



## Activity: 3-4.13.3

### Key Messages

- We have many and diverse relationships in our lives.
- We have the ability to change these relationships, if we want.

### Activity Details

#### Victorian Curriculum

**Health & PE** Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe  
VCHPEP090

**Capabilities** VCICCB006, VCPSCSE016

**Time** 45 minutes

**Levels** 3 & 4

**Equipment** • class set of *Relationship circles worksheet*

Idea adapted from Smith, S 1987, *Enhancing self-concept and social behaviour skills through the circle concept*, Centre for Social Health, Fairfield, Vic.

# Relationship circles

## Purpose

To enable students to gain an insight into their relationships.

To assist students to develop strategies for maintaining or changing their relationships.

## Teaching notes

This activity allows students to focus on the different types of relationships people have in their lives and on the amount of physical contact and trust in each.

## Procedure

1. Inform the students that the content of this activity is private.
2. Give each student a copy of the *Relationship circles worksheet*.
3. Explain that this picture shows the types of relationships we have in our lives and that not all relationships have the same level of trust or closeness.
4. Go through each circle (see below), starting from the centre. Give students time to fill in some of the circles with names (or titles) of appropriate people.
  - Me: It is my body. I can touch it, look after it and I have control over who I share it with
  - Close hugs: This is for people I feel comfortable enough to allow front-on hugging (e.g. some family members, best friends, own children)
  - Side-to-side hugs: e.g. friends, coaches
  - Handshake or 'high five': e.g. team mates, teachers, medical professionals, boss, religious or cultural leaders
  - Wave: e.g. bus driver, neighbour, known shop keepers, postman/woman
  - No contact: e.g. strangers (apart from service people like police officers, fire officers, paramedics).
5. Discuss, as a class, who was easy to place, who was difficult and why?
6. Discuss movement from one circle to the next, both inwards and outwards, and when and why this might occur. (See *Points to remember* on the *Relationships circles worksheet*).



# Relationship circles



## Points to remember:

- People don't always have someone in every circle, all the time.
- Different behaviour is appropriate in different circles.
- People can shift—in either direction.
- No-one moves from an outer circle to an inner circle immediately.
- No-one may come into your inner circle unless you want them to be there.
- You cannot enter someone else's inner circles unless they wish you to.

Adapted from Smith, S 1987, *Enhancing self-concept and social behaviour skills through the circle concept*, Centre for Social Health, Fairfield, Vic.