

# Our own firsts: Personal achievements

## Learning objective

Students explore the feelings associated with being able to do something by themselves for the first time and reflect on how personal achievements can influence a person's identity.

## Take Home Messages

- People grow, change and develop.
- Some aspects of our identity change during our lifetime, some stay the same.
- Personal achievements influence a person's identity.
- It is good to be able to identify our achievements and our challenges.
- It takes persistence and patience to achieve new skills.

## Materials

- Internet access
- Student Activity Sheet: First ribbon [one per student]

## Before You Get Started

- The self-esteem and confidence of some students may be an issue during this activity. Be reassuring and have a list of potential firsts prepared to support students struggling to identify something that they have achieved and are happy to share with other students. Don't force all children to share to the class/wider group.

## Learning Activities

### Whole Class

Students identify feelings associated with achieving an activity by themselves for the first time.

1. Show students the YouTube clips:
  - fishing ([https://www.youtube.com/watch?v=R\\_-0Mhkv2tA](https://www.youtube.com/watch?v=R_-0Mhkv2tA)) [2:41min]
  - riding bike (<https://www.youtube.com/watch?v=CUEIXdiSY6w>) [5:12min]
2. Students then use the [think-pair-share](#) teaching strategy to discuss how the children in the clips might be feeling before, during and after they successfully completed the activity for the first time.
3. Use the [brainstorm](#) strategy to identify things students have achieved on their own for the first time.
4. Provide instructions for the independent activity and model an example.

### Independent or Small Group

Students extend their understanding from the whole class activity by identifying their own personal firsts and the feelings associated with the achievements.

1. Ask the students:
  - Can you run faster now than when you were 3 or 4?
  - Can you read better now than when you were 3 or 4?
  - Can you ride a bike better now than when you were 3 or 4?
  - Are you braver now than when you were 3 or 4?

- What things have helped you get better at these skills? (e.g. persistence, patience, help from other people, better coordination, maturity)
  - How might you feel before you try to ride a bike for the first time?
  - How might you feel when you don't 'get it' first try?
  - How might you feel when you finally manage to ride a bike by yourself for the first time?
2. Provide each student with a copy of the Student Activity Sheet: First ribbon.
  3. Students are to draw a picture of themselves doing something on their own for the first time (i.e. riding a bike, catching a fish) inside the ribbon.
  4. Encourage students to focus on their facial expression in the drawing (e.g. I looked excited when I rode my bike for the first time).
  5. Students can also write a short description of their drawing.

### **3-2-1 Reflection**

1. Invite students to share their personal achievements. Encourage them to explain how they felt before, during and after they successfully achieved their goal.
2. Give the students a few minutes to reflect on their own achievements and to think how their lives might be different now because of their achievements.
3. Invite some students to share their reflections or comments to the whole class.
  - Highlight that our personal identities (how we see ourselves and how others see us) change and strengthen through personal achievements and successes.
4. Display ribbons around the classroom to acknowledge the achievements of all the students.

## **Reading emotions in others**

### **Learning objective**

Students identify external body cues and verbal cues that people demonstrate when they are feeling a range of emotions. They identify how to 'look' and 'listen' to read these emotions in others and practise reading emotions in others in role-play situations.

### **Take Home Messages**

- Feelings, even uncomfortable ones, are useful.
- We all have many feelings and we may feel differently in the same situation.
- There are no right or wrong feelings.
- There are a range of external and internal body signals that indicate how we and others are feeling.
- Being able to read others' emotions helps us to get on with them.
- Listening to the words others' use, watching their facial expressions and looking at their body language help us to read others' emotions.
- We need to be considerate and respect others' feelings.

### **Materials**

- Picture book where characters show a range of feelings
- Teaching Resource: Feelings cards [one set per group]
- Student Activity Sheet: Reading feelings in others [one per student]

## Before You Get Started

- Teachers should know and understand the [protective interrupting](#) technique, and what, why, when and how it is needed and used, before facilitating this activity.

## Learning Activities

### Whole Class

Students learn to identify the clues to recognising emotions in other people.

1. Conduct a [shared reading](#) of a picture book that shows the characters expressing feelings, such as [I Have Feelings!](#) or [Things That Make You Feel Good, Things That Make You Feel Bad](#). Ask the students:
  - What might (insert character name) be feeling here?
  - How can you tell?
  - What body signals do you feel inside when you feel this feeling?
  - What signals do we see in others to let us know they are feeling this feeling? (focus on tone of voice, words used, facial expressions, body language)
2. Explain that you can learn to understand other people's feelings by looking at body clues: looking at their faces, looking at the way they stand (body posture) and listening to what other people say and the way their voice sounds (tone of voice). Whiteboard this information under the headings of 'looking' and 'listening'.
3. Tell students that we can often guess how others feel but then we should always check by asking. Sometimes we misunderstand how people are feeling and then might respond in a way that is not helpful.
4. Conduct a [think-pair-share](#) to discuss how they could recognise when:
  - A friend is sad
  - A friend is excited
  - A brother or sister is worried
  - A parent is disappointed
  - A classmate is shy
  - A parent is angry.

### Independent or Small Group

Students have the opportunity to practise recognising emotions.

1. Have students form small [circle talk](#) circles. Give each student standing in the inside circle, a feeling card from Teaching Resource: Feelings cards.
2. Explain that these students must [role-play](#) a situation that might give them the feeling shown on the card. For example, if their feelings card is 'happy' then they might mime opening a present and looking happy about what is inside.
3. The students standing in the outside circle must try to guess the feeling, explaining what body clues they saw and what word clues they heard that led them to guess this feeling.
4. Students standing in the inside circle students pass their feelings card to their partner and the outside circle then moves on one person to the right.
5. Repeat the process several times so students are exposed to a range of feelings and have several opportunities to both guess and perform a feeling.

## 3-2-1 Reflection

1. Give each student a copy of the Student Activity Sheet: Reading feelings in others.
  - Explain each situation and discuss possible answers, focusing on looking for body clues and listening to words and tone of voice. Have parent helpers or student buddies read to poorer readers.
2. Have students complete the activity sheet. Discuss the findings as a whole class.

## Managing family change

### Learning objective

Students discuss the changes that take place in families and identify realistic independent activities that they can do to help and cope with these changes.

### Take Home Messages

- People's lives have different stages of growth and development.
- Families change when a new member arrives or departs.

### Materials

- Book: Changes by Anthony Browne (or alternative text)
- Emotions/feelings cards (optional)

### Before You Get Started

- Be mindful that discussing significant changes in the family's routine, structure or dynamic might bring up issues for students (e.g. separation or divorce; or death of a parent, grandparent or pet). This activity focuses on babies as a way of discussing change in a family, however some students may not have younger siblings so other topics relating to change may need to be used as the stimulus for discussion.
- It is important for the teacher to consider and affirm a range of parenting styles, family contexts and cultural backgrounds students may describe, to ensure the traditional family structure is not held up as the 'norm', or the only or best way.
- Teachers should know and understand the [protective interrupting](#) technique, and what, why, when and how it is needed and used, before facilitating this activity.

### Learning Activities

#### Whole Class

This activity uses the picture book [Changes](#) by Anthony Browne (or an alternative text) as the starting point to reinforce the changes that occur in families.

1. Set the scene: Highlight to students that we were all babies once, but have grown and developed and can now do things that we couldn't do when we were younger.
2. Use a [shared reading](#) strategy to guide this activity. Provide students with a short period of time to preview the book [Changes](#) silently as a group.
3. Ask students to share their predictions of the main ideas with a partner. Select a few students to share their predictions. Ask:
  - What do you think the story will be about?
  - How do you know and why do you think this?

- Can you think of any good changes that have happened in your family?
  - How have you felt when these changes have happened?
  - Can you think of any not so good changes that have happened in your family?
  - How have you felt when these changes have happened?
4. Read the story to the class. The following focus questions may be used as a prompt to assist students to think about the story:
    - What are some of the differences we notice between babies, toddlers, young people, teenagers or adults like our parents? (size, independence, thinking, what they can do, how they speak)
    - Where do we get this information about what babies can do and what children your age can do? (our own families; friend's families; watching families on TV, in ads, in magazines; at the movies)
    - Do we sometimes see children your age on TV or in ads or in movies doing physical things that you can't do? What things? (e.g. super powers) Can you believe these things you see in the media all the time?
  5. In the context of the story *Changes*, discuss the needs of a baby and how he/she can impact on other family members. If another text is chosen, discuss the family changes that occur during the story and how this impacts other family members.
  6. Babies' needs might include food (milk that sometimes comes from mothers' breastfeeding, sometimes from a bottle), play and someone looking out for them (they can't really be left alone unsupervised, etc).
  7. Incorporate ideas about how their own needs, as well as those of others, may also change, causing a shift in the dynamics of the family (e.g. the attention they once had from their parents may have shifted to the baby or person in need; they may be expected to be more independent and self-manage certain tasks). Ask:
    - How has this made them feel?
    - What physical things can babies do?
    - What physical things can toddlers do?
    - What physical things can you do now?
    - What games could you play with babies?
    - What games can you play now?
  8. Discuss how older children can modify their behaviour and habits around the home to support the family in adapting to the baby's arrival.

### Independent or Small Group

Students explore and identify activities they are able to do independently to support family change.

1. Have students work together in small groups or pairs to compile a list of tasks they have been able to do and manage themselves as they grow older and become more independent.
  - This could include self-management related tasks such as: packing their own school bag, putting their clean or dirty clothes away, preparing themselves for bed, brushing their teeth, organising their uniform or equipment for sports practice.
2. Have students select a scribe to write down a word to describe, or draw a picture of, each task on strips of paper or post-it notes.
3. Create a pin-up board, poster or use blu-tack to display the words somewhere in the classroom for students to share.

## 3-2-1 Reflection

1. Using suggestions from the students, develop a list of 'feeling' words and emotions that might describe changes that occur in a family. Accept all suggestions, recording words that have both positive and negative connotations (e.g. excited, happy, surprised, disappointed, sad or angry).

- Students could use these as a stimulus to create their own class 'bank of emotions' photo montage or book. Each student could create a face to match a different emotion. Using these as visual reminders would be a great way for students to refer back to as needed in the future.
2. An alternative option is to provide a set of the emotions/feelings cards and have students select a card each using the strategy [think-pair-share](#) to further explore how facial expressions show how people are feeling and to practise naming emotions.
- Emotions/feelings cards can be downloaded from the site [Do2Learn](#) or purchased from [Innovative resources](#).

## Good playing skills

### Learning objective

Students discuss and practise strategies for making new friends and including others in activities and games through practising good playing skills. Feelings such as anxiety and nervousness, and strategies such as resilience and persistence, are discussed.

### Take Home Messages

- A range of strategies can be used to include others in activities and games.
- Healthy relationships take persistence and effort.
- Getting on with others makes us feel happy.
- Friends should be appreciated.

### Materials

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- Healthy relationships take persistence and effort.
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### Before You Get Started

Teachers should know and understand the [protective interrupting](#) technique, and what, why, when and how it is needed and used, before facilitating this activity.

### Learning Activities

Whole Class

Students create a Snakes and Ladders board game to identify positive and negative actions when playing with friends.

1. Ask the students:
  - How do we make people feel welcome in our homes?
  - How can we make people feel welcome if they are new to our class?
  - How can we make people feel welcome in the playground?
  - How do you feel when people do not make you feel welcome?
  - What are some things we can say to others to help them feel included and welcome?
  - What are some things we might say to others that might cause them to not feel included

and unwelcome?

- What are some non-verbal signs that might make people feel welcome? (smiling, holding hands, giving a hug, looking people in the eye)
- What are some non-verbal signs that might make people feel unwelcome? (running away from a friend, staring at someone, hitting someone, pulling faces, whispering about someone)
- What can you do when a person or a group of people make you feel unwelcome? (ignore them, move away, play with someone else, tell an adult if it happens often)
- What does it mean when someone says "He/she plays well"? (takes turns, plays by the rules, encourages others, etc.)
- What does it mean when someone says "He/she doesn't play well"? (doesn't take turns, cheats, doesn't congratulate others when they win, doesn't include others, etc.)
- Why is it important to know how to play well? (it helps us get along with others, makes us feel happier and feel like we belong)

2. Students form small groups and receive one A3 copy of Teaching Resource: Snakes and Ladders board game or similar. They work in groups to establish five 'good playing skills' and five 'bad playing mistakes' to be used on cards for a snakes and ladders game. They should write their good playing skills in green and their bad playing mistakes in red and start each sentence with "You....." For example:

"You have your turn quickly" (ladder response)

"You take a long time to have your turn" (snake response)

3. Have students glue their snake and ladder responses in the appropriate places on their Snakes and Ladder game board with Blu-tac and then pass their completed sheet to the next group. Students then play a game of snakes and ladders using their newly acquired board game, a dice and coloured markers.
4. Discuss the factors that may make it harder or easier to 'do the right thing' in some of the ladder responses.
5. Alternative activity: Instead of playing the Snakes and Ladders game, the statements developed by students could be used to form a collection of 'How to play well' cards. Ask two students to draw a card and then perform a short 'speed skit'. The rest of the class then decides whether this was a 'how to play well' situation. If it wasn't they then suggest what they think the right thing to do would be and why. Encourage students to perform their skit quickly to maintain interest and expose students to a wide range of skills and mistakes.

Independent or Small Group

Students practise good playing skills with a partner.

1. Revise the 'good playing skills' and 'bad playing mistakes' from the previous activity.
2. Ask:
  - What does a good winner look/sound like?
  - What does a bad winner look/sound like?
  - What does a good loser look/sound like?
  - What does a bad loser look/sound like?
  - How do you feel when you play with a bad winner?
  - How do you feel when you play with a good winner?
  - How do you feel when you play with a bad loser?
  - How do you feel when you play with a good loser?
3. Students form pairs and receive Student Activity Sheet: How well do we play?. Explain that they are about to play a game with their partner and they are going to try to practise all the good playing skills that they have learnt.
4. Assign a game to each pair (the Snakes and Ladders from the previous activity or other board

games or gross motor games such as ten pins, quoits).

- On the completion of the game, each pair fills out their worksheet together.
- Have each pair join with another pair and share their findings, particularly the skill they want to practise.

### 3-2-1 Reflection

1. Students use [thought shapes](#) to reflect on their learning. Explain what each shape signifies:

Triangle: The most important thing I have learnt from doing this activity. Square: How I can apply the knowledge and skills I have learnt outside this classroom. Heart: How I feel about using the skills and ideas I have learnt. Circle: The thoughts still going around in my head after this activity.

2. Students can talk or write about their responses to these shapes.
3. Record the questions raised by students from the 'circle' shape and plan further learning experiences using this information.

## We are all different

### Learning objective

dfadd

### Take Home Messages

sdafds

## Consent for touch (hugs)

### Learning objective

Students use a video and T chart for exploring different ways to ask for and give consent for touch (e.g. hugs).

### Take Home Messages

Everyone has 'body rights'.

'Body rights' means the right to decide who can touch their body, where, and in what way.

There are parts of the body that are private.

If someone makes me feel uncomfortable I can tell them.

There are trusted adults I can go to for help.

### Materials



- [Consent and communication](#) animated video by Amaze (2min 9 sec) (external link).
- Board or butchers paper to record T chart.
- Hand puppets or another adult to act out scenarios.

## Before You Get Started

## Learning Activities

Video: consent and communication

1. Watch the video: [Consent and communication](#) (2 min 09 sec) in entirety.
2. Ask students:

? What did the animals in the video do when they didn't want to be touched?

Puffed up, moved away, rolled up in ball, spikes.

T chart - no consent

3. Draw a T chart on the board with the left column titled 'No to touch'.
4. Watch the video again, pausing at relevant points to answer the following question.
5. Ask:

? What did the humans do to show they did not want to be touched?

Arms down, grumpy face, crossed arms, shake head, sad face, say 'no', shocked face.

6. Under the left column of the T-chart, list the examples from the video.

No to touch	(leave blank)
arms down	
grumpy face	
crossed arms	
shakes head	
sad face	
says 'no'	
shocked face	

T chart - consent

7. Ask:

? What does the word 'consent' mean? (Hint: think about the consent forms we use for excursions)

Agreeing to do something, giving permission, letting someone do something, saying 'yes'.

8. Write the word 'consent' in the right hand column of the T chart.
9. Ask:

? What did the humans do in the video to show they gave consent to being touched?

Said 'yes', hugged back, moved forward towards them, oped arms, smiled and looked happy.

10. Add an additional title on left column of the T chart that says 'No consent'. Label the right hand column as 'Consent'. List the students answers in the right hand column

No Consent	Consent
No to touch	
arms down	said 'yes'
grumpy face	hugged back
crossed arms	moved towards them
shakes head	happy face
sad face	opens arms
says 'no'	smiles
shocked face	

11. Explain:

Looking at someone's body language can help you to see if they are OK with you touching them. For example, a smile or looking happy.

But these things alone don't mean they consent to you touching them.

The only way you can know for sure is to ask them and get a 'yes' in return.

CUPS - rules of consent

12. Write the acronym CUPS on the board (vertically). Add each of the words 'change mind', 'understand', 'pressure is not OK', 'sure' as you explain the following.

13. Explain:

There are some important rules about consent. The word 'CUPS' can help us remember these rules.

Change mind - you are allowed to change your mind at any time. E.g. If you say, 'yes' to a hug and then you don't want to, that is OK. The person is no longer allowed to hug you. And, if you have said, 'yes' to a hug before, it does not mean it is OK for that person to hug you every time they see you. They have to ask each time.

Understand - you have to understand what you are agreeing to. E.g. If a person asks you for a hug and then they try to give you a kiss, this is not OK and is not consent.

Pressure is not OK - if someone is pressuring you, this is not OK and not consent. E.g. If you don't give me a hug, I won't be your friend any more.

Sure - if you are not sure if you want to be touched, the person is not allowed to touch you. E.g. If someone asks you for a hug and you shrug your shoulders and say, 'maybe', this is not consent and the person is not allowed to give you a hug until they are sure you are OK with it.

Thumb up, thumbs down - is it consent?

14. Using hand puppets or another adult, act out the following scenes and have students give a 'thumbs up' or 'thumbs down' to indicate if it is 'consent' or 'not consent'.

Scenario 1 (C - changes mind)

Character 1: Hi Jay, I've missed you. Can I give you a hug?

Character 2: (arms open, smiling) YES! I'd love a hug, I've missed you too!

Character 1: (runs up very fast to character 1)

Character 2: (steps backwards, looks worried and puts hand up to stop character 1)

Character 1: (forcibly hugs character 2)

Not consent - character one changed their mind and their body language showed this.

Scenario 2 (U- understands what they are agreeing to)

Character 1: Hi Jay, I've missed you. Can I give you a hug?

Character 2: (arms open, smiling) YES! I'd love a hug, I've missed you too!

Character 1: (gives character 2 a warm hug and then kisses them on the cheek).

Not consent - they consented to a hug but not a kiss.

Scenario 3 (P - pressure)

Grandma: Oh how you have grown! I haven't seen you for so long. Come give grandma a kiss!  
(puckers lips)

Grandchild: No thank you grandma.

Grandma: Oh dear, I won't be giving you the present I brought you then!

Grandchild: (looking sad and unsure) Uhhhh, ummmm, OK.

Grandma: (kisses granddaughter).

Not consent - Grandma pressured the grandchild.

Scenario 4 (S - sure)

Grandma: Oh how you have grown! I haven't seen you for so long. Come give grandma a kiss!  
(puckers lips)

Grandchild: No thank you grandma but I would love a big hug!

Grandma: Wonderful, I love your hugs! (Gives grandchild a big hug)

Consent - clear and specific.

Trusted adults

15. Explain:

If someone touches you without consent, you are not to blame.

Tell them to stop and tell a trusted adult for help.

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

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

17. Display the Kidshelpline number (1800 55 1800) in your classroom and remind students that this can be one of the 5 trusted adults they can seek help from.