

Classroom activity

Identifying people to talk to

Year level **3**



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| Duration | 30 minutes |
| Learning intention | Students identify who their friends can talk to if they aren't OK. |
| Activity focus | This activity allows students to think about trusted people who they can talk to. It considers people across a range of environments, including; school, home and the community. Students understand that they can offer a lot of support just by talking to someone. |
| Resources required | <ul style="list-style-type: none"> Hand template with five fingers |
| Curriculum links | <p>Australian Curriculum: Health and Physical Education Years 3 and 4</p> <p>Being healthy, safe and active</p> <ul style="list-style-type: none"> Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) <p>Communicating and interacting for health and wellbeing</p> <ul style="list-style-type: none"> Investigate how emotional responses vary in depth and strength (ACPPS038) |
| Success criteria | <ul style="list-style-type: none"> I can identify people to talk to if I'm not OK. I can identify people who can help if my friend is not OK. |
| Activity description | <ol style="list-style-type: none"> As a class, discuss: what clubs, organisations or groups are you a part of? Brainstorm a range of groups on the board. As a class, discuss: Who are people within these groups that a friend can talk to? As a class discuss: Why can we talk to these people? What qualities do they have? Using the hand template, students identify 5 people they can turn to if they need to talk to someone. Encourage students to choose people from 2-3 different clubs, organisations or groups from their everyday lives. Looking at their completed support hand, ask students to circle the people a friend could talk to if they're not feeling OK. |
| Differentiation | <ul style="list-style-type: none"> Support strategies: provide students with structure e.g. select 1 person from school, 2 from home, 1 person from a club (sport or after school) and 1 member from the community. Extension strategies: Students trace their own hand and personalise this artistically. Students write 5 trusted adults who they can talk to. |
| Reflection question | When helping a friend, how can you help them talk to a trusted adult? |
| Remote learning | <ul style="list-style-type: none"> Students trace their hand Encourage students to include someone they could call or message as one of their trusted people. This will help them think of people who can support themselves or a friend if they are not feeling OK. |

**Identifying people to talk to
– My support hand**

