

Primary Years Supplementary Resources

YEAR 3 – YEAR 6



NORTHERN TERRITORY

Social and Emotional Learning



Acknowledgement of Country

The Northern Territory Department of Education respectfully acknowledges the Aboriginal people as the traditional owners of the land now known as the Northern Territory.

Aboriginal and Torres Strait Islander people are advised that this material may contain images or names of people who have since died.

Indigenous Education Strategy

The Northern Territory Department of Education acknowledges the Indigenous Education Strategy for supporting the development and implementation of the Northern Territory Social and Emotional Learning Supplementary Resources.

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Resilience, Rights and Respectful Relationships learning materials and links to NT SEL Supplementary Resources

Primary years

RESILIENCE, RIGHTS AND RESPECTFUL RELATIONSHIPS LEVEL 3-4 AND LEVEL 5-6	PRIMARY YEARS NT SEL SUPPLEMENTARY RESOURCES
TOPICS	SUGGESTED ACTIVITIES
Topic 1. Emotional literacy	<ol style="list-style-type: none"> 1. Calming and positive coping 2. My emotions scale 3. Practising 'checking in' and 'checking out' 4. Good communication 5. Starting conversations 6. Cause and effect 7. SEL skills 8. A picture of wellbeing 9. Explain it to a robot
Topic 2. Personal strengths	<ol style="list-style-type: none"> 10. Making connections 11. This is me
Topic 3. Positive coping	<ol style="list-style-type: none"> 12. Family and community coping strategies
Topic 4. Problem solving	<ol style="list-style-type: none"> 13. Problem solving with peers
Topic 5. Stress management	<ol style="list-style-type: none"> 14. Helpful stress 15. Resilience
Topic 6. Help-seeking	<ol style="list-style-type: none"> 16. Helping hands
Topic 7. Gender and identity	<ol style="list-style-type: none"> 17. Stereotypes 18. Tell the story 19. Who is who? 20. Group in a hoop
Topic 8. Positive gender relations	<ol style="list-style-type: none"> 21. Helpful behaviours in relationships 22. Strong relationship qualities 23. Relationship strategies

1. Calming and positive coping



TIME: 1 HOUR

Learning intention

- Students identify and practise different coping strategies.

Equipment

- dice (enough for one per group of 3–4 students)
- COPING STRATEGIES** handout, enough for one per group of 3–4 students.

Method

Before the activity: it may be useful to source images to represent each of the **COPING STRATEGIES** as a prompt for students. You can then place these in a visual spot around the room to practise as a class at different times.

- Facilitate a class discussion about coping strategies:
 - When we feel angry or sad, what can we do to help us feel better? We call these 'coping strategies'.
 - What are some other ideas that may help us cope?
- We are going to practise coping strategies that may help us at school and at home.
- As a class, go through and practise the **COPING STRATEGIES** in line with these instructions:

COPING STRATEGY	INSTRUCTIONS
5 deep balloon breaths	Students close their eyes and imagine they are blowing up a big balloon. They take 5 breaths to blow up the balloon and then imagine it drifting off into the breeze.
Pushing hands	Students place the palms of their hands together in a prayer position and push their hands together for a count of 5. Let go and feel the release. (Repeat).

Shaking it out	Students try to shake every part of their body. It can be progressive from the feet up. For example: <ul style="list-style-type: none"> shake your feet now add your legs now add your hands.
Being a tree in the breeze	Students pretend they are a tree and stand still. The breeze picks up and they sway. A bigger wind comes through and they blow around more. As the wind eases, students slowly settle to be still again.
Being a rock on the beach	Students sit on the ground curled up and pretend to be a small rock on the beach. A small wave comes through, and students roll on the sand. A bigger wave comes through, and they roll around a lot on the sand. Slowly the waves ease, and students become still rocks again.
Tension release	Much like shaking it out, students progressively tighten and release muscles in different parts of their body.

4. Sort students into groups of 3 to 4. You can also do this activity as a whole group.
5. Give each group a die and a **COPING STRATEGIES** handout.
6. Students take turns rolling the die and as a group, practise the corresponding strategy.

Coaching point

If you have already been working on particular strategies with your class or students make suggestions, it may be useful to recreate the activity with strategies that apply to your students.

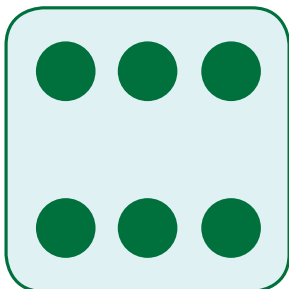
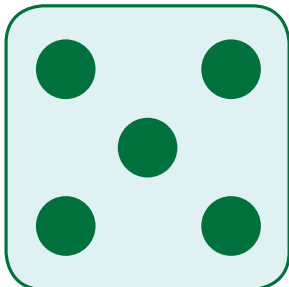
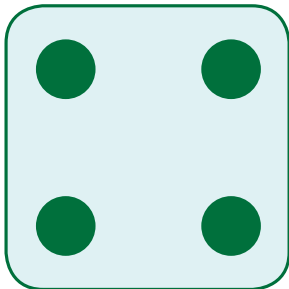
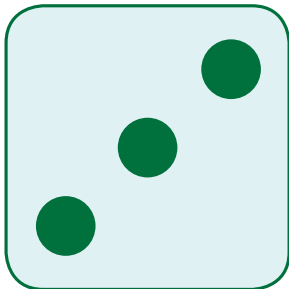
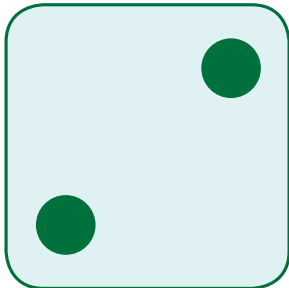
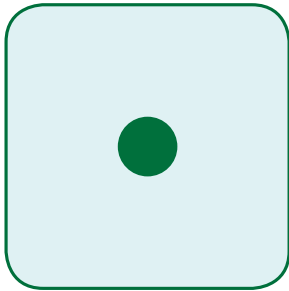
To enhance students' understanding, read *A Quiet Place* by Douglas Wood with the class.

Review

Discuss with students:

- Which coping strategy did you find the most fun?
- Which coping strategy do you think you need to practise more?
- Which coping strategy do you think would help you feel better?
- How can we help each other use these coping strategies when we are feeling down or upset?



COPING STRATEGIES

5 deep balloon breaths

Pushing hands

Shaking it out

Being a tree

Being a rock

Tension release

2. My emotions scale



TIME: 1 HOUR

Learning intention

- Students identify and complete their own emotions scale.
- Students identify actions they can take at different levels on their emotions scale.

Equipment

- **MY EMOTIONS SCALE**, enough for one per student
- markers
- internet and speakers.

Method

Part 1

1. Explain to students that this activity involves them creating their own emotions scale by identifying how they feel at different levels. Explain that everybody may have different feelings at different levels, and that is okay.
2. On the board, project or draw **MY EMOTIONS SCALE**. Facilitate a class brainstorm of what different emotions people may feel at the different levels.

For example:

5	Out of control: screaming/yelling, angry, wanting to throw/kick
4	Upset: not wanting to participate, feeling tight in the body, argumentative
3	Irritated: feeling sick, tired, hungry, or a little sad
2	Happy: joking, ready to learn, excited
1	Calm: relaxed, chilling out, enjoying activities

3. Give students their own **MY EMOTIONS SCALE** and allow them time to independently write/draw in the 'my emotions' column. Some students may need more help than others to identify their own feelings on the scale.

Part 2

1. Explain to the class they will now be filling in the 'my actions' column of their emotions scale.
2. Facilitate a class brainstorm using the **MY EMOTIONS SCALE** used in **Part 1**.

For example:

5	Out of control: Have some time out.
4	Upset: Count to five and practise some coping strategies. Remind students about the strategies they practised in the dice game in activity 1: calming and positive coping.
3	Irritated: Ask a friend or adult for help. Go and get a drink/have a break.
2	Happy: Try something new.
1	Calm: Enjoy and participate.

3. Allow students time to independently write/draw in the 'my actions' column. Some students may need more help than others to identify coping strategies.

Review

Facilitate a class discussion about their emotions scales:

- Was it difficult to identify how you feel at different emotional levels?
- Is it helpful to understand how our mind and body feels when we are at different stages on the scale?
- How is it helpful to understand how other people feel when they are at different levels on the scale?
 - Why do you think that?
 - Can we all be at different levels at the same time?
- Was it difficult to identify the actions you can take at different levels on the scale?
- How is it helpful to understand what helps us at different levels?
 - How is it helpful to know what helps others?

Coaching point

The completed **MY EMOTIONS SCALE** can be printed and laminated.

Use of the scale can be built into all activities and at transition times to 'check in' with how the students are feeling.

Some teachers may already use a scale system. If this is the case adjust the lesson to align with your chosen system.

You can also encourage students to use the scale to let people know when their emotions are changing.


To enhance students' understanding, read *ABC for Me: ABC Mindful Me* by Christiane Engel with the class.



MY EMOTIONS SCALE

MY EMOTIONS:

MY ACTIONS:

5			
4			
3			
2			
1			

3. Practising 'checking in' and 'checking out'



TIME: 1 HOUR

Learning intention

- Students practise 'checking in' and 'checking out' after a calming activity.

Equipment

- **MY EMOTIONS SCALE** (completed by each student in activity 2: my emotions scale.)
- audio:
Smiling Mind lesson:
<https://www.smilingmind.com.au>

Method

Before the activity: have students **MY EMOTIONS SCALE** or an exemplar to model the process. You will need to create an account to access the Smiling Mind lesson. Lessons can be chosen by topic and focus. For example, you may like to choose a lesson that focusses on awareness for this activity.

Part 1

1. Explain to students that 'checking in' is a way for everyone in the class to listen to their body and mind. It can be a great way of sharing how everybody in the class is feeling.
2. Review the **MY EMOTIONS SCALE** as a group.
3. Model 'checking in' by selecting a level on your own **MY EMOTIONS SCALE**. Mark your feeling on your chart with a marker and display at the front of the class.
4. Ask students to mark their **MY EMOTIONS SCALE**. Explain that this is 'checking in'.
5. Facilitate a class discussion:
 - What made you choose that level?
 - Could we sometimes feel more than one emotion at the same time?
 - Are the levels the same for everyone?

Part 2

1. Explain to students that the class will now be practising a calming activity.
2. Play your chosen Smiling Mind lesson.

3. Ask students to place themselves on the **MY EMOTIONS SCALE** that matches their feeling after completing a calming activity. Explain that this is 'checking out' after the learning activity.
4. Facilitate a class discussion:
 - What was hard about this activity?
 - Easy?
 - Did your body and mind feel different after the calming activity?
 - When we are checking in and checking out, how can it help us know what other people are feeling?
 - We know who may need some time alone.
 - We know who may need some help cheering up/calming down.
 - We know who we may be able to go to if we need help cheering up/calming down.
 - How does a calming activity like Smiling Mind make us feel?
 - Did you rate yourself differently on the **MY EMOTIONS SCALE** after doing the calming activity?
 - When during the day could we listen to Smiling Mind lessons to help us feel this way?

Coaching point

To enhance students' understanding, read *Words Are Not for Hurting* by Elizabeth Verdick with the class.

4. Good communication



TIME: 40 MINUTES

Learning intention

- Students identify verbal communication strategies in different contexts.

Equipment

- EMOJI CARDS**
- VOICE POSTERS** (silent, whisper, normal, loud).

Method

Part 1

- Display the four **VOICE POSTERS** in the four corners of the room, inviting a volunteer to demonstrate each.
- Explain to the class that you will read a series of scenarios, and students should decide the best way to use their voice in that situation by moving to the corresponding corner.
- After each round, ask volunteers to share their ideas.
- Scenarios:
 - Your friend is across the river and you want her to come back to you.
 - You want to ask aunty for food, but the baby is sleeping on her lap.
 - You are in the school library.
 - You are hunting and see a buffalo
 - Your friend is about to step in dog poo.
 - Your sister is annoying you.
 - Your friend is not playing fairly.
 - You are waiting to see a nurse at the health centre.
 - You are playing with your brother/sister.
 - You are playing tag in the yard.

Part 2

- Sit in a circle and spread the **EMOJI CARDS** face down in the middle of the circle so students can't see the pictures.
- Explain that you will be passing a sentence around the circle. Everyone will say the same words but will be using different tones of voice.

- Pick up some **EMOJI CARDS** from the pile and model some examples of different tones of voice for the same word or sentence. Do a practice round with a single word that you choose with your students.

For example:

Silly	Let's all try a silly voice and say 'I'm going to the shops today'.
Angry	Let's all try an angry voice and say 'I love to eat chocolate'!
Happy	Let's all try a happy voice and say 'I don't like it when you do that'.
Sad	Let's all try a sad voice and say 'I'm having the best day ever'!

- Put students into groups of five and give each group a set of **EMOJI CARDS**.
- Students take turns selecting a card and saying the word in that tone, going around the circle.
- Add an extra challenge by inviting students to select the **EMOJI CARD** without showing anyone and having their peers guess which tone they are using.
- Facilitate a class discussion using the following prompts or similar:
 - What is the difference between different tones of voice?
 - What tells us more about how someone is feeling; their tone of voice or their words?
 - When might you use tone to tell someone how you really feel?
 - Are tones the same in any other languages you know?
 - How do people use tone of voice the same and differently?

EMOJI CARDS

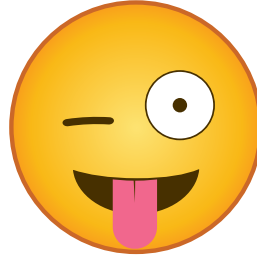
Calm



Happy



Silly



Relaxed



Nervous



Annoyed



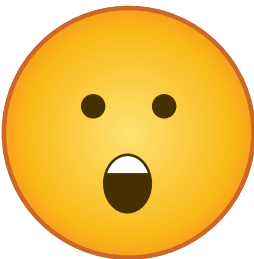
Sad



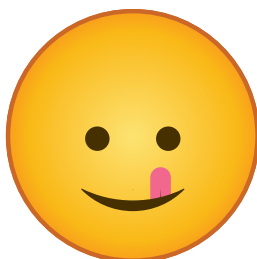
Shy



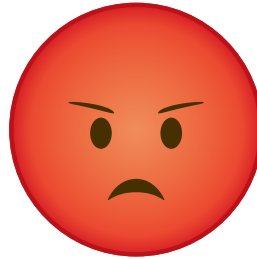
Surprised



Hungry



Angry



Confused



Sleepy



Sick



Hurt



Hot



VOICE POSTERS

SILENT



WHISPER



NORMAL



LOUD



5. Starting conversations



TIME: 30 MINUTES

Learning intention

- Students identify helpful and unhelpful ways to start conversations between different people.
- Students role play greetings between different people.

Equipment

- **RELATIONSHIPS CARDS.**

Method

Before the activity: it may be useful to source images to help students identify the relationships named on the **RELATIONSHIPS CARDS**.

1. Explain to the students that the class will be practising ways to meet and greet different people.
2. Invite a volunteer to choose a **RELATIONSHIPS CARD** and model an inappropriate way to greet the person on the card. For example, saying the name repeatedly, getting louder and louder.
3. Ask students to discuss with a partner why that greeting was helpful or unhelpful, guiding them to consider how different greetings make other people feel.
4. Ask students to form pairs and provide each pair with a set of **RELATIONSHIPS CARDS**.
5. Ask pairs to role play one helpful and one unhelpful way to greet each other based on their **RELATIONSHIPS CARDS**.
6. Invite volunteers to share, discussing after each round.
 - How might someone feel when greeted in an unhelpful way?
 - When would that be an okay way to greet someone?
 - Could that ever be a helpful way to greet someone?



RELATIONSHIPS CARDS

Student and teacher

Child and elderly person

Child and grandparent

Child and parent

Child and relative

Team mates

School friends

Child and shopkeeper

Student and teacher

Child and elderly person

Child and grandparent

Child and parent

Child and relative

Team mates

School friends

Child and shopkeeper

6. Cause and effect



TIME: 1 HOUR

Learning intention

- Students role play the relationship between feelings and behaviours in different settings.

Equipment

- **EMOJI CARDS**, one set for the class (see page 13)
- **SETTINGS CARDS**, enough for one per small group
- glue
- poster paper
- drawing materials.

Method

Before the activity: it may be helpful to source images to help students identify the places named in the **SETTINGS CARDS**.

1. Explain that in this activity, students will work in small groups to decide how people might behave if they are feeling certain things. Students will draw from the **SETTINGS CARDS** to determine the scenario their character will be in. They will then draw an **EMOJI CARD** and stick it to their poster paper. Students then draw what their character is doing based on their emoji in that setting.
For example:
 - an angry person storming out of the classroom
 - a happy person at the canteen.
2. Ask students to form small groups and supply each group with poster paper, glue and drawing materials. Place both sets of cards (settings and emoji) face down separately on the table. Call groups up one by one to choose one **SETTINGS CARD** and one **EMOJI CARD**.

3. Ask groups to draw how someone with that feeling in that setting might behave, gluing the emoji on as the person's face in the drawing.
4. When students have finished, ask them to decide who might be affected by the behaviour. Brainstorm how students might 'feel' and 'behave' in response, and ask them to draw this as well.
5. Ask for volunteers to share their posters and ideas with the class.
6. Facilitate a discussion with the class:
 - Was it hard to figure out what to draw?
 - What was a behaviour that someone drew?
 - What feeling was it in response to?
 - What emotions did we cover as a class?
 - What situations did we think might lead to them behave that way?
 - Describe why one of the situations could make someone feel a certain way.
 - How else might someone feel about that situation?

SETTINGS CARDS

In the library

In the principal's
office

In the playground

At the canteen

In your own
bedroom

At the park

Watching a
football game

In the kitchen
at home

At a relative's
house

Playing basketball

At the shops

On the bus

In the classroom

At a friend's house

Walking down
the street

7. SEL skills



TIME: 30 MINUTES

Learning intention

- Students can rank social and emotional learning (SEL) skills that apply to them.
- Students identify SEL skills they would like help with.

Equipment

- **SEL SKILLS CARDS**, enough for students to work in groups of 3–4.

Method

Before the activity: if required, explain each of the **SEL SKILLS CARDS** to the class.

1. Explain that this activity will involve students thinking about what social and emotional learning skills are most useful for them.
2. Ask students to move into small groups and distribute sets of **SEL SKILLS CARDS**.
3. Ask the students to organise the skills in the following ways. After each round, discuss why and how students made their decisions.
 - Rank the skills from most helpful to least helpful for primary school students.
 - Group the skills into things the students have already learnt about at school and things they have not learnt about.
 - Rank the skills they have not learnt about according to those they would most like help with to those they would least like help with.

- Would your responses be different if we were all boys/girls?
 - Year 1 students?
 - High school students?
 - Students in the city compared to the bush?
- Were any SEL skills missing that you could add?
- What kinds of things do you already do to practise these skills?
- Which skills would you like more help with?

Coaching point

Plan ways to support students with the social and emotional learning skills they identified they would like help with.

This could include:

- modelling the skills
- planning activities that teach students about the skills and how to use them
- providing supported opportunities for students to practise the skills
- students could set themselves a personal learning goal to improve their SEL skills.

Review

Facilitate a class discussion:

- Did you learn anything new today?
- Which SEL skill did the class think was most important?
- What was one SEL skill the class thought was not important?

SEL SKILLS CARDS

Being kind

Communicating with others

Talking nicely

Respecting others

Helping others

Sharing with others

Active listening

Including others

Appreciating others opinions

Taking turns

Being a good friend

Showing teamwork

Cooperating in a group

Allowing others to be the boss



8. A picture of wellbeing



TIME: 30 MINUTES

Learning intention

- Students know which emotions and activities relate to wellbeing.

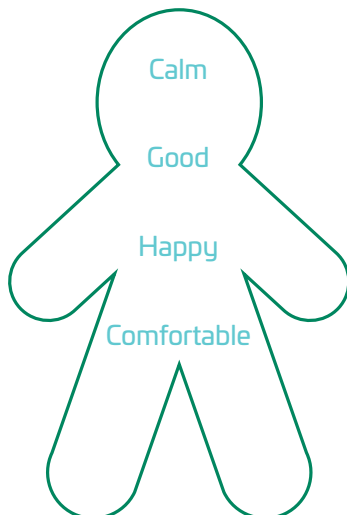
Equipment

- PERSON OUTLINE** (one per student)
- writing materials.

Method

- Explain that this activity involves working in pairs or small groups to think about the emotions and activities students associate with wellbeing.
- Facilitate a class discussion about what students think wellbeing means and feels like.
- Ask students to move into pairs or small groups. Give all students a **PERSON OUTLINE**. Ask them to write/draw the feelings they associate with wellbeing inside their outline.

For example:



- Now ask students to think about the activities someone with those feelings might do, and write/draw these outside their outline.

For example:

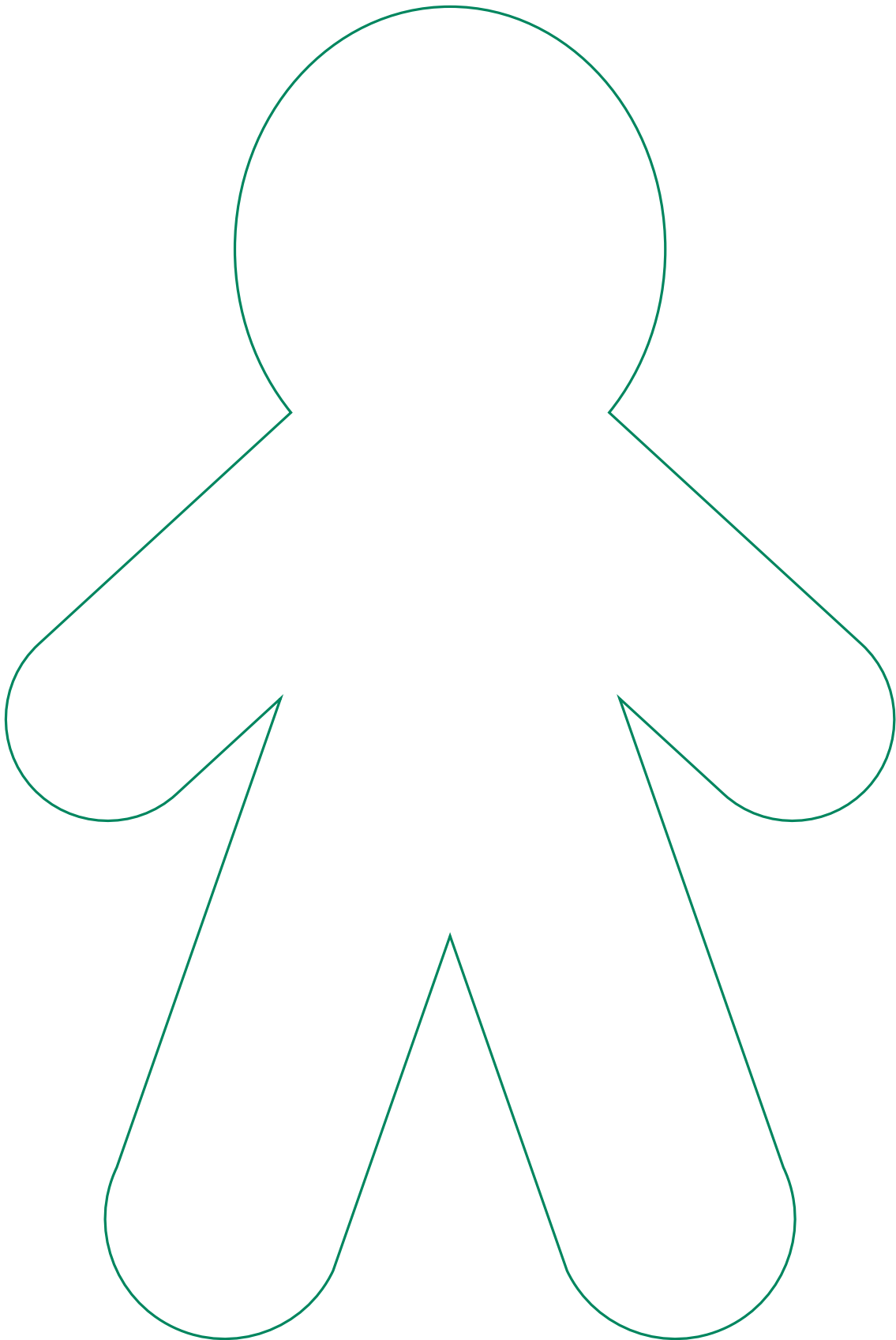


- Invite volunteers to share their ideas with the class.

Review

- What is one feeling a person with wellbeing might have?
 - What is one activity they might do?
- Does wellbeing look or feel the same for everyone?
 - Why?
 - Why not?

PERSON OUTLINE





9. Explain it to a robot



TIME: 40 MINUTES

Learning intention

- Students are able to describe particular emotions and times people may experience them.

Equipment

- EMOTIONS ALPHABET**, enough for students to work in groups of 3 - 4
- EXPLAIN IT TO A ROBOT**, enough for students to work in groups of 3 - 4.

Method

- Explain that this activity will involve the students working in small groups to explain different emotions to a robot.
- Then tell the robot's story, drawing a visual to assist, if helpful.

The Robot's Story

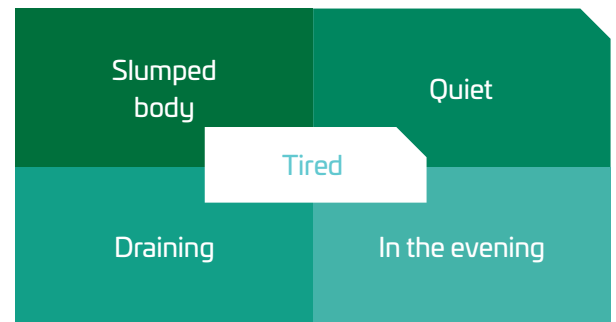
A robot has been learning about humans. The robot doesn't understand how humans show emotions because it doesn't have emotions itself. The robot needs the class to help it understand.

- Move students into small groups and distribute the **EMOTIONS ALPHABET** template. Ask students to brainstorm ways people show their emotions.
- For example:

Words people use	offering to help
Body language	shaking hands
Facial expression	smiling
- Draw an alphabet chart or enlarge the **EMOTIONS ALPHABET** template, and ask students to share their words, filling it in as you go.
- Ask the class to choose or vote on the five most important ways people show their emotions to help the robot understand.

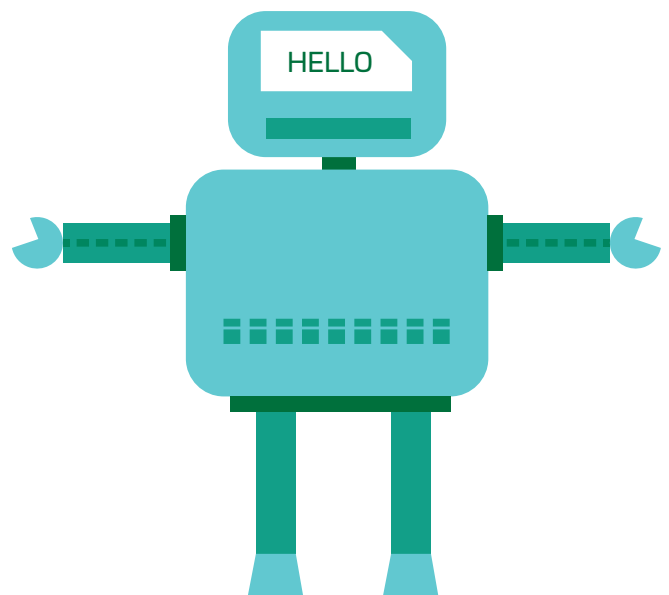
- Distribute the **EXPLAIN IT TO A ROBOT** template to each group and choose one emotion to focus on. Students write the emotion in the centre and then write or draw responses to the four prompts.

For example:



Invite volunteers to share their ideas with the class.

- How else could you teach the robot to understand human emotions?

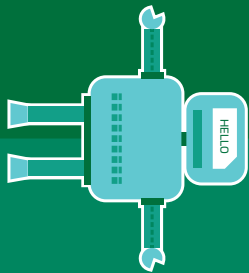


EMOTIONS ALPHABET

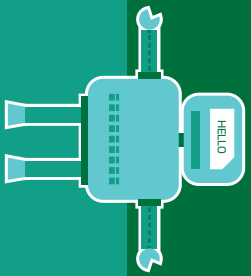
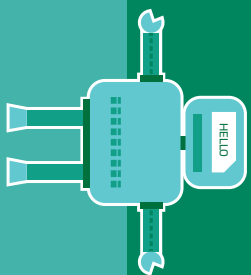
F	L	R	XYZ
E	K	Q	W
D	J	P	V
C	I	O	U
B	H	N	T
A	G	M	S

EXPLAIN IT TO A ROBOT

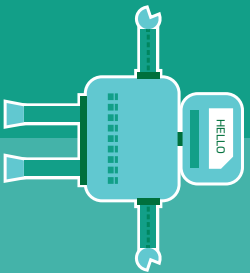
What does it **look** like?



What does it **sound** like?



What does it **feel** like?



When do you feel it?

10. Making connections



TIME: 1 HOUR

Learning intention

- Students identify places in Australia they have connections with.
- Students identify places that others have connections with.

Equipment

- ball of string
- **ABORIGINAL AND TORRES STRAIT ISLANDER MAP OF AUSTRALIA**
<https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia>
- stickers or counters.

Method

Before the activity: familiarise yourself with the **ABORIGINAL AND TORRES STRAIT ISLANDER MAP OF AUSTRALIA** and what it represents.

Some of these resources may be of use.

- https://collection.aiatsis.gov.au/austlang/search?f%5B0%5D=field_state%3ANT
- <https://www.sbs.com.au/nitv/article/2016/08/03/indigenous-meanings-australian-town-names>
- <http://www.gambay.com.au/teachers>

Part 1

1. Spend some time discussing the concept of 'place' with students and what connection to place can mean to different people. This can include the use of the above resources.
2. Write the prompt below on the board:
'A place I feel connected to is ...'
3. Move students into a circle. Ask them to think of a place in Australia that they:
 - have a connection with
 - feel 'good' in or think about a lot. It can be in or near a town, in another part of the NT or Australia.
4. Give students time to think and discuss with a partner.
5. Invite students to share a place that is special to them by responding to the prompt:
'A place I feel connected to is ...'
Holding onto the end of the ball of string, model this to students by sharing a place that is special to you using the same prompt.
6. Say the name of a student across the circle, roll the string to the student while still holding onto the end of the string.
7. That student now completes the same prompt then says another student's name and rolls the string to that student while holding onto the section of the string.
Students that do not want to share their place with the class can signal to another student and roll the ball of string to the next person.
8. Continue until all students are holding a section of the string.
9. Facilitate a class discussion using the below prompts or similar:
 - What were some places people felt connected to?
 - How does the string show how we are all connected?
 - Does anyone want to share a story about visiting that place?
 - Can anyone describe their place in a different way?
 - drawing
 - mime
 - freeze frame
 - make a sound.
 - Why do certain places make us feel good?

Part 2

1. Ask students to discuss with a partner three different places in Australia or their community they have a connection with. They can think about:
 - where their family are from
 - where they first lived in Australia
 - places they have travelled to or visited.
2. Model the discussion by describing three places that are important to you and the reasons why.
3. When ready, ask students to move into a circle and place the **ABORIGINAL AND TORRES STRAIT ISLANDER MAP OF AUSTRALIA** in the middle.
4. Go around the circle and ask students to name one place on the map they have a connection with, helping students find it and mark it with a counter or sticker.

Encourage students to explain why it's important to them.

For example:

- my uncle is from...
- we used to go camping at...

5. Each time a student shares a place, support them to identify the name of the traditional country that place is on using the **ABORIGINAL AND TORRES STRAIT ISLANDER MAP OF AUSTRALIA**.

For example:

- Nhulunbuy is Yolngu country.
 - Lajamanu is Warlpiri country.
6. Facilitate a class discussion using the following prompts or similar:
 - Who has connections to the same place?
 - Who had a connection to a place that no one else did?
 - Whose country do most people in this class have a connection to?
 - How could you know/find out whose country you're on when you go to a new place?

Coaching point

Incorporate some of the 'before the activity' resources or alternatives you find, to extend students' understanding of their connection to places and traditional connections they may have.

Invite an Aboriginal community member to talk to the class about connections to place.

11. This is me



TIME: 1 HOUR

Learning intention

- Students identify special strengths they have.

Equipment

- paper
- drawing materials
- paper bags with miscellaneous items (2–3 bags).

Method

Before the activity: make up the 2–3 bags with around 10 miscellaneous items.

Suggested items include:

- paper clip
- pencil
- plastic spoon
- eraser
- coloured button
- paint brush
- stick
- rock.

Part 1

1. Place students into 2–3 even groups and supply each group with a bag of miscellaneous items.
2. Ask students to work out a way to classify/group items in the bag into as many groups as they can.
3. Once students have decided on a way to classify/group their items, groups report back to the class on how and why they chose those groupings.
4. Ask the students to explore other ways to classify/group their items.
5. Facilitate a class discussion about how we make decisions to group certain items.
 - Did everyone in your group have the same opinion?
 - How do we make decisions about how we group different items together?
 - The way the objects look?
 - What the objects are used for?
 - How much we like them?

- Do we make decisions about people in the same way?
 - What people look like?
 - What people do?
 - How much we like them?

6. Spend some time explaining to the class that the ways we group people is called 'stereotyping'. Remind the students that even though we see, hear and use stereotypes, they may not always be true for all people in all situations.

Part 2

1. Explain that this part of the activity, students will think about the things that make them the person they are. Sometimes this understanding can be different to the stereotypes others may associate with them. The students will create a personal profile, exploring the way they look and their strengths and interests that make them both the same and different to others.
2. Ask the students to draw themselves in the middle of the page and use speech bubbles or images to show the interesting person they are.

Things to suggest:

- hobbies
- sports
- strengths
- their favourite features.

3. Ask students to think about the things they like or do that might not be what people expect about them.

For example:

- I might like a sport like ice skating
- I might act tough but am very kind
- I might be very clever at maths but not good at art.



4. Allow time for the students to complete their profile.
5. Encourage student to discuss among themselves:
 - Do you think there is anything else I could add to my profile?
 - Is there anything on my profile you are surprised by?

Coaching point

Use this activity to create a 'this is us' wall that demonstrates differences and similarities within the class.

It is a useful activity to gain knowledge about students' skills and hobbies that may not be known.

Explain that we all have different strengths and when we work together as a team our strengths are multiplied.

Create a class 'appreciation tree' where students write appreciations about other students on leaves and glue these on the tree. Teachers will need to model some examples first.

To enhance students' understanding, read *Edward the Emu* by Sheena Knowles with the class.

12. Family and community coping strategies



TIME: 1 HOUR

Learning intention

- Students identify positive coping strategies used by members of their family and community.
- Students recognise how family and community can help build positive coping strategies.

Equipment

- whiteboard and markers
- paper
- pens/pencils.

Method

Part 1 – Positive coping role models

1. Explain to students that this activity will involve thinking about the adults in their lives who are great role models and what kind of things they do to cope in a positive way. Explore the concept of what makes a good role model if necessary.
2. Demonstrate and model ways that you cope with situations. For example, 'I am going to take five deep breaths to help myself relax.'
3. Give some further examples of positive things people might do to cope with worry, stress, being upset or angry.

For example:

- go for a run
- talk with a friend/family member on the phone
- listen to music
- play with the dog.

4. Ask students to think about some positive role models in their lives. Scribe these on the board.
5. Ask students to brainstorm the positive coping strategies these role models show when they feel upset, angry or stressed.

For example:

- My mum likes to make a cup of tea and talk to her sister on the phone when she is worried or upset.
- My sister likes to exercise when she is upset.

Add these to the board.

Part 2 – Positive coping in school and class

1. Using the brainstorm from Part 1, facilitate a class discussion to enhance students' understanding that not all coping strategies are appropriate all the time.

For example:

- Going for a run in the middle of class may not be appropriate, but it may be appropriate during recess.
- Why are some strategies appropriate for home but not for school?
- For school, but not for class?
- What strategies can be used in all settings?

2. Ask students to make an individual list of strategies for themselves that are positive.

Students could use different coloured markers to circle responses.

For example:

GREEN	Appropriate strategies for in class
BLUE	Appropriate strategies for school
ORANGE	Appropriate strategies for home
RED	Appropriate strategies for use in all settings

Part 3 – Positive coping in the community

1. Explain to students that this part of the activity will be thinking about how people in a group use coping strategies together.

For example:

Cyclone Marcus hit Darwin in March 2018 and caused loss of electricity, flooding and contaminated water. Fallen trees caused damage to homes and buildings, and schools were closed for days.

- How did the community cope?
 - How did the community work together to cope?
- How did your family cope?
 - How did your family work together to cope?
- How did your school community cope?
 - How did the school community work together to cope?
- How did your class cope?
 - How did the class work together to cope?

Review

Ask students to identify and summarise how family and community coping strategies have influenced their own coping strategies.

Ask students, how does seeing and participating with others using positive coping strategies help them to build and use their own coping strategies?



13. Problem solving with peers



TIME: 1 HOUR

Learning intention

- Students practise ways to solve commonly experienced problems.

Equipment

- paper
- pencils
- scissors and glue (optional)
- PROBLEM SOLVING WHEEL** (enough for one per group of 3–4 students)
- dice (enough for one per group of 3–4 students).

Method

- Write a list on the board of common problems encountered in peer relationships by students of this age (this may be through a brainstorm).
- Facilitate a class brainstorm of the ways students best solve problems with their peers.

For example:

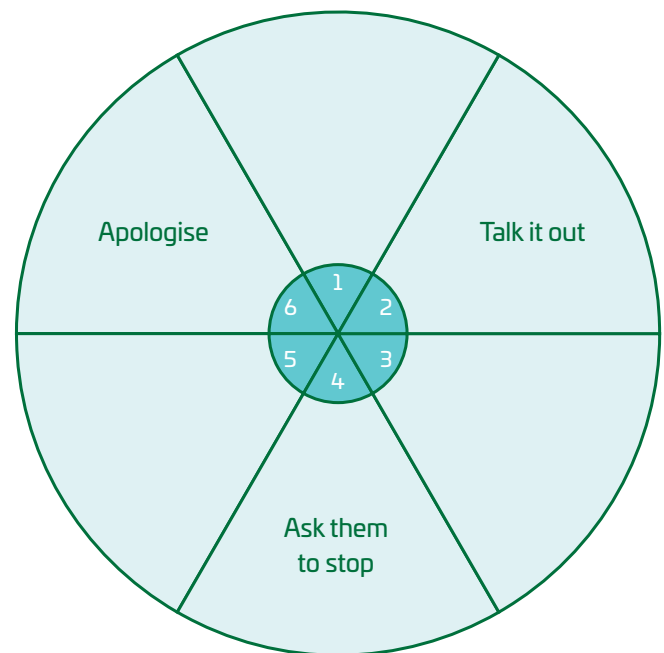
- go to another activity
- rock paper scissors
- apologise
- use an 'I' statement to explain how you feel
- wait and cool off
- talk it out
- walk away and let it go
- ignore it
- ask them to stop
- make a deal
- share and take turns
- draw about it
- ask an adult for help
- count to 10.

Encourage the class to act out what these may look like to ensure understanding.

- Separate students into groups of 3–4.
- Explain that sometimes when a person encounters a problem, it can be hard to remember what to do. It can help to have a reminder to look at.
 - Provide each group with a **PROBLEM SOLVING WHEEL** template and a die.

Some students may prefer to work individually.

- Ask groups to select six strategies from the brainstorm to include on their wheel. They can write or draw each strategy in the segments.



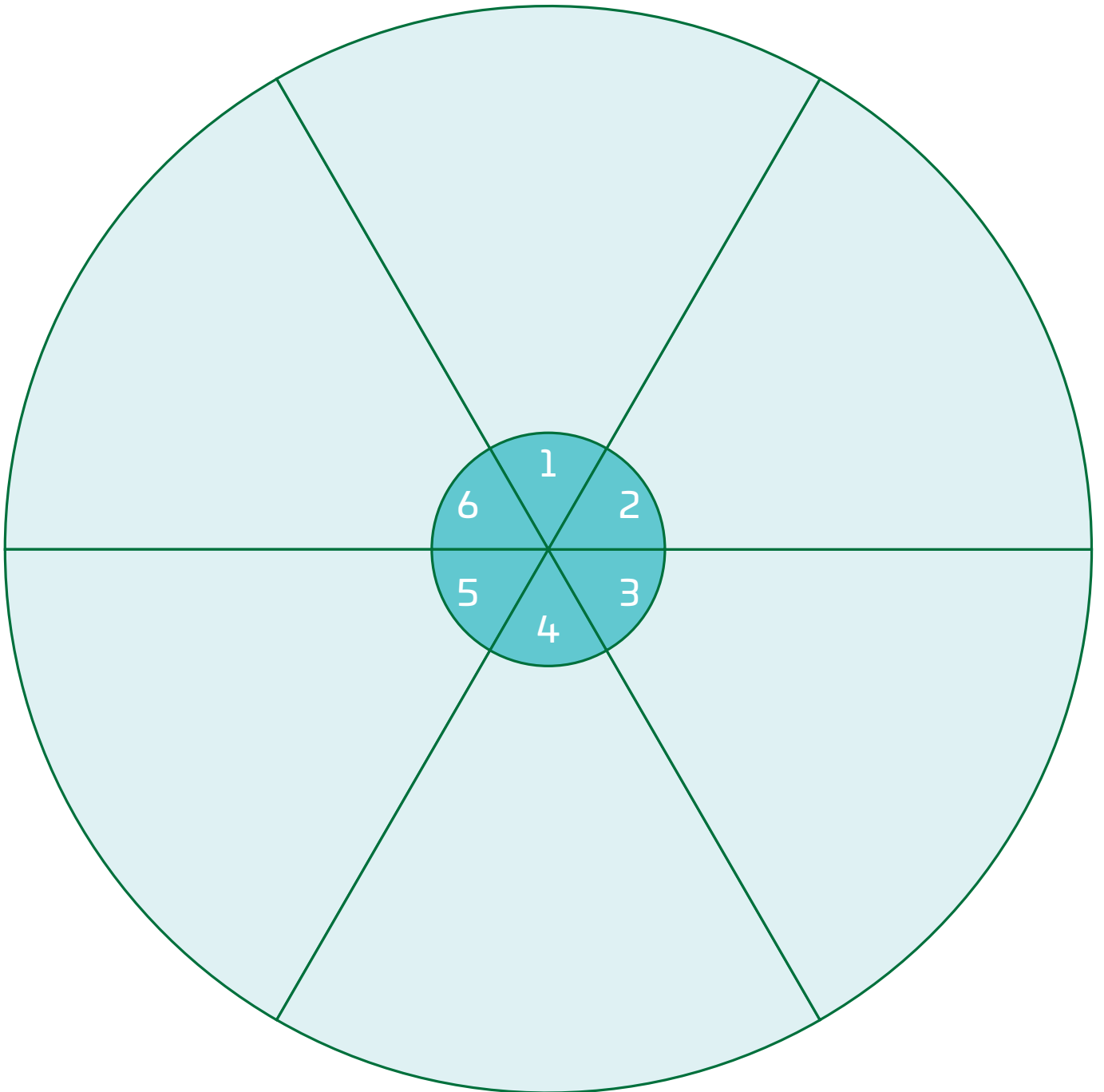
- Students then take turns rolling a number on their die and acting out/practising the strategy that corresponds with the number that has been thrown.

Coaching point

With students' permission, display the wheels around the class for reference. Alternatively, some students may wish to place it on their desk.

To enhance students' understanding, read *The Lizard Gang* by Kirra Liscia Somerville with the class.

PROBLEM SOLVING WHEEL



14. Helpful stress



TIME: 1 HOUR

Learning intention

- Students understand that stress is normal.
- Students understand what stress might look and feel like.
- Students understand that responding to stress helps to build resilience.

Equipment

- **HELPFUL STRESS TEMPLATE**
- whiteboard and markers
- access to internet and ability to project video with sound
- video:
Managing Stress
<https://www.youtube.com/watch?v=hnpQrMqDoqE>
- paper
- drawing materials.

Method

Part 1

1. Watch the video Managing Stress.
2. Facilitate a class discussion and scribe on the board what students understand about stress:
 - What does stress feel like?
 - What physical/body reactions do people have?
 - increased heart rate
 - shaky
 - sweating.
 - What emotions might people feel?
 - nervous
 - excited
 - worried
 - overwhelmed
 - angry
 - upset.
 - What does stress look like in action?
 - excitement
 - working to a due date
 - taking a test or exam
 - setting yourself a challenge/goal
 - doing something new/for the first time
 - group work.
 - What body language/facial expressions might people have?
 - stiff
 - clenched fists
 - frown
 - wide eyed.
 - What are some of the benefits of stress?
 - motivates you
 - boosts brain function and body responses
 - enhances focus and energy, which makes you more alert and prepared
 - enhances learning.

Part 2

1. Invite students to recall a time they have experienced 'good' stress.

For example:

- starting at a new school
- going on school camp
- playing in a grand final
- completing a test

2. Ask students to use the **HELPFUL STRESS TEMPLATE** to explore 'good' stressful situations:

- How it makes you feel (use the prompts from part 1, step 2 to describe physical and emotional responses)?
- How the stress responses actually help you?
- How students felt afterwards: what did they learn?

For example:

SITUATION	DOING A TEST
How it felt	<ul style="list-style-type: none"> • nervous • worried • heart pumping
How it helped	<ul style="list-style-type: none"> • enhanced focus and energy • completed inside the time limit
How it felt after	<ul style="list-style-type: none"> • relieved • proud of effort • exhausted

Review

Ask students to reflect on how the activity may have changed their understanding of stress.

- Did they know stress could be helpful?

Ask the students to think about and write down at least one stress symptom that is helpful and positive.

For example:

- heart racing means my blood is pumping, making my brain and body ready for action!



HELPFUL STRESS TEMPLATE

How it felt:

SITUATION:

How it helped:

How it felt after:

15. Resilience



TIME: 1 HOUR

Learning intention

- Students can explain resilience.
- Students identify occasions that demonstrate resilience.

Equipment

- book or video:
'Oh, The Places You'll Go!' by Dr Seuss
<https://www.youtube.com/watch?v=MoyVclMdcl4>
- whiteboard, markers
- paper
- drawing materials.

Method

1. Read/watch 'Oh, The Places You'll Go!'.
2. Facilitate a class discussion of the book/video:
 - What were some of the words and pictures that expressed the 'ups and downs' in the story?

For example:

UPS	DOWNS
On your way up	Soar to great heights
High fliers	Seeing great sights, take the lead
Being best of the best	Top all the rest
Kicking goals	Being left by the gang
Left in a lurch	Being in a slump
Scary/unfamiliar places	Being confused/unsure which way to go

- What did the character do when faced with the problems/obstacles?
 - Did they give up or keep going?
- Did the character succeed?
- What is the story telling us about life?

3. Explain to students that life can be full of fun. It can also involve overcoming problems and obstacles, which we call 'resilience'. By continuing to pick yourself up and keep going, you can become more resilient.
4. Using the following quotes, facilitate a class discussion of their meaning in relation to resilience.

You have brains in your head.

You have feet in your shoes. You can steer yourself any direction you choose.

You're on your own, and you know what you know. And YOU are the guy who'll decide where to go.

Except when you don't. Because, sometimes, you won't. I'm sorry to say so but, sadly, it's true that bang-ups and hang-ups can happen to you.

But on you will go, though the weather be foul. On you will go, though your enemies prow. On you will go...

On and on you will hike. And I know you'll hike far and face up to your problems whatever they are...

Remember that life's a great balancing act

And will you succeed? Yes! You will, indeed! (98 and 3/4 percent guaranteed). Kid, you'll move mountains!

5. Invite students to nominate their favourite or find their own quote from the story.
 - How does it relate to resilience?

6. Ask students to draw a footpath for themselves on a piece of paper. Ask them to write/draw at least two ups and downs they've experienced in their life. Students could add their favourite quote to the page.

For example:



Review

Ask students to summarise what resilience means and give an example of how they can bounce back or overcome an obstacle in their life.

Coaching point

Students can write out their own sentence about how they can be more resilient.

To enhance students' understanding, read *I Think, I Am!* by Louise Hay with the class.



16. Helping hands



TIME: 1 HOUR

Learning intention

- Students know their options for seeking help at school and at home.

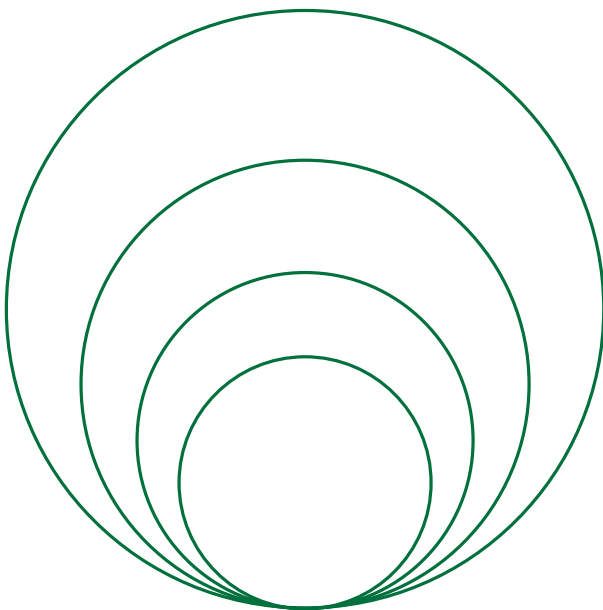
Equipment

- paper
- drawing materials
- bed sheet marked with concentric circles (optional, see coaching point).

Method

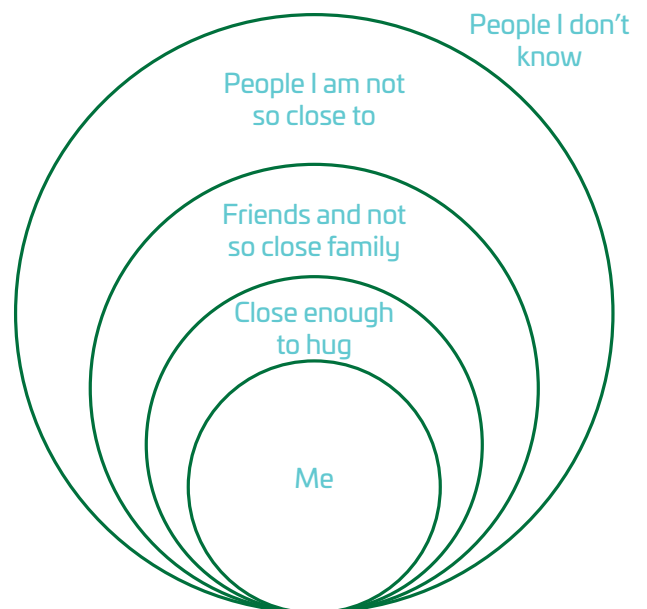
Part 1

1. Students draw four concentric circles on a piece of paper.



2. Ask students to write their name in the lower circle.
3. Ask the students to write the names of people they feel close enough to want to hug in the next circle. Generally this is close family and friends, but emphasise that everyone decides for themselves who is in each circle.
4. Ask the students to write the names of friends and family that they are not as close to in the next circle.
5. Ask the students to write the names of people students know but are not close to in the next circle.

6. Ask the students to write the names of people students don't know outside the circle.



Coaching point

This activity can be adapted using a bed sheet with the circles drawn on it.

Students can demonstrate how close other people are to them using names on strips of paper to represent people.

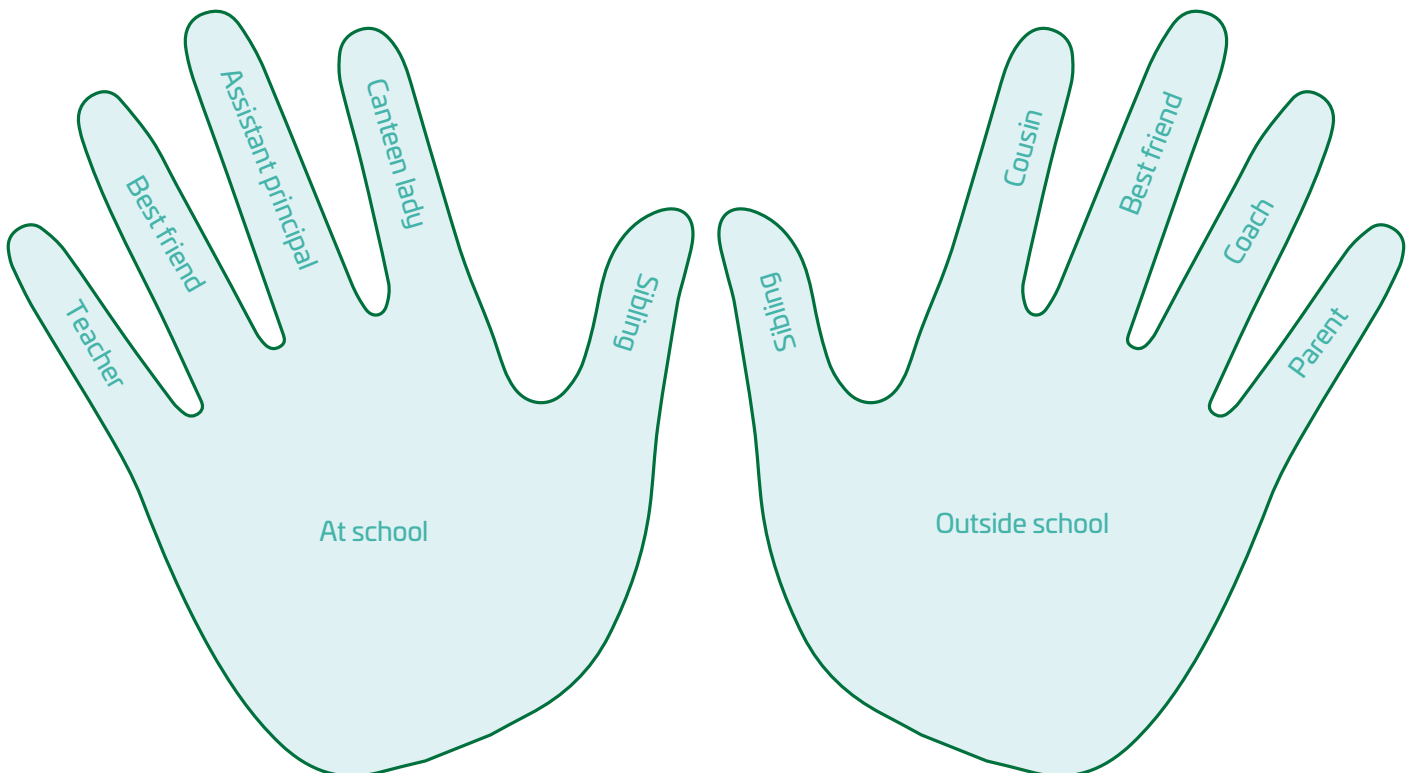
Part 2

1. Give each student a sheet of paper.
2. Ask students to assist each other to trace around their hands (see **HELPING HANDS EXAMPLE**).
Label one hand 'at school' and the other hand 'outside school'.
3. Ask students to think of the people who help them. It may be useful to think about scenarios that explore who students could talk to about different problems.
4. Ask students to write a name on each finger for someone they could go to for help. Some may be friends or siblings, but it is helpful to have adults at school and outside school who students can go to when they need them.

Coaching point

To enhance students' understanding, read *A Terrible Thing Happened* by Margaret M. Holmes with the class.

HELPING HANDS EXAMPLE



17. Stereotypes



TIME: 1 HOUR

Learning intention

- Students identify stereotypes that may apply to them.
- Students identify stereotypes in the wider community.

Equipment

- **MIND MAP** handout
- poster-size paper
- drawing materials
- magazines/catalogues or devices to search for images (optional)
- glue
- scissors.

Method

1. Begin a discussion with the students about what a stereotype is.

For example:

- A stereotype is when we make an assumption about people based on what they look like, how they behave, their age or their beliefs.

2. Explain to students that they will be creating a **MIND MAP** that explores what stereotypes might apply to them.

- What ways can people stereotype or make judgements about us?
- Write/draw yourself in the centre square
- In the surrounding squares, write/draw stereotypes that people may apply to you.

For example:

- gender (boy/girl/other)
- appearance (the way we look)
- jobs
- strengths (what people are good at)
- culture
- family life
- behaviours
- beliefs.

3. Facilitate a class discussion:

- Do you agree with all of the stereotypes you think others make about you?
- Are stereotypes always correct?
- Can you think of times when you have seen or heard stereotypes that are incorrect?

4. Explain to the students that although some stereotypes are very difficult for us to change, it should not change who we are as a person. People are always much more interesting than just a stereotype or label.

5. Facilitate a class discussion:

- Where do we see stereotypes in our world?

For example:

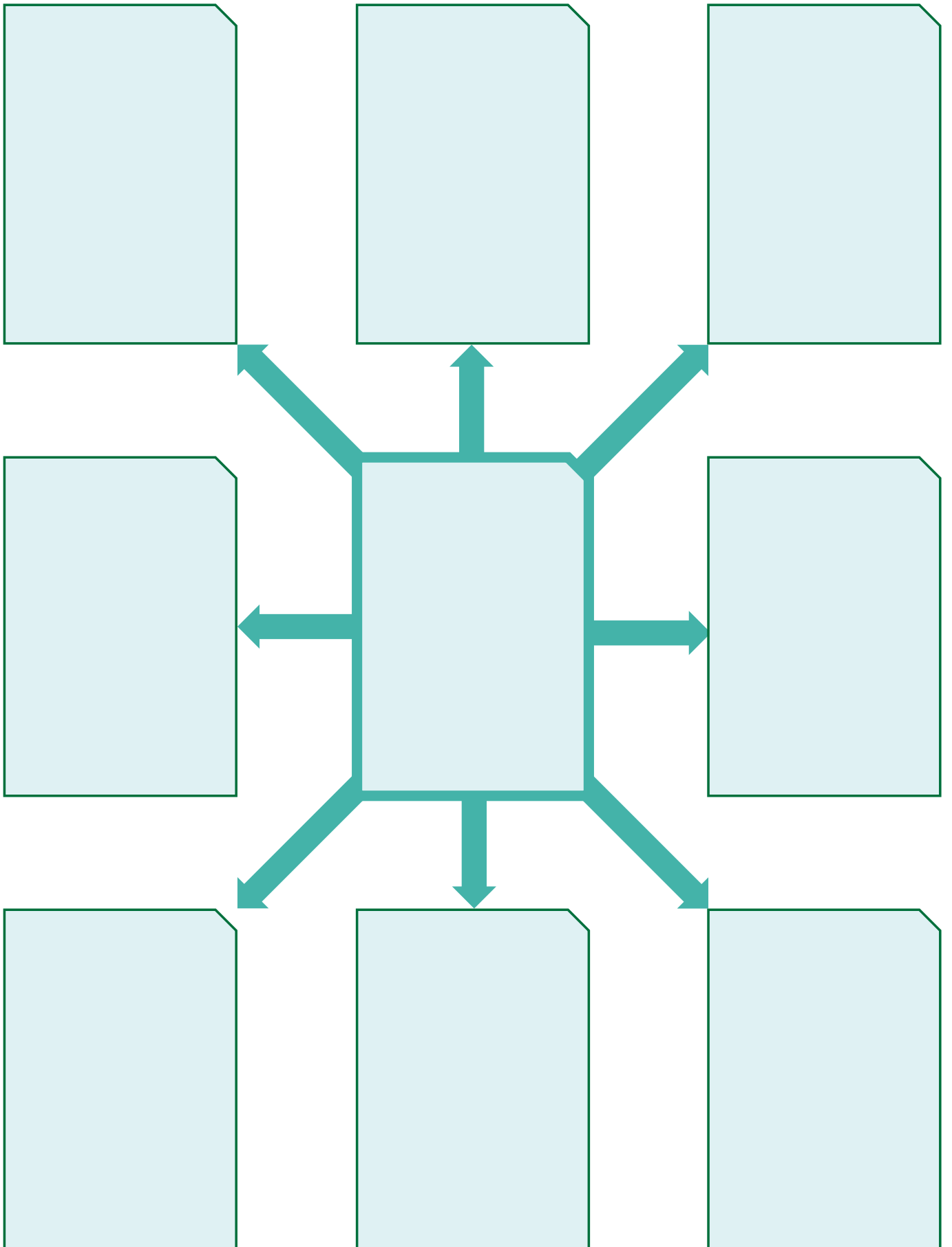
- television
- books
- advertising
- magazines
- movies
- workplace
- schools
- in our community
- from our friends.

6. Move students into small groups and supply them with the poster-size paper, drawing materials, magazines, glue and scissors.
7. Explain to the students that they are going to work in small groups to create a collage of different types of stereotypes.
8. Allow time for the students to work on the collage and for groups to share their work at the end.
9. Facilitate a class discussion:
 - Why is it important that we can identify stereotypes?
 - How could people in the pictures you have collected change the way they are stereotyped?
 - How would some changes be easy and some changes be difficult?
For example:
 - changing hair colour
 - changing clothes
 - changing skin colour.

Coaching point

To enhance students' understanding, read *Fair Skin* *Black Fella* by Renee Fogarty and/or *A Crayon's Story* by Michael Hall with the class.

MIND MAP



18. Tell the story



TIME: 1 HOUR

Learning intention

- Students understand the meaning of diversity.

Equipment

- video:
Being Different Is Beautiful
<https://www.youtube.com/watch?v=KJ1ygFknjYo>

Method

Part 1

1. Watch the video Being Different Is Beautiful.
2. Facilitate a class discussion:
 - How would you describe diversity after watching the video?
 - Were there things about people's diversity that were new to you?
 - What makes us diverse?
 - What makes you diverse?

Part 2

1. You or a student can read the story below:

There once was a peacock who often boasted about his beauty. Every day, the peacock walked to the edge of a large lake and looked at his own reflection and said 'Oh! What a beautiful bird I am! Look at my colourful tail!'

Once the peacock saw a crane on the bank of the lake. He said to the crane with a sneer, 'What a colourless bird you are! Your feathers are not beautiful and colourful like mine.'

The crane replied, 'Of course I don't have beautiful feathers! But my feathers can make me fly across the lake. Can your feathers make you fly?' There was no reply from the peacock.

You may need to read through the story again and facilitate the discussion as you read.

2. Facilitate a class discussion:
 - What was the story telling us about being diverse in our thinking?
 - Why it is important that we are diverse?

Coaching point

This activity can be extended by students creating their own short stories about diversity.

The students will need time to plan, brainstorm and write their story. Students may like to present their final story as a:

- booklet
- comic strip
- short video
- play
- yarn.

Students may like to share their stories with younger students in the school or with other classes.

19. Who is who?



TIME: 1 HOUR

Learning intention

- Students understand that diversity is about how we are both the same as and different to others.

Equipment

- SAME/DIFFERENT CARDS**
(see instructions in 'before the activity').

Method

Before the activity: you will need to create two packs of cards: **SAME/DIFFERENT CARDS pack 1 and pack 2**. Create these by sourcing images that demonstrate differences and similarities. Suggested packs are:

SAME/DIFFERENT CARDS pack 1-animals

CARD A	CARD B
Magpie goose	Cockatoo
Camel	Buffalo
Dugong	Dolphin
Kangaroo	Rock wallaby
Lorikeet	Peacock

SAME/DIFFERENT CARDS pack 2-people

The focus of this activity is not gender stereotypes but rather diversity.

CARD A	CARD B
Male nurse	Female doctor
Female firefighter	Male teacher
Females playing sport	Male doing housework
Male superhero	Female superhero
Tall person	Short person
Person playing a sport	Person in a wheelchair playing the same sport

- Show one set of **SAME/DIFFERENT CARDS, pack 1** cards at a time.

For example:

Magpie goose	Cockatoo
--------------	----------

- Allow time for the students to look at the two images and brainstorm what is the same about the animals and what is different.

For example:

- they are both birds
- they both fly
- they are both local to the NT
- cockatoos are around all year, but magpie geese are seasonal
- we can eat one but not the other.

Explain that for some pairs, it will be easier than for others to find things that are the same and different.

- Continue with steps 1 and 2 until all the **SAME/DIFFERENT CARDS pack 1** have been discussed.
- Facilitate a class discussion to identify students' understanding of diversity.

For example:

- Diversity is about the ways we are similar and different. This may include:
 - appearance
 - culture
 - gender
 - ability
 - strengths
 - beliefs.

5. Repeat steps 1–4 using **SAME/DIFFERENT CARDS pack 2**, discussing as you go:
- Why is diversity important?
 - Why is it important that we identify our similarities and differences with others?
 - In what ways can people be the same and different?
 - How could we share our similarities and differences with others?



20. Group in a hoop



TIME: 1 HOUR

Learning intention

- Students make choices to demonstrate individual diversity.

Equipment

- paper
- drawing materials
- selection of hoops or another way of demonstrating different space allocations (for example, tape on carpet in squares or rope laid out in circles).

Method

Before the activity: you will need to organise a space large enough to accommodate 6–8 hoops/spaces. Students will also need enough room to move between the hoops/spaces.

1. Explain that the class will be playing a grouping game.
2. Allocate each of the hoops/spaces something you know students in your class like to do.

For example:

- fishing
- cooking
- playing sport
- drawing
- other.

3. Ask students to stand in the hoop that best answers the question, what is something you like doing? Remind students to be helpful to each other as everybody tries to fit in different hoops.

For example:

- let's walk, not run
- we are going to try not to bump into each other
- think about how we can help everyone stand in the hoop/space together.

4. Once the students have found a hoop/space, ask if anyone would like to share:
 - Why did you choose that answer?
 - Was it because your friends chose that option?
 - Did you make a choice and then change your mind?
 - Were you concerned about what everybody else would think of your choice?
 - For students who are in the 'other' space, ask what their choice would have been.
5. Bring the class together and repeat steps 2–4 with a different question and different hoop answers.

For example:

- What is your favourite colour?
 - red
 - blue
 - green
 - yellow
 - purple
 - other.
- What is your favourite thing about school?
 - friends
 - mathematics
 - physical education
 - recess.
- What food do you dislike the most?
- Where would you like to go for a holiday?
- What do you most like to do in the holidays?
- What is your favourite animal?

6. Facilitate a class discussion about how we all make choices for different reasons.

For example:

- we like the other people in a group
- we know more people in one group
- we really like something and it doesn't matter what others like.

During the discussion, it is important to emphasise that it is okay to try to fit in. It is also important to show how special we are as individuals.

7. Discuss how similarities and differences with others is called 'diversity'.

Diversity is understanding and recognising our differences. This could be differences in race, culture, gender, status, religion or many other things.

The students may like to have a brainstorm about other ways people can show diversity.

21. Helpful behaviours in relationships



TIME: 20 MINUTES

Learning intention

- Students identify helpful behaviours.

Equipment

- **TRAFFIC LIGHTS** (one per group of three students).

Method

Before the activity: brainstorm a list of helpful and unhelpful behaviours that relate to relationships.

For example:

- kind
- truthful
- reliable
- selfish
- uncaring
- rude.

1. Create groups of three and give each a set of **TRAFFIC LIGHTS**.
2. Explain to students that you will read out examples of different behaviours. As a group, students will need to discuss and hold up a traffic light that demonstrates to what extent the behaviour is helpful for building a strong relationship.

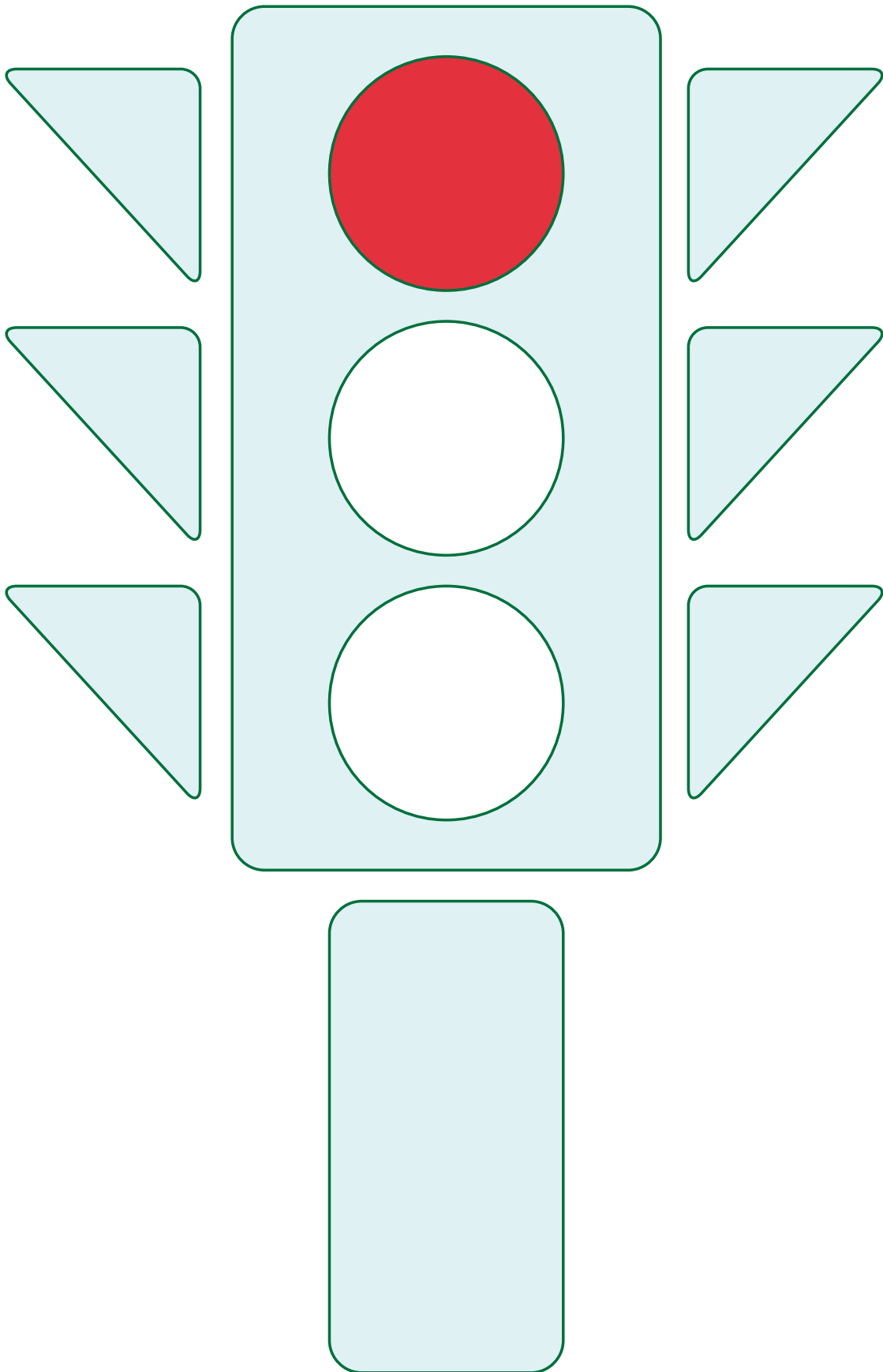
RED	Stop! This is not helpful at all!
YELLOW	Take care! This might not be helpful!
GREEN	Go! This behaviour is very helpful!

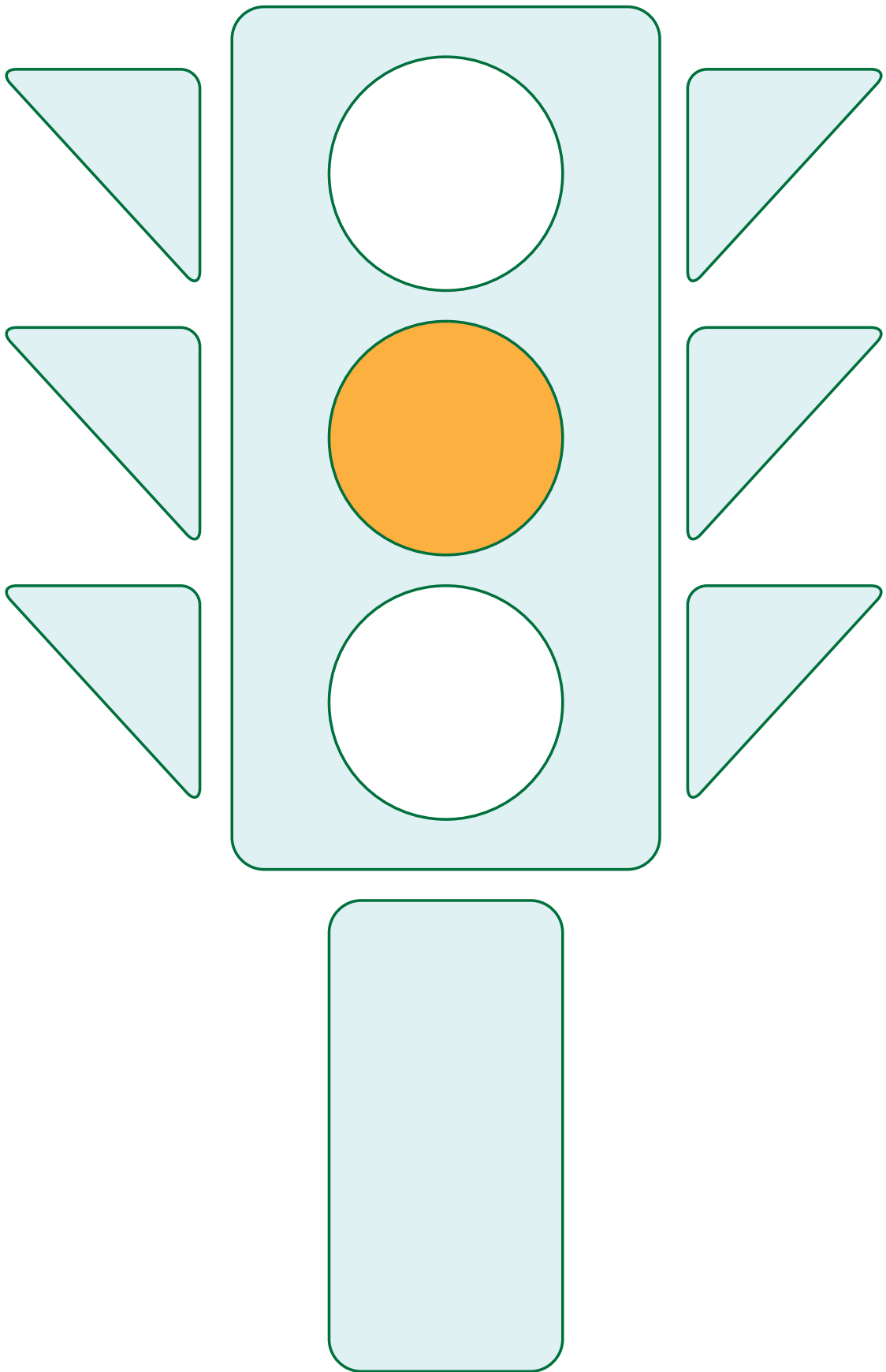
3. Facilitate a class discussion each round, using the following prompts or similar:
 - What made you decide that behaviour was red, yellow or green?
 - Was it difficult for your group to come to a conclusion?
 - What would happen if you used/did not use some of those behaviours in different contexts?
 - Would everyone respond to those behaviours the same way?

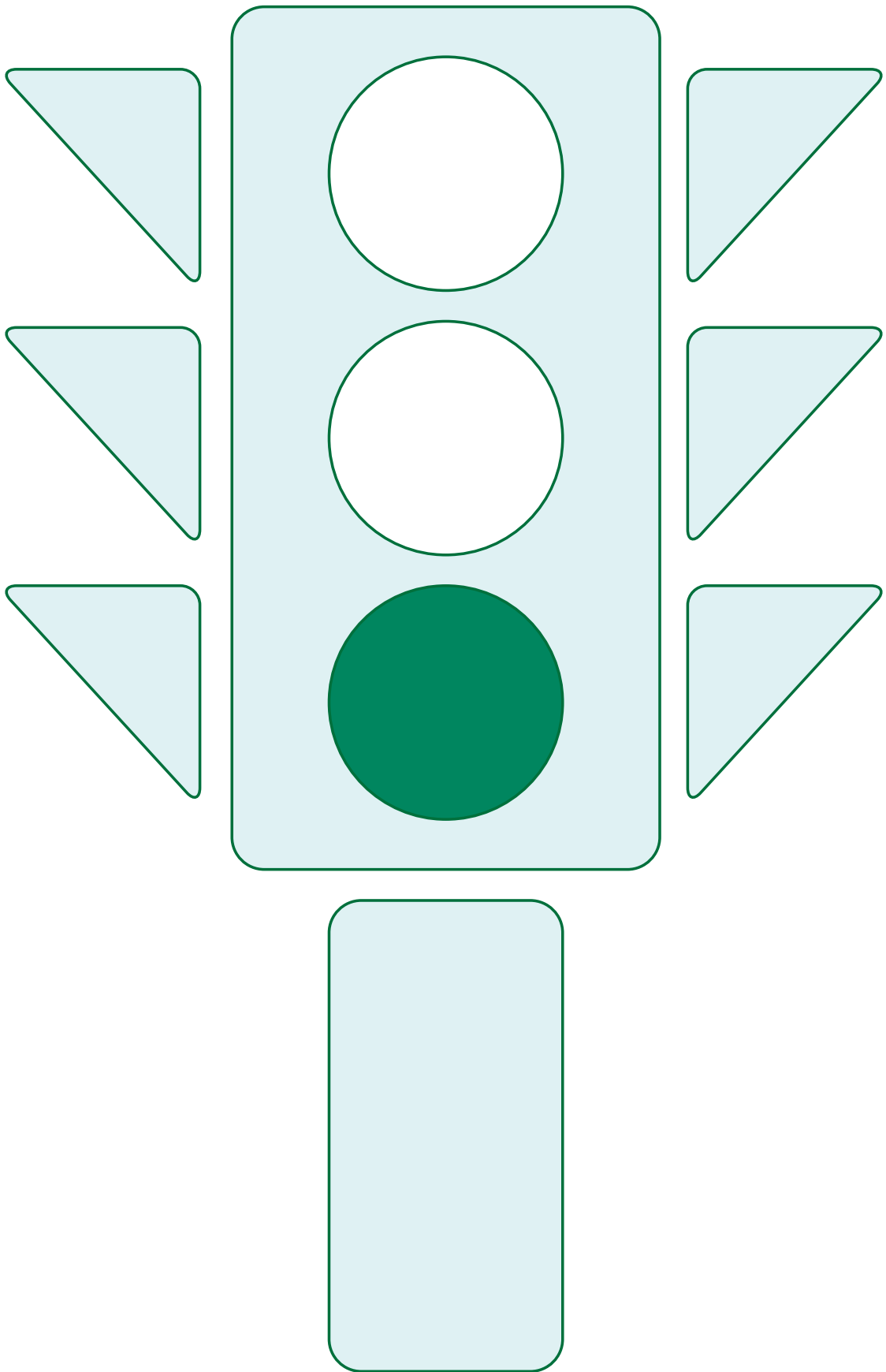
Coaching point

To enhance students' understanding, read *You, Me and Empathy* by Jayneen Sanders with the class.

TRAFFIC LIGHTS







22. Strong relationship qualities



TIME: 1 HOUR

Learning intention

- Students identify qualities that contribute to strong relationships.
- Students identify qualities that challenge strong relationships.

Equipment

- **QUALITIES BRICK** – one per student
- videos:
 - Moral Story for Children – Tortoise, Deer, Crow, Rat Story
<https://youtu.be/UW91wde1SI0>
 - Funny Video on Friendship
https://www.youtube.com/watch?v=t4Q_B0flrJE
 - I Lost My Friends Because I Don't Play Sports
https://www.youtube.com/watch?v=eK-Jf_55c6o
- shoe boxes or equivalent
- markers.

Method

Part 1

1. Watch one or both of the videos:
 - Moral Story For Children – Tortoise, Deer, Crow, Rat Story
 - Funny Video on Friendship.
2. Facilitate a brainstorm about good friendship qualities, referring back to the characters in the stories.

For example:

- kind
 - funny
 - honest
 - brave
 - forgiving.
3. For each quality students identify, draw a brick on the whiteboard and write the quality inside. This will create a wall of good friendship qualities.
 4. Invite students to brainstorm other qualities that good friends have, and add these to the bricks on the whiteboard.

5. Facilitate a class discussion as you go, using the following prompts:
 - Can you give an example of how someone could show:
 - some of these qualities
 - all of these qualities
 - not many of these qualities?
 - Can some of the qualities be taken as both helpful and unhelpful?
 - Why do you think it is important to understand different qualities people have?

Part 2

1. Distribute one shoe box, markers and **QUALITIES BRICK** for each student.
2. Students are to decorate the box, labelling it using their **QUALITIES BRICK** with their favourite quality that helps build strong relationships.

For example:

- helpful
 - reliable
 - funny.
3. When finished, ask students to move into a circle.

4. Invite students to share their quality with the class by acting out how someone would demonstrate that quality with a friend. Then students place their **QUALITIES BRICK** in the middle of the circle, building a wall.
 5. Students take turns acting out their quality then adding their brick to the wall.
 6. Facilitate a class discussion as you go, using the following prompts or similar:
 - What kind of things would a friend with this quality do?
 - Who is someone you know who has this quality?
 - Is this person like this all the time?
 - Does anyone disagree?
 7. Explain that friendships, like all relationships, are like walls. Relationships need different qualities to keep them standing strong.
2. After the story or at the end of the video, ask students to remove any **QUALITIES BRICKS** that are missing from the relationships or that affected the relationships between characters. Students may need to watch the video a couple of times.
 3. Facilitate a class discussion:
 - What brick might be missing?
 - Can their friendship still stand strong?
 - What qualities do the characters need to use to rebuild the relationship?
 - What might make it hard to do that?
 - What might make it easier?
 - How can we help each other use these qualities?

Part 3

1. Watch the video

I Lost My Friends Because I Don't Play Sports.
Alternatively, read the Story below.

Story

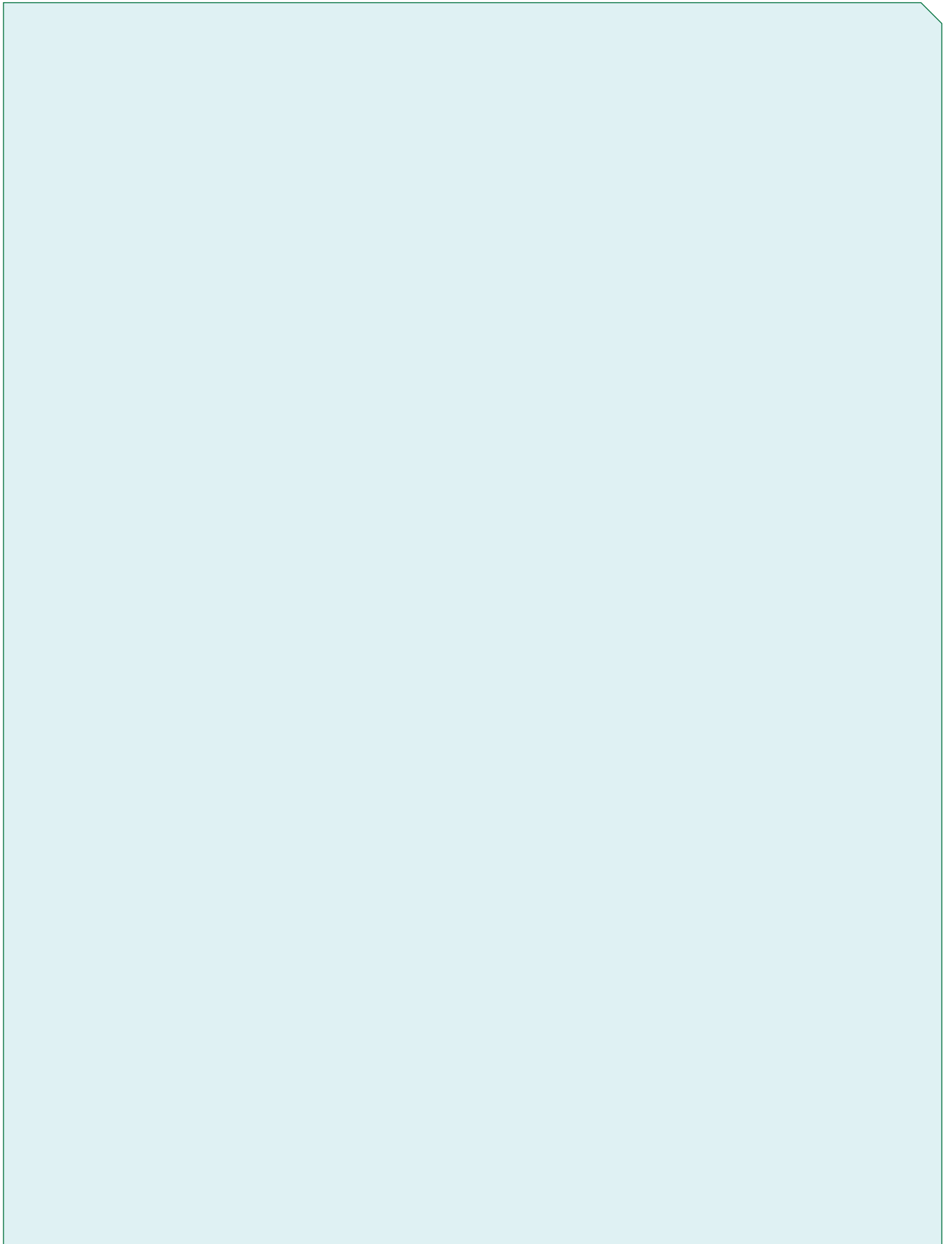
Tanesha and Charmaine have been friends since they were little. They always played and laughed together. Lately, Tanesha hasn't been making Charmaine laugh as much, and Charmaine feels like their games aren't as fun.

Charmaine is really sad when she finds out that Tanesha stole money from Charmaine's mum.

Charmaine yells at Tanesha and calls her names. Tanesha starts crying and tells her she has been having a really hard time at home and is feeling really sad.



QUALITIES BRICK



23. Relationship strategies



TIME: 40 MINUTES

Learning intention

- Students evaluate relationship issues and relationship strengths.

Equipment

- **RELATIONSHIP ISSUES CARDS**, enough for one set per group of 3–4
- **RELATIONSHIP STRENGTHS CARDS**, enough for one set per group of 3–4.

Method

Part 1

1. Divide students into groups of 3–4.
2. Provide each group with a set of **RELATIONSHIP ISSUES CARDS**.
3. Ask students to rank these issues in order of most common to least common for primary school students.
4. Provide opportunity for students to rank the issues again after a class discussion.
5. Tally the three most commonly top rated relationship issues from the cards.
6. Repeat steps 1 to 5 with the **RELATIONSHIP STRENGTHS CARDS**.
7. Facilitate a class discussion around any connections between relationship issues and relationship strengths.
For example:
 - Is there a connection between the relationship issues and the relationship strengths you ranked as most common?
 - Would some of the relationship issues be less common if we used more of the relationship strengths?
 - How do we improve our relationship strengths?
 - Are there relationship issues and strengths that we could add to the list?

Coaching point

To enhance students' understanding, read *Fox* by Margaret Wild with the class.

RELATIONSHIP ISSUES CARDS

JEALOUSY

TALKING RUDELY

BULLYING

FIGHTING

JUDGING OTHERS

NOT LISTENING

**TREATING PEOPLE
UNFAIRLY**

**POSTING ON
SOCIAL MEDIA**

SPREADING RUMOURS

IGNORING OTHERS

RELATIONSHIP STRENGTHS CARDS

**STICKING UP FOR
OTHER PEOPLE**

**COMMUNICATING
ONLINE**

**UNDERSTANDING
DIFFERENT PEOPLE**

APOLOGISING

LAUGHING TOGETHER

LISTENING

**CARING FOR
EACH OTHER**

**NOT JUDGING
OTHERS**

**DEALING WITH
DISAGREEMENTS**

BEING FAIR

