

Years 3 & 4 - Personal & Social Capabilities

<i>Self-Awareness and Management</i>	<i>Social Awareness and Management</i>
Recognition and expression of emotions Identify and explore the expression of emotions in social situations and the impact on self and others	Relationships and diversity Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion Describe the ways in which similarities and differences can effect relationships Identify the importance of including others in activities, groups and games
Development of resilience Identify personal strengths and select personal qualities that could be further developed Identify how persistence and adaptability can be used when faced with challenging situations and change Name and describe the skills required to work independently	Collaboration Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate Identify conflicts that may occur in peer groups and suggest possible causes and resolutions

Achievement standard

By the end of Level 4, students explain the consequences of emotional responses in a range of social situations. They recognise personal strengths and challenges and identify skills they would like to develop. They suggest strategies for coping with difficult situations. They persist with tasks when faced with challenges and adapt their approach when first attempts are not successful.

Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups. They describe factors that contribute to positive relationships with peers, other people at school and in the community. They explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities. They identify a range of conflict resolution strategies to negotiate positive outcomes to problems.

Years 3 & 4 – 4Rs Resilience, Rights, Respectful Relationships Program

Ensure you follow the Scope and sequence and complete all lessons. When a situation occurs in your classroom, lessons can be swapped around to cater for this. You can use scenarios from a lower level. Please note, you MUST NOT change the wording for any scenarios.

Term 1 – 1 session weekly from week 3	Term 2 – 1 session weekly from week 2	Term 3 – 1 session weekly from week 2	Term 4 – 1 session weekly from week 2
Year 3 Emotional Literacy Activity 1 pg. 3: Echo Game Extra – make a poster page of the faces of emotions – vocab and visual Activity 3 pg. 4: Emotional triggers Activity 4 pg. 7: Emotions in the school day Personal Strengths Activity 1 pg. 10: Building team strengths through cooperative games - game 1 – balloon game Activity 2 pg. 11: What are personal strengths? Activity 4 pg. 17: Setting goals to develop strengths	Year 3 Positive Coping Activity 1 pg. 19: ‘Everyone is different’ game Activity 2 pg. 20: Understanding strong emotions Activity 4 pg. 22: Taming angry feelings Activity 5 pg. 24: Making apologies Problem Solving Activity 1 pg. 25: Knots problem-solving game Activity 3 pg. 27: Problem-solving in peer situations	Year 3 Stress Management Activity 1 pg. 35: What is ‘stress’? Activity 2 pg. 36: Slow motion mirror game Activity 3 pg. 37: Calming and coping Activity 4 pg. 40: Relaxation techniques Gender & Identity Activity 1 pg. 57: My individuality: The many facets of me Part 1 – Human bingo (A diversity research game) Activity 2 pg. 61: Exploring gender norms through literature Part 1 – The matching pairs game Activity 3 pg. 66: Investigating gender roles in children’s media Looking at current print and electronic advertisements in children’s magazines or aired during children shows - Steps 1-5	Year 3 Help Seeking Activity 1 pg. 43: The mimed messages game Activity 2 pg. 45: Help-seeking scenarios Activity 3 pg. 47: How big is the problem? Positive Gender Relations <i>Review content as a team</i> Activity 1 pg. 71: What is violence? 1 x 60 min session or 2 x 30min session Activity 3 pg. 76: Rights and responsibilities Activity 5 pg. 79: It starts with me: a gender-friendly community (2 x 45 minute sessions) Activity 6 pg. 82: Seeking safety, seeking help

		- Leave out section 6 – which discusses sex and gender.	
<p>Year 4 Emotional Literacy Activity 2 pg. 4: What do emotions look like? (revisit from previous year) Activity 3 pg. 4: Emotional triggers Activity 5 pg. 8: Positive Peer support</p> <p>Personal Strengths Activity 1 pg. 10: Building team strengths through cooperative games - game 2 – circle game Activity 3: Strengths we use every day Activity 4: Setting goals to develop strengths</p>	<p>Year 4 Positive Coping Activity 2 pg. 20: Understanding strong emotions (revisit from previous year) Activity 3 pg. 21: The traffic lights game Activity 4 pg. 22: Taming angry feelings (revisit from previous year) Activity 5 pg. 24: Making apologies (revisit from previous year)</p> <p>Problem Solving Activity 2 pg. 26: Roads and roundabouts problem-solving model Activity 4 pg. 31: Evaluating problem-solving strategies</p>	<p>Year 4 Stress Management (revisit topic from previous year) Activity 1 pg. 35: What is ‘stress’? Activity 2 pg. 36: Slow motion mirror game Activity 3 pg. 37: Calming and coping Activity 4 pg. 40: Relaxation techniques</p> <p>Gender & Identity Activity 1 pg. 57: My individuality: The many facets of me Part 2 – My identity wheel Activity 2 pg. 61: Exploring gender norms through literature Part 2 – Fairy Tale detectives Activity 3 pg. 66: Investigating gender roles in children’s media Look short section of a popular children’s program or an advertisement targeted at children - Steps 7-9 - Leave out section 6 – which discusses sex and gender.</p>	<p>Year 4 Help Seeking Activity 4 pg. 49: How seeking resources Activity 5 pg. 51: Help-seeking role plays Activity 6 pg. 53: Picture story book (3 lessons)</p> <p>Positive Gender Relations <i>Review content as a team</i> Activity 2 pg. 72: What is gender-based violence? 1 x 60 min session or 2 x 30min session Activity 4 pg. 77: Respect in action Activity 6 pg. 82: Seeking safety, seeking help *Jacquie and Paloma story – to be read with discretion depending on grade Activity 7 pg. 84: Practising asking for help in situations involving gender-based violence *some scenarios need to be removed. Scenario 1 – Millie, scenario 2 – Julia, Scenario 4 – Paul, scenario 7 - Jerry</p>