



Relationship and Sexuality Education

<p>Year Topic Achievement Objectives</p>	<p>Examples at specific levels</p>
<p>2023</p> <p>Relationships Interpersonal Skills</p> <p>Resources →</p>	<p>Therapy Staff Right to Know: Module One: Unit 1: About me Unit 3: Personal space Unit 4: Grooming - child Unit 2: About others Unit 5: Feelings- self A Unit 6: Feelings- others A Unit 7: Feelings - Self B Unit 8: Grooming Adolescents Unit 9: Feelings - Others B Unit 10: Relationships</p> <p>Family Planning also offers a person to come in and teach our students - more Intermediate, College and TC3</p> <p>Social Stories - appropriate to age and situation</p> <p>Health Click Resources</p>
<p>School Year Level</p> <p>Level One:</p> <ul style="list-style-type: none"> • B2 Engaging in games and physical 	<p>Student's developmental level</p> <p>Fuel 1 to 3:</p> <ul style="list-style-type: none"> • at times appears alert and ready to focus their attention on certain people

- activities and including others
- A2 and C2 Playing together in positive ways with others
- A4 Respecting self and others
- C1 Making friends
- Relating to friends and classmates
- Expressing ideas and feelings.
Listening to others
- Describing different types of families
- Describing themselves and their families

Level Two:

- A2 and B2 Playing in positive and inclusive ways with others and describing benefits to well-being
- C2 Affirming diversity, questioning gender stereotypes
- C3: Expressing and affirming needs and feelings, and listening to others
- D1: Considering and demonstrating respect, manaakitanga, aroha, and responsibility
- B2: Questioning and discussing gender stereotypes in games and in physical activities
- C1: Planning and demonstrating ways to enhance family, classroom and wider school relationships
- D1: Describing different views of gender and families from Maori, Pakeha, Pasifica, and Asian perspectives

- rely on others to engage their attention
- rely on others to hold their attention
- rely on others to direct their attention
- passively tolerate familiar routine activities
- experience being soothed/calmed when fretful, angry, scared etc
- show an interest and respond to familiar people
- respond positively to others who are caring eg. OT, Speech Therapist,
- show an intermittent response to supported activities
- respond to being noticed
- respond to own name eg. gesture, turning head etc
- focus attention on others
- acknowledge others' presence with assistance
- undertake simple tasks with co active support from familiar adults
- focus attention on others and acknowledge their presence independently
- indicate clearly when they don't like something

Fuel 4 to 6:

- develop relationships by seeking attention through eye gazing, gesture or action
- show sustained focus on another's face
- recognise certain people and associate them with particular events, e.g. helpers for swimming
- engage in solitary play but show some awareness of others
- respond to joint attention eg. the student who looks to the referenced object is "responding to joint attention"
- begin to be aware of being part of a group eg. lining up with their class
- begin to be exposed to social routines and practices
- begin to form emotional bonds with familiar adults
- respond to consistently given positive reinforcement and praise
- express a range of basic emotions (can be verbal or non-verbal) that indicate their feelings eg. "happy", "sad", "angry" through smiling, crying, yelling
- observe the behaviour of others
- follow class routine under the direction and with the support of a familiar adult
- recognise some key emotions and begin to identify them eg. happy, sad, angry
- respond to feelings of others (another student crying, tone of voice) by physical movement, verbal response etc

- D3: Contributing to developing a supportive social environment
- D3: Describing school values related to inclusion and diversity
- **Level Three:**
- A2&B4: Affirming diversity and enhancing relationships in games and physical activities
- C1: Making friends and supporting with others. Being inclusive
- A1 and C1: Choosing, making, maintaining and changing friends
- B4: Exploring how media representations of games and sport can reinforce gender stereotypes
- D2: Exploring community events that celebrate and affirm
- Diversity
- D4: Affirming diverse gender identities
- **Level Four:**
- A1 and C1: Exploring concepts of love, attraction and romance
- A4: Describing personal gender identity and critiquing media messages about gender, relationships and sexuality
- B4: Exploring different cultural perspectives on gender and sport
- C2: Supporting the rights and feelings of others
- C1: Recognising the effects of changing roles on relationships

- respond to visual cues from others' faces, expressions, gestures, body posture by physical movement, verbal response etc.
- initiate joint attention eg. the pointing student is "initiating joint attention" by trying to get the other to look at the object
- are confident and comfortable making eye contact (however briefly)
- identify class members and other significant people (verbal or non-verbal)
- respond to verbal prompts in relation to inappropriate touching eg. hands down/waiting
- when prompted, identify some acceptable ways of behaving
- when prompted, identify some unacceptable ways of behaving
- copy the positive behaviours of others
- begin to display protective behaviours
- join in discussions by responding appropriately (vocalising, symbols, signing) to simple questions about familiar events or experiences
- initiate interactions and respond to others
- relate to and make attachments to members of their group
- begin learning to control their impulses
- develop the skills to wait for and /or accept a response from another person
- play cooperatively with a chosen person
- under guidance, ask permission to use another's property
- follow adult prompts to regulate their emotional expressions eg. when yelling inside, prompted to "use an inside voice"
- identify when someone is upset or needs help

Launch 1 to 3:

- demonstrate understanding of basic good manners and use them with prompts
- show concern for others, offering comfort and sympathy
- operate independently within familiar situations
- use appropriate social skills when joining pre existing groups (observing, waiting, approaching, requesting to join)
- interact with the same small group of peers on an ongoing basis
- show confidence in seeking out others for support and guidance
- demonstrate an awareness of appropriate interactions with others eg. touching, hugging, shaking hands

- D1: Critiquing heteronormative messages and practices in the school media
- D3: Developing policies for supporting diversity of gender and sexual identity

- independently greet others and begin to form connections with other students
- make purposeful relationships with familiar adults and peers
- show consideration of the needs and feelings of others
- use good manners on many occasions without prompting
- demonstrate an understanding of friendship
- communicate their feelings in simple phrases or visuals/graphic signs
- seek out others to share experiences
- belong to a variety of friendship groups with support
- use cues from the social context to guide own choices about behaviour across a range of familiar social situations eg. the behaviour of others
- show an understanding of sharing eg. personal belongings, class items, resources and playground equipment
- independently offer assistance
- share and initiate activities with other people
- express a range of emotions
- control impulsive behaviour with the support and direction of familiar adults
- support each other in behaving appropriately, eg. greeting each other politely, sharing etc
- begin to show respect, care and concern for themselves and others
- identify feelings and emotions and express them in appropriate ways
- sustain a friendship over an increasing period of time
- talk to a trusted person about difficulties, fears and problems with minimal assistance
- independently offer assistance to others
- develop an understanding of appropriate expressions of affection and love
- identify some characteristics of self and others
- demonstrate an understanding that their behaviour can impact on others
- adhere to class rules and routines
- explain the generalised cause of their own feelings, for example ‘...makes me happy’

Level One:

- be aware of their feelings and thoughts about an activity and make choices based on these feelings
- carry out routine activities with their friends
- begin to develop an understanding about different kinds of relationships, eg. family, girl/boyfriend

	<ul style="list-style-type: none"> ● begin to know the difference between ‘private’ and ‘not private’ in a range of familiar situations eg. home/school ● begin to reflect on how their behaviour can impact on others ● know that family and friends should care for one another ● express strong feelings in safe and acceptable ways ● express uncomfortable feelings or feelings of vulnerability to a trusted adult ● regulate expression of emotions <p>Level Two:</p> <ul style="list-style-type: none"> ● express and manage a wide variety of emotions with sensitivity to others ● express affection, love, support, respect and gratitude in a range of friendships ● express their opinions on things that matter to them ● adapt general rules of social behaviour to reflect the specific needs of a situation eg. by taking the needs and preferences of others into account in an activity ● display awareness of how personal behaviour influences the feelings of others ● display an awareness of bullying ● reflect on the consequences of their behaviour in social relationships ● develop a range of strategies for dealing with differences that could lead to conflict ● use strategies for dealing with behaviour that is not respectful to them
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<p>2022</p> <p>Looking After Ourselves</p> <p>Resources →</p>	
<p>Level One:</p> <ul style="list-style-type: none"> ● A4: Respecting self and others ● D1 and D2 Expressing ideas and feelings. Listening to others 	<p>Fuel 1 to 3:</p> <ul style="list-style-type: none"> ● Facilitated during self care routines – face washing ● Facilitated during self care routines – hand washing ● Facilitated during self care routines- teeth cleaning

Level Two:

- A1: Describing stages of growth and development needs, including hygiene practices
- A1: Describing personal strategies for coping with social and physical changes
- A4: Self worth: identifying gender and social strengths
- Identifying locally available health care services
- D3: Contributing to developing a supportive social environment

Level Three:

- A4: Self worth: identifying and affirming the feelings and beliefs of others
- C2: Equity issues: recognising and challenging bullying, stereotypes, and body image messages

Level Four:

- A4: Identifying and how social messages regarding body image and gender affect self worth
- A4: Describe personal gender identity and critiquing media messages about gender, relationships and sexuality
- D2: Accessing health care agencies and evaluating their roles
- A3: Recognising and dealing with harassment and abuse

- Facilitated during self care routines- hair brushing
- Facilitated during self care routines – nose wiping
- Facilitated during self care routine – menstruation
- Facilitated to apply sunscreen
- Facilitated clothing changes
- Facilitated dressing when clothes held in position by an adult
- Participates with facilitation in an established toileting routine.
- Participate with facilitation in a variety of activities involving appropriate dressing for weather.
- Facilitated administration of personal medication.
- Co-actively helps during self care routines – face washing
- Co-actively helps during self care routines – hand washing
- Co-actively helps during self care routines- teeth cleaning
- Co-actively helps during self care routines- hair brushing
- Co-actively helps during self care routines – nose wiping
- Co-actively helps during self care routine – menstruation
- Co-actively helps to apply sunscreen
- When physically prompted remove own unfastened clothing
- Attempts dressing when clothes held in position by an adult
- Participate in an established toileting routine.
- Let others know when they are uncomfortable; hot, cold, hungry, thirsty, wet, etc
- Participate in a variety of activities involving appropriate dressing for weather.
- Co-operates with the administration of personal medication
- Cooperates with programmes that develop an awareness of body parts
- acknowledge others' presence with assistance
- undertake simple tasks with coactive support from familiar adults
- focus attention on others and acknowledge their presence independently

Fuel 4 to 6:

- Attempt familiar self care routines when prompted –face washing
- Attempt familiar self care routines when prompted -hand washing
- Attempt familiar self care routines when prompted - teeth cleaning
- Attempt familiar self care routines when prompted - hair brushing

- Attempt familiar self care routines when prompted - nose wiping
- Attempt familiar self care routines when prompted – menstruation
- Attempts to apply sunscreen and follows prompts to wear hat
- When prompted, take off own clothing, when already unfastened
- With prompting put on clothes when given by an adult
- Follow a verbal request to go to the toilet.
- Follow a familiar routine that promotes their health, with support.
- Communicates illness or injury to an adult
- Anticipates the need for sunscreen and hat and carries out with minimal prompts.
- Take off own clothing when unfastened
- When prompted put on own clothes without fastenings
- Demonstrates an awareness of the need for privacy for self care routines.
- With minimal prompt, can wipe self after toileting
- Co-operates with menstrual routines
- Identify persons in the community who provide us with medical care
- When thirsty get own drink
- Manage morning tea and lunch
- Take off and put on own clothing including simple fastenings.
- When prompted, removes used sanitary aide
- With full supervision, able to identify what is and isn't medication
- Can wipe self after toileting

Launch 1 to 3

- Anticipate and complete familiar self care routines – face washing
- Anticipate and complete familiar self care routines – hand washing
- Anticipate and complete familiar self care routines – teeth cleaning
- Anticipate and complete familiar self care routines – hair brushing
- Anticipate and complete familiar self care routines – nose wiping
- Anticipate and complete familiar self care routines – toileting
- Anticipate with prompt self care routine – menstruation
- Applies sunscreen and hat
- When prompted applies sanitary aid
- When prompted correctly answer direct questions concerning the importance of the following

self care routines, face, hand washing, teeth cleaning, hair brushing, nose wiping and toileting.

- Demonstrates understanding of the need for privacy for self care routines.
- Demonstrates an understanding of the need to wear appropriate clothing for familiar activities and situations.
- When prompted, identify specific roles of people who provide medical care.
- Identifies appropriate toilet for gender
- Attempt with prompt self care routines – shower
- Attempt with prompt self care routines – hair washing
- Attempt with prompt self care routines – shaving
- Attempt with prompt self care routines – nail care
- Attempt with prompt self care routine – skin care
- Answer direct questions concerning the importance of the following self care routines, face, hand washing, teeth cleaning, hair brushing, nose wiping and toileting.
- Attempt familiar self care routines when requested –shower
- Attempt familiar self care routines when requested – hair washing
- Attempt familiar self care routines when requested – shaving
- Attempts familiar self care routines when requested- menstruation
- Attempt familiar self care routines when requested –nail care
- Attempt familiar self care routines when requested – skin care

Level One:

- Anticipate and complete self care routines – showering
- Anticipate and complete self care routines – hair care
- Anticipate and complete familiar self care routines – shaving
- Anticipate and complete familiar self care routines – menstruation
- Anticipate and complete familiar self care routines – nail care
- Anticipate and complete familiar self care routines- skin care
- Understand the need to change underwear daily
- begin to develop an understanding about different kinds of relationships, eg. family, girl/boyfriend

- begin to know the difference between 'private' and 'not private' in a range of familiar situations eg. home/school
- begin to reflect on how their behaviour can impact on others
- know that family and friends should care for one another
- express strong feelings in safe and acceptable ways
- express uncomfortable feelings or feelings of vulnerability to a trusted adult
- identify people who can provide personal assistance and know how to access them, e.g. family phone numbers and emergency phone numbers.
- say when they don't feel safe
- recognise exploitative behaviour, e.g. abuse, bullying and inappropriate touching and the feelings associated with them

Level Two:

- Identify different toiletries and their purposes
- Attempt to apply basic cosmetics
- Select appropriate clothing for a given occasion
- With prompting correctly answer direct questions concerning the importance of the following self care routines, showering, hair care, shaving, menstruation, nail care and skin care.
- Able to indicate to familiar adults their personal medicine routine.
- understand the need for an adult to supervise/ administer
- medications, to ensure correct medications and dosages
- demonstrate a knowledge that clothes project an image, e.g. wearing smart clothes for work experience
- identify substances that are harmful to the body, e.g. cleaning products, cigarettes, recreational drugs
- be aware that over familiar behaviour isn't appropriate
- recognise situations, advances or suggestions that threaten their safety or well being, e.g. inappropriate touching, invitations to accompany strangers
- develop healthy appropriate opportunities to get physical contact and sensory stimulation, e.g.

	<p>massage</p> <ul style="list-style-type: none"> • meet and visit health nurses, dentists, etc and examine props, e.g. stethoscope, plasters and uniforms <p>Level Three:</p> <ul style="list-style-type: none"> • demonstrate inclusive behaviour that recognises similarities and acknowledges differences • recognise the attitudes and behaviours that might cause conflict between peers • display an understanding of various forms of bullying • display knowledge of behaviour that constitutes bullying • display appropriate response to bullying of self and others eg. informing a trusted adult • regulate own behaviour in familiar situations, even in the face of direct provocation from other students • Indicate when/where different toiletries and their purposes • Answer direct questions concerning the importance of the following self care routines, showering, hair care, shaving, menstruation, nail care and skin care. • Able to indicate when a haircut is needed • Identify own skin type. • Select appropriate clothing for all occasions
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<p style="text-align: center;">2024</p> <p style="text-align: center;">Personal Safety</p> <p style="text-align: center;">Keeping Ourselves Safe</p> <p style="text-align: center;">Resources →</p>	<p>Right to Know:</p> <p>Module Three:</p> <p>Unit 1: Private</p> <p>Unit 2: Interpersonal Boundaries</p> <p>Unit 3: Safety in the community</p> <p>Unit 4: Assertiveness training</p> <p>Unit 5: Abuse prevention strategies</p>
<p>Level One:</p>	<p>Fuel 1 to 3:</p>

- Identifying safe and unsafe touching and the the importance of respect
- Setting classroom rules
- Dealing with bullying and harassment and speaking out for ourselves and others

Level Two:

- Identifying risks and planning safety strategies
- Identifying locally available health services

Level Three:

- Identifying risks and planning safety strategies
- Describing locally available health care services.
- Equity issues:
 - recognising and challenging bullying, stereotypes,, and body image messages
- Assertiveness Skills:
 - Identifying pressures from others and from own feelings. Demonstrate assertive responses to pressure
 - Recognising media, social media and consumer influences
 - Exploring and critiquing online, social and popular media representations of gender, sexual orientation and body image
 - Recognising discrimination and acting

- tolerate activities that protect their health, e.g. medication, sun protection, standing frame
- cooperates with programmes that develop an awareness of body parts

Fuel 4 to 6:

- Identify some body parts with support
- cooperate with simple safety procedures, e.g. sitting still in chair
- know when they are uncomfortable; hot, cold, thirsty, hungry, wet, etc
- participate, with support, in activities that protect their health, e.g. rubbing in sunscreen
- develop safety awareness in daily routines, e.g. awareness of cold tap and hot tap
- let others know when they are uncomfortable; hot, cold, hungry, thirsty, wet, etc
- participate with increasing independence in activities that protect their health, e.g. washing hands before eating
- participate in a variety of activities involving appropriate dressing for weather, e.g. wearing a hat
- recognise that eating some substances can be harmful, e.g. sand, play dough
- respond to simple verbal requests in familiar situations, in regard to their personal safety, e.g. 'it's hot, don't touch'
- follow familiar routines that promote their health, with support, e.g. fruit morning teas, sun protection

Launch 1 to 3:

- identify some body parts
- anticipate personal safety needs in familiar situations with verbal prompts, e.g. keeping fingers clear of door
- initiate sun protection procedures with minimal prompts, e.g. apply own sunscreen and put hat on
- acknowledge the need for help and seek help when needed
- recognise people who keep us safe
- identify people or activities with whom/which they feel safe
- anticipate the need for and implement sun protection procedures
- develop basic first aid skills, e.g. putting on a bandaid with assistance
- With full support, behaves appropriately in lifts, elevators and ramps.
- be appropriately trusting of others

to support others

- Developing strategies for enhancing well being
- Developing harassment policies, including strategies for social media and online contexts

Level Four:

- Planning strategies for supporting self and others in online environments
- Identifying pressures in intimate relationships

- demonstrate understanding that adults make most decisions -regarding safety rules, and seek assistance when needed, e.g. from parent/teacher
- Demonstrates understanding of the need for privacy for self care routines.
- recognise a safe place to cross the road, e.g. pedestrian crossing, and seek help when needed
- begin to recognise safety risks to themselves
- recognise that they only accept medication from responsible adults
- know and communicate their name and address and seek assistance when needed
- With minimal support, able to safely use leisure equipment.
- With minimal support, behave appropriately according to the setting.
- Knows to avoid the dangers of
 - electrical appliances
 - sharp knives
 - hot/boiling water
 - cooking on stovetop
 - oil in cooking
 - handling hot items
 - handling broken glass
 - hot tap water
 - steam
 - syringes
- Know the need for supervision for some activities such as when swimming, crossing the road

Level One:

- identify people who can provide personal assistance and know how to access them, e.g. family phone numbers and emergency phone numbers.
- say when they don't feel safe
- recognise exploitative behaviour, e.g. abuse, bullying and inappropriate touching and the feelings associated with them
- identify the potential safety risks in the home, school and community, e.g. road rules, fire, bathroom
- recognise commonly used medicines and household products
- recognise that some practices/substances are harmful
- recognise that there are some medicines, e.g. cough syrup and other substances, such as

vitamins, that help the body when used properly and safely

- understand the need for an adult to supervise/ administer medications, to ensure correct medications and dosages
- identify those parts of the body that are 'private', e.g. correctly place underwear outlines over appropriate body parts
- Behave appropriately according to the setting.
- Queue for an activity.
- Cope with a group or crowd situation.
- Behave appropriately in lifts, elevators and ramps.
- Participate as a pedestrian in a familiar street environment.
- anticipates when to undress in unfamiliar situations for routine events, e.g. bedtime on a residential trip
- participate in more complex self care routines with minimal supervision e.g. hair washing, showering

Level Two:

- demonstrate a knowledge that clothes project an image, e.g. wearing smart clothes for work experience
- demonstrate the difference between 'private' and 'not private' behaviour in familiar situations
- be aware that over familiar behaviour isn't appropriate
- recognise situations, advances or suggestions that threaten their safety or well being, e.g. inappropriate touching, invitations to accompany strangers
- develop healthy appropriate opportunities to get physical contact and sensory stimulation, e.g. massage
- With support, identify public conveniences
- Participate as a safe pedestrian in unfamiliar locations.
- Seek others with whom to pursue activities.
- With full support, ask a community member for assistance.

Level Three:

- Safely use equipment in the local community
- With minimal support, ask a community member for assistance

2025

Our Bodies

Knowledge and Understanding

Resources →

Right to Know

Module Two:

Unit 1: Body Parts A

Unit 2: Body parts B

Unit 3: Puberty for girls

Unit 4: Puberty for boys

Unit 5: Puberty and Beyond

Unit 6: Reproduction for Birth Control

Unit 7: Sexual Expression

Level One:

- A1: Describing changes in growth patterns and identifying body parts

Level Two:

- A1: Describe stages of growth and development needs, including hygiene practices
- A4: Describing unique personal qualities
- A2: Promoting a positive and inclusive body image
- C2: Identifying shared and different personal and social characteristic

Level Three:

- A1: Describing knowledge of puberty, and growth and development needs
- A2: Developing positive body image
- A4: Describing personal characteristics and gender identities

Fuel 1 to 3:

- show an awareness of being dressed and undressed
- require full support for all personal hygiene routines
- show a reaction to being changed or taken to the toilet
- cooperate with face and hand washing
- participate consistently and intentionally when being dressed and undressed by an adult
- accept and cooperate with regular toileting routines
- participate in activities that develop body awareness
- participate in activities that identify body parts

Fuel 4 to 6:

- develop awareness of how different parts of the body feel, e.g. wash feet/hands, experience foot/hand massage, have hands decorated
- dress when clothes held in position by an adult - beginning to associate objects (clothing) with appropriate body parts
- participate in an established toileting routine, with success
- develop safety awareness in daily routines, e.g. awareness of cold tap and hot tap
- let others know when they are uncomfortable; hot, cold, hungry, thirsty, wet, etc
- participate with increasing independence in activities that protect their health, e.g. washing hands before eating
- attempt familiar self care routines, when requested, e.g. face and hand washing, teeth cleaning, hair brushing, nose wiping

Level Four:

- A1: Developing knowledge about, and adjusting to pubertal change
- A1: Developing knowledge about, and adjusting to conception and contraception
- A1: Managing pubertal change
- B4: Participating in physical activities and reflecting on the links between various physical activities and gender norms

- take off own clothing, with verbal prompts, when already unfastened
- put on clothes when helped to hold in position by an adult
- follow a verbal request to go to the toilet, remove pants and sit on the toilet
- respond to simple verbal requests in familiar situations, in regard to their personal safety, e.g. 'it's hot, don't touch'

Launch 1 to 3:

- anticipate familiar self care routines and carry them out with prompts, e.g. washing face and hands and nose wiping
- take off own clothing independently when unfastened
- put on own clothes with verbal prompts without fastenings
- anticipate the need and request to use the toilet
- anticipate personal safety needs in familiar situations with verbal prompts, e.g. keeping fingers clear of door
- identify the major parts of the body by their proper names
- Identifies appropriate toilet for gender
- When prompted correctly answer direct questions concerning the importance of the following self care routines, face, hand washing, teeth cleaning, hair brushing, nose wiping and toileting.
- name and identify the function of body parts, e.g. eyes, teeth, nose, ears
- describe ways to care for their teeth
- describe simple life cycle of plants, animals and humans

Level One:

- identify all body parts by their correct names
- identify those parts of the body that are 'private', e.g. correctly -place underwear outlines over appropriate body parts
- identify changes in their bodies during puberty
- recognise the need for different personal care routines during puberty, e.g. shaving and menstruation management
- explore different toiletries and their smells and indicate when/where they should be used and their purposes, e.g. soap, deodorant, shampoo, shaving cream
- anticipate and complete more complex personal care routines with support, e.g. shaving and menstrual management

Level Two:

- understand the need to wear appropriate clothing in various situations, e.g. party, ten pin bowling
- choose and buy own clothes with support
- demonstrate a knowledge that clothes project an image, e.g. wearing smart clothes for work experience
- know the importance of personal hygiene and the routines that -need to be carried out in all situations, e.g. daily shower, after sports activities
- anticipate and complete more complex personal care routines independently, e.g. shaving and menstrual management
- identify substances that are harmful to the body, e.g. cleaning products, cigarettes, recreational drugs
- demonstrate the difference between 'private' and 'not private' behaviour in familiar situations