 Everyone who… Icebreaker

Suggested duration: 10-15 minutes

This activity is designed as an icebreaker and an opportunity for students to get to know each other and build a comfortable, safe and supportive environment. As students’ level of comfort increases, students will be more willing to share aspects of their own identity and experiences.

For safety it is important that this activity takes place in a location with sufficient space. Students should be cautioned against rushing, pushing or barging others and being considerate of others in the space.

Course outcomes

2.1 Show respect for the ideas, feelings and contributions of others in various contexts.

6.2 Demonstrate behaviours that model positive values, beliefs and attitudes and promote inclusion and equity for self and others.

What do we want students to know, understand or be able to do?

* Increase levels of energy and allow students to feel comfortable with the group.
* Contribute to creating a safe and supportive environment for discussion and disclosure.
* Reflect on and share aspects of their own identity and experiences.

Suggested content

| Learning context  | Content |
| --- | --- |
| IndependenceFocus: Building self-concepts and independence | Personal values and beliefs* self-concepts

Self-management* responsibility for self and actions
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| Relationships Focus: Developing and maintaining respectful relationships | Establishing and managing relationships* applying relationship skills, e.g. effective communication, active listening, conflict resolution, assertiveness, negotiation, mediation
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Teaching notes

Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

* Making students aware at the beginning of Life Ready sessions that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.
* Being aware that some parts of Life Ready can be confronting and sensitive for some students.
* Enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

More information on creating a safe and supportive learning environment can be found on the [Life Ready website.](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready)

Evaluating resources before use

Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context. Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care. Apply professional judgements to all strategies, teaching and learning approaches and resources including audiovisual materials (e.g. videos, media clips and YouTube), interactive web-based content (e.g. games, quizzes and websites) and texts.

Use the [resource review flowchart](https://schoolsequella.det.nsw.edu.au/file/083acd3a-daca-4307-9afe-bc6c888f694a/1/final-resource-flowchart-html5.zip/index.html) to decide about the suitability of teaching and learning resources.

Materials should be reviewed in full and endorsed by the school principal before use in NSW government schools.

Communication with parents and caregivers

Some aspects of Life Ready may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the Life Ready program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the Life Ready program they are concerned about. A sample information letter is available on the [Life Ready website.](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready)

Learning experiences

Activity one – (10-15 minutes)

1. Create a circle of chairs with one student or facilitator in the centre of the circle. There should be no spare chairs.
2. The person in the centre of the circle calls out a phrase beginning with “anyone who…” or “everyone who…” The phrase must apply to the speaker and describe something about themselves or something they have done and therefore they would be included in “everyone who…”. For example:
* anyone who has black shoes…
* everyone who lives with two biological parents…
* anyone whose parents were not born in Australia…
1. When the speaker in the centre states the phrase “anyone who…”, any of the seated participants who share the attribute or experience with the speaker must leave their seat and find another. Participants cannot sit in their own seat or move to a seat either side of where they first started.
2. The speaker moves to find a seat leaving one participant without a seat. That person becomes the new speaker. Repeat for as long as required for participants to show they have increased their levels of comfort and energy for further activities.
3. As a group, discuss:
* what did participants learn about other participants?
* what commonalities did they identify which they didn’t know before today?