

Wise guys

**Senior Primary Curriculum
and Resources**
for boys ages 10-12 years

Topics include:

Discovering your uniqueness, understanding and developing your character, navigating friendships, being responsible cyber citizens, goal setting, bullying and more...



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Author • Speaker • Educator

TO THE TEACHER/FACILITATOR



Thank you for investing in the *Wiseguys*® – Ten Week Curriculum Course for Senior Primary Boys. The suggested age group for this course is for boys aged 10-12 years, however you may use and adapt to the relevant age group you are working with.

I have been running programs with children and teens for many years now, and have attempted to provide you with all the lesson outlines and resources you will require.

The course has been designed to fit within a 10 week school term, however it may be utilised in a variety of settings apart from school.

It can also be shortened or extended depending on the needs of the group you are working with.

Each session, you will find a detailed, step by step lesson plan based on a double lesson for school, or an 80-90 minute time frame.

Of course, facilitators/teachers may adapt each session as they deem appropriate.

Resources

Each session provides you with all the resources, links, handouts and extended ideas that you can use. You have **full permission** to adapt and change the lessons as you wish.

Please do the right thing!

Please note that this curriculum package may strictly be used **ONLY by the purchasing school or organisation**. Distributing it further or using in multiple schools forms a breach of copyright, unless you have written permission to use it further, which you may apply for at the address below. A list of schools and organisations that have purchased the rights to use this curriculum will be kept on file. Please honour the many hours that have gone into this curriculum to serve your school or organisation and do the right thing.

Extra Resources

Extra resources are available at www.sharonwitt.com.au

The book *Wiseguys: A Boys guide to life* has been written to compliment this course which offers greater detail and input in addition to the course. There will also be future resources and additional lesson ideas added in the future to the curriculum area of the website.

Let us know what you think!

We would appreciate you letting us know how this curriculum worked with your group. Any feedback and suggestions would be welcome.

Please email: Sharon@sharonwitt.com.au



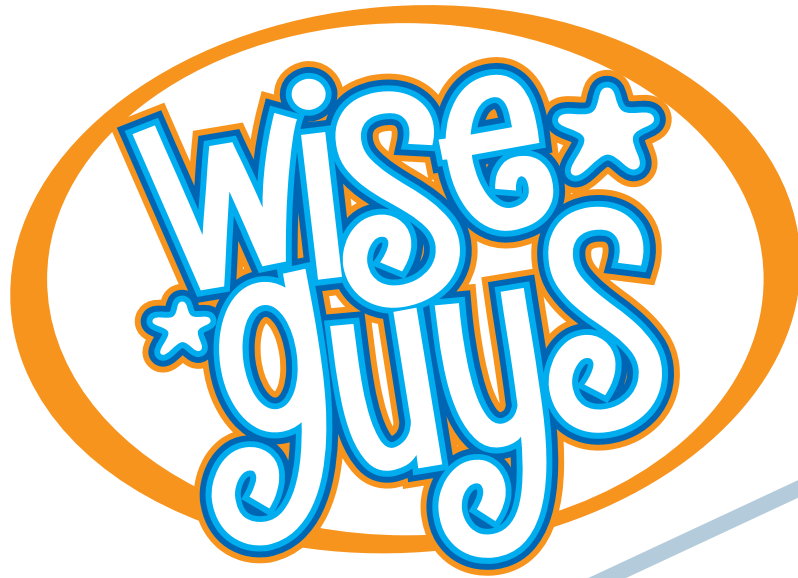
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Senior Primary Curriculum and Resources for Boys ages 10-12 years
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Senior Primary Curriculum & Resources

for boys ages 10-12 years

Our boys are at a crucial stage during their Upper Primary years as they enter early adolescence. Many of the issues that were once delayed until early teen years, are now a strong influence in these late primary years. Issues concerning peer groups, friendship conflicts, body image and self esteem concerns and social media are at the forefront as boys navigate who they are and their place in the world.

In response to this trend, secondary educator and author of books for young children as well as adolescents, Sharon Witt has written a ten week program that can be delivered to a group of Senior Primary boys (aged 10 upwards) in a school setting or similar space.

Topics include:

Learning about who they are, understanding and developing character, navigating friendships, developing positive self talk, being responsible cyber citizens, goal setting, bullying and more.

Content of session outlines

SESSION 1 Who am I?!

Focus:

- To understand that they are unique and one of a kind
- For each student to appreciate the diversity within their group and to build an atmosphere of trust and respect
- To identify the qualities, attributes, dreams and values that make up who they are

SESSION 2 What do you stand for?

Focus:

- To understand the values that are important to them
- To develop an understanding of the meaning of Integrity
- To discuss practical examples where their integrity and personal values will affect their decisions

SESSION 3 Friends and Mates

Focus:

- To understand the importance of establishing and maintaining healthy friendships
- To learn helpful strategies they can use when seeking to make new friends
- To identify some aspects of friendships that may be unhealthy and how to deal with this
- To recognise and engage in possible resolutions for a variety of friendship issues presented

SESSION 4 Healthy Minds

Focus:

- To understand the importance of developing a healthy mindset and self belief
- To learn more about how our thinking can impact our outcomes and experiences
- To develop helpful strategies for dealing with toxic and unhelpful thinking

SESSION 5 Healthy Bodies

Focus:

- To understand that our bodies are complex and amazing at the same time
- To learn about some of the ways we can look after our bodies and keep them healthy

SESSION 6 Bullying Matters

Focus:

- To develop an understanding of what bullying is and what is not bullying
- To be able to develop strategies to use if you find yourself being bullied
- To understand what to do in the case of being bullied or harassed on line

SESSION 7 Managing our feelings

Focus:

- To understand that feelings (including fears and anxiety) are messengers that we need to learn to listen to
- To learn helpful strategies for managing our fears and anxieties
- To learn some relaxation techniques

SESSION 8 Goal Attack

Focus:

- To understand the importance of learning how to set goals
- Why goal setting is an important life skill to develop
- To learn how to set realistic goals

SESSION 9 Managing your Digital Footprint

Focus:

- To understand that having access to the internet has certain responsibilities
- To develop an understanding of what is meant by a digital footprint
- For boys to understand the basic privacy aspects of using social media

SESSION 10 Wrapping UP

Focus:

- For boys to have an opportunity to reflect on the things they have learnt over the course of the past 10 weeks
- To give boys an opportunity to do something together that is fun and helps cement all they have experienced over the course.

BEFORE YOU BEGIN THE PROGRAM...

Suggested Resources:



- Blue or green tablecloth – set up on a front display table
- Quotes on boards, any other inspiring word signs or images
- Display folder
- Any other display items that make the space look special

Setting the Scene

No matter what space you have set aside for these sessions with the boys, it is great if you can spend a short time 'setting the scene' so that it looks a bit more special than a plain classroom or other space.

This can be done by simply having a bright table cloth over a table at the front of the room, a couple of display items that would capture boy's attention eg: Lego kits, footy scarves, soccer ball, inspiring quotes or signs (often you can pick these up relatively cheaply at discount stores and gift stores.)

Resource folder for each boy

Each boy will need their own Plastic A4 Display Book containing plastic sleeves. These can be purchased from any stationery store or most supermarkets and department stores.

Make copies of the **front cover** provided, (*over page*) and boys can put their own names on these and put them in the first plastic sleeve.

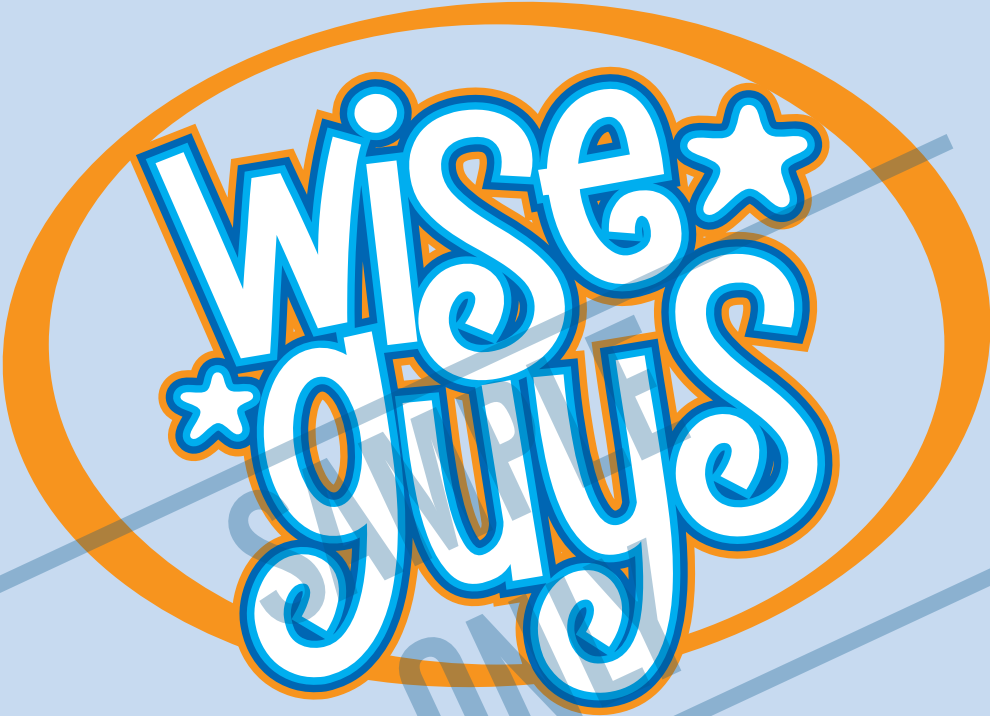
There are also **Session covers** for each week if boys would like to divide up their books using them.

Remind boys to bring their resource folder to each session, or collect them up and store in a plastic tub and distribute to them again each week.

As an alternative, the teacher/facilitator may choose to make up a booklet using the header pages and handouts provided. These can be easily printed on a colour printer and comb bound or stapled.

Australian Curriculum Links:

- (ACPPS051) Examine how identities are influenced by people and places.
- (ACPPS053) Investigate community resources and ways to seek help about health, safety and wellbeing.
- (ACPPS054) Plan and practise strategies to promote health, safety and wellbeing.
- (ACPPS055) Practise skills to establish and manage relationships.
- (ACPPS057) Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours.
- (ACPPS058) Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities.
- (ACPPS059) Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments.
- (ACPPS060) Identify how valuing diversity positively influences the wellbeing of the community.



Name



FACILITATOR/TEACHER NOTES

SAMPLE
ONLY



Wise
Guys

SESSION ONE

Who am I?

SESSION ONE

Who am I?

Australian Curriculum Links:

(ACPPS051) Examine how identities are influenced by people and places.

(ACPPS055) Practise skills to establish and manage relationships.

(ACPPS060) Identify how valuing diversity positively influences the wellbeing of the community.

TIME ALLOCATION:



RESOURCES:

- **REAL** Healthy space guidelines – colour copy, laminate and cut up into business card size, one for each student
- Handout: **Who are you?**
- Handout: **My qualities**
- Handout: **How do others describe you?**
- Display folder for each student to use over the course
- A3 or larger coloured poster paper of various colours
- Used magazines
- Craft glue and scissors
- 1 roll of toilet paper
- Textas/coloured markers
- Photograph of each individual student (school photo or one brought from home is fine)
- Printed handout: **I am part of...**

FOCUS:

- To understand that they are unique and one of a kind
- For each student to appreciate the diversity within their group and to build an atmosphere of trust and respect
- To identify the qualities, attributes, dreams and values that make up who they are



INTRODUCTION

Establishing our healthy space

It is important for all students to feel that this is a safe environment for them to be able to explore various topics and share their personal thoughts and feelings. At the beginning of this session, the facilitator discusses with students, the idea of what it means to respect one another when working in a group.

RESPECT – we understand that we are all unique and may have different experiences and ideas. We don't always have to agree about what others say or do, but we must show respect at all times.

ENCOURAGE – it's important that we encourage one another during our sessions together – no put-downs.

ACTIVE PARTICIPATOR – as much as you can, be an active participator in each session, by sharing within the group when you can and being involved in activities.

LISTEN – when someone else is talking in our group time, we use eye contact to look at the person and we also listen to what they are saying.

RESPECT – we understand that we are all unique and may have different experiences and ideas. We don't always have to agree about what others say or do, but we must show respect at all times.

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Handout: Healthy Space Guidelines

REAL Healthy Space Guidelines (see previous page).



Warm Up Activity – TOILET PAPER TALK

Students sit in a large circle on the floor or on chairs.



The teacher/facilitator holds up a roll of toilet paper and asks each student to take some paper off and hold on to it.

Once each student has taken some toilet paper from the roll, the teacher/facilitator instructs the boys that for each square of toilet paper they have taken, they are to share something with the rest of the group that they may not know about them. The teacher should remind the group that anything shared within this space should not be shared outside of the group. Having said that, the idea of this warm up game is to keep it fun and humorous.

Ideas to get boys thinking:

- Favourite food
- Pets
- Football team they follow
- Most embarrassing moment/event
- Sports they play
- Family members
- Someone famous they have met
- Interesting or whacky talents they have
- Bones they have broken
- Hospital visits they have had
- Best holiday they've been on



Introduction to today's session: Who am I?

Resource: Use power point 'Who are you?' for this section. Handout p15.



Teachers Script

You are Unique. Who you are matters!

We have all been created as unique and valued boys – each with gifts and talents to bring to the world.

You, yes you, are a **gift** to the world.

You may not think that right at the moment, but trust me: You have all that you need within to truly shine and make a difference to this world.

It is too easy to compare ourselves with others, thinking their talents are worth more than anything we have to give. Sometimes, you might see a piece of artwork that a friend has produced and think it is amazing.

'He is so talented!' you say to yourself. 'I just wish I could draw like that.'

Or perhaps you see your mate takes a few wickets in cricket. You just wish you could bowl with confidence like that.

But here's the thing. You have **your** gifts and talents that are unique to **you**.

Maybe you are a writer, able to use your imagination to create wonderful stories. Or perhaps you are a gifted in sports: You **love** to run, jump or score goals in a team.

You may be an incredible leader. Whenever you are called to form a group for a school project, you help others share their ideas and opinions, leading the way forward.

Concentrate on the things **you** are good at – the talents and gifts that **you** have been blessed with.

If we spend time focusing on what others are doing, we deny others the chance to experience our gifts.

Who am I?



All of us want to answer this question. As we begin to get closer to entering adolescence, we begin to ask the questions: Who am I?, Where do I fit in and what are our values, and what we stand for?

We are all unique, and have different qualities, characteristics and attributes that make up who we are.

Ask students to consider that they are part of many groups that also contribute to who they are.

Worksheet: I am part of...

Handout the worksheet ***I am part of...*** (p16) and ask students to write their name in the centre. Ask boys to consider the many groups they are a part of, that make up who they are. They might consider they are part of:

- a family
- a culture
- extended family
- class group
- school
- Youth group
- church
- sporting club
- drama, music or other special interest group
- social media group



Ask students to write each of the key groups they are involved in and ask them to represent these in a diagram or picture in each of the puzzle pieces.



Going Deeper

Handouts:

My qualities (p17) and
How do others describe you? (p18)



Distribute both handouts and go through all of the qualities listed on the sheet. It would be helpful to ask students what they think each of the qualities mean.



Ask students to consider many of the personal qualities that they personally possess.

Using the handout **My qualities** ask boys to identify perhaps 4 or 5 that they feel best represents them.

On the second worksheet **How do others describe you?**, ask boys to sit in pairs or groups of three to ask their classmates, which five qualities they would use to describe one another. This is an interesting part of the lesson as often those qualities that OTHERS see in us, we don't necessarily see in ourselves.

Ask students to give an example as to WHY they would assign a particular quality to one of their peers.



Making it Practical

Time allowance: 20 minutes



WHO AM I? – Students are each given a large piece of coloured card, A3 or larger. Each boy writes his name in a coloured marker on the centre of the page. If their photograph is available, have them paste this on the page as well.

Using magazines, ask students to look through the pages and find images that best represent who they are. For example, they might find a picture of a motorbike, or an athlete, a football player or pizza! Ask boys to locate and cut out as many pictures as they can to paste onto their unique poster that represents **THEM**.

If you have access to computers and a printer, boys might like to take the time to look up images specific to them – favourite football team, favourite holiday destination etc.

Once students have completed their posters, ask each of them to present them to the rest of the group, perhaps giving a short explanation as to why they chose specific images to represent them.

Display posters around the room on the wall if this is a possibility and if this is the room you will use for the duration of the course.





WHO are you?

Who you are matters...

We have all been created as unique and valuable people, each with gifts and talents to bring to the world.

You, yes **YOU**, are a **GIFT** to the world.

You may not think that right at the moment, but trust me, you have all that you need within to make a difference to this planet.

Don't compare yourself

It is too easy to compare ourselves with others, thinking that their talents are worth more than anything we have to give. One day, while riding your bike with some mates, you may notice a guy who can do the most amazing jumps. He makes it all seem effortless.

'He is so talented,' you say to yourself. 'I just wish I could ride and do jumps like that.'

Or perhaps you hear your mate play a guitar and you think, 'Wow! That is very cool.' You just wish you

could get up on stage and play an instrument with the confidence you see in him.

But here's the thing: YOU have your gifts and talents that are UNIQUE to you.

Maybe you are a writer, able to use your imagination to create wonderful stories. Or perhaps you are gifted in sports, you are a brilliant runner, or score goals in a team.

You may be an incredible leader. Whenever you are called to form a group for a school project, you help others share their ideas and opinions, leading the way forward.

Concentrate on the things **YOU** are good at: the talents and gifts that **YOU** have been blessed with.

If we spend time focusing on what others are doing, we will deny them the chance to experience our gifts.



**'Be yourself!
Everyone else is
already taken.'**
oscar wilde