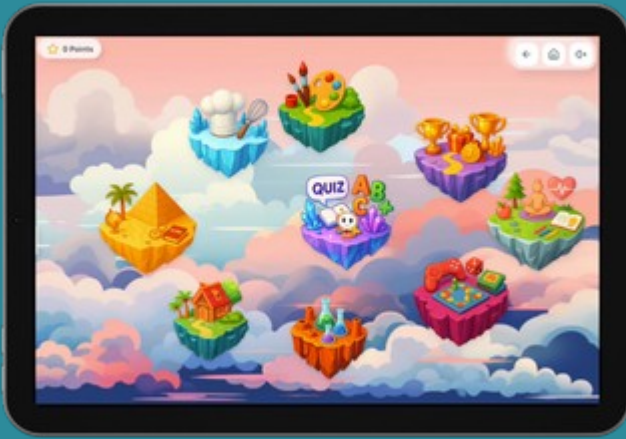


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Identity, Roles and Transitions - Year 6

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Teacher overview

Identity, Roles and Transitions - Year 6

Essential question: How can we shape a positive identity while navigating change and social expectations?

Eight core lessons of 50 minutes teach interacting identity influences, accurate nonsexual puberty facts, evaluation of relevant accessible supports, gender role critique and adaptable transition strategies. Lessons 9–10 are useful optional reinforcement. Teachers may omit either optional lesson without missing essential content or assessment.

Materials: the two displays, eight case/source cards, cooperative discussion game, learning records, pencils or drawing tools, and relevant picture/symbol choices or communication boards/devices. Print selected student pages as needed. Keep sample answers for teacher modelling and feedback.

Before teaching: follow school communication and safeguarding arrangements for puberty education. Preview factual source summaries. Verify the school's actual staff contacts, facilities, current timetable and peripatetic arrangements. Every school guide and character in this pack is fictional. The source cards model evaluation without student accounts or contact with strangers.

Privacy: use fictional cases, accurate respectful words and optional private questions. Students may pass on public discussion or respond privately to the teacher. Never collect personal development, family or body-comparison information. Do not promise confidentiality. If student disclosure causes a concern, listen calmly and follow the school's safeguarding and reporting process.

Access: explain vocabulary in context, read or chunk case texts, offer picture/symbol selection, gestures, picture-supported choices, drawing with explanation, dictation or a communication board/device. Preserve the reasoning demand. Extend through evidence comparison, uncertainty and a limitation, rather than longer writing alone.

Assessment: use ongoing explanations, safe support-request rehearsal and the fictional transition portfolio in Lesson 7. Review and complete any remaining core evidence in Lesson 8. The quiz checks understanding and supports feedback; it does not replace the portfolio and practical rehearsal.

Lesson files 1-5

Each file has a complete independent teaching sequence.

Lesson 1: Identity across settings (Core)

File: Identity, Roles and Transitions - Year 6 - Lesson 01 - Presentation.pptx

Lesson 2: Positive identity under pressure (Core)

File: Identity, Roles and Transitions - Year 6 - Lesson 02 - Presentation.pptx

Lesson 3: Changing bodies and responsibilities (Core)

File: Identity, Roles and Transitions - Year 6 - Lesson 03 - Presentation.pptx

Lesson 4: Evaluate transition resources (Core)

File: Identity, Roles and Transitions - Year 6 - Lesson 04 - Presentation.pptx

Lesson 5: Gender roles in messages (Core)

File: Identity, Roles and Transitions - Year 6 - Lesson 05 - Presentation.pptx

Core route: teach Lessons 1–8 in order. The portfolio is completed in Lesson 7 and reviewed/adapted in Lesson 8. Lessons 9–10 practise already-taught reasoning and supply no uniquely required assessment evidence.

Use the displays and case cards across the sequence. Select the linked learning record, or collect an equivalent oral, drawn, supported or demonstrated explanation. Teacher guidance and response and links follow.

Lesson files 6-10

Each file has a complete independent teaching sequence.

Lesson 6: Build a supported plan (Core)

File: Identity, Roles and Transitions - Year 6 - Lesson 06 - Presentation.pptx

Lesson 7: Transition portfolio assessment (Core)

File: Identity, Roles and Transitions - Year 6 - Lesson 07 - Presentation.pptx

Lesson 8: Review and adapt (Core)

File: Identity, Roles and Transitions - Year 6 - Lesson 08 - Presentation.pptx

Lesson 9: When a support plan needs adapting (Optional)

File: Identity, Roles and Transitions - Year 6 - Lesson 09 - Presentation.pptx

Lesson 10: Critique a fictional role portrayal (Optional)

File: Identity, Roles and Transitions - Year 6 - Lesson 10 - Presentation.pptx

Core route: teach Lessons 1–8 in order. The portfolio completed in Lesson 7 and reviewed/adapted in Lesson 8. Lessons 9–10 practise already-taught reasoning and supply no uniquely required assessment evidence.

Use the displays and case cards across the sequence. Select the linked learning record, or collect an equivalent oral, drawn, supported or demonstrated explanation. Teacher guidance and response and tasks follow.

Lesson 1: Identity across settings

50 minutes. Core lesson.

Explain how several influences can interact. Success: use two details from River's fictional case and explain how they connect.

Materials: D1/D2, relevant C1 cards, W01, pencils/drawing tools or a communication board/device. Lesson 7 also uses A1 and R1.

5 min • Retrieval: River helps cook at home and designs models at school. Does one interest describe everything about River? Explain before we compare ideas.

10 min • Explicit teaching: River helps with family cooking, visits a community repair group and designs models at school. Practising with others can strengthen River's problem-solving. River can also choose a new interest. An influence can shape an idea or action. Agency means having choices and a voice. River might learn repair skills from adults and still choose to join drama. People can share an interest without having the same identity.

15 min • Safe rehearsal: Read C1-1. With a partner, connect two influences to one possible choice. Take turns explaining or selecting picture/symbol choices. Ask: "Which case detail supports your idea?"

10 min • Application: Use W01 to connect home, community and school influences. Explain one interaction and the choice River could make. Write, draw and explain, dictate or use a communication board/device.

5 min • Feedback: Sample. Family cooking and the repair group both involve following steps and solving problems. These may support design work. River can try drama too. Accept other plausible choices grounded in the case.

5 min • Reflection: Which two details support your explanation? How could a new setting add an influence without removing River's existing interests? We can describe the case without sharing personal information.

Support: read short case aloud, chunk the source and offer picture/symbol choices, drawing with explanation, dictation or a communication board/device. Judge the reasoning, not the response format.

Challenge: Explain why two people in the same club may still make different choices.

Privacy: use fictional cases only. Offer a private teacher response. Follow school safeguarding arrangements.

Presentation: Identity, Roles and Transitions - Year 6 - Lesson 01 - Presentation.pptx

Lesson 2: Positive identity under pressure

50 minutes. Core lesson.

Evaluate a limiting message and propose a supported response. Success: explain a possible effect, a practical choice and adult or group support.

Materials: D1/D2, relevant C1 cards, W02, pencils/drawing tools or a communication board/device. Lesson 7 also uses A1 and R1.

5 min • Retrieval: Recall River's design interest. A club poster says: "Only boys can lead the building group." What assumption does this message make?

10 min • Explicit teaching: The poster links leadership to gender rather than skill or interest. It may discourage someone from joining or trying leadership. River could ask the teacher to offer leadership to anyone who wants to learn. A supportive message: "Anyone can learn to design and lead. Different roles and response options are available." River can choose a role, practise with support and review how the group shares opportunities.

15 min • Safe rehearsal: Use C1-2. Compare the limiting and supportive messages. Explain how each could affect belonging. Rehearse a calm question to a teacher about fair access, using only the fictional case.

10 min • Application: Use W02. Suggest one action River can choose and one support the teacher can provide. Explain why both matter. You may explain orally while an adult records your reasoning.

5 min • Feedback: Accept asking a teacher for open leadership roles, accessible ways to contribute and a review of participation. A generic "be confident" statement without a support/action explanation is incomplete.

5 min • Reflection: Does your strategy leave River a choice? Does it change the limiting condition as well as offer encouragement? A student should not have to fix an unfair system alone.

Support: read short case aloud, chunk the source and offer picture/symbol choices, drawing with explanation, dictation or a communication board/device. Judge the reasoning, not the response format.

Challenge: Explain why changing a poster alone may not change how the group allocates roles.

Privacy: use fictional cases only. Offer a private teacher response. Follow school safeguarding arrangements.

Presentation: Identity, Roles and Transitions - Year 6 - Lesson 02 - Presentation.pptx

Lesson 3: Changing bodies and responsibilities

50 minutes. Core lesson.

Use factual puberty information to choose practical support. Success: recognise varied timing, explain a safe support choice and protect privacy.

Materials: D1/D2, relevant C1 cards, W03, pencils/drawing tools or a communication board/device. Lesson 7 also uses A1 and R1.

5 min • Retrieval: Puberty can include body changes and emotional changes. Must everyone experience the same changes at the same time? Discuss the general fact without comparing anyone's body.

10 min • Explicit teaching: use Teacher factual core: puberty (page 15) and the five factual teaching slides. Teach normal variation, menstruation, involuntary changes, hygiene and trusted support with accurate words. No body comparison or personal questioning.

15 min • Safe rehearsal: Use C1-4, C1-5 and C1-6. Match facts to practical support. Discuss fictional cases only. No body comparisons, personal timelines or private-development questions.

10 min • Application: Use W03 to evaluate two cases and plan support for Casey. A student may pass on public discussion, respond to the fictional case privately or use supported choices.

5 min • Feedback: Claim everyone's changes at the same time is false; a fictional case can show understanding issue. Safe support includes staff help, appropriate supplies and private facilities. No diagnosis or private disclosure is needed.

5 min • Reflection: Explain why a friend's experience cannot predict another person's timing. Name a trusted support route for a worry. Health professionals can help with ongoing concern.

Support: read a short case aloud, chunk the source and offer picture/symbol choices, drawing with explanation, dictation or a communication board/device. Judge the reasoning, not the response format.

Challenge: Explain why a general information page cannot answer every individual health concern.

Privacy: use fictional cases only. Offer a private teacher response. Follow school safeguarding arrangements.

Presentation: Identity, Roles and Transitions - Year 6 - Lesson 03 - Presentation.pptx

Lesson 4: Evaluate transition resources

50 minutes. Core lesson.

Evaluate a resource for a specific fictional need. Success: consider authorship, evidence, date, relevance and access before choosing.

Materials: D1/D2, relevant C1 cards, W04, pencils/drawing tools or a communication board/device. Lesson 7 also uses A1 and R1.

5 min • Retrieval: Jordan needs help finding classrooms on a new timetable. Could a reliable puberty fact sheet answer that exact need? Explain.

10 min • Explicit teaching: Fictional Source A: a school guide from the transition coordinator, checked for the new term, with a map and staff contact. Fictional Source B: an anonymous post saying everyone should memorise rooms alone. Healthdirect provides general puberty information. A current local school guide provides local room information. A source can be reliable and still answer a different question. Check whether Jordan can read or access the selected guide.

15 min • Safe rehearsal: Read C1-3 and C1-7. Compare the two fictional school sources and the named health source. Explain which source suits which need. Do not browse student accounts or contact strangers.

10 min • Application: Use W04 to evaluate authorship, evidence/date, relevance and access. Choose a resource and identify one detail an adult still needs to verify.

5 min • Feedback: Choose the school guide for room/timetable needs, with verification that the map is current and accessible. Healthdirect can inform general puberty understanding. Reject the anonymous universal promise as unsupported.

5 min • Reflection: What makes your source suitable for this need? What cannot be concluded from its title alone? A health worry may need adult-supported professional advice.

Support: read a short case aloud, chunk the source and offer picture/symbol choices, drawing with explanation, dictation or a communication board/device. Judge the reasoning, not the response format.

Challenge: Explain how an accurate old guide could still give unsuitable local directions.

Privacy: use fictional cases only. Offer a private teacher response. Follow school safeguarding arrangements.

Presentation: Identity, Roles and Transitions - Year 6 - Lesson 04 - Presentation.pptx

Lesson 5: Gender roles in messages

50 minutes. Core lesson.

Analyse a gender-role portrayal and its possible effects. Success: identify the assumption, explain who it may limit and propose an inclusive alternative.

Materials: D1/D2, relevant C1 cards, W05, pencils/drawing tools or a communication board/device. Lesson 7 also uses A1 and R1.

5 min • Retrieval: A fictional poster shows boys building and girls or cleaning. Does this tell us what any individual can do? Explain your reasoning.

10 min • Explicit teaching: The poster assigns responsibilities by gender. Repeated messages can shape expectations about who should lead, care, build or clean. Roles can instead reflect interest, learning goals, skills and for sharing. An inclusive version offers design, building and cleanup roles to everyone with accessible ways to take part. It lets students learn new roles instead of requiring everyone to choose the same role.

15 min • Safe rehearsal: Use C1-2 and C1-7. Identify the assumption in each message. Discuss possible effects using fictional characters. No student represents an entire gender, culture or disability group.

10 min • Application: Use W05. Explain the message and its possible effect on opportunity, and a rewrite that widens choices. Draw and explain or record a short reasoned response.

5 min • Feedback: Gender does not determine leadership, building or care ability. Accept a reasoned explanation of a division plus fair access to learning and roles. Never grade students' identities or personal preferences.

5 min • Reflection: Does the revised message change actual access to responsibility? Can students choose or practise unfamiliar roles? Explain one practical change beyond the words on the poster.

Support: read a short case aloud, chunk the source and offer picture/symbol choices, drawing with explanation, dictation or a communication board/device. Judge the reasoning, not the response format.

Challenge: Explain how a visually diverse poster might still keep a limiting division of responsibilities.

Privacy: use fictional cases only. Offer a private teacher response. Follow school safeguarding arrangements.

Presentation: Identity, Roles and Transitions - Year 6 - Lesson 05 - Presentation.pptx

Lesson 6: Build a supported plan

50 minutes. Core lesson.

Combine an achievable transition plan with an inclusive role choice. Success: connect a challenge, strengths, two actions, a checked resource and backup support.

Materials: D1/D2, relevant C1 cards, W06, pencils/drawing tools or a communication board/device. Lesson 7 also uses A1 and R1.

5 min • Retrieval: Jordan can organise materials but is unfamiliar with changing timetable. How can that strength help with this new challenge?

10 min • Explicit teaching: Jordan's plan: check a current school map with a teacher, rehearse one route and pack needed materials. Ask the transition coordinator about unclear rooms. Review whether the steps work after rehearsal if the coordinator is away, ask the year-level office or another trusted staff member. At the building club, offer leadership by interest and supported practice. A written plan addresses both practical needs and limiting messages.

15 min • Safe rehearsal: Use W06 and C1-3/C1-6. Partner explain a plan, ask one respectful question and suggest an improvement. Practice asking for directions using a fictional map or spoken route.

10 min • Application: Revise the plan independently. Explain why the selected resource fits and what the backup action can do. Add an inclusive alternative to a gender-based club rule.

5 min • Feedback: Two rehearsal actions and a relevant verified resource/adult and a backup are required. Access equivalent accessible rehearsal and a concrete change to role allocation. Resilience includes support and adjustment.

5 min • Reflection: Can the character actually access each action and resource? What evidence will show whether the plan helps? Name one change that would require a revision.

Support: read short case aloud, chunk the source and offer picture/symbol choices, drawing with explanation, dictation or a communication board/device. Judge the reasoning, not the response format.

Challenge: Evaluate a tradeoff between a detailed written guide and an accessible shorter supported guide.

Privacy: use fictional cases only. Offer a private teacher response. Follow school safeguarding arrangements.

Presentation: Identity, Roles and Transitions - Year 6 - Lesson 06 - Presentation.pptx

Lesson 7: Transition portfolio assessment

50 minutes. Core lesson.

Explain a fictional transition plan with evidence. Success: connect identity influences, evaluated support and a critique of a gender-role expectation.

Materials: D1/D2, relevant C1 cards, W07, pencils/drawing tools or a communication board/device. Lesson 7 also uses A1 and R1.

5 min • Retrieval: Recall the resource checks and the supported-plan steps. Which case details would help you explain a choice, rather than simply list it?

10 min • Explicit teaching: A model claim: River can use design experience to try a leadership role. Evidence: River already designs models and practises problem-solving. Support: open roles and teacher-guided practice. Limit the plan needs review after the first meeting. For the assessment, use fictional Morgan: starts a new learning group, likes planning projects and sees a poster saying only boys lead building. Morgan needs a current accessible timetable guide and a trusted adult to take notes.

15 min • Safe rehearsal: Prepare A1 page 1. Identify interacting influences and a specific transition need. Evaluate a source. Plan practical actions, adult support and a backup. Use the same evidence standards with written, drawn or supported responses.

10 min • Application: Complete page 2 and W07. Critique the gender-role message, explain an inclusive alternative and note how Morgan can review the plan. Discuss your reasoning in a brief private teacher conference.

5 min • Feedback: Assessment covers interacting influences, factual privacy-safe puberty/support understanding, evaluation of a relevant accessible source, feasible support and backup steps, direct and inclusive alternative. Confer privately using R1.

5 min • Reflection: Which evidence supports each choice? What limit matters? What would you change if the support was unavailable? Personal development or family details are never required.

Support: read a short case aloud, chunk the source and offer picture/symbol choices, drawing with explanation, dictation or a communication board/device. Judge the reasoning, not the response format.

Challenge: Justify the plan in a new case where the preferred guide is inaccessible.

Privacy: use fictional cases only. Offer a private teacher response. Follow school safeguarding arrangements.

Presentation: Identity, Roles and Transitions - Year 6 - Lesson 07 - Presentation.pptx

Lesson 8: Review and adapt

50 minutes. Core lesson.

Review a supported plan when circumstances change. Success: use evidence to revise support and preserve the character's choices.

Materials: D1/D2, relevant C1 cards, W08, pencils/drawing tools or a communication board/device. Lesson 7 also uses A1 and R1.

5 min • Retrieval: Jordan's first rehearsal works, but the room changes the next day. Does the original success prove the plan will always work?

10 min • Explicit teaching: New case detail: Jordan's listed room changes and the transition coordinator is away. The map now needs checking. Jordan asks another trusted staff member and rehearse the updated route. Flexible coping can include feeling uncertain, asking for help and adjusting a plan. A change is evidence to review the plan. It is not proof the character failed or should manage alone.

15 min • Safe rehearsal: Use C1-8 and W08. Partner A identifies the changed condition. Partner B proposes a revised action and backs it. Rehearse a respectful request for updated information.

10 min • Application: Explain which part of the plan stays useful and which needs revision. Review your assessment and reasoning with teacher feedback. Any remaining core evidence is completed in the lesson.

5 min • Feedback: Update the low source, use alternate trusted staff and rehearse new information. Retain helpful organisational strengths. Accept alternatives tied to changed constraints, with support instead of isolation.

5 min • Reflection: Which new detail changed your choice? How does your revised plan preserve success and agency? What would you check before trying it?

Support and support case aloud, chunk the source and offer picture/symbol choices, drawing with explanation, dictation or a communication board/device. Judge the reasoning, not the response format.

Challenge: Explain a limit to judging success after only one trial.

Privacy: use fictional cases only. Offer a private teacher response. Follow school safeguarding arrangements.

Presentation: Identity, Roles and Transitions - Year 6 - Lesson 08 - Presentation.pptx

Lesson 9: When a support plan needs adapting • Optional

50 minutes. Optional reinforcement only.

Optional practice: adapt a taught support strategy. Success: justify a revised resource and when adult help is needed.

Materials: D1/D2, relevant C1 cards, W09, pencils/drawing tools or a communication board/device. Lesson 7 also uses A1 and R1.

5 min • Retrieval: Jordan already knows how to compare supports. What information would be needed if the school guide were only available in a difficult format?

10 min • Explicit teaching: Optional fictional change: the school guide is a long document Jordan cannot yet use independently. A teacher can provide a shorter accessible version, supported reading or an explained route. Preserve the goal: access accurate current information. A partner can help provide, where a trusted adult checks the actual guide and arrangements. A health concern needs an appropriate adult-supported health route.

15 min • Safe rehearsal: Use W09. Compare the original and revised support. Explain why one suits the new access need. Rehearse an adult-support request without acting out private or unsafe situations.

10 min • Application: Revise one function and one resource choice. Give a reason and a backup. This is optional reinforcement. The core assessment is already complete.

5 min • Feedback: Access success on formats, supported reading, a staff contact and a backup. Keep the same transition. No new essential criterion is assessed.

5 min • Reflection: Does the plan respond to the new barrier? What needs an adult's help? Explain the details you would verify locally.

Support: Read a short case aloud, chunk the source and offer picture/symbol choices, drawing with explanation, dictation or a communication board/device. Judge the reasoning, not the response format.

Challenge: Compare two accessible solutions and state when each could work better.

Privacy: use fictional cases only. Offer a private teacher response. Follow school safeguarding arrangements.

Presentation: Identity, Roles and Transitions - Year 6 - Lesson 09 - Presentation.pptx

Lesson 10: Critique a fictional role portrayal • Optional

50 minutes. Optional reinforcement only.

Optional practice: critique and redesign a taught role message. Success: explain how the revised portrayal widens real choices.

Materials: D1/D2, relevant C1 cards, W10, pencils/drawing tools or a communication board/device. Lesson 7 also uses A1 and R1.

5 min • Retrieval: Recall the poster that assigned building and tidying by gender. Which part of the message limited opportunities?

10 min • Explicit teaching: A fictional club notice says: "Boys design. Girls organise." This assigns roles before considering interest, skill or learning. It may limit choice and responsibility. A revision: "Choose a role to learn. Everyone can design, organise and lead with support." The club also changes sign-up and turn-taking arrangements so the message matches practice.

15 min • Safe rehearsal: Use W10. Sketch or write a revised notice and explain a practical change. Use fictional characters. Do not ask classmates to represent a gender or disclose identity experiences.

10 min • Application: Compare the original and revision. Explain an effect on choice and one limitation of the redesign. This is optional reinforcement, with no new essential assessment demand.

5 min • Feedback: Accept clear critique of inclusive wording and changed role opportunities. A derivative rewrite of unchanged restricted roles is incomplete reasoning.

5 min • Reflection: How would you check that roles are actually accessible? Does your revision allow different choices? What might still need changing?

Support and support case aloud, chunk the source and offer picture/symbol choices, drawing with explanation, dictation or a communication board/device. Judge the reasoning, not the response format.

Challenge: Explain how to collect fictional participation evidence without ranking identities.

Privacy: use fictional cases only. Offer a private teacher response. Follow school safeguarding arrangements.

Presentation: Identity, Roles and Transitions - Year 6 - Lesson 10 - Presentation.pptx

Teacher factual core: puberty

Teach these facts calmly using the Lesson 3 native slides, C1-5/C1-6 and W03. School-approved communication and safeguarding govern delivery.

Hormones help bring about puberty. Changes can include growth, body hair, sweat, skin changes and emotions. Breasts may develop. The penis and testes may grow, and voices may change. Timing, pace and changes vary. Do not compare students or set a classroom development timeline.

Menstruation is when blood and tissue from the uterus lining leave through the vagina. Early cycles can vary. Practical support can include appropriate period products, private changing and disposal facilities, and a trusted adult. Verify local school arrangements.

An erection is when the penis becomes firm. It can occur involuntarily. Wet dream involves an involuntary release of semen during sleep. Explain these as natural bodily changes with privacy and respect. No sexual activity, lewdness, exposed anatomy, clinical diagnosis or personal-development questions are raised.

Regular washing, clean clothing and useful supplies support daily routines. Changing feelings can occur. No product or routine prevents even concern. A trusted adult can support questions, and an appropriate health professional can help with ongoing worries. Do not prescribe medication or clinical timing thresholds.

Students show understanding through factual fictional cases and support choices. They do not need to disclose what their own body is doing. Give a private question route that follows school policy with no promise of confidentiality.

Based on: Healthdirect, Puberty for boys and Puberty for girls (healthdirect.gov.au); Royal Children's Hospital Melbourne, Periods (rch.org.au).

Teacher view: <http://www.healthdirect.gov.au/puberty-for-boys>

<https://www.healthdirect.gov.au/puberty-for-girls>

https://www.rch.org.au/kidsinfo/fact_sheets/Periods/

These are adult teacher reference pages. Select the prepared age-appropriate core rather than letting students an unrestricted site search.

Assessment guidance and evidence

Use A1 pages 1–2, W07 and R1 in Lesson 7. Use the two fictional source options on C1-7 and the worked guide on D2 when Morgan evaluates a transition resource. The task changes the character and combines the unit's ideas. Students should explain decisions, rather than copy a game answer.

Look for two interacting influences connected to a plausible choice. Morgan's planning interest, new group and limiting role message provide evidence. A sample connection is that planning experience may support trying a project role, while an exclusionary message may reduce opportunity. Accept other case-based explanations.

Source evaluation should address accountable authorship and evidence, currency, relevance to room-finding and access. Naming a source alone is insufficient. A current school guide may help with room directions; a general health page serves a different need. The actual local guide remains teacher-verified.

A supported plan includes feasible practical actions, a needed adult resource and backup support. Examples include checking a map with staff, rehearsing an updated route and organising materials. The role critique explains the gender assumption and its effect, then changes actual role access or supported practice.

For the puberty/privacy response, expect timing and pace variation and a practical private support route for a fictional student needing period products. Personal development or body comparisons are never evidence requirements.

In the changed case, the student updates information and selects backup support. Ask: Which case detail supports your choice? What limit matters? What would you review after trying the plan? Collect a short private conference or equivalent supported explanation.

R1 describes understanding, evidence, application and reflection. A support need or alternative response for it does not reduce the achievement level. Do not assess artistic merit, confidence, private identity or compliance. All essential evidence finishes within lessons 1–8. Optional Lessons 9–10 do not add required criteria.

Identity, Roles and Transitions

Year 6 • Key ideas

Influence

Influence:
Something that can shape an idea or action.



Role

Role:
A responsibility someone takes in a setting.



Puberty

Puberty:
Body and emotional changes as people grow towards adulthood. Timing and pace vary.



Transition

Transition:
A change from one situation to another.



Credibility

Credibility:
Reasons to trust information, including authorship and evidence.



Agency

Agency:
Having choices and a voice in decisions.



How We Explain Our Evidence

We can answer questions by finding evidence and explaining how it helps.

1 Question

Which resource helps Jordan find rooms in a new school?



2 Evidence

A fictional school guide names the transition coordinator, is checked for the new term, and includes a map and staff contact.



3 Explanation

It is relevant to Jordan's room-finding needs. An adult must check it is current and available in a format Jordan can use.



- ✓ Helps Jordan find rooms in the new school.
- ✓ Information is for the new term.
- ✓ Includes a map and staff contact.
- ✓ An adult checks it is current and Jordan can access it (e.g. print or digital).



Check authorship, evidence, date, relevance and access.

Authorship

Who created it?

Evidence

What does it say?

Date

Is it current?

Relevance

Does it answer the question?

Access

Can Jordan use it?

Fictional school example. Teachers verify local arrangements.

Case and Source Cards • 1

Read each case. Think about the sources of influence and possible solutions.
Cut out the cards to use in class activities.

Different experiences.
Brighter solutions.

C1-1 • River across settings

Fictional: River helps cook at home, visits a community repair group and designs models at school. How might these influences interact?



C1-2 • A limiting club rule

Fictional: A notice says only boys can lead building. River wants to learn leadership. What could hinder River's choices?



C1-3 • Jordan's timetable

Fictional: Jordan can't organise materials but doesn't know the new room. Which practical actions and support could help?



C1-4 • Casey needs supplies

Fictional: Casey needs period products and a private place to change at school. Which trusted adult could help?



Case and Source Cards • 2

Cut along the dashed lines. Read the cards. Use the information to discuss and complete activities.

5 C1-5 • Puberty varies

Fact: Hormones help bring about body and emotional changes. Timing and pace vary.



Changes vary.
Timing varies.

Based on: Healthdirect, Puberty for boys and Puberty for girls.

6 C1-6 • Menstruation

Fact: Blood and tissue from the uterus lining leave through the vagina. Early cycles can vary.



Bodies can follow different patterns.

Based on: Royal Children's Hospital Melbourne, Periods.

7 C1-7 • Computer sources

Fictional: A current school year has a map and staff contact. An anonymous post says everyone must cope alone. Evaluate authenticity, evidence relevance and address.



Not all information online is reliable.

8 C1-8 • A changed plan

Fictional: Jordan's room changes and the coordinator is away. What information and backup support are needed?



Good plans make changes easier.



Facts based on: Healthdirect, Puberty for boys and Puberty for girls; Royal Children's Hospital Melbourne, Periods (rch.org.au). School cases are fictional.

Choose, Explain and Check

Listen
Think
Be respectful
Take turns

Cooperative discussion game • 2–4 players

Different
ideas
stronger
together

1

Choose a challenge card.



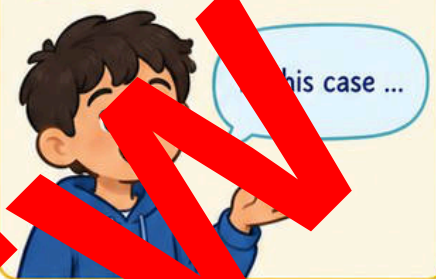
2

Move or point to the next stop.



3

Explain using a case detail.



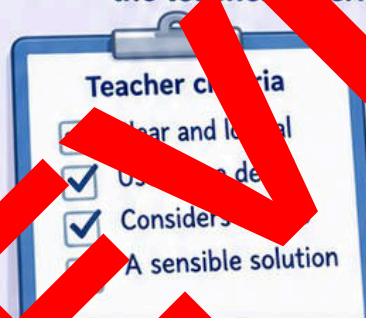
4

A partner asks one respectful question.



5

Compare your reasoning with the teacher criteria.



6

Reflect, then give the next player a turn.



Worked turn

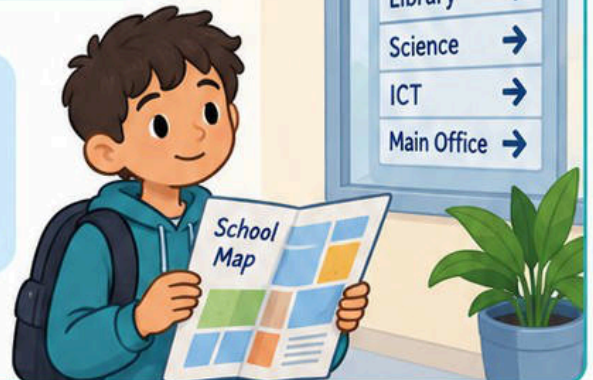
Card 3:

Jordan's room directions.



Example:

Use a current school map and ask trusted staff. Check the map is accessible.



Everyone can speak, draw, point, use supported choices or dictate. No speed race. Discuss fictional cases only. You may pass on public speaking.

Discussion Journey

Different ideas
brighter
tomorrows

Point or move a large counter along the path.



Cooperate. Take turns. No speed requirement. Use fictional cases.

Eight Challenge Cards

Think • Discuss • Apply • Be Inclusive

Different experiences.
A kinder, stronger community.

1 • C1-1:

Explain how two of River's influences can interact.



2 • C1-2:

Identify the limiting assumption and suggest an inclusive role change.



3 • C1-3:

Choose two practical actions for Jordan and explain support.



4 • C1-4:

Suggest practical period support while protecting privacy.



5 • C1-5:

Explain why puberty timing cannot be compared between students.



6 • C1-6:

State the menstruation fact using respectful accurate words.



7 • C1-7:

Evaluate a resource for a specific need.



8 • C1-8:

Revise a plan and name backup support.



Discuss fictional cases. Teacher response criteria follow the game pages.

Game: teacher response criteria

The activity is cooperative discussion, with no speed race or personal disclosure. Use a counter or point to each stop. Read a card aloud or offer supported choices. A respectful question asks for the case evidence or an alternative; it never asks about a classmate's body, family or identity.

Card 1, C1-1: connect two of River's influences with a plausible explanation such as planning/problem-solving across cooking, repair and design. Preserve individual agency.

Card 2, C1-2: recognise gender-based leadership restriction, a possible barrier to opportunity and an inclusive change to roles or supported practice.

Card 3, C1-3: choose two feasible actions, such as checking a current reliable map with staff and rehearsing a route, with useful adult support.

Card 4, C1-4: suggest appropriate period products, private changing and disposal facilities and trusted staff help, with local arrangements to other-verified; no personal information is required.

Card 5, C1-5: explain that timing and pace vary. One person's experience cannot predict another's development. Protect privacy.

Card 6, C1-6: state that blood and tissue from the uterus lining leave through the vagina. Use accurate respectful words and explain a trusted support route.

Card 7, C1-7: evaluate a statement's authenticity/evidence, date, actual relevance and access. A recent and prominent post does not establish credibility.

Card 8, C1-8: update support information, choose backup trusted staff and review the revised plan. Flexible timing includes support, feelings and adaptation.

Accept other safe and justified case-based responses. Ask the player to identify the evidence, then give one focused improvement. This activity provides formative evidence, not ranking of students.

Based on factual puberty references: Healthdirect (healthdirect.gov.au); Royal Children's Hospital Melbourne, Periods (rch.org.au).

Identity across settings

Name: _____

Date: _____

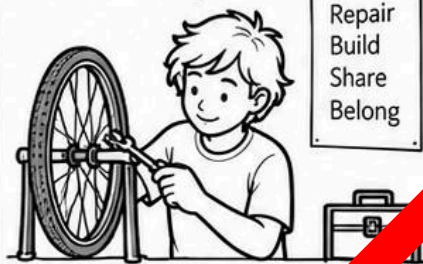
Case C1-1: River helps cook at home, visits a community repair group and designs models at school.

1. Notice: Record one influence from home, community and school.

Home



Community



School



2. Connect: Explain how influences might interact.

3. Agency: Give one choice River could make. Explain a reason.

Use a fictional case. You may write, draw and explain, dictate or use supported choices.

Identity across settings

Name: ANSWERS

Date: _____

Case C1-1: River helps cook at home, visits a community repair group and designs models at school.

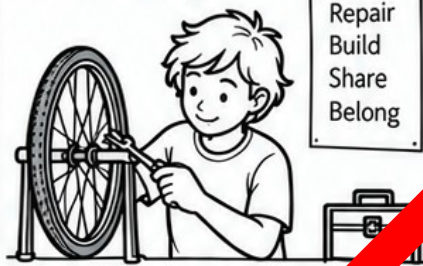
1. Notice: Record one influence from home, community and school.

Home



Cooking.

Community



Repair group.

School



Designing models.

2. Connect: Explain how influences might interact.

Following steps and problem-solving across cooking and repair may support design.

3. Agency: Give one choice River could make. Explain a reason.

River could try drama as a new interest while keeping design because drama also involves creativity, planning and working with others.

Use a fictional case. You may write, draw and explain, dictate or use supported choices.

Positive identity under pressure

Name: _____

Date: _____

Case C1-2: A notice says only boys can lead building. River wants to learn leadership.



1 Notice: What assumption does the notice make?

2 Plan: Write a choice River could make and support the teacher could provide.

River's choice:

Teacher's support:

3 Explain: Why do both the action and the support matter?

Use a fictional case. You may write, draw and explain, dictate or use supported choices.

Positive identity under pressure

Name: **ANSWERS**

Date: _____

Case C1-2: A notice says only boys can lead building. River wants to learn leadership.



1 Notice: What assumption does the notice make?

It assumes gender determines leadership.

2 Plan: Write a choice River could make and support the teacher could provide.

River's choice:

River can ask to practice leading.

Teacher's support:

The teacher can open roles and offer supported practice.

3 Explain: Why do both the action and the support matter?

The action gives River a voice. The teacher's change removes a barrier. Other reasoned actions are valid.

Use a fictional case. You may write, draw and explain, dictate or use supported choices.

Changing bodies and responsibilities

Name: _____

Date: _____

Cases C1-4 and C1-5: Casey needs period support.
Puberty timing and pace vary.
Use fictional cases only.



It's OK
to ask
for help.

Kindness
Respect
Support
Belonging
♥

1. Check: Mark true or false and give a reason.

a) Everyone changes at the same time.

☐

True

☐

False

Reason: _____

b) A fictional case can show understanding

☐

True

☐

False

Reason: _____

2. Plan: Suggest two practical supports for Casey.

Support ideas
could include:

- a trusted adult
- products or supplies
- a quiet space
- information
- encouragement

3. Privacy: How can Casey ask for help privately?

It can feel easier
to ask for help
in a way that
feels comfortable
and private.

Based on: Healthdirect, *Puberty for boys and Puberty for girls*; RCH Melbourne, *Periods*.

Use a fictional case. You may write, draw and explain, dictate or use supported choices.

Changing bodies and responsibilities

Name: ANSWERS

Date: _____

Cases C1-4 and C1-5: Casey needs period support.
Puberty timing and pace vary.
Use fictional cases only.



It's OK
to ask
for help.

Kindness
Respect
Support
Belonging
♥

1. Check: Mark true or false and give a reason.

a) Everyone changes at the same time.

☐

True

☒

False

Reason: Timing and pace vary.

b) A fictional case can show understanding

☒

True

☐

False

Reason: Personal disclosure is unnecessary.

2. Plan: Suggest two practical supports for Casey.

Suitable period products, private
changing/disposal space and trusted
staff support

Support ideas
could include:

- a trusted adult
- products or supplies
- a quiet space
- information
- encouragement

3. Privacy: How can Casey ask for help privately?

Ask a trusted staff member privately.
The teacher checks local arrangements.
Other safe supported routes are valid.

It can feel easier
to ask for help
in a way that
feels comfortable
and private.

Based on: Healthdirect, *Puberty for boys and Puberty for girls*; RCH Melbourne, *Periods*.

Use a fictional case. You may write, draw and explain, dictate or use supported choices.

Name: _____

Date: _____

Evaluate transition resources



Case C1-7: Jordan needs current room directions. A fictional school guide names staff and includes a map. An anonymous post says everyone must cope alone.

1. Compare: Give evidence about authorship and date for each source.

School guide (map and staff names)

Anonymous post (online)

2. Choose: Which source fits the room-finding need and why?

3. Verify: What access or local detail still needs checking?

Use a fictional case. You may write, draw and explain, dictate or use supported choices.



Name: **ANSWERS**

Date: _____

Evaluate transition resources



Case C1-7: Jordan needs current room directions. A fictional school guide names staff and includes a map. An anonymous post says everyone must cope alone.

1. Compare: Give evidence about authorship and date for each source.

School guide (map and staff names)

Named staff and a map are shown. Check that the guide is current.

Anonymous post (online)

No accountable author or supporting evidence is shown. A recent post still needs verification.

2. Choose: Which source fits the room-finding need and why?

The school guide fits the need because it gives local directions with names, staff, and a map. The anonymous post offers no useful support or accountable evidence.

3. Verify: What access or local detail still needs checking?

Check that the room numbers and locations are still current and that Jordan can use the map format (e.g., print or online). A trusted adult can verify the local details.

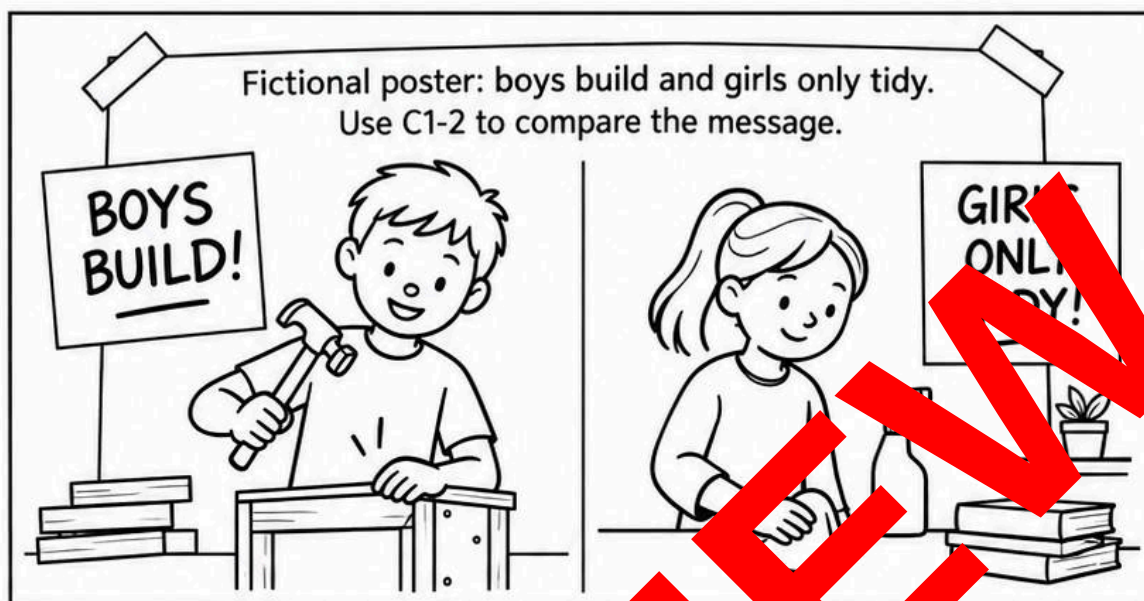


Use a fictional case. You may write, draw and explain, dictate or use supported choices.

Name: _____

Date: _____

Gender roles in messages



1. Notice: Describe the gender-role assumption.

2. Explain: How might it affect opportunities?

3. Revise: Write an inclusive message and one change to actual roles.

Inclusive message:

One change to actual roles:

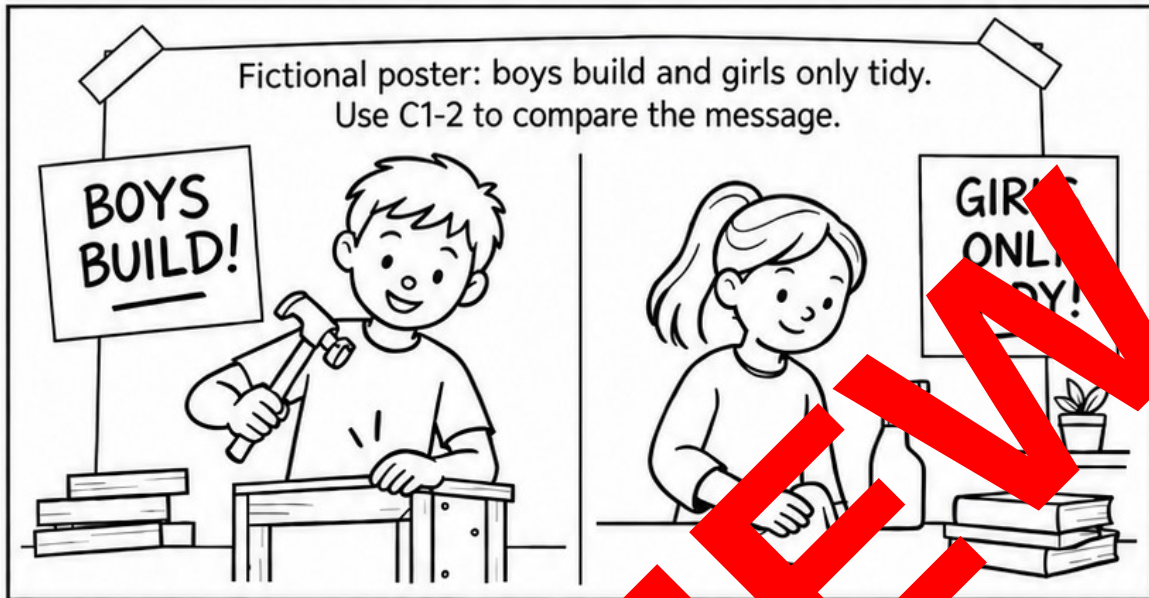
Use a fictional case. You may write, draw and explain, dictate or use supported choices.

Name: _____

ANSWERS

Date: _____

Gender roles in messages



1. Notice: Describe the gender-role assumption.

It assigns responsibilities by gender rather than interests or learning needs.

2. Explain: How might it affect opportunities?

It can limit who practices building, care or leadership and affect who can lead.

3. Revise: Write an inclusive message and one change to actual roles.

Inclusive message:

Everyone can learn each role with support.

One change to actual roles:

Open sign-up and fair practice opportunities.

Use a fictional case. You may write, draw and explain, dictate or use supported choices.

Build a supported plan

Name: _____

Date: _____



Case C1-3: Jordan can organise materials but needs help with new rooms.
Case C1-8 offers changed conditions.

1 Plan: State the challenge and a useful strength.



Challenge (what is hard?):

Useful strength (what helps?):

2 Act: Write two practical steps and a suitable resource/adult.



Step 1 (what will I do?):

Step 2 (what will I do next?):

Resource/adult (who or what will help?):

3 Review: Name backup support and an inclusive alternative to a gender-based club rule.



Backup support (who can help if needed?): _____

Inclusive alternative (a fairer rule): _____

Why this could work: _____

Use a fictional case. You may write, draw and explain, dictate or use supported choices.

Build a supported plan

Name: **ANSWERS**

Date: _____



Case C1-3: Jordan can organise materials but needs help with new rooms.

Case C1-8 offers changed conditions.

1 Plan: State the challenge and a useful strength.



Challenge (what is hard?):

unfamiliar rooms.

Useful strength (what helps?):

organising materials

2 Act: Write two practical steps and a suitable resource/adult.



Step 1 (what will I do?):

Check a current accessible map with a teacher.

Step 2 (what will I do next?):

release one route.

Resource/adult (who or what will help?):

Ask transition staff.

3 Review: Name backup support and an inclusive alternative to a gender-based club rule.



Backup support (who can help if needed?): **other trusted school staff.**

Inclusive alternative (a fairer rule): **Open club roles by interest and supported practice.**

Why this could work: **Support makes the steps usable and keeps roles open.**

Use a fictional case. You may write, draw and explain, dictate or use supported choices.

Portfolio evidence checklist

Name: _____

Date: _____

Assessment case: Fictional Morgan starts a new learning group, enjoys planning and sees a notice saying only boys lead building.



1. Evidence: Record two identity influences and how they connect.



2. Support: Name, evaluate and resource, one practical action and backup adult.



3. Critique: Explain a role-message effect and an inclusive alternative.



Use a fictional case. You may write, draw and explain, dictate or use supported choices.

Portfolio evidence checklist

Name: ANSWERS

Date: _____

Assessment case: Fictional Morgan starts a new learning group, enjoys planning and sees a notice saying only boys lead building.



1. Evidence: Record two identity influences and how they connect.



1. Enjoys planning projects → likes to be organised and creative, so the new group can build confidence.

2. The new group and its planning role message may shape Morgan's opportunities and sense of belonging.

2. Support: Name, evaluate and resource, one practical action and backup adult.



Resource: A current accessible timetable guide.

Practical action: Rehearse the route to the new learning space.

Backup adult: Another trusted staff member as a backup.

3. Critique: Explain a role-message effect and an inclusive alternative.



Role-message effect: The rule limits leadership by gender and may make Morgan and others feel excluded or less confident.

Inclusive alternative: Open supported leadership practice to everyone. Other justified alternatives are valid.

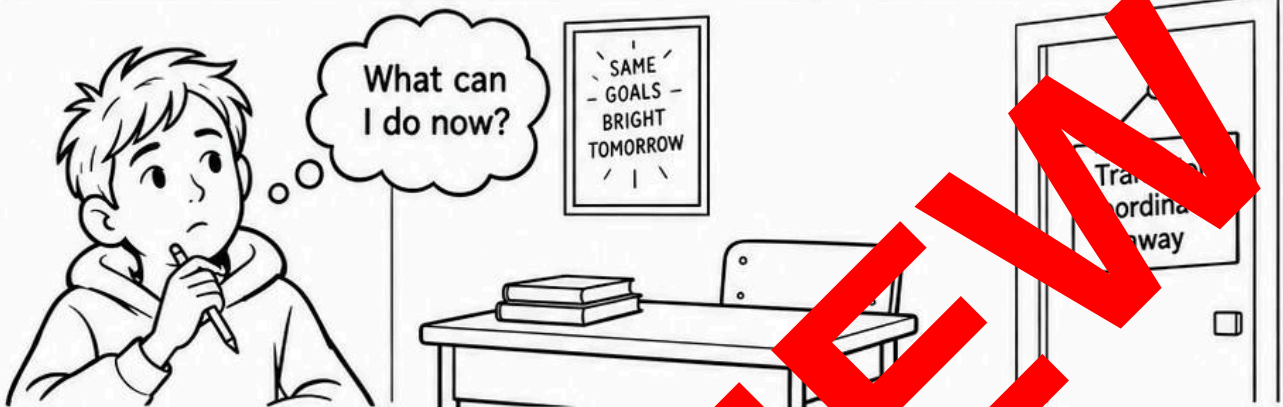
Use a fictional case. You may write, draw and explain, dictate or use supported choices.

Review and adapt

Name: _____

Date: _____

Case C1-8: Jordan's classroom changes and the transition coordinator is away.



1 Notice: What changed, and what needs checking?

2 Adapt: Give needed actions and backup support.

3 Explain: Which strength remains useful? How will Jordan review the new plan?

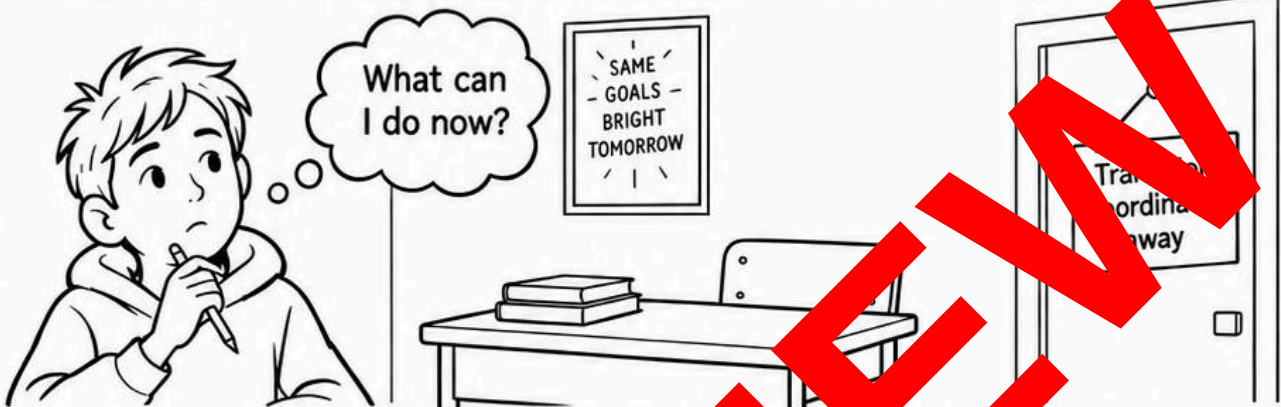
Use a fictional case. You may write, draw and explain, dictate or use supported choices.

Review and adapt

Name: ANSWERS

Date: _____

Case C1-8: Jordan's classroom changes and the transition coordinator is away.



1 Notice: What changed, and what needs changing?

The room and staff availability changed.

Check current local directions.

2 Adapt: Give yourself access to backup support.

Ask other trusted staff and rehearse the updated route with support.

3 Explain: Which strength remains useful? How will Jordan review the new plan?

Organisation remains useful.

Review whether the revised route works and adjust again if needed.

Use a fictional case. You may write, draw and explain, dictate or use supported choices.

Adapting a support plan • Optional

Name: _____

Date: _____

Optional fictional change: Jordan's accurate school guide is difficult to read independently.



1 Notice: Explain the access barrier.

2 Adapt: Compare two ways to access the same information.

Option 1:

Option 2:

3 Explain: Choose a resource and state when adult help is needed.

Use a fictional case. You may write, draw and explain, dictate or use supported choices.

Adapting a support plan • Optional

Name: ANSWERS

Date: _____

Optional fictional change: Jordan's accurate school guide is difficult to read independently.



1 Notice: Explain the access barrier.

The format prevents independent access to useful information.

2 Adapt: Compare two ways to access the same information.

Option 1:

A shorter accessible guide with clear headings, large text and simple language.

Option 2:

Adult-supported reading where a trusted adult explains the route to the information (for example, reading the key sections together or showing where to find it).

3 Explain: Choose a resource and state when adult help is needed.

I would use the shorter accessible guide. I would ask trusted staff to verify current details if I am unsure or if information changes.

Use a fictional case. You may write, draw and explain, dictate or use supported choices.

Role portrayal critique • Optional

Name: _____

Date: _____



Fictional notice:
"Boys design. Girls organise."



1. Notice: What assumption does the notice make?

2. Redesign: Write or sketch an inclusive notice.

3. Explain: Give one practical role change and a limit of words alone.

Use a fictional case. You may write, draw and explain, dictate or use supported choices.

Role portrayal critique • Optional

Name: ANSWERS

Date: _____



Fictional notice:
"Boys design. Girls organise."



1. Notice: What assumption does the notice make?

It allocates roles by gender before considering interest or learning.

2. Redesign: Write or sketch an inclusive notice.

Everyone can design, organise and lead with support.
Choose a role to learn

3. Explain: Give one practical role change and a limit of words alone.

Open sign-up and supported practice.

A new poster alone cannot remove restricted role allocation.

Optional reinforcement.

Use a fictional case. You may write, draw and explain, dictate or use supported choices.

Quiz: teaching and feedback

Use the separate Identity, Roles and Transitions - Year 6 - Quiz.pptx. It contains 10 questions, each followed by its explanation, accessible instructions and reflection. Questions 9–10 apply learning to unfamiliar fictional conditions.

Reveal explanations after students respond. Students may speak, write, draw and explain, select supported choices or use a communication board/device. Discuss fictional cases only. A private teacher response is available.

The exact core checks are resource evaluation and privacy-safe evidence of understanding. Additional checks cover interacting influences, role substitution, normal puberty variation, practical period support, relevance of a reliable social and backup support.

Use an incorrect answer to revisit the related model, source card or safe support-request rehearsal. Do not use the quiz as the sole assessment. Keep the transition portfolio and practical explanation evidence from Lessons 7–8.

Sample-answer pages are models of reasoning. Other valid responses are acceptable when grounded in the fictional case and the same criteria. Optional learning records 9–10 remain optional reinforcement.

Health source reference for factual quiz explanations: Healthdirect, Puberty for boys and Puberty for girls (healthdirect.gov.au); Royal Children's Hospital Melbourne, Periods (rch.org.au).

PREVIEW

Transition Portfolio • 1

Name: _____

Date: _____

Case: Fictional Morgan starts a new learning group, enjoys planning projects and sees a notice saying only boys lead building. Morgan needs a current accessible timetable guide and a trusted adult contact.



Use fictional facts only. Explain with evidence. You may speak, draw, write, dictate or use support materials.

1 Identity: Explain two interacting influences and one choice Morgan can make.



2 Resource: Evaluate authorship, evidence/date, relevance and access for a suitable support.



3 Plan: Write two practical actions, a trusted adult and backup support.

Action 1: 	Action 2:
Trusted adult: 	Backup support:

Transition Portfolio • 2

Name: _____

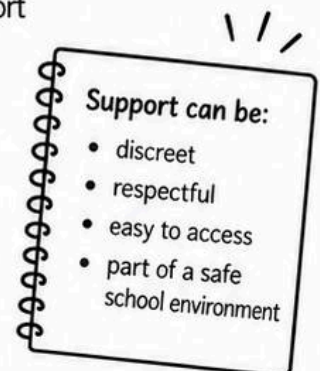
Date: _____

Use Morgan's fictional case from page 1.

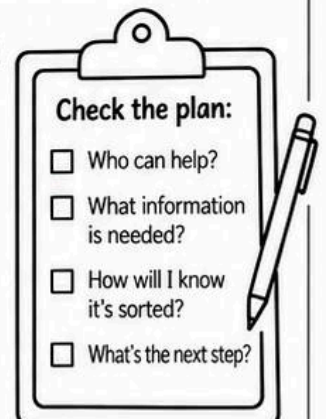
4. Roles: Explain the gender-role assumption, a possible effect and an inclusive alternative.



5. Puberty and privacy: Explain why timing of privacy is a practical support for a fictional student who needs period products, without personal disclosure.



6. Review: The list of changes and the coordinator is away. Revise one action and explain how Morgan can check the plan.



Evidence: What supports your choice? What limit matters?

Transition Portfolio Rubric

Year 6 • Judge reasoning, not response format

Understanding 	Supported/incomplete identifies facts or influences with an important gap.	Sound connects influences and uses accurate puberty/support facts.	Transfer applies accurate understanding to a changed fictional case and explains a limit.
Evidence 	Supported/incomplete gives a claim with little source reasoning.	Sound evaluates a relevant source for credibility and accuracy.	Transfer compares evidence to a new case and explains what still needs verification.
Application 	Supported/incomplete actions or role critique are unclear.	Sound gives feasible actions, adult/backup support and an inclusive role alternative.	Transfer adapts actions to new conditions and explains effects on opportunity.
Reflection 	Supported/incomplete revision does not connect to the case.	Sound explains how to review a plan while protecting privacy and choice.	Transfer justifies a revision using new evidence and an appropriate limitation.

What are you most proud of and what will you work on next?

Oral, written, drawn and supported responses can show the same learning.
 A support need does not lower achievement.

Lesson 1
Identity across settings
Year 6

PREVIEW



Learning focus

Explain how several influences can interact.

Success: use two details from River's fiction to use and explain how they connect.

PREVIEW

A retrieval question

River helps cook at home and designs models at school
Does one interest describe everything about river? Explain
before we compare ideas

PREVIEW

A worked example

River helps with family cooking, visits a community group and designs models at school.

Practising with others can strengthen River's problem-solving.

River can also choose a new interest.

PREVIEW

A closer look

An influence can shape an idea or action. Agency means having choices and a voice.

River might learn repair skills from a adult and still choose to join drama. People can share an interest without having the same identity.

PREVIEW

Partner practice

Read C1-1. With a partner, connect two influences to one possible choice.

Take turns explaining or selecting picture/symbol choices. Ask: “Which case detail supports your idea?”

PREVIEW

Independent application

Use W01. Connect home, community and school influence.

Explain one interaction and one choice River could make.

Write, draw and explain, dictate or use a communication board/device.

PREVIEW

Evidence and reflection

Which two details support your explanation?

How could a new setting add an influence without removing River's existing interests?

We can describe the case without sharing personal information.

PREVIEW

PREVIEW

Well Done!



Lesson 2
Positive identity under
pressure
Year 6

PREVIEW



Learning focus

Evaluate a limiting message and propose a supported response.

Success: explain a possible effect, a practical choice and adult or group support.

PREVIEW

A retrieval question

Recall River's design interest. A club poster says: "Only boys can lead the building group."

What assumption does this message make?

PREVIEW

A worked example

The poster links leadership to gender rather than skills or interest. It may discourage someone from joining or trying leadership.

River could ask the teacher to offer leadership to anyone who wants to learn.

PREVIEW

A closer look

A supportive message: “Anyone can learn to design and lead.

Different roles and response options are available.”

River can choose a role, practise with support and review how the group shares opportunities.

PREVIEW

Partner practice

Use C1–2. Compare the limiting and supportive messages.

Explain how each could affect belonging. Role-play a calm

question to a teacher about fair access, using only the fictional case.

PREVIEW

Independent application

Use W02. Suggest one action River can choose and one support the teacher can provide. Explain why both matter. You may explain orally while an adult records your reasoning.

PREVIEW

Evidence and reflection

Does your strategy leave River a choice?

Does it change the limiting conditions as well as offer encouragement?

A student should not have to fix an unfair system alone.

PREVIEW

PREVIEW

Well Done!



Lesson 3
Changing bodies and
responsibilities
Year 6

PREVIEW



Learning focus

Use factual puberty information to choose practical support.

Success: recognise varied timing, explain a safe support choice and protect privacy.

PREVIEW

A retrieval question

Puberty can include body changes and emotional changes.
Must everyone experience the same changes at the same time?

Discuss the general fact without comparing anyone's body.

Based on: Healthdirect, Puberty for boys and Puberty for girls ([healthdirect.gov.au](https://www.healthdirect.gov.au))

A worked example

Hormones help bring about puberty. Changes can include growth, body hair, more sweat, skin changes and changing feelings.

Timing and pace vary. Every student deserves privacy and respect and dignity.

Based on: Healthdirect, Puberty for boys and Puberty for girls ([healthdirect.gov.au](https://www.healthdirect.gov.au))

Different changes and varied timing

Breasts may develop. The penis and testes may grow. Voices may change. People experience changes in different ways and at different times.

We learn general facts and use accurate words. We never inspect, compare or rank students' bodies.

Based on: Healthdirect, Puberty for boys and Puberty for girls ([healthdirect.gov.au](https://www.healthdirect.gov.au))

Menstruation and practical support

Menstruation is when blood and tissue from the uterus lining leave through the vagina. Early cycles can vary.

Support can include appropriate menstrual products, a private place to change and dispose of products, and a trusted adult.

Based on: Royal Children's Hospital Melbourne, Periods (rch.org.au)

Involuntary changes and privacy

An erection is when the penis becomes firm. It can happen without choosing it. A wet dream is an involuntary release of semen during sleep.

These changes can happen during puberty. Use respectful words and ask a trusted adult questions privately.

Based on: Healthdirect, Puberty for boys ([healthdirect.gov.au](https://www.healthdirect.gov.au))

Preparation and questions

Regular washing, clean clothing and useful supplies can help with daily routines. Strong feelings can occur. Ask a trusted adult for support. A appropriate health professional can help with ongoing worries. No routine prevents very concern.

Based on: Healthdirect, Puberty for boys and Puberty for girls ([healthdirect.gov.au](https://www.healthdirect.gov.au))

A closer look

Fictional Casey needs period products at school. A useful plan includes a trusted staff member, products, and a private place to change.

The school's actual arrangements need teacher verification before use.

PREVIEW

Partner practice

Use C1-4, C1-5 and C1-6. Match a factual need to practical support.

Discuss fictional cases only. No ready comparisons, personal timelines or private-law enforcement questions.

PREVIEW

Independent application

Use W03 to evaluate two claims and plan support for each.
A student may pass on public discussion, respond to the
fictional case privately or use supported choices.

PREVIEW

Evidence and reflection

Explain why a friend's experience cannot predict another person's timing.

Name a trusted support resource for a young person. Health professionals can help with ongoing concerns.

Based on: Healthdirect, Puberty for boys and Puberty for girls ([healthdirect.gov.au](https://www.healthdirect.gov.au))

PREVIEW

Well Done!



PREVIEW

Lesson 1

Evaluate transition resources

Year 6



Learning focus

Evaluate a resource for a specific fictional need.

Success: consider authorship, evidence, date, relevance and access before choosing.

PREVIEW

A retrieval question

Jordan needs help finding classrooms on a new timetable.
Would a reliable puberty fact sheet answer that exam need?
Explain.

PREVIEW

A worked example

Fictional Source A: a school guide from the transition coordinator, checked for the new term, with a map and staff contact.

Fictional Source B: an anonymous post saying everyone should make more room alone.

PREVIEW

A closer look

Healthdirect provides general puberty information. A current local school guide provides local room information.

A source can be reliable and still answer a different question.

Check whether you can read or access the selected guide.

PREVIEW

Partner practice

Read C1-3 and C1-7. Compare the two fictional school sources and the named health source.

Explain which source suits which need. Do not browse student accounts or contact staff members.

PREVIEW

Independent application

Use W04. Evaluate authorship, evidence/date relevance and access. Choose a resource and identify in detail and audit still needs to verify.

PREVIEW

Evidence and reflection

What makes your source suitable for this need?

What cannot be concluded from its title alone?

A health worry may need expert-supported professional advice.

PREVIEW

PREVIEW

Well Done!



Lesson 5
Gender roles in messages
Year 6

PREVIEW



Learning focus

Analyse a gender-role portrayal and its possible effects

Success: identify the assumption, explain where it may limit and propose an inclusive alternative.

PREVIEW

A retrieval question

A fictional poster shows boys building and girls only helping.
Does this tell us what any individual can do? Explain your reasoning.

PREVIEW

A worked example

The poster assigns responsibilities by gender. Repeated messages can shape expectations about who should lead, care, build or clean.

Roles can instead reflect interest, learning goals, skills and fair sharing.

PREVIEW

A closer look

An inclusive version offers design, building and clean up roles to everyone, with accessible ways to take part.

It lets students learn new roles instead of requiring everyone to choose the same one.

PREVIEW

Partner practice

Use C1-2 and C1-7. Identify the assumption in each message. Discuss possible effects using fictional characters. No student represents an entire gender, culture or disability group.

PREVIEW

Independent application

Use W05. Explain the message, its possible effect on opportunity, and a rewrite that widens the scope.
Draw and explain or record a short reasoned response.

PREVIEW

Evidence and reflection

Does the revised message change actual access to responsibility?

Can students choose or practise unfamiliar roles?

Explain one practical change beyond the words on the poster.

PREVIEW

PREVIEW

Well Done!



PREVIEW

Lesson 6
Build a supported plan
Year 6



Learning focus

Combine an achievable transition plan with an inclusive role choice.

Success: connect a challenge, strengths, vocations, a checked resource and backup support.

PREVIEW

A retrieval question

Jordan can organise materials but is unfamiliar with a changing timetable.

How can that strength help with his new challenge?

PREVIEW

A worked example

Jordan's plan: check a current school map with a teacher
rehearse one route and pack needed materials.

Ask the transition coordinator about unused rooms. Review
whether the steps would need rehearsal.

PREVIEW

A closer look

If the coordinator is away, ask the year-level officer or another trusted staff member.

At the building club, offer leadership by interest and supported practice. A useful plan addresses both practical needs and limiting messages.

PREVIEW

Partner practice

Use W06 and C1-3/C1-8. Partners explain a plan, ask one respectful question and suggest an improvement.

Practise asking for directions using a fictional map or spoken route.

PREVIEW

Independent application

Revise the plan independently. Explain why the selected resource fits and what the backup could consist of.

Add an inclusive alternative to a gender-based club rule.

PREVIEW

Evidence and reflection

Can the character actually access each action and resource?

What evidence will show whether the plan helps?

Name one change that would require a revision.

PREVIEW

PREVIEW

Well Done!



Lesson 7
Transition portfolio
Assessment
Year 6

PREVIEW



Learning focus

Explain a fictional transition plan with evidence.

Success: connect identity influences, evaluate support and a critique of a gender-role expectation.

PREVIEW

A retrieval question

Recall the resource checks and the supported principles.
Which case details would help you explain a choice, rather than simply list it?

PREVIEW

A worked example

A model claim: River can use design experience to try a leadership role.

Evidence: River already designs models and practises problem-solving, supports open roles and teacher-guided practice. Submit the plan needs review after the first meeting.

PREVIEW

A closer look

For the assessment, use fictional Morgan: starts a new learning group, likes planning projects and sees a poster saying only boys lead building.

Morgan needs a current accessible timetable guide and a trusted adult contact.

PREVIEW

Partner practice

Prepare A1 page 1. Identify interacting influences and a specific transition need. Evaluate a source. Plan practical actions, adult support and a peer support plan. Use the same evidence standards with oral, written, drawn or supported responses.

PREVIEW

Independent application

Complete A1 page 2 and W07. Critique the gender-role message, explain an inclusive alternative and state how Morgan can review the plan.
Discuss your reasoning in a brief private teacher conference.

PREVIEW

Evidence and reflection

Which evidence supports each choice?

What limit matters? What would you change if the support was unavailable?

Personal development or family details are never required.

PREVIEW

PREVIEW

Well Done!



PREVIEW

Lesson 3
Review and adapt
Year 6



Learning focus

Review a supported plan when circumstances change.

Success: use evidence to revise support and preserve the character's choices.

PREVIEW

A retrieval question

Jordan's first rehearsal works, but the room changes the next day.

Does the original success move the plan will always work?

PREVIEW

A worked example

New case detail: Jordan's listed room changes and the transition coordinator is away.

The map now needs checking. Jordan can ask another trusted staff member and then mark the updated route.

PREVIEW

A closer look

Flexible coping can include feeling uncertain, asking for help and adjusting a plan.

A change is evidence to review the plan. It is not proof the character failed or should manage alone.

PREVIEW

Partner practice

Use C1–8 and W08. Partner A identifies the changed location.

Partner B proposes a revised action and backup.

Rehearse a respectful request for updated information.

PREVIEW

Independent application

Explain which part of the plan stays useful and which needs revision. Review your assessment reasoning with teacher feedback.

Any remaining case evidence is completed in this lesson.

PREVIEW

Evidence and reflection

Which new detail changed your choice?

How does your revised plan preserve choice and agency?

What would you check before trying it?

PREVIEW

PREVIEW

Well Done!



Lesson 9 • Optional
When a support plan needs
adapting
Year 6

PREVIEW



Learning focus

Optional practice: adapt a taught support strategy.

Success: justify a revised resource and when a support method is needed.

PREVIEW

A retrieval question

Jordan already knows how to compare supports.
What information would be needed if the source arguments were only available in a difficult format?

PREVIEW

A worked example

Optional fictional change: the school guide is a long document Jordan cannot yet use independently.

A teacher can provide a shorter accessible version, supported reading or an explained route.

PREVIEW

A closer look

Preserve the goal: access accurate current information.

A partner can help practise, while a trusted contact checks the actual guide and arrangements. A health concern needs an appropriate adult supported health route.

PREVIEW

Partner practice

Use W09. Compare the original and revised support. Explain why one suits the new access need.

Rehearse an adult-support request without acting out private or unsafe situations.

PREVIEW

Independent application

Revise one action and one resource choice. Give a reason and a backup.

This is optional reinforcement. The core assessment is already complete.

PREVIEW

Evidence and reflection

Does the revision respond to the new barrier?

What needs an adult's help?

Explain one detail you would verify I can

PREVIEW

PREVIEW

Well Done!



**Lesson 10 • Optional
Critique of Fictional Role
portrayal
Year 6**

PREVIEW



Learning focus

Optional practice: critique and redesign a touch screen message.

Success: explain how the revised storyboard widens real choices.

PREVIEW

A retrieval question

Recall the poster that assigned building and tidying by gender.

Which part of the message limited opportunities?

PREVIEW

A worked example

A fictional club notice says: “Boys design. Girls organise.”

This assigns roles before considering interest, skill or learning.

It may limit practice and responsibility.

PREVIEW

A closer look

A revision: “Choose a role to learn. Everyone can design, organise and lead with support.”

The club also changes sign-up and turn-taking arrangements so the message matches practice.

PREVIEW

Partner practice

Use W10. Sketch or write a revised notice and explain a practical change.

Use fictional characters. Do not ask classmates to represent a gender or disclose intimate experiences.

PREVIEW

Independent application

Compare the original and revision. Explain an effect or choice and one limitation of the redesign.

This is optional reinforcement, with no new or essential assessment demands.

PREVIEW

Evidence and reflection

How would you check that roles are actually accessible?

Does your revision allow different choices?

What might still need changing?

PREVIEW

PREVIEW

Well Done!



PREVIEW

Identity, Roles and Transitions Year 6 Quiz



How to respond

Read each question before revealing the explanation, use the fictional cases.

You may speak, write, draw and explain, point to supported choices or use a communication board/device.

No personal development information is required.

PREVIEW

Question 1

How should a transition resource be evaluated?

PREVIEW

Explanation I

Consider authorship and evidence, date, relevance to the actual need and accessibility. A reliable source may still answer a different question.

PREVIEW

Question 2

Must a student disclose personal development to show understanding?

PREVIEW

Explanation 2

No. Factual fictional cases, supported choices and private teacher responses can show the same meaning. A student may ask personal questions privately with a trusted adult.

PREVIEW

Question 3

River cooks at home and designs models at school. Explain one interaction between these influences.

PREVIEW

Explanation 3

Both may involve planning and following steps in a classroom. In one setting may support the other. Accent on precise interaction supported by the case.

PREVIEW

Question 4

A poster says only boys can lead. What assumption does it make, and what might it limit?

PREVIEW

Explanation 4

It assumes gender determines leadership. It may limit access to roles, belonging and practice. Leadership opportunities can be open and supported.

PREVIEW

Question 5

Do puberty changes happen at the same time and place for everyone? Explain.

PREVIEW

Explanation 5

No. Timing, pace and changes vary. A friend's experience cannot predict another person's development. Protect privacy and ask a trusted adult about worries.

PREVIEW

Based on: Healthdirect, Puberty for boys and Puberty for girls ([healthdirect.gov.au](https://www.healthdirect.gov.au))

Question 6

Fictional Casey needs period products at school. Name two practical supports.

PREVIEW

Explanation 6

Suitable products, private changing/disposal facilities and trusted staff support are reasonable options. The teacher checks local arrangements. No private disclosure is needed.

PREVIEW

Based on: Royal Children's Hospital Melbourne, Periods (rch.org.au)

Question 7

A reliable health page describes puberty. Jordan needs current room directions. Is the page enough?

PREVIEW

Explanation 7

It answers a different need. Jordan needs verified local timetable/map information in an accessible format, with a staff contact.

PREVIEW

Question 8

Jordan's coordinator is away. What should a support plan include now?

PREVIEW

Explanation 8

A backup trusted staff contact, current information and an achievable revised action. Help-seeking and adaptation are appropriate, rather than managing alone.

PREVIEW

Question 9

New fictional case: Morgan's guide is accurate but difficult to read. Evaluate the guide and suggest changes.

PREVIEW

Explanation 9

It may be credible and relevant but inaccessible. Ask and consult for supported reading, an accessible version or an explained route. Verify the local information is current.

PREVIEW

Question 10

New fictional case: a club replaces its poster but still makes leadership only to boys. What else needs changing?

PREVIEW

Explanation 10

Change role access, sign-up or supported practice. Words alone do not remove a limiting rule. Review whether students have actual choices, using respectful evidence.

PREVIEW

Reflection

Choose one answer you can explain with evidence.

Which source, case detail or practical step supports your reasoning?

What would you review if the fictional circumstances changed?

PREVIEW

PREVIEW

Well Done!

