <li>• Topic 5: Stress management</li> <li>• Topic 6: Help-seeking</li> <li>• Topic 7: Gender and identity</li> <li>• Topic 8: Positive gender relations</li> </ul>
	<p><i>Language for social interactions</i></p> <p>Understand that there are different ways of asking for information, making offers and giving commands</p>	<ul style="list-style-type: none"> <li>• Topic 1: Emotional literacy</li> <li>• Topic 2: Personal strengths</li> <li>• Topic 3: Positive coping</li> <li>• Topic 4: Problem solving</li> <li>• Topic 5: Stress management</li> <li>• Topic 6: Help-seeking</li> <li>• Topic 7: Gender and identity</li> <li>• Topic 8: Positive gender relations</li> </ul>
	<p><i>Evaluative language</i></p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions</p>	<ul style="list-style-type: none"> <li>• Topic 1: Emotional literacy</li> <li>• Topic 3: Positive coping</li> <li>• Topic 4: Problem solving</li> <li>• Topic 5: Stress management</li> <li>• Topic 6: Help-seeking</li> <li>• Topic 7: Gender and identity</li> <li>• Topic 8: Positive gender relations</li> </ul>

**Strand: Literacy**

<b>Sub-strand</b>	<b>Content description</b>	<b>Topic(s)</b>
Responding to literature	<p><i>Expressing preferences and evaluating texts</i></p> <ul style="list-style-type: none"> <li>• Listen to the opinions of others</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 1: Emotional literacy</li> <li>• Topic 2: Personal strengths</li> <li>• Topic 3: Positive coping</li> <li>• Topic 4: Problem solving</li> <li>• Topic 5: Stress management</li> <li>• Topic 6: Help-seeking</li> <li>• Topic 7: Gender and identity</li> <li>• Topic 8: Positive gender relations</li> </ul>
	<p><i>Language devices in literary texts</i></p> <ul style="list-style-type: none"> <li>• Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 3: Positive coping</li> <li>• Topic 7: Gender and identity</li> </ul>

## Strand: Literacy

Sub-strand	Content description	Topic(s)
Interacting with others	<p><i>Listening and speaking interactions</i></p> <ul style="list-style-type: none"> <li>Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
	<ul style="list-style-type: none"> <li>Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>

**Achievement standard (relevant aspects):**

**By the end of Level 1:**

**Reading and viewing:**

They 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 2

### Mode: Speaking and Listening

#### Strand: Language

Sub-strand	Content description	Topic(s)
Language for social interactions	<p><i>Language for social interactions</i></p> <ul style="list-style-type: none"> <li>Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
	<p><i>Evaluative language</i></p> <ul style="list-style-type: none"> <li>Identify language that can be used for appreciating texts and the qualities of people</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>

	<p><i>Vocabulary</i></p> <ul style="list-style-type: none"> <li>Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
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## Strand: Literacy

Sub-strand	Content description	Topic(s)
Interacting with others	<p><i>Listening and speaking interactions</i></p> <ul style="list-style-type: none"> <li>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
	<p><i>Listening and speaking interactions</i></p> <ul style="list-style-type: none"> <li>Initiate topics, making positive statements, and voicing disagreement in an appropriate manner</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>
	<p><i>Oral presentations</i></p> <ul style="list-style-type: none"> <li>Speak clearly, varying tone, volume and pace appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Emotional literacy</li> <li>Topic 2: Personal strengths</li> <li>Topic 3: Positive coping</li> <li>Topic 4: Problem solving</li> <li>Topic 5: Stress management</li> <li>Topic 6: Help-seeking</li> <li>Topic 7: Gender and identity</li> <li>Topic 8: Positive gender relations</li> </ul>

### Achievement standard (relevant aspects):

#### Reading and viewing:

Students make connections to personal experience when explaining characters and main events in short texts.

#### Speaking and Listening:

Students listen to others when taking part in conversations using appropriate interaction skills.

They interact in pair, group and class discussions, taking turns when responding.

They make short presentations on familiar topics.

# 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
TIME:	15	25	35	35

### PERSONAL AND SOCIAL CAPABILITY

#### Self-awareness and management

##### *Recognition and expression of emotions*

Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions

●	●	●	●
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##### *Development of resilience*

Identify personal strengths and describe how they are useful in school or family life

		●	●

Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations

#### Social awareness and management

##### *Relationships and diversity*

Listen to others' ideas, and recognise that others may see things differently

●	○	●	●
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Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour

○	○	●	●
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##### *Collaboration*

Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks

			●
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Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict

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### CRITICAL AND CREATIVE THINKING

##### *Questions and possibilities*

Identify, describe and use different kinds of question stems to gather information and ideas

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Consider personal reactions to situations or problems and how these reactions may influence thinking

○	○	●	●
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Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities

	○	○	○
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##### *Reasoning*

Compare and contrast information and ideas in own and others' reasoning

○	○	○	○
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Consider how reasons and examples are used to support a point of view and illustrate meaning

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ACTIVITY:	1	2	3	4
TIME:	15	25	35	35

## HEALTH AND PHYSICAL EDUCATION

### Personal, social and community health

#### *Being healthy, safe and active*

Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities				○
Practise strategies they can use when they need help with a task, problem or situation at home and/or at school				
Recognise situations and opportunities to promote their own health, safety and wellbeing	○	○	●	●

#### *Communication and interacting for health and wellbeing*

Describe ways to include others to make them feel that they belong	○	○	●	●
Identify and practise emotional responses that account for own and others' feelings	●	●	●	●

#### *Contributing to healthy and active communities*

Explore actions that help to make the classroom a healthy, safe and active place	○	○	●	●
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## ENGLISH: LEVEL 1

### READING

#### Literature

#### *Texts and the contexts in which they are used*

Respond to texts drawn from a range of cultures and experiences				
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#### Language

#### *Language for social interactions*

Understand that language is used in combination with other means of communication	○	○	○	○
Understand that there are different ways of asking for information, making offers and giving commands				○
Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	●	●	●	●

### SPEAKING AND LISTENING

#### Literature

#### *Responding to literature*

Listen to the opinions of others	○	○	○	○
Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme				

#### Literacy

#### *Interacting with others*

Engage in discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others	○	○	○	○
Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language		○	○	○

ACTIVITY:	1	2	3	4
TIME:	15	25	35	35

**ENGLISH: LEVEL 2**

**SPEAKING AND LISTENING**

**Language**

*Language for social interaction*

Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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*Evaluative language*

Identify language that can be used for appreciating texts and the qualities of people

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*Vocabulary*

Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**Literature**

*Interacting with others*

Listen for specific purposes and information, including instructions, and extend students' own and others' ideas

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Initiate topics, making positive statements, and voicing disagreement in an appropriate manner

		<input type="radio"/>	
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Speak clearly, varying tone, volume and pace appropriately

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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## Topic 2: Personal strengths

ACTIVITY:	1	2	3	4
TIME:	20	20	40	35

### PERSONAL AND SOCIAL CAPABILITY

#### Self-awareness and management

##### Recognition and expression of emotions

Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions

		●	○
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##### Development of resilience

Identify personal strengths and describe how they are useful in school or family life

●	●	●	●
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Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations

●	○	○	○
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#### Social awareness and management

##### Relationships and diversity

Listen to others' ideas, and recognise that others may see things differently

	●	○	○
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Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour

		○	●
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##### Collaboration

Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks

●		○	●
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Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict

			○
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### CRITICAL AND CREATIVE THINKING

##### Questions and possibilities

Identify, describe and use different kinds of question stems to gather information and ideas

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Consider personal reactions to situations or problems and how these reactions may influence thinking

		○	○
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Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities

○	○	○	○
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##### Reasoning

Compare and contrast information and ideas in own and others' reasoning

○	○	○	○
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Consider how reasons and examples are used to support a point of view and illustrate meaning

		○	○
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### HEALTH AND PHYSICAL EDUCATION

#### Personal, social and community health

##### Being healthy, safe and active

Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities

●	●	●	●
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Practise strategies they can use when they need help with a task, problem or situation at home and/or at school

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Recognise situations and opportunities to promote their own health, safety and wellbeing

		○	●
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##### Communication and interacting for health and wellbeing

Describe ways to include others to make them feel that they belong

●	○	○	○
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Identify and practise emotional responses that account for own and others' feelings

○		○	○
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##### Contributing to healthy and active communities

Explore actions that help to make the classroom a healthy, safe and active place

●		○	○
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ACTIVITY:	1	2	3	4
TIME:	20	20	40	35

## ENGLISH: LEVEL 1

### READING

#### Literature

##### *Texts and the contexts in which they are used*

Respond to texts drawn from a range of cultures and experiences

--	--	--	--	--

#### Language

##### *Language for social interactions*

Understand that language is used in combination with other means of communication

●	●	○	○
---	---	---	---

Understand that there are different ways of asking for information, making offers and giving commands

○			
---	--	--	--

Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions

--	--	--	--

### SPEAKING AND LISTENING

#### Literature

##### *Responding to literature*

Listen to the opinions of others

○	○	○	○
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Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme

--	--	--	--

#### Literacy

##### *Interacting with others*

Engage in discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others

○	○	○	○
---	---	---	---

Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language

		○	○
--	--	---	---

## ENGLISH: LEVEL 2

### SPEAKING AND LISTENING

#### Language

##### *Language for social interaction*

Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context

○	○	○	○
---	---	---	---

##### *Evaluative language*

Identify language that can be used for appreciating texts and the qualities of people

○	○	○	○
---	---	---	---

##### *Vocabulary*

Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose

○	○	○	○
---	---	---	---

#### Literacy

##### *Interacting with others*

Listen for specific purposes and information, including instructions, and extend students' own and others' ideas

○	○	○	○
---	---	---	---

Initiate topics, making positive statements, and voicing disagreement in an appropriate manner

			○
--	--	--	---

Speak clearly, varying tone, volume and pace appropriately

		○	○
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# Topic 3: Positive coping

ACTIVITY:	1	2	3	4	5
TIME:	20	30	35	40	20

## PERSONAL AND SOCIAL CAPABILITY

### Self-awareness and management

#### Recognition and expression of emotions

Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------

#### Development of resilience

Identify personal strengths and describe how they are useful in school or family life

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------

Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------

### Social awareness and management

#### Relationships and diversity

Listen to others' ideas, and recognise that others may see things differently

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------	-------------------------------------

Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	--------------------------	-------------------------------------	--------------------------	-------------------------------------

#### Collaboration

Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
-------------------------------------	-------------------------------------	--------------------------	-------------------------------------	-------------------------------------

Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	-------------------------------------	-------------------------------------	--------------------------	-------------------------------------

## CRITICAL AND CREATIVE THINKING

#### Questions and possibilities

Identify, describe and use different kinds of question stems to gather information and ideas

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------

Consider personal reactions to situations or problems and how these reactions may influence thinking

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------

Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------	--------------------------

#### Reasoning

Compare and contrast information and ideas in own and others' reasoning

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------

Consider how reasons and examples are used to support a point of view and illustrate meaning

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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## HEALTH AND PHYSICAL EDUCATION

### Personal, social and community health

#### Being healthy, safe and active

Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
-------------------------------------	-------------------------------------	-------------------------------------	--------------------------	-------------------------------------

Practise strategies they can use when they need help with a task, problem or situation at home and/or at school

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------

Recognise situations and opportunities to promote their own health, safety and wellbeing

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------

#### Communication and interacting for health and wellbeing

Describe ways to include others to make them feel that they belong

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	-------------------------------------	-------------------------------------	--------------------------

Identify and practise emotional responses that account for own and others' feelings

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------

#### Contributing to healthy and active communities

Explore actions that help to make the classroom a healthy, safe and active place

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

ACTIVITY:	1	2	3	4	5
TIME:	20	30	35	40	20

**ENGLISH: LEVEL 1**

**READING**

**Literature**

*Texts and the contexts in which they are used*

Respond to texts drawn from a range of cultures and experiences			○		
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**Language**

*Language for social interactions*

Understand that language is used in combination with other means of communication	○	○	○	○	○
Understand that there are different ways of asking for information, making offers and giving commands				○	
Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions			○	○	

**SPEAKING AND LISTENING**

**Literature**

*Responding to literature*

Listen to the opinions of others	○	○	○	○	○
Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme			○		

**Literacy**

*Interacting with others*

Engage in discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others	○	○	○	○	○
Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language			○		

**ENGLISH: LEVEL 2**

**SPEAKING AND LISTENING**

**Language**

*Language for social interaction*

Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	○	○	○		
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*Evaluative language*

Identify language that can be used for appreciating texts and the qualities of people			○		
---	--	--	---	--	--

*Vocabulary*

Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose	○	○	○	○	○
---	---	---	---	---	---

**Literacy**

*Interacting with others*

Listen for specific purposes and information, including instructions, and extend students' own and others' ideas			○		
Initiate topics, making positive statements, and voicing disagreement in an appropriate manner					
Speak clearly, varying tone, volume and pace appropriately			○		

# Topic 4: Problem solving

ACTIVITY:	1	2	3
TIME:	15	35	40

## PERSONAL AND SOCIAL CAPABILITY

### Self-awareness and management

#### Recognition and expression of emotions

Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------

#### Development of resilience

Identify personal strengths and describe how they are useful in school or family life

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------

Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------

### Social awareness and management

#### Relationships and diversity

Listen to others' ideas, and recognise that others may see things differently

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------

#### Collaboration

Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------

Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------

## CRITICAL AND CREATIVE THINKING

#### Questions and possibilities

Identify, describe and use different kinds of question stems to gather information and ideas

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------

Consider personal reactions to situations or problems and how these reactions may influence thinking

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------

Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------

#### Reasoning

Compare and contrast information and ideas in own and others' reasoning

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------

Consider how reasons and examples are used to support a point of view and illustrate meaning

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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## HEALTH AND PHYSICAL EDUCATION

### Personal, social and community health

#### Being healthy, safe and active

Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------

Practise strategies they can use when they need help with a task, problem or situation at home and/or at school

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------

Recognise situations and opportunities to promote their own health, safety and wellbeing

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------

#### Communication and interacting for health and wellbeing

Describe ways to include others to make them feel that they belong

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------

Identify and practise emotional responses that account for own and others' feelings

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------

#### Contributing to healthy and active communities

Explore actions that help to make the classroom a healthy, safe and active place

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------

**ENGLISH: LEVEL 1**

**READING**

**Literature**

*Texts and the contexts in which they are used*

Respond to texts drawn from a range of cultures and experiences		○	○
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**Language**

*Language for social interactions*

Understand that language is used in combination with other means of communication	○	○	○
Understand that there are different ways of asking for information, making offers and giving commands	●		○
Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	○		

**SPEAKING AND LISTENING**

**Literature**

*Responding to literature*

Listen to the opinions of others	○	○	○
Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme			

**Literacy**

*Interacting with others*

Engage in discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others	○	○	○
Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language		○	○

**ENGLISH: LEVEL 2**

**SPEAKING AND LISTENING**

**Language**

*Language for social interaction*

Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	○	○	○
--	---	---	---

*Evaluative language*

Identify language that can be used for appreciating texts and the qualities of people		○	○
---	--	---	---

*Vocabulary*

Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose	○	○	○
---	---	---	---

**Literacy**

*Interacting with others*

Listen for specific purposes and information, including instructions, and extend students' own and others' ideas	○	○	○
Initiate topics, making positive statements, and voicing disagreement in an appropriate manner			
Speak clearly, varying tone, volume and pace appropriately		○	○

# Topic 5: Stress management

ACTIVITY:	1	2	3	4	5
TIME:	10	25	35	10	40

## PERSONAL AND SOCIAL CAPABILITY

### Self-awareness and management

#### Recognition and expression of emotions

Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions

<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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#### Development of resilience

Identify personal strengths and describe how they are useful in school or family life

<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	----------------------------------	-----------------------	-----------------------

Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
-----------------------	-----------------------	-----------------------	----------------------------------	----------------------------------

### Social awareness and management

#### Relationships and diversity

Listen to others' ideas, and recognise that others may see things differently

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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#### Collaboration

Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks

<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
----------------------------------	-----------------------	-----------------------	-----------------------	-----------------------

Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

## CRITICAL AND CREATIVE THINKING

#### Questions and possibilities

Identify, describe and use different kinds of question stems to gather information and ideas

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Consider personal reactions to situations or problems and how these reactions may influence thinking

<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	----------------------------------	-----------------------	-----------------------

Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities

<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	----------------------------------	----------------------------------	-----------------------

#### Reasoning

Compare and contrast information and ideas in own and others' reasoning

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Consider how reasons and examples are used to support a point of view and illustrate meaning

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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## HEALTH AND PHYSICAL EDUCATION

### Personal, social and community health

#### Being healthy, safe and active

Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities

<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
----------------------------------	-----------------------	----------------------------------	-----------------------	-----------------------

Practise strategies they can use when they need help with a task, problem or situation at home and/or at school

<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	----------------------------------	-----------------------	-----------------------

Recognise situations and opportunities to promote their own health, safety and wellbeing

<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
----------------------------------	-----------------------	----------------------------------	-----------------------	-----------------------

#### Communication and interacting for health and wellbeing

Describe ways to include others to make them feel that they belong

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Identify and practise emotional responses that account for own and others' feelings

<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
----------------------------------	-----------------------	----------------------------------	-----------------------	-----------------------

#### Contributing to healthy and active communities

Explore actions that help to make the classroom a healthy, safe and active place

<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
----------------------------------	-----------------------	-----------------------	-----------------------	-----------------------

ACTIVITY:	1	2	3	4	5
TIME:	10	25	35	10	40

**ENGLISH: LEVEL 1**

**READING**

**Literature**

*Texts and the contexts in which they are used*

Respond to texts drawn from a range of cultures and experiences					○
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**Language**

*Language for social interactions*

Understand that language is used in combination with other means of communication	○	○	○	○	
Understand that there are different ways of asking for information, making offers and giving commands			○		○
Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions		○	○		

**SPEAKING AND LISTENING**

**Literature**

*Responding to literature*

Listen to the opinions of others	○	○	○	○	○
Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme					

**Literacy**

*Interacting with others*

Engage in discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others	○	○	○	○	○
Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language			○		○

**ENGLISH: LEVEL 2**

**SPEAKING AND LISTENING**

**Language**

*Language for social interaction*

Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	○		○	○	○
--	---	--	---	---	---

*Evaluative language*

Identify language that can be used for appreciating texts and the qualities of people					○
---	--	--	--	--	---

*Vocabulary*

Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose	○	○	○	○	○
---	---	---	---	---	---

**Literacy**

*Interacting with others*

Listen for specific purposes and information, including instructions, and extend students' own and others' ideas	○	○	○	○	○
Initiate topics, making positive statements, and voicing disagreement in an appropriate manner			○		○
Speak clearly, varying tone, volume and pace appropriately			○		○



# Topic 6: Help-seeking

ACTIVITY:	1	2	3	4
TIME:	10	20	30	20

## PERSONAL AND SOCIAL CAPABILITY

### Self-awareness and management

#### Recognition and expression of emotions

Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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#### Development of resilience

Identify personal strengths and describe how they are useful in school or family life

<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	-----------------------

Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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### Social awareness and management

#### Relationships and diversity

Listen to others' ideas, and recognise that others may see things differently

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------

Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour

<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	----------------------------------	-----------------------	-----------------------

#### Collaboration

Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks

<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
----------------------------------	-----------------------	-----------------------	-----------------------

Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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## CRITICAL AND CREATIVE THINKING

#### Questions and possibilities

Identify, describe and use different kinds of question stems to gather information and ideas

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Consider personal reactions to situations or problems and how these reactions may influence thinking

<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	-----------------------

Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities

<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	-----------------------

#### Reasoning

Compare and contrast information and ideas in own and others' reasoning

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------

Consider how reasons and examples are used to support a point of view and illustrate meaning

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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## HEALTH AND PHYSICAL EDUCATION

### Personal, social and community health

#### Being healthy, safe and active

Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities

<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	----------------------------------	-----------------------

Practise strategies they can use when they need help with a task, problem or situation at home and/or at school

<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
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Recognise situations and opportunities to promote their own health, safety and wellbeing

<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------

#### Communication and interacting for health and wellbeing

Describe ways to include others to make them feel that they belong

<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
----------------------------------	----------------------------------	-----------------------	----------------------------------

Identify and practise emotional responses that account for own and others' feelings

<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
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#### Contributing to healthy and active communities

Explore actions that help to make the classroom a healthy, safe and active place

<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
-----------------------	----------------------------------	----------------------------------	----------------------------------

ACTIVITY:	1	2	3	4
TIME:	10	20	30	20

**ENGLISH: LEVEL 1**

**READING**

**Literature**

*Texts and the contexts in which they are used*

Respond to texts drawn from a range of cultures and experiences		○	○	
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**Language**

*Language for social interactions*

Understand that language is used in combination with other means of communication	○	○	○	○
Understand that there are different ways of asking for information, making offers and giving commands	○	○	●	
Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	○	○	○	

**SPEAKING AND LISTENING**

**Literature**

*Responding to literature*

Listen to the opinions of others	○	○	○	○
Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme				

**Literacy**

*Interacting with others*

Engage in discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others	○	○	○	○
Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language		○	○	○

**ENGLISH: LEVEL 2**

**SPEAKING AND LISTENING**

**Language**

*Language for social interaction*

Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	○	○	○	○
--	---	---	---	---

*Evaluative language*

Identify language that can be used for appreciating texts and the qualities of people		○	○	
---	--	---	---	--

*Vocabulary*

Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose	○	○	○	○
---	---	---	---	---

**Literacy**

*Interacting with others*

Listen for specific purposes and information, including instructions, and extend students' own and others' ideas	○	○	○	○
Initiate topics, making positive statements, and voicing disagreement in an appropriate manner		○	○	○
Speak clearly, varying tone, volume and pace appropriately		○	○	○

# Topic 7: Gender and identity

ACTIVITY:	1	2	3	4
TIME:	50	25	20	25

## PERSONAL AND SOCIAL CAPABILITY

### Self-awareness and management

#### Recognition and expression of emotions

Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions

	○	●	
--	---	---	--

#### Development of resilience

Identify personal strengths and describe how they are useful in school or family life

	●	●	●
--	---	---	---

Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations

○			●
---	--	--	---

### Social awareness and management

#### Relationships and diversity

Listen to others' ideas, and recognise that others may see things differently

●	●	●	●
---	---	---	---

Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour

	○	●	●
--	---	---	---

#### Collaboration

Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks

●			●
---	--	--	---

Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict

	○	○	
--	---	---	--

## CRITICAL AND CREATIVE THINKING

#### Questions and possibilities

Identify, describe and use different kinds of question stems to gather information and ideas

		○	
--	--	---	--

Consider personal reactions to situations or problems and how these reactions may influence thinking

○	●	●	
---	---	---	--

Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities

○	●	●	●
---	---	---	---

#### Reasoning

Compare and contrast information and ideas in own and others' reasoning

●	●	●	●
---	---	---	---

Consider how reasons and examples are used to support a point of view and illustrate meaning

	●	●	
--	---	---	--

## HEALTH AND PHYSICAL EDUCATION

### Personal, social and community health

#### Being healthy, safe and active

Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities

●	●	●	●
---	---	---	---

Practise strategies they can use when they need help with a task, problem or situation at home and/or at school

		●	
--	--	---	--

Recognise situations and opportunities to promote their own health, safety and wellbeing

	●	●	●
--	---	---	---

#### Communication and interacting for health and wellbeing

Describe ways to include others to make them feel that they belong

●	●	●	●
---	---	---	---

Identify and practise emotional responses that account for own and others' feelings

●	○	●	●
---	---	---	---

#### Contributing to healthy and active communities

Explore actions that help to make the classroom a healthy, safe and active place

●	●	●	●
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ACTIVITY:	1	2	3	4
TIME:	50	25	20	25

**ENGLISH: LEVEL 1**

**READING**

**Literature**

*Texts and the contexts in which they are used*

Respond to texts drawn from a range of cultures and experiences			○	
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**Language**

*Language for social interactions*

Understand that language is used in combination with other means of communication	○	○	○	○
Understand that there are different ways of asking for information, making offers and giving commands	○	○	○	
Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions		○		

**SPEAKING AND LISTENING**

**Literature**

*Responding to literature*

Listen to the opinions of others	○	○	○	○
Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme		○		

**Literacy**

*Interacting with others*

Engage in discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others	○	○	○	○
Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language			○	

**ENGLISH: LEVEL 2**

**SPEAKING AND LISTENING**

**Language**

*Language for social interaction*

Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	○	○	○	○
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*Evaluative language*

Identify language that can be used for appreciating texts and the qualities of people			○	
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*Vocabulary*

Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose	○	○	○	○
---	---	---	---	---

**Literacy**

*Interacting with others*

Listen for specific purposes and information, including instructions, and extend students' own and others' ideas	○	○	○	○
Initiate topics, making positive statements, and voicing disagreement in an appropriate manner	○		○	
Speak clearly, varying tone, volume and pace appropriately		○	○	

# Topic 8: Positive gender relations

ACTIVITY:	1	2	3	4	5
TIME:	40	45	25	45	30

## PERSONAL AND SOCIAL CAPABILITY

### Self-awareness and management

#### Recognition and expression of emotions

Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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#### Development of resilience

Identify personal strengths and describe how they are useful in school or family life

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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### Social awareness and management

#### Relationships and diversity

Listen to others' ideas, and recognise that others may see things differently

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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#### Collaboration

Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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## CRITICAL AND CREATIVE THINKING

#### Questions and possibilities

Identify, describe and use different kinds of question stems to gather information and ideas

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Consider personal reactions to situations or problems and how these reactions may influence thinking

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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#### Reasoning

Compare and contrast information and ideas in own and others' reasoning

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Consider how reasons and examples are used to support a point of view and illustrate meaning

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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## HEALTH AND PHYSICAL EDUCATION

### Personal, social and community health

#### Being healthy, safe and active

Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Practise strategies they can use when they need help with a task, problem or situation at home and/or at school

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Recognise situations and opportunities to promote their own health, safety and wellbeing

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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#### Communication and interacting for health and wellbeing

Describe ways to include others to make them feel that they belong

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Identify and practise emotional responses that account for own and others' feelings

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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#### Contributing to healthy and active communities

Explore actions that help to make the classroom a healthy, safe and active place

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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ACTIVITY:	1	2	3	4	5
TIME:	40	45	25	45	30

**ENGLISH: LEVEL 1**

**READING**

**Literature**

*Texts and the contexts in which they are used*

Respond to texts drawn from a range of cultures and experiences			○	○	○
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**Language**

*Language for social interactions*

Understand that language is used in combination with other means of communication	○	○	○	○	○
Understand that there are different ways of asking for information, making offers and giving commands	○	○	○	○	○
Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions			○	○	○

**SPEAKING AND LISTENING**

**Literature**

*Responding to literature*

Listen to the opinions of others	○	○	○	○	○
Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme					

**Literacy**

*Interacting with others*

Engage in discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others	○	○	○	○	○
Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language				○	○

**ENGLISH: LEVEL 2**

**SPEAKING AND LISTENING**

**Language**

*Language for social interaction*

Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	○	○	○	○	○
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*Evaluative language*

Identify language that can be used for appreciating texts and the qualities of people					○
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*Vocabulary*

Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose	○	○	○	○	○
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**Literacy**

*Interacting with others*

Listen for specific purposes and information, including instructions, and extend students' own and others' ideas	○	○	○	○	○
Initiate topics, making positive statements, and voicing disagreement in an appropriate manner	○	○	○	○	○
Speak clearly, varying tone, volume and pace appropriately			○	○	○

# 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, email), 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.

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