

Year 4 - 9 Year Olds

Resource sheet: Key area 1: Self-awareness

Focus 1: Exploring my values

Situation shuffle: Values

<p>A boy in your class tells the rest of the class that he won the Best and Fairest Award in his local baseball team on the weekend. You know he didn't because your father coaches that team.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>	<p>You see your best friend take a brand new pen out of another student's bag on the hooks outside your classroom. Your friend tells you that he bought it at the shops yesterday. You see the other student is very upset because his new pen is missing.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>
<p>The student sitting next to you leaves her desk to speak to the teacher. A student from the next desk leans over and scratches the front cover of her borrowed library book with a pin. When the student returns the book to the library, you hear the librarian telling her she will have to pay for the damaged book.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>	<p>A student starts making unkind comments about another student's changing body shape.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>
<p>There is a new girl in your class and you would like to get to know her and try to be her friend, however, the other girls in your group have said they do not want any more people in the group.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>	<p>Your parents won't let you go online and talk with your friends on MSN because they say they don't trust you.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>
<p>A boy in your class gets into trouble for something you did because he doesn't tell the teacher it was you.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>	<p>Your team goes from first place to last when you drop the ball at the school sports' day.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>



Activity sheet: Key area 1: Self-awareness
Focus 2: Values and manners online and offline

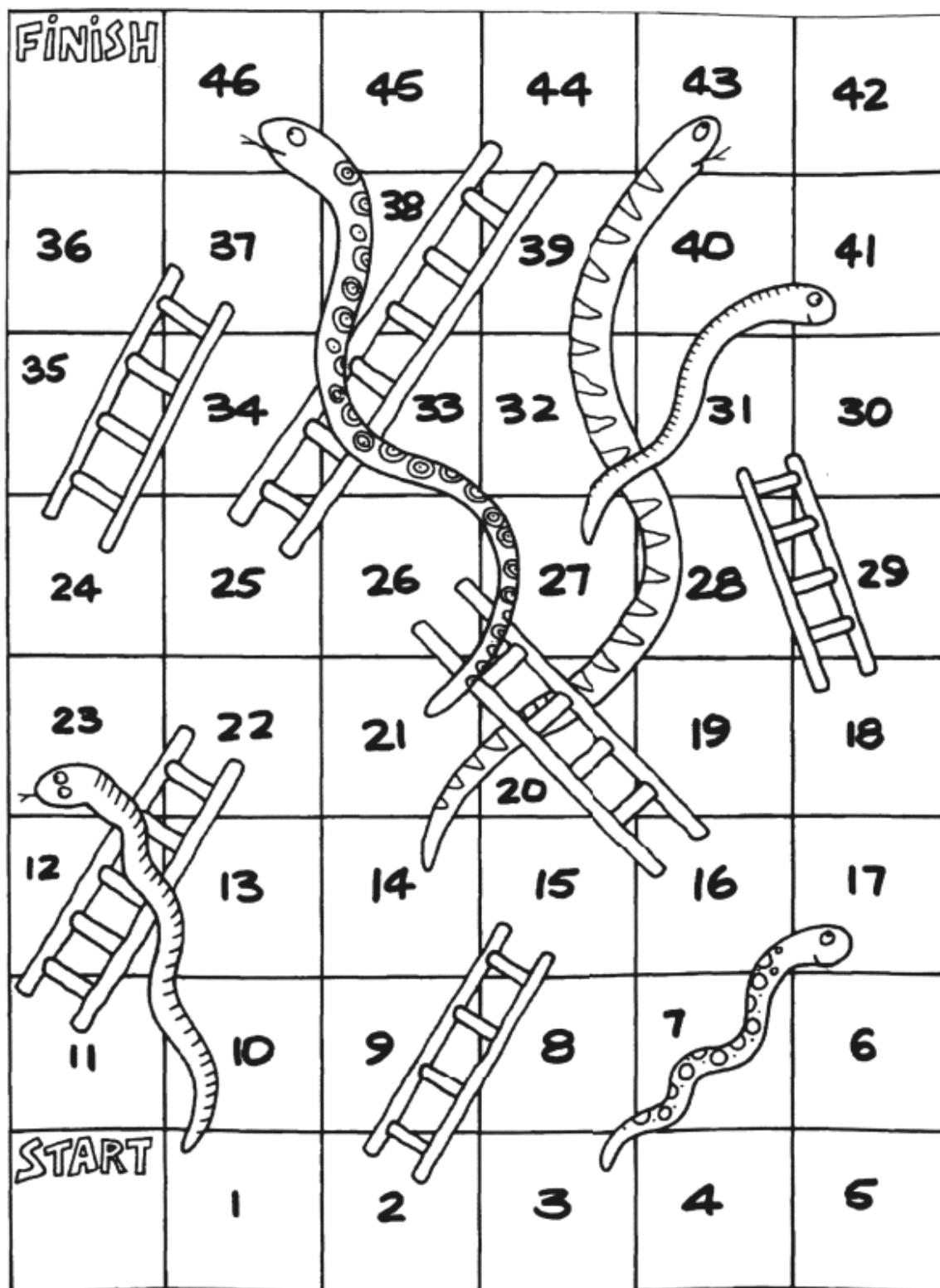
Name: _____

Manners

<p>Situation: A new student sits in the seat by the window where you always sit.</p> <p>Don't:</p> <p>Try:</p>	<p>Situation: You are staying the night at a friend's house. Their family makes minestrone soup for dinner. You hate minestrone soup.</p> <p>Don't:</p> <p>Try:</p>
<p>Situation: In art class you spill paint all over the desk, but nobody—including the teacher—notices.</p> <p>Don't:</p> <p>Try:</p>	<p>Situation: You have a group assignment due in three days. You have finished everything you need to do, but your group-mates haven't done any work yet.</p> <p>Don't:</p> <p>Try:</p>
<p>Situation: At school you are in the computer lab surfing the net when you're supposed to be doing work. You accidentally open a site that infects the computer with a virus.</p> <p>Don't:</p> <p>Try:</p>	<p>Situation: Your friend asks to borrow your mobile phone after school. Your parents bought you the phone and told you to only use it in emergencies.</p> <p>Don't:</p> <p>Try:</p>
<p>Situation: At the school disco, another student asks you to dance with them. You don't want to dance.</p> <p>Don't:</p> <p>Try:</p>	<p>Situation: You are allowed to invite 10 good friends to your party. You are approached by a friend who wants to come but wasn't invited.</p> <p>Don't:</p> <p>Try:</p>

Resource sheet: Key area 1: Self-awareness
Focus 3: Values and social rules

Snakes and ladders



Resource sheet: Key area 2: Self-management

Focus 1: Resolving conflict

Sorting out a conflict

1. Treat each other with respect; no blaming or put-downs. Talk in quiet, calm voices.
2. Attack the problem, not the person. Think about the problem and brainstorm solutions.
3. Wait for your turn to speak; no interrupting.
4. Repeat what you think was said to you (this is not agreeing with the person, it is letting them know that you understand what they are saying and how they are feeling).
5. Work together to find a fair solution for both parties and stick to what you have decided.
6. Present your view of the situation in a truthful way.
7. Talk again if the solution is not working, and then if you can't work it out, ask for help.

Resource sheet: Key area 2: Self-management

Focus 1: Resolving conflict

Conflict situations

<p>A new girl arrives in your class. The teacher asks for one girl to show her around the school. You and two other girls want to be the one to help.</p>	<p>A toy is found and put in the Lost and Found basket. Two students both claim it belongs to them.</p>
<p>At recess you and three classmates are playing a card game. You have always played the game with the rule that Aces are low. One of your classmates says he always plays with the rule Aces are high.</p>	<p>A group of friends are throwing a ball around. The ball goes astray and bounces into the playground. Another student snatches it and won't give it back.</p>
<p>There is only one t-Ball set in the sports' shed. At recess you and your friends and another boy and his friends race to get it as soon as the bell goes. You get the bat and he gets the stand.</p>	<p>You and another student in the class both get the equal top mark in a maths competition. You get to choose a prize each from the teacher's bag. You both choose the same prize but she has only one of the items you both want.</p>
<p>At recess you are working in the library on a group assignment. You have organised to meet your group there, but only one turns up. The others are all playing basketball instead.</p>	<p>You have a class in the computer lab. There are 20 computers and 21 students. You and another student have to share the last computer. You both want to use it for different tasks.</p>

Resource sheet: Key area 2: Self-management
Focus 2: When it's okay to say "no"

When it's okay to say "no"

An older student emails you at your school email address asking you for your lunch money.	A girl who is not part of your group emails you an invitation to her birthday party. You don't want to go but you don't want to hurt her feelings.
Your friend writes you a note asking you to meet them at the local playground after school.	A stranger asks you to get in his car.
Your best friend brings some matches to school and asks you to burn some leaves with them.	The bus driver asks to see your ticket.
Another student picks on you and a group forms around both of you. They chant "fight, fight, fight". You do not want to look afraid in front of your friends.	In your group of friends one student wants to wag school for the day. All of your other friends say "yes".

Activity sheet: Key area 2: Self-management

Focus 3: Standing up for what you believe in and value

Name: _____

Standing up for your beliefs

<p>You are at the shops and see an older boy take a packet of lollies and slip it into his jacket pocket. He tries to leave without paying.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>	<p>In your maths test, the student sitting next to you asks to look at your answers.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>
<p>At recess, a young student gets the last soccer ball from the sports shed. You see an older student approach him and try to take the ball away.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>	<p>You're group is playing a game where there is no restriction on the number of players. Another student asks to join in the game but your friends say you already have too many players.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>
<p>While you are walking to the bus stop with your friends, one of them says she thinks it would be fun to throw rubbish at cars driving past.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>	<p>There is a long line at the sausage sizzle. You have been waiting for some time when another student tries to cut in ahead of you.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>
<p>You are in the computer labs working on a group assignment. The assignment is due tomorrow and you aren't finished. The rest of your group starts looking up inappropriate information on the Internet.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>	<p>For a treat, your teacher brings in board games to play. There are not enough games for everyone to play, so the class must take turns. One group has played the same game three times in a row and refuses to let anyone else have a turn.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>

Resource sheet: Key area 2: Self-management

Focus 1: Friends and friendship groups

Friendship firsts

<p>Make the first move</p> <p>Try being the one to smile first or start a conversation. It is sometimes hard; however, the person you are smiling at might feel just as nervous as you and will appreciate the effort you have made to introduce yourself.</p>	<p>Join in</p> <p>Look for places where you can be part of a group. It might be clubs at your school, sporting clubs or a place in your community which is looking for students to lend a hand on a volunteer basis.</p>
<p>Show you care</p> <p>Practise being an active listener. Display a genuine interest in what someone else is telling you. Ask questions about what they have told you, so that they know you were really listening.</p>	<p>Accept differences</p> <p>Celebrate the differences in all your friends; accept them for who they are, just as you want them to accept you for who you are.</p>
<p>Take a chance</p> <p>If you feel comfortable, take the opportunity to share something about yourself with another person. It might be about your favourite TV show, or which sports you prefer to play and watch.</p>	<p>Exercise caution</p> <p>There will always be people who you will want as a friend, but something in your head tells you that it is probably not a good idea. Listen to that voice...</p>
<p>Be yourself</p> <p>Always make sure that you do not pretend to be someone you are not with your friends. Friends appreciate knowing the real you, your thoughts and feelings, as well as your differences.</p>	<p>Give and take</p> <p>It takes two or more to have a friendship. It is not much fun though, if all the effort is put in by one person. Always try to give as much as you get with your friends.</p>
<p>A kind word</p> <p>Friends are supposed to be able to say anything to each other, however, the way we say things can really hurt sometimes. Be gentle with your friends and think before you speak.</p>	<p>A tip from you...</p>



Activity sheet: Key area 2: Self-management

Focus 1: Friends and friendship groups

Name: _____

The friendship shuffle

<p>Your teacher sits a new student in the school next to you.</p> <p><i>What can you say?</i></p>	<p>New people move in next door and you notice they have a child about your age.</p> <p><i>How can you meet her?</i></p>	<p>You always seem to be standing near the same boy every morning waiting for the school bus. You would like to make friends with him.</p> <p><i>How can you start up a conversation?</i></p>
<p>A student in your class lends you a pencil when yours breaks. You want to let them know that you appreciate it.</p> <p><i>What can you say?</i></p>	<p>A member of your athletics team is trying very hard but not being very successful in helping your team win.</p> <p><i>How can you encourage him?</i></p>	<p>When you play online games with your friend, you usually beat them. However, your friend has just beaten you.</p> <p><i>How can you show him that even though you lost, you still enjoyed the game?</i></p>
<p>At lunchtime there is a regular group of students who play basketball. You really enjoy playing basketball too.</p> <p><i>How can you join in?</i></p>	<p>You are new at school and another student is asked by the teacher to give you a tour.</p> <p><i>What could you talk about as you are having the tour?</i></p>	<p>You are visiting Timezone and want to play air hockey, however, you don't have anyone to play against. There is a single player next to you.</p> <p><i>What can you say to ask him to play a game with you?</i></p>
<p>You are playing beach cricket and need an extra player. There are some kids about your age who are swimming.</p> <p><i>How can you ask them to join in?</i></p>	<p>You would like to start up a school band.</p> <p><i>What are some ways you could try to recruit people?</i></p>	<p>In your online chat room someone mentions that they live in the same area as you.</p> <p><i>What could you talk about?</i></p>
<p>At school some kids you don't know are talking about your favourite online game. It is clear they like playing it too.</p> <p><i>How could you join in the conversation?</i></p>	<p>Your ideas...</p>	<p>Your ideas...</p>

Resource sheet: Key area 3: Social awareness

Focus 2: Equality and exclusion in groups

Shape Town



Once upon a time there was a beautiful little town called Shape Town built in a valley between two mountains. On one side of the town was a beautiful lake. Many different shapes had lived in the town over the years. All these shapes had some straight sides.

One day a new shape arrived in town and opened a Donut Shop. The new shape had no straight sides and looked a bit different to all the other shapes in the town (show Shapes from Shape Town resource sheet and point to the shape at the top of the page). Some of the other shapes began to make fun of the new shape, teasing him because he had no straight edges and was all round. The other shapes in town would not speak to the round shape or go into his shop for donuts (show Shapes from Shape Town resource sheet and point to the two shapes at the bottom of the page). This made the round shape feel very lonely and miserable.

One rainy morning the round shape went to work and found a sign painted on his shop window, which said, “Go away, we don’t need round shapes here.” The round shape was so upset that he decided to go home and not even open the shop that day (show A rainy day in Shape Town: Resource sheet and point to the shape at the top of the page).

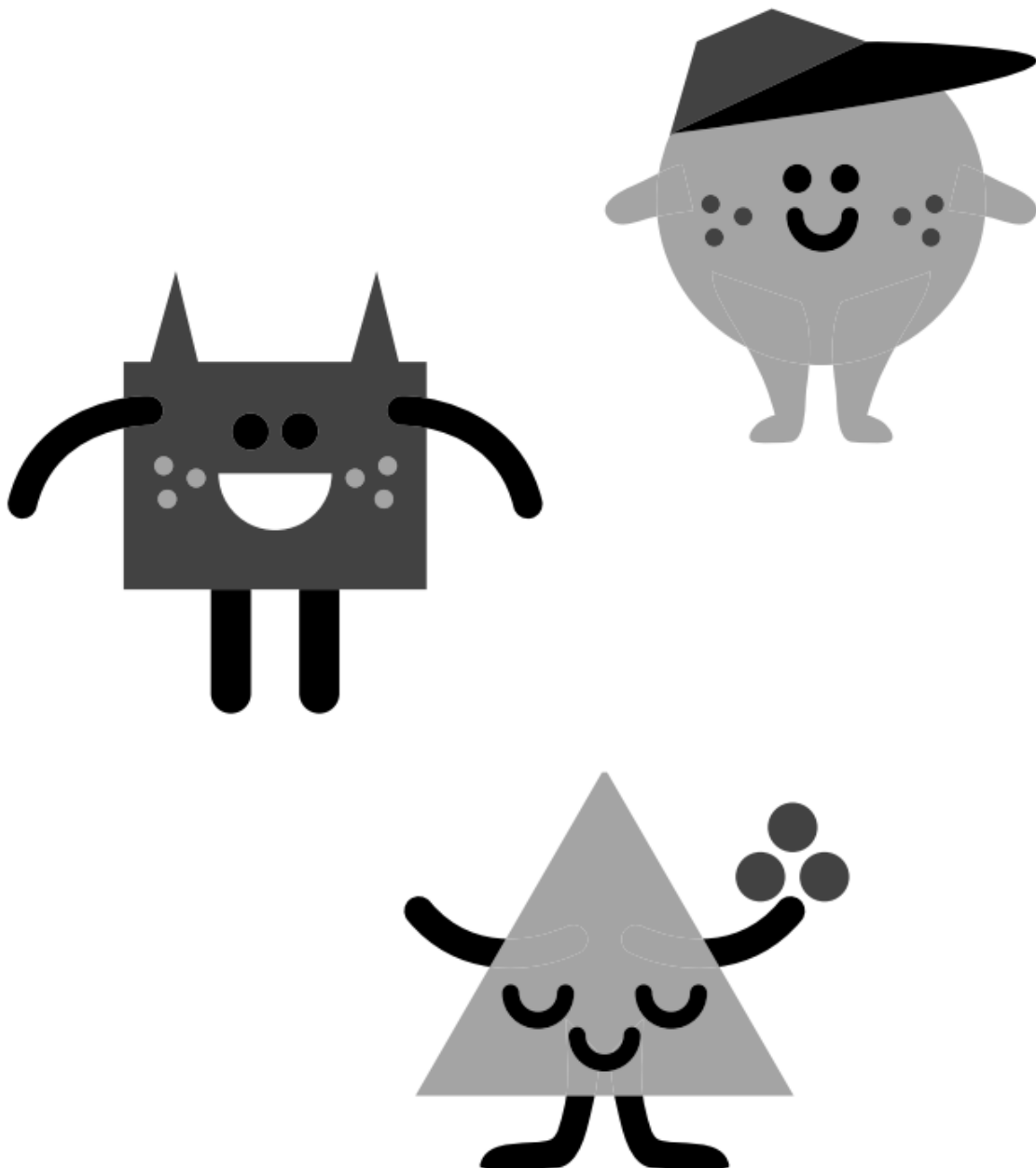
The rain continued to pour down on Shape Town and the lake on one side of the town began to swell higher than ever before. The shapes of Shape Town began to panic as they saw the water rising higher and coming closer to their homes. A town meeting was called and all the shapes were called together in the Town Hall, except for the round shape. The shapes decided the only way to save their town and their homes was to get together and make a wall between the two mountains to stop the water in the lake from rising until the rain stopped.

All the shapes at the meeting went to the edge of the lake between the mountains and began to form themselves into a wall (show A rainy day in Shape Town resource sheet and point to the picture at the bottom of the page).

(Hand out envelopes containing shapes prepared from the “Template for shape wall” resource sheet for each group of 3-4 to try and build the wall to save Shape Town.)

Resource sheet: Key area 3: Social awareness
Focus 2: Equality and exclusion in groups

Shapes from Shape Town



Resource sheet: Key area 3: Social awareness
Focus 2: Equality and exclusion in groups

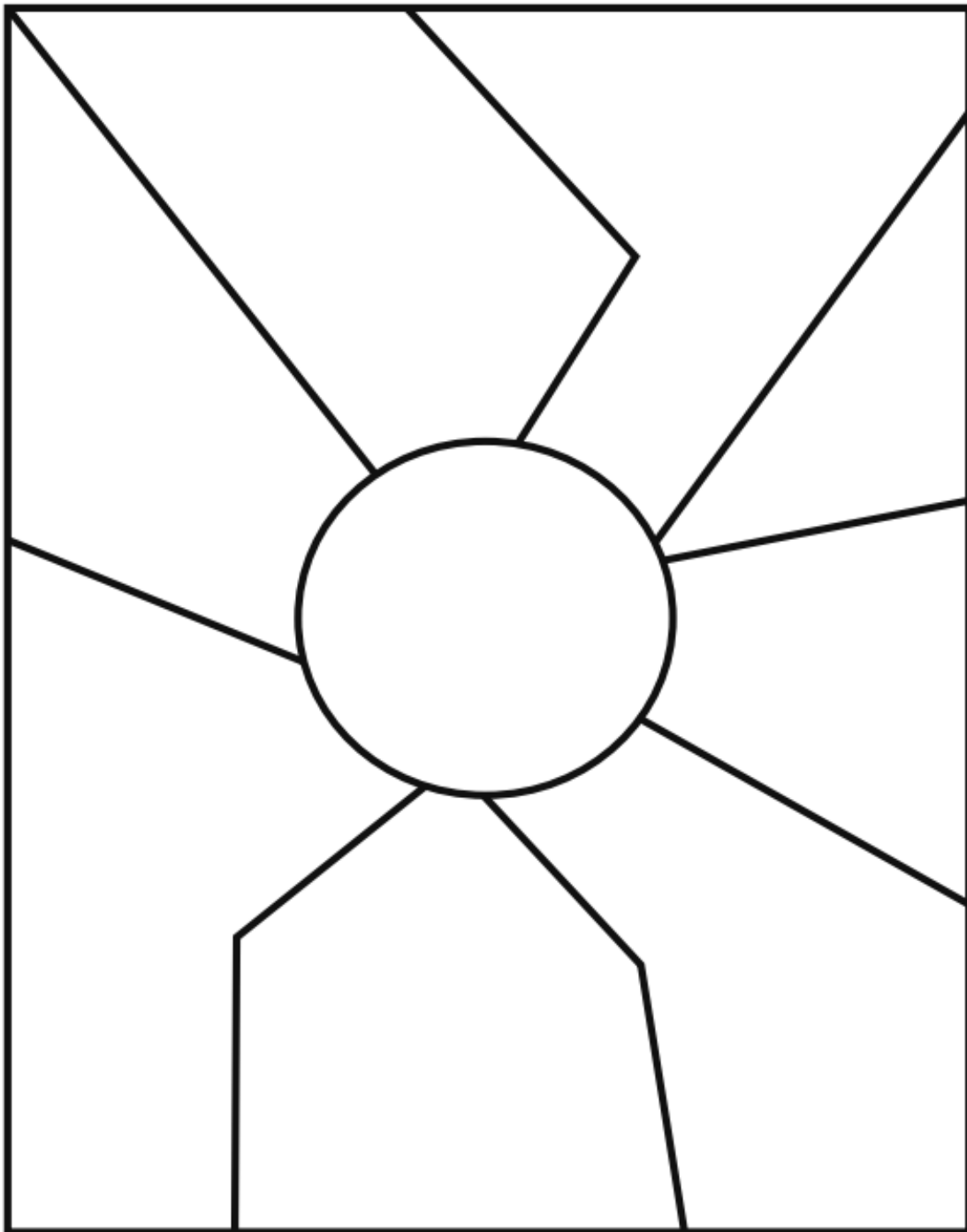
A rainy day in Shape Town



Resource sheet: Key area 3: Social awareness
Focus 2: Equality and exclusion in groups

A template for shape wall

Use this as a template to cut a piece of A4 paper into similar shapes. Make sure you start with the circle in the middle. Put only the shapes with straight sides in the envelopes for the groups.



Resource sheet: Key area 3: Social awareness
Focus 3: Empathy - Understanding how others feel

Feelings charades

<p>Feeling – Exhausted</p> <p>Body Language – Slumped posture, droopy eyes, nodding head</p> <p>Voice – Strained, yawning</p>	<p>Feeling – Angry</p> <p>Body Language – Furrowed brow, arms folded, scowls</p> <p>Voice – Curt, aggressive</p>
<p>Feeling – Confident</p> <p>Body Language – Chin up, straight back, smiling,</p> <p>Voice – Strong, casual</p>	<p>Feeling – Distracted</p> <p>Body Language – Jerky movements, darting eyes</p> <p>Voice – Uhmm, ahhh</p>
<p>Feeling – Nervous</p> <p>Body Language – Biting nails, fidgeting, looking at feet</p> <p>Voice – Shaky</p>	<p>Feeling – Upset</p> <p>Body Language – Withdrawn, hands clasped, frowning</p> <p>Voice – Quiet</p>
<p>Feeling – Stressed</p> <p>Body Language – Rubbing face, blinking, frowning</p> <p>Voice – Tense</p>	<p>Feeling – Excited</p> <p>Body Language – Jittery, grinning, hyper-active</p> <p>Voice – Gleeful</p>

Resource sheet: Key area 3: Social awareness
Focus 3: Empathy - Understanding how others feel

Shoe Shuffle

A parent who has just had a really hard day at work and comes home to find the dishes unwashed.	A person whose Internet won't work and they need to send an urgent message
A student who is selected for the school volleyball team and gets injured just before the big sports carnival	A person who can't go to a party because they are grounded.
A person whose mother is very sick.	A student who trips up on the assembly stage, in front of the whole school.
A person who is moving to a new school for the first time	A person whose best friend is moving to another school
A person whose best friend has told them they don't want to be friends anymore	A person who has their lunch tipped out of their lunchbox every day by another student
A student who is made fun of every time the class goes to physical education.	A student who hears that other people are talking about them on online

Resource sheet: Key area 4: Relationship skills

Focus 1: Behaviours that are bullying

Types of bullying

Bullying is: when any of the behaviours listed below happen again and again to someone and it is hard for the person being bullied to stop this from happening. Some types of bullying include:

Exclusion

- being deliberately ignored, left out on purpose, or not allowed to join in

Physical

- being deliberately hit, kicked or pushed around

Lies or rumours

- lies or nasty stories are deliberately being told about someone to make other kids not like them

Threats

- being made afraid of getting hurt
- staring or giving someone mean looks or gestures
- forcing someone to do things they don't want to

Verbal abuse and teasing

- deliberately being made fun of and teased in a mean and hurtful way

Cyber

- deliberately being hurt online or by phone (e.g. when using a social networking site like Club Penguin)

Bullying is used by a more powerful person to cause fear, distress and/or other harm to a less powerful person who is unable to stop the bullying from happening.



Activity sheet: Key area 4: Relationship skills

Focus 1: Behaviours that are bullying

Name: _____

What goes on here?

Types of bullying behaviour	Every day	Quite often	Every now and then	Hardly ever	Never
Calling someone names					
Teasing someone about how they look					
Not letting someone join a group					
Sending nasty text messages					
Making fun of other people on social networking sites,					
Physically hurting someone					
Telling secrets about someone to others to hurt them					
Trying to break up a friendship to hurt someone					
Making someone feel afraid by threatening them					
Telling someone they wouldn't be their friend unless he did what they said.					
Deliberately destroying, damaging or stealing someone's things					
Sending nasty or threatening messages while chatting on the Internet,					
Deliberately ignoring or leaving someone out of things over the Internet					
Using someone's screen name or password to hurt them					
Posting nasty or threatening comments or messages on social networking sites or other websites					
Posting unkind pictures/video clips on websites to embarrass, hurt or upset someone,					

- What do you think is the most common type of bullying at your school?

- What can you do to help stop this type of bullying?

- Who can you go to for help to stop bullying in your school?

Activity sheet: Key area 4: Relationship skills
Focus 2: Who is involved in bullying?

Name: _____

Character study

A Bug's Life

Characters	Ringleader	Being Bullied	Contributor	Supporter
Hopper	✓			
Other grasshoppers				
Flik		✓		
Queen		✓		✓
Princess Atta				✓
Dot				
Circus bugs				

TV show or movie _____

Characters	Ringleader	Being Bullied	Contributor	Supporter



Activity sheet: Key area 4: Relationship skills
Focus 3: Why some people bully but most people don't?

Name: _____

What do I do?

The Situation	I feel, I think	I should not	I should
You are telling a story to your friends when another student interrupts you and starts telling their own story.			
You're playing doubles table tennis at lunch. Your partner is very bad and keeps missing the ball.			
You have a sleepover with friends on the weekend. One of your friends says they can't come and you find out later that they went to the movies with some other students.			
At lunch, you are rushing to the sports shed and another student steps on the back of your shoe. It was an accident but they don't apologise.			
Every day for the whole week, a friend of yours has asked to borrow money from you to buy food at recess.			

Resource sheet: Key area 4: Relationship skills
Focus 3: Why some people bully but most people don't?

How do I avoid bullying others?

- Always check that my actions or words are not deliberately hurting someone else's feelings.
- Always check that my actions are not deliberately hurting someone else physically.
- Always check that my actions or words are not deliberately making someone else feel afraid.
- Never try to control someone else or make them do something they don't want to do.
- Never unfairly take out my feelings of anger or frustration on someone else.
- Always ask myself, 'Would I like someone else to do this to me?' If the answer is no, then it is a sign to stop my behaviour.

Activity sheet: Key area 5: Social decision-making

Focus 1: Taking steps to help solve social problems

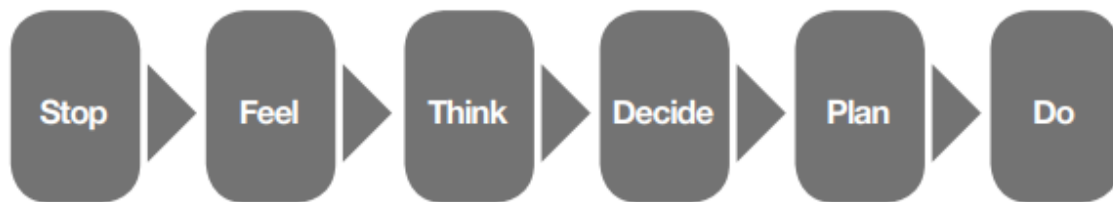
Name: _____

Bullying situation cards

<p>SITUATION 1</p> <p>You see a student putting rubbish in another student's school bag every day.</p> <p><i>How would you feel?</i></p> <p><i>What would you do?</i></p>	<p>SITUATION 2</p> <p>A student sends an SMS with a nasty picture of you to the class. Some people then send it to other people outside the school.</p> <p><i>How would you feel?</i></p> <p><i>What would you do?</i></p>
<p>SITUATION 3</p> <p>A group of students threaten to hurt your group if you don't give them your lunch money each morning or if you tell a teacher.</p> <p><i>How would you feel?</i></p> <p><i>What would you do?</i></p>	<p>SITUATION 4</p> <p>A group of students plays basketball every day, but they refuse to let you join in each time you ask them.</p> <p><i>How would you feel?</i></p> <p><i>What would you do?</i></p>
<p>SITUATION 5</p> <p>A group of students writes untrue and very hurtful statements about you and your family on a blog.</p> <p><i>How would you feel?</i></p> <p><i>What would you do?</i></p>	<p>SITUATION 6</p> <p>A student keeps taking your pencils and breaking them in half, then giving them back while the teacher is not looking.</p> <p><i>How would you feel?</i></p> <p><i>What would you do?</i></p>
<p>SITUATION 7</p> <p>An older student teases a member of your group all the time and says she will hurt you if you tell the teacher.</p> <p><i>How would you feel?</i></p> <p><i>What would you do?</i></p>	<p>SITUATION 8</p> <p>A group of students has taken over an area at school that they say is only for them. They threaten you and your friends each time you come near that area.</p> <p><i>How would you feel?</i></p> <p><i>What would you do?</i></p>

Activity sheet: Key area 5: Social decision-making
Focus 1: Taking steps to help solve social problems

Decision-making model



STOP – Assess what is happening. Is it bullying?

FEEL – How do I feel about what is happening?

THINK – Do I think I need to do something about this?
Do I need to ask for help?

DECIDE – What choices do I have and what might the consequences of these choices be?

PLAN – Work out the safest, most effective way to proceed.

DO – Carry out the plan safely.