

# THE FRIENDSHIP KALEIDOSCOPE

Subject: Health and Values Education

Years 5-6



<b>Subject Area:</b>	Health Education	<b>Year Level:</b> 5/6
<b>Unit Objectives:</b>	At the end of the unit students will critically reflect on roles and responsibilities within a friendship, and understand the significance of friendships and acceptance amongst any group of people.	
<b>Curriculum Objectives:</b>	<b>Australian Curriculum  </b> Personal, Social and Community Health: Communicating and interacting for health and wellbeing (ACPPS055)(ACPPS056)(ACPPS057). Contributing to healthy and active communities: Instigate and reflect on how valuing diversity positively influences the wellbeing of the community (ACPPS0606)	
	Ethical Reasoning: Consider consequences; evaluate the consequences of actions in familiar and hypothetical scenarios (ACARA, Ethical Understanding)	
<b>Cross Curriculum Links:</b>	Literacy Personal and Social Capability Ethical Understanding Intercultural Understanding ICT Capabilities	

## Rationale

This unit is designed to incite students to think critically about their role within a friendship or social group. Learning is centred on the Australian Curriculum Health learning area. The unit encourages students to think critically about the diversity within a group by recognising that beliefs, values, and characteristics of individuals creates diversity as well as potential for dispute and conflict. This unit adopts a variety of teaching strategies to assist students in the development of respect for one another in order to have a lasting effect on the relationships they develop.

The National Framework for Values Education in Australian Schools [NFVEAS] outlines that respect for one another is a part of "Australia's democratic way of life" (DEST, 2005, p. 4). Consequently, the ability to recognise and reflect on diversity is necessary in order for students to establish and maintain healthy relationships with their peers. Learning in this unit is also affiliated with the Australian Curriculum Civics and Citizenship band, which emphasises that every child should learn to think and act ethically (ACARA, 2012).

## LESSON 1

### Investigating Diversity Issues (40minutes)

#### Australian Curriculum Links

Health and Physical Education

- Plan and practise strategies to promote health, safety, and wellbeing (ACPPS054)
- Investigate and reflect on how valuing diversity positively influences the wellbeing of the community (ACPPS060)
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**General Capabilities:** Critical Thinking | Ethical Understanding | Personal and Social Capabilities

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#### Lesson Objective

Teaching respect for peers is a core aspect of character education. This video crudely demonstrates measures taken against a racism outrage in an African school. The seriousness of the situation provides opportunity for students to reflect on how they feel about the differences amongst their peers and to suggest strategies for dealing with such scenarios.

#### Lesson Sequence

Watch 5-8 minutes of video (attached)

Discuss: Class discussion on what has taken place and issues that have arisen in this scenario.

Encourage students to recognise and voice:

- The issues/problems
- Ways the issues were resolved
- Alternate ways to resolve the issues

**Key Learning Activity:** Students work in groups to prepare a Y-chart (Appendix) to stimulate critical response to issues regarding race and friendships. Thinking specifically about issues of bullying, racism, or non-acceptance amongst peers, ask students to identify what this:

- Sounds Like
- Looks Like
- Feels Like

Students may work in small groups for this task to encourage discussion. However, ensure each student complete his or her own Y-chart.

**Extension work:** In response to the video and the Y-chart, imagine you are the principal at this school. What would or wouldn't you do in response to this scenario. Do you think the principal responded harshly?

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#### Resources

- VIDEO: School Matters - Dealing with Race <http://www.teacherstv.com.au/> or <https://www.youtube.com/watch?v=fH3021pWG3I>
  - Y-Chart (Attached)
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## LESSON 2

### Critical Response Reading (40 minutes) | Learning from Mountain Goats

#### Australian Curriculum Links

##### Health and Physical Education

- Investigate and reflect on how valuing diversity positively influences the wellbeing of the community (ACPPS060)
- Explore personal and cultural identities and how they can change and adapt to different contexts and situations (ACPPS051)

##### English: Literacy

Interpreting, analysing and evaluating texts (ACELY1702) (ACELY1703)

#### Lesson Objective

Two readings are provided and students are to compare and explore the relationships between the two scenarios. Students respond to the readings by making connections to friendships they have had in the past. The 'Dear Diary' task encourages deeper thinking and reflection on the diversity of individuals the individual's role in a friendship.

#### Lesson Sequence

Revisit Lesson one learning and reiterate main ideas (issues that may arise in a school context due to diversity). Discuss students' responses to previous lesson. What does bullying/racism sound and look like? How does bullying or racism make you feel?

Introduce key learning: Friendships. Ask students to contribute to a class discussion on:

- What makes a good friendship?
- What does a good friendship look like?
- What does a good friendship involve?

Record on whiteboard. Return these questions to students, asking them to share what disturbs/annoys/disrupts a good friendship. Record on board. Class Reading: Read the Wikipedia entry about Mountain Goats (scroll down to Aggressive behaviours). Discuss. Ask students to draw analogies between mountain goats and previous discussion. Teacher Reading: Scott Higgins Story (Appendix)

#### Key Learning Activity

Students write a 'Dear Diary' approximately 1 page in length, reflecting on friendships that have gone wrong in the past (or friendships that have been extremely beneficial). Students are to think critically about how or why these friendships were effective or a failure. Remind students to use pseudonyms. There are three aspects to this task (outlined in dear diary rubric). Students will need to:

- Reflect deeply about how and why my friendships have worked and have not worked. Why/why not has this friendship been successful?
- Identify differences in the relationship/friendship I am writing about. Explain what these differences are and how they were/were not dealt with.
- Provide ideas and suggestions on ways I could make this friendship better.

**Assessment:** Students' Dear Diary task will be assessed using assessment rubric. Give students a copy of the rubric beforehand.

#### Resources

- Mountain Goats Article: [http://en.wikipedia.org/wiki/Mountain\\_goat#Aggressive\\_behavior](http://en.wikipedia.org/wiki/Mountain_goat#Aggressive_behavior)
- Scott Higgins: Learning from Goats Illustration (Attached)
- Assessment Rubric for Dear Diary Writing Task

## LESSON 3

### Australian Values for Schools

(40 minutes for teaching and draft poster, provide additional lesson time to complete lesson activity)

#### Australian Curriculum Links

Health and Physical Education

- Plan and practise strategies to promote health, safety, and wellbeing (ACPPS054)
- Investigate and reflect on how valuing diversity positively influences the wellbeing of the community (ACPPS060)

#### Visual Art

- Plan the display of artworks to enhance their meaning for an audience (Communicating a message through artwork (ACAVAM116))

**General Capabilities:** Critical Thinking | Ethical Understanding | Personal and Social Capabilities

#### Lesson Objective

In response to previous two lessons, students reflect on the attitudes and values that promote acceptance and strong friendships within their classroom. Students will study the “Values for Australian Schooling” poster issued by DEEWR. Students will choose one of these values to create their own poster to define and promote their chosen value.

**Teacher Note:** The NFVEAS website can be used as an ongoing resource for teachers, providing lesson ideas and strategies for values education. The poster by NFVEAS should be displayed in the classroom to create aesthetic awareness of the friendships that exist. Aesthetic reminders provide subtle reminders of values learning and assist the ongoing development of character and values. *Likewise, students’ posters can effectively be displayed in the classroom or across the school.*

#### Lesson Sequence

Begin the lesson with a few students’ responses to the dear diary task. Was this difficult? Why? Present the class with the DEEWR “Values for Australian Schools” poster. Discuss these character traits. Then:

- Break students into small groups. Students use a dictionary to define a value on the poster. Students discuss the value in small groups.
- Present definitions and understanding to the class
- Discuss and invite students to contribute to the values. Record on board.

**Key Learning Activity:** Students create their own “Friendship Values” poster to communicate a message of acceptance and understanding that they would like to promote in the school. Encourage students to create a draft poster first. Edit before completing final copy.

#### Resources

- Values for Australian Schools Poster  
[http://www.valueseducation.edu.au/verve/resources/9\\_point\\_values\\_with\\_flag\\_only.pdf](http://www.valueseducation.edu.au/verve/resources/9_point_values_with_flag_only.pdf)
- A3 Poster Paper
- Dictionaries