

Topic 8, Lesson 1

What is fair and friendly play?



Note: Students will play a variety of board games or card games in mixed gender groups.



What is fair and friendly play?



- How do rules help us enjoy games?
- What did you do to make the game fair?
- Does it make any difference to be boy or girl in that game?
- Do girls and boys both have to keep the rules?

Note:



Topic 8, Lesson 2

What is fair and friendly classroom?



1. What does a fair classroom look like?
2. What could an unfair classroom look like?

Note:



What is fair and friendly classroom?



Harmony Game

1. What skills do we need to work in harmony in this game, or to move all as one?
2. Can girls and boys be leaders?
3. How do we know when it is good to follow a leader and when it is not?
4. What can we do if a friend is starting to lead an activity and we think that it is a mean, hurtful or unfair activity?

Note: Play Harmony game. Send 1 student out of the classroom. Stand in a circle and choose a leader all the students will follow the movements of the leader. The student re-enters the classroom and will try and guess who the leader is.

What is fair and friendly classroom?

1. Can boys and girls sit next to each other in class?
2. Can girls and boys be partners?
3. Can girls and boys eat together at snack time?



Violence



- Violence is choosing to hurt someone else
- This could be the hurt to your **outside** (your body)
 - kicking, punching, biting, hitting, pushing, throwing
- This could be the hurt to your **inside** (your feelings)
 - teasing, name calling, yelling
 - ignoring or leaving people out
 - being mean towards someone because they are a boy or girl





- Some people **choose to cause** the hurt
- Some people **are hurt** to their inside or outside
- Some other people **see the hurt** happening



Topic 8, Lesson 3

What is gender-based violence?



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

Note: 1. What is Lucas doing that is hurtful? 2. How might this make Amira feel? What could other people say to Lucas to help him understand how his actions have caused harm?



What is gender-based violence?

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

Note: What is the hurtful thing that Farah and Eva are doing? • How might Amanda feel? • What could other people say to Farah and Eva to help them understand how their actions have caused harm?

Topic 8, Lesson 3

What is gender-based violence?



While Nik was playing ‘kick to kick’ football with Jason, Joho and Bruce, he fell and grazed his knee. Nik began to cry. Jason laughed and pointed at him, ‘Look at the sooky baby! Only girls cry! So you’re a girl!’

Note: 1. What is Jason doing that is hurtful? 2. How might this make Nik feel? What could other people say to Jason to help him understand how his actions have caused harm?



Topic 8, Lesson 4

What is respect?



What does it look like or sound like if someone is showing respect for someone else?

Note: 1. Discuss self control and having respect for others.
2. Play a game that could be rough but focus on being fair.



Topic 8, Lesson 4

What is respect?



SCENARIO 1 Tristan hits or shoves when he doesn't get to go first in the game.

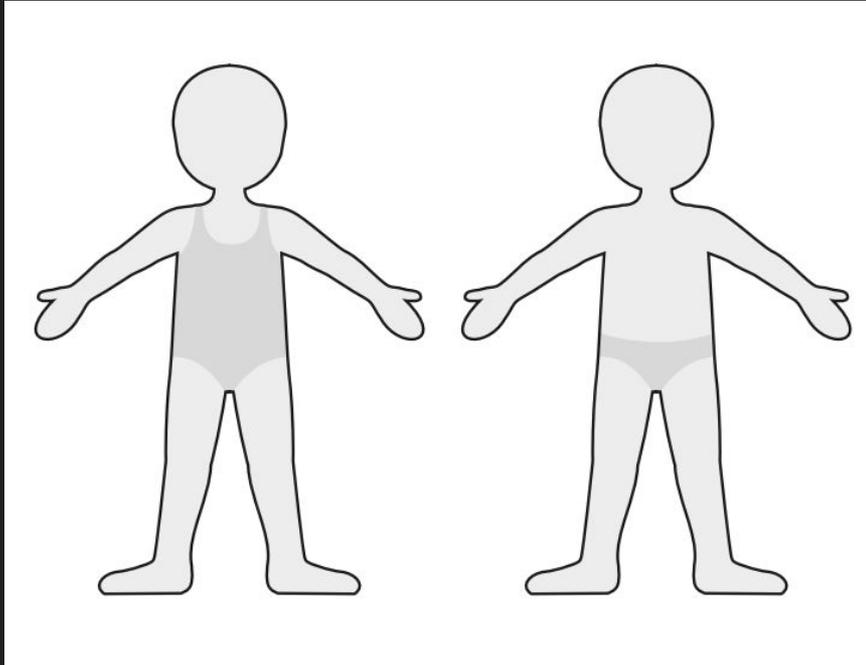
SCENARIO 2 In one group some boys play ball. Trudy asks to play. One of the boys says, 'Go away, only boys can play ball.'

SCENARIO 3 Some girls play a game making elf houses in the sandpit. A boy asks to play. One of the girls says, 'Go away, only girls can play this game.'

Note:
How can we respectfully resolve these scenarios?
How can we show respect in the playground or in our class at our school?



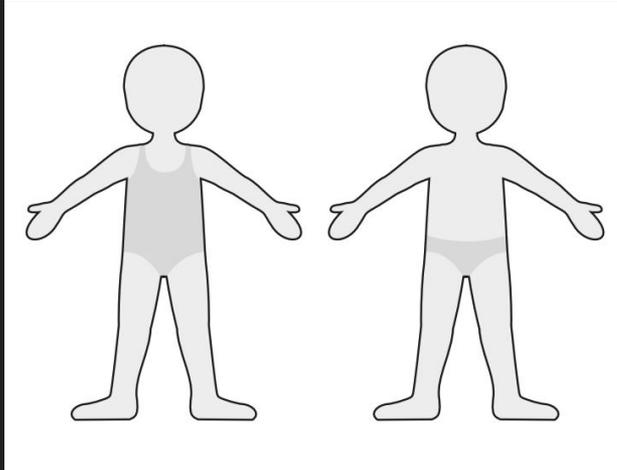
Respect my body.



1. How can we keep our personal space and our body safe?
2. What parts of their body are covered by their bathers?

Note: Communicate lesson content with parents prior to lesson.
Explain that sometimes we call these the private body parts because these are usually the parts that we keep covered when we are in public places.

Respect my body.

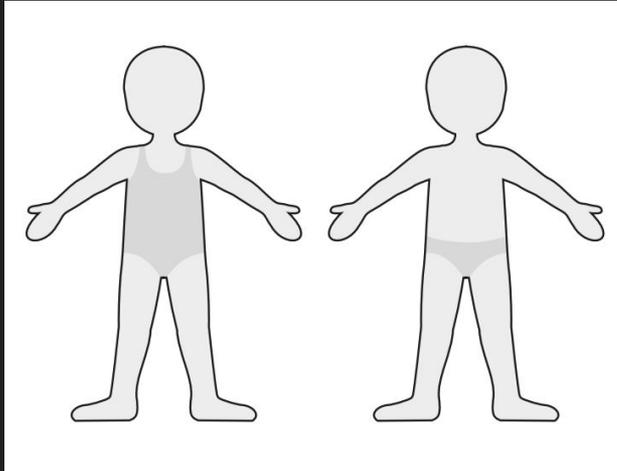


These body parts that we keep private have lots of names. Some are slang names or names that we use when we are young. There are also names that are the scientific names. For example, at the back both girls and boys have a bottom. We also call the bottom our buttocks. At the front, males and females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

Note: Read directly to students - from RRRR handout



Respect my body.



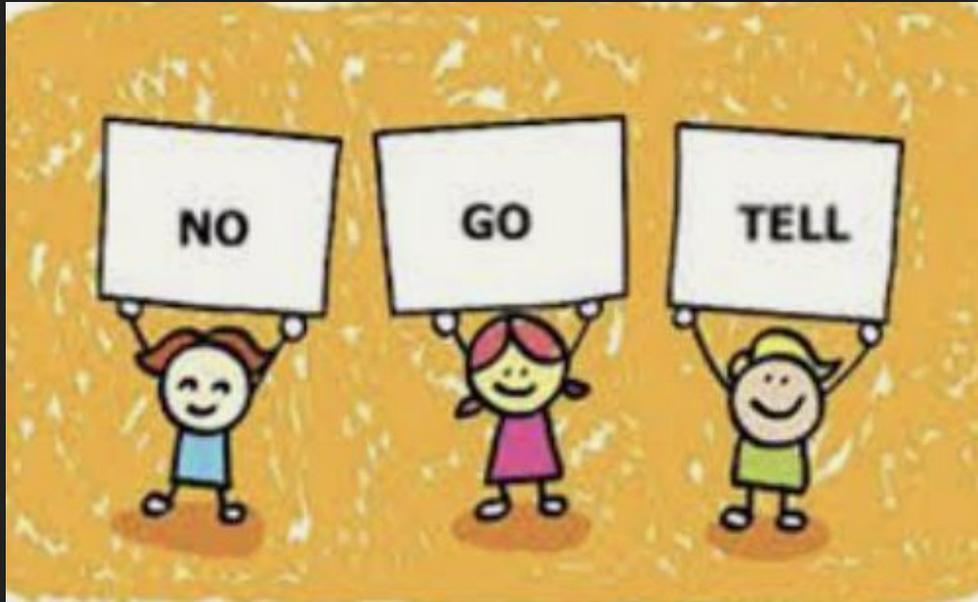
Sometimes we call these body parts 'private'. This is because they are the parts we usually keep covered with clothes or bathers when we are out in the public area like at school or at the shops or in the park. On the chest, both boys and girls have nipples. As girls grow older, they grow breasts where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

Note: Read directly to students - from RRRR handout



Topic 8, Lesson 5

Keeping my body safe



Note: NO: know when to say NO!
GO: Move away and find a safe play to go.
TELL: Tell a adult you trust.



Keeping my body safe



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

1. What could Joe say?
2. Where could he go?
3. Who could he tell?

Note: NO: know when to say NO!
GO: Move away and find a safe play to go.
TELL: Tell a adult you trust.



Keeping my body safe



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

1. What could Jenna say?
2. Where could she go?
3. Who could she tell?

Note: NO: know when to say NO!
GO: Move away and find a safe play to go.
TELL: Tell a adult you trust.

Keeping my body safe



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

1. What could Emma say?
2. Where could she go?
3. Who could she tell?

Note: NO: know when to say NO!
GO: Move away and find a safe play to go.
TELL: Tell a adult you trust.



Keeping my body safe



Jane is climbing on the monkey bars and a boy stands under her and lifts up her dress.

1. What could Jane say?
2. Where could she go?
3. Who could she tell?



Note: NO: know when to say NO!
GO: Move away and find a safe play to go.
TELL: Tell a adult you trust.

Keeping my body safe



Bruno is waiting at the gate for his Dad to pick him up. Some older children are waiting there too. Some boys touch him on the bottom and laugh. They try to pull his pants down.

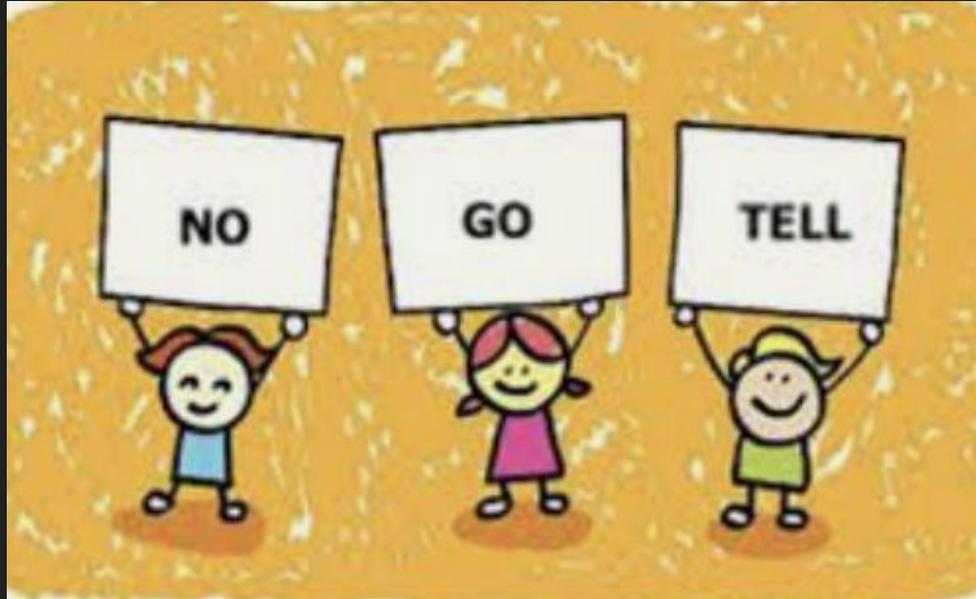
1. What could Bruno say?
2. Where could he go?
3. Who could he tell?

Note: NO: know when to say NO!
GO: Move away and find a safe play to go.
TELL: Tell a adult you trust.



Topic 8, Lesson 6

Keeping my body safe



Note: Review No Go Tell

