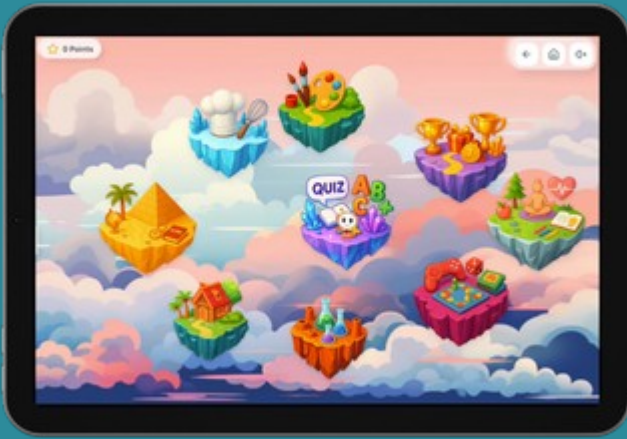


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Emotions, Permission and Boundaries - Year 3

Table of Contents	
Presentations: Emotions, Permission and Boundaries (Lessons 1-10)	
D1 Display: Emotions, Permission and Boundaries	
D2 Display: Does looking calm mean yes?	
C1 Fictional Case Cards (8 cards)	
G1 Game: Choose, Explain and Check (3 pages)	
W01 Why responses vary	
W02 Notice and name	
W03 Manage safely	
W04 When permission is needed	
W05 Communicate permission	
W06 Refine a response	
W07 Emotion-and-permission rehearsal	
W08 Reflect and transfer	
W09 Different feelings, respectful actions (optional)	
W10 Clarifying permission phrases (optional)	
Quiz: Emotions, Permission and Boundaries	
A1 Assessment: Feelings and a Changed Answer	
R1 Assessment Rubric	



Teaching overview • Year 3 Health

Emotions, Permission and Boundaries develops explanations of possible emotional responses, strategies for safe action, and clear permission exchanges. It uses familiar fictional classroom situations and paper props.

Sequence: lessons 1–8 contain all essential teaching and assessment. Lessons 9–10 are optional reinforcement with their own complete presentations and learning records. Each lesson has a 50-minute route; adapt pace while retaining the success check. The practical assessment is completed in lesson 7 and safe-help learning is consolidated in lesson 8.

Preparation: display D1 and D2 as needed; prepare C1's eight case cards, C2's rules/mat/challenges, learning records W01–W10, two A1 pages and one paper pen/photo/device cards or puppets. Keep actual classroom objects with their owners. No real borrowing, touching, photography, posting or online uploads required.

Classroom conditions: discuss what the fictional character might feel and which story detail supports that idea. Do not invite personal disclosure, ask students to reveal private boundaries, or assign a student to pressure another. Offer an observation or teacher-supported role. Students may decline a role-play and demonstrate understanding another way.

Permission teaching: a clear, freely given answer applies to one specific action and may change. Silence, a smile or appearing calm does not supply permission. An intentional agreed gesture, symbol or communication-device response can communicate a choice. Accept no without bargaining; manage disappointment as a separate task.

Access: read a case aloud, offer reading/choice, partner reading, adult scribing, drawing, gesture or a communication board/device. Keep the same contextual explanation and respectful action criteria. Handwriting, confidence and preferred speaking style do not decide achievement.

Respond to concerns privately and follow school safeguarding procedures. Do not promise secrecy. Encourage support from a trusted adult and another appropriate adult if help is unavailable. The safe-help task never asks students to investigate or forward a worrying message.

Source principles are drawn from eSafety Commissioner's Online boundaries and consent and its consent guidance; all scenes and student artwork are original. The resource is classroom learning, with no clinical or therapeutic claim.

Lesson files and learning sequence

Open the separate lesson file for each session. Files use this exact unit-name prefix:

Emotions, Permission and Boundaries - Year 3

01 • Why responses vary • core

Emotions, Permission and Boundaries - Year 3 - Lesson 01 - Presentation.pptx

02 • Notice and name • core

Emotions, Permission and Boundaries - Year 3 - Lesson 02 - Presentation.pptx

03 • Manage safely • core

Emotions, Permission and Boundaries - Year 3 - Lesson 03 - Presentation.pptx

04 • When permission is needed • core

Emotions, Permission and Boundaries - Year 3 - Lesson 04 - Presentation.pptx

05 • Communicate permission • core

Emotions, Permission and Boundaries - Year 3 - Lesson 05 - Presentation.pptx

06 • Refine a response • core

Emotions, Permission and Boundaries - Year 3 - Lesson 06 - Presentation.pptx

07 • Emotion-and-permission assessment • core

Emotions, Permission and Boundaries - Year 3 - Lesson 07 - Presentation.pptx

08 • Reflect and transfer • core

Emotions, Permission and Boundaries - Year 3 - Lesson 08 - Presentation.pptx

09 • Different feelings, respectful actions • OPTIONAL

Emotions, Permission and Boundaries - Year 3 - Lesson 09 - Presentation.pptx

10 • Clarifying permission • OPTIONAL

Emotions, Permission and Boundaries - Year 3 - Lesson 10 - Presentation.pptx

The separate Quiz PowerPoint has 10 questions with explanation slides, instructions and reflection. Use selected questions as checks or the whole quiz as a later review. It supports learning and does not replace AI's explanation and practical demonstration.

Lesson 1 • Why responses vary

Core lesson • 50 minutes • Slides 1–12

Success check: Explain two possible emotions using a reason from the situation.

Prepare: D1, C01, C04, W01. Use the separate Lesson 01 PowerPoint, paper case/prop cards and writing/drawing materials. Display only the relevant ideas.

5 min • Recall and notice: show the blue-pen case C01. Ask what each character hoped would happen; accept a word, symbol or adult-scribed response. Distinguish a story detail from a guess.

10 min • Explicit teaching: use slides 4–7 and D1. Model “Ari may feel excited because the blue pen helps finish water in a picture.” Contrast Lee’s wait for an expectation of a turn. Compare Nia’s need for quiet with a friend’s hope to play again.

15 min • Safe rehearsal: partners select C01 or C04. One names a possible emotion; the other asks which detail supports it. Swap roles and explain in a second perspective. Use cards and conversation; do not enact grabbing or actual dispute.

10 min • Application: complete W01’s two perspectives and expectation comparison. Provide a guided first row when needed, then ask for a different story detail in the second response. Draw or dictate the explanation; writing obscures understanding.

5 min • Feedback: compare the evidence-linked explanation with a judgement such as “Lee is bad.” Explain why the first supports learning and the second does not explain a feeling. Accept alternative emotions supported by the story.

5 min • Exit: complete “One event can lead to different feelings because...” Collect the two contextual explanations and note any student who names a feeling without a reason. Extension: identify a new detail that could change a plausible explanation.

Access and differentiation: read or use at a time; offer a guided example, feeling/phrase choices, paper or reading, adult scribing, gesture or a communication board/device. Assess for same explanation and safe-action criteria. Extend through another play, reason refinement or justified strategy limit.

Lesson 2 • Notice and name

Core lesson • 50 minutes • Slides 1–12

Success check: Name a possible emotion without judging or assuming another person's wishes.

Prepare: D1, C02, C03, W02. Use the separate Lesson 02 PowerPoint, paper case/prop cards and writing/drawing materials. Display only the relevant ideas.

5 min • Recall and notice: revisit the difference between a feeling and an unsafe action. Read C02: Sam wants to join a drawing game and is quiet while finding words; Jo thinks Sam wants to be alone.

10 min • Explicit teaching: use D1 and slides 4–7. Model noticing a given detail, naming a possible emotion, then checking a wish. Quiet may mean finding words. A smile or facial expression is a clue with more than one possible meaning.

15 min • Safe rehearsal: use C02 and C03 in pairs. Complete an observation ("Sam is quiet") with an assumption ("Sam wants to be alone"). Rehearse a neutral checking question and an intentional answer using words, an agreed gesture, symbols or a device.

10 min • Application: complete W02. Record what is known, a possible emotion with a story reason, a communication choice and Jo's checking question. Let students select and explain a symbol rather than requiring a public spoken performance.

5 min • Feedback: use the sample answer as one possible response. Ask whether the reason uses the story and whether the question gives Sam time. Explain that an accessible intentional answer carries meaning; silence alone is not that answer.

5 min • Exit: distinguish noticing from assuming with a new teacher-read paper-card example. Evidence: a visible emotion, a contextual reason and a respectful check. Extension: explain two meanings of one visible clue.

Access and differentiation: read one case at a time; offer a guided example, feeling/phrases, partner reading, adult scribing, gesture or a communication board/device. Assess the same explanation and safe-action criteria. Extend through another possible reason, refinement or justified strategy limit.

Lesson 3 • Manage safely

Core lesson • 50 minutes • Slides 1–12

Success check: Choose a safe strategy that fits the character's situation and explain why.

Prepare: D1, C03, C04, W03. Use the separate Lesson 03 PowerPoint, paper case/prop cards and writing/drawing materials. Display only the relevant ideas.

5 min • Recall and notice: read C03 and C04. Identify Dev's excitement and interruption, and Nia's disappointment and request for quiet. Accept the feelings while considering actions separately.

10 min • Explicit teaching: use D1 and slides 4–7. Compare pausing for comfortable breaths, an accessible safe break and trusted-adult support. Model why pausing helps Dev wait to share an idea; an agreed quiet break fits Nia's request for less activity.

15 min • Safe rehearsal: pairs select a strategy card and explain its use. Practise only a safe alternative action with paper characters. Breathing is an option, not a compulsory exercise; offer rest or adult support if time is more suitable.

10 min • Application: complete W03's strategy and reason row for Dev and Nia. Then plan a safe next option if the first strategy does not help. An adult may scribe a spoken or symbol-supported explanation.

5 min • Feedback: ask whether the strategy responds to the character's context. A repeated strategy without a reason is incomplete evidence. Discuss why pausing may support an action without removing the feeling or fixing an unfair turn system.

5 min • Exit: give one strategy its contextual reason and a safe alternative. Evidence: a justified choice rather than recall of a strategy list. Extension: explain one limit and when adult support is used.

Access and differentiation: read one case at a time; offer a guided example, feeling/phrase choice, further reading, adult scribing, gesture or a communication board/device. Assess the same explanation and safe-action criteria. Extend through another plausible reason, refinement or justified strategy limit.

Lesson 4 • When permission is needed

Core lesson • 50 minutes • Slides 1–12

Success check: Identify who to ask and the specific action that needs permission.

Prepare: D1, C05, C06, C07, W04. Use the separate Lesson 04 PowerPoint, paper case/prop cards and writing/drawing materials. Display only the relevant ideas.

5 min • Recall and notice: show C05, C06 and C07. Ask what action is proposed and whose choice matters. Keep pencils, pretend photos and mock groups as paper cards only.

10 min • Explicit teaching: use slides 4–7 and D1. Model asking Kim before borrowing a pencil. Identify taking a pretend photo of Bo's drawing and sharing it as two separate actions. A yes to one action does not authorise the other.

15 min • Safe rehearsal: pairs sort paper actions into person-to-ask and exact action. Rehearse asking, waiting and checking; include Fin's "maybe." Clarify without repeated pressure. School privacy rules still apply to any real activity outside this lesson.

10 min • Application: complete W04's three-row game and unclear-answer response. Read one situation at a time and offer a phrase link. Ensure each row names the person, action and next step rather than a general "be nice" answer.

5 min • Feedback: compare borrowing, asking and sharing. Ask whether the requested action is specific and whether a phrase link answer has been treated as permission. Discuss an intentional agreed symbol or device answer as an accessible clear choice.

5 min • Exit: identify who to ask for one new fictional action and explain what to do while the answer is unclear. Evidence exact action and an appropriate wait/check. Extension: explain why taking and sharing need separate checks.

Access and differentiation: read one case at a time; offer a guided example, feeling/phrase choices, partner reading, adult scribing, gesture or a communication board/device. Assess the same explanation and safe-action criteria. Extend through another possible reason, refinement or justified strategy limit.

Lesson 5 • Communicate permission

Core lesson • 50 minutes • Slides 1–12

Success check: Rehearse asking, giving or denying permission and accepting the answer.

Prepare: D1, C01, C05, W05. Use the separate Lesson 05 PowerPoint, paper case/prop cards and writing/drawing materials. Display only the relevant ideas.

5 min • Recall and notice: revisit C01 and C05. What makes a request clear? What can the requester do when the answer is no? There is no real borrowing in this rehearsal.

10 min • Explicit teaching: use slides 4–7 and D1. Model a specific request freely given yes with a limit, clear no and a respectful requester response. Show that polite words must be followed by an action that respects the answer.

15 min • Safe rehearsal: pairs use paper pen cards or puppets to practice two answers to the same request. Swap roles without pressuring for yes. Offer a conversation role, adult-supported exchange, agreed gesture, symbol or a device.

10 min • Application: complete W05 with one request, one answer, the requester's response and matching action. A reason for refusing is not a condition in real communication; the classroom example does not make justification a condition of no.

5 min • Feedback: check request specificity, clear response and action. Compare “Okay” followed by leaving the pen with “Sorry” followed by taking it. The latter does not respect the boundary, even with a calm tone.

5 min • Exit: demonstrate accepting one answer and explain the action. Evidence: communication and respectful follow-through using the student's usual supports. Extension: add a clear limit to yes, or explain how to follow it.

Access and differentiation: read one case at a time; offer a guided example, feeling/phrase choice, further reading, adult scribing, gesture or a communication board/device. Assess the same explanation and safe-action criteria. Extend through another reasonable reason, refinement or justified strategy limit.

Lesson 6 • Refine a response

Core lesson • 50 minutes • Slides 1–12

Success check: Improve a dialogue so it respects a changed answer and manages disappointment.

Prepare: C01, C04, C06, W06. Use the separate Lesson 06 PowerPoint, paper case/prop cards and writing/drawing materials. Display only the relevant ideas.

5 min • Recall and notice: show C06. Bo changes an earlier yes and asks Kai not to share the pretend photo. Identify the changed answer and Kai's disappointed reaction.

10 min • Explicit teaching: use slides 4–7. Contrast “But you said yes with me okay. I will not share it.” Model putting the paper photo card down and leaving it untouched. Explain that earlier permission can change before the action.

15 min • Safe rehearsal: pairs refine a printed fictional dialogue. Use teacher-read flawed line; students do not practise pressuring another student. Rehearse the improved words and matching paper-prop action, then compare a management strategy.

10 min • Application: complete W06's notice/separation strategy and calm-tone challenge. Ask for better words, an action and a reason for the strategy. Read/dictate as needed and keep the same reasoning criteria.

5 min • Feedback: check whether the action respects the later answer. Discuss why a calm tone alone is insufficient if Kai shares anyway. Pause, another safe activity or adult support can manage disappointment without changing Bo's boundary.

5 min • Exit: explain one refinement and why it is better. Evidence: acknowledgement of changed choice, matched action and contextual strategy reason. Extension: describe a safe option if a first strategy is ineffective.

Access and differentiation: read one case at a time; offer a guided example, feeling/phrasing choices, partner reading, adult scribing, gesture or a communication board/device. Assess the same explanation and safe-action criteria. Extend through another possible reason, refinement or justified strategy limit.

Lesson 7 • Emotion-and-permission assessment

Core lesson • 50 minutes • Slides 1–12

Success check: Explain differing emotions, justify a strategy and demonstrate a respectful response.

Prepare: W07, A1 pages 1–2, R1. Use the separate Lesson 07 PowerPoint, paper case/prop cards and writing/drawing materials. Display only the relevant ideas.

5 min • Recall and notice: use W07 and the C05 practice variation. Sol hoped to finish a drawing; Kim needs the pencil for unfinished work and says no. Model two possible feelings using different details.

10 min • Explicit teaching: introduce A1's new fictional Tari/Ren game response with slides 5–8. Explain the three assessed ideas: contextual emotions, justify a safe strategy and respecting a changed answer. Read R1's criteria to explain language.

15 min • Safe assessment: students complete A1 page 1 and rehearse scene 2 with paper cards, puppets or an adult-supported exchange. Tari withdraws the earlier yes before use. Ren's words and action must accept it. No actual borrowing or pressure occurs.

10 min • Evidence conference: use short questions which only detail supports each feeling; why does the strategy fit; how does the action respect the later answer; what is another safe next option? Record responses through the usual communication supports.

5 min • Feedback: assess A1 and the demonstration with R1. Do not use handwriting, confidence or communication mode as achievement criteria. Record a specific explanation/action that is sound and one precise improvement if needed.

5 min • Exit: use W07 to reflect on one rehearsal and one improved action. Assessment evidence comes from A1 plus the demonstration. Keep core evidence and any extension separately. Missing understanding receives specific teaching and a fresh safe check.

Access and differentiation: read one case at a time; offer a guided example, feeling/propose choices, partner reading, adult scribing, gesture or a communication board/device to assess the same explanation and safe-action criteria. Extend through another plausible reason, refinement or justified strategy limit.

Lesson 8 • Reflect and transfer

Core lesson • 50 minutes • Slides 1–12

Success check: Clarify uncertain permission and describe a safe help-seeking next step.

Prepare: D2, C02, C07, C08, W08. Use the separate Lesson 08 PowerPoint, paper case/prop cards and writing/drawing materials. Display only the relevant ideas.

5 min • Recall and notice: revisit the assessed changed-answer principle. Read C07's "Maybe" and compare it with D2's smile/calm clue. Ask what still needs a clear intentional answer.

10 min • Explicit teaching: use slides 4–7 and D2. Model a respectful clarification question and time to answer. Introduce C08's neutral worrying-message on a paper device. Explain stopping engagement and seeking support/adult support.

15 min • Safe rehearsal: pairs use C07 and C08 paper cards. Rehearse clarifying without pressure, then state stop / safe support / tell another adult if help is unavailable. Do not invent, read aloud, forward or imitate a harmful message.

10 min • Application: complete W08's clarification four safe-help steps and appearance-versus-permission explanation. Offer a short selected-symbol sequence with a spoken, dictated or drawn reason when needed.

5 min • Feedback: use selected quiz questions about calm appearance, separate sharing permission and safe help with the clarification slides. Correct the specific misconception. The full 10-question quiz may be used separately as further review.

5 min • Exit: explain how an intentional agreed signal differs from a smile or silence, and name one safe help-seeking option. Evidence: a respectful check and safe next step. All essential teaching and assessment are now complete in lessons 1–8.

Access and differentiation: read one case at a time; offer a guided example, feeling/phrase choice, further reading, adult scribing, gesture or a communication board/device. Assess the same explanation and safe-action criteria. Extend through another plausible reason, refinement or justified strategy limit.

Lesson 9 • Different feelings, respectful actions

OPTIONAL reinforcement • 50 minutes • Slides 1–12

Success check: Compare suitable strategies and explain a limit of a choice.

Prepare: C01, C04, G1, W09. Use the separate Lesson 09 PowerPoint, paper case/prop cards and writing/drawing materials. Display only the relevant ideas.

5 min • Recall and notice: identify this as optional reinforcement. Compare C01's wait for a pen and C04's need for quiet. Recall that both feeling and context matter when selecting a strategy.

10 min • Explicit teaching: use slides 4–7. Model comparing a fair turn system with a quiet break. Explain that a pause may help someone choose an action while leaving a turn problem unresolved.

15 min • Safe rehearsal: play G1 cooperatively using its rules, stop mat and eight challenge cards. Move one stop per explained turn; no voice or communication are needed. At each stop, use a story detail and check the permission/action where relevant.

10 min • Application: complete W09's Lee/Nia comparison of different-strategy explanation and limit. Students may draw, illustrate, select a strategy and explain why it fits; optional notes can extend a response.

5 min • Feedback: accept alternative strategies with contextual reasons. Ask whether one strategy solves the whole problem. Keep waiting, fair access and quiet needs distinct rather than assuming the same answer to every case.

5 min • Exit: compare two choices and one limit. Evidence extends the core; this optional session contains no essential new assessment. Extension: propose a safe change to a turn routine and justify it.

Access and differentiation used one case at a time; offer a guided example, feeling/phrase choice, further reading, adult scribing, gesture or a communication board/device. Assess the same explanation and safe-action criteria. Extend through another reasonable reason, refinement or justified strategy limit.

Lesson 10 • Clarifying permission phrases

OPTIONAL reinforcement • 50 minutes • Slides 1–12

Success check: Create a useful phrase guide for clear requests and respectful responses.

Prepare: C05, C06, C07, W10. Use the separate Lesson 10 PowerPoint, paper case/prop cards and writing/drawing materials. Display only the relevant ideas.

5 min • Recall and notice: identify optional reinforcement. Select C05, C06 or C07 and restate the exact action or unclear/changed answer before writing a phrase.

10 min • Explicit teaching: use slides 4–7. Build a four-part guide: ask one action; give or deny; clarify; accept a changed answer. Model one specific question and its matching action. Words, agreed gestures, symbols and devices all vary.

15 min • Safe rehearsal: partners test one phrase with a paper prop, then ask whether the words are clear and the action respects the answer. Use teacher-supported roles or observation. Avoid repeated requests after no.

10 min • Application: complete W10's phrase guide, with actual test and revision. If the first draft is already clear, improve specificity or propose teacher-supplied unclear example. Record the actual improved phrase rather than by a rule about improving.

5 min • Feedback: check the phrase names on action and gives time for a clear choice. Compare an assumption such as “You look happy” with a question about the precise action. Discuss why a respectful response needs a matching action.

5 min • Exit: read or communicate one revised phrase and show the paper-prop action. This optional guide consolidates learning; all required learning and assessment remain in lessons 1–9. Extension: justify which phrase best fits an uncertain answer.

Access and differentiation: read one case at a time; offer a guided example, feeling/phrase choice, further reading, adult scribing, gesture or a communication board/device. Assess the same explanation and safe-action criteria. Extend through another plausible reason, refinement or justified strategy limit.

Resource guide and response criteria

D1 introduces feelings, context, safe choices, clear permission and changed answers. D2 develops a worked explanation of why looking calm does not mean yes. The eight C1 cards provide a stable fictional story bank; keep their names and facts consistent.

G1 includes complete rules, a six-stop cooperative mat and eight challenge cards. Use one counter or finger, not a die. Partners explain and check before advancing one stop. Prepare cards and paper props. No actual touching, borrowing, photographs, posting or harmful-message role-play is required.

W01–W10 are learning records with immediately following matched sample-answer pages. Keep the answer page out of view during independent responses. Red ANSWERS in the Name field identifies each key. The unchanged questions/layout let teachers compare a response with its exact target.

Open responses have more than one possible answer. Accept a plausible emotion when a story detail supports it, a safe strategy with a reason that fits the context, and a clear permission exchange with matching respectful action. Do not insist on the sample wording or a single feeling.

C01: Ari's hope to finish a water picture differs from Lee's interpretation after waiting. C02: quiet Sam wants to join a drawing game while reading words; Jo's assumption is checked. C03: Dev's excitement does not excuse intentional action. C04: Nia's loss and request for quiet matter to the strategy.

C05: Sol asks Kim about a pencil and must wait for a clear answer. The W07 practice variation adds Kim's no and unfinished work. C06: Bo's permission for taking does not authorise sharing; changed plan is respected. C07: Fin's smile and Maybe leave the choice unclear. C08: stop and seek adult support with the neutral paper message.

Use accessible communication as additional evidence, including agreed gestures, symbols or a device. Neither a silent response nor appearing calm proves permission. Keep peer feedback about the fictional explanation/action, not a person's character.

Assessment materials A and R1 follow the teacher key. Use two explanation tasks and a paper prop demonstration, retaining familiar supports. Re-teach specific gaps and use a fresh story for check; do not lower achievement because of communication mode.

Emotions, Permission and Boundaries

Our feelings, actions and choices help us and others feel safe and included.

Emotion: A feeling, such as excitement or worry.



I feel excited!

Feelings can be big or small. It's okay to have different feelings.

Response: What someone says or does in a situation.



I'll help you!

Responses can be kind, unkind, helpful or unhelpful.

Regulation: Managing a feeling to choose a safe action.



Take a breath ... I can stay calm and be kind.

We can pause, take a breath and choose a good action.

Permission: Clearly, freely given agreement to a specific action.



Can I join your game?



Yes, that's okay!

Permission means someone clearly agrees freely. Words, agreed symbols, gestures or devices can communicate a choice. We also respect no.

Boundary: A limit about what is okay for someone.



I'm not comfortable with that.

Everyone can have different boundaries. We respect other people's boundaries.

Context: What is happening around a person.



It's loud here and everyone is excited.

The same feeling can mean different things in different situations.



Different feelings can be valid.
We still choose safe, respectful actions.

Does looking calm mean yes?

1 Question



Would you like to join my drawing game?

Does appearing calm prove consent?

2 Evidence



Rae has not given a clear answer.

A calm face does not tell us his choice.

3 Explanation



Would you like to join, or do you need more time?

No.

A feeling or appearance is not a clear agreement.

Rae pauses and asks, Would you like to join, or do you need more time?



Wait for a clear answer.

An agreed picture, gesture or device response can communicate a choice.

Fictional Case Cards: Feelings and Responses

C01 | The blue pen



Ari and Lee both want the blue pen.
Ari is eager to finish water in a picture.
Lee is frustrated after waiting.

Q: Which detail explains each feeling?

C02 | Quiet in a group



Sam wants to join a drawing game but is quiet while finding words.
Jo thinks Sam wants to be alone.

Q: What should Jo check?

C03 | An interrupted speaker



Dev is excited about an idea and talks over a speaker.

Q: How could Dev express excitement and wait for a turn?

C04 | Space after a game



Nia loses a game and asks for a short quiet break.
A friend hoped to play again.

Q: How can the friend respect Nia's boundary?

Fictional Case Cards: Permission and Help

All cases are fictional. Use paper props only. No real photos, messages or accounts.

C05 Borrowing a pencil

Sol asks to borrow Kim's pencil for a drawing. Kim has not answered.



What should Sol do while waiting?

C06 A pretend photo

Bo agrees to taking a pretend photo of a drawing. Kai wants to share it in a mock group.



What permission does Kai need?

C07 An unclear invitation

Rae invites Fin to come. Fin smiles and says, Maybe.



What should Rae clarify?

C08 A worrying message

A fictional worrying message appears on a paper device.



How can the character get safe adult support?

Choose, Explain and Check: Rules

Players: 2–4.



Materials:

case cards, challenge cards, mat and a large counter or pointing choice.



- 1 Choose a challenge card.
- 2 Move or point to each mat stop in order.
- 3 Give a reasoned response using story details.
- 4 A partner asks one respectful question.
- 5 Check the teacher criteria improve your response if needed.
- 6 Swap roles.

Worked example

Challenge card 01.

Lee may feel frustrated because Lee waited.

A partner asks,

What detail supports that?

Check:

a plausible emotion and a reason from the story.

Participation:

speak, draw, select symbols, use a communication device or dictate.



No race, points or personal disclosures.

We discuss fictional characters, never rank students' feelings.



Choose, Explain and Check: Mat

1 NOTICE: What happened?



2 ASK: What is the question?



4 EXPLAIN: Which story detail supports your idea?



3 COMPARE: What could differ?



5 APPLY: What solution fits?



6 REFLECT: What could you improve?



Follow steps 1–6.
Then pass the turn.



Use words, pictures, gestures or a communication device.



No race.

Choose, Explain and Check: Challenge Cards

1

C01: Explain two possible feelings using different story details.



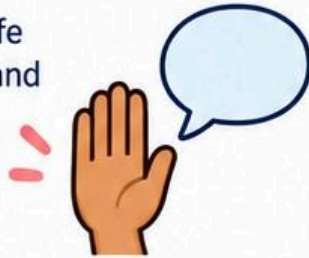
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C02: Why might quiet not mean Sam wants to be alone?



3

C03: Choose a safe strategy for Dev and explain why.



4

C04: How can a friend respect Nia's request for space?



5

C05: Kim has not answered. What does Sol do next?



6

C06: Bo changes a yes to no before sharing. What does Kai do?



7

C07: Does appearing calm prove consent? Explain.



8

C08: What safe help pathway can the character use?



Why responses vary.

1 Notice

Underline what each character hoped would happen.

Ari is eager to finish water in a picture.
Lee is frustrated after waiting for the blue pen.

2 Compare

	Ari	Lee
Possible feeling		
Story detail supporting it		

3 Explain

Their responses may differ because...

Extension

What new detail might change your explanation?



You may draw, speak or dictate your reason.

Why responses vary.

1 Notice

Underline what each character hoped would happen.

Ari is eager to finish water in a picture.

Lee is frustrated after waiting for the blue pen.

2 Compare

	Ari	Lee
Possible feeling	Eager or excited	Frustrated or disappointed
Story detail supporting it	Wants to finish water in a picture	Already waited for the blue pen.

3 Explain

Their responses may differ because...

They have different expectations about using the pen.

Extension

What new detail might change your explanation?

A fair turn plan might change Lee's expectation.

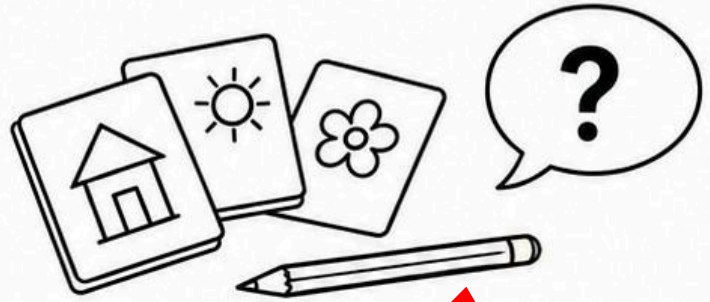


Notice and name

Case C02 (fictional)

Sam is quiet while finding words to join a drawing game.

Jo thinks Sam wants to be alone.



1. Notice: What do we know?

Word bank

ge _____ unsure
worried _____ excited

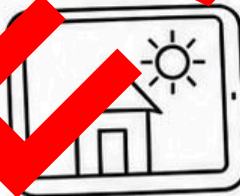
2. Express: Sam might feel _____ because _____.

How could Sam show this? Circle one.

Words



Picture choice



Agreed gesture



3. Check: What could Jo ask to understand Sam's choice?

A clue can have more than one meaning.
Explain one example.

Notice and name

Case C02 (fictional)

Sam is quiet while finding words to join a drawing game.

Jo thinks Sam wants to be alone.



1. Notice: What do we know?

Sam wants to join the drawing game
and needs time to find words.

Word bank

unsure
excited

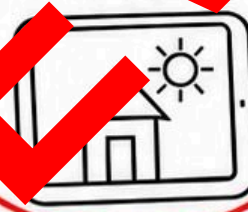
2. Express: Sam might feel eager because Sam wants to join.
Sam might also feel excited or unsure.

How could Sam show this? Circle one.

Words



Picture choice



Agreed gesture



3. Check: What could Jo ask to understand Sam's choice?

Would you like to join this game, or do you need time?

A clue can have more than one meaning.

Explain one example.

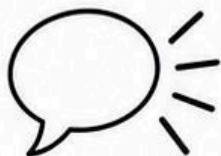
Quiet could mean thinking, not wanting to be alone.

Name: _____

Manage safely.

C03 Dev (fictional)

Dev is excited and interrupts a speaker.



C04 Nia (fictional)

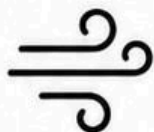
Nia is disappointed after a game and asks for quiet.



1 Choose: Which strategy could help?



Pause



Comfortable
breaths



Safe break or rest



Trusted-adult
support

2 Plan: Choose a strategy and explain why it fits.

Dev	Strategy: _____ _____	Why it fits: _____ _____
Nia	Strategy: _____ _____	Why it fits: _____ _____

3 Check: If first strategy does not help, what could the character do?



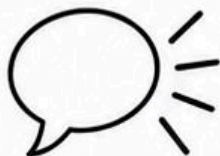
Challenge: Why might one strategy not suit everyone?

Name: **ANSWERS**

Manage safely.

C03 Dev (fictional)

Dev is excited and interrupts a speaker.



C04 Nia (fictional)

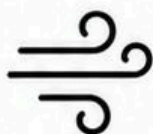
Nia is disappointed after a game and asks for quiet.



1 Choose: Which strategy could help?



Pause



Comfortable breaths



Safe break or rest



Trusted-adult support

2 Plan: Choose a strategy and explain why it fits.

Dev

Strategy:

Pause and wait for a turn.

Why it fits:

Helps Dev share an idea without interrupting.

Nia

Strategy:

An agreed quiet break.

Why it fits:

Nia asked for less activity after the game.

3 Check: If first strategy does not help, what could the character do?

Try another safe choice or ask a trusted adult for support.



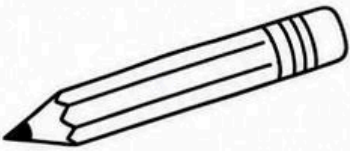
Challenge: Why might one strategy not suit everyone?

People have different needs and access choices.

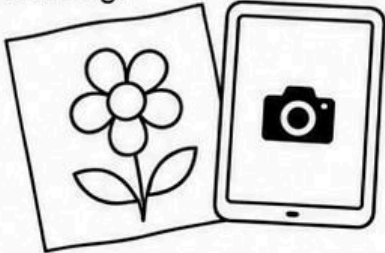
When permission is needed.

1 Notice: Read the three fictional situations.

C05: You want to borrow Kim's pencil.



C06: You want to take a pretend photo of Bo's drawing.



C06: You want to share that pretend photo in a mock group.



2 Who and what: Complete the table for each situation.

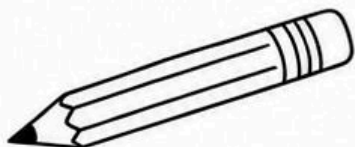
	Person to ask	Exact action	Next step
C05 Borrow Kim's pencil.			
C06 Take a pretend photo of Bo's drawing.			
C06 Share that pretend photo in a mock group.			

3 Explain: C05: Fin says Maybe to a game invitation.
What could Rae ask or do?

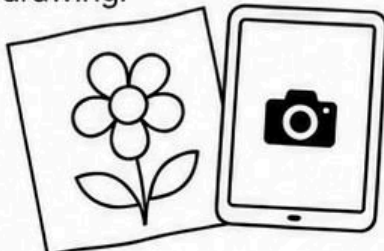
When permission is needed.

1 Notice: Read the three fictional situations.

C05: You want to borrow Kim's pencil.



C06: You want to take a pretend photo of Bo's drawing.



C06: You want to share that pretend photo in a mock group.



2 Who and what: Complete the table for each situation.

	Person to ask	Exact action	Next step
C05 Borrow Kim's pencil.	Kim	Borrow the pencil	Ask and wait.
C06 Take a pretend photo of Bo's drawing.	Bo	Take a pretend photo	Ask about taking.
C06 Share that pretend photo in a mock group.	Bo	Share the pretend photo	Ask separately about sharing.

3 Explain: C05: Fin says Maybe to a game invitation. What could Rae ask or do?

Pause and ask whether Fin needs time or can show a clear answer.

Taking and sharing are separate actions.

Use paper props only. No real photography or posting.

Name: _____

Communicate permission

① Request

Write one clear question about using the blue pen.



② Two answers

Give permission

Answer:

Requester's response:

Deny permission

Answer:

Requester's response:

③ Action

What action should match a respectful response?

Support phrase bank

May I...?

Yes, for...

No, thanks.

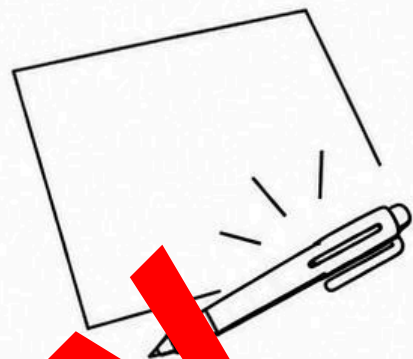
Okay, I will...

Communicate permission

① Request

Write one clear question about using the blue pen.

May I use the blue pen for this picture?



② Two answers

Give permission

Answer:

Yes, for this picture.

Requester's response:

Thanks. I will return it afterwards.

Deny permission

Answer:

No, I am using it.

Requester's response:

Okay. I will choose another colour.

③ Action

What action should match a respectful response?

Follow the agreed limit, or leave the pen and choose another.

Support phrase bank

May I...?

Yes, for...

No, thanks.

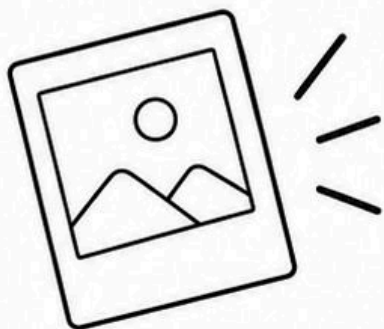
Okay, I will...

Name: _____

Refine a response.

Bo:

I have changed my mind.
Please do not share
the pretend photo.



Kai:

But you said yes
before!

1 Notice: What is the problem with Kai's response?

2 Repair:

Better words

Matching action

3 Manage: Kai feels disappointed. Which strategy could help, and why?

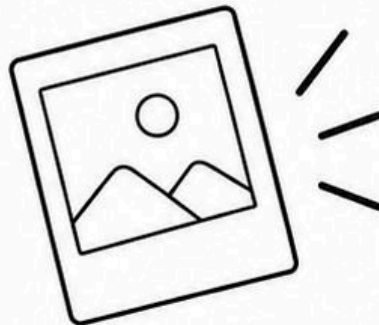


Challenge: Is a calm tone enough if Kai shares anyway?

Refine a response.

Bo:

I have changed my mind.
Please do not share
the pretend photo.



Kai:

But you said yes
before!

1 Notice: What is the problem with Kai's response?

Kai is not respecting Bo's changed mind. Kai is trying to share the photo even though Bo has asked not to.

2 Repair:

Better words

Okay. I will not share it.

Matching action

Put the paper photo card down
and leave it unshared.

3 Manage: Kai feels disappointed. Which strategy could help, and why?

Pause or choose another activity to manage disappointment safely.



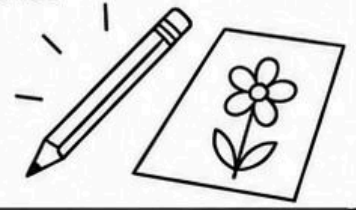
Challenge: Is a calm tone enough if Kai shares anyway?

No. The action must respect the boundary too.

Name: _____

Emotion-and-permission rehearsal.

Practice C05: Sol hoped to finish a drawing. Kim needs the pencil for unfinished work and says no.



1. Explain: Possible feelings and story reasons.

	Possible feeling	Story reason
Sol		
Kim		

2. Rehearse: Write Sol's respectful response and safe action.

3. Reflect:

What strategy fits Sol and why?

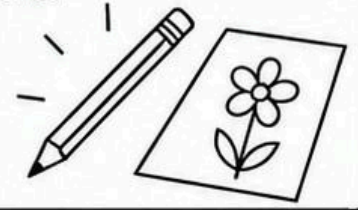
What did you improve in your rehearsal?

Use A1 for the new assessment case. This record supports practice.

Speak, draw, write or dictate.

Emotion-and-permission rehearsal.

Practice C05: Sol hoped to finish a drawing. Kim needs the pencil for unfinished work and says no.



1. Explain: Possible feelings and story reasons.

	Possible feeling	Story reason
Sol	<u>Disappointed</u>	<u>Hoped to finish the drawing.</u>
Kim	<u>Concerned</u>	<u>Needs the pencil to finish work.</u>

2. Rehearse: Write Sol's respectful response and safe action.

Okay. I will use another pencil. Sol returns Kim's pencil.

3. Reflect:

What strategy helps Sol and why?

A pause made Sol choose a safe
next action.

What did you improve in your rehearsal?

I made the action match the words.

Use A1 for the new assessment case. This record supports practice.

Speak, draw, write or dictate.

Reflect and transfer

1 Clarify

Fin smiles and says 'Maybe' to a game invitation.

What is still unclear?

Write a respectful checking question.



2 Safe help

A fictional worrying message appears on a device



- 1 Stop
- 2 Safe support
- 3 Tell
- 4 Another adult

3 Explain

Why does a happy or calm appearance not settle permission?

Reflect and transfer

1 Clarify

Fin smiles and says 'Maybe' to a game invitation.

What is still unclear?

Whether Fin wants to join this game.

Write a respectful checking question.

Would you like to join, or do you need more time?



2 Safe help

A fictional worrying message appears on a device.



1

Stop

Stop engaging.

2

Safe support

Move toward safe support if possible.

3

Tell

Tell a trusted adult what happened.

Another adult

Ask another appropriate adult if help is unavailable.

3 Explain

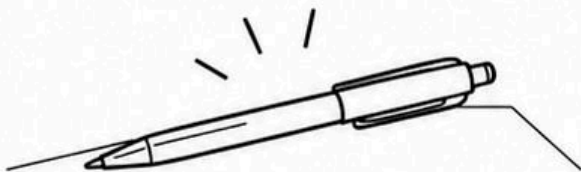
Why does a happy or calm appearance not settle permission?

Appearance does not communicate a clear choice. Check the person's intentional answer.

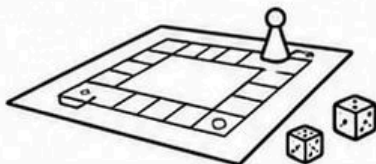
Name: _____

Different feelings, respectful actions.

C01 Lee waited for the blue pen.



C04 Nia lost a game and wants quiet.



QUIET
PLEASE

1 Compare: Complete the table for each case.

	Lee	Nia
Possible feeling and reason		
Safe action		
Useful strategy		

2 Explain: Why might strategies differ?

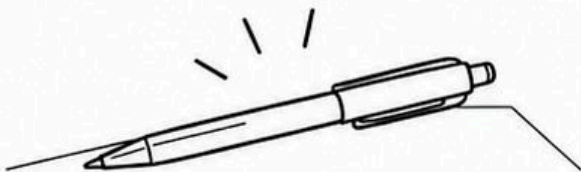
3 Limit: What might one strategy leave unsolved?

OPTIONAL reinforcement

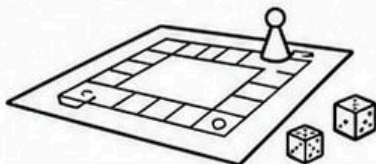
Name: ANSWERS

Different feelings, respectful actions.

C01 Lee waited for the blue pen.



C04 Nia lost a game and wants quiet.



QUIET
PLEASE

1 Compare: Complete the table for each case.

	Lee	Nia
Possible feeling and reason	Frustrated after waiting	Disappointed after the game
Safe action	Choose another pen	Get space
Useful strategy	Pause and seek help with turns	An agreed quiet break

2 Explain: Why might strategies differ?

Lee needs a fair turn system. Nia wants less activity.

3 Limit: What might one strategy leave unsolved?

A pause may not solve an unfair turn system.

OPTIONAL reinforcement

Name: _____

Date: _____

Clarifying permission phrases

OPTIONAL REINFORCEMENT

Use this page to practise.

1 Build a phrase guide

Write a useful phrase for each situation.



Ask one action

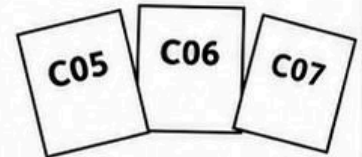
Give or deny

Clarify

Accept a changed answer

2 Test: Choose C05, C06 or C07.

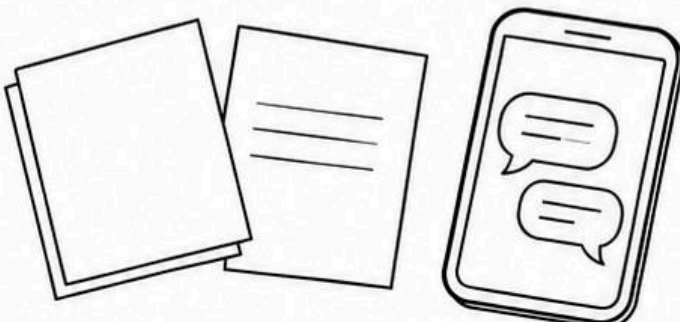
Which phrase fits, and what safe action follows?



1. _____
2. _____
3. _____
4. _____

3 Improve

Rewrite one unclear phrase from your guide to make it clearer.



Use fictional paper props only.

Required learning and assessment finish in lessons 1–8.

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au).

Clarifying permission phrases

OPTIONAL REINFORCEMENT

Use this page to practise.

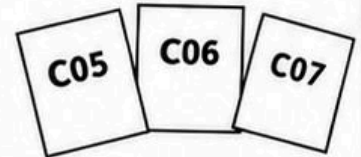
1 Build a phrase guide

Write a useful phrase for each situation.

**Ask one action****May I borrow your pencil for this drawing?****Give or deny****No, I need it now.****Clarify****Do you need more time to decide?****Accept a changed answer****Okay. I will stop.**

2 Test: Choose C05, C06 or C07.

Which phrase fits, and what safe action follows?

1. **C05: Ask clearly and wait before borrowing.**

2. _____

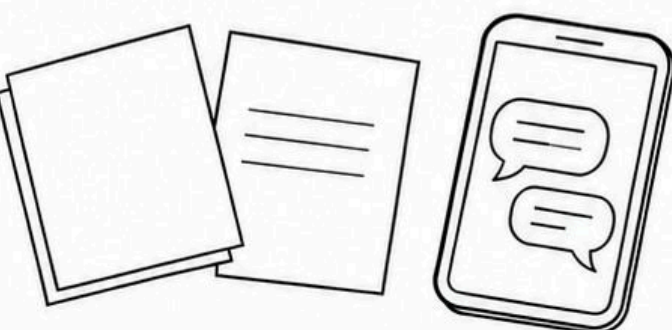
3. _____

4. _____

3 Improve

Rewrite one unclear phrase from your guide to make it clearer.

**Example revision: May I borrow your pencil for this drawing?**



Use fictional paper props only.

Required learning and assessment
finish in lessons 1–8.

Quiz reference and assessment guidance

Quiz • 10 questions in the separate 24-slide PowerPoint. Each question is followed by its explanation. Use oral, drawn, written or supported symbol responses. These checks support learning and do not replace A1.

1. No. A feeling or appearance is not a clear agreement. Ask about the specific action and wait for a clear answer. An intentional agreed symbol or device response can communicate that answer.
2. Accept the boundary. Pause, choose another safe activity or ask a trusted adult for support. The feeling may remain while the person still acts respectfully.
3. Ari hopes to finish a picture. Lee expected a turn after waiting. Different expectations and experiences can lead to different feelings. Another plausible feeling is acceptable when a story detail supports it.
4. Ask clearly about this game, give time and offer an accessible pause choice. Jo cannot infer Sam's wish from silence. Jo respects a clear no.
5. An agreed quiet break may fit because Nia needs less activity. An accessible rest or trusted-adult support may also fit. A reason must connect the strategy to the situation.
6. Kai needs separate clear permission for sharing. Taking and sharing are different actions. School privacy rules still apply. The lesson uses paper props only.
7. Sol stops and leaves the pencil with Kim. Sol accepts the changed answer and chooses another pencil or activity. An earlier yes does not cancel a later no.
8. Stop engaging. Move toward safe support if possible and tell a trusted adult what happened. Ask another appropriate adult if help is unavailable. Do not investigate, forward it or contact anyone else.
9. Max respects no and leaves the ruler with Ada. The intentional agreed no signal communicates Ada's choice. His smile does not change that answer.
10. Eli may feel disappointed because Eli expected a turn. Noor may feel relieved because Noor wants quiet. Other plausible feelings need reasons from the case. Eli can pause and Noor can request a safe break. Both respect the class routine and others' choices.

A1 teacher guidance • Ren may feel disappointed because a garden was planned in green or the pen ran out. Tari may feel concerned about finishing the picture. Accept other plausible feelings with different story details. Ren can pause and choose another colour; the reason should connect that strategy to the need.

Tari's later no changes the earlier answer. A sound exchange acknowledges this and leaves the paper pen card with Tari. A safe alternative or trusted-adult support is appropriate if a strategy fails. Record the reason, strategy, exchange and action on A1/R1; confidence and handwriting do not determine achievement.

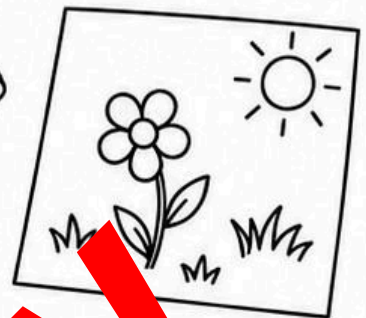
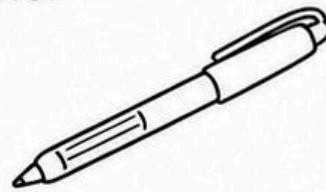
Name: _____

Date: _____

Assessment: Feelings and a Changed Answer

Tari agrees to lend a green pen to Ren.
Before Ren uses it, Tari says, "I need it for my unfinished picture. Please do not borrow it."

Ren hoped to draw a garden in green.
Ren's green pen ran out yesterday.



1 Explain two possible emotions using different story details.

Ren	Tari
Feeling: _____	Feeling: _____
_____	_____
Evidence: _____	Evidence: _____
_____	_____
_____	_____
_____	_____

2 Choose a safe strategy for Ren and explain why it fits.

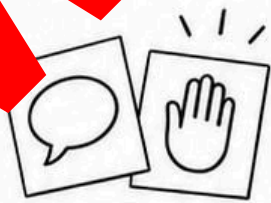
Continue with the demonstration on page 2.

You may speak, draw, write, dictate or use agreed communication supports.
Responses assess understanding, not handwriting.

Assessment: Respectful Exchange and Reflection

3. Rehearse Tari's changed answer and Ren's respectful response using paper cards or puppets.

Tari's words	Ren's words and action
_____	_____
_____	_____
_____	_____
_____	_____

4. Why does the earlier yes not settle the later choice?

5. If a first strategy does not help Ren, what safe next step could Ren take?

Teacher evidence:

- ☐ Story reason explained

☐ Strategy justified

☐ Changed answer respected

☐ Action matched words

Assessment Rubric

Name: _____

	Developing understanding	Sound understanding	Justified transfer
Understanding	Emotion or reason in idea has a gap.	Explains two feelings and a changed answer accurately.	Explains differing feelings and permission in a new case.
Evidence and strategy	Reason is missing or unrelated.	Uses story details and justifies a safe strategy.	Compares plausible reasons or explains a strategy's limit.
Communication and action	Exchange needs teaching to respect the answer.	Clear response and action response to a changed answer.	Refines a response and explains why the action fits.
Reflection and responsibility	Safe next step needs teaching.	Identifies a safe next step or adult support.	Justifies another safe option if the first strategy fails.

Communication supports do not lower achievement. Assess reasoning and respectful action, honesty, fairness, confidence or compliance.

Teacher comment:

PREVIEW

Lesson 1
Why responses vary



Our learning

We will compare possible feelings in one situation.

A strong explanation uses a detail about experience, expectations or context.

We discuss fictional characters. You may speak, draw or select a picture.

PREVIEW

The blue pen

C01: Ari and Lee both want the blue drawing pen.

Ari is eager to finish a picture of water.

Lee feels frustrated because Lee already wanted to draw.

What matters to each character?

PREVIEW

Emotions and context

An emotion is a feeling, such as excitement, worry or disappointment.

Context is what is happening around a person.

Past experiences and hopes can affect a response.

Two people can feel differently in the same event.

PREVIEW

A reasoned explanation

Ari may feel excited because the blue pen will help finish the water.

Lee may feel frustrated because Lee expected a turn after waiting.

The word because connects a possible feeling to evidence. Neither feeling excuses nor explains the person.

PREVIEW

The end of a game

C04: Nia loses a game and asks for space.

A friend feels disappointed because the friend hoped to play again.

Nia may need quiet after a frustrating loss.

The friend can respect the request while feeling disappointed.

PREVIEW

What we know

A character tells us what happened and what matters.

That detail helps explain a possible feeling.

A face or silence alone cannot tell us everything.

When it is safe, we can ask the character how they feel.

PREVIEW

Partner comparison

Use C01 or C04. One partner names a possible feeling.
The other asks, Which detail supports that idea?
Swap roles. Compare a second character.
Use fictional names. An adult can scribe your explanation.

PREVIEW

Learning record W01

Write or draw what Ari and Lee hoped would happen.
Give each character a possible feeling and a reason.
Explain how their expectations differ.
Challenge: What new detail could change your explanation?

PREVIEW

A useful check

Which explanation uses evidence?

A: Lee is bad because Lee is frustrated.

B: Lee may feel frustrated because Lee waited for a turn.

Explain your choice.

PREVIEW

Our check explained

B connects a possible emotion to the wait in the story.
A judges the person and gives no useful context or reason.
We can accept a feeling and still choose a safe action.
Exit: One event can lead to different feelings because...

PREVIEW

PREVIEW

Well done!
Our learning continues



PREVIEW

Lesson 2
Notice and name



Our learning

We will notice clues and choose ways to express a feeling.

A strong response names a possible emotion and checks for uncertainty.

You may use words, a gesture, a picture or a communication device.

PREVIEW

Quiet in a group

C02: Sam wants to join a drawing game.
Sam is quiet while finding the words to ask.
Jo thinks quiet means Sam wants to be alone.
What has Jo assumed?

PREVIEW

Clues and uncertainty

Someone may notice tight shoulders, quick thoughts or a smile.

People show emotions in different ways.

Clues help us notice. They do not prove a feeling or a choice.

The person can tell or show us in their own way.

PREVIEW

A respectful question

Jo can ask, Would you like to join, or would you like time to decide?

Jo waits and offers an agreed picture choice

Sam selects join. Jo checks, You would like to join this game?

Jo listens to Sam's clear answer

PREVIEW

Expression choices

A person can say, I feel worried about the noise.

They can point to a feeling picture or use a communication board.

They can show an agreed signal or ask an adult to help.

No one must explain a private experience to the class.

PREVIEW

An interrupted speaker

C03: Dev feels excited and talks over a speaker.

Dev can notice the urge to speak and pause.

Dev can say, I have an idea. I will wait for my turn.

Excitement is a feeling. Interrupting is an action we can change.

PREVIEW

A fictional feelings check

Choose Sam or Dev. Name one possible feeling.

Choose a way the character could express it clearly.

A partner checks, Is that what you mean?

Keep the discussion about the story.

PREVIEW

Learning record W02

Use the feeling-word bank to describe a possible emotion.
Circle or draw an expression option.
Write a respectful checking question.
Challenge: Explain why one clue could have more than one meaning.

PREVIEW

A useful check

Jo says, Sam looks calm, so Sam agrees to join.

Which part needs changing?

What could Jo ask or offer instead?

Explain how Sam can give a clear answer

PREVIEW

Our check explained

A calm appearance does not tell us whether Sam agrees.
Jo asks about this game and offers an accessible response choice.

Jo waits for a clear answer.

Exit: I can notice a clue and still hear what it means.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

PREVIEW

Well done!
Our learning continues



PREVIEW

Lesson 1 Manage Safely



Our learning

We will compare ways to manage a strong emotion.

A useful strategy helps a person choose a safe next action.

People can choose different strategies.

The aim is not to hide every feeling.

PREVIEW

After a game

C04: Nia is disappointed after losing a game.

Nia asks for a short quiet break.

A friend hoped to play again.

What safe actions could each character choose?

PREVIEW

Regulation

Regulation means managing an emotion so we can choose a safe action.

A feeling may stay for a while.

We can pause before acting.

We can ask for help when a feeling or situation is hard to manage.

PREVIEW

Strategy choices

Pause and notice what you need.

Try slow comfortable breaths if they help.

Take an agreed break, stretch or rest in a safe place.

Ask a trusted adult for support.

Use the option that fits your body and situation.

PREVIEW

Choosing for Nia

Nia asks for quiet after the game.

A short agreed break may help because Nia needs less activity.

The friend can pause and choose another activity.

The friend does not need to change Nia's answer to feel better.

PREVIEW

Checking a strategy

Is the action safe here?

Does it respect another person's boundary?

Can the character access this option?

If it does not help, what other support could the character use?

PREVIEW

Safe rehearsal

Choose a fictional character from C03 or C04.

Show a pause or select a strategy picture.

Explain why it fits the story.

You can demonstrate while seated or describe the action.

No forced breathing, touch or personal disclosure.

PREVIEW

Learning record W03

Choose a strategy for Dev and one for Nia.

Connect each choice to the character's need.

Add a safe next action if the first choice does not help.

Challenge: Explain why the same strategy may not suit everyone.

PREVIEW

A useful check

A friend says, You can only play when you stop feeling sad.
How could the friend make the response more respectful?
What could Nia choose?

PREVIEW

Our check explained

Nia can still feel sad and choose a safe action.

The friend can offer space or adult support without judging the feeling.

A strategy is useful when it helps the person and respects others.

Exit: My chosen strategy fits because

PREVIEW

PREVIEW

Well done!
Our learning continues



PREVIEW

Lesson 1
When permission is
needed



Our learning

We will recognise permission in everyday situations.

A clear request names one action.

We check before using someone's belonging, entering their space or using their image.

Our examples use drawings and imaginary devices.

PREVIEW

The borrowed pencil

C05: Sol wants to use Kim's pencil.

Sol asks, May I borrow your pencil for this drawing?

Kim has not answered yet.

What should Sol do while waiting?

PREVIEW

Permission and boundaries

Permission is clear, freely given agreement to a particular action.

A boundary is a limit a person communicates about what is okay for them.

A person can give or deny permission.

A person can change a previous answer.

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

A specific request

May I borrow this pencil for five minutes?

May I sit beside you at this table?

May I take a pretend photo of your drawing?

Each request names an action.

We wait for a clear answer before starting.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

Taking and sharing

C06: Bo agrees to a pretend photograph of a drawing.
Kai then wants to share it in a mock group.
Taking and sharing are different actions.
Kai needs a new clear answer about sharing.
Nothing is photographed or posted on the activity.

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

Unclear permission

C07: Rae invites Fin to a game. Fin says, Maybe.
Rae pauses and asks if Fin needs more time.
Rae does not start for Fin or keep pressing for yes.
Silence and an unclear answer do not give clear permission.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

Sorting situations

Use C05, C06 and C07.

For each case, identify the person whose choice matters.

Name the exact action being requested.

Decide whether the answer is clear.

Ask an adult about school rules for belongings or messages.

PREVIEW

Learning record W04

Complete the who and what table.

Keep taking a pretend photo separate from sharing it.

For an unclear answer, write a respectful next step.

Use a picture choice or dictate to an adult.

PREVIEW

A useful check

Bo says yes to taking a pretend photo.

Does that also allow Kai to share it in the mock group?

Explain what Kai must check.

PREVIEW

Our check explained

Kai needs separate clear permission for sharing.
An earlier yes applies to the action agreed at that time.
School privacy rules still apply.
Exit: My clear request names...

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

PREVIEW

Well done!
Our learning continues



PREVIEW

Lesson 3 Communicate with permission



Our learning

We will build a respectful permission exchange.
A request is clear. An answer is a free choice.
The response respects that choice.
Use fictional objects, cards or puppets.

PREVIEW

Yesterday's idea

Sol wants Kim's pencil.

What exact action should Sol ask about?

What should Sol do if Kim has not answered?

Which communication choices could help?

PREVIEW

The request

Sol: May I borrow your pencil for this drawing?

Sol asks once and gives Kim time.

Sol does not grab the pencil while waiting.

Kim may say yes, no or ask for time.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent ([esafety.gov.au](https://www.esafety.gov.au))

Giving permission

Kim: Yes, for this drawing. Please return it afterwards

Sol: Thanks. I will return it after the drawing.

Sol follows the agreed limit.

A clear answer can use an agreed symbol or communication device.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

Denying permission

Kim: No, I need it now.

Sol: Okay. I will use another pencil.

Kim can say no without giving a reason.

Sol respects the answer and does not keep bothering.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

Waiting or clarifying

Kim: I need time to decide.

Sol: Okay. I will wait or choose another pencil.

If the answer is unclear, Sol checks what Kim means.

Sol pauses until the answer is clear.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

Rehearsal choices

Use paper object cards or puppets.

Choose who asks and who answers.

Practise a yes exchange and a no exchange.

An adult may read a role or scribe.

No touching, actual borrowing or pressure to say yes.

PREVIEW

Learning record W05

Write a clear request for the blue pen case.
Add one giving and one denying response.
Show how the requester accepts each answer.
Point to phrase choices or record the exchange with an adult.

PREVIEW

Partner feedback

Did the request name one action?

Did the person have a real choice?

Did the requester accept the answer?

Suggest one precise improvement to the word or action

PREVIEW

Our check explained

A respectful exchange could be:

May I use the blue pen for this picture?

No, I am using it.

Okay. I will choose another colour.

Exit: Accepting an answer looks like.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent ([esafety.gov.au](https://www.esafety.gov.au))

PREVIEW

**Well done!
Our learning continues**



PREVIEW

Lesson 6
Refine a response



Our learning

We will improve a response to changed permission.

We stop the action first.

We can feel disappointed and still respect our boundaries.

We explain why the new words are useful.

PREVIEW

An answer changes

C06: Bo first agrees to share the pretend photo.
Before sharing, Bo changes the answer to no.
Kai had hoped to show the group.
What should Kai do now?

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

Changed permission

Permission can change.

An earlier yes does not cancel a later no.

Kai stops and leaves the pretend photo unstored.

If something has already happened, Kai asks a trusted adult for help.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

The first response

Kai says, But you said yes before!

Kai is disappointed.

Those words challenge Bo's right to change the answer.

The next action needs to respect Bo's boundary.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent ([esafety.gov.au](https://www.esafety.gov.au))

A refined response

Kai says, Okay. I will not share it.

Kai puts the paper photo card down.

Kai chooses a short pause or another activity.

Kai can ask an adult for support if needed.

The action now matches the words.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

Feelings and actions

The feeling: Kai is disappointed about the changed plan.

The safe action: Kai stops sharing.

The strategy: Kai pauses and chooses another activity.

We do not need to pretend the disappointment has gone.

PREVIEW

Dialogue repair

Use a fictional pen or photo card.

Choose a weak response to change.

Rewrite the words and show the matching safe action.

Explain the difference.

Use puppets or an adult-supervised response.

PREVIEW

Learning record W06

Find the problem in the first dialogue.

Rewrite the response to the changed answer.

Add a strategy for disappointment.

Challenge: Explain why a polite tone alone is not enough.

PREVIEW

A useful check

Kai speaks calmly but shares the pretend photo anyway.
Does a calm tone make that action respectful?
Which action needs changing?

PREVIEW

Our check explained

Kai needs to stop sharing and respect Bo's no.
Tone can help communication, but the action must respect the boundary.

Kai can manage disappointment separately.

Exit: My repair changes the action.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

PREVIEW

**Well done!
Our learning continues**



PREVIEW

Lesson 1 Emotion and Permission Assessment



Our learning

We will use what we have learned in a new fictional case.
Explain possible emotions using story details.
Choose and justify a safe strategy.
Demonstrate an exchange that respects individual permission.

PREVIEW

Practice before assessment

C05 practice: Sol asks for Kim's pencil. Kim needs it now.

Sol may feel disappointed because Sol hoped to finish a drawing.

Kim may feel concerned about finishing Kim's work.

Explain both feelings using those details.

PREVIEW

An explanation and action

Sol can pause, accept Kim's no and use another pencil.

Sol says, Okay. I will choose another pencil.

The strategy helps Sol make a safe choice.

The words and action respect Kim's boundary.

PREVIEW

Assessment case

Tari agrees to lend a green pen to Ren.

Before Ren uses it, Tari says, I need it for my unfinished picture.

Please do not borrow it.

Ren hoped to draw a garden in green.

Ren's green pen ran out yesterday.

This is a fictional story.

PREVIEW

Two possible emotions

Use A1 page 1.

Explain one possible emotion for Ren and one for Earl.

Use different details from the story.

Then choose a safe strategy for Ren and explain why it fits.

You may draw, speak, write or select supported choices.

PREVIEW

The permission exchange

Use A1 page 2.

Rehearse Tari's changed answer and Ren's respectful response.

State and show what Ren does with the paper plane card.

Explain why the first yes does not settle the later choice.

Use puppets or adult-supported roles.

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

A fair assessment

We assess the explanation and safe response.
Confidence, handwriting and a preferred speaking style do not
decide achievement.

Your usual communication support remains available.

A teacher can ask a short clarification question.

PREVIEW

Evidence conference

What story detail supports each feeling?

Why does the strategy fit Ren's need?

How does Ren respect the changed answer?

What could Ren do if the strategy does not help?

PREVIEW

Learning record W07

Record the strategy and one sentence from your rehearsal.

Check that the action matches the respectful words.

Describe one improvement you made.

Assessment evidence comes from A1 and the demonstration.

PREVIEW

Reflection

Which story detail helped you explain a feeling?

Which action showed respect for the changed answer?

Which strategy could support a safe next step?

Your teacher gives feedback using the rubric

PREVIEW

PREVIEW

**Well done!
Our learning continues**



PREVIEW

Lesson 1 Reflect and transfer



Our learning

We will transfer permission strategies to an unclear answer.
A strong response pauses and checks understanding.
We will also practise asking a trusted adult for help.
Our message example stays on paper.

PREVIEW

A confusing answer

C07: Rae invites Fin to a game. Fin smiles and says, Maybe.
Rae thinks, Fin seems happy, so that means yes.
Which evidence is missing?
What should Rae do before starting for Fin?

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

A calm appearance

Looking calm, smiling or staying quiet does not prove clear agreement.

A person may need time or a different way to answer.
Pause and ask what they mean.

An intentional agreed communication signal can give a clear answer.

Based on: eSafety Commissioner, Online boundaries and consent ([esafety.gov.au](https://www.esafety.gov.au))

A clearer exchange

Rae: Would you like to join this game, or do you need more time?

Fin: More time.

Rae: Okay. I will leave you time.

Rae starts a different activity and does not keep asking

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

A worrying message

C08: A fictional worrying message appears on a paper device

The character stops engaging with it.

The character goes to a trusted adult and explains what happened.

No one investigates, forwards it or contacts a stranger.

PREVIEW

Getting help

Move toward safe support if possible.
Tell a trusted adult clearly what happened.
If that adult cannot help, ask another appropriate adult.
Adults follow the school's safety procedures.
We can ask for help more than once.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent ([esafety.gov.au](https://www.esafety.gov.au))

Safe transfer rehearsal

Use C07 or C08 with an adult-supported role.
Show the pause, clarification or help request.
Keep every message and character fictional.
You may choose a picture, gesture or communication board.
Do not act out a harmful message.

PREVIEW

Learning record W08

For C07, write what Rae still needs to know.

Choose a respectful clarifying question.

For C08, describe the safe help pathway.

Challenge: Explain why seeming happy does not settle permission.

PREVIEW

A useful check

Fin selects an agreed no symbol while smiling.
What answer has Fin communicated?
What should Rae do?
Which evidence matters more than the smile.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

Our check explained

The intentional agreed no symbol communicates no.

Rae respects that answer.

The smile does not change the boundary.

Exit: When I do not understand an answer I can...

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

PREVIEW

Well done!
Our learning continues



PREVIEW

Lesson 1
Different feelings, respectful
actions
Optional



Optional reinforcement

The essential learning and assessment finish in lessons 7-8.
Today we compare familiar fictional situations.
We will explain how different feelings can still lead to respect
actions.

PREVIEW

Two familiar cases

C01: Lee is frustrated after waiting for the blue pen.

C04: Nia is disappointed after losing a game.

Which detail helps explain each feeling?

Which boundary needs respect in each case?

PREVIEW

Different choices

Lee may choose another colour and ask an adult about their turns.

Nia may choose a short quiet break.

Both can use a safe pause.

A useful strategy fits the person and situation.

PREVIEW

One strategy has a limit

A quiet break may help Nia after a game.

Lee may need help with the turn system as well as a pause.

A strategy does not always solve the whole situation.

Support can address a practical problem.

PREVIEW

A model comparison

Both characters feel disappointed about a plan.

Lee needs a fair way to use an object.

Nia needs space after a loss.

Different needs make different safe choices sensible.

PREVIEW

Cooperative game

Use the Choose, Explain and Check rules and mat.

Select a challenge card. Give a reasoned response.

A partner asks one respectful question.

Check the teacher criteria. There is no race or public feelings ranking.

PREVIEW

Supported participation

Point to a case or strategy card.

A partner can read the card without choosing up an answer.

Speak, draw, select a symbol or dictate your reason.

An adult can help check the meaning.

PREVIEW

Learning record W09

Compare two familiar cases.

Name a possible feeling with a reason for each.

Choose a safe action and strategy.

Explain one limit of a strategy.

This optional record adds no required assessment.

PREVIEW

A useful check

Lee chooses a pause but still takes the pen without permission.

Which part of the plan needs changing?

Explain the boundary and a safe alternative

PREVIEW

Our check explained

Lee still needs a clear answer before borrowing.

Lee can use another pen or ask an adult about a fair turn.

Managing a feeling supports safe action. It does not replace permission.

Exit: One strategy has a limit when...

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

PREVIEW

**Well done!
Optional practice
complete**



PREVIEW

Lesson 10
Clarifying permission phrases
Optional



Optional reinforcement

The essential learning and assessment finish in lessons 7-8.
Today we create a phrase guide using familiar object scenarios.
The guide supports clear requests and respectful responses.

PREVIEW

Familiar language

What words name one action clearly?
What words give or deny permission?
What words accept a changed answer?
What words allow time to decide?

PREVIEW

A clear request

May I borrow your pencil for this drawing?

The request names the object and action.

The person has time and a choice.

A picture or communication device can carry the same meaning.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

Useful answers

Yes, for this drawing.

No, I need it now.

I need more time to decide.

I have changed my mind. Please stop.

Each answer can have an agreed accessible form.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent ([esafety.gov.au](https://www.esafety.gov.au))

Respectful next words

Okay. I will use another pencil.

Thanks. I will follow that limit.

I will wait or choose another activity.

Okay. I will stop.

The action needs to match the word.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent ([esafety.gov.au](https://www.esafety.gov.au))

A model phrase guide

For borrowing: May I borrow this pencil for my drawing?

For an unclear answer: Do you need more time, or can you show me your answer?

For a changed answer: Okay. I will stop.

Use only the phrase that fits the situation.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

Guide-making choices

Use W10 and the familiar case cards.
Select, write or draw useful phrases.
Pair a phrase with a matching safe action.
An adult can scribe.
Keep every example fictional.

PREVIEW

Testing a guide

Choose C05, C06 or C07.

Read a guide phrase or select its symbol.

A partner checks whether the phrase fits.

Improve one confusing phrase.

No actual borrowing, photoarchive, hy or pointing

PREVIEW

A useful check

A guide says, You look happy, so I can borrow it.
Replace that line with a clear request.
Add what the requester does while waiting.

PREVIEW

Our check explained

May I borrow your pencil for this drawing?

I will wait for your clear answer before using it.

The new phrase asks about an action instead of guessing from an emotion.

Exit: My guide helps someone by...

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent ([esafety.gov.au](https://www.esafety.gov.au))

PREVIEW

**Well done!
Optional practice
complete**



Emotions, Permission and Boundaries Year 3 Quiz

PREVIEW



How to respond

Answer by speaking, drawing, selecting a symbol or writing a.
Explain your reason. Discuss fictional characters only. The q
supports learning and does not replace the practical assessment.

PREVIEW

Question 1

Does appearing calm prove consent?

PREVIEW

Answer I explained

No. A feeling or appearance is not a clear agreement. Ask about the specific action and wait for a clear answer. An intentional agreed symbol or device response can communicate that answer.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

Question 2

What can someone do if a refusal makes them disappointed?

PREVIEW

Answer 2 explained

Accept the boundary. Pause, choose another safe activity or is a trusted adult for support. The feeling may remain while the person still acts respectfully.

PREVIEW

Question 3

Ari is eager to use the blue pen. Lee is frustrated after waiting.
Why might their responses differ?

PREVIEW

Answer 3 explained

Ari hopes to finish a picture. Lee expected a turn after writing. Different expectations and experiences can lead to different feelings. Another plausible feeling is acceptance. The story detail supports it.

PREVIEW

Question 4

Sam is quiet while finding words to join a drawing game. What could Jo do?

PREVIEW

Answer 4 explained

Ask clearly about this game, give time and offer an accessible response choice. Jo cannot infer Sam's wish from silence. Sam respects a clear no.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

Question 5

Nia wants quiet after losing a game. Which strategy could fit and why?

PREVIEW

Answer 5 explained

An agreed quiet break may fit because Nia needs less activity. An accessible rest or trusted-adult support may also fit. A response must connect the strategy to the situation.

PREVIEW

Question 6

Bo agrees to taking a pretend photo. May Kai also share it in a mock group?

PREVIEW

Answer 6 explained

Kai needs separate clear permission for sharing. Taking and sharing are different actions. School privacy rules still apply. The lesson uses paper props only.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

Question 7

Kim changes an earlier yes to no before Sol borrows the pencil.
What should Sol do?

PREVIEW

Answer 7 explained

Sol stops and leaves the pencil with Kim. Sol accepts the challenge, gives an answer and chooses another pencil or activity. An earlier yes does not cancel a later no.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

Question 8

A fictional worrying message appears on a paper device. What is a safe next step?

PREVIEW

Answer 8 explained

Stop engaging. Move toward safe support if possible and tell a trusted adult what happened. Ask another appropriate adult if help is unavailable. Do not investigate, forward or contact stranger.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent ([esafety.gov.au](https://www.esafety.gov.au))

Question 9

New case: Ada smiles and selects an agreed no symbol when asked to lend a ruler. What does Max do, and why?

PREVIEW

Answer 9 explained

Max respects no and leaves the ruler with Ada. The intention of the agreed no signal communicates Ada's choice. The smile does not change that answer.

PREVIEW

Based on: eSafety Commissioner, Online boundaries and consent (esafety.gov.au)

Question 10

New case: Eli and Noor hear that the class game will finish early. Eli hoped for another turn. Noor wants a quiet break. Explain two possible feelings and a respectful next action.

PREVIEW

Answer 10 explained

Eli may feel disappointed because Eli expected a turn. Noor may feel relieved because Noor wants quiet. Other plausible feelings need reasons from the case. Eli can pause and Noor can request a safe break. Both respect the class routine and others' choices.

PREVIEW

Reflection

Choose one answer you improved. Explain the story detail or permission rule that helped you.

PREVIEW

PREVIEW

Well done!
Thoughtful choices

