

Teacher

Information and in-class activity pack



“WARRIOR”

A Violence and Harm Prevention
Interactive Play for Years 4 - 8.

This resource contains everything you need to support your students' learning before, during and after their participation in the Constable Care performance “Warrior”.

The “blue boxes” throughout these notes indicate where the activity links to the WA and Australian Curriculum and are provided to support your use of our incursions in specific learning areas.

Teacher Note:

Constable Care now also invites schools to participate in pre and post student surveys to determine the impact that our incursion has had on children's knowledge, attitude and behavioural intent. If you would like to participate in this simple, completely anonymous in-class evaluation process, please contact us and we'll send you the materials.

This resource contains:

- Teacher information and activity notes
- Student challenge sheet
- Student certificate

How to use this resource:

In the days before the performance

Section 1: Introducing key concepts

- Optional: Administer student Pre-survey in class
- Undertake classroom “Before, during and after” activity

On performance day

Section 2: Delivering the key messages

- Students view the performance and take part in a Q&A with the Constable Care actors

In class after the performance

Section 3: Reinforcing the outcomes

- Students complete the “Constable Care Challenge”
- Undertake classroom activity “Harm prevention role play”
- Optional: Administer student Post-survey in class

For students to take home

Section 4: Recognition & parent engagement

- Award students the Participation and Key Messages Certificate to take home

SECTION 1: Introducing Key Concepts

In the days leading up to the performance we suggest you talk to students about what they are going to see (described in Section 2). Introducing students to the key messages in the play through the in-class activity in this Section will also help to enhance their understanding of key concepts when seeing the performance itself.

Key Concepts for this performance:

- We can control our emotions and display how we feel in positive ways.
- We can learn to manage our emotions without resorting to physical violence.
- It is against the law to threaten violence or be violent towards others.
- We can develop strategies to support our friends when they are feeling angry.

IN-CLASS ACTIVITY: Before, during and after

This activity is designed to increase students' awareness of what triggers their anger and to help them identify positive ways to respond.

1. Ask students to recall a time they remember feeling angry about something or someone.
2. Using the BDA model, ask students to write or draw the sequence of events before, during and after the time they recalled.



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Teacher Note:

Explain to students that something or someone can trigger your anger. Learning to identify these triggers helps you develop strategies to respond in positive ways.

3. Focusing on the first step of the BDA model, ask students to think about what may have triggered their anger, for example being excluded from a group activity, then consider the effect of their anger on themselves and others.
4. Provide time for students to record how they could have responded in a more positive way.

Teacher Note:

Students might enjoy completing this activity as a comic strip illustrating the three steps of the BDA model. Students could then present to the class upon completion.

Share with students the following introduction to the performance “Warrior”.

Explain that this performance is about positive ways we can express our emotions.

“Sophie encounters the angry and threatening Nathan at a bus stop on the way to school. She manages his hostile and physically intimidating behaviour towards her by staying calm and gradually gaining his trust. Nathan’s frustration at his own isolating family circumstances have made him try to be an aggressive “warrior” – a personality he has taken on for a story he is writing. Over the course of their initially tense conversation, Nathan realises that his creativity gives him options to express himself other than violence and that Sophie has her own life issues which she has developed strategies to deal with”.

BDA Model

- **Before:** What was I thinking?
- **During:** What did I do?
- **After:** How did I feel?

WA Curriculum Link:

Health and Physical Education: Wellness

- Positive behaviours

SECTION 2: Delivering the Key Messages

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On the day of the performance students will initially view the play and then participate in an actor-led Question & Answer session at the end that is designed to reinforce the key messages from the performance itself. This session takes the form of a “game show” and is interactive in nature, with students being invited up on stage to answer questions and then being awarded merit prizes. The sessions are facilitated and managed by the Constable Care actors so that all children involved are able to successfully provide the right answers for the group.

WA Curriculum Link:

Health and Physical Education: Wellness Self-understanding

- Develop and maintain positive self-understanding

Performance Title	“Warrior”
Performance Type	Two-Actor Play of 20 minutes duration plus 10 minute Q&A
Age Range	Years 4 - 8 (ages 9 - 14)
Synopsis	Sophie encounters the angry and threatening Nathan at a bus stop on the way to school. She manages his hostile and physically intimidating behaviour towards her by staying calm and gradually gaining his trust. Nathan’s frustration at his own isolating family circumstances have made him try to be an aggressive “warrior” – a personality he has taken on for a story he is writing. Over the course of their conversation, Nathan realises that he has options for expressing himself other than violence and that Sophie has her own life issues which she has developed strategies to deal with.
Concepts Addressed	Violence prevention; social isolation; dealing with family problems; harnessing creativity and imagination; harm prevention strategies; social resilience strategies.

Teacher Note:

If you have elected to take part in the optional pre and post student survey process, the required number of post-performance surveys will be given to you by the actors on performance day and should be completed by students immediately after the last in-class activity in Section 3.

SECTION 3: Reinforcing the Outcomes

IN-CLASS ACTIVITY: The Constable Care Challenge

Once back in class after taking part in the performance, have students complete the “Constable Care Challenge” which is included for your use in this resource pack. We are happy for you to photocopy as many of these as you need for your class and Constable Care waives all royalty reporting requirements and payments in relation to copying of works for these sheets and the take-home Certificate.

The six tasks in the Challenge are designed to reinforce the key learning outcomes from the performance. It isn't meant to be a test – it is simply a revision and reinforcement exercise and students don't need to give the “right” answers. Once the class has completed the challenge have individual students share some of their answers to selected questions.

IN-CLASS ACTIVITY: Harm prevention role play

This activity is designed to reinforce positive ways students can express their emotions and to recall the tips from the performance.

1. Have students work in pairs to describe the safe actions in the play that they could use to respond to feelings of anger instead of resorting to violence.
2. Remind students that in the play Sophie helped Nathan even though he was being aggressive towards her.
3. Have students work in small groups to practice the language they could use to help a friend if they were angry about something or with someone.

WA Curriculum Link:

Health and Physical Education: Wellness

- Ways to communicate, cooperate and care for others

IDEAS FOR OPTIONAL EXTENSION ACTIVITIES

If you wanted to extend the focus on this topic further, you could consider additional activities such as:

1. Share with students a selection of “diaries”, for example the Diary of Anne Frank, Diary of a Wimpy Kid, and the Diary of Adrian Mole. Discuss how a diary can be used to help us develop self-understanding and promote positive self talk. This can lead to more positive ways to manage our emotions.
2. Using movies, books and/or popular TV programs, have students research and identify positive ways that the characters use to respond to feelings of anger.

SECTION 4: Recognition and Parent Engagement

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The final page of this resource kit is a “Constable Care Certificate of Participation” that recognises the student’s attendance at the performance and also contains the key messages from the content. We would encourage you to copy this and give one to each member of the class to take home at the end of your post-performance in-class activities. Constable Care waives all royalty reporting requirements and payments in relation to copying of this Certificate.

The Certificate of Participation serves a dual purpose in reinforcing the performance outcomes:

- Firstly, it provides tangible recognition for students having taken part in the performance and in-class activities and recognises that they have demonstrated their learning in the performance Q&A and the “Constable Care Challenge” in-class activity.
- Secondly, the Certificate can be useful for parents to engage their children in conversation regarding their day at school and what they have learnt. This is beneficial for parent-child communication and also assists us in making sure that parents understand and reinforce the same key concepts that their child has taken away from the performance.

YOUR FEEDBACK

We hope you find this resource useful in assisting you to deliver in-class activities that support our performance incursion. Constable Care always welcomes feedback and if you have suggestions for ways we can improve this resource, please contact us at www.constablecare.org.au/contact-us or mail@constablecare.org.au and let us know your thoughts.



THE CONSTABLE CARE VIOLENCE AND HARM PREVENTION CHALLENGE!

Task 1

Is it ok to be physically angry towards other people?

Tick the correct box.

 Yes No

Task 2

Fill in the missing words.

Being violent towards another person is called

A _ _ _ _ _

and it's a very serious

C _ _ _ _ _

Task 3

True or False

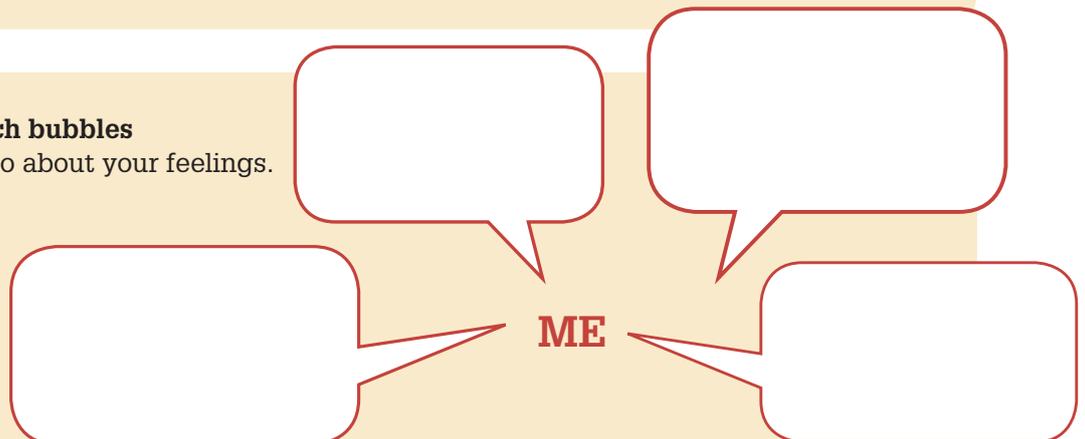
Place T (true) or F (false) in the box beside each statement

When you are violent towards another person or their property, you may...

 Be arrested and charged Have to pay to replace any damaged items or property

Task 4

Write in the speech bubbles
who you can talk to about your feelings.



THE CONSTABLE CARE VIOLENCE AND HARM PREVENTION CHALLENGE!

Task 5

If I am feeling angry, instead of responding with violence, I could try..

Tick the correct boxes.

Talking to someone about how I feel

Trying something creative, like writing or drawing

Playing sport or a game

Taking deep breaths

Bottling my feelings up inside me

Task 6

There are lots of ways to respond to feelings of anger.

List four positive ways you respond to feelings of anger.

1.

3.

2.

4.

CERTIFICATE OF PARTICIPATION



At school today I watched a
Constable Care performance called

“WARRIOR”

and successfully completed the

**CONSTABLE CARE
VIOLENCE AND HARM PREVENTION CHALLENGE!**

I had fun with Constable Care learning about
how we can all make our homes,
neighbourhoods and local communities
safer places to live and play.

CONSTABLE CARE'S TOP TIPS FOR VIOLENCE AND HARM PREVENTION!

1. We can control our emotions and display how we feel in positive ways.
2. We can learn to manage our emotions without resorting to physical violence.
3. It is against the law to threaten violence or be violent towards others.
4. We can develop strategies to support our friends when they are feeling angry.