

RESILIENCE RIGHTS & RESPECTFUL RELATIONSHIPS

RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS

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:

Primary Materials

Associate Professor Helen Cahill, Catherine Meakin, Dr. Kylie Smith, Sally Beadle, Anne Farrelly, Leanne Higham, and Dr. Jessica Crofts.

Secondary Materials

Associate Professor Helen Cahill, Sally Beadle, Leanne Hingham, Catherine Meakin, Anne Farrelly, Dr. Jessica Crofts and Dr. Kylie Smith.

Published by Department of Education and Training

Melbourne, August 2016

© State of Victoria (Department of Education and Training) 2016

The copyright in this document is owned by the State of Victoria (Department of Education and Training), or in the case of some materials, by third parties (third party materials). No part may be reproduced by any process except in accordance with the provisions of the Copyright Act 1968, the National Education Access Licence for Schools (NEALS) or with permission.



An educational institution situated in Australia which is not conducted for profit, or a body responsible for administering such an institution, may copy and communicate the materials, other than third party materials, for the educational purposes of the institution.

Authorised by the Department of Education and Training, 2 Treasury Place, East Melbourne, Victoria, 3002.

Accessibility

If you would like to receive this publication in an accessible format, such as audio, please telephone 1800 809 834, or email edline@vic.gov.au.

Contents

Topic 1: Emotional literacy	3	Topic 7: Gender and identity	31
Activity 1: The emotions echo game.....	3	Activity 1: Who am I? Different things to know about me	31
Activity 2: What do emotions look like?.....	4	Activity 2: Exploring gender: Boys and girls can be the same and different.....	33
Activity 3: Mirror, mirror on the wall how are you feeling over all?	4	Activity 3: Anyone can choose.....	34
Activity 4: What do emotions sound like?.....	5	Activity 4: Everyone can be strong and gentle.....	36
Activity 5: Drawing emotions.....	6	Further resources.....	37
Further resources.....	7		
Topic 2: Personal strengths	8	Topic 8: Positive gender relations	38
Activity 1: Building strengths through cooperative games ..	8	Activity 1: Fair and friendly play	38
Activity 2: Being kind and being brave	9	Activity 2: What is fair? What is violent?.....	39
Activity 3: What does being brave look like?	10	Activity 3: Sharing the play space and equipment	41
Activity 4: Personal strengths celebration tree.....	10	Activity 4: Witnessing gender-based violence at school ...	42
Further resources.....	12	Activity 5: What are clothes for?	43
		Activity 6: Keeping my body safe	46
		Further resources.....	49
		Optional games	50
Topic 3: Positive coping	13	Mapping against the Victorian Curriculum by Topic	52
Activity 1: The fast emotions game.....	13		
Activity 2: The I Think I Can game	14	Mapping against the Victorian Curriculum by activity	57
Activity 3: How are you today?	14		
Activity 4: Calm time.....	17	Glossary	73
Activity 5: Managing emotions	18		
Further resources.....	19	References	76
Topic 4: Problem solving	20		
Activity 1: The picnic problem solving game.....	20		
Activity 2: Can everyone play?.....	21		
Activity 3: Friendly or unfriendly decisions?	22		
Further resources.....	23		
Topic 5: Stress management	24		
Activity 1: The melting tiger game	24		
Activity 2: How stressful?	25		
Activity 3: Positive play	26		
Further resources.....	26		
Topic 6: Help-seeking	27		
Activity 1: Don't drop the ball game	27		
Activity 2: Who are your helpers at school?	28		
Activity 3: My helpful people	28		
Activity 4: How to ask for help	29		
Further resources.....	30		

1 Emotional literacy

AIMS

Activities will assist students to:

- Recognise and identify their own emotions
- Describe situations that may evoke these emotions.

EVIDENCE BASE

Research shows that students who participate in rigorously designed and well taught social and emotional learning programs demonstrate more positive social behaviour, are less likely to engage in risky and disruptive behaviour, and show improved academic outcomes.^{1, 11, 12, 21}

Collaborative learning activities help students to build their social skills.⁴⁰ Building a large vocabulary for emotions helps to increase emotional literacy and build self-awareness and empathy for others.

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students identify and express a range of emotions in their interactions with others
- They begin to identify and practise basic skills for including and working with others in groups

Health and Physical Education

- Students identify and describe the different emotions people experience
- Students use personal and social skills when working with others in a range of activities

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 57–58.

COACHING POINT

Some students may find emotional literacy activities difficult if they have Autism Spectrum Disorder. Affirm students who struggle with these activities with positive messages such as ‘I can see you’re really trying – that was very tricky!’

Refer to the Autism Victoria’s website at www.amaze.org.au for further information.

1 The emotions echo game

TIME: 10+ MINUTES

Learning intention

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

Equipment

- Room to move

Method

- 1 Introduce the **Emotions Echo** game. Explain that you will be the leader, and the class will work together to be the echo. That means when you say something, they will ‘echo’ back in unison, copying you as closely as they can. You will also make a simple movement or pose which they will copy as well. You will say an ‘emotion’ word and make a movement that suggests what it feels like to experience this emotion.
- 2 Play a few rounds of the game to introduce key emotions vocabulary that you want to use in the lesson. Use opposites in sequence to build the context of positive and negative emotions that will be relevant in the lesson, e.g. happy, sad, proud, embarrassed, excited, bored, relieved, disappointed.
- 3 Invite some of the students to have a turn at saying the word and making the pose for their peers to echo.
Ask: How do you work out what emotions other people are feeling? Introduce the term **body language** to describe the way emotions are expressed through the body.

Review

Review the learning intentions with the students by asking them to recall some of the words they learned for different emotions in the activity. Ask some students to give examples of how emotions are reflected in people’s body language.

2 What do emotions look like?

TIME: 15+ MINUTES

Learning intention

- Students recognise and name some commonly experienced emotions
- Students identify what the emotions look like through facial and body expressions

Equipment

- A storybook discussing feelings

Method

1 Bring the class together for a mat session. Explain that while you read this story, you want them to notice all the different feelings or emotions that the characters are experiencing. For example, if a character is sad, or if a character is angry.

2 Read the story that illustrates different emotions – through the story line and the illustrations. (Examples of books to introduce emotions are listed in the right column).

As you read each page, ask:

- *Can you guess the emotion that this person is demonstrating?*
- *How did you guess? What are the signs that tell us what they are feeling? (Elicit comments about facial expressions or other body language.)*

Sum up by naming all the different emotions that the students found in the story.

3 Explain that it is a very good thing to know the names of lots of different emotions. This can help us explain to other people how we are feeling. It can help us to understand ourselves. Sometimes we need to be able to tell other people how we feel.

Review

Ask: *What new emotion words did you learn today? Did we identify how emotions can be seen in people's facial expressions and other body language? What are some examples of this?*

COACHING POINT

Examples of feelings and emotion books are:

- *On Monday when it rained.* Kachenmeister, C. (1999). New York: Houghton Mifflin Company.
- *The feelings book.* Parr, T. (2000). New York: Little Brown and Company.
- *Lots of Feelings.* Rotner, S. (2003). Brookfield: The Milbrook Press.
- *Let's learn about Feelings and Emotions Big Book.* Ingram, M. (n.a). Narellan: Oz Publishing (Emotions poster set also available).
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day.* Viorst, J. (1987). New York: Atheneum Books for Young Readers.

Make a note about which feelings children didn't discuss or had difficulty identifying. You can then target picture books that focus on that particular feeling for future story time.

3 Mirror, mirror on the wall how are you feeling over all?

TIME: 15+ MINUTES

Learning intention

- Students name emotions
- Students express emotions through facial and body expressions
- Students practise recognising other people's emotions

Equipment

- Mirror/s (if there is no mirror then place children in pairs)
- Camera (optional)

Method

1 Bring the class together for a mat session. Ask children to sit in front of a mirror (or use hand mirrors) or work in pairs. Ask the child to 'make a happy face' and look to see what this is like in the mirror (or in the partner opposite them if working in pairs).

2 As you do this activity, ask children to look at their face and body, or that of their partner. Ask questions about how their body language matches the emotion. Explore the emotions happy, sad, angry, proud, frustrated, excited, afraid. Ask:

- *What does your face look like?*
- *What do your eyes look like?*
- *What does your mouth do?*
- *What do you do with your hands?*
- *How do your shoulders feel?*
- *What do your legs and feet do?*
- *How does your tummy feel?*

Review

Conclude by inviting students to comment on whether they think the class met the learning intentions by asking:
Have we practiced recognising emotions in other people?
What are some of the ways we have seen that emotions are expressed in our body language?

COACHING POINT

If you take photographs during this activity you can print the pictures and students can create 'emotions' cards that they can keep with them and use when they find it difficult to verbalise their feelings. Or the class can create a class 'feelings' book that they can use to talk about their feelings.

4 What do emotions sound like?

TIME: 10+ MINUTES

Learning intention

- Students recognise what sorts of sounds are associated with different emotions

Equipment

- 'If you're happy and you know it' song
- Room to move

Method

- 1 Ask the students to stand up and form a circle. Tell them you will be the conductor and they will be the orchestra. You will move your hands one way to ask them to start, and a different hand signal for stop. Show them also how you can ask them to increase or decrease the volume (move hands up or down). Practice with some easy sounds. Explain that they will become an 'emotions orchestra'. You will name an emotion, and they will make up the sort of sound someone might make when they feel that emotion. Explore each of the following emotions: happy, sad, angry, afraid, excited, frustrated, proud. Once you have completed a round of this game, repeat and experiment with 'conducting' to change volume, tempo, sequence or duration.
- 2 Sit the children down for some discussion. Ask:
 - *How does it make you feel when you hear people being angry?*
 - *When you hear people sounding happy?*
 - *When you hear people sounding sad?*
 - *What it is like in the classroom, the playground and at home?*This activity can open up conversations about how one person's emotions can affect others.
- 3 To lift the mood, ask the children to become a choir. Introduce the 'If you're happy and you know it song' (see column at right), singing it with the children. Repeat the song, working again as a conductor, and challenging them to respond as a group to your signals.

Acknowledge the team skills they used to attend to your conductor signals. Remind them about how much you value their willingness to pay attention, control noise levels and stop and start when you ask them to. These are important team skills to make the classroom a good place for everyone to learn.

Review

Conclude by inviting students to comment on whether they think the class met the learning intentions by asking:
Have we learned what kinds of sounds are associated with different emotions? Invite some students to give examples.

COACHING POINT

The orchestra activity can be revisited with new songs, and used as a fun way to develop teamwork and self-control.

'IF YOU'RE HAPPY AND YOU KNOW IT' SONG

(Note that you can create your own verse using an emotion and a way of expressing it with your class).

If you're happy and you know it clap your hands (clap hands)

If you're happy and you know it clap your hands (clap hands)

If you're happy and you know it then you really ought to show it,

If you're happy and you know it clap your hands.

If you are sad and you know it give a frown (frown)

If you are sad and you know it give a frown (frown)

If you are sad and you know it then you really ought to show it,

If you are sad and you know it give a frown.

If you are frustrated and you know it give a sigh (sigh)

If you are frustrated and you know it give a sigh (sigh)

If you are frustrated and you know it then you really ought to show it,

If you are frustrated and you know it give a sigh (sigh).

5 Drawing emotions

TIME: 20+ MINUTES

Learning intention

- Students recognise the kinds of experiences that may trigger particular emotions

Equipment

- Paper, pencils, textas and or paints

Method

- 1 Talk with the students about the kinds of experiences that can lead to people feeling the different emotions they have been working on, including sad, angry, proud, frustrated, excited, afraid.
- 2 Ask the students what sorts of experiences they have had when feeling each of these emotions. Write the emotions words on the board with simple faces next to them as visual reminders.
- 3 Ask students to choose one of these emotions. Ask them to draw a picture that shows a situation that makes a person feel this emotion.
- 4 When the class has completed the task, invite the children to come together to share their drawings. Ask the child to name the emotion and explain their drawing of the situation that has led to this emotion.

Review

Invite students to comment on whether they think the class met the learning intentions by asking: *What have we learned today about the kinds of experiences that can lead people to feel particular emotions?*

Topic 1 Further resources

Reflecting on everyday practice

- Which emotions were children easily able to express?
- Which emotions were harder for children to express? Why might this be the case?
- How do you express your emotions in the classroom?
- What is the effect on your students?

Web links for further reading and activities

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

- *KidsMatter Early Childhood* works with early childhood education and care services to support the mental health and wellbeing of young children, their families and early childhood educators using a promotion, prevention and early intervention framework.
<https://www.kidsmatter.edu.au/early-childhood>
- *KidsMatter* 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>
- *The Calmer Classrooms: A guide to working with traumatised children* offers guidance in understanding traumatised children and developing relationship based skills to help them.
http://www.ccyp.vic.gov.au/childsafetycommissioner/downloads/calmer_classrooms.pdf
- *SAFEMinds* is a professional learning and resource package for schools and families that aims to enhance early intervention mental health support for children and young; increase engagement of parents and carers with schools to more effectively support their child's mental health; and develop clear and effective referral pathways between schools and community youth and mental health services.
<http://www.education.vic.gov.au/school/teachers/health/Pages/safeminds.aspx>

- *MindEd* offers guidance on children and young people's wellbeing, development and mental health. It caters for adults working with children and young people, including teachers. Register online and have a look at some of their useful resources.
<https://www.minded.org.uk/>
- *HandsOnScotland* provides practical information, tools and activities to help children and young people to flourish.
<http://www.handsonscotland.co.uk/index.html>

Extension activities

- Use a digital camera to take pictures of the emotions statues.
- Create a class 'emotions' book that they can use to help them talk about their feelings.
- Display the pictures that tell what causes them to feel a particular emotion.
- Interview the students and write 'I feel when ...' captions to put with their picture.

Talking further

- Give students a turn to take the Emotions Class Book home to read with parents.
- Work with children to create a classroom newsletter explaining the work you have done to help children in your classroom learn about emotions.

2 Personal strengths

AIMS

Activities will assist students to:

- Identify and describe personal strengths
- Explain how these strengths help them to 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.^{41–43}

ACHIEVEMENT STANDARD

Personal and Social Capability

- Students identify and express a range of emotions in their interactions with others
- Students recognise personal qualities and achievements by describing activities they enjoy at school and home, noting their strengths
- Students begin to identify and practise basic skills for including and working with others in groups

Health and Physical Education

- Students identify and describe the different emotions people experience
- Students identify actions that help them be healthy, safe and physically active
- Students use personal and social skills when working with others in a range of activities
- Students demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities

Critical and Creative Thinking

- Students generate ideas that are new to them and make choices after considering personal preferences

English

Reading and viewing

- Students identify connections between texts and their personal experience.

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 59–60.

1 Building strengths through cooperative games

TIME: 10+ MINUTES

Learning intention

- Students identify examples of the ways in which individual strengths are used in collaborative play
- Students describe characteristics of good team behaviour

Method

THE SIMON SAYS GAME

- 1 Introduce how to play the modified **Simon Says** game. Explain that you will be the leader, and the class will listen for instructions. That means when you say something, they will perform the action. You will explain that they need to listen carefully because your actions might be different to your words. The instructions can be large body movements (e.g. Simon Says jump for joy). Include some instructions that refer to emotions, such as give a big smile, shiver with fear, give a frown, laugh out loud.
- 2 After the game ask:
 - *What did you have to do to play this game well?* (Use their skills of good listening and quick thinking.)
 - *Was it easy to listen?*
 - *When was it hard to listen?*
 - *What helps you to listen to your friends when you're playing?*
 - *What helps you to listen well in class?*

THE MAGPIE GAME

- 3 Explain that magpies like to collect things as they fly from space to space. This game is about working with a partner to collect objects. Explain that everyone will have to listen to you for instructions.
- 4 Place the children in pairs. Explain that you will call out a name of an object. When you say 'go' they must walk together with their partner to find the object before you finish counting to 20. Make sure there are enough of each object for each pair to find, e.g. find a crayon, find something blue.

- 5 When the students return, ask them to take turns to tell the class what they collected.

Review

Invite students to comment on whether they think the class met the learning intentions by asking: *What skills did you use in that game? What skills helped to make a good working partnership? When do you use these same skills in the classroom, the playground, and at home?*

2 Being kind and being brave

TIME: 25+ MINUTES

Learning intention

- Students identify some emotions felt by characters in a story
- Students name the strengths shown by different characters in a story

Equipment

- Storybook – *Rose meets Mr Wintergarten*, Graham, B. (1992). London: Walker Books.

Method

- 1 Read the story *Rose meets Mr Wintergarten* (or a story of your choice) to the class. Reflect on the story with the students.
- 2 Ask questions focusing on emotions:
 - *How did the children feel when they were playing with the ball together?*
 - *When you play a good game with friends, how do you feel?*
 - *How do you think the boy felt when he kicked the ball over the fence?*
 - *The children were scared to go into Mr Wintergarten's house to get the ball. Rose was brave when she knocked on his door. Can you think of a time when you have been afraid? Can you think of a time when you have been brave?*
 - *When Rose met Mr Wintergarten he was grumpy and he was lonely. Rose had afternoon tea with him and helped him feel happy by opening his curtains to make his house light and bright inside. She also asked her family and friends to tidy his garden. She invited Mr Wintergarten to play with her and her friends. Rose was being kind. How do you think this made Mr Wintergarten feel?*
 - *Can you tell us about a time when someone was kind to you? How did this make you feel?*

Review

Invite students to comment on whether they think the class met the learning intentions. Ask: *Did you identify emotions that the characters in the story felt? What were some of these emotions? Did you identify some of the strengths that the different characters showed? What were some of the strengths?*

COACHING POINT

Connecting activities, feelings and emotions to words can be difficult for children. A child may have acted in a brave way by standing up for someone or themselves but they may not see it as brave if it isn't a 'superhero event'. Small activities and acts can be 'big'. This is an important message to share with the children.

3 What does being brave look like?

TIME: 20+ MINUTES

Learning intention

- Students explore what it feels like when they have to do something they are afraid of
- Students explore what everyday bravery looks like

Equipment

- Drawing materials

Method

- 1 Bring the class together for a mat session. Explain you are going to do an activity that is about being brave when we are nervous or scared about something we have to do. Ask the students to think about the sorts of things in everyday life that can sometimes make children feel nervous or scared.
- 2 Invite the students to think up some ideas with a partner, and share their ideas. Build a list. Ask: *What do you think 'being brave' is when you...*
 - Have to talk to adults you don't know?
 - Try new things?
 - Get lost?
 - Get left out?

Explain that being brave is when they find the strength to have a go even when they feel nervous or afraid. It does not mean the feeling of being scared goes away, though that might happen afterwards. It means that they don't let this feeling stop them from taking an action.

- 3 Ask the children to draw a picture of themselves doing something for the first time, or doing something that is challenging. When the children have finished, invite them to share their drawing with the class.

Review

Invite students to comment on whether they think the class met the learning intentions. Ask: *Did the class think about situations that might make people nervous or scared? What were some examples? Ask some students to summarise what they think it means to show the strength of bravery.*

COACHING POINT

This activity can be used many times to explore different personal strengths such as being kind, patient, generous, friendly, neat or hardworking. Create a personal strengths notice-board where you display the children's drawings and key words that name the personal strengths.

4 Personal strengths celebration tree

TIME: 10+ MINUTES

Learning intention

- Students name and celebrate personal strengths (such as helpful, kind, patient, brave, neat, hardworking, friendly)
- Students recognise other people's personal strengths

Equipment

- **Personal strength cards handout** (Print and cut up. Punch a hole in the corner of each card and attach string so the cards can be tied to the tree branch)
- String or ribbon
- Tree branch
- Paper, pencils, crayons and/or textas
- Pot

Method

- 1 Find a large branch and stand it up in a pot in a corner of the room. Place the personal strengths words into a basket. Invite the students to mat time. Explain that this tree will help us to celebrate 'personal strengths'.
Read the strengths words and seek examples about what this strength might look like in action. Ask them each to choose one of the strengths they think they have, or that they would like to use tomorrow.
- 2 Ask them to draw a picture of themselves using this strength, and write their name on the picture. Help them to write the personal strength word on the picture.
Tie the strengths drawings to the tree to recognise, celebrate and remember students' personal strengths.

Review

Invite students to comment on whether they think the class met the learning intentions. Ask: *What are some 'strength' words that we have learned today?*

Later in the week share stories about how they have used these strengths or where they have seen others use them.

Patient	Kind
Hard-working	Good Listener
Caring	Brave
Playful	Calm
Helpful	Polite
Fair	Generous
Cheerful	Neat

Topic 2 Further resources

Reflecting on everyday practice

- How do you identify and foster students' personal strengths?
- What strategies do you have in place to name and celebrate strengths?
- What could your school do to name and celebrate teacher strengths?

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>
- KidsMatter provides ideas for teaching children about making friends. <http://www.kidsmatter.edu.au/families/about-friendship/making-friends/making-friends-suggestions-teaching-staff>
- HandsOnScotland has 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
- The NSW Commission for Children and Young People's 'Ask the children' series lets people know what kids' views are on a range of important areas in their lives.
<http://apo.org.au/resource/ask-children-overview-childrens-understandings-wellbeing>

Extension activities

- Add to the strengths tree on subsequent occasions as the children set different goals, or as you add to the strengths vocabulary.

Talking further

- Send personal strength cards home and ask families to support their child to identify their personal strengths. The children can then display the cards on the fridge at home or bring them in and tie them to the tree.
- The children can ask family members to identify their own personal strengths.

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 to show awareness of the feelings and needs of others
- Practise techniques to deal with feelings of fear and anger.

EVIDENCE BASE

As they grow and develop, all children will encounter situations where they feel worried, nervous and sometimes even scared.⁴⁴ Individuals deal with the demands on them by drawing on a range of coping strategies. Some strategies are more productive than others.²³ Helping students to learn a range of positive coping skills 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. Research shows that it is associated with greater persistence in the face of challenge, whereas negative self-talk is associated with higher levels of distress, depression and anxiety.⁴⁵ Positive self-talk can be learnt or strengthened through practice.^{20, 46}

ACHIEVEMENT STANDARD

Personal and Social Capability

- Students identify and express a range of emotions in their interactions with others
- Students recognise personal qualities and achievements by describing activities they enjoy at school and home, noting their strengths
- Students recognise that attempting new and challenging tasks are an important part of their development

Health and Physical Education

- Students identify and describe the different emotions people experience
- Students identify actions that help them be healthy, safe and physically active

- Students use personal and social skills when working with others in a range of activities
- Students demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities

Critical and Creative Thinking

- Students generate ideas that are new to them and make choices after considering personal preferences

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 61–62.

1 The fast emotions game

TIME: 10+ MINUTES

Learning intention

- Students re-engage with a vocabulary of common emotions
- Students build social good will through group play

Method

- 1 Teach students three poses.

One is for happy. This pose has everyone stand up with their hands in the air, trying to touch the sky.

The second is for excited. This pose has everyone jumping up and down on the spot.

The third is for sad. This pose has everyone crouching down with their fists to their eyes.

- 2 Explain that when you call the emotion they must quickly jump into the right pose. Call the words a few times.

Ask if anyone can add a fourth emotion and a pose to match. Add this new emotion and play a few more rounds.

Review

Invite students to comment on whether they think the class met the learning intentions. Ask a student to recall all of the different words for emotions that we used in the game.

As the weeks progress and you return to the game, add some extra emotions and poses.

2 The I think I can game

TIME: 15+ MINUTES

Learning intention

- Students learn positive self-talk strategies

Method

- 1 Arrange the students to work in pairs facing each other. Introduce the idea that sometimes we are asked to do new things and we don't feel like we can do them. Our body might tell us this through its feelings. Our tummy might hurt, we might feel like we are going to cry, we might not want to get out of bed, we might feel scared, or worried about getting things wrong.

At times like this we can sing a little chant to ourselves which will help us to try something new, or try hard to keep going when things are hard. I will sing a line, and then you echo me.

**'I think I can, I think I can,
I try and try, I try and try, I did it!'**

- 2 Practise the chant a few times. Add some actions to make it fun. Change the volume from a soft start to a loud finish. Introduce yourself as the orchestra conductor who can direct the volume and tempo of the chant.
- 3 Explain that you will read some short stories about children who need some help. We will help them by showing them how to sing the chant.

Read each scenario (or develop some of your own), then lead the students in a chant in response.

NEW SITUATIONS

- I have a new reader. It has new words that I don't know. I feel nervous. What should I say to myself?
- I have to take a note to the principal's office. I feel scared to knock at the door. What should I say to myself?
- I have to wait and wait for my mum to stop talking on the phone. I feel really impatient and angry. I don't want to wait anymore. What should I say to myself?
- I am going to play at my new friend's house after school. But I feel too shy to talk to her mum. What should I say to myself?
- I want to go down the big slide, but I have never done it before. I feel scared to try. What should I say to myself?
- I have to share my toys with my brother and I don't want to. I feel grumpy. What should I say to myself?
- I am starting swimming lessons. I feel scared of being in the water without my mum. What should I say to myself?

Review

Invite students to comment on whether they think the class met the learning intentions. Ask: *Did you learn a special chant to help you try hard to keep going when things are hard?*

Ask for some examples of where students might use this chant in the future.

3 How are you today?

TIME: 15+ MINUTES

Learning intention

- Students identify negative emotions
- Students identify what can help them cope when they experience negative emotions

Equipment

- *Finger puppet handouts*

Method

- 1 Bring the class together for a mat session. Introduce the finger puppets by name (see handouts next page). Explain that each of the puppets need some help because they are feeling some uncomfortable emotions, like sad, or angry or afraid. Ask students to guess the emotion each of the puppets demonstrates.

- 2 Sing 'How are you today?' using one of the puppets.

Where is Charlie? Where is Charlie?

Here I am. Here I am.

How are you today Charlie?

How are you today Charlie?

Very sad. Very sad.

Who can help? Who can help?

At the end of this song ask: *What might help Charlie?*

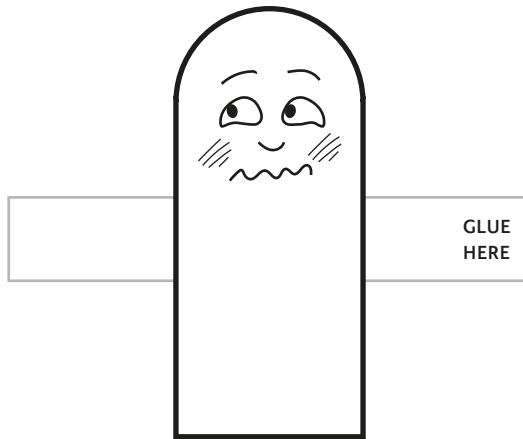
Gather some suggestions.

- 3 Begin the song again using a different character name with a different emotion. Ask for helpful suggestions.

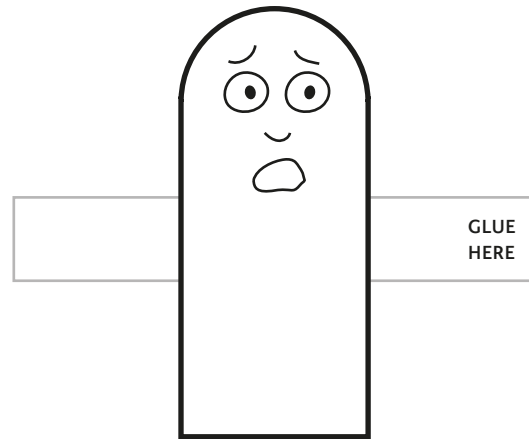
Review

Invite students to comment on whether they think the class met the learning intentions. *What are some of the negative or uncomfortable emotions that we talked about in this activity? What are some things that we can do to help people who feel these negative emotions?*

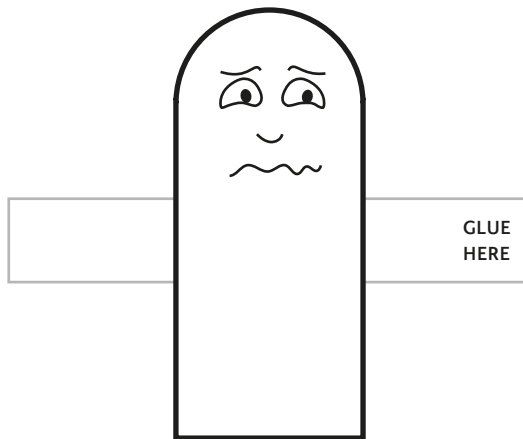
FINGER PUPPETS



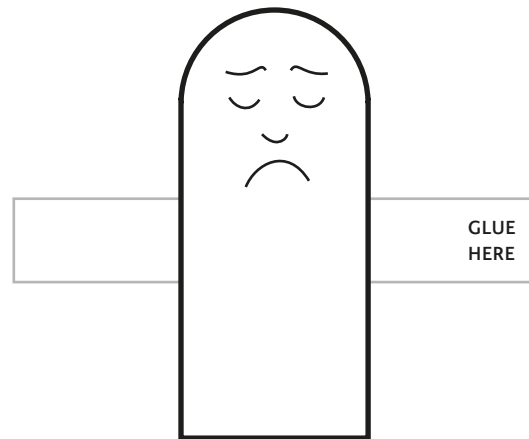
EMBARRASSED



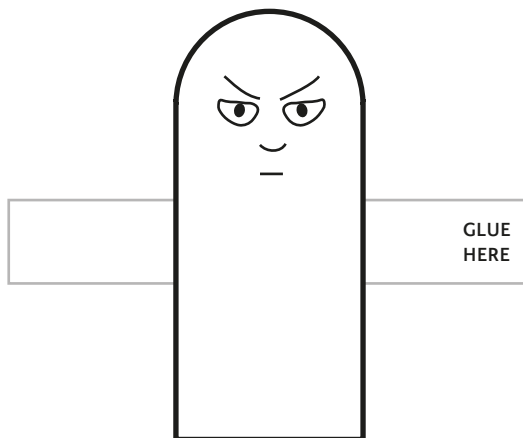
SCARED



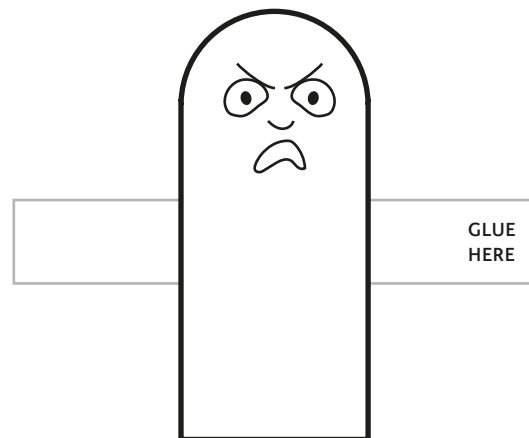
WORRIED



SAD

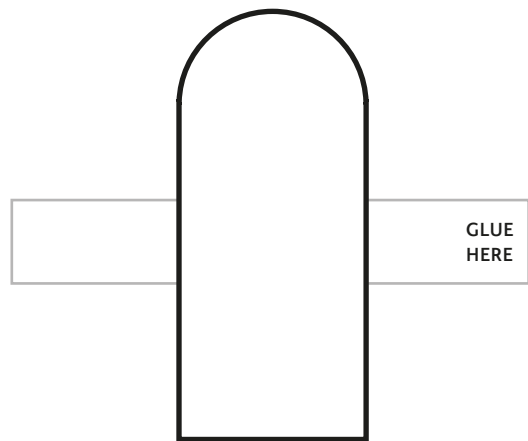
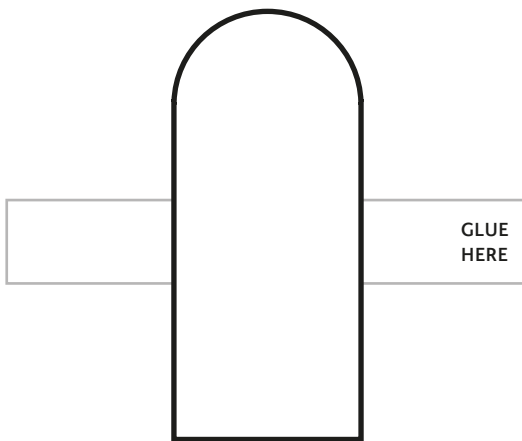
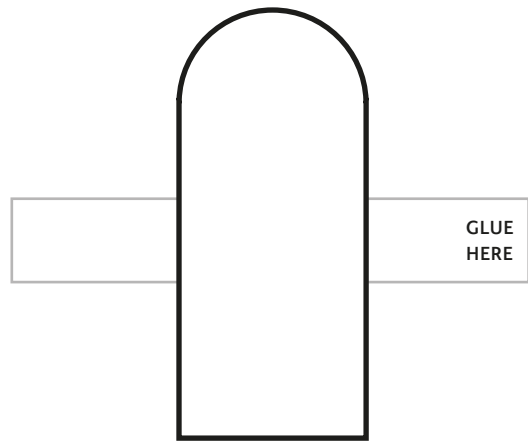
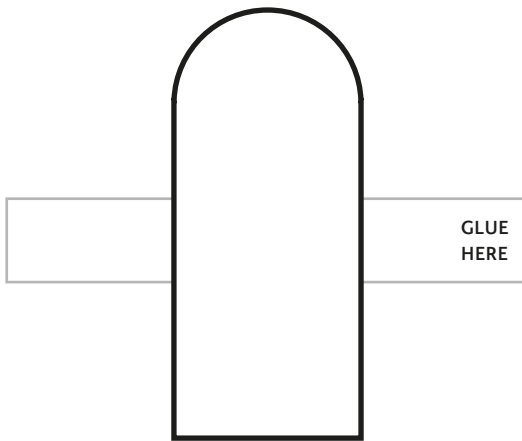
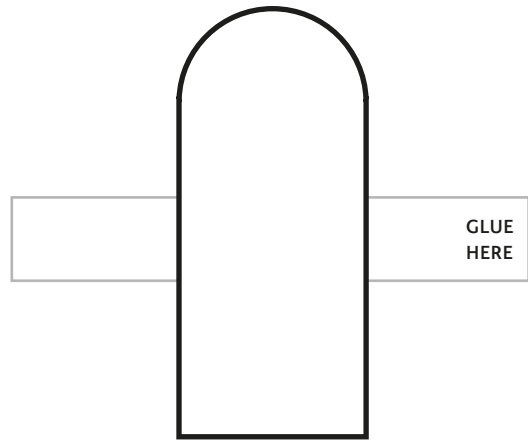
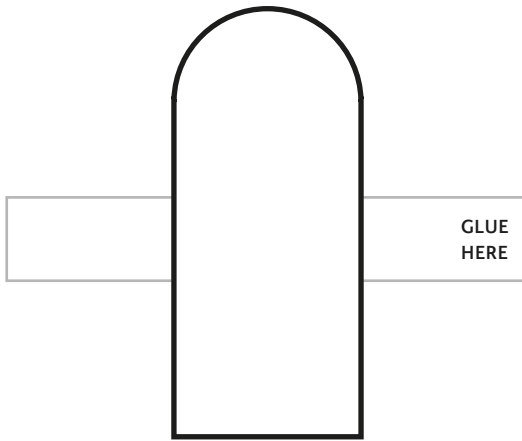


FRUSTRATED / ANNOYED



ANGRY

FINGER PUPPET TEMPLATES



4 Calm time

TIME: 10+ MINUTES

Learning intention

- Students learn and practise techniques for self-calming

Equipment

- Room to move

Method

- 1 Explain that we are going to do some activities help us relax and feel calm when we are tired or worried or angry or sad. We will try two different activities and then pick which one we liked the best.
- 2 Ask the students to lie on the floor on their backs (or sit at their desks with their arms folded on the desk and their heads resting on their arms). Ask the students to close their eyes. Then talk the students through the following relaxation exercise.

THE LISTENING GAME

Breathe in and out. Slowly. Listen to the sounds that are far away as you breathe in and out. Slowly. Listen to the sounds that are close to you as you breathe in and out. Slowly. Listen to the sounds that are far away as you breathe in and out. Slowly. Scrunch up your toes. Hold them tight. Relax your toes. Scrunch up your hands. Hold them tight. Relax your hands. Listen to yourself breathe in. Listen to yourself breathe out. Scrunch up your arms. Hold them tight. Relax your arms. Listen to a sound nearby. Wiggle your toes. Wiggle your fingers. Wiggle your nose. Open your eyes. Sit up slowly.

- 3 Ask: *What did you hear? How did that game make you feel?* Compliment them on their ability to follow the commands.

THE BALLOON BREATHING GAME

In this game, we pretend to be a balloon. First we breathe in to fill up our lungs with air. Then we hold our breath. Then we let the air out with a big whoosh. Is everyone ready? Breathe in like a big balloon. Hold it. Let it out with a whoosh. Now let's rest the balloon. Then we will do it again. (Repeat.) Now we have tried this a few times, we will pretend that we are an angry balloon. When we fill up with air we feel angry. Then when we let the air out with a whoosh, we let go the angry feeling and we feel calm. Let's try that. Now pretend that you are a shiny, floating balloon. There is a soft breeze and it is blowing you slowly, softly around the room. See if you can float yourself in slow motion around the room. Now settle in one spot. Take a big breath, and let all the air out.

- 4 Ask: *How did that game make you feel?* Compliment the students on their ability to follow the instructions.

Review

Invite students to comment on whether they think the class met the learning intentions. Ask: *Did you learn a strategy to help them relax and feel calm when they are tired or worried or angry or sad?* Ask which of the games different students preferred or thought would be the most useful to help them relax or to calm down.

COACHING POINT

Explain that these games can also be used to help us control our angry feelings so we don't do something mean like hit someone, or throw a tantrum. We can take a big breath, then let the anger out slowly. We can do this a few times to help us stay calm.

5 Managing emotions

TIME: 10+ MINUTES

Learning intention

- Students learn self-talk techniques to understand and manage their own emotions

Equipment

- Room to move

Method

- 1 Explain we are going to play a game which helps us to think about how we manage our emotions.
- 2 Ask students to make an angry statue. Have one half of the class relax and look at the other half of the class making angry statues. Swap and repeat.
Ask: *What can make people feel angry?*
- 3 Explain that it is important for us to learn how to manage how we express our emotions. For example, sometimes we feel like throwing a tantrum, but we don't. Sometimes we feel like hitting someone, but we don't. These are times we are controlling and managing our angry feelings.
- 4 Talk with children about what they might 'say' to themselves when they feel angry. When I feel angry, I can stop and breathe in and out. I can ask myself, why am I angry? Who can help me? How can I calm myself? I can walk away or sit down. I can breathe in and out to make myself calm.

5 Ask children to make a sad statue. Talk with children about what they might 'say' to themselves when they feel sad, and there is no one around who they think can help them. When I am sad I can think/say – Why am I sad? Who can help me? How can I calm myself? What can I do to that makes me feel happy? (e.g. I can hug my teddy, I can play with a favourite toy).

6 Ask half the class to watch while the others are statues. Explain that you have a magic wand that can bring statues to life so they can talk. When you tap a statue you will ask, "What are you doing to help make you feel calm or happy?" and the statue will give their answer.

Bring some of the statues to life then swap so the other half of the class can have a turn.

7 Talk with children about what they might 'say' to themselves when they feel scared. When I feel scared I can think/say, *Why am I scared? Who can help me? How can I calm myself? What can I do that makes me feel strong?*

Review

Conclude by inviting students to comment on whether they think the class met the learning intentions. *Did we learn some things that we can say to ourselves when we feel negative emotions? Why is it important for people to say positive things to themselves when they feel these emotions?*

Topic 3 Further resources

Reflecting on everyday practice

- What calming strategies work well to settle the class?
- What calming strategies do you use to settle yourself?

Web links for further reading and activities

- KidsMatter has a range of materials useful for teaching coping strategies, understanding emotions, stress management and help-seeking:
 - Helping children to think about their fears and worries. <http://www.kidsmatter.edu.au/families/about-emotions/fears-and-worries/using-helpful-self-talk-cope>
 - Information on how to help children to manage anger. <http://www.kidsmatter.edu.au/families/resources-support-childrens-mental-health/about-feelings-and-emotions/anger>
- 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

- Support children to express ideas and make meaning using a range of media and specifically developing written simple text about feelings – learning to write ‘ad’ words – sad, mad, glad.

Talking further

- Use the class newsletter to share the calming activities with families.
- Ask families if they have strategies that they use at home with their child.
- Suggest to the students that they might play a relaxation game at home.

4 Problem Solving

AIMS

Activities will assist students to:

- Recognise the needs and interests of others
- Listen to others' ideas and recognise that others may see things differently
- Recognise there are many ways to solve conflict
- Identify options when making decisions to meet their needs and the needs of others
- 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.⁴⁷ To be able to solve problems, children need to be able to think critically and evaluate the consequences of various actions.¹

ACHIEVEMENT STANDARD

Personal and Social Capability

- Students identify and express a range of emotions in their interactions with others
- Students recognise that attempting new and challenging tasks are an important part of their development
- Students begin to identify and practise basic skills for including and working with others in groups

Health and Physical Education

- Students identify and describe the different emotions people experience
- Students identify actions that help them be healthy, safe and physically active
- Students use personal and social skills when working with others in a range of activities
- Students demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities

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

Reading and viewing

- Students identify connections between texts and their personal experience.

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 63–64.

1 The picnic problem solving game

TIME: 10+ MINUTES

Learning intention

- Students recognise that problems are a normal part of life
- Students increase their ability to identify and name problems
- Students recognise that there are solutions to problems

Method

- 1 Explain to the class that you are the leader and you need the students' help so you can all get to the park for the picnic. Ask the students to stand up and follow you as you move around the room. As you progress, stop from time to time to create a problem or barrier. Ask the students to help you solve the problem. For example:

We need to pack a picnic. What will I take?
(Seek ideas. Then move along.)

Let's pack everything in a bag. Oh no! It won't all fit in one bag! What should we do? (Seek ideas, etc...)

We are ready to go. Oh dear! It's raining outside. What should we wear to stay dry?

Oh no! We forgot to invite everyone, and now some people are sad to be left out. What can we do?

Announce a happy arrival at the end to the game.

- 2 Sit back down at the mat and ask:
 - What problems did we have in the game?
 - How did we solve the problems?
 - Who helped?
 - When you have a problem, what do you do?
 - Who helps you sometimes?
 - Sometimes you help other people. When have you helped others?

Review

Highlight with the students that problems often arise, but usually there is a way to solve them. When we can't solve the problems by ourselves, we can ask others to help us. When we see that other people have a problem, we can try to help. When people get left out, they can feel very sad or angry. If we think carefully, we can find a way to include other people in our games.

2 Can everyone play?

TIME: 15+ MINUTES

Learning intention

- Students identify the effects for others when people make decisions that are not fair or kind
- Students reflect on how they make decisions and what the effects are for other students

Equipment

- Picture book – *This is Our House*. Rosen, M. and Graham, B. (1996). Cambridge, Massachusetts: Candlewick Press.

Method

- 1 Invite students to a mat time session and read the book *This is Our House*.
- 2 When you have finished reading the book, discuss and reflect on each of the characters in the book.
- 3 Ask:
 - How do you think Lindy and Marly felt when George said that girls couldn't play in the house?
 - How do you think Freddie felt when George said that small children couldn't play in the house?
 - How do you think Charlene and Marlene felt when George said that children who are twins couldn't play in the house?
 - How do you think Sophie felt when George said that people with glasses couldn't play in the house?

- How do you think George felt when he came back from the bathroom and the children decided he couldn't play in the house?
- How do you think George felt when he decided that everyone could play in the house?
- Can you think of a time when you told someone they couldn't play?
- How would they have felt?
- What can you say when you want to join in?

Review

Invite students to comment on whether they think the class met the learning intentions. Ask students to recall some of the emotions that people might feel if they are treated in an unfair or unkind way. Ask for some ideas about what we can do at school to make sure that everyone feels included and can join in.

3 Friendly or unfriendly decisions

TIME: 20+ MINUTES

Learning intention

- Students identify the effects on others when people make decisions that are not fair or kind
- Students reflect on how they make decisions and what the effects are on other students

Equipment

- Drawing materials
- Camera (optional)

Method

- 1 Ask the following and invite students to demonstrate their answers to each question:
 - *What do people do when they are being friendly at playtime?*
 - *What do people do when they are being friendly in class?*
 - *What do people do when they are being unfriendly in the playground or in class?*

- 2 Organise students into groups of three. Ask each group to prepare a pose which shows how they are being friendly in the playground. When they are ready, ask each group to show their pose. Invite the class to guess what they are doing and then have the players confirm or explain.

Optional: Take a photo of each pose. Print and label the photographs. Use them as a display to remind students about the kinds of friendly behaviour you expect of them in class and in the playground.

- 3 Talk with the students about how our decisions can affect the people around us. Ask:
 - *How do you feel when someone decides to be friendly to you?*
 - *How do you feel when you decide to be friendly to someone else?*

Ask students to draw a picture of themselves being friendly to another child.

Review

Invite students to consider whether they think the class met the learning intentions and comment on what helped them explore how their decisions can affect people around them. Ask students to draw a picture of themselves being friendly to another child.

Topic 4 Further resources

Reflecting on everyday practice

- How do you structure the day/week to touch base with how students are feeling?
- What strategies do you use to support students to learn from their mistakes?

Web links for further reading and activities

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

- Teaching children about problem-solving.
<http://www.kidsmatter.edu.au/families/starting-school/4-problem-solving>
- Working with children to resolve conflict.
<http://www.kidsmatter.edu.au/families/about-friendship/resolving-conflict/resolving-conflict-how-children-can-learn-resolve>

Various web resources have been designed to provide information to help children deal with a range of challenging situations.

- *Catching on Early* is a DET sexuality education program for primary schools. It provides activities for understanding feelings and emotions.
<https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/catchingonearlyres.pdf>
- *Kids Helpline* is a free 24-hour counselling service for Australian kids and young people aged 5–25 years.
<http://www.kidshelp.com.au/>
- *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>

Extension activities

Talking about problems that need to be solved can be confronting and stressful. It is important to play fun games after these activities.

WRIGGLE, WRIGGLE, WRIGGLE GAME

Ask the students to all stand up in a clear space. Then direct students to:

- Shake your head up and down and side-to-side.
- Wave your arms like a bird in the sky.
- Flap your wings like a Pterodactyl.
- Jump, jump, jump.
- Hop, hop, hop.
- Shake, shake, shake.
- Laugh, laugh, laugh.
- Wriggle, wriggle, wriggle.
- Giggle, giggle, giggle.
- Wriggle, wriggle, wriggle.

Talking further

- Send the book ***This is Our House*** home for the family to read to their child. Send a sheet home with the reflection questions so that families can reflect on these and develop their own questions related to behaviours at home.

5 Stress management

AIMS

Activities will assist students to:

- Recognise and identify their own emotions
- Describe situations that may evoke these emotions
- Recognise and identify how their emotions influence the way they feel and act
- Express their emotions constructively.

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.²³ Assisting students recognise their personal signs and symptoms of stress and develop effective strategies will help them cope with challenges in the future.²³

ACHIEVEMENT STANDARD

Personal and Social Capability

- Students identify and express a range of emotions in their interactions with others
- Students recognise that attempting new and challenging tasks are an important part of their development

Health and Physical Education

- Students identify and describe the different emotions people experience
- Students identify actions that help them be healthy, safe and physically active
- Students demonstrate, with guidance, practices to keep them safe and healthy in different situations and activities

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 65–66.

1 The melting tiger game

TIME: 10+ MINUTES

Learning intention

- Students develop self-calming and self-control strategies

Equipment

- Room to move

Method

- 1 Explain that we are going to play the **Melting Tiger** game to help us focus on self-control and self-calming. As you tell them a story, the students will act out the movements of the melting tiger.
 - 2 Organise the class to stand in a free space with room around them. Use the following script or devise one of your own.
- ### MELTING TIGER
- 3 Stand in your own space, not touching anyone. Your feet are stuck tight to the spot. You do not walk around. You are a big angry tiger with your claws out and your feet tight on the ground. Hold your muscles tight and still and strong. This tiger is angry. He wants to pounce and fight, but he can't move.
 - 4 As the tiger holds tight, the hot sun comes out. This tiger is made of butter. He starts to melt. His muscles feel soft. He slowly melts into a pool on the ground. He lies on the ground, still and quiet. His body is a soft pool of melted butter that is sinking into the ground. As he lies there a soft breeze comes to blow across his skin. It starts to wake him up. He is not a tiger anymore. He is just a sleepy person. Maybe he or she had a dream that they were an angry tiger.
 - 5 It is time to wake up the sleepy person. Wiggle your toes. Wiggle your fingers. Slowly, slowly sit up, and then stand up tall. Show how calm and peaceful you can be when your angry tiger has gone away. Show how you can walk silently and in slow motion around the room without touching anyone.

6 Ask:

- How did that activity make you feel?
- Did you feel more gentle and relaxed after you had melted the angry tiger?
- Sometimes we can feel like an angry tiger. When does that happen?
- This tiger melted with the sun, all their anger soaked away into the ground. What helps to calm us down when we feel angry?
- What can you do to help keep our classroom a peaceful?

2 How stressful?

TIME: 10+ MINUTES

Learning intention

- Students identify activities and events that make them feel stressed
- Students describe coping strategies

Equipment

- Room to move

Method

- 1 Bring the class together for a mat session. Talk with the students about what they think is meant by the word **stress**. Build understanding through a few examples. Explain that you are going to do an activity that is good in helping identify what they find stressful.
- 2 Point out an imaginary line across the floor. It stretches from the 'deep end' where things are very stressful, to the 'shallow end' where things are easy. In the middle is the place where it is a bit stressful.
- 3 Explain that you will tell them a situation, and they will go to the place on the line which shows whether they think this is very stressful for them or not.

STRESSFUL SITUATIONS

- Your mum asks you to get your school jumper but you have left it at school and you are not sure where.
- Your friend is away sick and you don't know who will play with you at lunchtime.
- The teacher outside asks you to put your sun-hat on and you have left it at home.
- You have to sleep over in a dark and scary house.
- Your dad made you a cheese sandwich for lunch and you hate cheese, and the teacher has said you can't play until you finish your lunch.
- You want a turn on the slide and some big kids are blocking the slide and you can't get through. You can't find a teacher to help.
- It is your little brother's birthday and he is getting lots of presents and you are not getting any.
- You broke something and you have to own up that it was you who did it.

Ask students to suggest some extra situations.

As students move, ask some to explain why they went to that part of the line. Ask:

- *What is challenging about that situation?*
- *What might you be afraid of?*
- *What can you do to help you cope?*

Review

Invite students to consider whether they think the class met the learning intentions and comment on which situations most students identified as making them feel stressed and some popular coping strategies.

3 Positive play

TIME: 10+ MINUTES

Learning intention

- Students identify activities that can help them to reduce their stress levels

Equipment

- Paper, pencils/textas/crayons

Method

- 1 Refer back to the activity on stressful situations. Point out that everyone has things they like to do to help them feel happy or calm when they are tired, or stressed, or grumpy. Now we will talk about some of the games we like to play or things we like to do when we are at home and want to calm themselves down or cheer themselves up. Give some examples of things you like to do to help you calm down or cheer up.
- 2 Ask students to share with a partner the things they like to do to calm down or cheer up. Ask the pairs to share some of their ideas.

Explain that sometimes we call these **coping strategies** because not only do we like doing them, but also they can help us to cope when we are stressed or sad or grumpy.

Ask the children to identify the activities that they do at school that help to calm or to cheer them.

- 3 Arrange for the children to draw a picture of themselves using one of their coping strategies. Work with them to write on the page: 'I like to _____ to cheer me up' or 'I like to _____ to calm myself down.' Arrange for students to share their images and build a class display.

Review

Invite students to consider whether they think the class met the learning intentions and comment on what they learned from their classmates about activities they could use to calm down or cheer up if they are feeling stressed.

COACHING POINT

Make a plan to use some of the activities the children identified where appropriate in the coming weeks. Activities that allow children to use sensory skills can help them to relax. Activities using clay, play-dough and/or finger-paint are good mediums that help children physically work through stress.

Topic 5 Further resources

Reflecting on everyday practice

- What calming strategies do you use when the class or individuals are feeling stressed or overwhelmed?
- What calming strategies do you use to settle yourself?

Web links for further reading and activities

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

- *KidsMatter* helps teach children about managing stress. <http://www.kidsmatter.edu.au/families/about-emotions/ups-and-downs/supporting-children-cope-stress#overlay-context=families/about-emotions/ups-and-downs/resources-families-and-staff>
- *Kids Helpline* is a free 24-hour counselling service for Australian kids and young people aged 5–25 years. <http://www.kidshelp.com.au/>
- *Thinkuknow.org.au* is an Australian-based website providing information and activities, including FAQ, about online behaviour and safety, relevant for Years F-12. <http://www.thinkuknow.org.au/>

- *Australian Institute of Family Studies* fact sheet: 'Promoting positive education and care transitions for children'. <http://www.aifs.gov.au/cafca/pubs/sheets/rs/rs5.html>

Extension activities

- Help students to design some small group activities that they can use in the playground that help them to build strong relationships and show awareness for the feelings, needs and interests of others. For example they might design a 'Guess my emotions' game.

Talking further

- Display photos of children doing some of the calming games. Encourage them to show these games to their parents or carers and talk about good ways to calm down when at home.

6 Help-seeking

AIMS

Activities will assist students to:

- Identify people and situations with which they feel a sense of belonging
- Identify situations that feel safe and unsafe
- Identify when and from whom help can be sought
- Discuss the importance of seeking help when problems are too big to solve alone
- Practise seeking help from adults and peers.

EVIDENCE BASE

Children entering school for the first time are having to develop and negotiate new relationships with a number of adults and children. Knowing who to go to for help and advice, and what help to ask for can be confusing and stressful.

Encouraging and fostering help-seeking behaviours is one way to improve mental health and wellbeing.⁴⁸ It is important to work with students to make sure they are aware about help-seeking avenues and confident to seek help from an appropriate source when needed.

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students identify and express a range of emotions in their interactions with others
- Students recognise that attempting new and challenging tasks are an important part of their development
- Students identify different types of relationships
- Students begin to identify and practise basic skills for including and working with others in groups

Health and Physical Education

- Students identify and describe the different emotions people experience
- Students identify actions that help them be healthy, safe and physically active
- Students use personal and social skills when working with others in a range of activities
- Students demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities

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 67–68.

1 Don't drop the ball game

TIME: 10+ MINUTES

Learning intention

- Students identify communication skills that enhance relationships with people in the classroom
- Students build positive relationships

Equipment

- Room to move
- Balls (or object that can be passed along the line easily)

Method

- 1 Divide students into equal groups, four or five per group and ask each group to form a line behind their leader. Explain that in this game students have to pass the ball to the person behind them, and then move to the back of the line. Each team needs to keep moving the ball along their line. The teams will slowly move their team from the front to the back of the room as people keep joining the end of the line.
- 2 Have a short practise first to see if everyone understands the rules, then play.

Ask:

- *What skills did you use to work well with your team? (Name some of the skills you saw them demonstrate.)*
- *Which of these skills do we need to use in the classroom to be good classmates for each other?*

2 Who are your helpers at school?

TIME: 10+ MINUTES

Learning intention

- Students learn who can help them when they have questions or problems at school

Equipment

- Photos of key help-providers in the school (e.g. teachers, staff, buddies)

Method

- 1 Show the class the photos. Explain that these are people who can help them at school if they are feeling sad, scared, angry or feel sick, injured or have lost something.
- 2 Work through some of the photos. Make sure the students know who the person is and what their name is.
Ask: *What sorts of things this person help you with?*
Add other suggestions of your own if needed.

Review

Play a quick 'pop quiz' to reinforce which people can help you with a problem. For example, 'I can help you if you have fallen over and need first aid. What's my name?'

3 My helpful people

TIME: 15+ MINUTES

Learning intention

- Students identify people who they can go to for help
- Students identify people who they can share their good times with

Equipment

- Drawing materials

Method

- 1 Ask:
 - *Who do you like to tell your good news or share your happy feelings with?*
 - *Who do you like to go to for help?*
- 2 Ask them to draw two pictures, one showing them telling happy news to someone, the other showing them asking someone for help. Work with them to label the pictures.
- 3 Invite them to share one of their pictures in circle time and display the pictures.

Review

Sum up by reviewing the learning intentions. Ask some volunteers to recall the names of all the different people at school who we can ask for help from when needed.

4 How to ask for help

TIME: 20+ MINUTES

Learning intention

- Students practise help-seeking conversations

Equipment

- Room to move

Method

- 1 Explain that the class is going to play a 'let's pretend' game about help-seeking. Ask everyone to think about a situation where a child needs some help but is a bit afraid to ask for it. Collect some ideas from the class and choose one that is relevant to the school setting.

Ask: What sorts of things will the child will need to say when they go for help in this situation?

- 2 Arrange students into pairs to act out this help-seeking conversation. One person will be the teacher and one the student. Help the pairs to work out who will play which part.
- 3 Ask the 'teacher' to pretend that they are standing in the playground. Ask the 'student' to move a few paces away. When you give the signal, the 'student' will approach the 'teacher' and begin the help-seeking role play. After the pairs have tried their scenes, ask them to swap parts and replay the scene.
- 4 Ask some pairs to show theirs to the class.

- 5 Name some of the positive accomplishments they demonstrated (e.g. they approached the teacher, they used a calm strong voice, they named the problem, they explained what help they needed).
- 6 Arrange for some more replay to add some additional lines if needed – particularly emphasising the importance of telling the person you need help, and telling them what the problem is.

To continue the exploration, arrange for students to work with new partners and select a different type of problem as the basis for the help-seeking. If necessary, play the part of the student yourself and ask one of the children to play the 'teacher' in your scene.

Review

Reflect on the activity, asking students what they have learned from this role playing activity where they practiced asking a teacher for help and where it would be useful for them to remember this in the future.

Topic 6 Further resources

Reflecting on everyday practice

- Who are the people you could turn to for help when needed?
- 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 supporting them with information they might need in a range of challenging situations.

- *KidsMatter* provides a range of resources and ideas for developing coping skills. <https://www.kidsmatter.edu.au/primary/resources-your-journey/starting-school/5-coping-skills-children>
- *Kids Helpline* is a free 24-hour counselling service for Australian kids and young people aged 5–25 years. <http://www.kidshelp.com.au/>
- *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>

Extension activities

- Using a whole school approach the school could develop a ‘Help Committee’ with children from each year level to be the ‘Help Champions’ for the school. When a child is having difficulty they could let one of the children know and they can take them to a nominated teacher (possibly the wellbeing teacher) for support.

Talking further

- Encourage families to talk with their children about who they can talk to when they have a problem even when it seems really big, scary and/or ‘bad’.
- Share the photo cards with families.
- Make sure families know who they can go to at the school when they have a problem and need help or advice.

7 Gender and identity

AIMS

Activities will assist students to:

- Reflect on their gendered identity
- 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 norms and make efforts to fit within gendered expectations by the time they are in kindergarten⁴⁹. As children learn about gender, they may also begin to enact sexist values, beliefs and attitudes^{49–53}. 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 start work on building positive gender relationships within these early years.

Classroom activities can be used to help children to explore gender identity, challenge stereotypes, and value and respect for diversity and difference.

ACHIEVEMENT STANDARD

Personal and Social Capability

- Students identify and express a range of emotions in their interactions with others
- Students recognise personal qualities and achievements by describing activities they enjoy at school and home, noting their strengths
- Students recognise that attempting new and challenging tasks are an important part of their development
- Students identify different types of relationships

Health and Physical Education

- Students identify and describe the different emotions people experience
- Students identify actions that help them be healthy, safe and physically active
- Students use personal and social skills when working with others in a range of activities
- Students demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities

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

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 69–70.

1 Who am I? Different things to know about me

TIME: 2 x 20+ 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.⁵⁴

They learn by observing the world around them, and by absorbing the spoken and unspoken messages in the patterns that they observe.⁵⁵ As they become aware of gendered patterns of behaviour, and attempt to fit within the categories that they perceive themselves as belonging to, they can begin to limit their options and this can affect the way they interact with peers.^{55,56}

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 interest can change and evolve over time.

Learning intention

- Students think about their likes and dislikes
- Students recognise that sometimes they will like the same things as their friends and that sometimes they will like different things (and that is OK)

- Students recognise that what they like does not have to depend on whether they are a boy or a girl
- Students identify that some of their likes and dislikes may change as they grow older
- Students identify that they can have different preferences in different situations

Equipment

- Paper and coloured pencils
- Room to move

Method

PART 1: GAME – VOTING WITH MY HANDS AND FEET

COACHING POINT

Games can be used to introduce students to the key ideas and learning intentions in an enjoyable and nonthreatening manner. They can provide a valuable opportunity for kinesthetic engagement and a chance for students to mix and interact with their peers.

- 1 Invite students to stand or sit in a circle. Explain that you are going to ask students to ‘vote’. (Clarify the meaning of ‘vote’ with students.) Remind the class that it is OK to be the same and different. It is OK to like some of the same things as other people and be different about other things. For example, ask: *Does anyone have a food they like that someone in their home does not like?*
- 2 **Round 1: Voting with your hand:** Explain that students can put their hand up if they agree, down if they don’t and in the middle (waist height) if they are not sure. Work through some examples like:
 - I like ice cream
 - I like creepy crawly insects
 - I like big bouncy dogs
 - I like playing with water
 - I like playing in water on a freezing cold day.
- 3 **Round 2: Voting with your body:** Ask students to stand for yes, sit for no, and crouch half way if they are not sure. Work through some examples like: One day I would like to...
 - Climb mountains
 - Fly a plane
 - Crawl through deep mud in the jungle
 - Hold a baby chicken
 - Have my photo taken standing next to a hungry lion
 - Eat a grasshopper sandwich
 - Jump off the high diving tower.
- 4 Ask: *What do you notice? Does everyone always like the same things?* Invite students to make observations about ‘close matches’ (i.e. students who would like / not like to do several of the same things). Make the observation that we can be the same on some things and different on others.
- 5 **Round 3: Voting with your feet:** Explain that voting with your feet is more complicated. You go to the place in the room that shows what you agree with. Explain that if your favourite is ‘Answer A’, you go to one side of the room, and if your favourite is ‘Answer B’ you go to the other side. If you have a ‘different’ favourite, you stand in the middle. If you are ‘not sure’, you also stand in the middle.
- 6 Work through the following examples with students:
 - *What is your favourite flavour of ice cream?*
A: Chocolate. B: Vanilla.
Ask some of those in the different area what flavour they were thinking of. Ask: *Can boys and girls have the same favourite flavours?*
 - *What is your favourite thing to do on the playground equipment?*
A: Slides. B: Monkey bars.
Ask: *Can boys and girls have the same playground favourites?* Elicit or make observations, e.g. I can see that Ashya and Ben like to play soccer. Can girls and boys like the same outside activities? Yes, they can.
 - *What is your favourite quiet activity in the classroom?*
A: Story time. B: Drawing time
Ask: *What are some of the differences for those in the middle? Who also likes to do these things? Can boys and girls have the same favourite quiet classroom activities? Can we have more than one thing we like to do?*
 - *What is your favourite colour?*
A: Green. B: Red.
Ask: *What other colours were in the middle? Who also likes these colours? Can boys and girls have the same favourite colours? Do boys have to like blue best? Do girls have to like pink best? Can girls like blue and boys like pink?*
- 7 Throughout the game, model and invite students to make ‘close match’ observations. E.g. I can see that Wesam and Sophia both like to play on the monkey bars and draw during quiet time. Model and invite students to make diverse observations. E.g. I can see that Nick and Enzo both like to play football, but when it’s quiet time in the classroom, Nick likes story time and Enzo likes drawing, and that’s OK. We can be friends, but also like different things.

Review

Emphasise that it is OK to like the same things and that it is also OK to like different things. Use context-based examples to highlight that even when we disagree, we can respect other people’s preferences. E.g. Levi likes playing with cars, but Jack doesn’t. Jack likes to draw, but Levi doesn’t. Both boys think this is OK. Both boys are respecting each other’s choices.

Point out that just like the other favourites, different boys and girls can have different favourites. It is also OK for boys and girls to like the same things, to play the same games and when they are grown-ups, this is true as well.

PART 2: A DRAWING ABOUT ME

1 Invite the children to sit at a table and provide them with paper and colour pencils. Ask them to close their eyes. and think about:

- What do you like to do after school (or on weekends)?
- What kinds of clothes do you like to wear?

Elaborate on this open question, by asking more specific, context-related questions, such as, what clothes do you like to wear when you are playing at home? What clothes do you like to wear when you are going to a party? What clothes do you like to wear on a really cold day? etc.

- What are some of your favourite toys?

You might have a favourite toy to cuddle when you are very tired or another to play with outside when you have lots of energy.

- What games do you like to play in the playground or at home?

2 Ask them to open their eyes and draw a picture of themselves wearing some of their favourite clothes, playing their favourite game or with their favourite toy. Use a class timer to give the students an idea of the time limit for the activity. Inform students when time is nearly up so they can finish off their work.

3 Invite students to sit in a circle and take turns to share something about their drawing. During sharing time, invite students to make observations and connections between individual's contribution.

Review

Invite students to review the learning intentions by asking: *What have we learned about being the same and being different from each other?*

Point out that different people have different favourites. In some ways we may be the same as others and in some ways we may be different. At school we learn to enjoy working and playing with people who are both different and the same. We learn to enjoy the different ways in which people are special and we might learn new things with and from them.

COACHING POINT

If you have small group of children who find it difficult to draw, use a piece of butcher paper and write or sketch their ideas as they verbalise them.

2 Exploring gender: boys and girls can be the same and different

TIME: 2 x 30+ MINUTES

COACHING POINT

In preparation for this activity, invite students to talk to parents/carers or older siblings at home about what their favourite toys, games and activities were when they were five or six years old. Additionally students might ask family members to describe what they used to prefer as favourite toys, food, activities when they were a toddler.

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 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.^{49, 55, 56} 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 think about how girls can be similar to and different from each other
- Students think about how boys can be the similar to and different from each other
- Students recognise that the games, clothes and colours that people prefer do not have to match with whether they are a boy or a girl

Equipment

- Images of different breeds of dogs (or cats)
- Students' drawings from Activity 1
- Large poster paper, drawing and craft materials

Method

- 1 To introduce the concepts of same and different, display several images of different dog breeds. Ask: *How are these dogs the same? How are they different?* Make the observation that dogs can be different but like the same things. Invite the students to suggest what these dogs might all like to do (e.g. walks, eat, playing, wagging, being patted or having their tummy rubbed).
- 2 Tell or express in a 'wondering', that boys and girls can be the same and different. *E.g. I wonder if boys and girls can be the same and different? What do you think?*

3 Invite students to bring their self-portrait from the previous activity, and sit in a circle on the floor. Explore what they have learned from speaking with family members and sharing their drawings. While students share, use guiding questions and observations to support them to make connections with the key ideas in this lesson sequence:

- Girls can be similar to or different from each other
- Boys can be similar to or different from each other
- Girls and boys can like and do the same things.

E.g. I notice that Trang, Andrew, Miguel and Mia like to play football, Suzie likes to play in the construction corner and Cassie likes to listen to soothing music in the quiet corner.

4 Ask:

- Do girls like to do the same things?
- Do boys like to do the same things?
- Can boys and girls do the same things if they like to?

5 Emphasise that while certain things e.g. colours, toys, games, clothes (include examples from class context) may be more popular with boys than with girls (or vice versa), this does not mean that people cannot enjoy whatever they like, regardless of whether they are a boy or a girl. They can also change their mind and have different favourites at different times. People can have any favourite colour they want. People can have any favourite food they want.

6 Broaden the context of the discussion to the adult world. *Just like girls and boys are the same and different, so are grown ups. Men and women can have any favourite clothes or colours, and can choose the kind of job they like.*

7 Ask: *Can you think of games and jobs that both men and women can do at home and at work?* Examples might include; football, tennis; 'stay at home' mum/dad, cleaning, gardening, cooking; doctors, firefighters, chefs, pilots, secretary, etc.

8 To celebrate the diversity of favourite activities and games girls and boys can (and would like to) play, invite the students to make a class collage. Draw and write games/activities that girls *and* boys can do. Draw and write jobs that men *and* women can do at home, and at work. Annotate the collage with students' statements reflecting the learning intentions.

COACHING POINT

Use the information generated by the children to focus on 'What boys *and* girls *can* do' and in this way set out to challenge confining stereotypes. Look for examples of men *and* women and boys *and* girls playing and working in ways that show they are not confined by limiting gender norms. Refer to the collage, include the students' examples when discussing stories. Select literature to read to the class that reflects these ideas about gender roles. Find authentic ways to model this yourself.

Additionally, include the idea that people can change their minds about what they like to do; they can play different things on different days. As we grow and change, our preferences can change.

3 Anyone can choose

TIME: 25+ MINUTES

Evidence base

Social norms are commonly accepted standards or ways of behaving or doing things. Some are positive, such as showing respect or courtesy. Others are negative, such as presuming that violence is excusable when someone experiences frustration.

Gender norms are those social norms that are differentiated for girls and boys, and men and women. While some gender norms can be positive, such as showing loyalty to family, others can be restrictive and harmful in that they limit people's life choices, lead to inequitable treatment or discrimination, and foster acceptance of gender-based violence.^{56, 57} For example, gender norms influence the ways in which men and women relate, and they shape the visions that girls and boys have about their careers and futures.⁵⁶

Gender norms are also linked to health-related behaviours, with boys engaging in more risk-taking with drugs and cars and girls experiencing higher rates of anxiety and body image distress.^{56, 58} Children benefit from activities that assist them to challenge the limiting nature of gender norms.

Learning intention

- Students demonstrate types of self-expression and social and relational activities that boys and girls can do at home and at school regardless of gender
- Students talk about what boys and girls can do if someone tells them that they can't do something just because they are a boy or a girl

Equipment

- Room to move

Method

- 1 Explain there are lots of things people can choose to do and it does not matter whether they are a boy or a girl. This game will remind them of things that girls *and* boys can do.
- 2 Explain how to play the ‘**Anyone can choose to...**’ miming game. Teach the moves below and have a practice as a class before starting the game.
 - Rock the baby (show arms cradling and rocking)
 - Take out rubbish (one hand holding nose and one a bag held high)
 - Clean the dishes (show wiping motion)
 - Play football (low kick with one leg)
 - Dance around (spin in a circle)
 - Control their anger (a frozen statue).

- 3 Play the game. Before each rotation of the game, the teacher calls out 'Girls and boys can choose to...' and then everyone, including the teacher, mimes the instruction.

Further Options. As the game progresses, the teacher can stop modelling the action, invite students to add some new moves drawn from their prior work on favourite activities (Activities 1 and 2), and invite a student to call out a move.

- 4 Invite students to think and share which of the activities in the game they:
 - Like to do at home or at school
 - Do not like to do
 - Might like to try or learn to do.

Point out that we can do, or learn to do, activities that we like, regardless of whether we are a boy or a girl.

- 5 Pose the following. While we know everyone can do or learn to do activities that they like, regardless of whether they are a girl or a boy, sometimes people forget!

Present context related scenarios, such as the following examples, and invite students to suggest a response.

- Ari wore his new pink shirt to school on Dress Up day. Another student went up to him and said, 'Boys can't wear pink! Only girls can.' What can Ari do or say?
Responses might include: 'Yes I can, because pink is my favourite colour. Boys and girls can wear any colour.'
- Jessica was building in the construction corner. Some boys said, 'Girls can't play here. This corner is for boys only!' What can Jessica do or say?
Responses might include: 'Yes I can, because I like building. Building is for girls as well as boys!'

Emphasise that if students regularly experience treatment in class or in the playground similar to these scenarios, they should ask their teacher for help to deal with the situation, because it is not fair.

Review

Conclude the activity by reviewing the learning intentions. Ask students to comment on some of the key activities they came up with that everyone likes to do (boys and girls). Ask if students have learned some things that they could say if someone tells them (or their friend) that they can't do something just because they are a boy or girl.

COACHING POINT

Take photographs of activities at school portraying boys and girls doing the same activities e.g. male and female teachers washing the dishes in the staff room; boys and girls kicking the football; boys and girls painting.

To reinforce the understanding that girls and boys, men and women can choose to do or be anything that they would like to be, regardless of their gender, collect images / stories of people in the community e.g. female sports teams (such as the Matildas soccer team) female firefighters, female doctors, male childcare workers, male receptionists, male family carers, etc. Refer to these when relevant during the school day.

Additionally, when selecting literature for the classroom include stories that challenge stereotypes, reflect the diverse families and roles within the community. In non-fiction texts, select texts that represent men and women in a diversity of roles.

4 Everyone can be strong and gentle

TIME: 20+ 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’.⁵⁵ Dominant conceptions of masculinity and femininity can limit the possibilities that children see for themselves and others, influencing their behaviour and relationships.

This activity challenges gender norms by demonstrating that both girls and boys can be strong and gentle, and by teaching that both boys and girls need to be able to exercise self-control. This helps to challenge the stereotype that men cannot control their anger, and are entitled to use aggression. It sets the same standards of self-control for boys and girls.

Learning intention

- Students practice being both strong and gentle in the way they move, handle objects and work with others
- Students talk about when it is important to be able to be both strong and gentle at the same time
- Students talk about the importance of being able to be strong and gentle when they feel angry so they do not hurt themselves or others

Equipment

- Room to move
- Bell (optional – you can use a hand clap pattern instead)

Method

- 1 Explain that we all need to know how and when to be strong, and how and when to be gentle.
- 2 Introduce the **Strong and Gentle** self-control game. In this game the teacher calls out the move and the children mime it. Ring the bell when you want the students to stop. Switch between strong and gentle scenarios.
 - Show me a strong mountain-climbing person.
 - Show me how you gently stroke a frightened kitten.
 - Show me a strong running-on-the-spot-in-a-hurry person.
 - Show me how you gently and very slowly carry a plate with a big wobbly birthday cake on it across the room.

- Show me how strong you are when you carry a big heavy bag of shopping up some big stairs.
- Show me how gentle you are when you dust the sand off the knees of a toddler who just fell over.

3 Ask:

- Can everyone be strong?
- Can everyone be gentle?
- Can women and girls be strong?
- Can boys and men be strong?
- Can women and girls be gentle?
- Can men and boys be gentle?
- When do we need to be gentle?
- When do we need to be strong?

Sum up by saying that it is important that we all know *when* to be strong and *when* to be gentle, and how to make sure we do not hurt anyone when we are being strong. Sometimes you might hear people saying that boys can’t be gentle or girls can’t be strong. But we know that is not true. We must *all* know how and when to be strong and how and when to be gentle.

- 4 Invite students to move back to their desks in a way that is both strong *and* gentle. Suggest a slow motion walk, as if they were walking on sharp stones in bare feet and must tread very lightly, whilst also being strong about how sharp the stones are.
- 5 When they are back in their seats, compliment them for their self-control. Explain that we call it self-control when people can stay in charge of their bodies like that. Self-control is a mix of strong and gentle. You must be strong to control your feelings and your body, and gentle in the way you move and speak.

COACHING POINT

To reinforce the learning intentions: throughout the school day (in the classroom, playground, during transitions), look for opportunities to catch students displaying self-control, comment on this to reinforce the concept and compliment the effort it can take to show self-control by using a combination of both strong and gentle.

Topic 7 Further resources

Reflecting on everyday practice

- How do you support children to avoid stereotypical gender labelling? E.g. boys are strong, girls are gentle.
- What books and images do you have in your classroom which portray diverse boyhoods and girlhoods, and non-stereotypical gendering of adult persons?
- What approach do you take to enable children from same-sex families to feel comfortable to talk about who is in their family?
- 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>
- *Always #LikeAGirl* is an organisation that is committed to challenging gender norms about what it means to be a girl. The YouTube based resource has a range of short videos that takes the limiting phrase 'like a girl' and reframes it as a positive statement. There are a range of videos that can be used to generate discussion, including:
<https://www.youtube.com/user/AlwaysBrand>
<https://www.youtube.com/watch?v=XJJQBJWYDTs>
- *Catching on Early* uses active learning strategies to build on students' early learning and experiences about gender, bodies and relationships. It combines the biological, social and emotional aspects of sexuality education to assist schools in meeting students' needs as they relate to sexual growth and change.
<https://fuse.education.vic.gov.au/content/ee5cfd49-48e7-4698-a06d-37e2e21cbbd9/catching%20on%20early%202013.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 people; increase engagement of parents and carers with schools to more effectively support their child's mental health; and develop clear and effective referral pathways between schools and community youth and mental health services.
<http://www.education.vic.gov.au/school/teachers/health/Pages/safeminds.aspx>

Extension activities

- Read some gender diverse stories to the class.
- Read developmentally appropriate literature that challenges gender norms. E.g. McLean, Janet and Andrew (2002) *Let's Make It I'm the Mother* Allen and Unwin; De Paola, Tomie (1988) *The Knight and the Dragon* The Putnam and Grosset Group NY.
- Consider incorporating relaxation, calming or mindfulness activities into the weekly or daily timetable. (e.g. revisit the Melting Tiger – SEL Foundation Topic 5: Stress Management, Activity 1).

Talking further

- Invite students to talk to parents/carers/older siblings at home about what their favourite toys, games and activities were when they were five or six years old.
- Additionally students might talk to their parent/carer and ask them to describe what the students' used to prefer as favourite toys, food, activities, etc. when they were still just a toddler.
- Invite students to ask their parents or carers about some of the different jobs that adults they know have, and whether these jobs can be done by both girls and boys.
- Encourage children to ask parents, carers or extended family if things have changed at all for boys and girls and men and women.

8 Positive gender relations

AIMS

Activities will assist students to:

- Develop an understanding of the negative impacts of gender-based violence
- Develop an understanding of the positive impact of respectful gender relations
- Practice enacting skills to support positive peer relations
- Identify and practice assertive and help-seeking strategies to help keep themselves safe 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.⁵⁹⁻⁶¹ 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.⁶²

ACHIEVEMENT STANDARD

Personal and Social Capability

- Students identify and express a range of emotions in their interactions with others
- They recognise personal qualities and achievements by describing activities they enjoy at school and home, noting their strengths
- They recognise that attempting new and challenging tasks are an important part of their development
- Students identify different types of relationships
- They begin to identify and practise basic skills for including and working with others in groups

Health and Physical Education

- They identify and describe the different emotions people experience
- They identify actions that help them be healthy, safe and physically active
- Students use personal and social skills when working with others in a range of activities
- They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities

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 curriculum tables

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 71–72.

1 Fair and friendly play

TIME: 25+ MINUTES

Evidence base

Gender norms can influence what children presume to be permissible within their play.⁶³ 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 use of aggression in problem solving can help to create new possibilities for more positive peer relationships.

Learning intention

- Students review the rules of fair play that are used in popular games
- Students talk about how boys and girls can play in a fair and friendly way when playing together
- Students talk about how boys and girls can play in a fair and friendly way and share space when playing near each other but in different games
- Students talk about how boys and girls can play in a fair and friendly way when playing in boys only or girls only groups
- Students identify that some types of mean talk are about what kind of boy or girl someone else is, and that this kind of mean talk is not fair or friendly

Equipment

- Paper and coloured pencils

Method

- 1 Provide each student with paper and coloured pencils. Ask each student to draw a picture of themselves playing with some friends at school. Use the class timer to give the students an idea of the time limit for the activity. Inform students when time is nearly up so they can finish their work.
- 2 When the students have finished their drawing, place the drawings up on a wall. Invite students to talk about the games they play. Ask:
 - *How do people make sure that the games are fair for everyone who is playing?*
 - *What are the rules?*

- *Who can play?*
- *How do we play together?*
- *How do we play alongside people playing other games?*

- 3 Ask what 'mean' and 'friendly' look like in these games. (Also discuss common games such as sandpit, ball, chasey, adventure playground, make-believe.)

Discuss that everyone can choose to play in either a fair and friendly way, or a mean way. We can play in a fair and friendly way when playing in boys-only or girls-only groups, or when playing in a mixed group. It is important to be able to be friendly and fair whatever game you play.

- 4 Invite students to think about how they can be fair and friendly when working and playing with each other. Invite them to demonstrate this as they pack up and prepare for the next lesson/play break.

Make regular opportunities to check back in with children about how they are managing to 'play fair' during break time. Post some of the children's suggestions about how to play fair up around the classroom and use these to refer back to.

COACHING POINT

Reflect on how you talk about gender, respectful relationships and play. A 'boys will be boys' script on the part of teacher or parents will signal that this is an acceptable performance of masculine gender. Additionally, girls may acquiesce when boys seek to take over a play space, and a teacher response such as 'the boys really need to run about and let off steam' may signal to the children that boys are entitled to more than their share and should not be expected to be able to control their bodies.

2 What is fair? What is violent?

TIME: 20+ 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.^{64, 65}

The simple role play simulations used in this activity engage students with a particular dilemma, assisting them to develop critical thinking skills, and generate, practice and model a range of possibilities for action. Use of participatory methods such as role play simulation are central to the effectiveness of education programs that successfully build positive social skills and attitudes.⁴⁰

Learning intention

- Students identify the feelings people can have when they are around violence or are the target of violence
- Students identify what bodily sensations people can feel when they are around violence or are the target of violence
- Students match the actions or words that fit with the word violent
- Students demonstrate the actions or words that fit with the words friendly and fair
- Students identify how people feel when their friends play with them in a way that is friendly and fair
- Students identify how people feel when their friends play with them in a way that is violent, mean or too rough

Method

- 1 Invite students to sit in a circle. Read the following scenario aloud.

TOO ROUGH SCENARIO

One day some friends were playing together in the schoolyard and one friend said, 'I don't want to play with you anymore. You are being too rough.' Invite a trio to come out and act that moment of the scene. Leave them in situ as the focus for the discussion.

- 2 Ask: *What might the playmate have been doing that was 'too rough'?* Brainstorm the 'too rough' behaviours. As suggestions are being made, invite a student to show a 'statue' of that behaviour (completely still as movement here can lead to injuries). Collect these 'statues' around the playmate(s) accused of being 'too rough'. Ask: *Are these things mean if boys do them? If girls do them?*
- 3 Ask: *How did these rough behaviours make the other person feel?* Draw input from the central volunteer and from others. Add these as 'emotion statues' behind the 'victim'. Sum up the suggestions by stating that 'too rough' includes actions that hurt someone, or which damage the equipment, or are not fair because some people miss out on turns. Ask: *Can both boys and girls have these feelings?*

COACHING POINT

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

- 4 Explain that there is a big word for too rough. We can call it **violence**. Ask students to say the word. Thank all the 'statues' that showed the types of violence or ways in which people could be too rough. Thank the 'emotion statues' for helping us understand how it affects other people when we are too rough. Thank the actors for showing the scene. Return them all to the circle.
- 5 Start a second scenario: One day in the playground some friends were playing happily together. The bell rings, so they stop playing, and one of them says, 'I like playing with you. We have fun when we play together.' Ask a pair to model this scenario in the centre of the circle. Leave them there to remind students of the interaction.
Ask: What might the friends have been doing that meant they were so good to play with? (Make links to the previous activity, 'Fair and friendly play'.) With each suggestion, ask a volunteer to show that suggestion in a pose next

to the pair of friends in the circle. Build up the positive suggestions and actions. Ask: *Are these things friendly if boys do them? If girls do them?*

Ask: How did all these actions make their friend feel? E.g. happy, proud, excited (prompt students to think back to some of the feelings words from Emotional Literacy sessions). Ask: Do both girls and boys have these feelings?

Summarise by stating that you see things like taking turns, joining in, sharing, encouraging, helping and smiling and talking. Explain that there are some useful words we can use to sum up this. Like **fair** – this friend was being fair. And **respect** – this friend showed respect.

- 6 Make some points about gender and fair play. Ask:
 - *Are there times when girls are too rough or violent? (Yes) Is this OK? (No)*
 - *Are there times when boys are too rough or violent? (Yes) Is this OK? (No)*
 - *Sometimes boys can think it is OK for them to be too rough or violent, just because they are boys. Is it true that it is OK for boys to be rough or violent? (No)*
 - *Sometimes girls can think they won't really hurt anyone if they are rough or violent, and they think this is just because they are girls. Is it true that girls don't hurt others when they are too rough or violent? (No).*
 - *Can boys and girls play together in a fair way? (Yes)*
 - *Can girls and girls play together in a fair way? (Yes)*
 - *Can boys and boys play together in a fair way? (Yes)*
- 7 Summarise the activity as follows:
Today the class have talked about fair play. Today we have learned that we hurt people when we are too rough or violent. We have learnt that boys and girls should play fair, and boys and girls should not be violent.

Remember back to strong and gentle? We said that being both strong and gentle at the same time gives us self-control. Who can show us that strong and gentle walking in slow motion on sharp stones?

That is **self-control**. We all need our self-control when we feel like being too rough or violent. Our self-control is what we use to stop us from hitting people, or biting or spitting or yelling or snatching or throwing things at them.
- 8 Today I want you to show me how you walk slow motion on tippy toes with one hand on your mouth, and the other hand behind your back. See – like this. I have my hand on my mouth to show I can have self-control about what I say to people. I don't say mean things. I have one hand behind my back to show I don't hit people. I am tippy toes to show that sometimes I have to try extra hard to be extra strong and gentle in my self-control. Let's see how you stand on tippy toes, one hand behind, and one hand on mouth. Now off you go in slow motion.

3 Sharing the play space and equipment

TIME: 25+ MINUTES

Evidence base

Effective gender and social health education programs provide opportunities to build a positive relational climate in the class.^{25, 66-68} Participatory activities, including games provide opportunity for children to develop and practice their interpersonal skills and to gain experience in working within mixed sex groups.^{40, 69, 70}

Learning intention

- Students identify and practice ways to organise sharing of play space or equipment
- Students identify what effects it can have on others when others won't let them join in the play space or equipment
- Students reflect on what happens when some groups take more than their share of the play space or equipment
- Students propose actions to ensure boys and girls can share and play together as well as alongside each other in a fair and friendly way

Equipment

- Room to move in an outside space

Method

- 1 Introduce the lesson by reviewing the key ideas of the activities in this topic so far.
- 2 Take the class into the playground. Visit a number of different popular play spaces. Arrange for students to demonstrate 'how' to play in a fair and friendly way in these different places. Ask:
 - *What emotions might students feel if people do not share the play equipment/play spaces fairly? (Recall the emotions vocabulary from Topic 1)*
 - *Why is it important to share the play equipment and let everyone join in?*
- 3 Arrange for the class to play a game all together in the yard (choose one of the examples provided or an optional game provided at the end of this topic). Talk with them about how the game can help them to enjoy being with each other and to play with people they do not usually play with in the yard.

COACHING POINT

Catch children being fair or friendly and strong or gentle. Name and acknowledge this positive behaviour.

Review

Review the learning intentions. Ask:

- *Which of the rules in the game help us to play well together?*
- *Which rules of the classroom help us to learn and play well together?*

EXAMPLES OF PLAYGROUND GAMES:

DUCK, DUCK GOOSE

The players sit in a circle facing inwards.

One player is chosen to be the 'tapper' and walks around the outside of the circle. As they walk around, they touch each player gently on the head while saying, 'Duck, duck, duck', and at some point tap a player and say 'Goose'.

The goose then jumps up and chases the tapper around the circle. The tapper in turn tries to get all the way back to the goose's spot without being caught.

If the tapper gets home safely, the goose becomes the new tapper and the game starts again. If the goose catches the tapper, the game starts again with the same tapper.

FARMER, FARMER, MAY WE CROSS YOUR RIVER?

One player is named the farmer and stands in the middle of a designated area of the playground. The other players stand behind the line, in a row about 10 metres away from the farmer. A designated 'home' area is agreed, usually the opposite end of the play area.

The players call out 'Farmer, Farmer may we cross the river?' The farmer replies, 'Not unless you have the colour on.'

The players who have the colour on may cross the playground safely to the designated home area.

The farmer then counts to five, and on five other players must walk or run 'home' while the farmer tries to catch them. Anyone who is caught helps the farmer to choose what colour the players should be wearing next to be able to cross the river.

The game continues with a different colour each time until the last player is caught and she/he becomes the farmer.

WHAT'S THE TIME WOLF?

One player is chosen to be Mr/Mrs. Wolf.

The other players stand in a line on the opposite end of the playground about 10-12 metres away from Wolf. This line is 'home'. Wolf stands with his back to them.

The players call 'What's the time Mr/Mrs Wolf?'

Wolf replies '4 o'clock.' (For example.) The players move forward the same number of steps (four steps for 4 o'clock.)

The game continues until Wolf thinks the players are close enough to catch and after being asked the time again he replies, 'Dinner Time', then turns and chases the players.

The first player caught becomes Wolf.

If Wolf does not catch anyone, they have to be Wolf again.

If a player reaches Wolf before dinnertime, they tap Wolf on the shoulder and run for home. If the player gets home then they are safe, if caught, they become Wolf.

GRANDMOTHER'S FOOTSTEPS

Players stand at 'home' base in a line. 'Grandmother' stands with her back to them about 10 metres away.

The players creep forward, but when Grandmother whirls round they must stop moving and freeze. If she sees any of the moving, she sends them back to the starting line again.

The player who is the first to touch Grandmother on the shoulder becomes the next Grandmother. (It may be a good idea to set a suitable time limit between 'whirls', or Grandmother may spend most of the time facing the players searching for movement.)

4 Witnessing gender-based violence at school

TIME: 20+ MINUTES

Evidence base

Violence against women is a profound problem in Australia with significant social, health, economic and other consequences.⁷¹ While it is often not labelled as such, the kind of bullying that children experience at school is often gendered in nature. Moreover, bullying and violence in school often mirrors the types of gender violence that take place in the broader community.

This activity introduces scenarios in which children experience bullying based on their gender. Students consider the impact of these behaviours and practice assertive responses, including peer-support and help-seeking. Research shows that many children, especially boys, are reluctant to seek help in the face of bullying⁷², highlighting the importance of explicit efforts to normalise and practice help-seeking.

Learning intention

- Students can recognise types of gender-based violence
- Students practice responding assertively to gender-based violence

Method

- 1 Bring students together for circle time or group time. Explain to the students that you are about to tell a story about Su-Lee who has a problem. Tell students that at the end of the story, we are going to use what we have learned in previous activities to try and help Su-Lee.

SU-LEE AND THE SANDPIT

Su-Lee loved the sand. Her favourite place to go on the weekend was to the beach. She loved digging, building sand castles and creating roads and paths in the sand. She was very good at making enormous sand castles, sometimes by herself and sometimes with her grandfather and sometimes with her bigger brother.

Su-Lee was so excited when she went to visit her new school Sunnyside Pier Primary School because it had a huge sand pit with wonderful golden sand full to the edges of the pit. At the side of the sandpit was a bucket full of spades, rakes, buckets and containers – perfect for building sand castles.

On her first day of school Su-Lee went straight to the sandpit at lunchtime. She picked a blue spade from the bucket and started to build a sand castle. As it started to grow three boys came over. One of the boys, Josh said, 'Hey this sandpit is only for boys'. Su-Lee said, 'No, everyone can play in the sandpit'. Luca one of the other boys stood on her sand castle and smashed it down. Mark walked past her and bumped her. Su-Lee went over to the teacher on yard duty and told her. Miss Julie came with her to the sand pit and said to Josh, Luca and Mark, 'This sandpit is for everyone to play in'. The boys said, 'Yes Miss Julie'. Miss Julie went to see what was happening with the children kicking the soccer ball. Su-Lee just started to build her sand castle again and the bell rang.

Next day at lunchtime Su-Lee ran to the sandpit. She went to get a spade but they were all gone. She noticed there were two spades beside Luca. She went and asked Luca if she could use one of them. He said, 'No! These spades are for the boys. See – they are blue'. Su-Lee said, 'That's not fair. All you boys have spades and this is spare'. Luca stood up and put his face up close to Su-Lee and yelled, 'No, no girls! Now move!' He stood with his hands clenched and a spade in each hand. The yelling really scared Su-Lee and he seemed really big. She thought he might even hit her with those spades. Su-Lee ran away and sat on the seat. Her heart was pounding and she felt like she was going to cry.

- 2 Discuss the story with the children. Ask:
 - Who was stopping Su-Lee from playing in the sandpit?
 - Was this fair and friendly?
 - Could this happen at our school?
 - How do you feel when people yell at you or you hear people yelling at a friend? How do you think Su-Lee felt?
 - What could Su-Lee do next?

- How might other children help make it safe and friendly for Su-Lee?
- What does Luca need to learn? What can other children do to help him to learn this?

3 Ask students how to help Su-Lee with her problem. Students can turn and talk to a partner before sharing ideas. (As they share, praise/draw attention to assertive behaviours and help-seeking skills, such as using a calm and strong voice, naming the problem, explaining what help they need, etc.)

- What might you say to Su-Lee?
- What might you do?
- Whom might you ask for help?
- What might you say to Luca?
- What might you do?
- Whom might you ask for help?

Emphasise that sometimes when we feel very upset about the way someone is treating us or the way someone is treating someone else, we need to ask for help.

Review the help-seeking strategies introduced in Topic 6 (Help-seeking): speak in a calm strong voice, name the problem, explain what help you need.

4 Invite a pair of students to role-play asking a teacher to help Su-Lee (or Su-Lee asking for help), before inviting students to practise the help-seeking process. Compose several context-based scenarios like the two examples below to which students can respond. They can respond with an assertive statement, or decide to ask for help.

Anthony is playing on the adventure playground with his friends Susie and Ella. Toby walks up and laughs, chanting 'Anthony's a girl, 'cos he plays with girls! Ha! Ha!' What can Anthony say or do?

Julia likes to wear shorts to school every day, so that she can play on the balance beams and monkey bars in the adventure playground. Some of the girls in her class tease her every day, calling her Julio, because she dresses like a boy. She has told them why she likes to wear shorts and that her name is Julia. In class, when it is mat time or group work, they will not let her sit near them. Today when she came to school with a new short haircut, the teasing got worse and lots of other children joined in. Julia feels very upset. What can she do?

COACHING POINT

This activity can prompt children to reconnect their own experiences of exclusion or violence, so end on a positive note about what children can do. Also be alert to any signs that there is a need to have a follow-up conversation with individual children who may have experienced bullying or violence. Revisit activities from previous topics (e.g. Positive coping, Problem-solving and Help-seeking) to discuss skills and strategies to support Su-Lee and help Mark, Josh and Luca to change their behaviour. In particular, refer to Topic 6: Help-seeking, Activity 4: How to ask for help.

5 What are clothes for?

TIME: 20+ MINUTES

Evidence base

It is important to teach children that other people do not have the right to hurt or to intrude upon their bodies.

Protective behaviours refers to behaviours which enable children to recognise situations in which their personal space and sense of safety might be compromised and consider what to do in these situations to ensure a safe outcome. Programs that increase awareness, knowledge and protective behaviour skills, aim to prevent and reduce child abuse and violence by building children's comfort level to disclosing inappropriate sexual advances.⁷³

School-based abuse prevention programs for early childhood and primary school children have been found to be effective in increasing student knowledge and protective behaviours.⁷³⁻⁷⁶ One of the steps in teaching protective behaviours to children is for them to learn about privacy.

For example, learning there are certain parts of the body that are more private than others which we do not allow most people to see or touch. Increasing children's understanding that they have rights over their bodies, and providing strategies that they can use to protect their bodies from hurt, harm or intrusion upon their dignity, can enable children to seek help.

Learning intention

- Students list the different uses that clothes have for providing protection for the body
- Students will identify that clothes are also used to cover parts of the body in order to meet the standards of modesty and decency that apply in different settings

Equipment

- *Sam handout*

Method

- 1 Introduce the class to **Sam**. Tell students they are going to help Sam to learn about what clothes are for.

Ask: *Who can tell what we use clothes for?*

Ask the students to suggest clothes that Sam might wear in different conditions or occasions.

- *What does Sam need clothes for on a hot day?*
- *If Sam is playing sports, what sorts of clothes does Sam like to use?*
- *What about if Sam wants to go swimming?*
- *What about if Sam wants to take a shower or bath?*
- *What if Sam is going to a party or special celebration?*

Tell students that clothes protect Sam's body (to keep it healthy and safe). Sam wears clothes to keep warm when it is cold, or dry when it is raining. Some clothes help to protect Sam from the hot sun and Sam wears special clothes when going to [karate/swimming/celebrations]. Underneath Sam's clothes Sam wears underclothes (or undies) to keep parts of Sam's body comfortable and private.

Explain that the body parts we cover with our underwear 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.

- 2 Explain that Sam has some questions. Ask each question on Sam's behalf and invite the class to answer.
 - *Is school the right place to take all my clothes off and run around with nothing on?*
 - *If I am hot at school is it OK to take my clothes off and run around in my underwear?*

Review

Ask:

- *What do our clothes do for us?*
- *Should I wear my bathers to a winter football game? Why not?*

Thank the students for helping teach Sam that clothes are used for:

- Safety
- Comfort
- To make us look smart
- To help us play well in active games or sports
- To protect us from the sun and from the cold and rain
- To protect our privacy.

Explain that for each of us, our body is our own. And other people do not have the right to hurt us. And there are some parts of the body we like to keep private. We taught Sam that while we take our clothes off to shower or bath, we keep some parts of our bodies covered the rest of the time with our bathers or underwear or other layers of clothes.

COACHING POINT

Talking about body parts and privacy

This activity helps students to learn that 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 that provide sexuality education to children of Foundation age. 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.

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>

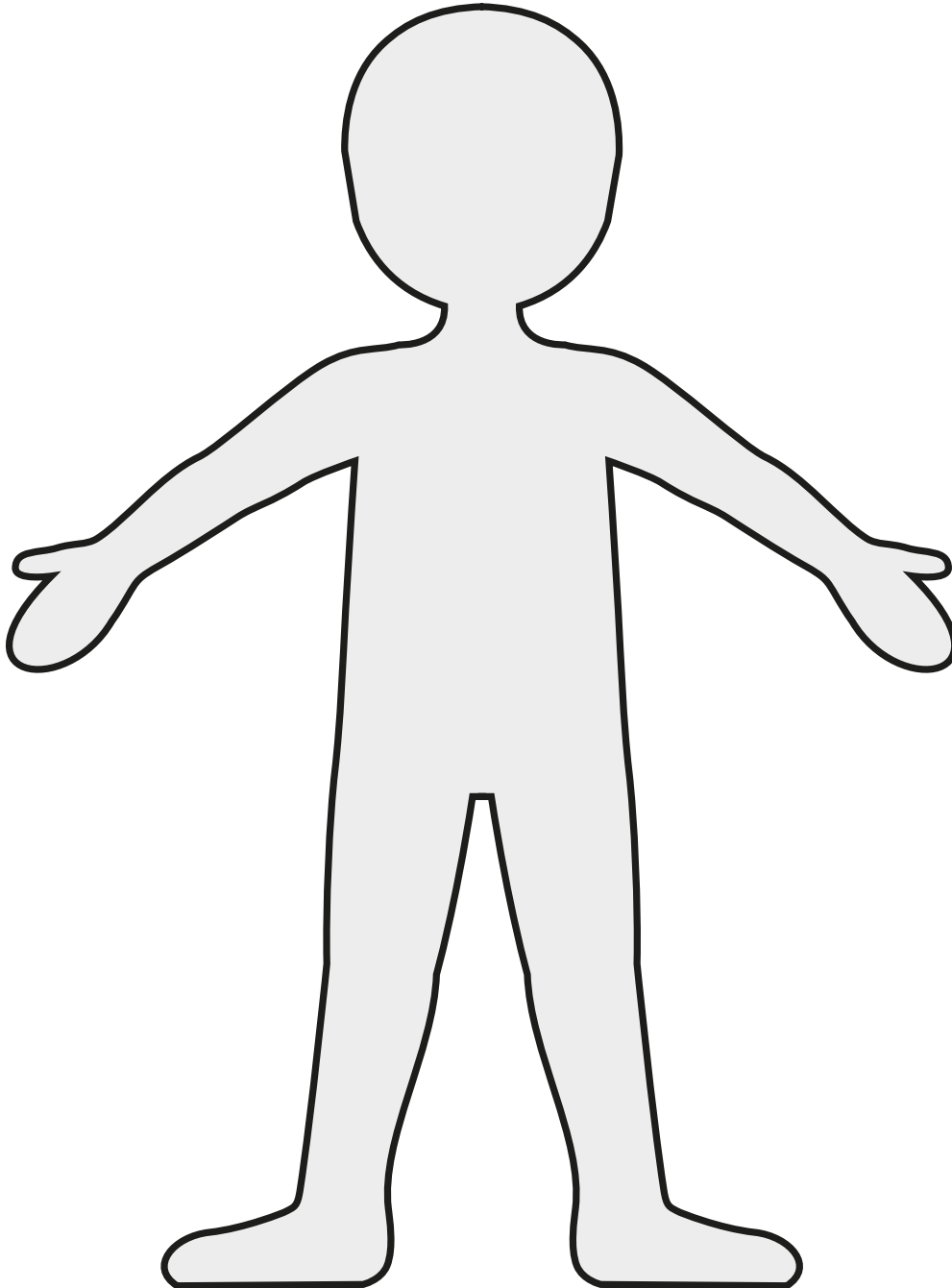
Responses

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.

Respect

Seek to include context-based examples throughout the activity. Stress the need to show respect for the different customs that people have about dress and about physical contact.

SAM



6 Keeping my body safe

TIME: 20+ MINUTES

Evidence base

Children in preschool and the early years of school are often seen as being too young to understand or experienced gender discrimination or gender violence. However, many young children do encounter gender discrimination and some are exposed to forms of harassment and violence enacted by other children or by adults.

Family violence is often witnessed by the children who live in the household.⁷⁷ In Australia, domestic, family and sexual violence is found across all cultures, ages and socio-economic groups.⁷⁸ Hence children need the language and strategies to challenge these experiences and to protect themselves. Components of successful programs include teaching children to identify and resist inappropriate touching, reassuring children that it is not their fault if they experience abuse, and learning the proper names of their genitals.⁷³

The self-care and help-seeking strategies (e.g. the NO, GO, TELL strategy used in this activity) help children to understand that they have rights over their own bodies, and if these rights are violated, they can seek safety and support. There is a delicate balance to maintain between overexposing children to stories about the types of violence that can occur, and equipping them to seek support if they or others around them are the targets of violence. This can be done by teaching them simple concepts such as 'my body belongs to me', and 'I have the right to say no and to seek help if someone is hurting me'.⁷⁹ Research into school-based prevention programs which teach protective behaviours have been found to be effective in increasing student awareness and use of protective behaviours.⁷³⁻⁷⁵

Learning intention

- Students practice ways to tell people when they do not like the way their body is being touched or treated by others
- Students will practice ways to seek safety when in the presence of violence or inappropriate forms of personal contact
- Students will practice ways to seek help and inform a trusted adult if they or others they observe are treated inappropriately by others

Equipment

- Print out of the *Sam handout*
- *NO, GO, TELL display cards handout*

Method

Reintroduce Sam to the class. Explain that Sam has a second problem. Sam is not sure what to do if he or she ever needs to keep their body safe. Sam has learnt about clothes and how to keep safe from sun or cold. But what about how to keep Sam's body safe if someone is hurting it, or trying to touch Sam on parts of the body that are private – for example his penis or bottom or her vulva or bottom?

COACHING POINT

Avoid gender stereotyping with Sam in this scenario by emphasising that Sam could be a boy or girl as you discuss NO, GO, TELL. Instead of having to use 'he' or 'she', you can use the plural 'they', which is inclusive of both genders and assists all children to identify with Sam.

- 1 Ask: *What can Sam do if someone is hurting their body or trying touch their private parts?*

Sum up the student responses. Explain that for each of us, our body is our own. Other people do not have the right to hurt us. If this happens, there are things that we can do.

Invite the class to help teach Sam a simple way to remember what to do if someone is hurting them or if someone wants to touch private parts of their body.

- 2 Show the students the word cards. Explain the 'NO, GO, TELL' in the following manner.

NO

Ask: *Who knows how to say no? (Everyone)*
When do you say no? After the children have given some answers, emphasise that when they were little they learnt to 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.

Sam can say NO if someone wants them to do something that makes them feel uncomfortable. This scared or uncomfortable feeling might give them a strange sick feeling in their tummy or a lumpy feeling in their throats. Sam can say NO if the other person is hurting them or making them feel scared. Invite the class to show Sam what NO sounds like.

GO

Explain that sometimes when we tell people NO – it is not enough to stop them. In this situation we can teach the Sam how to GO. They can go to a safer place. Invite the class to echo your GO loudly.

GO means Sam can move away. Sam can find a safe place to go. They can do this to get away from a scary person, or to get away from someone who might hurt them, or make them feel uncomfortable about their body.

Ask: *Where can we go to be safe? Who can we ask for help?*

TELL

Explain that there is one more thing that Sam can do. Sam can TELL. Sam can tell someone what has happened. Sam can tell someone how they feels. They can tell a safe grown-up if someone is hurting their body or wanting to touch parts of their body that Sam does not want people to touch. If that grown up won't listen or won't believe him, he can try a different grown-up to tell.

Make the NO, GO, TELL model into a song or chant with accompanying movements and sing it with the class. (Optional.)

- 3 Explain that Sam has some friends and they need help to use the NO, GO TELL model. Use a selection of the scenarios to pose as problems for the children to advise on. Invite students to demonstrate a response, or set pairs the challenge of practicing with each other.

COACHING POINTS

Activities in Topic 6 (Help-seeking) provide opportunities for students to practice asking for help. The key help-seeking steps in the Foundation program are: approach the trusted grown-up (e.g. teacher); use a calm and strong voice; tell the grown-up the problem; tell the grown-up that you need help. Guide students to use this process when analysing the scenarios. You might choose this time to have students review their list of people they can you to if they feel uncomfortable or scared.

NO, GO, TELL SCENARIOS

- Arif is Vicky's friend. He squeezes Benita's arm and makes it hurt. He laughs. But it is not funny for Vicky. She wants it to stop. Arif says it is only a game and she should not be a cry-baby. What could Vicky do or say? Who could she tell?
- Ashini is climbing on the monkey bars and a boy stands under her and lifts up her dress. What could Ashini do or say? Who could she tell?
- Bruno is waiting at the gate for his Dad to pick him up. Some older children are waiting there too. Some boys touch him on the bottom and laugh. They try to pull his pants down. What could Bruno do or say? Who could he tell?
- Johnny has an uncle who always wants to kiss him even when he is playing. Johnny only likes to kiss his mum and his Nana and Pa when he is saying goodnight to them at bedtime. What could Johnny say? Where could he go to? Who could he tell?
- Shani is at a birthday party with her mum and dad. When they leave, a friend of her dad's asks her to give her a hug goodbye. Shani doesn't know this person and feels uncomfortable to give them a hug. What could Shani say or do? Who could she tell?

COACHING POINTS

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

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. 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 through the link below.

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

Refer to the teacher guidance notes for further information and coaching.

- Zhou is playing chasey in the playground and Ben says, 'Chase Linda and her girlfriends and if you catch a girl you have to kiss her'. Linda and her friends say, 'No we don't want you to do that'. But Ben tells Zhou that he has to. Zhou feels scared because he doesn't want to; but if he doesn't, Ben won't play with him. What could Zhou say or do? Who could he tell? What could Linda and her girlfriends say or do? Who could they tell?

Review

Ask:

- *What were the three words we learned today?*
- *Who thinks they could use the NO, GO, TELL if you ever need to? Invite students to talk to a partner about who some of their helpful adults are. Remind the students that if someone is treating their body the wrong way or asks them to touch their own body in the wrong way, it is good to tell one of their helpful adults.*

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 re-play one of the co-operative games from Topic 2 (Personal strengths).

NO

GO

TELL

Topic 8 Further resources

Reflecting on everyday practice

- How have the activities provided insight into gender relationships within and outside your classroom?
- What does it mean for children who are routinely experiencing gender-based violence or harassment in the yard and failing in their efforts to address this when we ask them to work through the issues by themselves?
- What might perpetrators learn about gender-based violence if adults do not see fit to intervene?
- How do you contribute to creating and sustaining a safe, supportive, inclusive, gender-friendly school community?

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
- *Bully Stoppers* provides a range of information for students, parents and teachers to help identify, challenge and seek assistance in the face of bullying behaviour.
<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>

- *Kids Helpline* is a free 24-hour counselling service for Australian kids and young people aged 5–25 years.
<http://www.kidshelp.com.au/>
- *KidsMatter* provides a range of resources and ideas for developing coping skills.
<https://www.kidsmatter.edu.au/primary/resources-your-journey/starting-school/5-coping-skills-children>
- *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>

Extension activities

- Reinforce/embed the key ideas of the lesson in classroom and playtime routines, giving students feedback on and inviting them to report fair and friendly behaviours.
- Consider co-constructing a class language experience book incorporating the key ideas from this activity and the previous activity, incorporating images of freeze frames and dialogue to exemplify fair and respectful play and relationships.

Talking further

- Invite students to talk to people at home about how they can be fair and respectful.
- Encourage children to talk with people at home about helpful ways to work out who should go first in a game. Ask adults how they worked out who would go first in a game when they were young.
- Talk with the staff team about strategies to use when working with families who believe that children in Foundation are too young to be talking about gender-based discrimination and violence. What will you do in a situation where a family refused to allow their child to participate in these activities?

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.^{44, 45} They can also be used to re-visit and reinforce inclusive gender messages, to acknowledge and reward the class for their efforts, or as some time out when students have been experiencing frustration, fatigue or conflict.

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 connected to learning are more likely to be motivated, show improved academic outcomes and academic self-efficacy.^{46, 47}

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, 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 FOUNDATION LEVEL		
Strand: Self-awareness and management		
Sub-strand	Content description	Topic(s)
Recognition and expression of emotions	<ul style="list-style-type: none"> Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations
Development of resilience	<ul style="list-style-type: none"> Recognise that problems or challenges are a normal part of life and there are actions that can be undertaken to manage problems Identify their likes and dislikes, needs and wants, abilities and strengths 	<ul style="list-style-type: none"> Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations
Strand: Social Awareness and Management		
Sub-strand	Content description	Topic(s)
Relationships and diversity	<ul style="list-style-type: none"> Identify a range of groups to which they, their family, and members of their class belong Practise the skills required to include others and make friends with peers, teachers and other adults 	<ul style="list-style-type: none"> Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations

Collaboration	<ul style="list-style-type: none"> Name and practise basic skills required to work collaboratively with peers Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations <ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 4: Problem-solving Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations
---------------	---	---

Achievement standard:

Students recognise personal qualities and achievements by describing activities they enjoy at school and home, noting their strengths. They recognise that attempting new and challenging tasks are an important part of their development. Students identify different types of relationships. They begin to identify and practise basic skills for including and working with others in groups.

Table 2: Curriculum area: Critical and Creative Thinking

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

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

- Topic 4: Problem-solving
- Topic 7: Gender and identity
- Topic 8: Positive gender relations

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 FOUNDATION LEVEL		
Strand: Personal, social and community health		
Sub-strand	Content description	Topic(s)
Being healthy, safe and active	<ul style="list-style-type: none"> • Identify personal strengths • Identify people and actions that help keep themselves safe and healthy 	<ul style="list-style-type: none"> • Topic 2: Personal strengths • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations • Topic 2: Personal strengths • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations
Communication and interacting for health and wellbeing	<ul style="list-style-type: none"> • Practise personal and social skills to interact with others • Identify and describe emotional responses people may experience in different situations 	<ul style="list-style-type: none"> • Topic 1: Emotional literacy • Topic 2: Personal strengths • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 5: Stress management • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations

Contributing to healthy and active communities	<ul style="list-style-type: none"> Identify actions that promote health, safety and wellbeing 	<ul style="list-style-type: none"> Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations
--	--	--

Achievement standard (relevant aspects):

Students identify actions that help them be healthy, safe and physically active.

They identify different settings where they can be active and how to move and play safely.

Students use personal and social skills when working with others in a range of activities.

They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities.

Table 4: Curriculum area: English

English FOUNDATION LEVEL		
Mode: Reading and viewing		
Strand: Literature		
Sub-strand	Content description	Topic(s)
Literature and context	<ul style="list-style-type: none"> Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 4: Problem-solving Topic 8: Positive gender relations
Mode: Speaking and listening		
Strand: Language		
Sub-strand	Content description	Topic(s)
Language for social interactions	<ul style="list-style-type: none"> Explore how language is used differently at home and school depending on the relationships between people 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 4: Problem-solving Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations
Evaluative language	<ul style="list-style-type: none"> Understand that language can be used to explore ways of expressing needs, likes and dislikes 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations
Vocabulary	<ul style="list-style-type: none"> Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations

Strand: Literacy

Sub-strand	Content description	Topic(s)
Interacting with others	<p><i>Listening and speaking interactions</i></p> <ul style="list-style-type: none">Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak <p><i>Oral presentations</i></p> <ul style="list-style-type: none">Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact	<ul style="list-style-type: none">Topic 1: Emotional literacyTopic 2: Personal strengthsTopic 3: Positive copingTopic 4: Problem-solvingTopic 5: Stress managementTopic 6: Help-seekingTopic 7: Gender and identityTopic 8: Positive gender relations <ul style="list-style-type: none">Topic 3: Positive copingTopic 4: Problem-solvingTopic 6: Help-seekingTopic 7: Gender and identityTopic 8: Positive gender relations

Achievement standard (relevant aspects):

Reading and viewing:

Students recall one or two events from texts with familiar topics.

They identify connections between texts and their personal experience.

Speaking and listening:

Students listen to and use appropriate interaction skills to respond to others in a familiar environment. Students understand that their texts can reflect their own experiences.

Students communicate clearly. They retell events and experiences with peers and known adults.

Mapping against the Victorian Curriculum by activity

The following tables identify the explicit teaching intentions that will occur in each activity. The activities use a range of interactive teaching strategies which create an opportunity for additional skills and knowledge to be taught.

- Explicit teaching intentions covered in the activity.
- Opportunities for explicit teaching in the activity

Topic 1: Emotional literacy

ACTIVITY:	1	2	3	4	5
TIME:	10	15	15	10	20

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations

•	•	•	•	•
---	---	---	---	---

Development of resilience

Identify their likes and dislikes, needs and wants, abilities and strengths

--	--	--	--	--

Recognise that problems or challenges are a normal part of life and there are actions that can be undertaken to manage problems

•				
---	--	--	--	--

Social awareness and management

Relationships and diversity

Identify a range of groups to which they, their family, and members of their class belong

			○	○
--	--	--	---	---

Practise the skills required to include others and make friends with peers, teachers and other adults

--	--	--	--	--

Collaboration

Name and practise basic skills required to work collaboratively with peers

		○	○	○
--	--	---	---	---

Use appropriate language to describe what happens and how they feel when experiencing positive interactions or 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

	○		○	○
--	---	--	---	---

ACTIVITY:	1	2	3	4	5
TIME:	10	15	15	10	20

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Identify personal strengths					
Identify people and demonstrate protective behaviours that help keep themselves safe and healthy		○		○	○

Communication and interacting for health and wellbeing

Practise personal and social skills to interact with and include others			●		○
Identify and describe emotional responses people may experience in different situations		●		●	●

Contributing to healthy and active communities

Identify actions that promote health, safety and wellbeing					
--	--	--	--	--	--

ENGLISH

READING AND VIEWING

Literature

Literature and context

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences		○			
--	--	---	--	--	--

SPEAKING AND LISTENING

Language

Language for social interaction

Explore how language is used differently at home and school depending on the relationships between people				○	
---	--	--	--	---	--

Evaluative language

Understand that language can be used to explore ways of expressing needs, likes and dislikes					○
--	--	--	--	--	---

Vocabulary

Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school	○	●	○	○	○
---	---	---	---	---	---

Literacy

Interacting with others

Listening and speaking interactions. Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak		○	○	○	○
Oral presentations. Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact					○

Topic 2: Personal strengths

ACTIVITY:	1	2	3	4
TIME:	10	25	20	10

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations

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

Development of resilience

Identify their likes and dislikes, needs and wants, abilities and strengths

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

Recognise that problems or challenges are a normal part of life and there are actions that can be undertaken to manage problems

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

Social awareness and management

Relationships and diversity

Identify a range of groups to which they, their family, and members of their class belong

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

Practise the skills required to include others and make friends with peers, teachers and other adults

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

Collaboration

Name and practise basic skills required to work collaboratively with peers

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

Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict

<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"/>
-----------------------	-----------------------	-----------------------	-----------------------

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

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

ACTIVITY:	1	2	3	4
TIME:	10	25	20	10

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Identify personal strengths	●	○	●	●
Identify people and demonstrate protective behaviours that help keep themselves safe and healthy			○	

Communication and interacting for health and wellbeing

Practise personal and social skills to interact with and include others	●		○	
Identify and describe emotional responses people may experience in different situations		●	●	○

Contributing to healthy and active communities

Identify actions that promote health, safety and wellbeing			●	●
--	--	--	---	---

ENGLISH

READING AND VIEWING

Literature

Literature and context

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences		●		
--	--	---	--	--

SPEAKING AND LISTENING

Language

Language for social interaction

Explore how language is used differently at home and school depending on the relationships between people		○		
---	--	---	--	--

Evaluative language

Understand that language can be used to explore ways of expressing needs, likes and dislikes	○	○	○	
--	---	---	---	--

Vocabulary

Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school	○	○	○	○
---	---	---	---	---

Literacy

Interacting with others

Listening and speaking interactions. Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak	○	○	○	○
Oral presentations. Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact				○

Topic 3: Positive coping

ACTIVITY:	1	2	3	4	5
TIME:	10	15	15	10	10

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations

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

Development of resilience

Identify their likes and dislikes, needs and wants, abilities and strengths

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

Recognise that problems or challenges are a normal part of life and there are actions that can be undertaken to manage problems

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

Social awareness and management

Relationships and diversity

Identify a range of groups to which they, their family, and members of their class belong

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

Practise the skills required to include others and make friends with peers, teachers and other adults

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

Collaboration

Name and practise basic skills required to work collaboratively with peers

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

Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict

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

CRITICAL AND CREATIVE THINKING

Questions and possibilities

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

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

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

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

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

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

Reasoning

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

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

ACTIVITY:	1	2	3	4	5
TIME:	10	15	15	10	20

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Identify personal strengths		•			
Identify people and demonstrate protective behaviours that help keep themselves safe and healthy		•	•	•	•

Communication and interacting for health and wellbeing

Practise personal and social skills to interact with and include others					○
Identify and describe emotional responses people may experience in different situations		•	•	○	•

Contributing to healthy and active communities

Identify actions that promote health, safety and wellbeing					•
--	--	--	--	--	---

ENGLISH

READING AND VIEWING

Literature

Literature and context

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences					
--	--	--	--	--	--

SPEAKING AND LISTENING

Language

Language for social interaction

Explore how language is used differently at home and school depending on the relationships between people					
---	--	--	--	--	--

Evaluative language

Understand that language can be used to explore ways of expressing needs, likes and dislikes			○		○
--	--	--	---	--	---

Vocabulary

Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school	○	○	○	○	○
---	---	---	---	---	---

Literacy

Interacting with others

Listening and speaking interactions. Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak	○	○	○	○	○
Oral presentations. Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact					○

Topic 4: Problem solving

ACTIVITY:	1	2	3
TIME:	10	15	20

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
---	-----------------------	----------------------------------	----------------------------------

Development of resilience

Identify their likes and dislikes, needs and wants, abilities and strengths	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Recognise that problems or challenges are a normal part of life and there are actions that can be undertaken to manage problems	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Social awareness and management

Relationships and diversity

Identify a range of groups to which they, their family and members of their class belong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practise the skills required to include others and make friends with peers, teachers and other adults	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Collaboration

Name and practise basic skills required to work collaboratively with peers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Use appropriate language to describe what happens and how they feel when experiencing positive interactions or 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 checked="" type="radio"/>	<input checked="" type="radio"/>
Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities	<input checked="" 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"/>

ACTIVITY:	1	2	3
TIME:	10	15	20

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Identify personal strengths	<input type="radio"/>		<input type="radio"/>
Identify people and demonstrate protective behaviours that help keep themselves safe and healthy	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Communication and interacting for health and wellbeing

Practise personal and social skills to interact with and include others		<input type="radio"/>	<input checked="" type="radio"/>
Identify and describe emotional responses people may experience in different situations		<input checked="" type="radio"/>	<input checked="" type="radio"/>

Contributing to healthy and active communities

Identify actions that promote health, safety and wellbeing	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
--	----------------------------------	----------------------------------	----------------------------------

ENGLISH

READING AND VIEWING

Literature

Literature and context

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences		<input checked="" type="radio"/>	
--	--	----------------------------------	--

SPEAKING AND LISTENING

Language

Language for social interaction

Explore how language is used differently at home and school depending on the relationships between people			<input type="radio"/>
---	--	--	-----------------------

Evaluative language

Understand that language can be used to explore ways of expressing needs, likes and dislikes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------

Vocabulary

Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------	-----------------------

Literacy

Interacting with others

Listening and speaking interactions. Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral presentations. Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact			<input type="radio"/>

Topic 5: Stress management

ACTIVITY:	1	2	3
TIME:	10	10	10

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
---	-------------------------------------	-------------------------------------	-------------------------------------

Development of resilience

Identify their likes and dislikes, needs and wants, abilities and strengths	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recognise that problems or challenges are a normal part of life and there are actions that can be undertaken to manage problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Social awareness and management

Relationships and diversity

Identify a range of groups to which they, their family, and members of their class belong	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Practise the skills required to include others and make friends with peers, teachers and other adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Collaboration

Name and practise basic skills required to work collaboratively with peers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict	<input checked="" type="checkbox"/>	<input checked="" 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"/>
Consider personal reactions to situations or problems and how these reactions may influence thinking	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Reasoning

Compare and contrast information and ideas in own and others' reasoning	<input checked="" 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"/>

ACTIVITY:	1	2	3
TIME:	10	10	10

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Identify personal strengths

	•	•
--	---	---

Identify people and demonstrate protective behaviours that help keep themselves safe and healthy

•	•	•
---	---	---

Communication and interacting for health and wellbeing

Practise personal and social skills to interact with and include others

○		
---	--	--

Identify and describe emotional responses people may experience in different situations

○	•	•
---	---	---

Contributing to healthy and active communities

Identify actions that promote health, safety and wellbeing

•	•	•
---	---	---

ENGLISH

READING AND VIEWING

Literature

Literature and context

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences

--	--	--

SPEAKING AND LISTENING

Language

Language for social interaction

Explore how language is used differently at home and school depending on the relationships between people

--	--	--

Evaluative language

Understand that language can be used to explore ways of expressing needs, likes and dislikes

	○	
--	---	--

Vocabulary

Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school

○	○	○
---	---	---

Literacy

Interacting with others

Listening and speaking interactions. Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak

○	○	○
---	---	---

Oral presentations. Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact

--	--	--

Topic 6: Help-seeking

ACTIVITY:	1	2	3	4
TIME:	10	10	15	20

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations

	•	•	•
--	---	---	---

Development of resilience

Identify their likes and dislikes, needs and wants, abilities and strengths

•	○	○	○
---	---	---	---

Recognise that problems or challenges are a normal part of life and there are actions that can be undertaken to manage problems

○	•	○	•
---	---	---	---

Social awareness and management

Relationships and diversity

Identify a range of groups to which they, their family, and members of their class belong

○	•	•	•
---	---	---	---

Practise the skills required to include others and make friends with peers, teachers and other adults

			•
--	--	--	---

Collaboration

Name and practise basic skills required to work collaboratively with peers

•			○
---	--	--	---

Use appropriate language to describe what happens and how they feel when experiencing positive interactions or 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

--	--	--	--

ACTIVITY:	1	2	3	4
TIME:	10	10	15	20

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Identify personal strengths	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Identify people and demonstrate protective behaviours that help keep themselves safe and healthy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Communication and interacting for health and wellbeing

Practise personal and social skills to interact with and include others	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Identify and describe emotional responses people may experience in different situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Contributing to healthy and active communities

Identify actions that promote health, safety and wellbeing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
--	-------------------------------------	--------------------------	-------------------------------------	-------------------------------------

ENGLISH

READING AND VIEWING

Literature

Literature and context

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------

SPEAKING AND LISTENING

Language

Language for social interaction

Explore how language is used differently at home and school depending on the relationships between people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------

Evaluative language

Understand that language can be used to explore ways of expressing needs, likes and dislikes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------

Vocabulary

Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------

Literacy

Interacting with others

Listening and speaking interactions. Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral presentations. Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Topic 7: Gender and Identity

ACTIVITY:	1	2	3	4
TIME:	40	60	25	20

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations

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

Development of resilience

Identify their likes and dislikes, needs and wants, abilities and strengths

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

Recognise that problems or challenges are a normal part of life and there are actions that can be undertaken to manage problems

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

Social awareness and management

Relationships and diversity

Identify a range of groups to which they, their family, and members of their class belong

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

Practise the skills required to include others and make friends with peers, teachers and other adults

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

Collaboration

Name and practise basic skills required to work collaboratively with peers

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

Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict

		<input checked="" 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

--	--	--	--

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

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

Reasoning

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

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

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

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

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Identify personal strengths			•	•
Identify people and demonstrate protective behaviours that help keep themselves safe and healthy		○	•	○

Communication and interacting for health and wellbeing

Practise personal and social skills to interact with and include others	•	○	•	
Identify and describe emotional responses people may experience in different situations	•	•	•	

Contributing to healthy and active communities

Identify actions that promote health, safety and wellbeing	•		•	•
--	---	--	---	---

ENGLISH

READING AND VIEWING

Literature

Literature and context

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences				
--	--	--	--	--

SPEAKING AND LISTENING

Language

Language for social interaction

Explore how language is used differently at home and school depending on the relationships between people			○	
---	--	--	---	--

Evaluative language

Understand that language can be used to explore ways of expressing needs, likes and dislikes	○	○	○	
--	---	---	---	--

Vocabulary

Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school	○	○	○	○
---	---	---	---	---

Literacy

Interacting with others

Listening and speaking interactions. Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak	○	○	○	○
Oral presentations. Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact	○	○		

Topic 8: Positive gender relations

ACTIVITY:	1	2	3	4	5	6
TIME:	25	20	25	20	20	20

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations

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

Development of resilience

Identify their likes and dislikes, needs and wants, abilities and strengths

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

Recognise that problems or challenges are a normal part of life and there are actions that can be undertaken to manage problems

Social awareness and management

Relationships and diversity

Identify a range of groups to which they, their family, and members of their class belong

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

Practise the skills required to include others and make friends with peers, teachers and other adults

Collaboration

Name and practise basic skills required to work collaboratively with peers

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

Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict

CRITICAL AND CREATIVE THINKING

Questions and possibilities

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

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

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

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

Reasoning

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

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

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

ACTIVITY:	1	2	3	4	5	6
TIME:	25	20	25	20	20	20

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Identify personal strengths	<input type="radio"/>		<input checked="" type="radio"/>	<input type="radio"/>		
Identify people and demonstrate protective behaviours that help keep themselves safe and healthy	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

Communication and interacting for health and wellbeing

Practise personal and social skills to interact with and include others	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		<input checked="" type="radio"/>
Identify and describe emotional responses people may experience in different situations	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		<input checked="" type="radio"/>

Contributing to healthy and active communities

Identify actions that promote health, safety and wellbeing	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
--	----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

ENGLISH

READING AND VIEWING

Literature

Literature and context

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences				<input type="radio"/>		<input type="radio"/>
--	--	--	--	-----------------------	--	-----------------------

SPEAKING AND LISTENING

Language

Language for social interaction

Explore how language is used differently at home and school depending on the relationships between people						<input type="radio"/>
---	--	--	--	--	--	-----------------------

Evaluative language

Understand that language can be used to explore ways of expressing needs, likes and dislikes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Vocabulary

Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Literacy

Interacting with others

Listening and speaking interactions. Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral presentations. Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>

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 e.g. between family members who live together, or between a young girlfriend and boyfriend).

Discrimination: Discrimination is the exclusion or unfair treatment of one particular person or group of people based on different traits such as sex, gender, religion, nationality, ethnicity (culture), 'race', or other personal characteristics. People who experience discrimination are prevented from enjoying the same rights and opportunities as other people. Discriminating goes against a basic principle of human rights: that all people are equal in dignity and entitled to the same fundamental rights.

Empathy: The ability to imagine what someone else might be thinking or feeling.

Family violence: see Domestic Violence.

Gay: A person who is primarily attracted to and/or has sex with someone of the same gender. Commonly used for men, some women also use this term.

Gender/Gender Norms: Gender is a concept that describes how societies manage and determine sex categories, and is used in reference to social and cultural differences rather than biological ones. It is the cultural meanings attached to men and women's roles, and can change over time and vary within and among cultures. Gender involves social norms, attitudes and activities that society deems more appropriate for one sex over another. Gender is also determined by what an individual feels and does, and how individuals understand their identities including being a man, women, transgender, gender queer and many other gender positions.

Gender-based violence: Gender-based violence is a sub-category of interpersonal violence. It includes forms of violence that target individuals or groups on the basis of their gender and that results in, or is likely to result in, physical, sexual, or psychological harm or suffering.

Gender equality: The equal valuing by society of all people regardless of gender, and equal conditions for realising full human rights and for contributing to, and benefiting from, economic, social, cultural and political development.

Gender equity: The process of being fair to people regardless of their gender. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent all people from operating on a level playing field. Equity is a means. Equality is the result.

Gender expression: How a person communicates one's gender to others including clothing, hairstyle, voice, behaviour and the use of pronouns.

Gender fluid: Self-identifying with multiple genders, and may move fluidly between them.

Gender identity: How a person identifies as being a man, woman, neither or both, or a combination, which may or may not correspond to the sex assigned to them at birth. Unlike gender expression, gender identity is not visible to others.

Gender nonconforming: refers to people who do not follow other people's/society's ideas or stereotypes about how they should look or act based on the female or male sex they were assigned at birth. People who are gender nonconforming may also be called and/or identify as gender variant, non-binary identifying, gender diverse, gender atypical or gender queer, and may be transgender or otherwise variant in their gender expression.

GLBTIQ: A commonly used acronym to encompass people who identify as gay, lesbian, bisexual, transgender, intersex and queer.

Help-seeking: Help-seeking involves communicating with other people to obtain help in terms of understanding, advice, and general support in response to a problem or distressing experience. Help-seeking relies on other people and is therefore often based on social relationships and interpersonal skills.

Heteronormativity: is the belief that people can be assigned into two distinct and complementary genders (man and women) with natural roles in life. As a result it asserts that heterosexuality (relations between a man and a woman) is the only sexual orientation and the only normal.

Hegemonic masculinity: The dominant (but not the most common) form of masculinity in society is termed 'hegemonic masculinity'. It requires boys and men to be heterosexual, tough, athletic and emotionless, and encourages the control and dominance of men over women. Men and boys are socially encouraged to express their pain, fear and stress in the form of anger and violence. In Australian society, men are not able to escape the expectations of hegemonic masculinity and men and boys who do not fit the criteria are punished and labelled as 'not a real man'.

Homophobia: Fear, discomfort, intolerance or hatred of homosexuality or sexually diverse people.

Homophobic bullying: A gendered type of bullying that is based on actual or perceived sexual orientation or gender identity. Can also be called bullying on the basis of perceived sexual orientation.

Human rights: The freedoms and entitlements that belong to everyone because they are human. Human rights are about respecting people's dignity and ensuring they have the resources needed to survive, develop and participate in society. They are universal and cannot be taken away.

Intersectionality: Intersectionality calls for a focus on the ways in which an individual's identities intersect, enabling discrimination on the basis of two or more characteristics at the same time. The term is applied to all of those in the community who experience discrimination via multiple sites (such as gender, gender identity, sex, class, race, religion, disability, sexual orientation and education). Intersectionality recognises the multiple aspects of identity that enrich our lives and experiences, as well as the ways in which they complicate and compound oppressions and marginalisations.

Intersex: The term used to categorise those who are born with some unclear or mixed male and female internal and/or external anatomical sexual characteristics. An intersex person may identify as male or female or as neither. Intersex status is not about sexual orientation or gender identity. Intersex people experience the same range of sexual orientations and gender identities as non-intersex people.

Lesbian: A woman who is attracted to and/or has sex with other women. A lesbian can also be asexual, transgender, queer, etc.

Perpetrator: A person who carries out a violent act or causes hurt and/or harm.

Positive behaviour management: Positive behaviour management approaches are those that stress prevention, support and avoidance of confrontation and that focus more on development of values, relationships and skills enabling positive student behaviour rather than on punishment for student misbehaviour.

Power: Power can be positive or negative. Positive power is seen when we use the power we have within ourselves to change our surroundings for the better. Negative power can be seen when one group of people uses their cultural advantages to control another group. Gender inequality is closely linked to the unequal power between females and males.

Prejudice: Unreasonable feelings, opinions, or attitudes generally formed without knowledge, thought, or reason often of a hostile nature, regarding a racial, religious, or other group.

Privilege: The idea that some groups of people have special rights or advantages relative to other groups, even when they don't actively choose to have those advantages. The term is commonly used to in the context of social inequality, particularly in regard to race, gender, age, sexual orientation and disability. Rather than being something that is earned, privilege is something that is awarded to a person based on characteristics assigned to them at birth such as sex, cultural identity, race and class.

Queer: is an umbrella term for sexual and gender diverse people that are not heterosexual or cisgender.

Respect: A feeling of understanding and appreciation for all human beings and creatures in the world.

Sex: (as it relates to gender). Sex is the biological traits that societies use to allocate people into the category of either male or female, through a focus on genitalia, chromosomes or some other physical characteristics. Male and female are not the only sexes, some people have genetic, hormonal and physical features typical of both male and female at the same time, so their biological sex isn't clearly male or female. They are called Intersex.

Sexual assault: Sexual contact that a person has not consented to. This includes touching, groping, rape, forced sex, and similar acts. People of all genders can be victims of sexual assault, no matter your age, gender identity or sexuality.

Sexual harassment: Sexual harassment is unwelcome sexualised verbal or physical behaviour. Examples include comments, whistling. Sexual harassment is often perpetrated by a person in authority toward a subordinate (such as from an employer to an employee).

Sexual identity: How individuals identify their own sexuality (usually based on sexual orientation).

Sexual orientation: Emotional and sexual attraction to another person or other people who may be of the opposite gender, same gender or another gender identity.

Sexuality: The sexual knowledge, beliefs, attitudes, values and behaviours of individuals. Its dimensions include the anatomy, physiology and biochemistry of the sexual response system; sexual identity, orientation, roles and personality; and thoughts, feelings and relationships. Its expression is influenced by ethical, spiritual, cultural and moral concerns.

Stereotype: A generalised and over-simplified idea about people based on one or a specific set of characteristics. Stereotypes are usually untrue and often lead to prejudice (see definition) and discrimination. A stereotype that refers to girls, boys, men or women is called gender stereotype.

Social cohesion: A socially cohesive society is one where all groups have a sense of belonging, recognition and legitimacy despite differences in ideas, opinions, skills and experience. Education can help promote social cohesion by including all young people and teaching the importance of citizenship, healthy peaceful relationships and respect for diversity.

Stigma: An opinion or judgement held by individuals or society that negatively reflects a person or group. When stigma is acted upon, the result is discrimination that may take the form of actions or omissions.

Tolerance: A person's willingness to accept feelings, habits, or beliefs that are different from their own and which they may not agree with.

Transgender: An umbrella term for people whose gender identity or expression differs from the sex assigned at birth. Transgender identity is not dependent on medical procedures. Includes, for example, people assigned female at birth but who identify as a man (female-to-male or trans man) and people assigned male at birth but who identify as a woman (male-to-female or trans woman).

Transphobia: The fear or hatred of transgender people or gender non-conforming behaviour.

Victim: A victim is a person who has been the target of violence. Some people prefer to use the word 'target' rather than 'victim' to imply that the perpetrator made a choice and that their act was deliberate. Some prefer to use the word 'survivor' rather than the word 'victim' as they find this word more suggestive of strength and recovery. Others prefer the word victim as suggesting the innocence of the targeted party.

Violence: The term 'violence' is used broadly to include many forms of negative treatment, including physical, verbal, psychological and sexual actions.

Violence against women and girls: Any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

Whole school approach: A whole school approach recognises that in order to achieve sustainable change, in the areas such as wellbeing promotion or violence prevention, shifts are needed at a policy, structural, process, system and institutional level. It involves engaging not just students, but school staff and the wider school community in the process of cultural change.

Witness: In the context of violence, a witness is a person who sees or hears about a violent act, or is told about a violent act.

References

1. Durlak, J.A., et al., The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 2011. 82(1): p. 405–32.
2. Rowe, F. and D. Stewart, Promoting Connectedness through Whole-School Approaches: A Qualitative Study. *Health Education*, 2009. 109(5): p. 396–413.
3. Catalano, R.F., et al., The Importance of Bonding to School for Healthy Development: Findings from the Social Development Research Group. *Journal of School Health*, 2004. 74(7): p. 252–261.
4. Roffey, S., Pupil wellbeing – Teacher wellbeing: Two sides of the same coin? *Educational & Child Psychology*, 2012. 29(4): p. 8–17.
5. Blum, R.W., A case for school connectedness. *The Adolescent Learner*, 2005. 62(7): p. 16–20.
6. Bond, L., et al., Social and school connectedness in early secondary school as predictors of late teenage substance use, mental health, and academic outcomes. *Journal of Adolescent Health*, 2007. 40(4): p. 357.e9–18.
7. Jose, P.E., N. Ryan, and J. Pryor, 'Does Social Connectedness Promote a Greater Sense of Well-Being in Adolescence Over Time?' *Journal of Research on Adolescence* (Wiley-Blackwell), 2012. 22(2): p. 235–251.
8. Sánchez, B., Y. Colón, and P. Esparza, The role of sense of school belonging and gender in the academic adjustment of Latino adolescents. *Journal of Youth and Adolescence*, 2005. 34(6): p. 619–628.
9. Centers for Disease Control and Prevention, *School Connectedness: Strategies for Increasing Protective Factors Among Youth*. 2009, U.S. Department of Health and Human Services: Atlanta.
10. CASEL, *Safe and sound: An educational leader's guide to evidence-based social and emotional learning programs*. 2005, *Collaborative for Academic, Social, and Emotional Learning*: Chicago
11. Ashdown, D. and M. Bernard, Can Explicit Instruction in Social and Emotional Learning Skills Benefit the Social-Emotional Development, Well-being, and Academic Achievement of Young Children? *Early Childhood Educ J*, 2012. 39: p. 397–405.
12. Payton, J.W., et al., The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews. 2008, *Collaborative for Academic, Social, and Emotional Learning*: Chicago.
13. Cross, D., et al., *Australian Covert Bullying Prevalence Study (ACBPS)*. 2009, Child Health Promotion Research Centre, Edith Cowan University: Perth.
14. Mission Australia, *National Survey of Young Australians 2011*. 2011, Mission Australia: Sydney.
15. Mission Australia, *Youth Survey 2013*. 2013, Mission Australia: Sydney.
16. BoysTown, *Kids Helpline Overview 2012*. 2013, Boystown: Milton, Qld.
17. Slade, T., et al., *The mental health of Australians 2: Report on the 2007 national survey of mental health and wellbeing*. 2009, Department of Health and Ageing: Canberra.
18. ABS, *National Survey of Mental Health and Wellbeing*. 2007, Australian Bureau of Statistics: Canberra.
19. Clonan, S.M., et al., Positive psychology goes to school: Are we there yet? *Psychology in the Schools*, 2004. 41(1): p. 101–110.
20. Seligman, M., et al., Positive education: positive psychology and classroom interventions. *Oxford Review of Education*, 2009. 35(3): p. 293–311.
21. CASEL. *What Is Social and Emotional Learning?* 2013 [cited 2014 31 January]; Available from: <http://www.casel.org/social-and-emotional-learning/>.
22. Hromek, R. and S. Roffey, Promoting Social and Emotional Learning With Games: "It's Fun and We Learn Things". *Simulation & Gaming*, 2009. 40: p. 626–644.
23. Frydenberg, E., *Think positively! A course for developing coping skills in adolescents*. 2010, London: Continuum International Publishing Group.
24. Cahill, H., Using role play techniques to enhance engagement in the health class : issues and strategies. *Health Education Australia Journal*, 2003. 3(2): p. 17–23.
25. Cahill, H., Drama for Health and Human Relationships Education: aligning purpose and design, in *How Drama Activates Learning: Contemporary Research and Practice*, M. Anderson and J. Dunn, Editors. 2013, Bloomsbury: London. p. 176–190.
26. Woolf, A.M., Social and Emotional Aspects of Learning: teaching and learning or playing and becoming? *Pastoral Care in Education: An International Journal of Personal, Social and Emotional Development*, 2013. 31(1): p. 28–42.
27. Waters, L., et al., Contemplative Education: A Systematic, Evidence-Based Review of the effect of Meditation Interventions in Schools. *Educ Psychol Rev*, 2014. 26(1).
28. McNeely, C.A., J.M. Nonnemaker, and R.W. Blum, Promoting School Connectedness: Evidence from the National Longitudinal Study of Adolescent Health. *Journal of School Health*, 2002. 72(4): p. 138.
29. National Research Council and Institute of Medicine, *Engaging schools: Fostering high school students' motivation to learn*. 2004, The National Academies Press: Washington, DC.
30. Lee, P.C. and D.E. Stewart, Does a Socio-Ecological School Model Promote Resilience in Primary Schools? *Journal of School Health*, 2013. 83(11): p. 795–804.
31. Eliot, M., et al., Supportive school climate and student willingness to seek help for bullying and threats of violence. *Journal of School Psychology*, 2010. 48: p. 533–553.
32. Nelson, G., A. Westhues, and J. MacLeod, A meta-analysis of longitudinal research on preschool prevention programs for children. *Prevention & Treatment*, 2003. 6(31): p. 1–35.
33. Resnick, M., P. Bearman, and R. Blum, Protecting adolescents from harm: Findings from the *National Longitudinal Study on Adolescent Health*. *JAMA*, 1997. 278(1): p. 823–32.
34. Resnick, M.D., Close ties to parents, school improve adolescents' lives. *Minnesota Medicine*, 1997. 80(12): p. 24–26.
35. O'Brien, K.A. and T.V. Bowles, The importance of belonging for adolescents in secondary school. *The European Journal of Social & Behavioural Sciences*, 2013.
36. van Uden, J.M., H. Ritzen, and J.M. Pieters, Engaging students: The role of teacher beliefs and interpersonal teacher behavior in fostering student engagement in vocational education. *Teaching and Teacher Education*, 2014. 37: p. 21–32.
37. Roorda, D.L., et al., The Influence of Affective Teacher-Student Relationships on Students' School Engagement and Achievement: A Meta-Analytic Approach. *Review of Educational Research*, 2011. 81(4): p. 493–529.
38. Anderson, A.R., et al., Check & Connect: The importance of relationships for promoting engagement with school. *Journal of School Psychology*, 2004. 42(2): p. 95–113.
39. Fredricks, J.A., P.C. Blumenfeld, and A.H. Paris, School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research*, 2004. 74(1): p. 59–109.
40. Herbert, P.C. and D.K. Lohrmann, It's All in the Delivery! An Analysis of Instructional Strategies From Effective Health Education Curricula. *Journal of School Health*, 2011. 81(5): p. 258–264.

41. Noble, T. and H. McGrath, The positive educational practices framework: A tool for facilitating the work of educational psychologists in promoting pupil wellbeing. *Educational and Child Psychology*, 2008. 25(2): p. 119–134.
42. Seligman, M., *Authentic Happiness*. 2002, New York: Free Press.
43. Waters, L.e., A Review of School-Based Positive Psychology Interventions. *Australian educational and developmental psychologist*, 2011. 28(2): p. 75–90.
44. Frydenberg, E., J. Deans, and K. O'Brien, *Developing everyday coping skills in the early years: Proactive strategies for supporting social and emotional development*. 2012, London: Continuum Inc. Press.
45. Seligman, M., *The Optimistic Child*. 1995, Sydney: Random House.
46. Shweder, R.A., Toward a Deep Cultural Psychology of Shame. *Social Research*, 2003(4): p. 1109.
47. World Health Organisation, *Skills for Health, Skills-based health education including life skills: An important component of a Child-Friendly/Health-Promoting School*, W.I.S.o.S. Health, Editor. 2003, WHO: Geneva.
48. Rickwood, D., et al., Young people's help-seeking for mental health problems. *Australian e-Journal for the Advancement of Mental Health (AeJAMH)*, 2005. 4(3): p. 1–34.
49. MacNaughton, G., *Rethinking gender in early childhood education*. 2000, St Leonards, Australia: Allen & Unwin.
50. MacNaughton, G., *Doing Foucault in early childhood studies: Applying poststructural ideas*. 2005, New York: Routledge.
51. Davies, B., *Frogs and snails and feminist tales: Preschool children and gender*. 1989, Brisbane: Allen & Unwin.
52. Robinson, K. and C. Jones Diaz, *Diversity and difference in early childhood education*. 2006, London: Open University Press.
53. Blaise, M., *Playing it straight: Uncovering gender discourses in the early childhood classroom*. 2005, New York: Routledge.
54. Derman-Sparks, L., *Anti-bias curriculum: Tools for empowering young children*. 2001, National Association for the Education of Young Children: Washington DC.
55. Kelly-Ware, J., 'What's he doing that for? He's a boy!': Exploring gender and sexualities in an early childhood setting. *Global Studies of Childhood*, 2016: p. 2043610615624519.
56. Aina, O.E. and P.A. Cameron, *Why does gender matter? Counteracting stereotypes with young children*. Featured Sessions by: Dr. Debby Cryer, Ph. D. and Nature Explore, 2011.
57. Carlson, E.A., L.A. Sroufe, and B. Egeland, *The Construction of Experience: A Longitudinal Study of Representation and Behavior*. 2004, Blackwell Publishers. p. 66.
58. Barker, G., et al., Questioning gender norms with men to improve health outcomes: evidence of impact. *Global Public Health*, 2010. 5(5): p. 539–553.
59. Cornelius, T.L. and N. Resseguie, Primary and secondary prevention programs for dating violence: A review of the literature. *Aggression and Violent Behavior*, 2007. 12(3): p. 364–375.
60. Whitaker, D.J., et al., A critical review of interventions for the primary prevention of perpetration of partner violence. *Aggression and Violent Behavior*, 2006. 11(2): p. 151–166.
61. Flood, M., *Changing men: Best practice in sexual violence education*. 2006.
62. Cahill, H., Devising Classroom Drug Education Programs, in *Drug Education in Schools: Searching for the Silver Bullet*, R. Midford and G. Munro, Editors. 2006, Pearson: Camberwell. p. 147–165.
63. Blaise, M., Gender discourses and play, in *The SAGE Handbook of Play and Learning in Early Childhood*, L. Brooker, M. Blaise, and S. Edwards, Editors. 2014, SAGE: London. p. 115–127.
64. Flood, M., L. Fergus, and M. Heenan, *Respectful Relationships Education Violence prevention and Respectful Relationships Education in Victorian secondary schools* 2009, State Government of Victoria (Department of Education and Early Childhood Development): Melbourne.
65. Webster, K., *Preventing violence before it occurs: A framework and background paper to guide the primary prevention of violence against women in Victoria*. 2009, Victorian Health Promotion Foundation: Melbourne.
66. Cahill, H., Rethinking role-play for health and wellbeing: creating a pedagogy of possibility, in *Rethinking Youth Wellbeing: Critical Perspectives* K. Wright and J. McLeod, Editors. 2015, Springer: Singapore. p. 127–142.
67. Cahill, H., et al., Influences on teachers' use of participatory learning strategies within health education classes. *Health Education Journal*, 2013: p. DOI: 10.1177/0017896913513892.
68. Natvig, G.K., G. Albrektsen, and U. Qvarnstrom, Methods of Teaching and Class Participation in Relation to Perceived Social Support and Stress: Modifiable Factors for Improving Health and Wellbeing among Students. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 2003. 23(3): p. 261–74.
69. Durlak, J.A., *Successful prevention programs for children and adolescents*. 1997, New York: Plenum.
70. Holfve-Sabel, M.-A., Learning, Interaction and Relationships as Components of Student Well-being: Differences Between Classes from Student and Teacher Perspective. *Social Indicators Research*, 2014: p. 1–21.
71. Australian Bureau of Statistics. *Personal Safety, Australia*, 2012, Cat no. 4906.0. Canberra. 2013 [cited 2016 25 January]; Available from: http://www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/4906.0MainFeature_s12012?opendocument&tabname=Summary&prodno=4906.0&issue=2012&num=&view=.
72. Hunter, S.C., J.M.E. Boyle, and D. Warden, Help seeking amongst child and adolescent victims of peer-aggression and bullying: The influence of school-stage, gender, victimisation, appraisal, and emotion. *British Journal of Educational Psychology*, 2004. 74(3): p. 375–390.
73. Kenny, M.C., et al., Child sexual abuse: from prevention to self-protection. *Child Abuse Review*, 2008. 17(1): p. 36–54.
74. Zwi, K., et al., *School-based education programmes for the prevention of child sexual abuse*. The Cochrane Library, 2007.
75. Brassard, M.R. and C.M. Fiorvanti, School-based Child Abuse Prevention Programs. *Psychology in the Schools*, 2015. 52(1): p. 40–60.
76. MacMillan, H.L., et al., Interventions to prevent child maltreatment and associated impairment. *The Lancet*, 2009. 373(9659): p. 250–266.
77. Richards, K., Children's exposure to domestic violence in Australia, in *Trends and issues in crime and criminal justice* no.419. 2011, Australian Institute of Criminology: Canberra.
78. Australian Bureau of Statistics. 4510.0 – *Recorded Crime – Victims, Australia*, 2014. 2015 [cited 2016 25 January]; Available from: [http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by Subject/4510.0~2014~MainFeatures~Experimental Family and Domestic Violence Statistics~10000](http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/4510.0~2014~MainFeatures~Experimental%20Family%20and%20Domestic%20Violence%20Statistics~10000).
79. Family Planning Queensland, *FACILITATOR KIT – Positive and Protective: Self Protection Training – Children*. 2010, Family Planning Queensland Fortitude Valley.