 Numbers – Stage 4

Suggested duration: 45 minutes

This activity explores grouping and inclusion through movement.

PDHPE outcomes

PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity

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

* Identify forms of discrimination within the community.
* Examine the impact of discrimination on individuals and groups.

PDHPE content

| Key inquiry questions | Syllabus content |
| --- | --- |
| What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community? | * recognise potentially unsafe environments and describe strategies to promote their own and others’ health, safety and wellbeing in a variety of real-life situations
	+ recognise forms of bullying, violence, harassment and discrimination and discuss safe and supportive upstander behaviours to promote the safety and wellbeing of themselves and others I
 |

Skills focus

* Interpersonal
	+ communication

Teaching notes

Considerations when selecting activities

* 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 audio visual materials (e.g. videos, media clips and YouTube), interactive web-based content (e.g. games, quizzes and websites) and texts.
* Seek endorsement by the school principal before use of materials in NSW government schools.
* Select the activities most suitable for your students.
* Individual students within the group have differing needs and backgrounds. Modify or extend some aspects of suggested activities accordingly.
* Consider and tailor lessons to cater for differing cultural perceptions of what should be taught at a certain age.
* Undertake a comprehensive step by step process to assess any physical or psychological risks associated with an activity before following using a variety of teaching strategies.
* Enable students to withdraw if they find issues personally confronting.
* Recognise that some students may find it difficult to contribute to class discussions and may say little in group activities. Don’t assume they are not engaged in the activities but rather provide all students with the opportunity to contribute in less public ways.
* Be guided by the department's [Sexuality and sexual health education in NSW government schools fact sheet](https://schoolsequella.det.nsw.edu.au/file/83181e69-4daf-4308-a7dd-d05f11af5cbd/1/sexuality-ed-nsw.pdf) when planning and implementing any sexuality or sexual health education lesson.
* Access more information about child protection education on the department’s [PDHPE curriculum website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/child-protection-and-respectful-relationships-education).
* 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.

Communication with parents and caregivers

Some aspects of PDHPE 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 PDHPE 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 PDHPE program they are concerned about. Sample information letters are available on the [PDHPE curriculum website](https://education.nsw.gov.au/curriculum/pdhpe/general-information/parents-and-carers).

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 PDHPE lessons 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 PDHPE 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.

It is recommended that staff use a question box to allow for students to ask difficult questions anonymously through the unit. The question box provides staff with information on student prior and post knowledge by assessing the questions which arise through the question box. Students should be provided with a piece of paper at the beginning of each lesson which they can write their question on and submit. All students should submit a piece of paper, even if it is blank to ensure anonymity.

More information on creating a safe and supportive learning environment can be found on the [PDHPE curriculum website](https://education.nsw.gov.au/curriculum/pdhpe/general-information/learning-environment).

Assumed knowledge and understanding

To participate in this activity, it is assumed that students have a sound understanding of the following PDHPE content:

* forms of bullying and harassment
* ways to help others
* strategies and behaviours for negotiating caring and respectful relationships.

Learning experiences

1. Take the class outdoors or into a large safe indoor area. Explain the activity to the class:
	1. I am going to call out a number and when you hear the number you must form groups with of the same number. For example, if I call out 6 then you must form groups of 6 people.
	2. You must jog, run or skip around the space until I call a number.
	3. Those people who do not get into a group will be eliminated.
	4. Groups that have more than the number called will need to eliminate members.
	5. Individual members of a group that has less than the number called will all be eliminated or must find another group to join.
	6. I will call out numbers until we are left with two people, who will be ‘the winners’.

Teacher note:

* Try to make the first number you call a two, three or five so everyone is able to join a group. For example, if you have 25 in your class call a 5, if you have 28 in your class call out a 2, if you have 27 in your class call out a 3.
* Before calling the next number allow students to move around the space and wait until they have formed some space between each other. Take this opportunity to get students to do some physical activity, instruct students to run, skip, hop, jump, leap around the room until you call the next number.
* On two or three occasions during the activity call the number that is one less than the number of people left in, so one person is left out and eliminated on purpose (you will use this situation in the discussion that follows) For example, if you have 15 left in the group call out 14.
1. Before returning to the classroom, discuss the following questions as a whole class:
* What was it like being part of a group? How did it feel?
* Why is it important to be part of a group?
* What was it like to be left out of a group?
* How did it feel to be eliminated?
* How did it feel to be the only person to get eliminated? (Refer to point three of teacher note above)
* Did anyone experience being kicked out of a group, to then be accepted into another? How did this feel?
* Did anyone ever experience being pushed out of a group because there were too many people, and as a result was eliminated? How did this feel?
* How did it feel to be ‘the winners’?

Return to the classroom for the remainder of the activity.

1. Students use think, pair, share (TPS) to reflect on the numbers activity using the TPS student worksheet provided. Think, pair, share is when students think about their opinion or ideas on a particular topic individually, then discuss their thoughts with a partner, followed by sharing with the whole class through discussion, usually facilitated by the teacher.

Teacher note: discuss ideas as a whole class drawing opinions from a range of students. Refer to the TPS teacher sheet for examples.

Student worksheet

Think, Pair, Share

* For the next few minutes consider your thoughts on the questions below in relation to the ‘Numbers’ activity.
* You can use the space provided to write down any ideas or thoughts you have on each question.
* After a few minutes the teacher will direct you to discuss your ideas with a partner and then you will share your ideas with the rest of the class.
1. How do you think the ‘numbers’ activity relates to groups in society?
2. What group in society do you think are perceived as ‘the winners’ with regards to sexuality, race or ability? and why do you think this is?
3. How can we, as individuals or as a community, change this perception or belief?
4. How does the ‘numbers’ activity reflect what individuals, who are a minority group may experience in their everyday lives?
5. How do you think this affects the emotional wellbeing of these individuals?
6. In what circumstances do you think these individuals might feel included as part of a group?
7. When people are not treated equally, are left out or excluded because of their age, gender, sexuality, race. What is this called?
8. ‘Discrimination is defined as treating someone unfairly because they belong to or are perceived to belong to a particular group of people due to factors such as their gender, race, age, sexuality, disability, and religion. Discrimination is against the law.’ What can you and the community do to stop discrimination from happening?
9. Is there anything already in place to combat discrimination?

Teacher sheet

Think, Pair, Share

|  |  |
| --- | --- |
| Question | Example discussion points |
| How do you think the ‘numbers’ activity relates to groups in society? | Many people in our society are isolated or discriminated against because of their age, appearance, gender, race, sexuality. The numbers activity excluded people they did not fit in. |
| What group in society do you think are perceived as ‘the winners’ with regards to sexuality, race or ability? And why do you think this is?  | People who fit the majority within a community are often treated as the “norm” and have more rights.  |
| How can we, as individuals or as a community, change this perception or belief?  | Challenge negative thoughts, feelings and attitudes. |
| How does the ‘numbers’ activity reflect what individuals, who are part or a minority, may experience in their everyday lives?  | Isolated, discriminated, upset, left out, treated differently OR included, supported, loved, belonging, connectedness. |
| How do you think these experiences affect the emotional wellbeing of these individuals?  | Shame, fear, anger, sadness, depression, low self-worth, confusion OR happiness, joy, love, belonging, self-confidence. |
| In what circumstances do you think these individuals might feel included as part of a group | Joining a support group, finding and meeting similar people or people who share similar characteristics or interests, being around supportive friends, family gatherings. |
| When people are not treated equally, are left out or excluded because of their age, gender, sexuality, race. What is this called? | This is called DISCRIMINATION and it is against the law. |
| ‘Discrimination is defined as treating someone unfairly because they belong to or are perceived to belong to a particular group of people due to factors such as their gender, race, age, sexuality, disability, and religion. Discrimination is against the law.’What can you and the community do to stop discrimination from happening?  | Treat people equally, respect others differences, celebrate diversity. |
| Is there anything already in place to combat discrimination?  | Laws, school policies. |

Notes

It is important to mention to students that not all people in minorities have negative experiences. Many may feel included in other group situations, such as the workplace, school, sport or family environment. Is this fair that they some people feel they have to hide parts of their identity just to feel or be included?