

RESPECTFUL RELATIONSHIPS

TEACHING AND LEARNING PACKAGE

Acknowledgements

Principal Author: Janice Atkins

This resource has also been informed by representatives from the Department of Education including principals and teachers.

Publication Details

Department of Education
GPO Box 169
HOBART TAS 7000
web: www.education.tas.gov.au

Version 1

Published: July 2017



© 2017 State of Tasmania (Department of Education)

With the exception of logos, trade mark protected and other third-party material as indicated this content is licensed under the Creative Commons Attribution 4.0 International (CC-BY4.0) licence. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0/>.

This content is released under a Creative Commons Attribution 4.0 International Licence (CC-BY 4.0) so that it can be shared and adapted openly, as long as attribution is given. You are free to use this content so long as you attribute the State of Tasmania (Department of Education).

The Creative Commons licence does not apply to the State of Tasmania logo and material owned by third parties that has been reproduced with permission. Permission will need to be obtained from third parties to re-use their material.

For the latest version of this document and additional support materials go to: www.education.tas.gov.au/intranet/

CONTENTS



INTRODUCTION

Schools are places where children learn how to interact with others and work together in a respectful way. Schools model respectful relationships and can help students to understand that no one should be abused. For some students, schools may provide the only safe haven they have for coping with family violence and abuse. Going to school for these students provides the stability and support they require.

Schools are also important settings for challenging stereotypes and addressing attitudes and beliefs about gender and power that perpetuate family violence and abuse. Schools can be catalysts for generational and cultural change, as they are

both places of learning for students and places of work for adults. By explicitly examining power relations and challenging traditional gender roles and stereotypes in classrooms and in policies and processes within the school workplace, cultural change can be shaped.

Peers are a key source of support for all students, regardless of their experiences of family violence. Young people often find it easier to talk to their friends about the issues and problems they may be having. These teaching and learning materials have been developed to provide students with the knowledge and skills required to support their peers.

HOW TO USE THIS RESOURCE

The *Respectful Relationships Teaching and Learning package* has been designed to help all schools address the issue of family and gender-based violence. Tackling abusive behaviour and narrow attitudes towards gender, power and violence should be embedded in the culture of the school and addressed continually, rather than as stand alone programs that are implemented in isolation.

The activities in this resource provide explicit opportunities for developmentally appropriate learning about gender stereotypes and roles, keeping safe, respectful relationships and how to seek help when safety is threatened.

Each activity is designed to be interactive, participatory and engaging, but also challenging. Not all of the activities raise family violence and abuse directly, but they have been planned using themes found to be effective in addressing family violence, including:

- * challenging assumptions about gender, power and equality
- * changing beliefs and attitudes about men and women
- * creating a culture of respectful relationships
- * managing feelings and accepting responsibility for one's own emotions and behaviour
- * strategies to resolve conflict
- * knowing the difference between abusive and non-abusive relationships
- * promoting the consistent message that violence is not acceptable
- * highlighting the role of peers and adults in providing support
- * giving information about where to get help.

The teaching and learning activities have been mapped to Health and Physical Education and the general capabilities within the Australian Curriculum.

The mapping for Health and Physical Education is included at the beginning of each module and at the start of each concept and identifies the elements of the achievement standard and the content descriptions that are addressed.

MAPPING OF THE GENERAL CAPABILITIES

The Personal and Social capability, Ethical Understanding, Critical and Creative Thinking and Literacy capabilities are all mapped throughout the resource.

Activities for the Personal and Social capability and the Ethical Understanding capability have been mapped to the elements, sub-elements and descriptions from the Australian Curriculum continuum, to provide additional guidance for teachers. The descriptions are provided at the start of each learning module.

Personal and social capability

Self-awareness

- * Recognising emotions (PSC-RE)

Self-management

- * Express emotions appropriately (PSC-EE)
- * Become confident, resilient and adaptable (PSC-BCRA)

Social awareness

- * Appreciate diverse perspectives (PSC-ADP)
- * Contribute to civil society (PSC-CCS)
- * Understand relationships (PSC-UR)

Social management

- * Communicate effectively (PSC-CE)
- * Negotiate and resolve conflict (PSC-NRC)

Ethical understanding

Understanding ethical concepts and issues

- * Recognise ethical concepts (EU-REC)
- * Exploring ethical concepts in context (EU-ECC)

Reasoning in decision making and actions

- * Reason and make ethical decisions (EU-MED)
- * Consider consequences (EU-CC)
- * Reflect on ethical action (EU-REA)

Exploring values, rights and responsibilities

- * Examine values (EU-EV)
- * Explore rights and responsibilities (EU-ERR)
- * Consider points of view (EU-CPV)

For the Critical and creative thinking and Literacy capabilities the mapping is to the elements and sub-elements.

Literacy

Comprehending texts through listening, reading and viewing (LIT-TEXT)

- * Navigate, read and view learning area texts
- * Interpret and analyse learning area texts

Composing texts through speaking, writing and creating (LIT-COMP)

- * Compose spoken, written, visual and multimodal learning area texts
- * Use language to interact with others
- * Deliver presentations

Critical and creative thinking

Inquiring - identifying, exploring and organising information and ideas (CCT-INQ)

- * Identify and clarify information and ideas

Generating ideas, possibilities and actions (CCT-IDEAS)

- * Consider alternatives
- * Seek solutions and put ideas into action

Reflecting on thinking and processes (CCT-REF)

- * Reflecting on processes
- * Transfer knowledge into new contexts

Analysing, synthesising and evaluating reasoning and procedures (CCT-SYNTH)

- * Draw conclusions and designs course of action
- * Evaluate procedures and outcomes

Intercultural understanding

Interacting and empathising with others (ICU-INT)

- * Consider and develop multiple perspectives
- * Empathise with others

Reflecting on intercultural experiences and taking responsibility (ICU-REF)

- * Challenge stereotypes

Information and communication technologies

Investigating with ICT (ICT-INV)

- * Select and evaluate data and information

Communicating with ICT (ICT-COMM)

- * Understand computer mediated communications

CREATING A SAFE AND INCLUSIVE LEARNING ENVIRONMENT

A climate of trust is essential if students are to discuss their opinions and beliefs openly. Engaging in activities to develop trust and build communication and cooperation is a necessary prerequisite for the implementation of specific components in this resource.

Students need to feel supported, respected and comfortable when they are participating in the learning activities. Purposeful, respectful discussion which avoids unpleasant experiences for students can be established by:

- * establishing and maintaining consistent lesson routines
- * establishing and upholding group or class rules, examples of which are outlined below
- * expecting and modelling positive and respectful behaviours
- * promoting a classroom environment free from harassment
- * demonstrating that teachers respect and care about what happens to all students
- * affirming diversity in the classroom, school and wider community
- * respecting students' right to remain silent.

SETTING GROUND RULES

Before any teaching about family violence or respectful relationships can begin, it is important to establish some agreed ground rules to ensure that lessons run smoothly, that students feel safe contributing to activities and that interactions are respectful.

Suggested ground rules include all students' right to:

- * privacy
- * not be asked private questions
- * speak without being interrupted
- * be listened to
- * express their own opinions, ideas and feelings
- * respect
- * their own personal space
- * make mistakes without being ridiculed or laughed at

All class members should try to:

- * join in and make a positive contribution to the lesson
- * support other people who are less confident
- * listen to and respect what others have to say
- * ensure that they don't disclose personal information about themselves or others.

PROTECTIVE INTERRUPTING

Protective interrupting is a strategy that can be used to prevent students from disclosing in front of their peers while providing them with the opportunity to disclose safely and confidentially.

Class discussions are closely supervised so that students who begin to disclose private information can be interrupted quickly and sensitively, using interjections such as "it sounds as though you want to talk about this. Why don't we talk about it after class?" After interrupting the student, the discussion is guided back to the original conversation. If necessary, the students can be reminded of the group rule of not sharing personal information in class discussions.

CLOSING THE LESSON AND DEBRIEFING STUDENTS

Closing a lesson in a positive way is critical when teaching about sensitive issues such as family violence and abuse. Discussion points and key learnings need to be summarised. Case studies, unfinished stories or moral dilemmas should be brought to some point of resolution. Selection of activities for a lesson needs to be carefully thought through so that there is time to complete the lesson with an appropriate closure. Students who participate in scenarios, or who express a strong point of view about an issue, may need to be debriefed individually. Provide opportunities for the expression of strong feelings and then return students to the present situation.

TEACHER NOTES

The Teacher notes throughout this resource identify supporting practices for teachers. In most instances these are short but critical directions for teachers working with difficult concepts or situations that may arise in the teaching of respectful relationships..

MANAGING DISCLOSURES

If a child or young person begins to disclose potential abuse or family violence, listen but do not ask for details. It is important to let the student know as quickly possible that if the information causes concern it will be passed on to others who can help.

Under no circumstances agree to keep it a secret and remain aware that family violence and abuse thrives on secrecy. It is essential to be familiar with the school's policies and procedures and to follow them.

When listening, use the following cues to guide thinking about the disclosure:

- * is the student currently being harmed?
- * is the student likely to be harmed in the future?
- * is anyone else being harmed?
- * does the student need medical attention?
- * what are the student's overall needs?

REFERRAL PATHWAYS AND MANDATORY REPORTING

Referring students for support must comply with school based procedures.

Support for teachers and schools regarding mandatory reporting is available:

[Mandatory Reporting](#) (DoE access only)

[Mandatory Reporting Procedures](#) (DoE access only)

Respectful Relationships resources developed by other state education departments

The Respectful Relationships initiative is part of a national campaign to reduce the prevalence of family and gender-based violence. This national focus means that other state education departments have developed teaching and learning resources to support teachers in addressing respectful relationships concepts. When planning their learning programs, teachers can expand the learning activities in this resource with additional activities from resources from other states. These resources can be accessed through the following sites:

[Resilience, Rights and Respectful Relationships learning resources - Victoria](#)

[Building Respectful Relationships - Victoria](#)

[PDHPE Teacher Toolkit: Prevention of Domestic Violence – NSW](#)

[Growing and developing healthy relationships – WA](#)

SCOPE AND SEQUENCE

The Respectful Relationships scope and sequence documents underpin planning at each level from Foundation* to Year 12.

**Please note: In Tasmanian government schools, first year of compulsory education is called preparatory (Prep). However, to align with the Australian Curriculum our Respectful Relationships Education resources refer to the preparatory (Prep) year as Foundation.*

Respectful Relationships Education in the Early Years is addressed through the Respectful Relationships Birth to Kindergarten education package. This has been specifically structured to support the Early Years Learning Framework (EYLF). Kindergarten teachers will determine the sequencing of concepts and understanding within their specific contexts.

RESPECTFUL RELATIONSHIPS - SCOPE AND SEQUENCE (KINDER – YEAR 4)

Overview	Students learn to describe a wide range of emotions in appropriate ways and recognise feelings that can be warning signals of unsafe or uncomfortable situations. They learn how to take responsibility for their own safety at school and at home, with a particular focus on protective strategies. Students learn to interact with others with care, empathy and respect and practise key social skills, such as co-operative and inclusive behaviours, sharing, expressing needs and feelings appropriately, negotiating, respecting others and making decisions. Students apply strategies for managing the changing nature of their relationships and learn to identify the people at school and in their community who can help them in a range of situations. Students practise strategies for seeking help and support when they need it.
Curriculum links	Health and Physical Education (F - Year 4); General capabilities (Ethical understanding, Personal and social capability, Literacy, Critical and creative thinking);

		BIRTH - KINDERGARTEN	FOUNDATION	YEAR 1 – 2	YEAR 3 – 4
MODULE 1: RESPECTFUL RELATIONSHIPS	Module 1 learning goals	Refer to Respectful Relationships Birth to Kindergarten Teaching and Learning package.	<p>Know: The different types of relationships they have with different people.</p> <p>Understand: They have relationships with different people and some relationships are more significant than others.</p> <p>Do: Practise a range of personal and social skills to interact with their peers. Identify people in their local community they trust.</p>	<p>Know: The characteristics of positive and caring relationships.</p> <p>Understand: Respect is an important part of interacting positively with others.</p> <p>Do: Practise ways to show respect for their peers and teachers.</p>	<p>Know: As they get older relationships change and develop in different ways.</p> <p>Understand: Loss of respect or trust can impact negatively on relationships.</p> <p>Do: Describe strategies to manage changing relationships.</p>
	Key concepts				
	My relationships		<p>Who are the people that I have relationships with? Learners explore the different relationships they have.</p>	<p>What makes a positive relationship? Learners identify the characteristics of positive friendships and the difference between friendly and unfriendly behaviours.</p>	<p>How do my relationships change as I grow older? Learners identify signs of conflict and explore different ways of managing conflicts.</p>
Respect and trust		<p>Who are the people I can trust? Learners understand what trust means and identify the people in they can trust in their local community.</p>	<p>How do I show respect for other people? Learners will identify their friendship strengths and how to be a respectful friend.</p>	<p>What happens to relationships if respect or trust is broken? Learners explore what happens to a relationship if trust or respect is broken.</p>	

		BIRTH - KINDERGARTEN	FOUNDATION	YEAR 1 – 2	YEAR 3 – 4	
MODULE 2: PROTECTIVE BEHAVIOURS	Module 2 learning goals	Refer to Respectful Relationships Birth to Kindergarten Teaching and Learning package.	<p>Know: The public and private body parts. The situations that feel unsafe</p> <p>Understand: The contexts when body parts should be kept private. Feelings and emotions can warn them of possible danger</p> <p>Do: Identify appropriate responses to a range of situations where their safety may be at risk.</p>	<p>Know: The warning signals that tell them they are in a situation that is unsafe. The ways to respond to unsafe situations.</p> <p>Understand: Parts of their bodies are private and proper names are used to describe them.</p> <p>Do: Identify the parts of their bodies that are private. Practise ways to respond to situations when they feel uncomfortable or unsafe.</p>	<p>Know: The factors that influence personal safety. The range of strategies to respond to unsafe situations.</p> <p>Understand: Strategies they can use to respond to unsafe or uncomfortable situations. In some situations they may not be able to respond quickly.</p> <p>Do: Describe ways they can stay safe in different situations. Practise strategies they can use to respond to unsafe situations.</p>	
	Key concepts					
	Personal safety		<p>What are the proper names for my public and private body parts?</p> <p>Learners identify the anatomically correct names for different body parts and understand that some parts are public and some parts are private. They will describe the contexts when body parts should be kept private.</p>	<p>What are the different types of touches?</p> <p>Learners identify the difference between good touches, bad touches and confusing touches.</p>	<p>What factors influence my level of safety?</p> <p>Learners identify what constitutes abuse and violence.</p>	
	Recognising safe and unsafe situations		<p>How can I tell if a situation is unsafe?</p> <p>Learners will understand the warning signals from the body that indicate situations may be unsafe.</p>	<p>When don't you keep a secret?</p> <p>Learners will identify different types of secrets and understand when a secret shouldn't be kept.</p>	<p>How might my body respond in different situations?</p> <p>Learners identify body signs and responses that provide cues they may be unsafe or uncomfortable.</p>	
Responding to unsafe situations		<p>How can I respond to a situation I feel is unsafe?</p> <p>Learners understand and practise strategies to respond to situations that are potentially unsafe.</p>	<p>How can I react and respond when I feel uncomfortable or unsafe?</p> <p>Learners practise identifying unsafe situations and responding in an assertive manner.</p>	<p>What strategies can I use to stay safe and healthy at school and at home?</p> <p>Learners revise and practise the steps in the Response Framework.</p>		

		BIRTH - KINDERGARTEN	FOUNDATION	YEAR 1 – 2	YEAR 3 – 4	
MODULE 3: HELP-SEEKING SKILLS	Module 3 learning goals	Refer to Respectful Relationships Birth to Kindergarten Teaching and Learning package.	<p>Know: The people who take care of them and keep them safe.</p> <p>Understand: There are trusted adults they can ask for help when they need it.</p> <p>Do: Identify a support network of people who they can talk to when they need help. Practise asking an adult for help when they need it.</p>	<p>Know: The people who can help them when they feel unsafe or uncomfortable.</p> <p>Understand: They might have to ask a number of people before they get the help they need.</p> <p>Do: Identify the trusted adults they could ask for help. Practise telling an adult about an unsafe or uncomfortable situation.</p>	<p>Know: The people they can go to when they are feeling uncomfortable or unsafe.</p> <p>Understand: If they feel uncomfortable or unsafe in a situation they need to tell a trusted adult about how they feel.</p> <p>Do: Practise strategies they can use to tell a trusted adult about a situation that has made them feel uncomfortable or unsafe.</p>	
	Key concepts					
	Support networks		<p>Who are the people who take care of me and help keep me safe?</p> <p>Learners identify trusted adults who form their support networks within the school</p>	<p>Who are the people who can help when I feel unsafe or uncomfortable?</p> <p>Learners identify a support network of trusted adults.</p>	<p>Who will help me if I feel unsafe or uncomfortable in a situation?</p> <p>Learners review their support network of trusted adults.</p>	
	Accessing help		<p>How can I ask for help when I feel unsafe?</p> <p>Learners practise how to start a conversation when they are asking for help.</p>	<p>How can I get help with a problem or situation?</p> <p>Learners practise strategies for telling adults they need help or have a problem.</p>	<p>What strategies can I use to ask for help from a trusted adult?</p> <p>Learners identify the reasons it might be difficult to approach an adult when they have a problem and will practise how to start a conversation when they need help.</p>	

RESPECTFUL RELATIONSHIPS - SCOPE AND SEQUENCE (YEAR 5 – YEAR 12)

Overview	Students develop an understanding of the qualities of respectful relationships. They can identify a support network of the teachers, parents, peers and other trusted adults they can go to for help. Learners recognise a range of potentially unsafe situations and propose strategies and behaviours to minimise their risk of harm. Students develop a common understanding about stereotypes and identities and how perceptions of the roles within a relationship can influence power and respect in relationships. Learners examine assumptions made around stereotypes, roles and their impact on familial relationships. Students develop skills in communication, negotiation, media literacy, help seeking and advocacy.
Curriculum links	Health and Physical Education Years 5-10; General capabilities (Ethical understanding, Personal and social capability, Literacy, Critical and creative thinking, Intercultural understanding, Information and communication technologies); Personal Planning Pathways (Year 11-12), MY Education (Year 11-12)



		YEARS 5 – 6	YEARS 7 – 8	YEAR 9 – 10	YEAR 11 – 12	
MODULE 1: RESPECTFUL RELATIONSHIPS	Module 1 learning goals	<p>Know: The characteristics of respectful relationships. The nature of stereotypes.</p> <p>Understand: Stereotypes are socially constructed. Respect is the basis for positive relationships.</p> <p>Do: Demonstrate respectful behaviours in their interactions with staff and peers. Identify how stereotypes are created. Describe the influence of stereotypes on relationships.</p>	<p>Know: The qualities of respectful communication. The rights and responsibilities in positive relationships.</p> <p>Understand: Stereotypes influence the roles people play in relationships and broader society. Conflicts can be resolved using respectful communication.</p> <p>Do: Describe how stereotypes can impact on roles within relationships. Demonstrate respectful communication in a range of situations.</p>	<p>Know: The factors that influence our relationships with others. The impact of violence on the community.</p> <p>Understand: Conflict can be managed by using negotiation and respectful communication. Inequalities can lead to violence and abuse in relationships.</p> <p>Do: Evaluate appropriate ways of managing a range of conflict situations. Analyse the impact of violence on health, wellbeing and relationships.</p>	<p>Know: The factors that characterise respectful intimate relationships. The range of assumptions made about gender.</p> <p>Understand: Assumptions about gender can influence attitudes and behaviours. Relationships that are not respectful can be unsafe and need to be changed or ended.</p> <p>Do: Analyse pervasive assumptions in society and propose ways to challenge them in their local communities. Propose strategies for managing or ending negative relationships.</p>	
	Key concepts					
	Understanding respectful relationships	<p>What are the factors that contribute to respectful relationships?</p> <p>Learners explore the key qualities of positive and respectful relationships.</p>	<p>What are my responsibilities for ensuring my relationships are respectful?</p> <p>Learners investigate the types of skills and characteristics needed to interact respectfully with others in a range of settings.</p>	<p>What factors can influence my relationships with others?</p> <p>Learners explore the role of gender stereotypes and societal norms and their impact on relationships and identities.</p>	<p>How can I establish and maintain respectful intimate relationships?</p> <p>Learners explore what makes a relationship positive, respectful and enjoyable.</p>	
	Respect, gender and power	<p>How are gender stereotypes created and what are the implications?</p> <p>Learners explore the nature of gender stereotypes and how they are constructed.</p>	<p>How can gender stereotypes influence roles in relationships?</p> <p>Learners explore the stereotypes that exist in our society and how they can influence identities and relationships.</p>	<p>What influence can gender stereotypes have on power in relationships?</p> <p>Learners explore the impact that gender stereotypes and narrow perceptions of masculinity and femininity can have on relationships</p>	<p>How can assumptions about gender and identity be challenged by society?</p> <p>Learners deconstruct gender stereotypes in the media and develop practical strategies for challenging them.</p>	
	Communicating and managing conflict	<p>What does respectful communication look like in relationships?</p> <p>Learners explore qualities of respectful communication and learn how to manage conflict situations.</p>	<p>How can respectful communication help to resolve conflicts in relationships?</p> <p>Learners explore practical strategies to manage conflicts and to ensure they do not escalate.</p>	<p>How can I show respect when I am negotiating and managing conflicts in relationships?</p> <p>Learners investigate how to manage conflicts in a way that shows respect and results in positive outcomes for all parties.</p>	<p>How can I manage conflicts and end relationships in a respectful way?</p> <p>Learners explore a range of conflicts that are common for young people and propose practical strategies for resolving them respectfully.</p>	

		YEARS 5 – 6	YEARS 7 – 8	YEAR 9 – 10	YEAR 11 – 12	
MODULE 2: PROTECTIVE BEHAVIOURS	Module 2 learning goals	<p>Know: The characteristics of unsafe situations. The strategies to respond to unsafe situations.</p> <p>Understand: They can take actions to protect their personal safety.</p> <p>Do: Describe strategies that they can use to respond to unsafe situations. Identify cues or warning signals that help them recognise when a situation is potentially unsafe.</p>	<p>Know: The settings where their own or others' personal safety could be at risk.</p> <p>Understand: Recognise the signals that a situation may be becoming unsafe.</p> <p>Do: Analyse a range of protective strategies they could use in different situations and propose the most appropriate for each.</p>	<p>Know: The cues to be aware of in relation to personal safety in a range of situations.</p> <p>Understand: External influences and contextual factors can impact on personal safety.</p> <p>Do: Propose intervention strategies they can implement as a bystander to prevent or respond to violence and abuse.</p>	<p>Know: The characteristics of social situations that could become unsafe.</p> <p>Understand: It can be difficult to respond immediately to a situation that becomes unsafe.</p> <p>Do: Evaluate a range of ways to respond to situations where their own or others' personal safety may be at risk due to violence or abuse.</p>	
	Key concepts		Key Concepts			
	Personal safety	<p>How can I take responsibility for my personal safety? Learners explore appropriate and safe responses in situations where their personal safety could be at risk.</p>	<p>How can violence impact on relationships and personal safety? Learners understand the nature of family and domestic violence and the impact it can have on victims and other family members.</p>	<p>How can external influences and contextual factors influence my personal safety? Learners investigate how attitudes towards women and gender equality can lay the foundation for violence- supportive behaviours.</p>	Personal safety and recognising unsafe situations	<p>How can I ensure my own and others' personal safety in a range of social situations? Learners make judgements about the levels of risk in a situation and propose practical responses to situations where personal safety is at risk.</p>
	Recognising safe and unsafe situations	<p>How can I recognise situations where my safety may be at risk? Learners explore how to recognise and assess risk and how to know when to leave a situation.</p>	<p>How can I recognise situations where my own or others' safety may be at risk from violence or abuse? Learners explore the nature of violence and propose practical responses to common situations of school-based violence.</p>	<p>What cues should I be aware of that indicate a relationship could be becoming unsafe? Learners explore the different cues that indicate that their relationship may be disrespectful, unhealthy or abusive.</p>	Recognising and responding to unsafe situations	<p>How can I respond to and prevent violence and abuse in my own and others' relationships? Learners explore and practise ways to respond to and prevent situations that may lead to violence and abuse.</p>
	Responding to unsafe situations	<p>What strategies can I use to respond to unsafe situations? Learners explore practical strategies for responding to situations that reduce the potential risk of harm.</p>	<p>What strategies can I use to react to and respond in situations where my own or others' safety is at risk from violence or abuse? Learners practise how to respond effectively and assertively to situations that could be potentially violent or abusive.</p>	<p>What strategies can I use as a bystander when I witness violence or violence-supportive attitudes or behaviour? Learners explore appropriate responses as bystanders to challenge sexist and violence-supportive attitudes or violent behaviours.</p>		
	Sexting and relationships		<p>How have digital and mobile technologies changed the way we communicate and share in relationships? Learners explore different ways that digital and mobile technologies are used to communicate and share and identify some of the risks to personal safety that may result from over-sharing.</p>	<p>What are the social, emotional and legal considerations when contemplating sending and/or sharing a sext message? Learners explore the social, emotional and legal implications of sending, receiving and sharing sext messages.</p>		<p>What long term consequences to individuals and relationships result from participating in sexting? Learners investigate how participating in sexting becomes a permanent aspect of their digital footprint and the impact it can have on them now and into the future.</p>

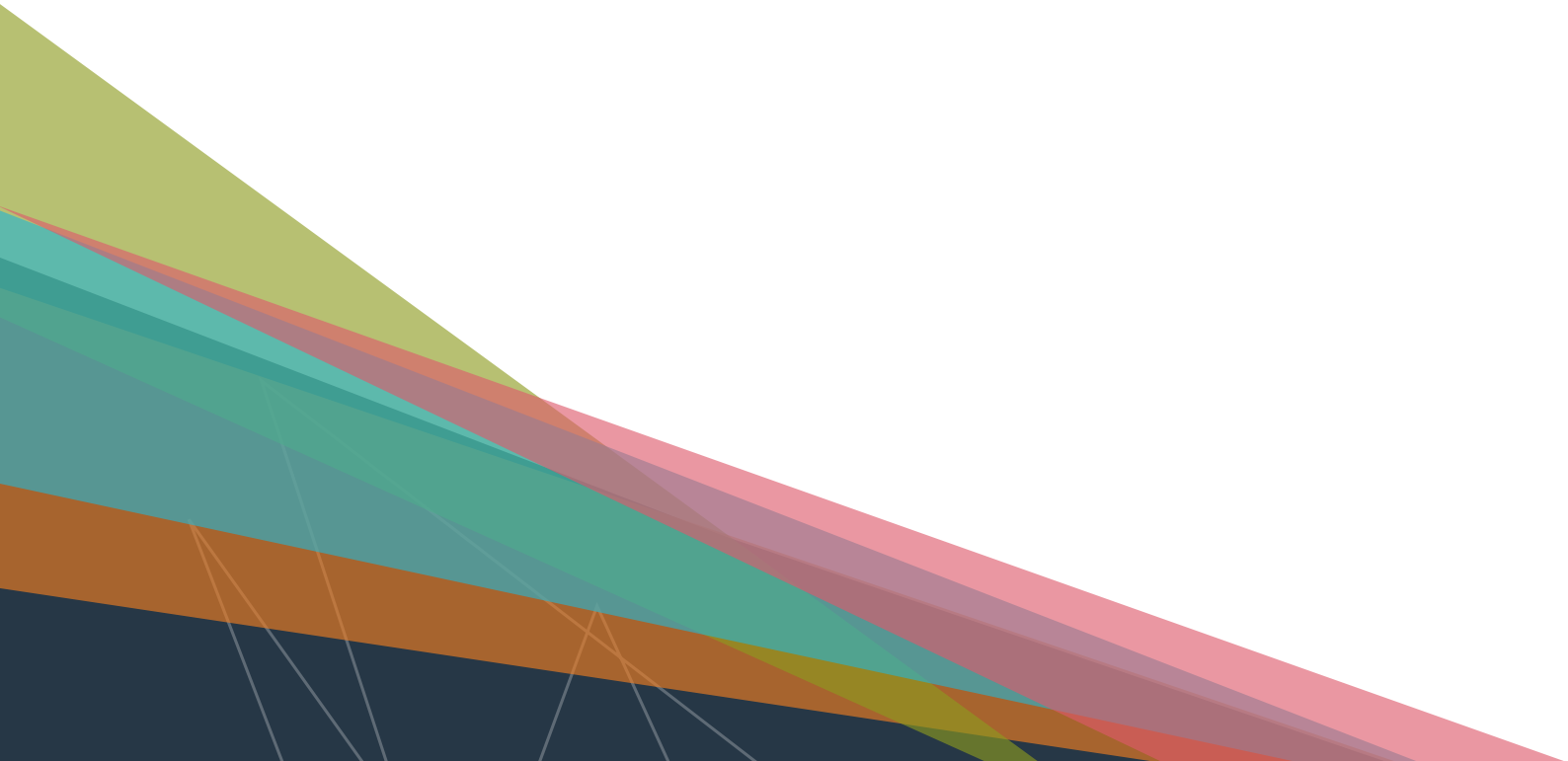
		YEARS 5 – 6	YEARS 7 – 8	YEAR 9 – 10	YEAR 11 – 12	
MODULE 3: HELP-SEEKING SKILLS	Module 3 learning goals	<p>Know: The people and support services that they can go to for help.</p> <p>Understand: That they may need to ask a number of different people before they get the help they need.</p> <p>Do: Investigate the range of support services and people in their community who can provide help.</p>	<p>Know: The different strategies and mediums that can be used to seek help.</p> <p>Understand: Different situations may require different types of help.</p> <p>Do: Plan an advocacy campaign to raise awareness about respectful relationships in their school or community.</p>	<p>Know: The types of actions that can help prevent violence and abuse.</p> <p>Understand: Community members have a responsibility to take action to prevent violence and abuse.</p> <p>Do: Critically analyse the types of help and support available in the community and propose a range of support pathways for someone in an abusive relationship.</p>	<p>Know: The legal rights and responsibilities in relation to reporting family violence and abuse.</p> <p>Understand: Community action can be effective in changing attitudes and behaviours.</p> <p>Do: Propose community based advocacy strategies to change attitudes and behaviours.</p>	
	Key concepts					
	Accessing help	<p>Who can I talk to when I need help and support?</p> <p>Learners explore indicators of risk and propose strategies for seeking support from a trusted adult.</p>	<p>What strategies can I use to seek help for myself or someone else?</p> <p>Learners identify practical strategies to seek help and support for themselves or someone else who may need it.</p>	<p>Where can I find help for myself or someone else in a violent or abusive relationship?</p> <p>Learners investigate the types of help available to support people who are in violent or abusive relationships.</p>	<p>How and where can I find help for myself or others who may be experiencing violence or abuse?</p> <p>Learners explore some of the elements to consider when supporting and helping a friend who is in a violent or abusive relationship.</p>	
Advocacy and action	<p>Where can I go to seek help?</p> <p>Learners explore sources of support and information for children that are in the local area and online.</p>	<p>How can I be an advocate for respectful relationships in my school and community?</p> <p>Learners design and develop a campaign to increase awareness about the importance of respectful relationships.</p>	<p>How can I take action to prevent violence and abuse in relationships?</p> <p>Learners explore the role of the media in changing societal attitudes to violence against women and their children.</p>	<p>How can I advocate in my community to prevent family violence and child and to better support victims?</p> <p>Learners develop and implement local actions to raise awareness and dispel myths relating to family violence.</p>		

The image features two young children in the foreground, both smiling. The child on the left is a young girl with dark hair, wearing a blue school uniform. The child on the right is a young girl with curly blonde hair, also wearing a blue school uniform. The background is slightly blurred, showing other people in similar uniforms. A large, colorful geometric overlay consisting of overlapping triangles in shades of green, yellow, orange, red, and purple is positioned in the lower-left and bottom-center areas. A pink horizontal bar is located in the middle-right section, containing the text 'FOUNDATION YEAR'.

FOUNDATION YEAR

FOUNDATION YEAR

18



SCOPE AND SEQUENCE

MODULE 1

Learning Goals

Know: The different types of relationships they have with different people.

Understand: They have relationships with different people and some relationships are more significant than others.

Do: Practise a range of personal and social skills to interact with their peers. Identify people in their local community they trust.

Key concepts

Who are the people that I have relationships with?

Learners explore the different relationships they have.

Who are the people I can trust?

Learners understand what trust means and identify the people in they can trust in their local community.

MODULE 2

Learning Goals

Know: The public and private body parts. The situations that feel unsafe

Understand: The contexts when body parts should be kept private. Feelings and emotions can warn them of possible danger

Do: Identify appropriate responses to a range of situations where their safety may be at risk.

Key concepts

What are the proper names for my public and private body parts?

Learners identify the anatomically correct names for different body parts and understand that some parts are public and some parts are private. They will describe the contexts when body parts should be kept private.

How can I tell if a situation is unsafe?

Learners will understand the warning signals from the body that indicate situations may be unsafe.

How can I respond to a situation I feel is unsafe?

Learners understand and practise strategies to respond to situations that are potentially unsafe.

MODULE 3

Learning Goals

Know: The people who take care of them and keep them safe.

Understand: There are trusted adults they can ask for help when they need it.

Do: Identify a support network of people who they can talk to when they need help. Practise asking an adult for help when they need it.

Key concepts

Who are the people who take care of me and help keep me safe?

Learners identify trusted adults who form their support networks within the school.

How can I ask for help when I feel unsafe?

Learners practise how to start a conversation when they are asking for help.

MODULE I: UNDERSTANDING RESPECTFUL RELATIONSHIPS

MODULE OVERVIEW

Learning goals

Know: The different types of relationships they have with different people

Understand: They have relationships with different people and some relationships are more significant than others

Do: Practise a range of personal and social skills to interact with their peers. Identify the people they can trust in their local community

Health and Physical Education

Relevant aspects of achievement standard

Students identify and describe the different emotions people experience

Students use personal and social skills when working with others in a range of activities

Students identify actions that help them be healthy, safe and physically active

Students demonstrate with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities

Relevant content descriptions

Identify people and demonstrate protective behaviours that help keep themselves safe and healthy (ACPPS003)

Practise personal and social skills to interact positively with others (ACPPS004)

Identify and describe emotional responses people may experience in different situations (ACPPS005)

General capabilities

Personal and social capability

Explore relationships through play and group experiences (PSC-UR)

Communicate effectively (PSC-CE)

Ethical understanding

Identify and describe the influence of factors such as wants and needs on people's actions (EU-REA)

Describe familiar situations that involve ethical concepts (EU-ECC)

Literacy

Interpret and analyse learning area texts (LIT-TEXT)

Compose spoken, written, visual and multimodal learning area texts (LIT-COMP)

Navigate, read and view learning area texts (LIT-TEXT)(LIT-COMP)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)



MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

- * Did all students demonstrate an understanding of the key concepts?
- * What concepts within the module will I need to revisit to ensure understanding?
- * When will I/ can I revisit these concepts?
- * Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- * Which activities and tasks were most engaging and effective?
- * Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?

CONCEPT 1.1 MY RELATIONSHIPS

FOCUS QUESTION: WHO ARE THE PEOPLE THAT I HAVE RELATIONSHIPS WITH?

* Activity Overview

Learners explore the different relationships they have.

* Relevant curriculum links

Health and Physical Education

Achievement Standards

Students identify and describe the different emotions people experience.

Students use personal and social skills when working with others in a range of activities.

Content Descriptors

Practise personal and social skills to interact positively with others (ACPPS004)

Identify and describe emotional responses people may experience in different situations (ACPPS005)

General capabilities

Personal and social capability

Explore relationships through play and group experiences (PSC-UR)

Ethical understanding

Identify and describe the influence of factors such as wants and needs on people's actions (EU-REA)

Literacy

Interpret and analyse learning area texts (LIT-TEXT)

Compose spoken, written, visual and multimodal learning area texts (LIT-COMP)

Navigate, read and view learning area texts (LIT-TEXT)(LIT-COMP)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about relationships and how to get along with others. During this activity they will identify the different people in their lives that they have a connection with and how they interact with those people. By the end of the activity they will have practised skills to help them get along with others and work better in a group.

Explain to students that they have relationships with people who they know. They can be connected to people in different ways such as family members, friends, sporting team members, neighbours, local doctor, police officer etc.



Pre-assessment activity:
Where are they at?

(LIT) Ask students to draw pictures of people that they are connected to in the local community. Encourage students to include important people they live with as well as people who they interact with in their lives (e.g. soccer coach, babysitter, grandparents, best friend, best friend's mum, teacher, church minister).

(CCT) Explain that some of these people are more important in their lives than others. Ask students to identify what things might make some people more important e.g. if they take care of us each day, if they help us learn important things, if they make us feel happy, if they do fun things with us.

Criteria for success: What to look for?

- * Are students able to identify a range of different people that they have connections with?
- * Can students identify what makes people more important in their lives?

Exploring the concept

(LIT) Explain to students that some of the people they have important relationships with are their friends. Read a story to the class about friendships and being kind to each other – see resource list for suggested texts or use a powerpoint presentation such as this one about [I can be a super friend](#).

(EU) Discuss all of the things that make someone a good friend such as playing together, sharing, taking turns, talking nicely, listening to each other, not calling names. Ask students to share things that they do to be a good friend.

(EU) Discuss some of the things that people might do if they weren't being a good friend or they were being mean to others such as calling people names, not letting them play with the toys, hitting other people, shouting at them, not listening to others.

Ask students to share how they might feel if someone was being mean to them.

Putting it into practice



Check for understanding

(PSC) Lead students in a minor game that requires cooperation and teamwork such as Hoop Pass or Balloon Bop.

Hoop Pass: Divide class into groups of up to 8 students. Groups form a circle, holding hands. A hula hoop is placed over the arms of two students in each group. The group's challenge is to see how quickly their group can move the hula hoop around the circle without letting go of each other's hands.

Discuss:

- * What things helped your group to be successful in this activity? e.g. working together, listening to each other, moving in the same direction, paying attention to what others were doing.
- * What could you do differently to help make the challenge easier for your group?

Play a second game with the groups so they can try out their ideas of how to work better together.

Balloon Bop: In small groups again students stand in a circle. Throw a balloon up in the air in the middle of each of the circles and students see how many times they can tap the balloon into the air without it hitting the ground.

To increase the challenge, group members can join hands, and keep the balloon in the air while they continue to hold hands. This will require that the circle move and players work cooperatively to keep the balloon in the air. Students can hit the ball in the air with any part of their body. If the balloon falls to the ground, start the count from zero.

Discuss:

- * Was it easier in the second game?
- * What made this activity harder to complete? e.g. people weren't listening to each other, when everyone tried to hit the balloon at the same time.
- * Did your group work better together? What did they do to work together and cooperate?
- * How can you use what you learnt in these games in other class activities we do?

Criteria for success: What to look for?

Can students:

- * cooperate with others to keep the ball up or pass the hoop around the circle?
- * listen to others in order to be successful in the task?
- * identify what things made the tasks easier or more difficult?
- * identify what they might do differently the second time to be more successful as a team?

Resources

I can share by Karen Katz

Join in and Play by Cheri Meiners

Talk and Work It Out by Cheri Meiners, illustrated by Meredith Johnson

Two Mice by Sergio Ruzzier

Pumpkin soup by Helen Cooper

CONCEPT 1.2 RESPECT AND TRUST

FOCUS QUESTION: WHO ARE THE PEOPLE I CAN TRUST?

- * *Activity overview* Learners understand what trust means and identify the people they can trust in their local community

- * *Relevant curriculum links*

Health and Physical Education

Achievement Standards

Students identify actions that help them be healthy, safe and physically active. Students demonstrate with guidance, the practices and protective behaviours that keep them safe and healthy in different activities.

Content Descriptors

Identify people and demonstrate protective behaviours that help keep themselves safe and healthy (ACPPS003)

General capabilities

Ethical understanding

Describe familiar situations that involve ethical concepts (EU-ECC)

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

Personal and social capability

Communicate effectively (PSC-CE)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about trust. During the activity they will learn what trust means and who they trust. By the end of the lesson they will have practised trusting someone to look after them and not let them get hurt.



Pre-assessment activity:
Where are they at?

(LIT) Ask students to describe what they think the word trust means e.g. trust is believing in another person will do the right thing. Explain to students that they can trust other people when they know them and they believe they will do the right thing and look after them and keep them safe.

(EU) Discuss with students whether they think they can trust everyone. Ask them for reasons why or why not? Explain that in order to trust someone they need to know them well. Explain that for this reason they cannot trust strangers as they do not know them and can't be sure that they will keep them safe.

(EU) Explain to students that sometimes people that they think they trust may do something that is not right. If this happens it can make them no longer trust that person. Ask students what sorts of things someone might do to make them stop trusting them e.g. take a toy from their house when they are visiting and not tell them about it, take money out of the teacher's desk, ask them to do something that they know is wrong.

Criteria for success: What to look for?

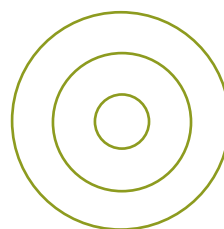
Can students:

- * describe what trust means
- * identify why they can't trust everyone?
- * identify situations where trust might be broken?

Exploring the concept

(LIT) Read the class a story that explores the concept of trust. The Resources section provides a list of suggested texts. Revise what the word trust means. Ask students to identify things in the story that related to trust or how trust might have been broken.

Draw 3 concentric circles on the board similar to the one below and introduce it as the *Relationship circle*.



Explain to the class that:

- * the inner circle represents **our family**. The people we have known the longest and who are meant to look after us and keep us safe.
- * the second circle represents **our friends**.
- * the third circle represents **people who help us**.

Brainstorm and record people who would fit into the three categories:

- * family (mother, father, brother, aunty, step family, foster mum)
- * friends (same age, same sport, same interests/hobbies/likes, same school)
- * people who help us (teacher, doctor, shop keeper, neighbour, coach, police officer)

Explain to students that the closer that someone is to the centre of our circle, the more time they have spent with them and the more responsible they are for looking after them, keeping us safe and doing the right thing. These are usually the people that they can trust to help them and keep them safe. Explain that sometimes though, someone in their family may not do the right thing, and they may not be able to keep them safe or be trusted.

Teacher note: In the majority of cases of child sexual abuse the perpetrator is known to the child and their family and in many instances is a close family member. It is therefore important to emphasise that for some children not all family members will make them feel safe and not all will have the child's trust and this a healthy response.

(LIT) Ask students if they know what the word “stranger” means. Ask students to describe what a stranger looks like. Explain that strangers look just like just like the rest of us. They are only strangers because they don’t know them and don’t have a relationship with them. Ask students to think about some people in their local community who they don’t know but who they see in the area (mail deliverer, man waiting at the bus stop, lady in a shopping centre). Record these people on the outside of the circle and explain that they should not trust these people as they don’t have a relationship with them.



Check for understanding

Give each student a blank handout of the concentric circles and ask them to write the names of the people that they trust from their family, their friends and people who help them. Ask students to share their answers with the rest of the class.



Adjustment strategies

Process: Allow thinking time before the brainstorm to ensure students have responses to contribute.

Product: Use pictures of different people such as family members, other children, people in the community and ask students to place them in the appropriate circle.

Criteria for success: What to look for?

Can students:

- * identify people that they can trust?
- * provide reasons for placing people in the various circles of trust?

Putting it into practice

Trust walk

(PSC) Take the students out into an open area of the playground with minimal obstacles. Ask students to line up holding hands, or use skipping ropes. Explain to the class that this activity is going to show them the things that make it easier or harder to trust someone. Ask all students to close their eyes and try to keep them closed during the

entire activity. Hold the free hand of the student at the front of the line. Lead the group around the playground giving verbal cues when the group comes to obstacles such as steps, trees, posts, etc. Spend about 5 minutes moving around the area.

Discuss:

- * Were you able to keep your eyes closed for entire time? Why? Why not?
- * What made it possible to keep your eyes closed?
- * What made it hard to keep your eyes closed for the whole time?
- * How did people help you? How did you help other people?
- * What could people do next time to help you feel more comfortable keeping your eyes closed?
- * What other people would you trust to lead you around an obstacle course with your eyes closed? Why would you trust them?

Criteria for success: What to look for?

Can students:

- * identify what other people did to help increase their trust?
- * identify what could be done to increase their trust?
- * identify other people they would trust and why?

Handouts

[Concentric circles handout](#)

Resources

Wise T Owl's story of trust by Maureen Nathan, illustrated by Dylan Chambers

Chicken Chickens By Valeri Gorbachev

MODULE 2: PROTECTIVE BEHAVIOURS

MODULE OVERVIEW

Learning goals

Know: The public and private body parts. The situations that feel unsafe

Understand: The contexts when body parts should be kept private. Feelings and emotions can warn them of possible danger

Do: Identify appropriate responses to a range of situations where their safety may be at risk

Health and Physical Education

Relevant aspects of the achievement standard

Students demonstrate with guidance, the practices and protective behaviours that keep them safe and healthy in different activities

Students identify actions that help them be healthy, safe and physically active

Content descriptors

Name parts of the body and describe how their body is growing and changing (ACPPS002)

Identify people and demonstrate protective behaviours that help keep themselves safe and healthy (ACPPS003)

General capabilities

Personal and social capability

Identify a range of emotions and describe situations that may evoke these emotions (PSC-RE)

Identify situations that feel safe or unsafe, approach new situations with confidence (PSC-BCRA)

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

- * Did all students demonstrate an understanding of the key concepts?
- * What concepts within the module will I need to revisit to ensure understanding?
- * When will I/ can I revisit these concepts?
- * Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- * Which activities and tasks were most engaging and effective?
- * Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?



CONCEPT 2.1 PERSONAL SAFETY

30

FOCUS QUESTION: WHAT ARE THE PROPER NAMES FOR MY PUBLIC AND PRIVATE BODY PARTS?

* *Activity overview*

Learners identify the anatomically correct names for different body parts and understand that some parts are public and some parts are private. They will describe the contexts when body parts should be kept private.

* *Relevant curriculum links*

Health and Physical Education

Achievement Standard

Students demonstrate with guidance, the practices and protective behaviours that keep them safe and healthy in different activities

Content Descriptors

Name parts of the body and describe how their body is growing and changing (ACPPS002)

General capabilities

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

Teacher notes:

It is important that parents have been advised that these lessons are going to be taught. Students will have family names and slang names for their sexual body parts. It is acceptable to encourage students to brainstorm family and slang names for genitals to ensure the students understand which parts of the body are being discussed

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that in this activity they will be learning about the different parts of their bodies. During the activity they will learn that some parts are public while other parts are private. By the end of the lesson they will be able to name the body parts that are public and the body parts that are private.

(LIT) Introduce the concept of body parts by teaching songs that identify different body parts such as [Dr KnickerBocker](#), [Knees and Toes](#) and [Hokey Pokey](#).



Pre-assessment activity:
Where are they at?

(LIT) Ask students to brainstorm as many parts of the body as they can. Record them on a whiteboard. Encourage students to identify not only the body parts that they can always see but also parts that might be covered by their clothes.

Criteria for success: What to look for?

- * use of proper names
- * range of body parts named
- * coverage of “public” and “private” parts.

Teacher note: Students may giggle during the naming activity. This is a natural reaction and shows that they understand that some body parts are different and not talked about as often as the more public parts.

Explain to students that talking about some parts of the body can sometimes be embarrassing but that this is normal. Explain that this activity will help them get used to talking about all of their body parts and using the correct names for them so that everyone knows exactly what they are talking about.

Exploring the concept

(LIT) Give each table group an A3 copy of the two body parts handouts and ask groups to identify and label the parts of the body that are the same for boys and girls e.g. mouth, eyes, stomach, nose, hair, toes, arms, legs, nipples, bottom, belly button, hands, feet etc.



Adjustment strategies

Content/Product: Include labels with the handout and ask students to match labels to body parts

Process: Display the two body outlines and identify and label parts as a class.

(LIT) Read a story to the class that explores different body parts, such as *Everybody Has a Bottom* or *My Underpants Rule*. Now ask students to identify the body parts that are different in boys and girls e.g. penis, testicles, scrotum for boys and vulva and vagina for girls.

If students use their family names or slang names for a body part ask them to point to the body part and provide them with the proper name. Explain to students that it is important that they all use the same proper names for their body parts so that when they talk to someone if they have hurt themselves everyone will recognise the name.

Putting it into practice

Explain to students that they are now going to look at which of their body parts are public and which are private.



Check for understanding

Ask students what they think it means if a body part is private e.g. they are personal and usually covered by clothing when they are with other people.

Teacher note: Depending on the cultural background of your local community you may need to discuss other parts of the body which are considered private for cultural reasons e.g. in some Arabic cultures women and young girls must cover their heads with a hijab in public. In other cultures all of the body except the face, hands and feet may need to be covered in public.

Ask students to use their body outlines to identify those parts of the body that are private and those that are public.

Ask students if they can think of times when they don't need to cover their private parts e.g. when they are alone or when they are having a bath or shower.

(LIT) Explain that private also means that people should not be allowed to look at or touch your private parts. Ask students if they can think of a time when an adult may need to look at or touch their private parts. Explain that the only time that someone should need to look at or touch a private body part is when that private part is sore or if they are injured or sick, when a caregiver or a doctor may need to look at it.

Teacher note: If you are working with students with disability you will also need to explain that some children will need help with bathing, dressing, toileting and in these instances parents or carers may need to touch their private body parts.

Criteria for success: What to look for?

Can students:

- * identify different body parts including the private parts of the body?
- * explain why some body parts are private?
- * identify situations where private parts may need to be looked at or touched by others?

Ask students to recall the different names of body parts as you point to them on the two body outlines. To reinforce the learning ask them to identify which body parts are public and which are private.

Handouts

[Body parts – male and female outline](#)
– copied as A3 or displayed on whiteboard

Resources

Family Planning Queensland, *Everyone's Got a Bottom* (2007) by Tess Rowley, illustrated by Jodi Edwards. (Available for purchase from [True: Reproductive and Sexual Health](#))

[My Underpants Rule](#)

[Dr KnickerBocker](#)

[Knees and Toes](#)

[Hokey Pokey](#)

CONCEPT 2.2 RECOGNISING SAFE AND UNSAFE SITUATIONS

FOCUS QUESTION: HOW CAN I TELL IF A SITUATION IS UNSAFE?

- * *Activity overview*

Learners will understand the warning signals from the body that indicate situations may be unsafe.
- * *Relevant curriculum links*

Health and Physical Education

Achievement Standards

Students identify actions that help them be healthy, safe and physically active. Students demonstrate with guidance, the practices and protective behaviours that keep them safe and healthy in different activities.

Content Descriptors

Identify people and demonstrate protective behaviours that help keep themselves safe and healthy (ACPPS003)

General capabilities

Personal and social capability

Identify a range of emotions and describe situations that may evoke these emotions (PSC-RE)

Identify situations that feel safe or unsafe, approach new situations with confidence (PSC-BCRA)

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about how they feel and how their feelings can tell them about whether something is fun, exciting, safe, scary, interesting or unsafe. During this activity they will learn all about the different emotions they feel. By the end of the lesson they will be able to describe how their body feels when they feel happy, sad, mad, scared and excited.



Pre-assessment activity:
Where are they at?

(PSC) Make A4 copies of the *Glad, sad, mad, bad faces* posters.

Show each one of the faces to the class and discuss:

- * What feeling or emotion does each represent? Encourage students to think of a range of feelings that could describe each face such as happy, excited, joy for the glad face; scared, confused, worried for the bad face.
- * What people, places or things make you feel like this?
- * What do you do when you feel like this?

Ask students to make a face that represents each of the four feelings.

Criteria for success: What to look for?

- * Can students identify a variety of different emotions and feelings?
- * Are students able to correctly link emotions and feelings to different situations and people?
- * Can students correctly demonstrate facial expressions that represent each emotion?

Exploring the concept

(LIT + PSC) Read the *Emotion* poem and after each line ask children to act out the feeling and the action described.

(PSC) Brainstorm other emotions or feelings that we might experience and list them on the board along with the actions that correspond. e.g. when I am confused I scratch my head, when I am scared I want to run and hide, when I'm excited I jump and shout.

(PSC) For each of the emotions that students have listed ask them to identify situations, places or people that might make them feel that way e.g. they feel excited when it's their birthday, they feel bored if it's raining and they can't go outside, they feel puzzled if they are trying to do a hard maths problem, they feel scared if they are trying something new for the first time, they feel sad if they have fallen off their bike and hurt their knee.

(PSC) Discuss the sorts of things that might be happening in their bodies that tell them when they are feeling the different emotions. e.g. when they are sad and want to cry, they might feel a lump in their throat, their chin might start to quiver and their eyes will fill with tears.

Putting it into practice

(LIT) Watch the story about [Mr Jelly](#) by Roger Hargreaves.

(PSC) Explain to the class that their bodies can give them signals about what is happening around them. List a range of different body signals such as: bouncy tummy, squirmy tummy, lumpy tummy, warm body, cold-shivery body, sweaty hands, quick breathing, racing heart, frozen heart, smily face, crying eyes, open eyes, shaky knees.

(PSC) Discuss some of the signals that Mr Jelly's body gave him when he was scared and afraid. Ask students if their bodies have ever given them a signal when they were scared or afraid.



Check for understanding

(LIT) Ask students to draw a picture of themselves in a situation that might make them feel scared or afraid. In the picture they have to draw some of the signals their body might give when they are scared.



Adjustment strategies

Content: Students could draw pictures of a variety of situations where they experience different emotions

Process: Students could give a verbal description rather than drawing the situation.

Product: Students could write a description of the situation and the body signals.

Criteria for success: What to look for?

- * Can students identify situations that would make them feel scared or afraid?
- * Can students correctly identify the body signals that they might experience?

Review what students have learnt by playing *Simon Says* with feelings/moods e.g. Simon says make a happy face, Simon says pretend you're feeling sad, Simon says act like your scared.

Handouts

[Glad, sad, mad, bad faces posters](#)

[Emotion poem](#)

Resources

Lots of feelings, Rotner, S 2003, Millbrook Press, USA

Glad Monster Sad Monster, Ed Emberley & Anne Miranda Little, Brown and Company, 1997

Taking a Bath With the Dog and Other Things That Make Me Happy, Scott Menchin, 2013, Candlewick Press

[Center on the Social and Emotional Foundations for Early Learning \(CSEFEL\) – Feeling charts](#)

CONCEPT 2.3 RESPONDING TO UNSAFE SITUATIONS

36

FOCUS QUESTION: HOW CAN I RESPOND TO A SITUATION I FEEL IS UNSAFE?

* *Activity overview*

Learners understand and practise strategies to respond to situations that are potentially unsafe.

* *Relevant curriculum links*

Health and Physical Education

Achievement Standards

Students identify actions that help them be healthy, safe and physically active. Students demonstrate with guidance, the practices and protective behaviours that keep them safe and healthy in different activities

Content Descriptors

Identify people and demonstrate protective behaviours that help keep themselves safe and healthy (ACPPS003)

General capabilities

Personal and social capability

Identify situations that feel safe or unsafe, approach new situations with confidence (PSC-BCRA)

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about what they can do when they find themselves in situations where their body signals tell them they feel unsafe. During this activity they will learn how to respond when they feel unsafe. By the end of the lesson they will have practised some ways to respond with a partner.



Pre-assessment activity:
Where are they at?

(LIT) Read to the class or view the story of *Little Red Riding Hood*. Discuss the safety rules that Little Red Riding Hood's mother told her as she was leaving for her Grandma's e.g. go straight to Grandma's, don't talk to strangers, don't leave the main path.

(CCT) Brainstorm some safety rules they have at school e.g. don't go out of bounds, don't run in the corridors and at home e.g. don't play with poisons, don't open the door to strangers, don't put anything in a powerpoint. Download, display and discuss the *Safety rules* from the Daniel Morcombe Foundation's Keeping Kids Safe kit.

(LIT) Ask students to identify what happened when Little Red Riding Hood did not follow the safety rules. Re-read or re-watch the story and pause to discuss what body signals Little Red Riding Hood may have experienced in the unsafe situations. Ask students what body signals they might have felt in that situation. Ask students to identify how Little Red Riding Hood responded when she felt unsafe.

Criteria for success: What to look for?

Can students:

- * identify safety rules that they have at school and at home?
- * recall body signals that they may feel in an unsafe situation?
- * identify how Little Red Riding Hood responded?

Exploring the concept

(LIT) Handout or display the *Responding to unsafe situations handout* and ask students to describe what each picture is depicting. Ask students to identify what things in the situation might be unsafe and what safety rules there are to keep children safe in these situations.

Introduce the **Response Framework**

- * **Say No** if you can
- * **Leave** the unsafe situation
- * **Get help** from a trusted adult.

Demonstrate how students can say **No** in an assertive way. Allow them to practise saying **No** with a partner.

Ask students to recall some of the trusted adults they identified in the *Relationships Circle* activity in Module 1.

(CCT) For each situation, ask students to identify how they should respond in order to make sure they are safe using the *Response Framework*.

Explain to students that sometimes they might be in a situation that they don't realise is unsafe until their body starts sending them signals. Reinforce that it is very important to take notice of their body signals.

Putting it into practice

Explain to students that if they are in a situation that feels unsafe they should try to leave the situation and tell a trusted adult. Reinforce that sometimes it might be hard for them to leave a situation that makes them feel unsafe but they must always tell an adult about what happened.



Check for understanding

(PSC) Read out a selection of the following "What if ..." statements and discuss whether the situation is safe or unsafe and how students could respond.

- * What if you were about to have your first go on the giant slide and you had butterflies in your tummy, what would you do? (*Teacher note: when discussing this scenario explain that sometimes they might get butterflies because they are scared of doing something new and that is normal. If they do*

have body signals it is always a good idea to check with a trusted before trying a new activity).

- * What if you were waiting for your Mum to pick you up at the school gate and a person you didn't know came up to you and said your Mum had asked them to take you home. What would you do?
- * What if you saw someone in the playground hurting another student. What would you do?
- * What if someone tried to touch you on a private part of your body and told you not to tell anyone. What would you do?
- * What if someone was playing with matches in the playground and setting pieces of paper on fire. What would you do if they offered you a try?
- * What if someone offered you some medicines that they had brought from home. What would you do?
- * What if your Daddy hit your Mummy and made her cry. What would you do?



Adjustment strategies

Process: Display pictures that depict the scenarios rather than give verbal descriptions.

For each scenario emphasise that students should **say “No”** if they can, **leave the situation** if they can and go and **get help** from a trusted adult who can help them.

Criteria for success: What to look for?

Can students:

- * correctly identify those situations that are potentially unsafe?
- * provide reasons why those situations might be unsafe?
- * describe ways to respond to each situation that reflects the *Response Framework*?

Handouts

[Responding to unsafe situations](#)

[Response Framework](#)

Resources

[Why obeying the rules is important](#) – Keeping Kids Safe – Daniel Morcombe Foundation

Wesley's World books - www.childwise.org.au/books

[Little Red Riding Hood](#)

MODULE 3: HELP-SEEKING SKILLS

MODULE OVERVIEW

Learning goals

Know: The people who take care of them and keep them safe.

Understand: There are trusted adults they can ask for help when they need it.

Do: Identify a support network of people who they can talk to when they need help. Practise asking an adult for help when they need it.

Health and Physical Education

Relevant aspects of achievement standard

Students identify actions that help them be healthy, safe and physically active.

Students demonstrate with guidance, the practices and protective behaviours that keep them safe and healthy in different activities

Content descriptors

Identify people and demonstrate protective behaviours that help keep themselves safe and healthy (ACPPS003)

General capabilities

Literacy

Navigate, read and view learning area texts (LIT-TEXT)(LIT-COMP)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

MODULE REFLECTION

40

After teaching the activities in this module, consider the following questions:

- * Did all students demonstrate an understanding of the key concepts?
- * What concepts within the module will I need to revisit to ensure understanding?
- * When will I/ can I revisit these concepts?
- * Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- * Which activities and tasks were most engaging and effective?
- * Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?



CONCEPT 3.1 SUPPORT NETWORKS

FOCUS QUESTION: WHO ARE THE PEOPLE WHO TAKE CARE OF ME AND HELP KEEP ME SAFE?

- * *Activity overview*

Learners identify the trusted adults who form their support networks within the school

- * *Relevant curriculum links*

Health and Physical Education

Achievement Standard

Students demonstrate with guidance, the practices and protective behaviours that keep them safe and healthy in different activities.

Content Descriptors

Identify people and demonstrate the protective behaviours that help keep them safe and healthy (ACPPS003)

General capabilities

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about identifying the trusted adults they can go to when they have a problem and need help and support. During this activity they will revisit the concept of trust and recall the people in their lives that they trust. By the end of the lesson students will have identified five trusted adults they can go to if they need help with a problem.



Pre-assessment activity:
Where are they at?

(LIT) Ask students to recall what the word “trust” means e.g. trust is believing another person will do the right thing. Explain to students that we can trust other people when we know them and we believe they will do the right thing and look after us and keep us safe.

Revise the *Relationships Circle* from *Module 1: Activity 1.2 - Respect and trust*. Ask students to identify people from each of their circles:

- * the inner circle represents **our family**
- * the second circle represents **our friends**
- * the third circle represents **people who help us**.

Criteria for success: What to look for?

Can students:

- * describe what trust means?
- * identify people they trust in their lives?
- * give reasons why they trust each person?

Exploring the concept

Explain to students that everyone needs to know exactly who they can trust, so that when they feel unsafe or something or someone is hurting them, they have a range of trusted adults they can go to and ask for help or advice. Reinforce that the people who are in the inside three circles of their *Relationship Circle* should be people they trust and they could ask for help if they had a problem.

Explain to students that this activity is going to focus on the people that they can go to for help if they have a problem at school.

Display pictures of the following everyday scenarios at school: (*need to source these images from stock photos*)

- * child forgetting their lunch
- * child has lost their school bag
- * child being bullied in the playground
- * child sitting alone at lunchtime
- * child having their lunch taken from them by an older student.

(CCT) For each of the scenarios, ask students to identify people in the school they could go to about their problem. Encourage students to identify a variety of people such as the principal, their classroom teacher, a buddy/mentor student from an older year, administration or support staff member, another teacher. Record students' suggestions on the board to refer to later.

Putting it into practice

Organise to introduce students to each of the people identified within the school who could help with their problems. If possible, take students to the place where each person can usually be found, so that they are familiar not only with the person, but also their location in the school. Encourage students to go and say hello to the person regularly so they feel comfortable talking with them and approaching them. Where possible, encourage the nominated staff to make short visits to the classroom to say hello and remind students that they can always go to them if they have a problem.



Check for understanding

(CCT) Distribute the handout – *My Support Network at School* to each student and ask students to identify five people from the list of school people that they could go to if they had a problem, felt scared or felt unsafe. Write the name of each person on each of the fingers (and thumb) of the hand.



Adjustment strategies

Process: Create a school support network as a class that can be displayed in the classroom.

Product: Draw a school map and identify the location of each of the trusted adults.

Criteria for success: What to look for?

Can students:

- * identify people in the school they can go to if they have a problem?
- * identify where in the school they can find these people if they have a problem?

Remind students about the definition of trust and explain that although they may not know these people well at the moment, they can trust that they are people who will do the right thing and help keep them safe while they are at school because that is their job.

Handouts

[My school support network](#)

[Map of the school](#)

Resources

[Resilience, Rights and Respectful Relationships learning resources – Victoria](#)

CONCEPT 3.2 ACCESSING HELP

44

FOCUS QUESTION: HOW CAN I ASK FOR HELP WHEN I FEEL UNSAFE?

* *Activity overview*

Learners practise how to start a conversation when they are asking for help.

* *Relevant curriculum links*

Health and Physical Education

Achievement Standards

Students identify the actions that help them be healthy, safe and physically active. Students demonstrate with guidance, the practices and protective behaviours that keep them safe and healthy in different activities

Content Descriptors

Identify people and demonstrate the protective behaviours that help keep them safe and healthy (ACPPS003)

General capabilities

Literacy

Navigate, read and view learning area texts (LIT-TEXT)(LIT-COMP)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about how to ask for help if they need it. During this activity they will practise how to approach trusted adults and start a conversation with them.



Pre-assessment activity:
Where are they at?

Ask students to recall the people at school who will help them if they have a problem or feel scared or unsafe. Ask students to identify where they can find each of these people in the school.

Criteria for success: What to look for?

Can students:

- * recall the names of the people in their school support network?
- * identify where they can find each person within the school?

Exploring the concept

(CCT) Ask students to identify the types of problems they might need to ask for help to solve. Write each of these problems on the board to refer to later and/or display pictures depicting:

- * child forgetting their lunch
- * child has lost their school bag
- * child being bullied in the playground
- * child sitting alone at lunchtime
- * child having their lunch taken from them by an older student.

Explain that these are all problems that the people in their school support network can help them with.

(LIT) Read or view the story *Not now Bernard*. Explain that this is a story about Bernard who had a problem. Ask students to identify the problem that Bernard had (*There was a monster in the garden that was going to eat him*).

(LIT) Ask students to identify which trusted adults he went to for help with his problem. Discuss whether they helped him or not. Explain that sometimes adults are very busy doing their jobs and don't pay full attention to what you are telling them. Ask students to share stories of when their parents might have said "Not now ..." to them. Ask students whether they think that Bernard's problem was something that he needed help for straight away and why e.g. the monster was going to hurt him and he was scared. Ask the students to identify other problems that they might need help with straight away e.g. if someone is picking on them in the playground, if they have lost their parents in a shopping centre, if someone has touched them in a confusing way, if someone is trying to make them do something that they know is wrong.

(LIT) Re-read or watch the story and pause after Bernard's Dad says "Not now Bernard". Explain to students that when they need help with their problem straight away they need to make sure that the adults are really listening to what they are saying. Introduce students to the concept of persistence and explain that if the first adult that they go to doesn't help them with their problem they need to go to another person in their support network and ask them for help.

(CCT) Ask students to think about what else Bernard could have said to his Dad to make sure he knew what the problem was, such as:

- * But, it's really important Dad ...
- * But I'm scared and need your help ...
- * But I'm worried that someone is going to get hurt ...
- * But someone is going to hurt me and I need you to help me stop them ...

(LIT) Distribute the handout – *Not Now Bernard – alternate scenes* and ask students to draw a new picture of Bernard showing persistence in the third column when he is talking to his Dad and his Mum.



Adjustment strategies

Product: Students in pairs could perform a role play of the conversations between Bernard and his parents.

Putting it into practice



Check for understanding

Explain to students that they are now going to think about how they can start a conversation with one of their school support network people if they have a problem at school.

(CCT) Display the list and/or pictures of the scenarios used earlier e.g. child forgetting their lunch, child has lost their school bag, child being bullied in the playground. Ask students to select one of the problems depicted in the pictures and to identify one of their school support people. Ask students to draw a picture depicting them asking the person in their school support network for help with the problem.



Adjustment strategies

Content: Students could identify a problem of their own that they want to solve.

Process: Students could record an audio of the conversation rather than drawing the scenario.

Criteria for success: What to look for?

Can students:

- * identify an appropriate support person to go to for help?
- * demonstrate persistence in the conversation?
- * use appropriate language to make the problem they need help with clear?

Handouts

[My school support network](#) (completed from previous activity).

[Not Now Bernard – alternate scenes](#)

Resources

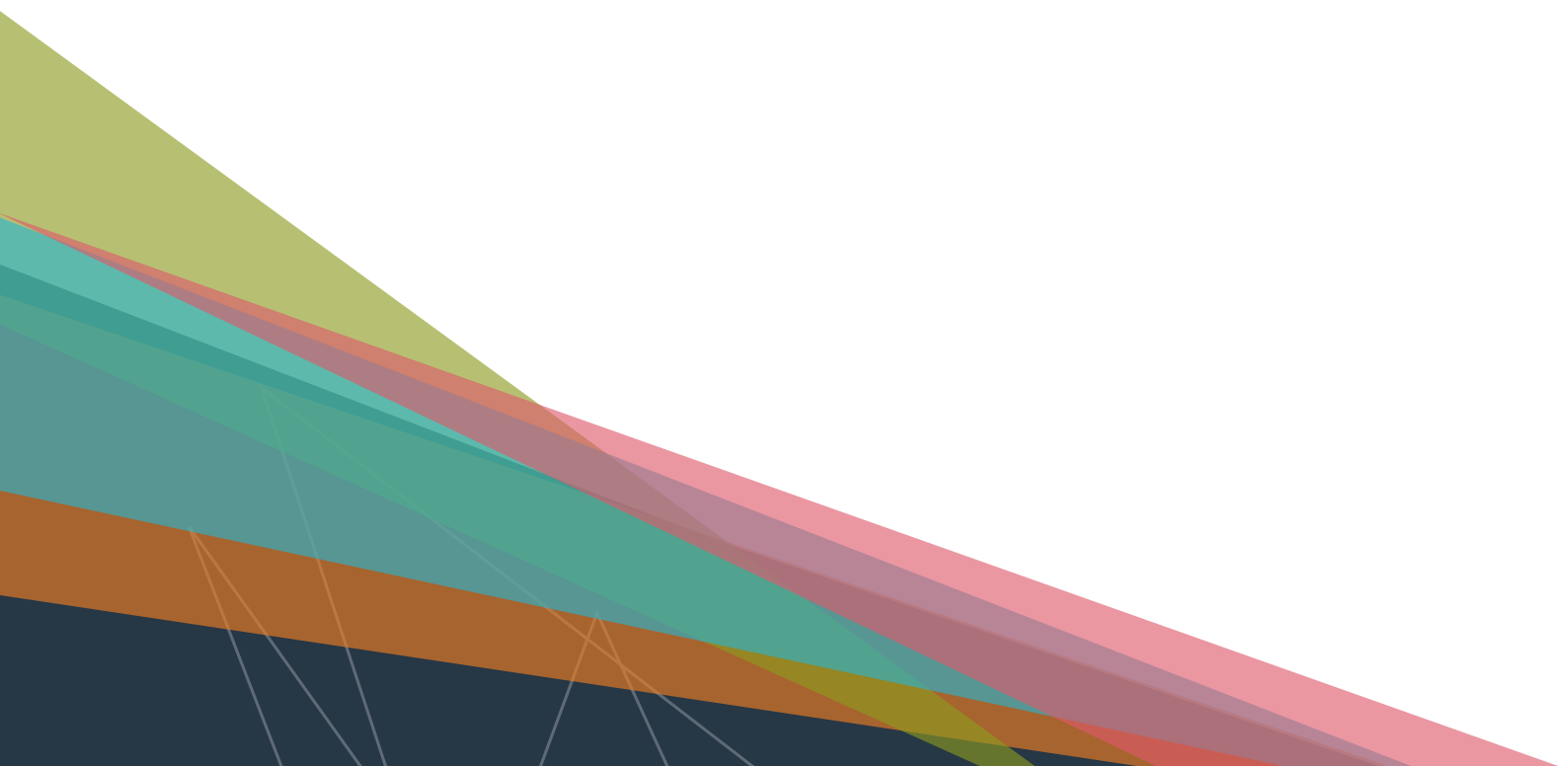
Not Now Bernard (2009) by David McKee

YEARS 1-2



YEARS 1-2

48



SCOPE AND SEQUENCE

MODULE 1

Learning Goals

Know: The characteristics of positive and caring relationships.

Understand: Respect is an important part of interacting positively with others.

Do: Practise ways to show respect for their peers and teachers.

Key concepts

What makes a positive relationship?

Learners identify the characteristics of positive friendships and the difference between friendly and unfriendly behaviours.

How do I show respect for other people?

Learners will identify their friendship strengths and how to be a respectful friend.

MODULE 2

Learning Goals

Know: The warning signals that tell them they are in a situation that is unsafe. The ways to respond to unsafe situations.

Understand: Parts of their bodies are private and proper names are used to describe them.

Do: Identify the parts of their bodies that are private. Practise ways to respond to situations when they feel uncomfortable or unsafe.

Key concepts

What are the different types of touches?

Learners identify the difference between good touches, bad touches and confusing touches.

When don't you keep a secret?

Learners will identify different types of secrets and understand when a secret shouldn't be kept.

How can I react and respond when I feel uncomfortable or unsafe?

Learners practise identifying unsafe situations and responding in an assertive manner.

MODULE 3

Learning Goals

Know: The people who can help them when they feel unsafe or uncomfortable.

Understand: They might have to ask a number of people before they get the help they need.

Do: Identify the trusted adults they could ask for help. Practise telling an adult about an unsafe or uncomfortable situation.

Key concepts

Who are the people who can help when I feel unsafe or uncomfortable?

Learners identify a support network of trusted adults.

How can I get help with a problem or situation?

Learners practise strategies for telling adults they need help or have a problem.

MODULE I: UNDERSTANDING RESPECTFUL RELATIONSHIPS

MODULE OVERVIEW

Learning goals

Know: The characteristics of positive and caring relationships

Understand: Respect is an important part of interacting positively with others

Do: Practise ways to show respect for their peers and teachers

Health and Physical Education

Relevant aspects of achievement standard

Students describe changes that occur as they grow older

Students demonstrate positive ways to interact with others

Relevant content descriptions

Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)

Describe ways to include others to make them feel like they belong (ACPPS019)

General capabilities

Personal and social capability

Identify ways to care for others, including ways of making and keeping friends (PSC-UR)

Ethical understanding

Describe ethical concepts, such as right and wrong, honesty, fairness and tolerance (EU-REC)

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

- * Did all students demonstrate an understanding of the key concepts?
- * What concepts within the module will I need to revisit to ensure understanding?
- * When will I/ can I revisit these concepts?
- * Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- * Which activities and tasks were most engaging and effective?
- * Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?



CONCEPT 1.1 MY RELATIONSHIPS

FOCUS QUESTION: WHAT MAKES A POSITIVE RELATIONSHIP?

* *Activity overview*

Learners identify the characteristics of positive friendships and the difference between friendly and unfriendly behaviours.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students describe changes that occur as they grow older

Students demonstrate positive ways to interact with others

Relevant content descriptions

Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)

General capabilities

Personal and social capability

identify ways to care for others, including ways of making and keeping friends (PSC-UR)

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

Critical and creative thinking

Identify and clarify information, ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about the qualities that make a good friend. During this activity they will identify the things friends do for others and the ways in which they can be good friends.



Pre-assessment activity:
Where are they at?

(LIT) Read the story *How to Be a Friend: A Guide to Making Friends and Keeping Them* or a similar story that explores what makes a good friend. Ask students to identify examples from the story of characteristics of a good friend.

Criteria for success: What to look for?

Can students:

- * identify characteristics of a good friend?
- * identify behaviours that make someone a good friend?

Exploring the concept

Prepare one blank *Friendship chain* from the template for each student.

(PSC) Explain to students that in this activity they will think about the kinds of things they need to do to be a good friend. Ask students to brainstorm the things that they do as a good friend such as being kind, saying nice things, sharing their toys, playing together nicely, cooperating, being a good loser. Record students' ideas on the board.

(PSC) Distribute the *Friendship chains* to each student and ask them to identify the four most important things you need to do as a good friend. Ask students to copy them onto one of the friends in their friendship chain. On the other side of each friend ask students to draw picture of what this looks like when they are playing with their friend e.g. being a good loser when they are playing handball, sharing the toys in the sandpit.

Hang the finished *Friendship chains* around the classroom as a reminder of what good friends do for each other.

Putting it into practice



Checking for understanding

Set up a behaviour continuum on the whiteboard with one end representing friendly behaviour and the other end of the continuum representing unfriendly behaviour. Give each table group a numbered dot corresponding to each of the behaviours.

(PSC) Read out each of the behaviours and give each table time to discuss whether they think the behaviour is friendly or unfriendly. Once they have made a decision a representative goes to the board and sticks the corresponding numbered dot along the continuum.

- * **Behaviour 1:** Your school bag is different from everyone else's in your class. Some of the students in your class point at your backpack and laugh when you're walking to school.
- * **Behaviour 2:** One of the students in your class always sits alone at recess so you ask them if they would like to play handball with you and your friends.
- * **Behaviour 3:** Your friend lets you borrow a computer game to play with for the night.
- * **Behaviour 4:** A boy in your class always argues about the rules whenever he is playing handball.
- * **Behaviour 5:** Your friend is really good at spelling and you're not so great. He always offers to help you in class when you are writing stories.
- * **Behaviour 6:** A girl in your class plays in the same soccer team as you on the weekend, but she never says hello to you and only talks to girls from another school.



Adjustment strategies

Process: set the continuum up along the floor of the classroom locating the friendly and unfriendly ends on either side of the classroom. Read out each of the behaviours and ask students to move to the side of the room that represents the identified of behaviour.

Product: photograph or video students' movements along the continuum for each behaviour and record their reasons for moving to one side or the other.

(CCT) Discuss each of the behaviours and where they fall along the continuum. Discuss reasons why behaviours are unfriendly and how they would make the other person feel.

(PSC) Identify the skills and behaviours they have learnt to be able to get along with their friends and others e.g. being positive, saying thank you, being a good listener, finding things in common, being a good winner and loser, being interesting, cooperating, sharing your things. Write these on the board in a column headed Friendship Skills.

(PSC) Brainstorm unfriendly behaviours that make it difficult to be friends with someone e.g. being a poor loser or winner, making negative comments, constantly talking about self, scowling and looking grumpy, not saying anything about themselves or how they feel, not sharing, being mean and nasty, starting fights over small things, not being flexible. Record these on the board under the heading *unfriendly behaviours*.

Criteria for success: What to look for?

Can students:

- * correctly identify friendly and unfriendly behaviours?
- * identify the skills needed to be able to get along with others?

Handouts

[Friendship chain](#) template

Resources

How to Be a Friend: A Guide to Making Friends and Keeping Them by Laurie Kransy Brown, illustrated by: Marc Brown - Little, Brown Young Readers, 1998.

CONCEPT 1.2 RESPECT AND TRUST

FOCUS QUESTION: HOW DO I SHOW RESPECT FOR OTHER PEOPLE?

- * *Activity overview*

Learners will identify their friendship strengths and how to be a respectful friend.
- * *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard
Students demonstrate positive ways to interact with others

Relevant content descriptions
Describe ways to include others to make them feel like they belong (ACPPS019)

General capabilities

Personal and social capability
Identify ways to care for others, including ways of making and keeping friends (PSC-UR)
Describe ethical concepts, such as right and wrong, honesty, fairness and tolerance (EU-REC)

Critical and creative thinking
Identify and clarify information and ideas (CCT-INQ)

Literacy
Navigate, read and view learning area texts (LIT-TEXT)
Compose spoken, written, visual and multimodal texts (LIT-COMP)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about how to be a respectful friend. During this activity they will identify their friendship strengths. By the end of the lesson they will have practised using friendly behaviour with others by giving and receiving compliments.



Pre-assessment activity:
Where are they at?

(PSC) Ask students to recall the things that make someone a good friend such as playing together, sharing, taking turns, talking nicely, listening to each other, not calling names. Ask students to share things that they do to be a good friend.

(EU) Discuss some of the things that people might do if they weren't being a good friend or they were being mean to others such as calling people names, not letting them play with the toys, hitting other people, shouting at them, not listening to others. Ask students to share how they might feel if someone was being mean to them e.g. sad, nervous, rejected.

Criteria for success: What to look for?

Can students:

- * identify examples of positive interactions?
- * identify examples of unfriendly behaviour?
- * describe the impact on individuals of mean behaviour?

Exploring the concept

(LIT) Ask students to describe what they think the word respect means e.g. *Respect* is a way of treating or thinking about someone who you like and care about. If you *respect* someone, you admire them and treat them nicely. Ask students to make a list of the people they respect. Share with the class.

Explain that showing respect is part of being a good friend and is important if a friendship is going to last for a long time.

(LIT) As a class create an acrostic poem using the letters of the word RESPECT by identifying respectful behaviours for each one of the seven letters. For example:

Follows the	Rules
	Encourages their friends to do well
	Shares their toys
Always	Plays nicely with others
Look after	Each other
	Cares for their friends
	Takes turns



Adjustment strategies

Content: Create acrostic poems from different words related to respectful relationships.

Process: Students create their own acrostic poems after brainstorming a range of different words related to respect as a class.

Putting it into practice

(PSC) Revisit the *Friendship chains* from the previous activity and ask students to share examples of their classmates demonstrating one or more of the qualities of being a good friend. Explain to students that part of being a good friend is telling your friends that you appreciate when they have done something nice for you or helped you out. Explain that showing their friends that they are grateful for their friendship is a skill that not only helps them get along with people but also makes them feel happier.

(PSC) Explain to students that they are now going to play a game of *compliment catch*. Give each table group a bean bag and explain that the bean bag is a *compliment cushion*. Whenever they catch the *compliment cushion* they have to give a compliment to another person at their table by telling them something that they are grateful for e.g. "I'm grateful that you tell interesting stories" or "I'm grateful that you let me use your textas". Remind students that they can use the strategies from the Friendly column to give them ideas. The person receiving the compliment must say "thank you" and then the *compliment cushion* is passed to someone else on the table.

When everyone on each table has experienced giving and receiving a compliment ask the class how they felt when they heard a compliment from somebody else at their table. Discuss *why it is important to let their friends know what they appreciate about them*.



Check for understanding

Ask students to complete and illustrate these sentences:

"A friendship strength I have is"

"A friendship skill I need to practise is....."

Criteria for success: What to look for?

Can students:

- * identify an appropriate personal skill they have to get along with others?
- * identify personal skill they need to practise?

Handouts

[Friendship chains](#) completed in previous activity.

Resources

How to Be a Friend: A Guide to Making Friends and Keeping Them by Laurene Krasny Brown and Marc Brown

Say "Hello" by Jack and Michael Foreman (2007)

MODULE 2: PROTECTIVE BEHAVIOURS

MODULE OVERVIEW

Learning goals

Know: The warning signals that tell them they are in a situation that is unsafe. The ways to respond to unsafe situations

Understand: Parts of their body are private and we use proper names to describe them

Do: Identify the parts of their body that are private. Practise ways to respond to situations when they feel uncomfortable or unsafe

Health and Physical Education

Relevant aspects of achievement standard

Students describe how to keep themselves and others healthy, safe and physically active

Students select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems

Relevant content descriptions

Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)

Identify and practice emotional responses that account for own and others' feelings (ACPPS020)

General capabilities

Personal and social capability

Compare their emotional responses to those of their peers (PSC-RE)

Identify ways to care for others, including ways of making and keeping friends (PSC-UR)

Identify a range of emotions and describe situations that may evoke these emotions (PSC-RE)

Identify situations that feel safe or unsafe, approach new situations with confidence (PSC-BCRA)

Ethical understanding

Describe familiar situations that involve ethical concepts (EU-ECC)

Give examples of how understanding situations can influence the way people act (EU-REA)

Describe ethical concepts, such as right and wrong, honesty, fairness and tolerance (EU-REC)

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

Use language to interact with others (LIT-COMP)



MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

- * Did all students demonstrate an understanding of the key concepts?
- * What concepts within the module will I need to revisit to ensure understanding?
- * When will I/ can I revisit these concepts?
- * Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- * Which activities and tasks were most engaging and effective?
- * Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?

CONCEPT 2.1 PERSONAL SAFETY

FOCUS QUESTION: WHAT ARE THE DIFFERENT TYPES OF TOUCHES?

* *Activity overview*

Learners will identify the difference between good touches, bad touches and confusing touches.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students describe how to keep themselves and others healthy, safe and physically active.

Students select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems.

Relevant content descriptions

Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)

Identify and practice emotional responses that account for own and others' feelings (ACPPS020)

General capabilities

Personal and social capability

Compare their emotional responses to those of their peers (PSC-RE)

Identify a range of emotions and describe situations that may evoke these emotions (PSC-RE)

Identify situations that feel safe or unsafe, approach new situations with confidence (PSC-BCRA)

Ethical understanding

Describe familiar situations that involve ethical concepts (EU-ECC)

Describe ethical concepts, such as right and wrong, honesty, fairness and tolerance (EU-REC)

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about understanding different kinds of touches.



Pre-assessment activity:
Where are they at?

(PSC) Introduce the class to a soft toy animal and give each student a chance to pat it. Ask students how patting the toy made them feel e.g. good, happy, excited. Explain that touches that make you feel good, comfortable, loved, and safe are called good touches or safe touches. Ask students to think of other examples of good or safe touches e.g. high five, knuckle bump, hand shake.

(PSC + EU) Explain to the class that there is another type of touch, called unsafe or bad touches. A bad touch makes them feel uncomfortable, bad, unsafe or scared. Explain that a bad touch might leave a bruise or cut or hurt someone so badly that they might need to visit a hospital. A bad touch might not leave any bruise but can make them feel funny in the tummy or make them upset or sad. Ask students if they can give an example of a bad touch e.g. punch, kick, slap.

Criteria for success: What to look for?

Can students:

- * identify types of good touches?
- * identify types of bad touches?

Exploring the concept

Revise body signals – yes / no signals – identify what they are. If students can't recall this knowledge – re-teach the activity from Module 2 of the Foundation materials – Recognising Unsafe Situations.

(PSC) Explain that some touches can still make them feel uncomfortable and scared but might not leave any marks. Explain that these touches might give them “NO” body signals such as butterflies in the tummy, lump in their throat, sweaty palms, heart racing, fast breathing.

Explain that they are called “confusing touches” and that they make you feel unsafe, uncomfortable, or mixed up. A confusing touch may seem good at the start, but become uncomfortable or set off body signals.

(PSC) Discuss some examples of confusing touches such as when someone they don't know gives them a hug or when someone keeps tickling them after they have been asked to stop. Ask students if they can give any other examples of confusing touches e.g. a high five that is too hard, touching your leg, pinching your bottom.

(EU) Explain that when someone is touching them and they feel confused or scared that they should ask the person to stop touching them. If they won't stop they should try to get away to somewhere safe and tell an adult about what happened. Explain to students that they will talk more about this in future lessons.

Putting it into practice

(LIT) Read or view the story *Hands are not for hitting* By Martine Agassi. While reading the story, demonstrate the suggestions throughout the book: handshaking, clapping, blowing kisses, pointing, etc. Children can practise what they can do with their hands.

(EU) Discuss with students whether hitting is good touch, bad touch or confusing touch. Explain to students that part of being respectful to each other is only to use good touches. Discuss how they might feel if someone hit them. Explain to students that sometimes someone might do something that makes them very cranky but they should never respond by hitting.



Checking for understanding

(PSC + EU) Discuss a range of scenarios with the class where they might get very cranky with another student. Ask them to identify what they could do in the situation rather than hitting.

Some scenarios you could use include:

- * Someone took the toy car you were playing with. How would you feel? What could you do?
- * Someone knocked your blocks down. How would you feel? What could you do?
- * Someone bumped into you in line. How would you feel? What could you do?
- * You want to be first in line. How would you feel? What could you do?
- * Someone picked up your school bag and everything fell out of it. How would you feel? What could you do?
- * You were playing handball and someone took your ball. How would you feel? What could you do?

Criteria for success: What to look for?

Can students:

- * identify the emotions they would feel in each situation?
- * identify how their emotions might influence the way they respond?
- * describe appropriate ways of dealing with the situation?

Resources

Hands are not for hitting By Martine Agassi [Free Spirit Publishing, Inc.](#)

CONCEPT 2.2 RECOGNISING SAFE AND UNSAFE SITUATIONS

FOCUS QUESTION: WHEN DON'T YOU KEEP A SECRET?

* *Activity overview*

Learners will identify different types of secrets and understand when a secret shouldn't be kept.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students describe how to keep themselves and others healthy, safe and physically active

Students select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems

Relevant content descriptions

Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)

Identify and practice emotional responses that account for own and others' feelings (ACPPS020)

General capabilities

Ethical understanding

Give examples of how understanding situations can influence the way people act (EU-REA)

Describe ethical concepts, such as right and wrong, honesty, fairness and tolerance (EU-REC)

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that sometimes a person might ask them to keep a secret about something and that during this activity they will learn about when it is all right to keep that secret and when they should tell an adult about the secret.



Pre-assessment activity:
Where are they at?

(LIT) Ask students to describe what they think a secret is e.g. a secret is something you share with only one or two people. Ask students to identify some secrets that they might share with a small number of people e.g. what their sister is getting for her birthday, what you've asked Santa to bring you for Christmas, what your friend's favourite TV show is.

Criteria for success: What to look for?

Can students:

- * identify correctly what a secret is?
- * name a range of things that they would consider secrets?

Exploring the concept

(EU) Explain to the class that just like there are different types of touches, there are also different types of secrets – good secrets and bad secrets

(EU) Explain that a good secret is a secret that they share with only one or two people that is not hurting them or anyone else. A good secret doesn't make them feel confused or uncomfortable at all. Ask students which of the examples that they gave previously would be good secrets and why

(EU) Explain that the opposite of a good secret is a bad secret. A bad secret is a secret that makes them feel uncomfortable or confused because it could hurt them or someone else. Explain that a bad secret might be that they know someone has taken their friend's toy without permission or that they know that their friend has bought a lighter to school. Ask students if they can think of other bad secrets.

Ask students how they might be able to know whether a secret someone tells them is a good secret e.g. they might feel good about what is going to happen, excited if it is going to be a nice surprise for someone, it might make them feel happy.

Ask the class how their feelings might be different if someone tells them a bad secret e.g. they might feel scared, uncomfortable or they might get NO body signals. Revisit the different NO body signals that students learnt about in Foundation Module 2.

(LIT) Read a story about good and bad secrets ** such as *The Trouble with Secrets* by Karen Johnson.

** Note: some books may refer to the different types of secrets as *happy and unhappy* or *safe and unsafe*.

(EU) Ask students to identify the different secrets described in the book. Next, ask students whether they think each of the secrets is a good secret or a bad secret and why.

Putting it into practice



Checking for understanding

(EU) Read out the following “secrets” and ask students to decide whether the secret is a good or bad secret and to explain why.

- * keeping it a secret when your Dad tells you he has brought your Mum a bunch of flowers
- * keeping your address a secret when an adult you don't know very well asks you where you live
- * keeping it a secret when your uncle tells you not to tell anyone he has been taking photos of you
- * keeping it a secret when someone tells you something bad about a friend
- * keeping it a secret when you know someone has brought a knife to school
- * keeping it a secret that you are having a surprise party for your Grandma
- * keeping where you hide your pocket money a secret.

Reinforce with students that if a secret makes them feel uncomfortable or confused or if they think someone is in danger or might get hurt, they need to tell an adult about the secret straight away.



Adjustment strategies

Process: Give each student a happy face and a sad face to hold to indicate whether they feel the secret is good (happy face) or bad (sad face)

Criteria for success: What to look for?

Can students:

- * correctly identify good secrets and bad secrets?
- * provide appropriate reasons for their decisions?

Remind the class how to decide if a secret is good or bad by how it makes them feel and that even if someone tells them not to tell a bad secret, it is important that they go to a trusted adult and tell them about the secret.

Handouts

[Happy face / sad face](#) for adjusted activity

Resources

I Have a Secret by J Nelson and M Duarle

The Trouble with Secrets by Karen Johnson

CONCEPT 2.3 RESPONDING TO UNSAFE SITUATIONS

66

FOCUS QUESTION: HOW CAN I REACT AND RESPOND WHEN I FEEL UNCOMFORTABLE OR UNSAFE?

* Activity overview

Learners practise identifying unsafe situations and responding in an assertive manner.

* Relevant curriculum links

Health and Physical Education

Relevant aspects of achievement standard

Students describe how to keep themselves and others healthy, safe and physically active

Students select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems

Relevant content descriptions

Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)

Identify and practice emotional responses that account for own and others' feelings (ACPPS020)

General capabilities

Personal and social capability

Identify ways to care for others, including ways of making and keeping friends (PSC-UR)

Identify situations that feel safe or unsafe, approach new situations with confidence (PSC-BCRA)

Ethical understanding

Describe familiar situations that involve ethical concepts (EU-ECC)

Describe ethical concepts, such as right and wrong, honesty, fairness and tolerance (EU-REC)

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

Use language to interact with others (LIT-COMP)

LEARNING SEQUENCE

Activity description

Learning intention

(EU) Revisit the learning about good touches, bad touches and confusing touches and good and bad secrets. Reinforce with students that if someone touches them in a way that makes them feel uncomfortable, it is **not their fault** and they should definitely **not keep it a secret**. Explain to students that during this activity they will learn about what they can do if someone touches them in a way that makes them feel uncomfortable.



Pre-assessment activity:
Where are they at?

Display a body outline of a male and female child (see Handouts for Activity 2.1 in the Foundation Module 2). Revise the names of the private parts of the body.

Ask students to recall the body signals that might warn them that something or someone is unsafe e.g. heart beats faster, feel sick in the tummy, sweaty palms. Explain that if someone touches them on the private parts of the body and it makes them feel uncomfortable this is a NO signal.

Criteria for success: What to look for?

Can students:

- * identify and name the private parts of the body?
- * describe the NO signals that warn them if a situation is unsafe?

Teacher note: If students seem unfamiliar with the private parts of the body or the body's warning signals, consider re-teaching activities from Module 2.1 and Module 2.2 from the Foundation resource.

Exploring the concept

Revise the Response framework

- * **Say No** if you can
- * **Leave** the unsafe situation
- * **Get help** from a trusted adult.

Teacher note: If students seem unfamiliar with the Response Framework, consider re-teaching Activity 2.3 from Responding to unsafe situations module.

(PSC+LIT) Ask students to demonstrate with a partner how they can say **NO** with a strong and confident voice. Discuss how the way they stand can influence how strong and confident their **NO** sounds. Demonstrate for the class how to show strong and confident body language while saying **NO**. Ask them to practise standing strong and saying **NO** confidently.

Putting it into practice



Checking for understanding

(PSC+EU) Read out the following scenarios and ask students to describe the aspects of the scenario that make them think the situation is unsafe e.g. being asked to keep a bad secret, bad or confusing touches, NO body signals and how the character should respond e.g. using the Response framework of **NO, LEAVE, GET HELP**.

Scenario 1: Johan was walking home from school when an older boy walked up behind him and hit him. The older boy told Johan not to tell anyone about it or he would follow him home tomorrow and hurt him again.

Scenario 2: Sean was play wrestling with his friend's older brother on Friday. The brother touched Sean in a way that made him feel uncomfortable. The older brother scared Sean and told him not to tell anyone about it.

Scenario 3: Sophie was playing with her best friend when she saw bruises on her friend's arms and legs. When she asked her friend what happened she told Sophie that her father gets mad sometimes and hits her. She asked Sophie to promise not to tell anyone.

Scenario 4: Josephine's uncle asked her if he could talk photographs of her in her swimming costume. He said he would give her lollies and a new toy if she didn't tell her parents about it.

Teacher note: Ensure that you change the names of the characters if you have students with the same name in your class.

Criteria for success: What to look for?

Can students:

- * identify the aspects of the scenario that make it unsafe?
- * correctly identify how to respond to each scenario?

Handouts

[Body outline](#)

[Response framework](#)

MODULE 3: HELP-SEEKING SKILLS

MODULE OVERVIEW

Learning goals

Know: The people who can help them when they feel unsafe or uncomfortable

Understand: Sometimes they might have to ask a number of people before they get the help they need

Do: Identify the trusted adults they could ask for help. Practise telling an adult about an unsafe or uncomfortable situation

Health and Physical Education

Relevant aspects of achievement standard

Students describe how to keep themselves and others healthy, safe and physically active

Students select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems

Relevant content descriptions

Practise strategies they can use when they need help with a task, problem or situation (ACPPS017)

General capabilities

Personal and social capability

Discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers (PSC-CE)

Identify ways to care for others, including ways of making and keeping friends (PSC-UR)

Identify a range of emotions and describe situations that may evoke these emotions (PSC-RE)

Identify situations that feel safe or unsafe, approach new situations with confidence (PSC-BCRA)

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

Use language to interact with others (LIT-COMP)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

Transfer knowledge into new contexts (CCT-REF)

Seek solutions and put ideas into action (CCT-IDEAS)

MODULE REFLECTION

70

After teaching the activities in this module, consider the following questions:

- * Did all students demonstrate an understanding of the key concepts?
- * What concepts within the module will I need to revisit to ensure understanding?
- * When will I/ can I revisit these concepts?
- * Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- * Which activities and tasks were most engaging and effective?
- * Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?



CONCEPT 3.1 SUPPORT NETWORKS

FOCUS QUESTION: WHO ARE THE PEOPLE WHO CAN HELP WHEN I FEEL UNSAFE OR UNCOMFORTABLE?

* *Activity overview*

Learners identify a support network of trusted adults.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students describe how to keep themselves and others healthy, safe and physically active

Students select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems

Relevant content descriptions

Practise strategies they can use when they need help with a task, problem or situation (ACPPS017)

General capabilities

Critical and creative thinking

Consider alternatives (CCT-IDEAS)

Seek solutions and put ideas into action (CCT-IDEAS)

Identify and clarify ideas and information (CCT-INQ)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that during this activity they will identify the people they trust and who can be included in their support network. By the end of the lesson they will have identified a support network of trusted adults they can go to when they need help with a problem or if they feel unsafe.



Pre-assessment activity:
Where are they at?

Ask students to recall what the word trust means e.g. trust is believing another person will do the right thing. Revise the *Relationship Circles* that were completed in Foundation from *Module 1: Activity 1.2 - Respect and trust*, if they are available. If they are not available revisit the activity so that students can identify people for each of the circles:

- * the inner circle (representing their family)
- * the middle circle (representing their friends)
- * the outer circle (representing people who help us)

Criteria for success: What to look for?

Can students:

- * identify what the word trust means?
- * correctly identify people in their lives that they can trust?
- * differentiate between people within their inner, middle and outer circles of trust?

Exploring the concept

Revisit the *School Support Network handouts* that students created last year if they are available and update the school-based people they can go to if they need to ask for help about a problem or if they feel scared or unsafe. If the handouts are not available, ensure students identify school-based people as part of their personal support network during this activity.

Teacher note: See Activity 1.2 – Respect and trust and Activity 2.3 – Responding to unsafe situations from Foundation resources for the learning sequence description and handout to create the School support network.

(CCT) Ask students to revisit their *Relationship Circle* and identify which of these people are easy to get in contact with, easy to talk to, will listen to what they have to say and will help them solve any problems they might have.

Explain to the class that they are now going to create a personal support network of trusted adults that they can go to if they ever need help or support with a problem. Ask students to select five people from their list to include in their personal support networks.

Ask students to trace an outline of their hand or provide them with a template of a hand outline to create their *personal support network*. Ask students to write the name of one of their trusted adults onto each finger and thumb of the hand. Besides each person's name ask students to identify the relationship of the person to them e.g. teacher, soccer coach, parent, grandparent, aunty, best friend's mum.



Adjustment strategies

Process: Provide support to write or scribe each person's name and relationship.

Product: Provide students with a template of a hand outline to create their *personal support network* if they are unable to trace their own hand.

Teacher note: It is important to ensure that the people students have included on their support network are appropriate. You may need to check with parents or carers to ensure that each of the people are contactable and available to be included on their child's support network.

Putting it into practice



Checking for understanding

(CCT) Ask students to imagine that they have a problem that they haven't been able to solve by themselves such as losing their library book, someone is picking on them when they are on the school bus, their big sister is being mean to them in the afternoon before their parents get home. Ask students to identify which trusted adults from their *personal support network* they could ask for help about this problem.

(CCT) Ask students to identify how they will contact these trusted adults e.g. will they go to their office, home, will they ring them on the phone, what time of the day would be best to go and see each of these people e.g. in the morning, after school, after work, during the lunch break?

(CCT) Explain to students that it is important to think about exactly how they are going to contact any of the trusted adults in their *personal support network* to talk about their problem as well as the best time to talk to them. Ask students to record on their *personal support network* how and when it is best to contact each of their support people. If students are unable to identify how and when to contact one or more of their support people, encourage them to revisit their choices and see if there is a more appropriate person to add to their network.

Criteria for success: What to look for?

Can students:

- * identify appropriate people from their support network to talk to about their problem?
- * identify an appropriate way to get in touch with each of their support people?
- * identify the best time to talk to each of their support people?

Handouts

[Relationship Circle](#) handouts (blank + completed ones from Foundation if available)

[School Support Network](#) handouts (blank + completed ones from Foundation if available)

[Personal Support Network](#) blank templates (if students are unable to trace their hands)

CONCEPT 3.2 ACCESSING HELP

74

FOCUS QUESTION: HOW CAN I GET HELP WITH A PROBLEM OR SITUATION?

* *Activity overview*

Learners practise strategies for telling adults they need help or have a problem.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students describe how to keep themselves and others healthy, safe and physically active

Students select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems

Relevant content descriptions

Practise strategies they can use when they need help with a task, problem or situation (ACPPS017)

General capabilities

Personal and social capability

Identify ways to care for others, including ways of making and keeping friends (PSC-UR)

Identify a range of emotions and describe situations that may evoke these emotions (PSC-RE)

Identify situations that feel safe or unsafe, approach new situations with confidence (PSC-BCRA)

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

Use language to interact with others (LIT-COMP)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

Seek solutions and put ideas into action (CCT-IDEAS)

Transfer knowledge into new contexts (CCT-REF)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about persistence. During this activity they will learn how important it is to keep telling trusted adults about their problems or how they are feeling if they are scared or feel unsafe. By the end of the lesson they will have practised ways to keep telling until someone listens to and helps them.



Pre-assessment activity:
Where are they at?

(LIT) Ask students if they can recall what the term persistence means from their lessons in Foundation. Create a shared meaning for the word persistence e.g. trying again and again until you are successful at the task.

Discuss some examples of activities that require persistence e.g. hitting a soft ball off a tee, learning how to skip, finishing a difficult jigsaw puzzle, learning how to spell long words, learning how to do a maths problem. Ask students if they can think of any other tasks that require persistence.

Criteria for success: What to look for?

Can students:

- * define persistence?
- * identify situations and tasks that require persistence?

Exploring the concept

(CCT) Ask students to think of possible reasons why people might not listen or act when they tell them something e.g. they are in a hurry, they are busy or tired, they are concentrating on doing something else, they don't believe you or don't understand what you mean.

(CCT) Ask students to imagine and suggest situations when they have a really important message to tell someone. e.g. if someone rang on the phone while Mum was in the shower and left a message, if the dog got out of the backyard when they opened the gate, if they saw someone take something out of another student's bag without permission.

(LIT) Identify one student to play the role of trying to tell an adult about what has happened. Choose three other students to play the roles of the adults that the main character is going to tell about the situation. For the first role play instruct the three adults not to listen or act upon what the main character tries to tell them.

(PSC) Discuss how the main character felt when none of the adults would listen to them e.g. frustrated, cranky, angry, sad, scared.

(CCT) Ask the class to suggest other ways that the main character might have tried to tell the "adults" about the situation.

(LIT) Repeat the role play for another situation with different students. Change the ending of the role play so that the last person listens and acts on the important message.

Discuss with students whether they think being persistent when telling is easy. Ask students to discuss why they think it is so important to be persistent.



Adjustment strategies

Process: Divide students into small groups and get them to role play the situation.

Product: Draw a storyboard of the situation instead of role playing.

Criteria for success: What to look for?

Can students:

- * identify alternative ways to approach adults with their problems?
- * understand the importance of persistence when telling adults about problems?

Putting it into practice



Checking for understanding

(LIT +PSC) Read or view the story [Huge bag of worries](#) by Virginia Ironside. Discuss the different worries that Jenny was experiencing. Ask students if they think Jenny is the only person who worries. Ask them to identify who else might worry. Emphasise that they will all worry about something at some time and that is normal. Explain that if they do start worrying about things and their bag of worries starts to get full then they can use the trusted adults in their *Personal Support Network* to help them out like Jenny did in the story.

(CCT) Explain that they are now going to play a game where they practise handling worries. Explain that as they play the [Monster Worry Game](#) they will be thinking about lots of different types of worries and will have to work out how to best handle them and which of their support people they can talk to about a particular worry. When it is their turn in the game they pick up a worry card. They must identify who they can talk to about their worry and how they could ask that person for help.

Criteria for success: What to look for?

Can students:

- * Identify different types of worries?
- * Suggest strategies for dealing with different worries?
- * Identify which trusted adults they could talk to about their worry?
- * Identify what they would say to their trusted adult about their worry?

Resources

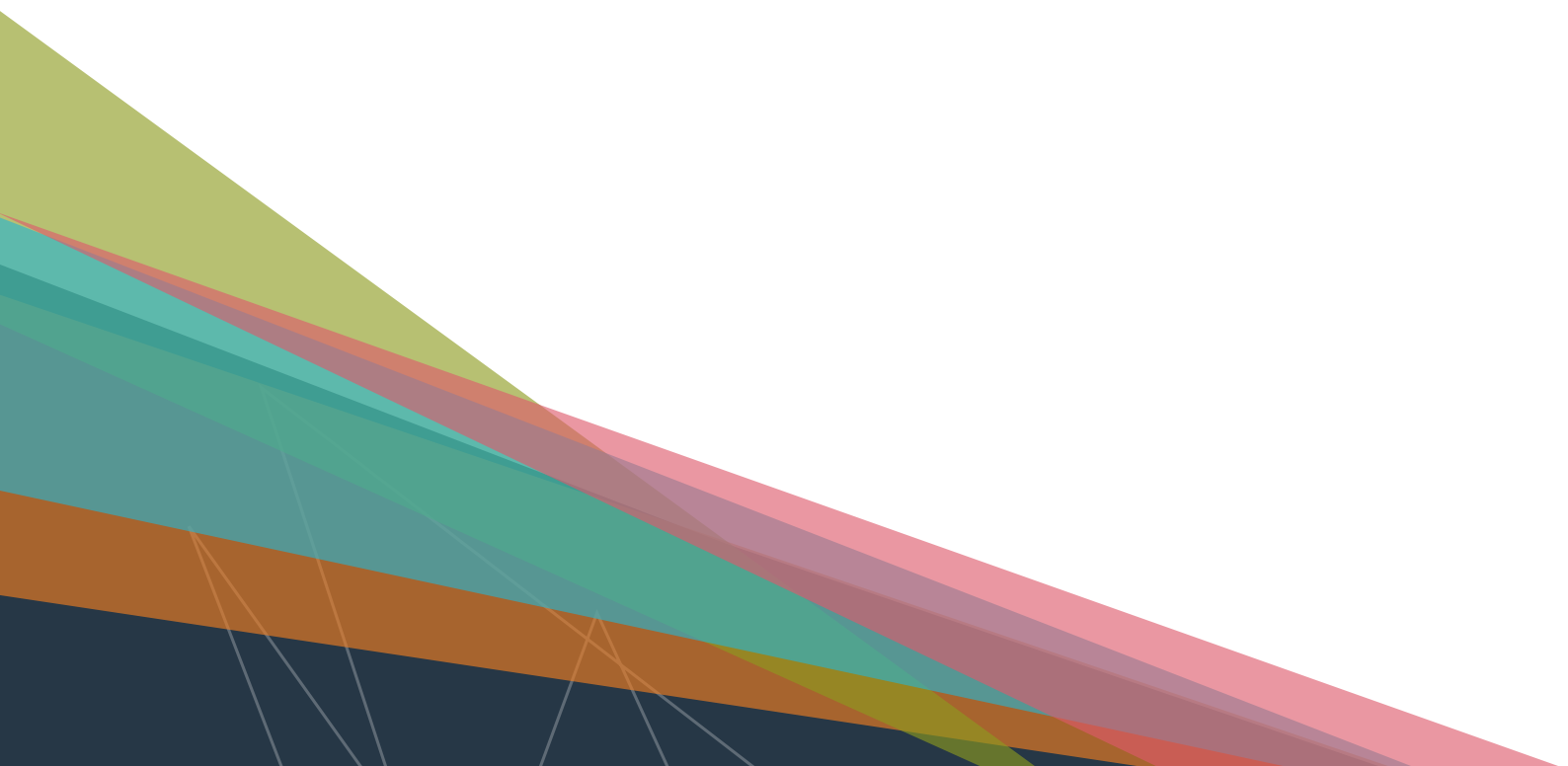
[The Huge Bag of Worries](#) (1996) by Virginia Ironside

[Monster Worry Game](#)



YEARS 3-4

YEARS 3–4



SCOPE AND SEQUENCE

MODULE 1

Learning Goals

Know: As they get older relationships change and develop in different ways.

Understand: Loss of respect or trust can impact negatively on relationships.

Do: Describe strategies to manage changing relationships.

Key concepts

How do my relationships change as I grow older?

Learners identify signs of conflict and explore different ways of managing conflicts.

What happens to relationships if respect or trust is broken?

Learners explore what happens to a relationship if trust or respect is broken.

MODULE 2

Learning Goals

Know: The factors that influence personal safety. The range of strategies to respond to unsafe situations.

Understand: Strategies they can use to respond to unsafe or uncomfortable situations. In some situations they may not be able to respond quickly.

Do: Describe ways they can stay safe in different situations. Practise strategies they can use to respond to unsafe situations.

Key concepts

What factors influence my level of safety?

Learners identify what constitutes abuse and violence.

How might my body respond in different situations?

Learners identify body signs and responses that provide cues they may be unsafe or uncomfortable.

What strategies can I use to stay safe and healthy at school and at home?

Learners revise and practise the steps in the Response Framework.

MODULE 3

Learning Goals

Know: The people they can go to when they are feeling uncomfortable or unsafe.

Understand: If they feel uncomfortable or unsafe in a situation they need to tell a trusted adult about how they feel.

Do: Practise strategies they can use to tell a trusted adult about a situation that has made them feel uncomfortable or unsafe.

Key concepts

Who will help me if I feel unsafe or uncomfortable in a situation?

Learners review their support network of trusted adults.

What strategies can I use to ask for help from a trusted adult?

Learners identify the reasons it might be difficult to approach an adult when they have a problem and will practise how to start a conversation when they need help.

MODULE I: UNDERSTANDING RESPECTFUL RELATIONSHIPS

MODULE OVERVIEW

Learning goals

Know: As they get older, relationships change and develop in different ways

Understand: Loss of respect or trust can impact negatively on relationships

Do: Describe strategies to manage changing relationships

Health and Physical Education

Relevant aspects of achievement standard

Students recognise strategies for managing change

Students understand how to interact positively with others in a variety of situations

Students apply strategies for working cooperatively

Relevant content descriptions

Explore strategies to manage physical, social and emotional change (ACPPS034)

Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)

General capabilities

Personal and social capability

Describe factors that contribute to positive relationships, including with people at school and in their community (PSC-UR)

Describe the influence that people, situations and events have on emotions (PSC-RE)

Ethical understanding

Identify ethical concepts such as equality, respect and connectedness and describe some of their attributes (EU-REC)

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

Compose spoken, written, visual and multimodal learning area texts (LIT-TEXT)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

Seek solutions and put ideas into action (CCT-IDEAS)

MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

- * Did all students demonstrate an understanding of the key concepts?
- * What concepts within the module will I need to revisit to ensure understanding?
- * When will I/ can I revisit these concepts?
- * Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- * Which activities and tasks were most engaging and effective?
- * Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?



CONCEPT 1.1 MY RELATIONSHIPS

82

FOCUS QUESTION: HOW DO MY RELATIONSHIPS CHANGE AS I GROW OLDER?

* *Activity overview*

Learners identify signs of conflicts and explore different ways of managing conflicts.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students recognise strategies for managing change

Students understand how to interact positively with others in a variety of situations

Relevant content descriptions

Explore strategies to manage physical, social and emotional change (ACPPS034)

General capabilities

Personal and social capability

Describe factors that contribute to positive relationships, including with people at school and in their community (PSC-UR)

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

Compose spoken, written, visual and multimodal learning area texts (LIT-TEXT)

Critical and creative thinking

Consider alternatives (CCT-IDEAS)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about identifying signs of conflict. By the end of the lesson they will have explored a range of ways for dealing respectfully with conflict.



Pre-assessment activity:
Where are they at?

(LIT) Read or view stories that include examples of conflict or problems e.g. [Wombat Stew](#), [Horton Hears a Who!](#), [The Very Cranky Bear](#).

(LIT) Ask students to identify the signs they saw that conflict was developing. Discuss the problem or conflict in each of the stories. Brainstorm suggestions of strategies the characters could have used to prevent the conflicts. Discuss whether the characters involved could have resolved the conflict by themselves or whether they needed help from someone else.

Criteria for success: What to look for?

Can students:

- * identify situations of conflict?
- * identify the causes of conflict?
- * suggest strategies for resolving conflicts?
- * identify when help from others is needed to resolve conflicts?

Exploring the concept

(LIT) Brainstorm words or phrases that mean 'disagreement' e.g. fight, argument, problem and decide whether these words or phrases are positive or negative.

(PSC) Explain that a fight is different from a disagreement and usually happens when a conflict has not been resolved and someone feels angry, frustrated or hurt. People usually fight because they do not know how to disagree in a respectful way.

(PSC) Explain that disagreements are a normal part of friendships and are sometimes positive because they find out about the ways they are different and that they can disagree but still like each other.

(PSC) Brainstorm some of the different things people might have disagreements or fights about. Discuss whether the disagreements that they have with their friends are different from disagreements that adults might have. Ask students to suggest how they might be different e.g. students might have disagreements about who to sit next at lunch, what to watch on TV, who is allowed to play with their toys, what the rules of the handball game are but adults might have disagreements about money, about what they are doing at work.

(PSC) Explain that there are three ways to deal with a disagreement: passively, aggressively or assertively. Distribute the handout – *Conflict Resolution Strategies* to each student and discuss the difference ways in which a lion, a meerkat or a giraffe would handle a disagreement.

- * The lion (Aggressive): only interested in winning an argument; not worried about hurting others' feelings; threatens or hurts people to get its own way.
- * The meerkat (Passive): scared of disagreements; pretends the disagreement is not happening; runs away or leaves; gives in too easily for fear of losing a friend or because it is frightened.
- * The giraffe (Assertive): stands tall and stays calm and tries to sort out an argument with solutions where both people win; says sorry when wrong; asks for help to sort things out; says what it thinks or feels without getting angry.

(LIT) Using an example of a disagreement from the previous brainstorm, ask volunteer students to role play a lion response, a meerkat response and a giraffe response. Ask students to join with a partner to practise each of the types of responses.

(PSC) Discuss with students how they think it would feel to solve a disagreement in a passive way, an aggressive way and an assertive way.

Putting it into practice



Checking for understanding

(CCT) Distribute the handout *Conflict Strategies* to each table group and ask them to work through each scenario and identify whether the characters were responding like a lion, a meerkat or a giraffe during the conflict. Ask students what responses they could change to be more like a giraffe.

(CCT) Discuss with students the strategies they used to decide as a group the best giraffe response for each scenario. Ask groups to share any disagreements in their decisions and how they resolved them.

Ask groups to share any alternate strategies and discuss how each of the characters in the scenario would feel if these strategies had been used to resolve the conflict.

(PSC) Ask students to suggest why it is important to consider the feelings of all people involved in a disagreement and be respectful towards each other when choosing conflict resolution strategies.



Adjustment strategies

Content: Provide pictures depicting the conflicts

Process: Read the conflicts aloud for the class and explore as a class group

Product: Role play or draw an alternate ending for the conflict

Criteria for success: What to look for?

Can students:

- * identify assertive, aggressive and passive responses to conflict?
- * suggest more assertive ways to deal with the conflict?
- * propose resolutions to the conflicts that favour both parties and recognise others' feelings?

Handouts

[Conflict resolution strategies](#) handout

[Conflict scenarios](#) handout

Resources

[Horton Hears a Who!](#) by Dr Seuss

[The Very Cranky Bear](#) by Nick Bland

[Wombat Stew](#) by Marcia K Vaughn

CONCEPT 1.2 RESPECT AND TRUST

FOCUS QUESTION: WHAT HAPPENS TO RELATIONSHIPS IF RESPECT OR TRUST IS BROKEN?

* *Activity overview*

Learners explore what happens to a relationship if trust or respect is broken

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students understand how to interact positively with others in a variety of situations

Students apply strategies for working cooperatively

Relevant content descriptions

Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)

General capabilities

Personal and social capability

Describe factors that contribute to positive relationships, including with people at school and in their community (PSC-UR)

Describe the influence people, situations and events have on their emotions (PSC-RE)

Ethical understanding

Identify ethical concepts such as equality, respect and connectedness and describe some of their attributes (EU-REC)

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

Compose spoken, written, visual and multimodal learning area texts (LIT-TEXT)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

Seek solutions and put ideas into action (CCT-IDEAS)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about trusting relationships and what happens when trust is broken



Pre-assessment activity:
Where are they at?

(LIT+EU) Read a book about trust from the resources list and discuss why the characters trusted each other and how that made each of the characters feel. Explore how levels of trust may change in the story and reasons why trust changed or was broken.

Create a class definition of the word trust.

Ask students if they can recall the *Relationships Circle* activity they completed earlier. Ask students to identify the trusted people in their inner circle (family), their middle circle (friends) and the outer circle (people they know who help them and keep them safe).

Criteria for success: What to look for?
Can students:

- * suggest a definition for the word trust?
- * identify elements of trust from the story and how trust impacts on feelings of safety?
- * identify the people in their lives they trust?

Exploring the concept

(PSC) Revisit the concept of body warning signals and ask students to identify some of the warning signals that they may notice in their bodies when they are happy and comfortable. Brainstorm the types of body warning signals they might get if they feel scared, confused, unsafe or uncomfortable. Record each of these lists on the board.

(PSC) Ask students to identify the body signals that they would notice if they were with someone that they trusted. Discuss some of the other signs external to their body that will tell them that this person can be trusted e.g. they listen to them when they have a problem and help them to try to solve it, they always take care of anything that they borrow, they make them feel happy again if they are feeling sad.

(PSC) Explain to students that trust is something which is built in a relationship from experiences with a person. When they spend time with a person they learn about how that person behaves in different situations and whether that person is reliable. After spending some time with a person they start to trust the person. Sometimes they might develop trust for a person quickly. At other times it might take longer. Revisit the trust story that the class read at the beginning of the activity. Discuss how the characters built up trust in each other over time.

Putting it into practice



Checking for understanding

(LIT) Read the story *What's Wrong With Bottoms* by Jenny Hessel. Ask students whether they think James trusted his Uncle Henry at the start of the story. Discuss why they think this was the case. Ask students whether they think that trust was broken during the story and if so when. Discuss what James did after his trust had been broken. Ask students how James knew that he could trust his Mum to tell her about what happened.

(CCT) Discuss with students what they could do if someone acts in a way that makes them feel confused or unsure about their trust in that person. Reinforce that if someone hurts or harms them physically, or harms their feelings or thoughts, they are breaking their trust. If this happens to them they should do exactly what James did and tell an adult they do trust (such as a parent, teacher or family member, what happened.

Revisit the list of trusted people that students identified at the beginning of the activity. For each of the people ask students to complete the sentence “ I trust because”.

Criteria for success: What to look for?

Can students:

- * identify incidents where Uncle Henry broke James’ trust?
- * identify the actions that James took after his trust was broken?
- * describe the reasons they trust the adults they have identified?

Handouts

[Relationships circle handout](#) (completed from previous years if available).

Resources

Just a little Brown Dog by Sally Morgan (1997) available for purchase from [Fremantle Press](#)

The Berenstain Bears and the Truth, written and illustrated by Stan and Jan Berenstain

Wise T. Owl’s Story of Trust by Maureen Nathan

The Boy who Cried Wolf, Fable

Being Trustworthy: A Book About Trustworthiness by Mary Small and Stacey Previn

The Signmaker’s Assistant by Tedd Arnold

What’s Wrong With Bottoms by Jenny Hessel

MODULE 2: PROTECTIVE BEHAVIOURS

MODULE OVERVIEW

Learning goals

Know: The factors that influence personal safety. A range of strategies to respond to unsafe situations.

Understand: Strategies they can use to respond to unsafe or uncomfortable situations. In some situations they may not be able to react or respond quickly.

Do: Describe ways that they can stay safe in different situations. Practise strategies they can use to respond to unsafe situations.

Health and Physical Education

Relevant aspects of achievement standard

Students investigate how emotional responses vary and understand how to interact positively with others in a variety of situations

Students use decision making and problem solving skills to select and demonstrate strategies that help them stay safe

Relevant content descriptions

Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)

Investigate how emotional responses vary in depth and strength (ACPPS038)

General capabilities

Personal and social capability

Describe the influence that people, situations and events have on their emotions (PSC-RE)

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

Compose spoken, written, visual and multimodal learning area texts (LIT-TEXT)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

Seek solutions and put ideas into action (CCT-IDEAS)

Transfer knowledge into new contexts (CCT-REF)

MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

- * Did all students demonstrate an understanding of the key concepts?
- * What concepts within the module will I need to revisit to ensure understanding?
- * When will I/ can I revisit these concepts?
- * Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- * Which activities and tasks were most engaging and effective?
- * Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?



CONCEPT 2.1 PERSONAL SAFETY

FOCUS QUESTION: WHAT FACTORS INFLUENCE MY LEVEL OF SAFETY?

* *Activity overview*

Identify what constitutes abuse and violence

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students use decision making and problem solving skills to select and demonstrate strategies that help them stay safe

Relevant content descriptions

Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)

General capabilities

Personal and social capability

Describe the influence that people, situations and events have on their emotions (PSC-RE)

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

Compose spoken, written, visual and multimodal learning area texts (LIT-TEXT)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Transfer knowledge into new contexts (CCT-REF)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about different kinds of touching which can make them feel safe or unsafe.



Pre-assessment activity:
Where are they at?

(PSC) Ask students to recall the different types of touches that they have learnt about previously.

- * Good touches: make you feel good, comfortable, loved, and safe
- * Bad touches: make you feel uncomfortable, bad, or scared and might leave a bruise or cut or hurt someone so badly that they might need to visit a hospital.
- * Confusing touches: make you feel uncomfortable and scared but might not leave any marks. They might give “NO” body signals such as butterflies in the tummy, lump in their throat, sweaty palms, racing heart, fast breathing. These touches might be pleasant initially but then become uncomfortable or confusing.

Ask students to provide examples of each type of touching e.g. good touches might be a handshake, high five, hug from Grandma; bad touches might be a punch or kick, confusing touches might be a high five that is too hard, touching their hair, or pinching their bottom.

Criteria for success: What to look for?

Can students:

- * Identify the three different types of touches and explain what each is?
- * describe how bad touches and confusing touches are different from good touches?
- * describe the types of touches that fall into each category?

Teacher note: If students have not previously learnt about good touches, bad touches, confusing touches or seem unfamiliar with the concepts you may need to explain these in greater detail. Activity 2.1 in the Year 1 and 2 module provides some ideas about how to introduce these concepts.

Exploring the concept

(EU) Explain to students that sometimes people can touch them and cause physical harm such as a bruise or cut without meaning to. Discuss the word accident and brainstorm a shared meaning e.g. an accident is unplanned or is not expected to happen.

(EU) Ask students in their table groups to write down examples of accidents that might leave a bruise or a cut e.g. someone bumps into them while walking in the corridor and they fall into the wall, they trip over someone’s foot while they are playing soccer and fall and cut their knee. Ask groups to share their examples and decide as a class whether they are accidents or not.

(EU) Explain to students that when anyone is harmed or injured physically and it is not an accident it is called violence. If someone harms somebody emotionally, or mentally and it is not accidental, it is called abuse.

(LIT) Read one of the stories included in the resources list that explores family violence. Discuss with students the types of violence and abuse that were committed in the story.

(PSC+LIT) Discuss how each of the characters might have been feeling at different times during the story. Ask students to identify whether there were different touches involved in the story – were they good touches, bad touches or confusing touches?

(CCT) Discuss how the characters did respond or could have responded to the violence and abuse and whether there were other characters in the story who tried to help.

Putting it into practice



Checking for understanding

Give each table a set of three cards - one for Accident, one for Violence, and one for Abuse.

(CCT) Explain to the class that you will be reading out a series of situations and each table group has to discuss them and decide whether the situation is an accident, abuse or violence. Once groups have had time to discuss their choices ask them to hold up the card that indicates their choice. Discuss each group's reasons for making that choice. If some groups choose a response to a scenario incorrectly, reinforce the aspects of the scenario that determine whether it is an accident, violence or abuse.

Use the following scenarios as examples:

- * Chris is hit in the face with the ball while he is running under the basket in a basketball game. (accident)
- * Holly is chased and kicked by an older student on her way home from school. (violence)
- * Jess falls off her bike when she bumps into her friend who is riding alongside her. (accident)
- * Michael is regularly told he is 'stupid' by his Dad and locked in his room. (abuse)
- * Carrie's Mum hits her with a hairbrush on the back of her legs when she does something wrong. It leaves bruises. (violence)
- * Manny falls over on a slippery floor when his father bumps him while they are playing a game (accident)
- * Sam is knocked over by a classmate running past in the corridor. (accident)
- * Someone opens the door to the toilet, thinking it is empty, when Chloe is in there. They quickly close the door. (accident)
- * Another student pushes open the door when Harry is in the toilet and tries to touch Harry's private parts. (abuse)
- * Daniel's Dad hits him across the face when he gets angry, and this time it has given him a black eye. (violence)

Teacher note: Change the names of the characters to ensure not are the same as children in your class.



Adjustment strategies

Process: Scenarios could be on a worksheet and students could answer individually

Criteria for success: What to look for?

Can students:

- * correctly identify which situations are violence, abuse or an accident?
- * provide reasons to justify their choices?

Handouts

[Abuse, violence, accident cards](#)

Resources

A Family That Fights Sharon Chesler Bernstein

The Dragon & the Mouse Steven Timm

When Mommy Got Hurt - A Story for Young Children About Domestic Violence Ilene Lee & Kathy Sylvester Charlotte

When Daddy Hits the Table and *When Mummy Shouts* by Mary Koolhof and Aunty Eva Richardson. Illustrated by Janet Fenton (Aboriginal Children's book series)

CONCEPT 2.2 RECOGNISING SAFE AND UNSAFE SITUATIONS

FOCUS QUESTION: HOW MIGHT MY BODY RESPOND IN DIFFERENT SITUATIONS?

- * *Activity overview*

Learners identify body signs and responses that provide cues they may be unsafe or uncomfortable

- * *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students investigate how emotional responses vary and understand how to interact positively with others in a variety of situations

Students use decision making and problem solving skills to select and demonstrate strategies that help them stay safe

Relevant content descriptions

Investigate how emotional responses vary in depth and strength (ACPPS038)

General capabilities

Personal and social capability

Describe the influence that people, situations and events have on emotions (PSC-RE)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about understanding the different signals their bodies can give that tell them when they are in an unsafe situation.



Pre-assessment activity:
Where are they at?

(PSC) Revisit the concept of body warning signals. Brainstorm some signals the body might receive e.g. squirmy tummy, lumpy tummy, warm body, shivery body, fidgety hands, sweaty hands, quick breathing, shallow breathing, racing heart beat, pounding heart, goose bumps, body hair standing up, nausea, smiling face, wide eyes, red hot face, shaky knees, dry mouth, tight throat, can't talk. Record suggestions on the board.

(PSC) Discuss the possible messages being sent by some of these signals e.g. sweaty hands could mean you are nervous about doing something for the first time or scared about something.

(PSC) Explain to students that the same body signal can be caused by two different situations e.g. their heart could race because they have just finished running a cross country but it could also be racing if someone were threatening to hurt them. Ask students to identify the same body warning signals that could occur in two different situations and describe them.

(PSC) Ask students to identify the signals from the list that could be warnings that they might be in danger or feeling unsafe or uncomfortable. Explain to students these signals are called NO body signals and if they feel any of these signals when they are in a situation or with a particular person they need to try to leave the situation and go somewhere safe.

Criteria for success: What to look for?

Can students:

- * recall the different body warning signals?
- * correctly identify situations where the body may react with a warning signal?
- * correctly identify those reactions that may be warning signals?

Exploring the concept

(PSC) Explain to students that the way they feel about a situation can also give them clues about whether the situation is safe or unsafe, or uncomfortable. Ask students to brainstorm a range of different feelings that they might experience e.g. angry, annoyed, anxious, scared, happy, excited, tired, bored, silly, satisfied, sad, embarrassed, ashamed, miserable, nervous, hurt, calm, cheerful, fascinated, curious, overjoyed, delighted, eager, ecstatic. Create a class list of feelings words that can be displayed and referred to by students when they are asked to describe how they are feeling.

(PSC) Divide students into small groups and give each group one of the following feeling words: angry, nervous, excited, disappointed, frustrated, jealous. Ask each group to identify inappropriate ways of expressing their allocated feeling and appropriate or respectful ways to express the feeling e.g. angry about getting out in handball can be expressed inappropriately by throwing the ball onto the roof of the building so no-one else can play, or can be expressed appropriately by counting to 10 to calm down and going to the end of the line to wait for their next turn. Ask each group to share and discuss their responses.



Adjustment strategies

Content: Be selective in which feeling words are used to ensure students understand what the feeling is and how it can be manifested

Process: Work through each feeling as a class

Product: Groups could record their responses rather than provide a verbal report.

Putting it into practice



Checking for understanding

(PSC) Distribute the handout – *Feelings diary* to students and ask them to keep a diary of the emotions and feelings that they experience over the next three days. Ask them to record an event or situation that happened at the time, how they felt using one of the words from the class feelings list, and how they responded to that feeling.

Teacher note: Explain to students that their feelings diary is private and it will not be shared with other students. Invite students to share part or all of the diary with you, individually in order to check understanding of the concepts.

(PSC) After the three days, discuss as a class whether their feelings changed during a single day and across the three different days. Ask students to suggest reasons for these changes.

(PSC) Explain to students that some events or situations can cause us to have *mixed feelings*. Ask students to suggest what they think the term mixed feelings is referring to e.g. when you have two or more feelings about the same situation. Explain to students that when they have mixed feelings or when their feelings change from one feeling to another in the same situation, it is important to take notice of those feelings. For example, they may be playing with an older cousin and having fun and feeling happy until the cousin starts to tickle them and refuses stop when asked. Their feelings may change from happy, to frustrated, to uncomfortable or scared. In this case they should listen to their feelings and take notice of any body warning signals.

Criteria for success: What to look for?

Can students:

- * correctly identify feelings experienced during different events and how they responded to those feelings?
- * describe how their feelings changed over the three days?
- * provide reasons why their feelings changed over time?

Handouts

[Feelings diary](#)

CONCEPT 2.3 RESPONDING TO UNSAFE SITUATIONS

FOCUS QUESTION: WHAT STRATEGIES CAN I USE TO STAY SAFE AT SCHOOL AND AT HOME?

* *Activity overview*

Learners revise and practise the steps in the Response Framework.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students investigate how emotional responses vary and understand how to interact positively with others in a variety of situations

Students use decision making and problem solving skills to select and demonstrate strategies that help them stay safe

Relevant content descriptions

Investigate how emotional responses vary in depth and strength (ACPPS038)

General capabilities

Personal and social capability

Describe the influence that people, situations and events have on their emotions (PSC-RE)

Literacy

Compose spoken, written, visual and multimodal learning area texts (LIT-TEXT)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

Seek solutions and put ideas into action (CCT-IDEAS)

Transfer knowledge into new contexts (CCT-REF)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about how to respond to situations where they are feeling unsafe or uncomfortable. During this activity they will be revising the steps in the *Response Framework* and using each of the steps to respond to a range of scenarios.



Pre-assessment activity: Where are they at?

Revise the Response framework (Create a handout or classroom poster)

- * Say **No** if you can
- * **Leave** the unsafe situation
- * Get **help** from a trusted adult.

(PSC+LIT) Ask students to demonstrate with a partner how they can say NO with a strong and confident voice. Discuss how the way they stand can influence how strong and confident their NO sounds. Demonstrate how to show strong and confident body language while saying NO. Ask students to practise standing strong and saying NO confidently.

Exploring the concept

Read the following unfinished story to the class.

A large family was having a barbecue together in a park near a new sports centre. Troy needed to go to the toilet and told his parents where he was going. When Troy reached the toilet block he realised it was a long way from the barbecue area. He could hear strange noises coming from inside.

Troy decided to go back to the group and ask some of his cousins to come with him to make sure he was safe. As a result, three children went back to the toilet block with him. Although they all felt a little worried they made loud noises to make sure whoever was inside knew that there were a lot of children coming. The children went inside and saw two possums there. The possums ran away.

(PSC) Ask students to identify some of the safety rules that Troy followed e.g. he told his parents where he was going. Ask students whether there were any external signs which helped Troy realise he might be unsafe if he went into the toilets e.g. he was alone, the toilet block was a long way from where his family was sitting, he heard strange noises coming from inside.

(CCT) Ask students to identify the steps from the *Response Framework* that Troy used when he realised he might be unsafe e.g. he didn't go into the toilet block alone, he left the situation and went to get help. Ask students to give a thumbs up if they think Troy did the right thing, or thumbs down if they think he did the wrong thing.

Continue reading the second part of the unfinished story to the class.

After the barbecue Troy needed to go to the toilet again. His cousins had gone home. He told his parents where he was going and they joked about the possums. Troy laughed too.

When Troy reached the toilet block it was quiet inside. Troy was still a little worried and thought about his safety strategies. He went inside and saw an older boy standing at the wash basin. The older boy at first talked in a friendly way to Troy, but then he tried to touch Troy's private parts.

Troy felt unsafe and he knew his parents were a long way away. He thought about his safety strategies and what he could do.

Source: NSW Child Protection Education materials – Stage 2, p 91.

(CCT) Ask students to use thumbs up and thumbs down again to indicate whether they think Troy was safe (thumbs up) or unsafe (thumbs down). Ask students to suggest what made the situation unsafe for Troy e.g. Troy was by himself and the older boy tried to touch him on his private parts which was not safe. Discuss with the class what Troy could do in the situation using the *Response Framework* – Say No, Leave, Get Help.

Explain to students that the first thing Troy should do is stand up to the older boy and say NO. Ask students to practice with a partner how they would say NO to the older boy.

(CCT) Ask students what the next thing Troy should do in this situation e.g. he needs to LEAVE the toilet block and run back to where his family is waiting and GET HELP by telling a trusted adult like his mum or dad.

Putting it into practice



Checking for understanding

Distribute the handout – *Safety scenarios* to each student. Explain that they need to identify what feelings or body warning signals might they experience and what they could do in response to the situation described in each scenario.



Adjustment strategies

Content: Allocate one scenario to each student or small group as their focus.

Process: Complete the exercise as a class group with the teacher reading the scenarios out loud and the class discussing feelings and responses as a group.

Product: Students could draw a story board of the feelings and responses to the situation or create an audio recording of their responses.

Criteria for success: What to look for?

Can students:

- * correctly identify the feelings they might experience in each scenario?
- * suggest an appropriate response to each situation that reflects the steps of the *Response Framework*?

Handouts

[Response framework](#) handout or classroom poster

[Safety scenarios – What if?](#)

MODULE 3: HELP-SEEKING

MODULE OVERVIEW

Learning goals

Know: The people they can go to when they are feeling uncomfortable or unsafe.

Understand: If they feel uncomfortable or unsafe in a situation they need to tell a trusted adult about how they feel.

Do: Practise strategies they can use to tell a trusted adult about a situation that made them feel uncomfortable or unsafe.

Health and Physical Education

Relevant aspects of achievement standard

Students investigate how emotional responses vary and understand how to interact positively with others in a variety of situations

Students use decision making and problem solving skills to select and demonstrate strategies that help them stay safe

Relevant content descriptions

Identify and practice strategies to promote health, safety and wellbeing (ACPPS036)

Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)

General capabilities

Personal and social capability

Identify communication skills that enhance relationships for particular groups and purposes (PSC-CE)

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

Compose spoken, written, visual and multimodal learning area texts (LIT-TEXT)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

Transfer knowledge into new contexts (CCT-REF)

Ethical Understanding

Discuss actions taken in a range of contexts that include an ethical dimension (EU-ECC)

MODULE REFLECTION

100

After teaching the activities in this module, consider the following questions:

- * Did all students demonstrate an understanding of the key concepts?
- * What concepts within the module will I need to revisit to ensure understanding?
- * When will I/ can I revisit these concepts?
- * Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- * Which activities and tasks were most engaging and effective?
- * Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?



CONCEPT 3.1 SUPPORT NETWORKS

FOCUS QUESTION: WHO WILL HELP ME IF I FEEL UNSAFE OR UNCOMFORTABLE IN A SITUATION?

* *Activity overview*

Learners review their support network of trusted adults.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students understand how to interact positively with others in a variety of situations

Students use decision making and problem solving skills to select and demonstrate strategies that help them stay safe

Relevant content descriptions

Identify and practice strategies to promote health, safety and wellbeing (ACPPS036)

Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)

General capabilities

Personal and social capability

Identify communication skills that enhance relationships for particular groups and purposes (PSC-CE)

Literacy

Compose spoken, written, visual and multimodal learning area texts (LIT-TEXT)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

Transfer knowledge into new contexts (CCT-REF)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that during this activity they will be revisiting their support network of trusted adults to make sure that all of the people they have identified are still the best people to be included in their network.

Teacher note: If students' completed support network handouts are available from the previous year, distribute them to each student to refer to them during the activity.



Pre-assessment activity:
Where are they at?

Explain to students that because relationships change, and our support network list is based on relationships, the trusted adults we include in our network will sometimes need to change. You might need remove someone from your network because they have moved a long way away from your house or you might want to add a new person in your life who you have a strong trusting relationship with.

(CCT) Discuss with the class some other reasons for removing people from their networks e.g. they might not have listened to them, or didn't believe them when they tried to tell them something important, or they might not have time because they are too busy.

(PSC) Emphasise to students that if a person in their network does not respect them or treat them kindly, having that person in their network does not keep them safe.

Ask to students to suggest how they can decide which trusted adults should to take the place of anyone they choose to remove.

Criteria for success: What to look for?

Can students:

- * identify reasons why they might need to change the adults that they include in their support network?
- * describe how they can choose trusted adults to be part of their support network?

Exploring the concept

Distribute handout – *My support network* to each student.



Checking for understanding

Ask students to make a list of all of the trusted adults in their lives under each of the headings: family members, friends, other people. Next to each person they identify ask students to list the reasons they trust that person.

(CCT) Once they have finished the list, ask students to go through the list and circle all of the people they see on a regular basis. Now ask students to go through the list of people that they have circled and put a tick next to the ones they feel comfortable talking to. Finally, ask students to identify those people with a tick and a circle they believe would listen to them and help them if they were in trouble and highlight these people's names.

(CCT) Explain to students that they have now prioritised the trusted adults who they can include in their support network based on three criteria: seeing them regularly, feeling comfortable to talk to them, feeling that they will believe them. Now ask students to select five of the adults from the list of people they have highlighted to include in their support networks by filling in their names on the *My support network* handout.

Criteria for success: What to look for?

Can students:

- * identify valid reasons for trusting each of the people on their list?
- * prioritise their list based on accessibility, comfort levels and whether they would listen to and help them?

Putting it into practice

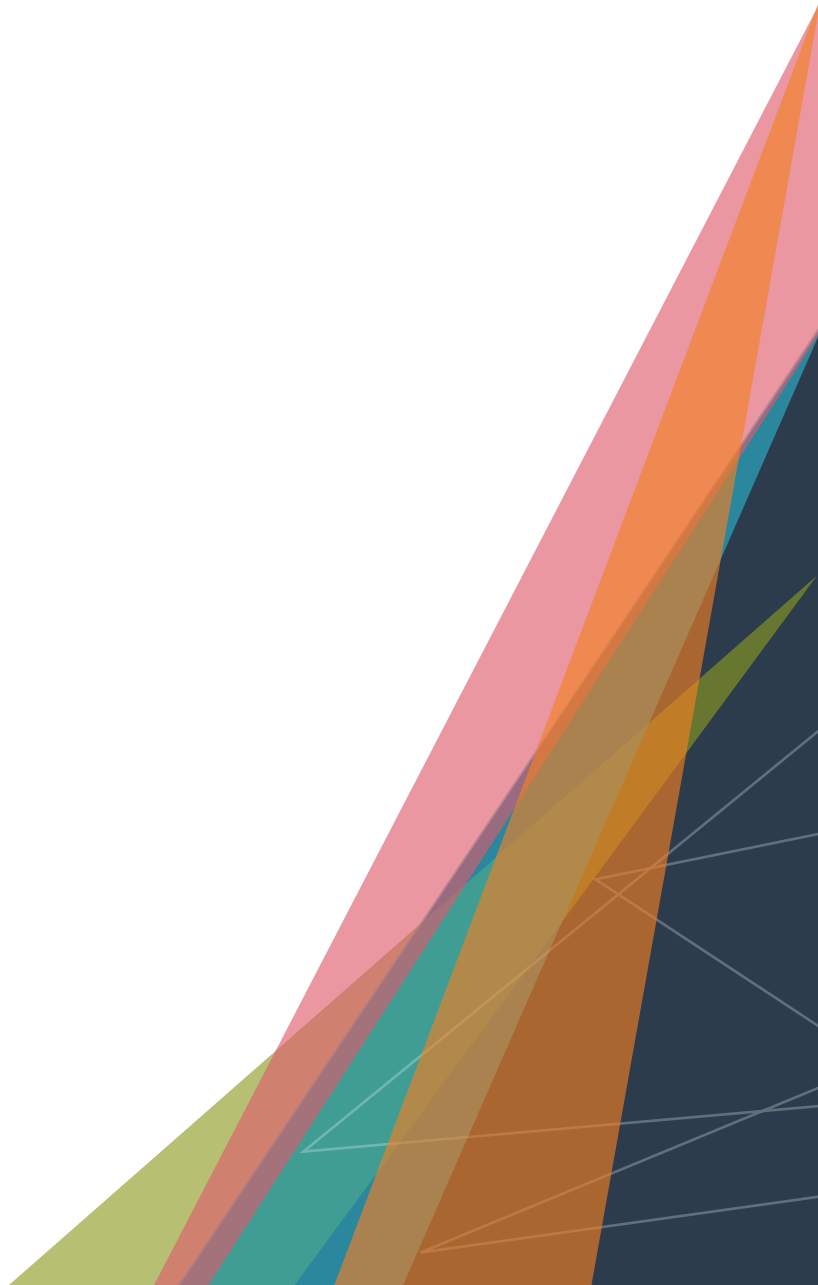
(LIT) Ask students to write a letter to each of the five adults included in their support networks explaining what a support network is and what someone in a support network should do. (See sample letter at the end of *My support network* handout.)

Handouts

[My support network](#)

Resources

[Resilience, Rights and Respectful Relationships learning resources – Victoria](#)



CONCEPT 3.2 ACCESSING HELP

FOCUS QUESTION: WHAT STRATEGIES CAN I USE TO ASK FOR HELP FROM A TRUSTED ADULT?

* *Activity overview*

Learners identify the reasons it might be difficult to approach an adult when they have a problem and practise how to start a conversation when they need help.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students investigate how emotional responses vary and understand how to interact positively with others in a variety of situations

Students use decision making and problem solving skills to select and demonstrate strategies that help them stay safe

Relevant content descriptions

Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)

Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)

General capabilities

Personal and social capability

Identify communication skills that enhance relationships for particular groups and purposes (PSC-CE)

Ethical understanding

Discuss actions taken in a range of contexts that have an ethical dimension (EU-ECC)

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

Compose spoken, written, visual and multimodal learning area texts (LIT-TEXT)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about how they can talk to a trusted adult about a problem or situation they are worried about. During this activity they will practise ways of approaching an adult to have a conversation about a problem.



Pre-assessment activity:
Where are they at?

Ask students to recall the adults in their support network. Ask students if they can remember the three steps of the *Response Framework – Say No, Leave and Get Help*.

Criteria for success: What to look for?

Can students:

- * correctly identify all people in their support network?
- * correctly identify the steps in the *Response Framework*?

Exploring the concept

(LIT) Read the book *Something Happened to Me* by Phyllis E Sweet. Display each of the illustrations of the children in the story. In pairs, students discuss some of the feelings the children may have had before they told an adult about their situation. Share responses as a class.

(EU) Ask students why it might be difficult to tell a trusted adult if someone has touched you on your private parts or done something to you that was unacceptable (sexual abuse). Explain that it can be difficult to talk about sexual things to adults because they may be shocked or think that it is inappropriate for children to talk about these things. Emphasise that it is important for children who have experienced this to tell an adult about it because they need help to make it stop.

(EU) Ask students whether it would also be difficult to tell a trusted adult about violence or abuse and if so why e.g. children might have been told to keep their injuries a secret or they might have a close relationship with the person who hurts them or they may think that they caused the person to be angry with them and to hurt them or they may be worried that people will be upset or make a fuss if the abuse is found out.

Putting it into practice



Checking for understanding

Explain to students that because it is sometimes hard to approach an adult who may even be in their network, about a problem or an experience that was unsafe or unacceptable, today they are going to practise how to start a conversation with an adult about a problem.

(LIT) Divide students into groups and explain that each group is going to brainstorm as many ways as possible to approach an adult in their network about a problem e.g. "Mum, can I ask you something?" "Grandma, I think I have a problem....." "Aunty, can you help me? I'm confused about..."

(LIT+PSC) In the same groups, invite students to take turns to role play with a partner some of the approaches they like. Share responses as a whole class and create a conversation starters list for future reference when discussing strategies for getting help.

Criteria for success: What to look for?

Can students:

- * suggest a range of possible conversation starters to ask for help with a problem?
- * demonstrate a range of conversation starters in a confident manner?

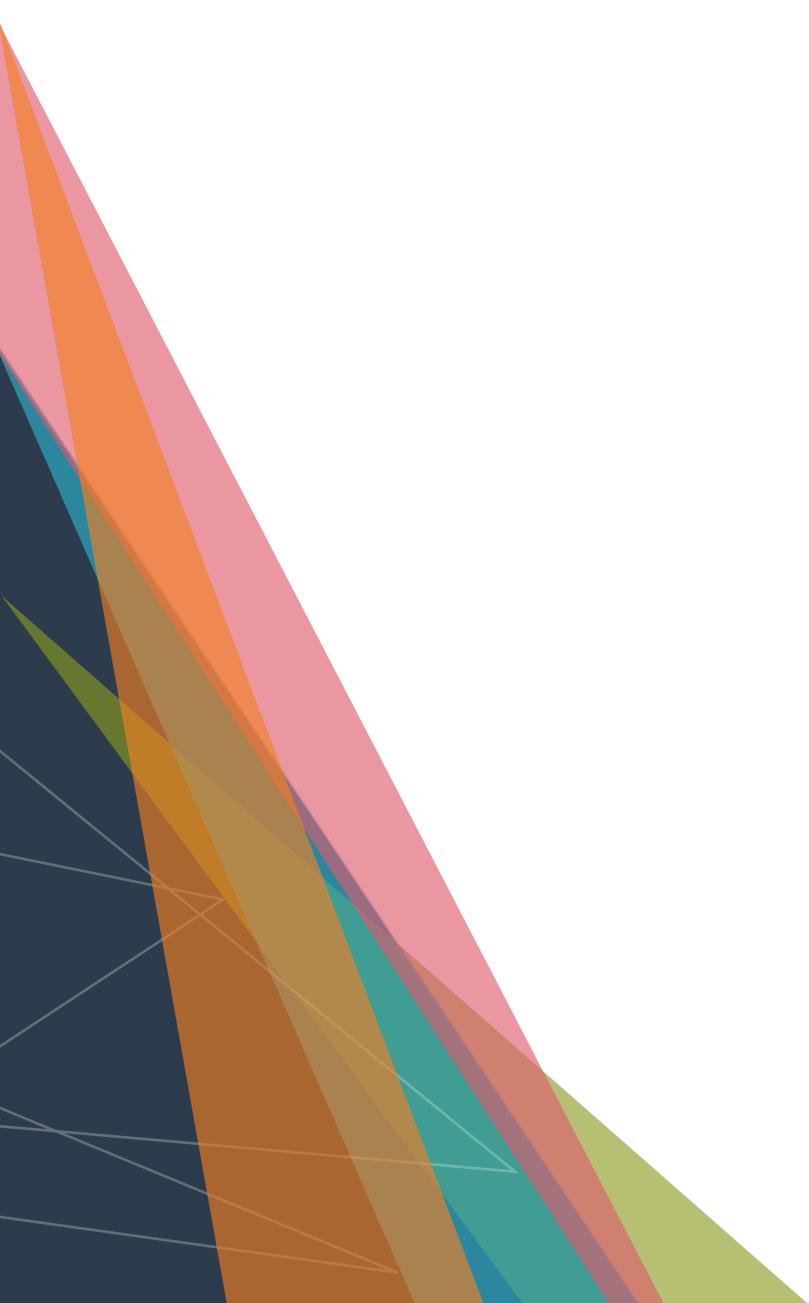
Handouts

[Response framework](#)

Resources

Something Happened to Me by Phyllis E Sweet

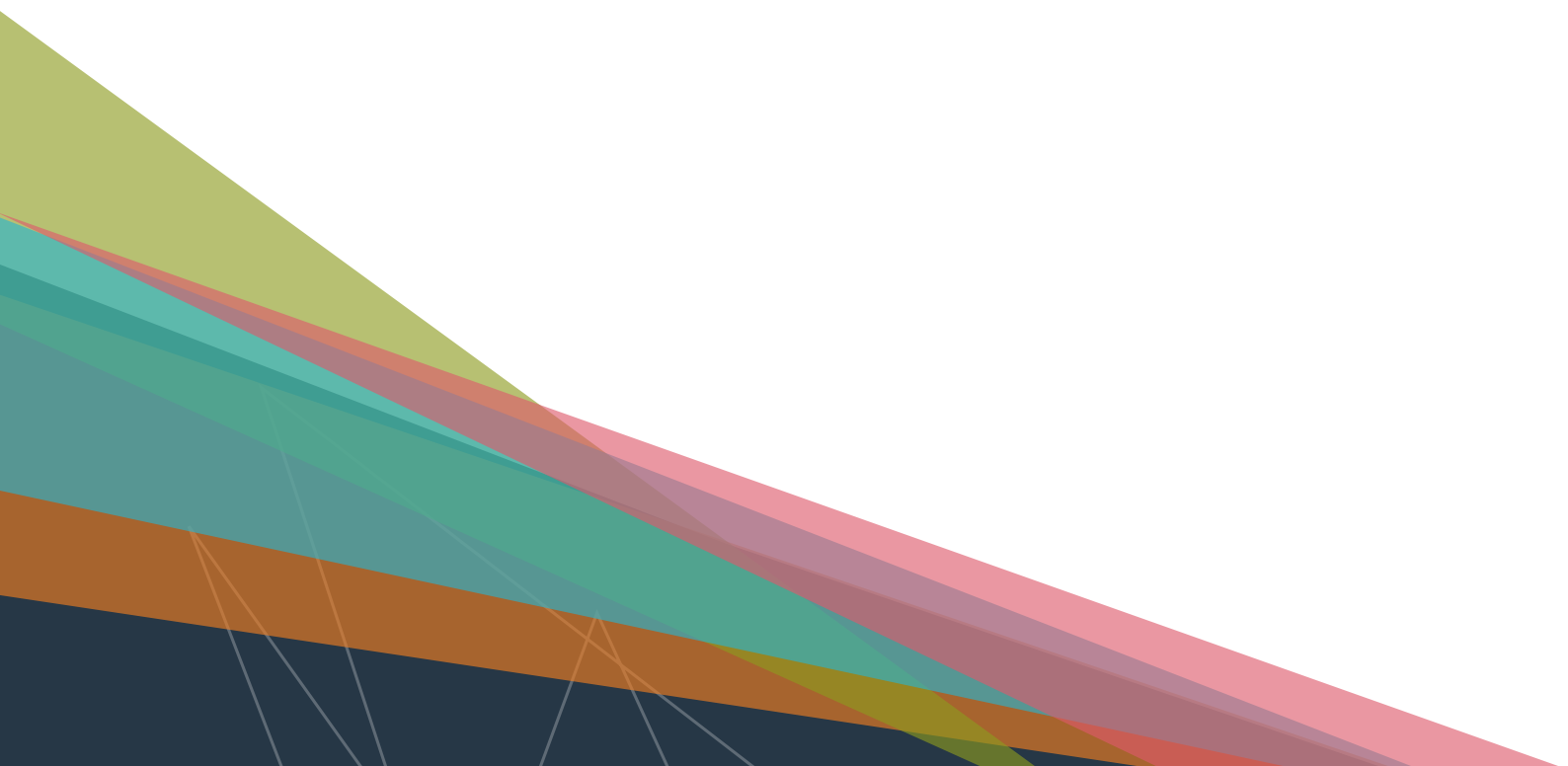
Keep On Chomping by N Gray and P Duspasquier



YEARS 5-6



YEARS 5–6



SCOPE AND SEQUENCE

MODULE 1

Learning Goals

Know: The characteristics of respectful relationships. The nature of stereotypes.

Understand: Stereotypes are socially constructed. Respect is the basis for positive relationships.

Do: Demonstrate respectful behaviours in their interactions with staff and peers. Identify how stereotypes are created. Describe the influence of stereotypes on relationships.

Key concepts

What are the factors that contribute to respectful relationships?

Learners explore the key qualities of positive and respectful relationships.

How are gender stereotypes created and what are the implications?

Learners explore the nature of gender stereotypes and how they are constructed.

What does respectful communication look like in relationships?

Learners explore qualities of respectful communication and learn how to manage conflict situations.

MODULE 2

Learning Goals

Know: The characteristics of unsafe situations. The strategies to respond to unsafe situations.

Understand: They can take actions to protect their personal safety.

Do: Describe strategies that they can use to respond to unsafe situations. Identify cues or warning signals that help them recognise when a situation is potentially unsafe.

Key concepts

How can I take responsibility for my personal safety?

Learners explore appropriate and safe responses in situations where their personal safety could be at risk.

How can I recognise situations where my safety may be at risk?

Learners explore how to recognise and assess risk and how to know when to leave a situation.

What strategies can I use to respond to unsafe situations?

Learners explore practical strategies for responding to situations that reduce the potential risk of harm.

MODULE 3

Learning Goals

Know: The people and support services that they can go to for help.

Understand: That they may need to ask a number of different people before they get the help they need.

Do: Investigate the range of support services and people in their community who can provide help.

Key concepts

Who can I talk to when I need help and support?

Learners explore indicators of risk and propose strategies for seeking support from a trusted adult.

Where can I go to seek help?

Learners explore sources of support and information for children that are in the local area and online.

MODULE I: UNDERSTANDING RESPECTFUL RELATIONSHIPS

MODULE OVERVIEW

Learning goals

Know: The characteristics of respectful relationships. The nature of stereotypes

Understand: Stereotypes are socially constructed. Respect is the basis for positive relationships

Do: Demonstrate respectful behaviours in their interactions with staff and peers. Identify how stereotypes are created. Describe the influence of stereotypes on relationships

Health and Physical Education

Relevant aspects of achievement standard

Students explain the influence of people and places on identities

Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact

Students access and interpret health information and apply decision making and problem-solving skills to enhance their own and others' health, safety and wellbeing

Relevant content descriptions

Examine how identities are influenced by people and places (ACPPS051)

Practise skills to establish and manage relationships (ACPPS055)

Examine the influence of emotional responses on behaviour and relationships (ACPPS056)

Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)

General capabilities

Personal and social capability

Identify the difference between positive and negative relationships and ways of managing these (PSC-UR)

Explain how the appropriateness of emotional responses influences behaviour (PSC-RE)

Identify and explain factors that influence effective communication in a variety of situations (PSC-CE)

Ethical understanding

Explain what constitutes an ethically better or worse outcome and how it might be accomplished (EU-ECC)

Explore the reasons behind there being a range of ethical positions on a social issue (EU-RMED)

Articulate a range of ethical responses to situations in various social contexts (EU-REA)

Intercultural understanding

Challenge stereotypes and prejudices (ICU-REF)

Consider and develop multiple perspectives (ICU-INT)

Empathise with others (ICU-INT)

Literacy

Compose written, spoken, visual and intermodal learning area texts (LIT-COMP)

Interpret and analyse learning area contexts (LIT-TEXT)

Use language to interact with others (LIT-COMP)



MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

- * Did all students demonstrate an understanding of the key concepts?
- * What concepts within the module will I need to revisit to ensure understanding?
- * When will I/ can I revisit these concepts?
- * Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- * Which activities and tasks were most engaging and effective?
- * Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?

CONCEPT 1.1 UNDERSTANDING RESPECTFUL RELATIONSHIPS

112

FOCUS QUESTION: WHAT ARE THE FACTORS THAT CONTRIBUTE TO RESPECTFUL RELATIONSHIPS?

* *Activity overview*

Learners explore the key qualities of positive and respectful relationships.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students explain the influence of people and places on identities

Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact

Relevant content descriptions

Examine how identities are influenced by people and places (ACPPS051)

Practise skills to establish and manage relationships (ACPPS055)

General capabilities

Personal and social capability

Identify the difference between positive and negative relationships and ways of managing these (PSC-UR)

Ethical understanding

Explain what constitutes an ethically better or worse outcome and how it might be accomplished (EU-ECC)

Literacy

Compose spoken, written, visual and multimodal learning area texts (LIT-COMP)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about respectful and positive relationships. By the end of the lesson they will have identified the key qualities of respectful relationships and discussed the impact of changes in relationships



Pre-assessment activity:
Where are they at?

(LIT) Ask students what they think the word respect means. Construct a class definition of respect and write it up on the board.

Ask students to draw a Y chart in their books and describe what a respectful relationship looks like, sounds like and feels like between each of the arms of the Y.

Criteria for success: What to look for?

Can students:

- * identify the characteristics of a respectful relationship?

Exploring the concept

(PSC + CCT) Ask groups to brainstorm a list of qualities that are important in positive relationships. Share the group lists with the class and record them on the board. Ask groups to prioritise the list of qualities and come to a shared decision about which seven are the most important for positive and respectful relationships. In prioritising their list, group members should provide reasons for one quality being more important than another.

(PSC + LIT) Distribute one copy of the *Respectful Relationships – Qualities Jigsaw* *handout* to each table group. To save time the teacher can pre-cut the jigsaw into the seven pieces. Group members write one of the seven most important qualities on individual pieces of their jigsaw and then re-construct the body. Compare the qualities selected by each group and discuss similarities and differences.

(PSC) Discuss whether the seven qualities that the groups chose would change with different relationships e.g. friends, parent, police officer, or teacher. Ask groups to suggest possible changes and reasons for the change.



Adjustment strategies

Process: Students could brainstorm their own lists rather than creating the class list as a starting point

Product: Create a Class Top 7 Qualities or students could create individual jigsaws instead of a group response

Putting it into practice



Checking for understanding

(PSC) Discuss what would happen to the relationship if one or more of the qualities they identified were not present in that relationship. Discuss the impact on the relationship and how the dynamics and nature of the relationship would change if these qualities were not present.

(PSC) Discuss a range of factors that can lead to changes in relationships such as developmental growth, new interests, family changes, new school. Invite students to share their experiences of change in friendships, such as changing schools or sports groups. Ask students what strategies they used to cope with the changing relationship.

(PSC + CCT + EU) Distribute *handout – Changing Relationships Scenarios* to each student. Explain that each of the scenarios describes a change in a relationship. For each scenario, students need to identify what aspect of the relationship has changed, how that change is impacting on each of the characters and what strategies the characters could use to manage the changes.



Adjustment strategies

Process: Teacher could read scenarios aloud and class could discuss as a whole group.

Product: Students could respond verbally to questions or work in pairs or small groups to create responses.

Criteria for success: What to look for?

Can students:

- * describe how relationships can change over time?
- * identify appropriate strategies for managing changing relationships?

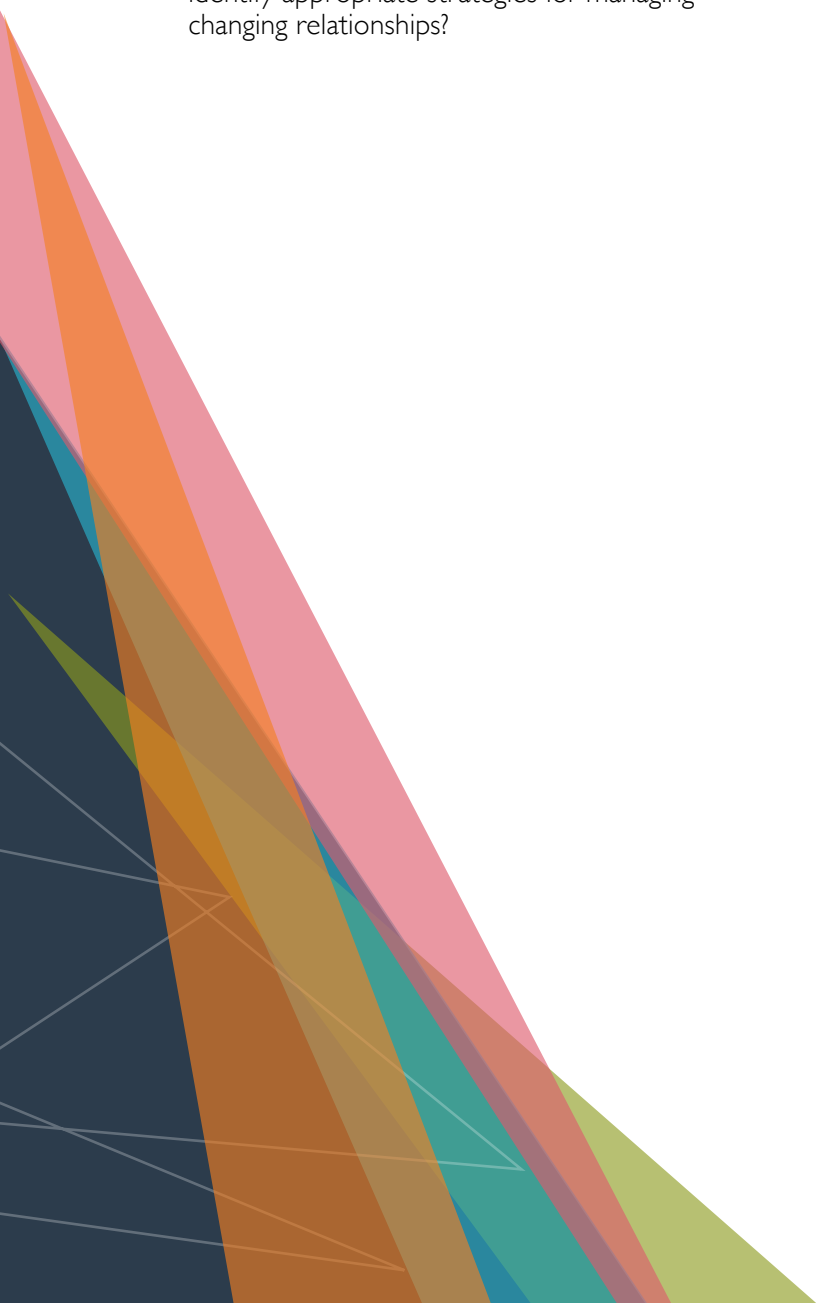
Handouts

[Changing relationships scenarios](#)

[Respectful Relationships – Qualities jigsaw](#) handout

Resources

[Resilience, Rights and Respectful Relationships learning resources – Victoria](#)



CONCEPT 1.2 RESPECT AND POWER

FOCUS QUESTION: HOW ARE GENDER STEREOTYPES CREATED AND WHAT ARE THE IMPLICATIONS?

* *Activity overview*

Learners explore the nature of gender stereotypes and how they are constructed.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students explain the influence of people and places on identities

Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact

Students access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing

Relevant content descriptions

Examine how identities are influenced by people and places (ACPPS051)

Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)

General capabilities

Personal and social capability

Identify the difference between positive and negative relationships and ways of managing these (PSC-UR)

Ethical understanding

Explore the reasons behind there being a range of ethical positions on a social issue (EU-RMED)

Articulate a range of ethical responses to situations in various social contexts (EU-REA)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

Intercultural understanding

Challenge stereotypes and prejudices (ICU-REF)

Consider and develop multiple perspectives (ICU-INT)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about how society portrays what it means to be a girl or boy or a male or female. They will be identifying different stereotypes that exist in society related to gender and will explore how they can challenge the stereotypes.



Pre-assessment activity:
Where are they at?

(ICU-CCT) Explain to students that they are going to watch a short clip of a little girl talking to her dad at a toy shop about the messages she sees around her. Show the class the video [Riley on marketing](#) and discuss whether students agree with what Riley is saying.

(CCT-ICU) Ask students to suggest other places where there are rules about what girls and boys can do. Explain that we see and hear messages that make us think certain things are exclusively for girls, other things are exclusively for boys and that these messages are not actually rules, but opinions. (ICU-CCT) Explain that these are called stereotypes. Explain that stereotypes are constructed by society about how certain groups of people should behave, dress, act, the jobs they should do, the sports they should play or the colours they should wear. Ask students to suggest other types of messages they have seen or heard about different groups of people e.g. old people are weak and need our help, mothers should do all of the cooking at home, fathers should always mow the lawns, men should not be ballet dancers.

Ask students to suggest the impact this might have on people who do not fit these stereotypes.

Criteria for success: What to look for?

Can students:

- * identify stereotypes that exist in society?
- * describe some of the impacts of not conforming to stereotypes?

Exploring the concept

(ICU-CCT) Display a picture of a girl on one side of the classroom and a picture of the boy on the other side of the classroom. Ask students to stand in the middle of the room. Read out each of the following statements and ask students to identify whether the statement is describing a girl or a boy by moving to the side of the room with the corresponding picture.

- * Plays with insects
- * Has a boy as as best friend
- * Likes to play dress ups
- * Plays with dolls
- * Loves football
- * Likes to climb trees
- * Likes little babies
- * Has pink as a favourite colour
- * Is scared of spiders
- * Likes playing with toy trucks
- * Likes super heroes.

(ICU-CCT) After students have moved ask some of them their reasons for moving in the direction they chose. Challenge any gender stereotyping by explaining, for example, that boys like dressing up like super heroes, cowboys or Indians and both girls and boys can like playing football. Invite students to identify which of the descriptions represents them. Discuss where people learn that boys like toy trucks and girls like playing with dolls e.g. from their parents, older siblings, media, books they read, TV advertisements.



Adjustment strategies

Process: The statements could be adapted for use in class debates.

Product: Students could collect a range of advertisements, books or newspaper articles that depict stereotypical views and then re-write these to challenge the stereotypes.

Putting it into practice



Checking for understanding

*Teacher note: This activity can be linked to a broader study of the book *The Turbulent Term of Tyke Tiler* by Gene Kemp in English.*

(LIT-CCT) Read the story *The Turbulent Term of Tyke Tiler* as a class. Half way through the book ask students to identify their favourite characters and why they chose them. Discuss some of the behaviours of the different characters and the impact their behaviour has on their relationships with other characters.

(CCT-LIT) Continue reading the story. Discuss whether students were surprised when they found out that Tyke's real name was Theodora and she was a girl. Discuss the reasons for their surprise. Look back through the book and ask students to identify how the author built a perception that Tyke was a boy e.g. her best friend Danny was a boy, Tyke was always getting into trouble, the author used I instead of he or she.

(ICU-CCT) Ask students to identify how they might be following a stereotype at home or at school and the implications for them of trying to fit a stereotype. e.g. stereotypes can make some people feel they do not fit in, or that they should try to be something that they are not, or that stereotypes can encourage people to assume, or believe without question, that there are differences between different groups of people that are fixed and negative.

Criteria for success: What to look for?

Can students:

- * identify how the author of *The Turbulent Term of Tyke Tiler* **used language to create an assumption for readers?**
- * identify how stereotypes might play out at home and at school?
- * describe some of the implications of trying to "fit into a stereotype?"

Teacher note: The Gender learning sequence for Level 4 in the [Catching on early resource](#) can be taught as a follow up lesson if further teaching on this content is required.

Resources

[Teaching gender stereotypes to pre-teens](#)
– [The Line.org.au](#)

The Turbulent Term of Tyke Tiler by Gene Kemp

Other literature texts that challenge gender stereotypes

10,000 Dresses (Marcus Ewert – ISBN 978-1583228500)

Amazing Grace (Mary Hoffman – ISBN 978-1845077495)

Bill's New Frock (Anne Fine – ISBN 978-1405233187)

The Boy In A Dress (David Walliams – ISBN 978-0007279036)

The Boy With Pink Hair (Perez Hilton – ISBN 978-0451234209)

The Different Dragon (Jennifer Bryan – ISBN 978-0967446868)

Dogs Don't Do Ballet (Anna Kemp – ISBN 978-1847384744)

Girls Are Best (Sandi Toksvig – ISBN 978-1862304291)

It's a George Thing! (David Bedford – ISBN 978-1405228053)

Man's Work! (Annie Kubler – ISBN 978-0859535878)

The Odd Egg (Emily Gravett – ISBN 978-0230531352)

The Paperbag Princess (Robert Munsch) – ISBN 978-0920236161)

Piggybook (Anthony Browne – ISBN 978-1406313284

Pirate Girl & The Princess Knight (Cornelia Funke – available in A

Princess, A Knight and One Wild Brother – ISBN 978-0545042413)

Princess Pigsty (Cornelia Funke – ISBN 978-1905294329)

Red Rockets and Rainbow Jelly (Sue Heap – ISBN 978-0140567854)

The Sissy Duckling (Harvey Fierstein – ISBN 978-1416903130)

Super Daisy (Kes Gray – ISBN 978-1862309647)

(List sourced from [Breaking the Mould](#) website)



CONCEPT 1.3 COMMUNICATING AND MANAGING CONFLICT

FOCUS QUESTION: WHAT DOES RESPECTFUL COMMUNICATION LOOK LIKE IN RELATIONSHIPS?

* *Activity overview*

Learners explore the qualities of respectful communication and learn how to manage conflict situations.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact

Relevant content descriptions

Practise skills to establish and manage relationships (ACPPS055)

Examine the influence of emotional responses on behaviour and relationships (ACPPS056)

General capabilities

Personal and social capability

Identify the difference between positive and negative relationships and ways of managing these (PSC-UR)

Explain how the appropriateness of emotional responses influences behaviour (PSC-RE)

Identify and explain factors that influence effective communication in a variety of situations (PSC-CE)

Literacy

Use language to interact with others (LIT-COMP)

Intercultural understanding

Empathise with others (ICU-INT)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity will help them explore how they can communicate respectfully and how their responses to conflicts can influence how easily they are resolved.



Pre-assessment activity:
Where are they at?

(PSC) Discuss with students the place of conflict in relationships. Remind students that no two people are the same, so conflict is a normal part of living with and interacting with other people. Explain that conflict is neither good nor bad. It is the way people respond to conflict that makes the difference. Emphasise to students that most conflicts in respectful relationships can be resolved.

(PSC) Discuss some conflicts that students have had with friends or close family members that have been resolved e.g. misunderstandings, arguments, jealousies, growing apart, starting to like different things. Invite students to share how they felt when they were in conflict with someone e.g. sad, nervous, rejected.

Teacher note: Be aware of what students' stories might reveal and be ready to use the protective interrupting technique if the situation requires.

Discuss and determine class definitions for the terms conflict, resolution and compromise.

Criteria for success: What to look for?

Can students:

- * identify situations where conflict has arisen?
- * suggest meanings for the terms conflict, resolution and compromise?

Exploring the concept

Explain to students that when they have a disagreement with someone or when a relationship is changing they may need to have a serious conversation to work out the disagreement or problem. It is important to ensure that the conversation is respectful in order to come to an appropriate resolution or compromise.

(PSC) Ask students to suggest the characteristics of a respectful communicator e.g. maintains eye contact, lets the other person speak without interruption, voices their opinion without undermining the other person, has an open, non-defensive body position, actively listens, respects the other person's point of view even when they disagree.

(PSC-LIT) Discuss the use of aggressive language compared to assertive or "I" language in respectful communication e.g. aggressive language focuses on the person and may feel like a personal attack to the listener. "I" language ensures that you are stating what is going on for you. It focuses on how the problem, situation or disagreement is making you feel and what you would like to see change in order to resolve it.

(PSC-LIT) Display the following examples of aggressive language and the alternative using "I" language and discuss how using "I" language can remove blame and makes the conversation about the issue rather than a personal attack.

Example 1:

"You always talk over the top of me. You are so rude!"

"I don't like it when you talk over the top of me. It makes me feel like you don't care about my opinion."

Example 2:

"It's so unfair. You never let me go anywhere. You think I'm a baby – you don't trust me to do anything!"

"I don't think it's fair that you won't let me go to the movies with my friends. I feel like you don't trust me to do the right thing."

(ICU) Discuss with the class how using "I" language might change the way the other person reacts to the conversation. Ask for suggestions on how the person might respond to both aggressive language and "I" language. Discuss why the responses might be different.

(LIT-PSC) Give students the following two examples and ask them to rewrite the conversation using “I” language.

Example 1:

“You never pass the ball to me when we are playing basketball. You are such a hog!”

Example 2:

“You never let me play the games I want to play on X-box. You are the worst sister in the world!”

Putting it into practice



Checking for understanding

Display the following scenario or provide students with the handout – *Aggressive versus respectful communication*.

Scenario: Rohan often goes to Billy’s house after school to play because Rohan’s parents are at work. Billy has been getting annoyed with Rohan because he is playing very roughly with his toys and the other day he broke his favourite toy. Rohan wants to play with Billy’s brand new remote control car but Billy doesn’t want him to because he thinks he might break it.

(PSC-LIT-ICU) Ask students to script two versions of the conversation that Billy has with Rohan – an aggressive version and an assertive version.



Adjustment strategies

Content: Students could create their own scenarios.

Process: Students could work in pairs or small groups.

Product: Students could use an animation app or comic strip building app to create an animation or storyboard of the scenario and conversation.

Criteria for success: What to look for?

Can students:

- * demonstrate an understanding of the difference between aggressive and respectful communication?
- * suggest appropriate respectful responses to the scenario?
- * script a conversation that results in a compromise or appropriate resolution of the problem?

Remind students that when communicating with another person and when trying to resolve a conflict they should be respectful. This means putting themselves in the other person’s shoes, trying to understand the situation from their point of view and behaving in a way that shows they care about the other person.

Handouts

[Aggressive versus respectful communication](#)

Resources

[Resilience, Rights and Respectful Relationships learning resources – Victoria](#)

MODULE 2: PROTECTIVE BEHAVIOURS

MODULE OVERVIEW

Learning goals

Know: The characteristics of unsafe situations. The strategies to respond to unsafe situations.

Understand: There are actions that can be taken to protect your personal safety.

Do: Describe strategies they can use to respond to unsafe situations. Identify cues or warning signals that help to recognise when a situation is potentially unsafe.

Health and Physical Education

Relevant aspects of achievement standard

Students describe their own and others' contributions to health, safety and wellbeing

Students access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing

Relevant content descriptions

Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)

Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053)

General capabilities

Personal and social capability

Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety (PSC-BCRA)

Ethical understanding

Explain what constitutes an ethically better or worse outcome and how it might be accomplished (EU-ECC)

Evaluate the consequences of actions in familiar and hypothetical scenarios (EU-CC)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

Seek solutions and put ideas into action (CCT-IDEAS)

MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

- * Did all students demonstrate an understanding of the key concepts?
- * What concepts within the module will I need to revisit to ensure understanding?
- * When will I/ can I revisit these concepts?
- * Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- * Which activities and tasks were most engaging and effective?
- * Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?



CONCEPT 2.1 PERSONAL SAFETY

FOCUS QUESTION: HOW CAN I TAKE RESPONSIBILITY FOR MY PERSONAL SAFETY?

* *Activity overview*

Learners explore appropriate and safe responses in situations where their personal safety could be at risk

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students describe their own and others' contributions to health, safety and wellbeing

Students access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing

Relevant content descriptions

Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)

Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053)

General capabilities

Personal and social capability

Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety (PSC-BCRA)

Ethical understanding

Explain what constitutes an ethically better or worse outcome and how it might be accomplished (EU-ECC)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

Seek solutions and put ideas into action (CCT-IDEAS)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about understanding situations where their personal safety may be at risk. This activity will help them learn to identify some of the cues that warn them they may be in a risky situation and propose appropriate safe responses.



Pre-assessment activity:
Where are they at?

(CCT) Explain to students that part of growing up is gaining greater independence. Ask students to suggest what they think independence means e.g. being able to do things for themselves, and making their own decisions and choices.

(CCT) Brainstorm a list of things that students are allowed to do by themselves or with very little adult supervision now that they are older e.g. riding their bike to school, travelling on the bus to the local pool, going to the movies with friends, babysitting for the next-door neighbour.

Explain to students that if their parents or carers are to trust them to do something on their own they will need to show that they know how to stay safe. Ask students to suggest some things they can do to take responsibility for their safety e.g. follow the rules, tell someone where they are going, make sure they get home on time, not doing anything they don't have permission to do.

Criteria for success: What to look for?

Can students:

- * identify activities that they can now do independently?
- * identify simple strategies for staying safe?

Exploring the concept

Read Part 1 of the *Personal safety plans – unfinished story* to the class.

(CCT-PSC) Distribute a copy of the *Safety Plan checklist* to each table group. Discuss in groups what plans Carla and Tegan could have made before they went to the dance to make sure they were going to be safe e.g. they could have found out what time the dance finished to make it easy for Tegan's brother to meet them, they could have planned where they would ring from, or they could have taken a phone card, change or a mobile phone, they could have planned an exact meeting location with Tegan's brother. Share responses with the class.

Read Part 2 of the unfinished story.

(EU-PSC) Discuss the following questions with the class:

- * Were they at risk, or in an unsafe or threatening situation? *They could have been.*
- * What signs (internal and external) could Carla and Tegan trust to help them know they were unsafe? *Carla had body warning signals and uneasy feelings. The girls were isolated. He was using pressure to get them to get in his car.*
- * If the stranger in the car was honest and fair how would he behave? *He would respect Carla's and Tegan's feelings, their right to be safe and their right to say NO. He would understand that they could not risk their safety.*

In groups ask students to write a safe ending to the story.

Putting it into practice



Checking for understanding

Divide students into small groups and allocate one of the following situations.

1. Nancy has arranged to meet her aunt in the local park. She is half an hour early so she sits down on a bench to wait. An older girl sits down beside her. The girl is holding an open bottle of whisky.

2. Doug has caught the train into town to meet his friends at the cinema. There are groups of young people hanging around the town centre. He notices someone has a knife.
3. Mimi is at home alone on a Saturday morning. There is a knock at the door.
4. Pete has stayed longer at the homework centre than he planned. He has to walk home in the dark.
5. Van's parents have gone out for the evening. He is at home alone with his younger brother.
6. Marta is first to get home each day because her parents work. She has to walk some distance from the bus stop. When she arrives home one day she notices that the front window is wide open.
7. Adnan is riding his bicycle home from his friend's place. There are not many people around.

SOURCE: Scenarios taken from NSW Child Protection Education materials, Stage 3, Theme 3, page 112.

(PSC-CCT-EU) Ask each group to identify the possible risks involved and share responses as a class. Ask groups to propose how their character should respond to the situation to manage the potential risks.



Adjustment strategies

Process: Discuss each situation as a class group rather than smaller groups.

Product: Groups could role play responses for the class to critique how effective the responses would have been in minimising risk.

Criteria for success: What to look for?

Can students:

- * identify the possible risks inherent in each situation?
- * propose appropriate responses to each situation that minimise the potential risks to the character?

Handouts

[Personal safety plans – unfinished story](#)

[Safety Plan Checklist](#)

CONCEPT 2.2 RECOGNISING SAFE AND UNSAFE SITUATIONS

FOCUS QUESTION: HOW CAN I RECOGNISE SITUATIONS WHERE MY SAFETY MAY BE AT RISK?

* *Activity overview*

Learners explore how to recognise and assess risk and how to know when to leave a situation.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students describe their own and others' contributions to health, safety and wellbeing

Students access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing

Relevant content descriptions

Plan and practice strategies to promote health, safety and wellbeing (ACPPS054)

Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053)

General capabilities

Critical and creative thinking

Consider alternatives (CCT-IDEAS)

Transfer knowledge to new contexts (CCT-REF)

Ethical understanding

Explain what constitutes an ethically better or worse outcome and how it might be accomplished (EU-ECC)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about recognising and assessing risk and how to know when to leave a situation.

Teacher note: Before commencing this activity revise understandings about body warning signals and concepts of responsibility for personal safety.



Pre-assessment activity:
Where are they at?

Explain to students that when children are hurt or harmed by other people, it is most often by people they know. People known to a child can be more likely to cause harm because they spend time with the child, they can be alone with them, they know how to use power over the child and they can try to influence the child to keep a secret. Strangers can also harm children but usually it is someone they know. Emphasise to students that most people they know will never harm them, however it is a good idea to be able to recognise when they may be at risk of being harmed. Warning signals, such as body signals or feelings, and external signs can be indicators of risk.

Revisit the different body warning signals that can be indicators of an unsafe situation through a class brainstorm. Record the class-generated list and display for future reference.

Criteria for success: What to look for?

Can students:

- * correctly identify body warning signals that may indicate that they feel unsafe or uncomfortable?

Exploring the concept

Introduce the *Indicators of risk* checklist to the class.

- * WHO are you with? who else is around?
- * WHAT are you doing? what are you being asked to do? what are others doing?
- * HOW are you feeling about the situation?
- * WHERE are you?
- * WHEN is this happening?

Explain to students that there are situations when it is helpful to think about these 5 questions in order to work out how safe it is and whether they need to leave or respond. Discuss each of the 5 criteria and give examples such as WHO – if they are with their parents or another trusted adult that may reduce the risk, but if they are by themselves that may increase the risk; WHERE - if they are at home on the computer and their parent is in the next room then that is probably low risk; WHEN - if it is happening at school in the playground that may reduce the risk, but if it is happening after dark on the way home from their friend's house then that may increase the risk.

(CCT-EU) Designate each corner of the classroom as high risk, medium risk, low risk or no risk.

Read out the following scenario and ask students to use the *Indicators of Risk* checklist to determine whether the scenario is high, medium, low, or no risk. Ask them to move to the corresponding corner of the room.

Someone you met on the internet has started asking lots of personal questions about where you live and when your parents get home from work. They want to meet you after school tomorrow.

Ask students to justify their decision on level of risk based on WHO, WHAT, HOW, WHERE and WHEN.

Putting it into practice



Checking for understanding

(CCT-EU) Distribute copies of the *Indicators of Risk* handout to each student. Ask students to read through each of the scenarios and use the *Indicators of Risk* checklist to determine the level of risk for each situation – High, Medium, Low and No. Ask students to share their judgements with the rest of the class and explain the reasons for their decisions.



Adjustment strategies

Process/Product: Read each scenario aloud and ask students to move to designated corner of the room as in previous activity.

Criteria for success: What to look for?

Can students:

- * correctly determine the level of risk of each scenario?
- * accurately identify the factors that increase the level of risk?
- * provide valid reasons for their judgement of the level of risk?

Handouts

[Indicators of risk checklist](#)

CONCEPT 2.3 RESPONDING TO UNSAFE SITUATIONS

FOCUS QUESTION: WHAT STRATEGIES CAN I USE TO RESPOND TO UNSAFE SITUATIONS?

* *Activity overview*

Learners explore practical strategies for responding to situations that reduce the risk of potential harm.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students describe their own and others' contributions to health, safety and wellbeing

Students access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing

Relevant content descriptions

Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)

Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053)

General capabilities

Personal and social capability

Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety (PSC-BCRA)

Ethical understanding

Explain what constitutes an ethically better or worse outcome and how it might be accomplished (EU-ECC)

Evaluate the consequences of actions in familiar and hypothetical scenarios (EU-CC)

Critical and creative thinking

Consider alternatives (CCT-IDEAS)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about how to respond to situations in order to stay safe. During the activity they will propose appropriate strategies for responding to each situation to reduce the risk of potential harm.



Pre-assessment activity:
Where are they at?

Ask students to recall the five questions that made up the *Indicators of risk* checklist (Who, What, When, Where, How) from the previous activity. Record them on the board or direct students to their handouts from the previous activity. Ask students to describe how they can use the five elements to make decisions about their personal safety.

Ask students if they can recall the three steps on the *Response Framework* they learnt about previously.

- * Say NO
- * LEAVE the situation
- * GET HELP and tell a trusted adult.

Criteria for success: What to look for?

Can students:

- * identify the Who, What, When, Where, How questions to ask for the checklist?
- * describe how the answers to the questions can determine the level of risk and safety?
- * describe the steps to respond to an unsafe situation?

Exploring the concept

Explain to students that once they have made a decision that the situation they are in has become risky or unsafe they need to take action if possible.

Re-read the scenario used in the previous activity

Someone you met on the internet has started asking lots of personal questions about where you live and when your parents get home from work. They want to meet you after school tomorrow.

(CCT) Ask students whether they think they could still use the Say NO, Leave and Get help response steps in this situation. Ask them to explain their answers.

(PSC-EU) Ask students to identify how they could Say NO in this scenario e.g. they could type a message back to the person telling them that they want them to stop asking them questions and that No they will not meet them tomorrow.

(PSC-EU) Ask students to identify how they can LEAVE this situation e.g. they could leave the chatroom, shut down the app, block the person from contacting them or close down their account.

(PSC-EU) Ask students to identify how they could GET HELP in this situation e.g. tell a parent or trusted adult, tell a moderator or someone connected with the program they used to contact them.

Putting it into practice



Checking for understanding

(CCT-PSC-EU) Now ask students to go through the same process with the six scenarios on the *Indicators of Risk* handout from the previous activity. For each of the scenarios propose strategies for saying no, leaving the situation and getting help.

(EU-PSC) Ask students to share their responses with their table group and decide as a group which responses would have been most effective in reducing or eliminating the risk of the situation. Share the group's agreed responses with the rest of the class.



Adjustment strategies

Process: Teacher reads scenario aloud and students respond verbally

Product: Students could select one scenario per group and role play the responses or create a storyboard or animation of the scenario outcomes

Criteria for success: What to look for?

Can students:

- * propose appropriate strategies for responding to each situation to reduce the potential risk of harm?
- * select the most effective strategies for reducing risk?
- * justify their decisions in relation to their choice of response?

Handouts

[Indicators of risk](#) – completed handouts from previous activity.

MODULE 3: HELP-SEEKING

MODULE OVERVIEW

Learning goals

Know: The people and support services they can go to for help

Understand: They may need to ask a number of different people before they get the help they need

Do: Investigate the range of support services and people in their community who can provide help

Health and Physical Education

Relevant aspects of achievement standard

Students describe their own and others' contributions to health, safety and wellbeing

Students access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing

Relevant content descriptions

Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)

Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053)

Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and communities (ACPPS058)

General capabilities

Personal and social capability

Identify and explain factors that influence effective communication in a variety of situations (PSC-CE)

Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety (PSC-BCRA)

Ethical understanding

Explain what constitutes an ethically better or worse outcome and how it might be accomplished (EU-ECC)

Critical and creative thinking

Consider alternatives (CCT-IDEAS)

Identify and clarify information and ideas (CCT-IDEAS)

Literacy

Compose written, spoken, visual and multimodal learning area texts (LIT-COMP)

Information and communication technologies

Select and evaluate data and information (ICT-INV)

Understand computer mediated communications (ICT-COMM)

MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

- * Did all students demonstrate an understanding of the key concepts?
- * What concepts within the module will I need to revisit to ensure understanding?
- * When will I/ can I revisit these concepts?
- * Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- * Which activities and tasks were most engaging and effective?
- * Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?



CONCEPT 3.1 ACCESSING SUPPORT

FOCUS QUESTION: WHO CAN I TALK TO WHEN I NEED HELP AND SUPPORT?

* *Activity overview*

Learners explore indicators of risk and propose strategies for seeking support from a trusted adult.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students describe their own and others' contributions to health, safety and wellbeing

Students access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing

Relevant content descriptions

Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)

Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053)

General capabilities

Personal and social capability

Identify and explain factors that influence effective communication in a variety of situations (PSC-CE)

Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety (PSC-BCRA)

Ethical understanding

Explain what constitutes an ethically better or worse outcome and how it might be accomplished (EU-ECC)

Literacy

Compose spoken, written, visual and multimodal learning area texts (LIT-COMP)

Critical and creative thinking

Consider alternatives (CCT-IDEAS)

LEARNING SEQUENCE

Activity description

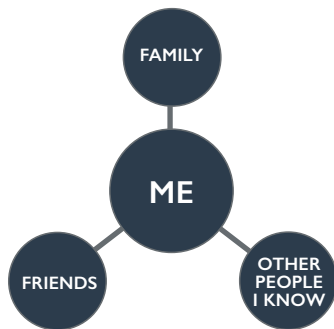
Learning intention

Explain to students that this activity is about exploring indicators of risk in situations and how to ask a trusted adult for help in these situations.



Pre-assessment activity:
Where are they at?

(LIT) Ask students to draw a mind map of their close relationships similar to the one below:



Ask students to circle or highlight the adults who make up their group of *trusted support network adults*. Ask students to change any of the adults they have previously included in their support network if they no longer see them regularly or if their relationship has changed and they would no longer feel comfortable approaching them for help.

(LIT) Now ask students to map the connections within their support network by drawing lines to connect the names of people who know each other, forming a web e.g. if they have their Mum and their Aunty as support network people and they know each other well – they should draw a line between them both.

Criteria for success: What to look for?

Can students:

- * identify trusted adults on their support network?
- * determine relationships and connections within their support network?

Exploring the concept

(CCT) Explain that as students get older they will turn to their friends for the advice and support they need for some of problems they may face, particularly about things they might be uncomfortable talking to an adult about. Ask students to discuss in their table groups some of the problems or issues they might talk to their friends about, but probably wouldn't talk to an adult about. Invite students to share their responses if they feel comfortable.

Read out the following scenario to the class:

Your family is hosting a family dinner on the weekend and all of your aunties, uncles and cousins will be coming along. Your cousin is older than you and makes you feel a bit uncomfortable. Although they have never touched they stare at you and look at you in a funny way sometimes. It's hard to describe but it makes you feel creeped out and weird. You're getting all worked up worrying about what might happen on the weekend and last night you had a nightmare and your cousin was in it. You think you're just being silly but you can't stop thinking about it.

(CCT) Revisit the *Indicators of risk – Who, What, When, Where, and How* for this scenario. Discuss what level of risk students think this scenario represents. Ask them to explain their reasoning.

(CCT-PSC) Explain to students that although this situation might pose little or no risk at the moment it is obviously causing worry and in these situations it is always good to talk to someone else. Ask students who they would talk to if they were in this situation. Ask students if they think the situation warrants seeking help from an adult. Reinforce the importance of talking to someone about the situation and to getting a second opinion about the situation. This could be a friend initially but it is also important they talk to an adult about how they're feeling.

Putting it into practice



Checking for understanding

Direct students to their support network mind map from Activity 2.1 and ask them to select at least three people in their support network who they could talk to about this situation

(CCT-PSC) Ask them to answer the following questions for each of their selections:

- * why this person would be a good choice
- * what he or she might say
- * what he or she might do straight away
- * how he or she might help

(LIT-PSC) Ask students to write a script of the conversation with their support network person/people. Ask students to swap their completed scripts with a partner for feedback about what they think is good and for suggestions of other ways to tell the adult about what is going on

Discuss why it is important to have a network of adults as well as a support network of friends.



Adjustment strategies

Process: work in small groups to develop scripts

Product: record the conversation as a video or audio presentation

Criteria for success: What to look for?

Can students:

- * justify why they have chosen to seek support from the person/people they identified?
- * develop a script that is realistic and will be effective in getting the support they need?

Handouts

Support network mindmap from Activity 2.1 (completed)

[Indicators of risk](#)

CONCEPT 3.2 ADVOCACY AND ACTION

FOCUS QUESTION: WHERE CAN I GO TO SEEK HELP?

* *Activity overview*

Learners explore sources of support and information for children in the local area and online

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students describe their own and others' contributions to health, safety and wellbeing

Students access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing

Relevant content descriptions

Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053)

Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and communities (ACPPS058)

General capabilities

Critical and creative thinking

Consider alternatives (CCT-IDEAS)

Identify and clarify information (CCT-INQ)

Information and communication technologies

Select and evaluate data and information (ICT-INV)

Understand computer mediated communications (ICT-COMM)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity explores the people and places students can go to when they need support with an issue or concern. During the lesson they will be researching organisations in the local area as well as online services that support children and young people and give them advice when they need it.



Pre-assessment activity:
Where are they at?

Revise students' personal networks. Include their network adults and their support network of friends.

(CCT) Discuss the following questions:

- * Who might help in your family if the main caregiver were sick?
- * What might the children in your family do if both parents had to go away for an overnight trip?
- * What might your family do if there was no electricity in your house for a few days?

Discuss the different networks that are in place and already used by students' families and how different family members have used them in previous situations.

Criteria for success: What to look for?

Can students:

- * recall the people in their support network?
- * identify different networks that are in place for their families?

Exploring the concept

(CCT) Revise basic concepts about protection, violence and abuse. Violence and abuse occur when somebody deliberately hurts them physically, emotionally, mentally or sexually.

Explain that there are different types of abuse and violence that can occur – physical abuse, emotional abuse, sexual abuse and neglect – and all of these are illegal.

Teacher note: further teaching activities about child abuse can be accessed through the [NSW Child Protection Education materials](#)

(CCT) Ask students to describe the role they think adults should play in the protection of children e.g. all adults have a responsibility to protect children, some adults such as foster carers, caregivers and adults who work in schools, child care centres, hospitals, family, community and health services and youth centres have a responsibility to provide care for children.

Explain the responsibilities of school staff in reporting any concerns about possible violence and abuse to students. Remind students that adult school staff cannot keep a secret about abuse or violence even when a student asks them to.

Putting it into practice



Checking for understanding

Divide students into small groups and allow them access to a web-enabled device for research

(ICT) Ask groups to conduct online research to create a directory of sources of help that young people can access if they need support, information or advice about problems with their relationships such as bullying, fighting at home, not getting on with their siblings or family violence. Ensure that student directories include services such as KidsHelpline, ReachOut.com, local police, local youth services and other reputable organisations.

Teacher note: This [lesson from Google](#) provides an excellent revision about identifying cues for the reliability and accuracy of online information.

(ICT) Groups publish their directories so that the class or broader school community can access it as a resource.



Adjustment strategies

Content: Students could conduct online research to answer a series of specific questions about relationship issues

Process: Allocate each group a specific topic to research help and support services for e.g. bullying or family violence

Product: Collate all group responses and create a hard copy directory that becomes a classroom-based resource that students can access.

Criteria for success: What to look for?

Can students:

- * locate reliable information online about help and support services for children and young people?
- * make judgements about those services that are most appropriate for inclusion in their directory?

Resources

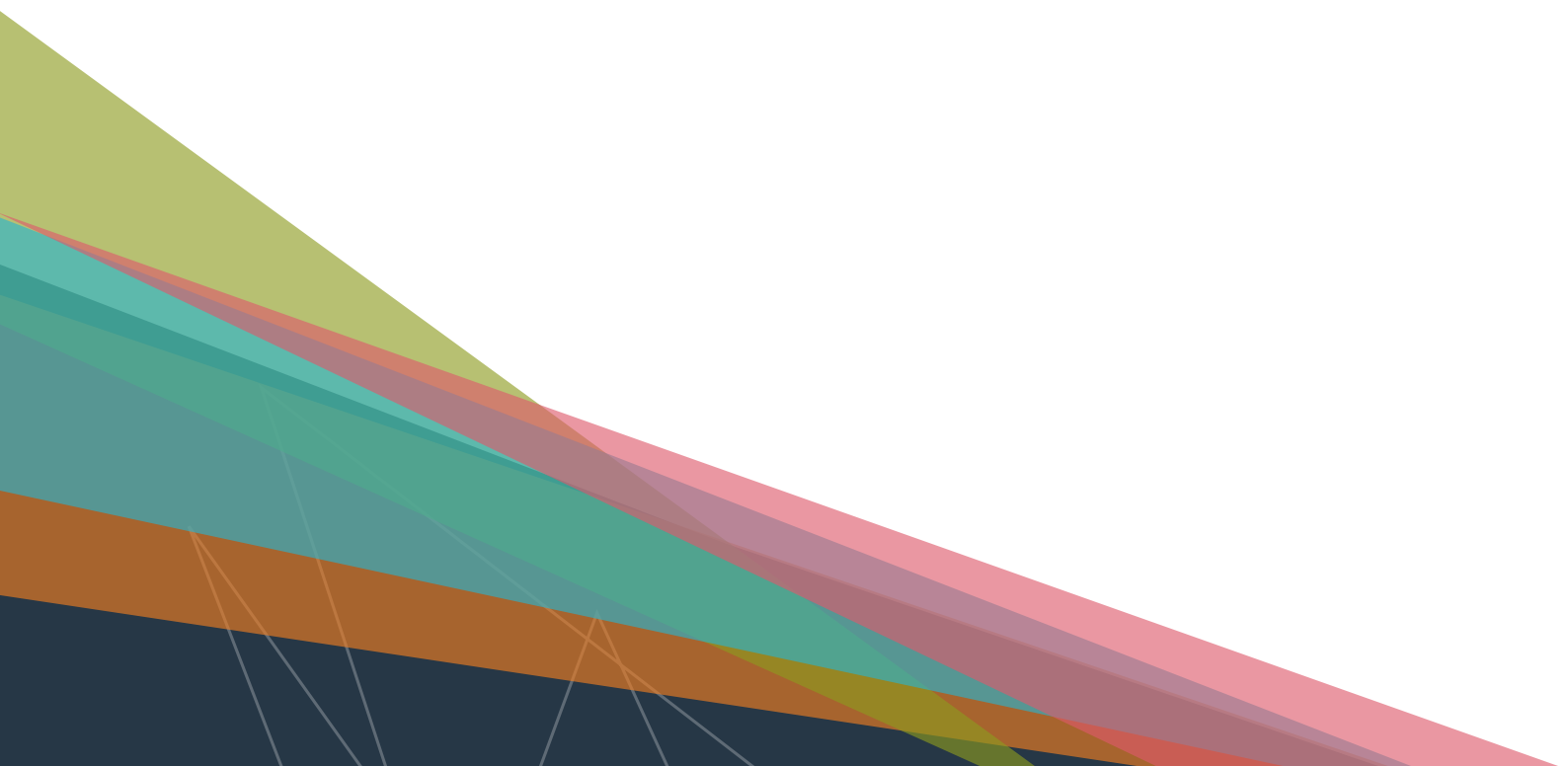
Internet-enabled devices

YEARS 7-8



YEARS 7–8

142



SCOPE AND SEQUENCE

MODULE 1

Learning Goals

Know: The qualities of respectful communication. The rights and responsibilities in positive relationships.

Understand: Stereotypes influence the roles people play in relationships and broader society. Conflicts can be resolved using respectful communication.

Do: Describe how stereotypes can impact on roles within relationships. Demonstrate respectful communication in a range of situations.

Key concepts

What are my responsibilities for ensuring my relationships are respectful?

Learners investigate the types of skills and characteristics needed to interact respectfully with others in a range of settings.

How can gender stereotypes influence roles in relationships?

Learners explore the stereotypes that exist in our society and how they can influence identities and relationships.

How can respectful communication help to resolve conflicts in relationships?

Learners explore practical strategies to manage conflicts and to ensure they do not escalate.

MODULE 2

Learning Goals

Know: The settings where their own or others' personal safety could be at risk.

Understand: Recognise the signals that a situation may be becoming unsafe.

Do: Analyse a range of protective strategies they could use in different situations and propose the most appropriate for each.

Key concepts

How can violence impact on relationships and personal safety?

Learners understand the nature of family and domestic violence and the impact it can have on victims and other family members.

How can I recognise situations where my own or others' safety may be at risk from violence or abuse?

Learners explore the nature of violence and propose practical responses to common situations of school-based violence.

What strategies can I use to react to and respond in situations where my own or others' safety is at risk from violence or abuse?

Learners practise how to respond effectively and assertively to situations that could be potentially violent or abusive.

How have digital and mobile technologies changed the way we communicate and share in relationships?

Learners explore different ways that digital and mobile technologies are used to communicate and share and identify some of the risks to personal safety that may result from over-sharing.

MODULE 3

Learning Goals

Know: The different strategies and mediums that can be used to seek help.

Understand: Different situations may require different types of help.

Do: Plan an advocacy campaign to raise awareness about respectful relationships in their school or community.

Key concepts

What strategies can I use to seek help for myself or someone else?

Learners identify practical strategies to seek help and support for themselves or someone else who may need it.

How can I be an advocate for respectful relationships in my school and community?

Learners design and develop a campaign to increase awareness about the importance of respectful relationships.

MODULE I: RESPECTFUL RELATIONSHIPS

MODULE OVERVIEW

Learning goals

Know: The qualities of respectful communication. The rights and responsibilities in positive relationships

Understand: Stereotypes influence the roles people play in relationships and broader society. Conflicts can be resolved using respectful communication

Do: Describe how stereotypes can impact on roles within relationships. Demonstrate respectful communication in a range of situations

Health and Physical Education

Relevant aspects of achievement standard

Students evaluate the impact on wellbeing of relationships and valuing diversity

Students analyse factors that influence emotional responses

Students apply personal and social skills to establish and maintain respectful relationships and promote safety and inclusivity

Relevant content descriptions

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)

Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)

Analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity (ACPPS075)

General capabilities

Personal and social capability

Analyse enablers of and barriers to effective verbal, nonverbal and digital communication (PSC-CE)

Acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view (PSC-ADP)

Identify indicators of possible problems in relationships in a range of social and work related situations (PSC-UR)

Examine influences on and consequences of emotional responses (PSC-RE)

Ethical understanding

Analyse rights and responsibilities in relation to the duties of a responsible citizen (EU-ERR)

Analyse the ethical dimensions of beliefs and the need for action in a range of settings (EU-ECC)

Draw conclusions from a range of points of view associated with challenging ethical dilemmas (EU-CPV)

Assess the relevance of beliefs and values when seeking to solve social dilemmas and problems (EU-EV)

Literacy

Compose written, spoken, visual and multimodal area texts (LIT-COMP)

Information and communication technologies

Understand computer mediated communication (ICT-COMM)

Intercultural understanding

Develop respect for cultural diversity (ICU-RESP)

Challenge stereotypes and prejudices (ICU-REF)

Consider and develop multiple perspectives (ICU-INT)

MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

- * Did all students demonstrate an understanding of the key concepts?
- * What concepts within the module will I need to revisit to ensure understanding?
- * When will I/ can I revisit these concepts?
- * Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- * Which activities and tasks were most engaging and effective?
- * Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?



CONCEPT 1.1 UNDERSTANDING RESPECTFUL RELATIONSHIPS

146

FOCUS QUESTION: WHAT ARE MY RESPONSIBILITIES FOR ENSURING MY RELATIONSHIPS ARE RESPECTFUL?

* *Activity overview*

Learners investigate the types of skills and characteristics needed to interact respectfully with others in a range of settings

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students evaluate the impact on wellbeing of relationships and valuing diversity

Students analyse factors that influence emotional responses

Students apply personal and social skills to establish and maintain respectful relationships and promote safety and inclusivity

Relevant content descriptions

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)

General capabilities

Personal and social capability

Acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view (PSC-ADP)

Examine influences on and consequences of their emotional responses in learning, social and work related contexts (PSC-RE)

Literacy

Compose written, spoken, visual and multimodal learning area texts (LIT-COMP)

LEARNING SEQUENCE

Activity description

Learning intentions

Explain to students that this activity is about developing an understanding of what respectful relationships look like in a range of settings.



Pre-assessment activity:
Where are they at?

(ICU-PSC) Discuss what respect means to students in their own family and culture. Examine differences between cultures and families. Discuss reasons for these differences.

Divide the class into small groups and provide each group with butchers paper and pens.

(LIT) Ask groups to draw a picture of what respect and respectful relationships look like in their school community. Display posters around the room.

(PSC) Discuss the following:

- * How is respect demonstrated?
- * Can respect be demanded, or must it be earned? Why?
- * Is respect the same in all situations or with all people?
- * What happens when people abuse the respect they are given?

Criteria for success: What to look for?

Can students:

- * describe respect in their own context of family/culture?
- * portray what respectful relationships look like within the school context?
- * examine how respect is demonstrated differently in different contexts and with different people?

Exploring the concept

(PSC) Explain to students that they are going to participate in a series of challenge activities, initiative games, and team games to explore the importance of relationships in physical activity contexts.

(PSC) Following each of the practical activities, discuss the following questions:

- * How is being in a team an example of a relationship?
- * What positive things that you do did to support people in your team?
- * What do you think happens to a team's performance if the relationships in the team are not working well? Why?
- * How can members' emotions and feelings affect how the team functions in an activity?
- * When was it the most fun to be part of your team? Why?
- * What do you think makes a great team player?

(PSC) Discuss the importance of relationships in a team context. Create a list of the skills needed to be successful in each of the activities e.g. listening to each other, keeping calm, negotiating and compromising. Discuss which of these skills are also needed in maintaining respectful relationships.



Adjustment strategies

Process: Allocate half of the groups to participate in the activities and the other half to be observers. Observers report back to groups on the skills they observed, and describe what was working and what wasn't working within the teams.

Product: Video each team undertaking the activities and then view video footage to discuss the elements of teamwork and interpersonal skills that supported successful outcomes.

Putting it into practice



Check for understanding

Explain to students that developing respectful relationships can be like a recipe – the right amount of the right ingredients makes it work. There are several ingredients that are important to have in respectful relationships.

(PSC) Brainstorm the ingredients students believe are essential for a respectful relationship e.g. trust, care, respect, safety, fun, shared views, communication (talking and listening), honesty, appropriate praise or compliments, appropriate apologies, loyalty, support.

(LIT) Ask students to write a recipe for a respectful relationship. Share recipes with the rest of the class.

Teacher note: You may need to provide students with a sample recipe to model their response on or provide a scaffold to follow.

Criteria for success: What to look for?

Can students:

- * identify appropriate ingredients for their recipes?
- * demonstrate an understanding of the contribution and importance of the ingredients chosen for their recipes?
- * demonstrate an understanding of how the ingredients combine to form a respectful relationship?

Resources

Sample recipes or recipe scaffold

CONCEPT 1.2 RESPECT, GENDER AND POWER

FOCUS QUESTION: HOW CAN GENDER STEREOTYPES INFLUENCE ROLES IN RELATIONSHIPS?

* *Activity overview*

Learners explore the stereotypes that exist in our society and how they can influence identities and relationships.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students evaluate the impact of relationships and valuing diversity on wellbeing

Students analyse factors that influence emotional responses

Students apply personal and social skills to establish and maintain respectful relationships and promote safety and inclusivity

Relevant content descriptions

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)

Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)

General capabilities

Personal and social capability

Acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view (PSC-ADP)

Identify indicators of possible problems in relationships in a range of social and work related situations (PSC-UR)

Ethical understanding

Analyse the ethical dimensions of beliefs and the need for action in a range of settings (EU-ECC)

Assess the relevance of beliefs and values when seeking to solve social dilemmas and problems (EU-EV)

Literacy

Compose written, spoken, visual and multimodal learning area texts (LIT-COMP)

Intercultural understanding

Challenge stereotypes and prejudices (ICU-REF)

Consider and develop multiple perspectives (ICU-INT)

LEARNING SEQUENCE

Activity description

Learning intentions

Explain to students that this activity is about examining some of the stereotypes that exist in our society and how they can influence the way we feel about ourselves and the roles we play in our relationships.



Pre-assessment activity:
Where are they at?

(LIT) Explain to students that they are going to write a facebook profile for a fictional teenager called Sam. To write the profile they need to include some details about Sam such as:

- * favourite bands
- * favourite movies
- * favourite hobbies
- * favourite actors
- * sports they like best
- * what they want for their birthday
- * what job they want when they grow up
- * what facebook groups they like

(ICU) Ask students to read out their profiles. Ask the class whether they think Sam is male or female. Investigate and question any gender stereotyping that led to students' assumptions about Sam's gender.

(ICU) Write two headings up on the board – Teenage Girls and Teenage Boys. Read out each of the rules below and ask the class to allocate each one under the heading that best fits the expectations for teenage girls and teenage boys.

- * Be sensible
- * Don't cry
- * Be good at fixing things
- * Be neat and organised
- * Don't be affectionate
- * Be gentle

- * Take risks and be daring
- * Love sport
- * Play video games.

(PSC-ICU) Ask students if they think different rules for girls and boys is fair. Discuss what happens if a student doesn't conform to these rules. Discuss how and where these rules are learnt. Ask students to identify which rules they think should be challenged. Explore ways in which these rules have been, or could be, challenged e.g. movies with strong, athletic female heroes, female sports journalists, males in caring, nurturing roles.

Criteria for success: What to look for?

Can students:

- * identify existing stereotypes?
- * identify how these stereotypes were formed?
- * describe ways that stereotypes are challenged in society?

Exploring the concept

(ICU-EU-PSC) Designate three areas in the classroom - Agree, Disagree and Unsure. Students are to move to the area that best represents their opinion on each of the following statements:

- * It is better for a girl to be a "tomboy" than for a boy to be a "sissy".
- * Some jobs are more appropriate for females than males.
- * It is worse for a girl to swear than it is for a boy.
- * It is acceptable for a boy to cry in public.
- * Girls should not play contact sport.
- * Girls are more concerned with appearances than boys.
- * Housework is the responsibility of the females in the house.
- * Men should have better paying jobs than women.
- * Men should decide the rules of the family.

Question students about WHY they chose their position. Allow students to change positions after hearing others' thoughts.

(ICU-EU) Brainstorm students' interpretations of what it means to be male/masculine and female/feminine in society. Discuss whether being male is the same as being masculine and being female is the same as being feminine.

(PSC-ICU-EU) Divide students into small groups. Allocate each group one set of the following questions to discuss.

- * How do we expect a male to behave in today's society? What is the role of the man in the family, at work, in sport, in a relationship, in social situations?
- * How do we expect a female to behave in today's society? What is the role of the woman in the family, at work, in sport, in a relationship, in social situations?

Pair groups so that one group discussed males and the other discussed females and ask them to share their discussions. Identify similarities and differences in responses.

(EU-PSC-ICU) As a class discuss:

- * Who decides the right way for a male or female to look or behave?
- * How can gender stereotypes be limiting?
- * How can stereotypes impact on relationships?
- * What happens to the people who do not fit into a gender stereotype?
- * If people do not fit the stereotype, does it make them any less male or female? Why or why not?

Putting it into practice

Pre-lesson preparation: record excerpts from popular TV shows such as Home and Away, Neighbours, The Simpsons, Deglassi High, Modern Family or Big Bang Theory that highlight different relationships.



Check for understanding

(EU-PSC-ICU) Explain that they will be analysing footage from popular TV shows to identify all of the examples of gender stereotypes within the relationships in the show e.g. the jobs different characters do (at work and in the home), the appearance of the characters, the roles of adults

with children etc. Draw a particular focus towards the role of the males and females in relationships.

Discuss the following questions:

- * Were there any examples of behaviours that were opposite to the traditional gender stereotypes?
- * Why do television shows and movies often portray males and females in a stereotypical way?
- * Did the footage include examples of characters playing roles that were not stereotypical? Identify these behaviours.
- * Were these characters conveyed in a positive or negative way? How? Why?

(PSC-ICU) Brainstorm other movie or TV characters that do not conform to gender based stereotypes. Discuss the proportion of non-conforming to conforming characters. Explore the messages that these stereotypes give to young people about gender roles, identities, capabilities etc.

(LIT) Ask students to re-script and perform one of the stereotypical scenes to remove the stereotypes.

Criteria for success: What to look for?

Can students:

- * identify stereotypes in popular media?
- * understand the impact of stereotypes on people's identities?
- * describe the impact that expectations linked to stereotypes can have on relationships and wellbeing?

Resources

For additional learning activities to further explore gender stereotypes and influences on relationships – [see the Freedom Fighters activity in the Love, sex and relationships resource](#)

CONCEPT 1.3 COMMUNICATING AND MANAGING CONFLICTS

152

FOCUS QUESTION: HOW CAN RESPECTFUL COMMUNICATION HELP TO RESOLVE CONFLICTS IN RELATIONSHIPS?

* *Activity overview*

Learners explore practical strategies for managing conflicts to ensure they do not escalate

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students evaluate the impact on wellbeing of relationships and valuing diversity

Students analyse factors that influence emotional responses

Students apply personal and social skills to establish and maintain respectful relationships and promote safety and inclusivity

Relevant content descriptions

Analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity (ACPPS075)

General capabilities

Personal and social capability

Examine influences on and consequences of emotional responses (PSC-RE)

Analyse enablers of and barriers to effective verbal, nonverbal and digital communication (PSC-CE)

Acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view (PSC-ADP)

Identify indicators of possible problems in relationships in a range of social and work-related situations (PSC-UR)

Ethical understanding

Analyse the ethical dimensions of beliefs and the need for action in a range of settings (EU-ECC)

Information and communication technologies

Understand computer mediated technologies (ICT-COMM)

Literacy

Compose written, spoken, visual and multimodal learning area texts (LIT-COMP)

LEARNING SEQUENCE

Activity description

Learning intentions

Explain to students that this activity is about managing conflicts in relationships and preventing conflicts from escalating



Pre-assessment activity:
Where are they at?

(PSC) Discuss with students the place of conflict in relationships. Remind students that no two people are the same, so conflict is a normal part of living with and interacting with other people. Explain that conflict is neither good nor bad. It is the way people respond to conflict that makes the difference. Emphasise to students that most conflicts in respectful relationships can be resolved.

(PSC) Ask students to identify how emotions can influence their responses to disagreements and conflicts. Randomly show a series of emoticons (see examples – How-do-you-feel-emoticons.png in handouts) and ask students to identify whether each emotion would have a positive or negative impact on a conflict. Ask students to give an example of how the emotion could influence their response in a conflict e.g. if you are angry or furious you could say something that is really hurtful in the heat of the moment, or if you are feeling upset or hurt you could misinterpret a comment and escalate the argument.

Criteria for success: What to look for?

Can students:

- * describe the influence of emotions on responses?
- * recognise that emotive responses can escalate conflicts?

Exploring the concept

Read out the following unfinished story to the class.

Someone in Chris' class just told him that he saw his best friend Michael taking Chris' phone out of his bag and posting stuff to Chris' Facebook page. Chris looked around and a few of the other kids are looking at their phones and then looking at him and laughing. Chris races over to where Michael is and ...

(LIT) Allocate a different emotion card to each student and ask them to complete the story based on Chris experiencing the emotion they have been allocated.

(LIT) Divide students into small groups and ask them to role-play each of their responses. Ask the group to determine which responses escalated the conflict and which de-escalated the conflict. Discuss why each outcome is likely.



Adjustment strategies

Process: Allocate emotions to pairs or small groups rather than individual students

Product: Create a script of the outcome rather than performing a role-play

Putting it into practice



Check for understanding

(ICT-EU) Ask students to imagine that they were in Chris' situation and their best friend had taken their phone and posted something to their Facebook page. Ask students to answer the following questions:

- * How would the situation make you feel?
- * What emotions may influence the way you respond to the situation?
- * How do you think you would typically react to a situation like this? Would this escalate or de-escalate the conflict?
- * How could you manage your emotions to respond to this situation in a way that is respectful and does not further escalate the situation?
- * Describe the ideal way to resolve this conflict.



Adjustment strategies

Process: Allow written, verbal or group-based responses to the questions

Product: Create a script of the outcome

Criteria for success: What to look for?

Can students:

- * identify the influence of emotions on responses?
- * describe the impact of emotional responses on conflicts?
- * describe strategies to manage their emotions in times of conflict?
- * describe a realistic and appropriate resolution to the conflict?

Handouts

[How do you feel emoticons](#) (modified from [Discovery in action website](#))

[Emotion cards](#)

MODULE 2: PROTECTIVE BEHAVIOURS

MODULE OVERVIEW

Learning goals

Know: The settings which their own or others' personal safety could be at risk through perpetration or threat of violence

Understand: Recognise the signals that a situation may be becoming unsafe

Do: Analyse a range of protective strategies they could use in different situations and propose the most appropriate for each

Health and Physical Education

Relevant aspects of achievement standard

Students evaluate the impact of relationships and valuing diversity on wellbeing.

Students analyse factors that influence emotional responses.

Students apply personal and social skills to maintain respectful relationships and promote safety.

Students demonstrate skills to make informed decisions and implement actions that promote their own and others' health, safety and wellbeing.

Relevant content descriptions

Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)

General capabilities

Personal and social capability

Assess, adapt and modify personal and safety strategies and plans, and revisit tasks with new confidence (PSC-BCRA)

Identify indicators of possible problems in relationships in a range of social and work related situations (PSC-UR)

Analyse enablers of and barriers to effective verbal, non-verbal and digital communication (PSC-EC)

Ethical understanding

Investigate scenarios that highlight ways that personal dispositions and actions can affect consequences (EU-CC)

Draw conclusions from a range of points of view associated with challenging ethical dilemmas (EU-CPV)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Literacy

Interpret and analyse learning area texts (LIT-TEXT)

Compose written, spoken, visual and multimodal learning area texts (LIT-COMP)

MODULE REFLECTION

156

After teaching the activities in this module, consider the following questions:

- * Did all students demonstrate an understanding of the key concepts?
- * What concepts within the module will I need to revisit to ensure understanding?
- * When will I/ can I revisit these concepts?
- * Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- * Which activities and tasks were most engaging and effective?
- * Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?



CONCEPT 2.1 PERSONAL SAFETY

FOCUS QUESTION: HOW CAN VIOLENCE IMPACT ON RELATIONSHIPS AND PERSONAL SAFETY?

* *Activity overview*

Learners understand the nature of family and domestic violence and the impact it can have on victims and other family members.

* *Relevant curriculum links*

Health and Physical Education

Achievement Standards

Students evaluate the impact on wellbeing of relationships

Students demonstrate skills to make informed decisions and implement actions that promote their own and others' health, safety and wellbeing

Relevant content descriptions

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)

General capabilities

Personal and social capability

Assess, adapt and modify personal and safety strategies and plans, and revisit tasks with new confidence (PSC-BCRA)

Identify indicators of possible problems in relationships in a range of social and work related situations (PSC-UR)

Critical and creative thinking

Identify and clarify ideas and information (CCT-INQ)

Ethical understanding

Investigate scenarios that highlight ways that personal dispositions and actions can affect consequences (EU-CC)

Draw conclusions from a range of points of view associated with challenging ethical dilemmas (EU-CPV)

Literacy

Interpret and analyse learning area texts (LIT-TEXT)

LEARNING SEQUENCE

Activity description

Learning intentions

Explain to students that this activity will explore the extent of violence in our communities and how violence, or the threat of violence impacts on relationships and individual safety.



Pre-assessment activity:
Where are they at?

Use Think-Pair-Share strategy to create a class definition of family violence.

Some formal definitions of family violence that could be used to stimulate discussion include:

Family violence means conduct, whether actual or threatened, by a person towards, or towards the property of, a member of the person's family that causes that or any other member of the person's family to fear for, or to be apprehensive about, his or her personal well being or safety. [Australian Law Reform Commission](#)

Family and domestic violence is any violent, threatening, coercive or controlling behaviour that occurs in current or past family, domestic or intimate relationships. This includes not only physical injury but direct or indirect threats, sexual assault, emotional and psychological torment, economic control, damage to property, social isolation and any behaviour which causes a person to live in fear. The term "family violence" encompasses violence that might occur between family members, such as violence between siblings or across generations, in addition to violence between partners.

[Department of Human Services Victoria](#)

Criteria for success: What to look for?

Can students:

- * identify what constitutes family violence?
- * describe the characteristics of violent relationships in families?

Exploring the concept

(LIT) Play the song [Luka](#) by Suzanne Vega or another song that is about domestic or family violence and ask students to identify what they think the song is about. Ask students to identify lyrics in the song that describe elements of violence in Luka's life e.g. "I walked into the door again, if you ask that's what I'll say ... and it's not your business anyway", "I think it's because I'm clumsy, I try not to talk too loud", "If you hear something late at night, some kind of trouble, some kind of fight, just don't ask me what it was."

Conduct a brainswarm, a silent brainstorm using post-it notes, where students identify the impact violence in Luka's family might be having on him physically, mentally, emotionally and socially. Ask students to include the lyrics that provide evidence of these impacts.

(CCT) Post all of the post-it notes on a wall or whiteboard and categorise them into physical, social, emotional and mental impacts. Ask students to identify any common themes emerging from the brainswarm.

Direct students to the [Bursting the bubble website](#) and ask them to read through the fact sheet on [How is it affecting me](#). Discuss any additional effects or impacts from the *Bursting the Bubble* website that had not been included in the brainswarm.

Putting it into practice



Check for understanding

(LIT) Ask students to read the [True Stories](#) about domestic violence on the [Bursting the Bubble](#) website.

For each of the stories ask students to:

- * identify the behaviours that constitute violence or abuse
- * describe the impact of the violence on the young person and other family members
- * identify the help and support the young person may have received to deal with the situation



Adjustment strategies

Process: Allocate one story to each student or a small group and then discuss individual responses as a group.

Criteria for success: What to look for?

Can students

- * identify behaviours that are associated with violence in the home?
- * describe the effects of violence in the home on the victim and children who witness the violence?
- * identify help and support services available to people experiencing violence or abuse in their home?

Resources

[True Stories](#) – Bursting the bubble

CONCEPT 2.2 RECOGNISING SAFE AND UNSAFE SITUATIONS

160

FOCUS QUESTION: HOW CAN I RECOGNISE SITUATIONS WHERE MY OWN OR OTHERS' SAFETY MAY BE AT RISK FROM VIOLENCE OR ABUSE?

* *Activity overview*

Learners explore the nature of violence and propose practical responses to common situations of school-based violence.

* *Relevant curriculum links*

Health and Physical Education

Achievement Standards

Students evaluate the impact of relationships and valuing diversity on wellbeing

Students apply personal and social skills to maintain respectful relationships and promote safety

Relevant content descriptions

Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)

General capabilities

Personal and social capability

Identify indicators of possible problems in relationships in a range of social and work related situations (PSC-UR)

Ethical understanding

Investigate scenarios that highlight ways that personal dispositions and actions can affect consequences (EU-CC)

Draw conclusions from a range of points of view associated with challenging ethical dilemmas (EU-CPV)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Literacy

Interpret and analyse learning area texts (LIT-TEXT)

LEARNING SEQUENCE

Activity description

Learning intentions

Explain to students that this activity is about understanding behaviours and situations where violence or abuse may occur or be occurring. During the lesson they will use the Indicators of Risk to explore common school-based scenarios of violence.



Pre-assessment activity:
Where are they at?

Ask students if they can recall the *Indicators of Risk* checklist they learnt in Year 5 and 6.

- * WHO are you with? who else is around?
- * WHAT are you doing? what are you being asked to do? what are others doing?
- * HOW are you feeling about the situation?
- * WHERE are you?
- * WHEN is this happening?

Teacher note: Indicators of Risk is taught in Year 5 and 6 Respectful Relationships program. If students do not recall the indicators you may need to introduce / review them by teaching Activity 2.2 from the Year 5 and 6 module.

Remind students that when they are in a situation it is helpful to think about these 5 questions in order to work out how safe it is and if they need to leave or respond. Ask students to give examples of how the level of risk of a situation can change depending on WHO you're with, WHAT you're doing, HOW you're feeling, WHERE you are and WHEN it is occurring.

Criteria for success: What to look for?

Can students:

- * identify the 5 indicators of risk?
- * provide appropriate examples of how the level of risk changes for each of the 5 criteria?

Exploring the concept

Write a definition of violence on the board such as:

'any hurtful or unwanted behaviour perpetrated upon an individual by another person or persons. Includes physical, psychological, sexual, social, financial, spiritual and emotional violence'.

(CCT) Brainstorm a list of behaviours that may occur at school that fit under this broad definition of violence. Record student responses on the board. Ask students to categorise their examples as either physical, psychological, sexual, social, financial, spiritual or emotional.

Teacher note: Students may not come up with examples for each category so you may need to provide your own examples.

Ask students to reflect back on the *Indicators of Risk* and for each example identify the WHO, WHAT, WHERE, HOW and WHEN.

(CCT) Ask students to identify which of the 5 indicators will provide the strongest clue that this behaviour is risky or an example of violence e.g. HOW the victim feels will be a strong indicator of whether the behaviour could be considered to be violence.

Explain that if the behaviour is hurtful or unwanted it is considered to be an act of violence.

Putting it into practice



Check for understanding

Distribute the *Harassment and Violence in Schools* handout.

(LIT) Read through each scenario and ask students to discuss whether they think the scenario portrays an example of violence, and if so, what the indicators of violence are e.g. the situation is a violation of rights, the situation includes a victim(s) and a perpetrator(s), the situation demonstrates a lack of respect for the victim.

(EU) Ask students the following questions:

- * Do you think these are realistic examples of what happens in school?
- * How might the victim of the violence have felt?
- * What might the short and long-term consequences be for the victim and for the perpetrator/s?
- * What should have been done by bystanders/ school staff in response to the incident?

(EU) Ask students to go through each of the scenarios and cross out those scenarios that do not involve a gender-based or sexual behaviour.

(EU) Discuss as a class the remaining scenarios by asking:

- * Who were more frequently victims? Girls or boys?
- * Who were more frequently perpetrators? Girls or boys?
- * Was there any difference in the type of violence perpetrated by girls and boys?
- * How was the type of violence different? e.g. involved disrespect and violation of rights of the female.

(Activity adapted from [Building Respectful Relationships](#), Department of Education Victoria)



Adjustment strategies

Process: Students could complete activity individually

Product: Students could complete activity on a handout rather than as a class discussion

Criteria for success: What to look for?

Can students:

- * identify examples of violence that occur at school?
- * describe the impacts and consequences of different types of violence on the victims and perpetrators?
- * identify appropriate responses for bystanders and school staff in each scenario?
- * discern the difference between gender and sexual based violence or harassment?

Handouts

[Indicators of risk checklist](#)

Resources

[Harassment and Violence in Schools](#) (pg. 68) handout (Sourced from [Building Respectful Relationships](#) resource – Department of Education Victoria)

[Resilience, Rights and Respectful Relationships learning resources – Victoria](#)

CONCEPT 2.3 RESPONDING TO UNSAFE SITUATIONS

FOCUS QUESTION: WHAT STRATEGIES CAN I USE TO REACT TO AND RESPOND IN SITUATIONS WHERE MY OWN OR OTHERS' SAFETY IS AT RISK FROM VIOLENCE OR ABUSE?

* *Activity overview*

Learners practise how to respond effectively and assertively to situations that could potentially be violent or abusive.

* *Relevant curriculum links*

Health and Physical Education

Achievement Standards

Students evaluate the impact on wellbeing of relationships and valuing diversity

Students analyse factors that influence emotional responses

Students apply personal and social skills to maintain respectful relationships and promote safety

Students demonstrate skills to make informed decisions and implement actions that promote their own and others' health, safety and wellbeing

Relevant content descriptions

Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)

General capabilities

Personal and social capability

Assess, adapt and modify personal and safety strategies and plans, and revisit tasks with new confidence (PSC-BCRA)

Identify indicators of possible problems in relationships in a range of social and work related situations (PSC-UR)

Analyse enablers of and barriers to effective verbal, non-verbal and digital communication (PSC-EC)

Ethical understanding

Investigate scenarios that highlight ways that personal dispositions and actions can affect consequences (EU-CC)

Draw conclusions from a range of points of view associated with challenging ethical dilemmas (EU-CPV)

Literacy

Compose written, spoken, visual and multimodal learning area texts (LIT-TEXT)

LEARNING SEQUENCE

Activity description

Learning intentions

Explain to students that this activity is about responding effectively to situations that could potentially be violent or abusive. By the end of the lesson students will have practised ways to communicate and respond in situation appropriate ways.



Pre-assessment activity:
Where are they at?

(LIT-PSC) Ask students to provide definitions or descriptions for the different types or styles of communication e.g. assertive, aggressive and passive communication. Ask students to identify situations when someone may use each type of communication. Discuss the impact that each style of communication may have on the situation e.g. aggressive communication could further inflame or escalate a conflict.

Criteria for success: What to look for?

Can students:

- * recall definitions of aggressive, assertive and passive communication?
- * identify appropriate examples when people might use each type of communication?
- * provide examples of the impact each type of communication has on the interaction?

Exploring the concept

Distribute the *Communication-look-see-feel* handout from [White Ribbon Canada resource](#) and discuss how each of the styles of communication, Aggressive, Assertive, Passive, look, sound and feel.

Read out the following scenario from the previous activity:

Finn, the class clown, hits Jack every time he passes him in the corridor. Jack tries to go the other way to get to his locker but Finn always sees him. The other students laugh.

(LIT) Ask students to script three different conversations Jack could have with Finn about the situation – one aggressive, one assertive and one passive. Ask students to share their scripts and discuss the possible outcomes from each of the conversations – e.g. would the violence continue, would it stop or would the situation escalate to something more serious.

(EU) Ask students to suggest how the reaction of other students is influencing the situation e.g. because the students are laughing Finn continues the behaviour. Ask the class what the bystanders could say to Finn to stop the violence against Jack.

(EU) Explain that the way bystanders react to violence and violence-supportive attitudes can influence the continuation or escalation of the behaviour.

Putting it into practice



Check for understanding

Direct students to the *Harassment and Violence in School* handout from the previous activity. Divide class into pairs and allocate each pair one of the scenarios from the handout.

(LIT-PSC-EU) Ask students to script a conversation of what the victim could say to the perpetrator to be assertive and to stop the violent behaviour. Next, ask the pairs to script how a bystander could respond to the situation to stop the behaviour.

(LIT) Each partner takes on the role of either the victim responding or the bystander intervening and role-plays their scripted response. After playing out the conversation, ask students to discuss the possible outcomes of the conversations.



Adjustment strategies

Content: Select one scenario that all students develop responses for

Process: Pairs could share their responses with another group and refine based on additional feedback

Product: Pairs could video their responses rather than role play for the class or could create comic strips or digital animations.

Criteria for success: What to look for?

Can students:

- * develop responses to a situation that demonstrate assertive communication and behaviour?
- * describe a realistic response from bystanders to stop the situation?
- * predict realistic outcomes from each of the conversations?

Handouts

[Communication-look-see-feel handout](#) From [White Ribbon Canada resource](#)

[Harassment and violence at school \(pg. 68\)](#) handout from Activity 2.2.

CONCEPT 2.4 SEXTING AND RELATIONSHIPS

166

FOCUS QUESTION: HOW HAVE DIGITAL AND MOBILE TECHNOLOGIES CHANGED THE WAY WE COMMUNICATE AND SHARE IN RELATIONSHIPS?

* *Activity overview*

Learners explore different ways digital and mobile technologies are used to communicate and share, and identify some of the risks to personal safety that may result from over-sharing.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students demonstrate skills to make informed decisions and implement actions that promote their own and others' health, safety and wellbeing.

Relevant content descriptions

Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)

General capabilities

Personal and social capability

Acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view (PSC-ADP)

Identify indicators of possible problems in relationships in a range of social and work related situations (PSC-UR)

Ethical understanding

Analyse rights and responsibilities in relation to the duties of a responsible citizen (EU-ERR)

Information and communication technologies

Apply personal security protocols (ICT-PSP)

Identify and value the rights to identity, privacy and emotional safety for themselves and others when using ICT and apply generally accepted social protocols when using ICT to collaborate with local and global communities (ICT-PSP)

Identify the impacts of ICT in society (ICT-IIS)

Explain the benefits and risks of the use of ICT for particular people in work and home environments (ICT-IIS)

LEARNING SEQUENCE

Activity description

Introducing the concept

Explain to students that this activity is about how communication between people has changed over time as a result of the development of digital and mobile technologies. Explain that with the convenience of mobile technologies for keeping in touch there are also some risks that need to be considered such as cyberbullying and sharing of personal information.



Pre-assessment activity:
Where are they at?

Divide the class into groups of 4-5 and issue each group with a stack of blank post-it notes. Explain that they are going to be doing a group relay challenge. The aim is for teams to get as many post-it notes on the board as possible in the quickest time. Groups have to write a type of mobile or digital technology used to communicate (such as Facebook, SMS, Skype, Instagram, Snapchat) on each post-it note before they can stick it on the board. If groups finish their stack of post-it notes give out more until their ideas are exhausted. Go through the responses and remove any duplicates. Ask students to group responses into technologies they use daily, weekly, monthly, never. When allocating to a category identify the option relevant to the majority of students.

For those technologies used daily ask students to identify the reasons they think students use that technology in preference to other technologies. Record on the board.

Ask students to brainstorm the types of information and messages shared through these technologies e.g. party invitations, photos, funny stories, cat videos, homework tips.

Criteria for success: What to look for?

Can students:

- * Identify a range of different mobile and digital technologies used for sharing and communicating?
- * Explain the reasons why they chose to use some technologies rather than others?
- * Describe the types of communications that take place through mobile and digital technologies?

Exploring the concept

Explain to students that one of the reasons why digital and mobile technologies are so popular is because you can communicate and share information instantly with others. This sharing can be one-to-one (such as an SMS) or can be sharing the same message with a large group of people (such as a Facebook post or Instagram picture).

Explain to students they are going to do a practical activity to illustrate the speed of communication using different technologies. Ask students to move around the class and shake hands with three other students in the class and then return to their seats.

Once everyone has completed their handshakes distribute the six scenario cards randomly amongst the class (see Handout: *Handshake activity cards – First round*). Ask the student who receives the first card to read out the scenario to the class. Ask students to indicate the level of risk they perceive from the communication by holding up 5 fingers for high risk and 0 fingers (make a fist) for no risk or any combination in between. Discuss reasons why students felt it was risky/not risky.

Now ask students who shook hands with the person with the card to stand up. Ask one of these students to stay standing and ask the others to sit. Explain to students that the student standing has shared the original communication with others – ask the three people that they shook hands with to stand up. These three people also shared the communication so ask all of the people that shook hands with these people to now stand up. Select four of the new standing people to also share the communication and ask the people who shook their hands to stand up. Discuss how quickly that communication was spread amongst the class by one person sharing the original post. Repeat the process of identifying and discussing risk level and speed of sharing for the other five scenarios.

Putting it into practice



Formative assessment opportunity

Show the video [Photo Fail](#) from the Office of the Children's eSafety Commissioner to the class and discuss the issues raised in the video about seeking permission before posting. Ask students to discuss what it would feel like to have a photo or personal information shared by someone online without permission.

Divide class into groups of 4-5 students and allocate one scenario card from the *Handshake activity cards – second round* handout to each group. Explain that these scenarios include additional information that may alter the level of risk associated with the sharing of the communication. Ask each group to identify the level of risk from 0-5 associated with the sharing of the communication, the type of harm or danger involved with sharing the communication and proactive strategies that could be used to reduce the risk of harm from sharing the communication.

Ask each group to report back their findings and discuss as a class the risks associated with each activity.

Direct students to the [Office of the Children's eSafety Commissioner website](#) for practical tips about digital safety.

Criteria for success: What to look for?

Can students:

- * explain the level of risk involved when sharing personal information and communications through mobile and digital technologies?
- * Describe what increases the level of risk for their allocated scenario?
- * Propose practical strategies to reduce the risk of harm to themselves and others?

Handouts

[Handshake activity cards](#) – first round and second round

Resources

[Sexting – ChildNet International](#) includes video, lesson plans, powerpoint presentation and worksheets.

[Photo fail](#) – ask permission before you post photos of friends (Office of the Children's eSafety Commissioner)

[Office of the Children's eSafety Commissioner website](#) for practical tips and resources about digital safety, social networking, sexting and cyberbullying

[Aussie teens and sexting infographic – ACMA](#)

MODULE 3: HELP SEEKING

MODULE OVERVIEW

Learning goals

Know: The different strategies and mediums that can be used to seek help

Understand: Different situations may require different types of help

Do: Plan an advocacy campaign to raise awareness about respectful relationships in their school or community

Health and Physical Education

Relevant aspects of achievement standard

Students evaluate the impact on wellbeing of relationships

Students investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing

Students demonstrate skills to make informed decisions and implement actions that promote their own and others' health, safety and wellbeing

Relevant content descriptions

Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)

Evaluate health information and communicate their own and others' health concerns (ACPPS076)

Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077)

General capabilities

Personal and social capability

Assess, adapt and modify personal and safety strategies and plans, and revisit tasks with new confidence (PSC-BCRA)

Analyse enablers of and barriers to effective verbal, non-verbal and digital communication (PSC-CE)

Ethical understanding

Analyse the ethical dimensions of beliefs and the need for action in a range of settings (EU-ECC)

Draw conclusions from a range of points of view associated with challenging ethical dilemmas (EU-CPV)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Literacy

Compose written, spoken, visual and multimodal learning area texts (LIT-COMP)

Information and communication technologies

Select and evaluate data and information (ICT-INV)

Understand computer mediated communication (ICT-COMM)

MODULE REFLECTION

170

After teaching the activities in this module, consider the following questions:

- * Did all students demonstrate an understanding of the key concepts?
- * What concepts within the module will I need to revisit to ensure understanding?
- * When will I/ can I revisit these concepts?
- * Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- * Which activities and tasks were most engaging and effective?
- * Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?



CONCEPT 3.1 ACCESSING HELP

FOCUS QUESTION: WHAT STRATEGIES CAN I USE TO SEEK HELP FOR MYSELF OR SOMEONE ELSE?

* *Activity overview*

Learners identify practical strategies to seek help and support for themselves or someone else who may need it

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students evaluate the impact on wellbeing of relationships

Students investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing

Students demonstrate skills to make informed decisions and implement actions that promote their own and others' health, safety and wellbeing

Relevant content descriptions

Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)

Evaluate health information and communicate their own and others' health concerns (ACPPS076)

Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077)

General capabilities

Personal and social capability

Assess, adapt and modify personal and safety strategies and plans, and revisit tasks with new confidence (PSC-BCRA)

Ethical understanding

Analyse the ethical dimensions of beliefs and the need for action in a range of settings (EU-ECC)

Draw conclusions from a range of points of view associated with challenging ethical dilemmas (EU-CPV)

Critical and creative thinking

Identify and clarify information ideas (CCT-INQ)

Literacy

Compose written, spoken, visual and multimodal learning area texts (LIT-COMP)

Information and communication technologies

Select and evaluate data and information (ICT-INV)

Understand computer mediated communications (ICT-COMM)

LEARNING SEQUENCE

Activity description

Learning intentions

Explain to students that this activity is about identifying practical strategies for seeking help and support for themselves or someone else who may need it.



Pre-assessment activity:
Where are they at?

(CCT) Ask students to brainstorm a list of trusted adults that they could go to if they needed help or support with a problem. Ask each student to identify a support network of 5 trusted adults they see regularly and would feel comfortable talking to about any problems they may have.

For each adult ask students to describe the characteristics that make them trustworthy and easy to talk to.

Criteria for success: What to look for?

Can students:

- * describe the characteristics of trustworthy adults for their support network?
- * identify five appropriate adults to include in their support network?

Exploring the concept

Direct students to the *Harassment and Violence at Schools handout* used in previous activities. Explain that this activity is going to examine the people the victim and bystanders could go to and ask for support and help about the situation.

(PSC-EU) Ask students to suggest some reasons why students may not feel comfortable talking to adults about some of these situations e.g. embarrassed to talk to an adult about sexual things, afraid that other students might think they are dobbing, afraid they might get another student into trouble, afraid their parents might find out about it.

Explain to students that all of the situations on the handout would be having a negative impact on the victim's mental health and wellbeing and so it is important that something is done to put a stop to the behaviour and to prevent it from recurring.

(PSC-LIT) Divide the class into small groups of 3-4 students and allocate 3 different scenarios from the handout to each group. For each scenario ask groups to brainstorm which adults they would feel comfortable approaching for help or advice if they were experiencing the same situation. Ask groups to script the conversation they would have with their selected adults to ask for help, advice or support. As a class share who they selected and the reasons for their choices. Discuss possible repercussions of telling the adults as well as the potential outcomes in relation to the situation and behaviour.



Adjustment strategies

Process: Use a think-pair-share strategy to allow individuals time to think through their responses prior to discussing scenarios in groups or as a class

Product: Students complete task individually on a handout

Putting it into practice

Teacher note: This activity involves students researching support, advice and information sites on the Internet so students will need access to internet-enabled devices.



Check for understanding

Explain to students that sometimes they may not feel comfortable talking to an adult face to face about their situation or problem and so they need to find ways to get the help or advice that they need from another source.

Ask students to brainstorm a range of sources for accessing information, help, support and advice about different health issues or situations e.g. TV, internet, doctor's surgeries, health centres, chemists etc.

(ICT) Explain that the Internet is a great source of information for young people. It is anonymous and although it is easy to access it is important that they are able to judge the accuracy and reliability of the information.

Teacher note: The ReachOut.com resource Heads Up has a detailed activity that explores critical health literacy and making judgements about the reliability and accuracy of internet sites, including a handout with criteria for judging sites in the Heads Up student journal.

(ICT) Direct students to access the following websites to research and develop a directory of information and useful links about dealing with violent and disrespectful behaviour for young people.

[The Line](#)

[Respect](#)

[ReachOut.com](#)

[Bursting the Bubble](#)

[Our Watch](#)

(ICT) Students collate the information into a class resource that could be published as a hard copy and kept in the classroom, or used as an online resource on the school's intranet site or class Facebook page

Criteria for success: What to look for?

Can students:

- * locate and select appropriate information about dealing with violent and disrespectful behaviour?
- * collate the information into a useful resource for students?

Handouts

[Harassment and violence at schools](#) handout used in previous activities

Resources

[Heads Up: Skills for Life resource – ReachOut.com](#) and [Student Journal](#)

[The Line](#)

[Respect](#)

[ReachOut.com](#)

[Bursting the Bubble](#)

[Our Watch](#)

CONCEPT 3.2 ADVOCACY AND ACTION

FOCUS QUESTION: HOW CAN I BE AN ADVOCATE FOR RESPECTFUL RELATIONSHIPS IN MY SCHOOL AND COMMUNITY?

* *Activity overview*

Learners design and develop a campaign to increase awareness about the importance of respectful relationships

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing

Students demonstrate skills to make informed decisions and implement actions that promote their own and others' health, safety and wellbeing

Relevant content descriptions

Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)

Evaluate health information and communicate their own and others' health concerns (ACPPS076)

Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077)

General capabilities

Personal and social capability

Assess, adapt and modify personal and safety strategies and plans, and revisit tasks with new confidence (PSC-BCRA)

Analyse enablers of and barriers to effective verbal, non-verbal and digital communication (PSC-EC)

Ethical understanding

Analyse the ethical dimensions of beliefs and the need for action in a range of settings (EU-ECC)

Draw conclusions from a range of points of view associated with challenging ethical dilemmas (EU-CPV)

Critical and creative thinking

Consider alternatives (CCT-IDEAS)

Identify and clarify information and ideas (CCT-INQ)

Literacy

Compose written, spoken, visual and multimodal learning area texts (LIT-COMP)

Information and communication technologies

Understand computer mediated communications (ICT-COMM)

LEARNING SEQUENCE

Activity description

Learning intentions

Explain to students that this activity is about putting into practice everything that they have learnt in previous activities together. By the end of this activity students will have designed and developed a promotion campaign to raise awareness and promote respect across the school community.



Pre-assessment activity:
Where are they at?

On separate pieces of butchers paper record the following headings:

- * respect and disrespectful behaviour
- * recognising and responding to violence and abuse
- * gender stereotypes
- * power in relationships
- * assertive communication
- * bystander behaviour
- * helping a friend
- * where to go for help, support and advice.

(LIT) Explain to students that they are going to do a graffiti walk where they will move around each of the posters recording key messages they recall from previous activities about each of the topics.

(CCT) Once all of the ideas are recorded, allocate 3 or 4 students to each poster to sift through and group the messages, refining them to remove any duplications or overlap.

(CCT) Use a dot voting process, students vote for the 5 messages they feel are the most important for raising awareness and changing behaviours in relation to violence and disrespectful behaviour in their school community.

Criteria for success: What to look for?

Can students:

- * recall key messages from previous activities?
- * identify and prioritise the most important key messages about respectful relationships?

Exploring the concept

(PSC+ICT) Brainstorm the different ways that they can communicate messages to the school community e.g. school newsletter, school website, video playing on the TV monitor in the front office, posters, school Facebook page. Ask students to identify different audiences within their school community e.g. students, staff members, parents and community members. Discuss whether the same message can be delivered in the same way to all of the audiences.

(PSC+ICT) Refer to the top 5 messages about changing behaviours in relation to violence and disrespectful behaviour identified previously. Ask students to suggest which messages are most important for each identified audience. Discuss the communication methods that would be most effective in communicating the messages to each audience group.

(PSC+ICT) Explain to students that they are going to take a look at a range of strategies for communicating information and messages about respect, violence and abuse from around the world. Ask students to use a *PMI chart* to record the Pluses, Minuses and Interesting aspects of each communication strategy.

[The Line – You can't undo violence – Know where to draw the line](#)

[Slap her – Children's reactions](#)

[Always #Like A Girl](#)

[UEFA – Respect TV ad](#)

[Respect – print advertisement](#)

[ReachOut.com – information section about bullying, abuse and violence](#)



Adjustment strategies

Process: Complete the task in small groups rather than individually. Record the PMIs as a whole class and discuss as a group

Putting it into practice



Check for understanding

(PSC+ICT+LIT) Divide the class into small groups and allocate each group one of the 5 key messages identified earlier. Ask each group to develop a campaign or product for communicating the key message to all of the audience groups in the school community. Students should use the ideas recorded on the PMI chart previously to inform their campaign or product.

The campaign could take the form of:

- * a PowerPoint presentation
- * a song
- * a web site
- * an artwork, poem or a short story
- * a video
- * a play
- * a social media campaign.

The campaign should provide practical strategies for dealing with disrespectful or violent behaviour and should demonstrate an understanding of the importance of developing positive, respectful relationships.

Criteria for success: What to look for?

Can students:

- * draw on information learnt in previous activities to develop their campaign?
- * select practical strategies for addressing disrespectful behaviour?
- * effectively communicate their message through their campaign resources?

Handouts

[PMI Chart](#) – Communicating messages about respect, violence and abuse

Resources

[The Line – You can't undo violence – Know where to draw the line](#)

[Slap her – Children's reactions](#)

[Always #Like A Girl](#)

[UEFA – Respect TV ad](#)

[Respect – print advertisement](#)

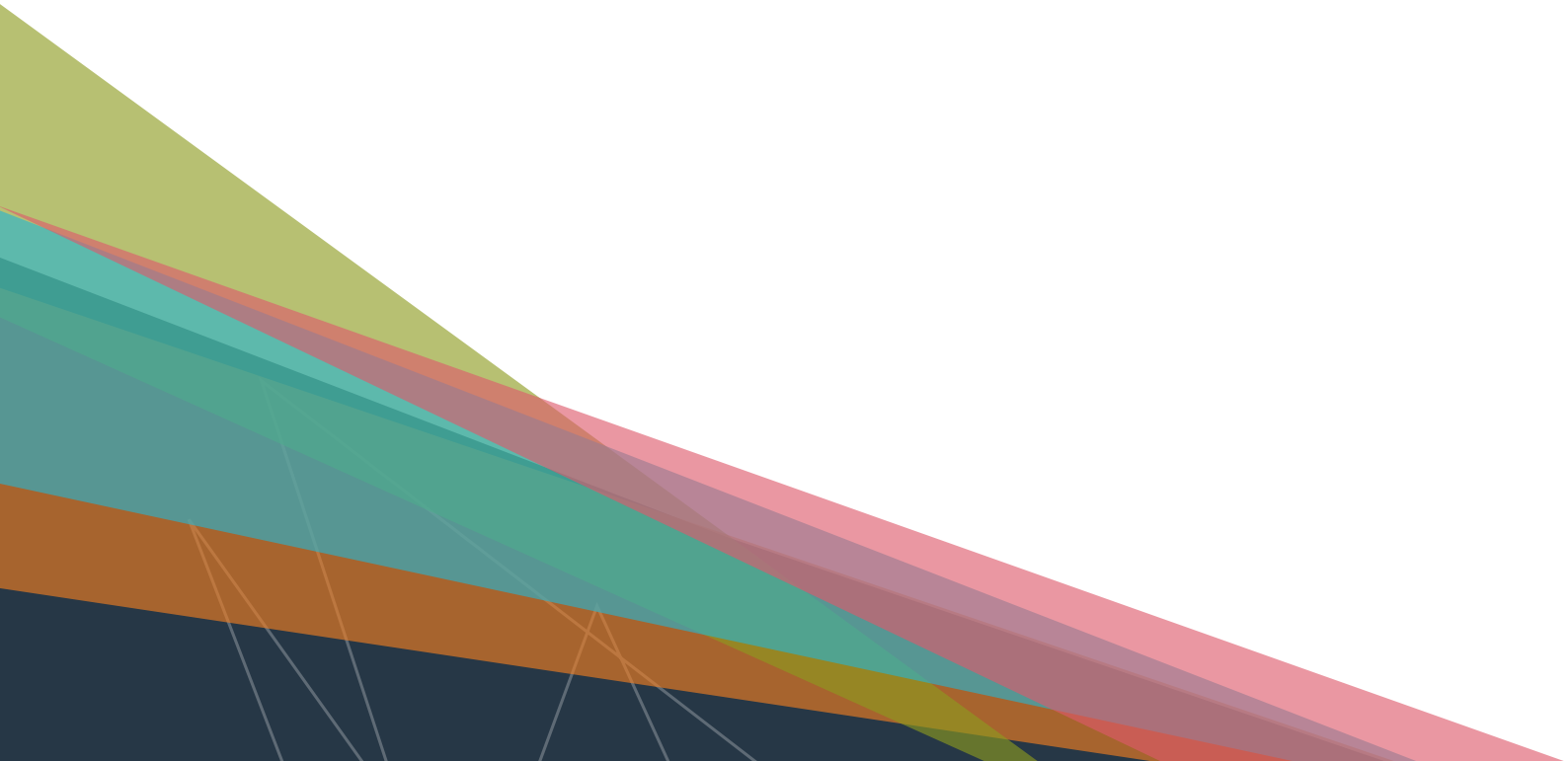
[ReachOut.com – information section about bullying, abuse and violence](#)



YEARS 9–10

YEARS 9–10

178



SCOPE AND SEQUENCE

MODULE 1

Learning Goals

Know: The factors that influence our relationships with others. The impact of violence on the community.

Understand: Conflict can be managed by using negotiation and respectful communication. Inequalities can lead to violence and abuse in relationships.

Do: Evaluate appropriate ways of managing a range of conflict situations. Analyse the impact of violence on health, wellbeing and relationships.

Key concepts

What factors can influence my relationships with others?

Learners explore the role of gender stereotypes and societal norms and their impact on relationships and identities.

What influence can gender stereotypes have on power in relationships?

Learners explore the impact that gender stereotypes and narrow perceptions of masculinity and femininity can have on relationships

How can I show respect when I am negotiating and managing conflicts in relationships?

Learners investigate how to manage conflicts in a way that shows respect and results in positive outcomes for all parties.

MODULE 2

Learning Goals

Know: The cues to be aware of in relation to personal safety in a range of situations.

Understand: External influences and contextual factors can impact on personal safety.

Do: Propose intervention strategies they can implement as a bystander to prevent or respond to violence and abuse.

Key concepts

How can external influences and contextual factors influence my personal safety?

Learners investigate how attitudes towards women and gender equality can lay the foundation for violence-supportive behaviours.

What cues should I be aware of that indicate a relationship could be becoming unsafe?

Learners explore the different cues that indicate that their relationship may be disrespectful, unhealthy or abusive.

What strategies can I use as a bystander when I witness violence or violence-supportive attitudes or behaviour?

Learners explore appropriate responses as bystanders to challenge sexist and violence-supportive attitudes or violent behaviours.

What are the social, emotional and legal considerations when contemplating sending and/or sharing a sext message?

Learners explore the social, emotional and legal implications of sending, receiving and sharing sext messages.

MODULE 3

Learning Goals

Know: The types of actions that can help prevent violence and abuse.

Understand: Community members have a responsibility to take action to prevent violence and abuse.

Do: Critically analyse the types of help and support available in the community and propose a range of support pathways for someone in an abusive relationship.

Key concepts

Where can I find help for myself or someone else in a violent or abusive relationship?

Learners investigate the types of help available to support people who are in violent or abusive relationships.

How can I take action to prevent violence and abuse in relationships?

Learners explore the role of the media in changing societal attitudes to violence against women and their children.

MODULE I: RESPECTFUL RELATIONSHIPS

180

MODULE OVERVIEW

Learning goals

Know: The factors that influence students' relationships with others. The impact of violence on the community.

Understand: Conflict can be managed by using negotiation and respectful communication. Inequalities can lead to violence and abuse in relationships.

Do: Evaluate appropriate ways of managing a range of conflict situations. Analyse the impact of violence on health, wellbeing and relationships.

Health and Physical Education

Relevant aspects of achievement standard

Students critically analyse contextual factors that influence identities, relationships, decisions and behaviours.

Students evaluate the outcomes of emotional responses to different situations

Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations

Students apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing

Relevant content descriptions

Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)

Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)

Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)

Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPS098)

General capabilities

Personal and social capability

Explain how relationships between peers, parents, teachers and other adults differ, and identify the skills needed to manage different types of relationships (PSC-UR)

Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views (PSC-ADP)

Ethical understanding

Distinguish between the ethical and non-ethical dimensions of complex issues (EU-ECC)

Investigate reasons for clashes of beliefs in issues of personal, social and global importance (EU-RED)

Intercultural understanding

Consider and develop multiple perspectives (ICU-INT)

Challenge stereotypes and prejudices (ICU-REF)

Literacy

Interpret and analyse learning area texts (LIT-TEXT)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

- * Did all students demonstrate an understanding of the key concepts?
- * What concepts within the module will I need to revisit to ensure understanding?
- * When will I/ can I revisit these concepts?
- * Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- * Which activities and tasks were most engaging and effective?
- * Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?



CONCEPT 1.1 UNDERSTANDING RESPECTFUL RELATIONSHIPS

182

FOCUS QUESTION: WHAT FACTORS CAN INFLUENCE MY RELATIONSHIPS WITH OTHERS?

* *Activity overview*

Learners explore the role of gender stereotypes and societal norms and their impact on relationships and identities

* *Relevant curriculum links*

Health and Physical Education

Achievement Standards

Students critically analyse contextual factors that influence identities, relationships, decisions and behaviours

Students evaluate the outcomes of emotional responses to different situations

Content descriptions

Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)

Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)

Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPS098)

General capabilities

Personal and social capability

Explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships (PSC-UR)

Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views (PSC-ADP)

Ethical understanding

Distinguish between the ethical and non-ethical dimensions of complex issues (EU-ECC)

Investigate reasons for clashes of beliefs in issues of personal, social and global importance (EU-RED)

Intercultural understanding

Challenge stereotypes and prejudices (ICU-REF)

Literacy

Interpret and analyse learning area texts (LIT-TEXT)

LEARNING SEQUENCE

Activity description

Learning intentions

Explain to students that this activity is about looking closely at the stereotypes and norms that exist in society about how males and females should behave, dress, interact and work.



Pre-assessment activity:
Where are they at?

Write the following statement up on the board:

Every society has its definition of what it means to be a man and a woman.

(ICU) Ask students to write down how they think their society defines what it means to be a man and a woman. Discuss the similarities and differences between the definitions for each. Ask students to brainstorm a list of the types of behaviour or qualities that are defined as appropriate for men and women and which behaviours and qualities are deemed inappropriate e.g. it is appropriate for a woman to show her feelings in public, it is inappropriate for a man to cry in front of his friends

(ICU) Compare and discuss the similarities and differences across the lists. Ask which of these definitions are linked to biology i.e.. describe all males or all females. Discuss how these definitions are arrived at if they are not linked to biology.

Teacher note: You will find that few or none are biological. At this point you can introduce the distinction between biological sex and socially constructed gender.

Discuss whether these definitions describe the ways men and women have always been expected to behave or have expectations changed over time. Ask students to suggest why they may have changed over time.

Criteria for success: What to look for?

Can students:

- * identify gender stereotypes that exist in society?
- * describe stereotypical behaviour expectations associated with being male/female?
- * suggest how stereotypes were formed and why they came to develop?

Exploring the concept

Ask 5 volunteers to demonstrate what they think it means to:

- * throw like a girl
- * run like a girl
- * jump like a girl
- * act like a girl.

Ask the rest of the class to note the common elements of the demonstrations e.g. runs slowly or with poor technique, not accurate, weak etc. Ask volunteers where they have seen these techniques or behaviours demonstrated and why they believe their demonstrations genuinely reflect the way girls run, throw, jump or act

(LIT) Show the youtube video [Like a girl](#), the [Mythbusters episode - Throws like a girl](#), and [Always #Like A Girl Karlie Harmen – A female quarterback story](#).

(ICU+PSC) Explore with students the parts of their demonstrations at the start of the activity they think may have been inaccurate. Discuss how stereotypes about how girls play sport can be formed and promoted in society. Examine the role that the media plays in creating and maintaining stereotypes.

(PSC) Ask students to consider the impact of telling someone they throw, catch, run or act like a girl. Discuss whether the impact would be different if you were to say this to a girl this as opposed to saying it to a boy.

(Source: [I Am A Girl – Health and Physical Education curriculum materials](#)).

Putting it into practice



Check for understanding

Revisit the lists of appropriate and inappropriate behaviours for males and females. Ask students to suggest 3 or 4 words that sum up a man and a woman in our society.

(PSC) Discuss the implications for an individuals who do not conform to societal expectations for appropriate behaviour or qualities for a man or a woman.

(PSC+ICU) Discuss whether their definitions advantage males or females in terms of power in relationships, career opportunities or the expectations of family and partners.

(PSC+ICU) Discuss how these stereotypes and society's demands for conformity can limit what people are able to achieve and impact on their relationships. Discuss how someone might feel if they do not conform. Ask students to suggest what choices they can make and actions they can take to help break down these stereotypes.

Criteria for success: What to look for?

Can students:

- * identify the implications of not conforming to stereotypes?
- * describe some of the implications of narrow gender stereotypes on relationships, careers and expectations?
- * propose actions they can take to break down stereotypes in society?

Resources

[Youtube video - Like a girl](#)

[Mythbusters episode - Throws like a girl](#)

[youtube video - Always #Like A Girl Karlie Harken – A female quarterback story](#)

[I AM A GIRL Health and Physical Education curriculum materials](#)

CONCEPT 1.2 RESPECT, GENDER AND POWER

FOCUS QUESTION: WHAT INFLUENCE CAN GENDER STEREOTYPES HAVE ON POWER IN RELATIONSHIPS?

* *Activity overview*

Learners explore the impact that gender stereotypes and narrow perceptions of masculinity and femininity can have on relationships.

* *Relevant curriculum links*

Health and Physical Education

Achievement Standards

Students critically analyse contextual factors that influence identities, relationships, decisions and behaviours

Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations

Content descriptions

Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)

Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPS098)

General capabilities

Personal and social capability

Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views (PSC-ADP)

Intercultural understanding

Consider and develop multiple perspectives (ICU-INT)

Literacy

Interpret and analyse learning area texts (LIT-TEXT)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

LEARNING SEQUENCE

Activity description

Learning intentions

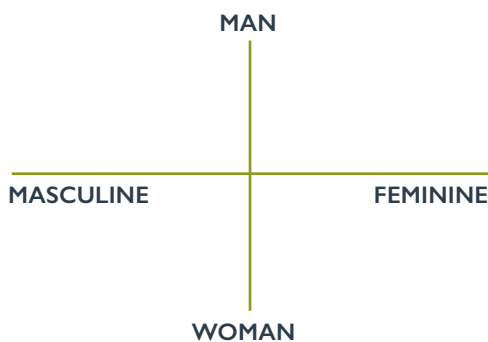
Explain to students that this activity will build on the previous activity about stereotypes. During this activity students will explore the impact that gender stereotypes and narrow perceptions of masculinity and femininity can have on relationships and can lead to violence-supportive attitudes.



Pre-assessment activity:
Where are they at?

Conduct a brainswarm to record as many behaviours that are portrayed in the media as typical of a man and a woman.

On the board, draw the following graphic:



(CCT) Ask students to position their post-it notes on the zone of the grid which best represents whether the behaviour is typical of a man or woman and whether the behaviour is considered masculine or feminine.

Discuss whether being male is the same as being masculine and whether being feminine is the same as being female.

Criteria for success: What to look for?

Can students:

- * explain the differences between being male or female and masculine or feminine?
- * Identify stereotypical assumptions about masculine and feminine behaviour?

Exploring the concept

(LIT+ICU) Show an excerpt from the TV show *Modern Family* and discuss the roles that Mitchell and Cam play. Discuss Cam's character as the primary caregiver in the household and whether that role would traditionally be considered a female role and a feminine behaviour. Discuss how that role compares with his role as drummer in a band or coach of a college gridiron team.

(PSC) Ask students to brainstorm other characters in TV shows, movies or the music industry that do not conform to stereotypes. How are these characters portrayed in the media – are they portrayed positively or are their non-conformist traits portrayed negatively?

Putting it into practice



Check for understanding

(LIT+ICT) Explore advertisements from the 1930s until the 1970s using the [list of advertising clips from the SeeMe website](#).

(CCT) Ask students to select 5 of the advertisements and compare them to modern day advertisements for similar products and services by answering the following questions:

- * What is the advertisement about?
- * How are men and women represented?
- * Think about the setting such as the kitchen, laundry, workplace, etc., the activities they are engaged in, and the language that is used by and about men and women, etc.
- * Who is represented and who is omitted?
- * How do you feel about the advertisement?
- * What are the literal and implied messages of the advertisement?
- * Who is it aimed at?
- * How would this advertisement be received today?
- * What does this tell us about how ideas about gender change over time?

- * Using the internet, research current advertisements and identify whether they highlight stereotypical views about gender and whether they highlight sexuality that affirms diversity.
- * How are the advertisements achieving this? Consider the roles of the males and females and what they say, what they wear, and what the product is promoting.
- * After exploring these advertisements, and thinking about the advertisements you see around you today in the media, discuss the following question in a small group: *To what extent has advertising about boys and girls, and men and women, changed over time?*

(LIT+ICU) Discuss similarities and differences and any misconceptions they have as a result of these findings. Discuss the impact the media has on our perceptions of gender and our expectations about how to behave in society e.g. because I am female I need to wash the clothes. Discuss the influence of the media and gender expectations on shaping identities and designating roles within relationships.

(Source: [SeeMe website – Gender stereotypes activities](#))

Criteria for success: What to look for?

Can students:

- * identify similarities and differences between the portrayal of males and females?
- * discuss the impact of the media on perceptions of gender?
- * describe the influence of the media and gender expectations on identities and relationships?

Resources

[SeeMe – Advertising through time – Advertising clips](#)

CONCEPT 1.3 COMMUNICATING AND MANAGING CONFLICT

FOCUS QUESTION: HOW CAN I SHOW RESPECT WHEN I AM NEGOTIATING AND MANAGING CONFLICTS IN RELATIONSHIPS?

* *Activity overview*

Learners investigate how to manage conflicts in ways that show respect and results in positive outcomes for all parties.

* *Relevant curriculum links*

Health and Physical Education

Achievement Standards

Students critically analyse contextual factors that influence identities, relationships, decisions and behaviours

Students evaluate the outcomes of emotional responses to different situations

Content descriptions

Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)

Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)

Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)

Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPS098)

General capabilities

Personal and social capability

Explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships (PSC-UR)

Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views (PSC-ADP)

Ethical understanding

Distinguish between the ethical and non-ethical dimensions of complex issues (EU-ECC)

Investigate reasons for clashes of beliefs in issues of personal, social and global importance (EU-RED)

Intercultural understanding

Consider and develop multiple perspectives (ICU-INT)

Challenge stereotypes and prejudices (ICU-REF)

Literacy

Interpret and analyse learning area texts (LIT-TEXT)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

LEARNING SEQUENCE

Activity description

Learning intentions

Explain to students that this activity is about conflicts and how to manage them in ways that show respect and results in positive outcomes for all parties.



Pre-assessment activity:
Where are they at?

Introduce the different types of conflict that can occur:

- * Within people (intrapersonal)
- * Between people (interpersonal)
- * Within groups (intragroup)
- * Between groups (intergroup)

(CCT) Ask students to provide examples of each type of conflict. Ask students to identify where these types of conflict happen e.g. bus stop, hallway, playground, on the way to school, shopping centre, sporting field, at work.

Teacher note: Students should understand that conflict is all around and that it is not a bad thing. The way they perceive conflict and how it is handled can demonstrate respect or disrespect for the other party(ies) and will have a bearing on whether the outcome is positive or negative.

Criteria for success: What to look for?

Can students:

- * correctly identify examples of each type of conflict?

Exploring the concept

Read out the following scenario and ask students to identify the types of conflict.

Chrissie and Sam both play on the school's football team. Chrissie is the coach's niece and is their star striker. Sam plays in the forward line and is hoping to impress this season so that she gets picked in the regional representative team. It's 2-2 with 5 minutes to go in the game and Chrissie gets possession just outside of the area but is marked closely by her opposition player. Sam calls for the ball as she is unmarked and has a clear shot on goal. Chrissie decides to take on her player and tries a shot on goal – she misses and Sam is furious because she thinks that Chrissie is always hogging possession and never gives her a chance to show her skills. She storms over to the sideline towards the coach and ...

(ICU+PSC) Set up a *Circle of viewpoints* process (see description on page 190) where students explore a range of different perspectives on the scenario. Brainstorm a list of different perspectives that could be taken in relation to this scenario and record them on the board e.g. coach, Sam, Chrissie, other team members, opposition players, referee. Allocate or ask students to select one perspective each and then use the script skeleton below to explore the scenario from their chosen or allocated perspective.

- * I am thinking of the shot on goal scenario from the point of view of ... *the viewpoint you've chosen*
- * I think ... *describe the scenario from your viewpoint.*
- * A question I have from this viewpoint is ... *ask a question from this viewpoint.*

(LIT) Give students time to think about the scenario from their allocated or chosen perspectives and to complete their scripts.

(ICU+PSC) Ask students to stand in a circle and ask each student in the circle to give the viewpoint from their perspective based on their script. Record the different viewpoints on the board or use the *Circle of Viewpoints* template.

Discuss any new perspectives students now have about the scenario.

Putting it into practice



Check for understanding

(PSC) Explain to students that the way they react to conflict has a significant impact on whether the outcome is positive or negative for themselves and others involved. Introduce the class to the different ways that people can deal with conflicts.

- * Avoiding the issue: Issue and relationship both are insignificant
- * Accommodating: Relationship is more important than the issue
- * Forcing: The issue is more important than the relationship
- * Compromising: Cooperation is important (give a little, get a little)
- * Collaborating: Relationship and issue are both important but this takes more time.

(PSC) Discuss the reasons people might choose each of the strategies to deal with conflict e.g. someone might choose to avoid the issue because they dislike being in confrontations. Discuss whether there are some conflict resolution styles that may be disrespectful to other parties.

(PSC+ICU) Refer to the different perspectives explored in the football scenario and discuss the ways each of the characters might have dealt with the conflict and their reasons for this. Explore how other people in the scenario would feel when a particular style of conflict resolution was used. Discuss the outcomes that might be achieved for the different characters using each style of conflict resolution e.g. if Sam decided to force the issue with the coach on the sideline during the match.

(LIT) Ask students to write the ending of the scenario using one or more of the conflict styles from the perspectives of Chrissie, Sam and the coach.



Adjustment strategies

Content: A range of scenarios could be developed for exploration that includes sport, friendship, work-based conflict.

Process: Students could work in small groups where each group member takes on the perspective of one of the people involved in the conflict.

Product: Groups could role play the end of the scenario using different conflict resolution styles to show different outcomes.

Criteria for success: What to look for?

Can students:

- * propose responses to the conflict that align with the different conflict resolution styles?
- * identify how the style of conflict resolution used will impact on the outcome of the conflict?

Handouts

[Circle of viewpoints template](#)

Resources

Circle of Viewpoints: A thinking process that helps students to identify and consider different and diverse perspectives. While engaged in this thinking routine, students gain a greater awareness of how others are feeling and thinking. It also reinforces that people will think differently about a topic. This routine gives a structure to assist in exploring these viewpoints to gain a broader, more complete understanding of the topic, event, or issue being discussed. Further information available at [Visible Thinking – Harvard Project Zero](#).

[Love is respect - Conflict resolution tips](#)

MODULE 2: PROTECTIVE BEHAVIOURS

MODULE OVERVIEW

Learning goals

Know: The cues that affect personal safety in a range of situations

Understand: External influences and contextual factors can impact on personal safety

Do: Propose intervention strategies they can implement as bystanders to prevent or respond to violence and abuse

Health and Physical Education

Relevant aspects of achievement standard

Students critically analyse contextual factors that influence identities, relationships, decisions and behaviours

Students evaluate the outcomes of emotional responses to different situations

Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations

Students apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing

Relevant content descriptions

Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPS098)

Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk (ACPPS091)

Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)

General capabilities

Personal and social capability

Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations (PSC-BCRA)

Reflect critically on their emotional responses to challenging situations (PSC-RE)

Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views (PSC-ADP)

Explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships (PSC-UR)

Ethical understanding

Investigate reasons for clashes of beliefs in issues of personal, social and global importance (EU-RED)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

Seek solutions and put ideas into action (CCT-IDEAS)

Literacy

Interpret and analyse learning area texts (LIT-TEXT)

Information and communication technologies

Select and evaluate data and information (ICT-INV)

MODULE REFLECTION

192

After teaching the activities in this module, consider the following questions:

- * Did all students demonstrate an understanding of the key concepts?
- * What concepts within the module will I need to revisit to ensure understanding?
- * When will I/ can I revisit these concepts?
- * Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- * Which activities and tasks were most engaging and effective?
- * Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?



CONCEPT 2.1 PERSONAL SAFETY

FOCUS QUESTION: HOW CAN EXTERNAL INFLUENCES AND CONTEXTUAL FACTORS INFLUENCE MY PERSONAL SAFETY IN RELATIONSHIPS?

* *Activity overview*

Learners investigate how attitudes towards women and gender inequality can lay the foundation for violence-supportive behaviours

* *Relevant curriculum links*

Health and Physical Education

Achievement Standards

Students critically analyse contextual factors that influence identities, relationships, decisions and behaviours

Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations.

Content descriptions

Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPS098)

Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)

General capabilities

Personal and social capability

Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations (PSC-BCRA)

Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views (PSC-ADP)

Ethical understanding

Investigate reasons for clashes of beliefs in issues of personal, social and global importance (EU-RED)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Information and communication technologies

Select and evaluate data and information (ICT-INV)

LEARNING SEQUENCE

Activity Description

Learning intentions

Explain to students that this activity will explore common beliefs in society that perpetuate violence-supportive attitudes and behaviours



Pre-assessment activity:
Where are they at?

Ask students to brainstorm definitions for family violence and gender-based violence. Discuss what students think the causes of family and gender-based violence might be.

Set up a 4 way continuum using the four corners of the learning space as *Strongly Agree*, *Strongly Disagree*, *Agree*, and *Disagree*.

(CCT) Explain to students that after listening to arrange of statements they are to move to the corner that best reflects their response to each one of them. Invite students to share the reasons for each of their choices. Allow students to move to different positions after listening to others' responses.

4 way continuum statements:

- * The main cause of violence against women is that men are unable to manage their anger.
- * Partner violence can be excused if the perpetrator regrets it.
- * Partner violence can be excused if the person is so angry they lose control.
- * Partner violence can be excused if the offender is heavily affected by alcohol.
- * Rape results from men not being able to control their sexual urges
- * A woman could leave a violent relationship if she really wanted to.
- * Family violence is a private matter to be handled in the family.
- * Women make up or exaggerate claims of partner violence in family law cases.
- * If a woman is drunk or high on drugs she is partly to blame if she is sexually assaulted.

- * Women often say no when they mean yes.
- * Women who say they were raped led the man on and later had regrets.

(PSC) Discuss the following questions with the class:

- * How do you think you formed your opinion?
- * Where do you think your parents or grandparents would have stood?
- * Would your responses have been different if you were in an all boys or an all girls class? Why? How would they have been different?

Criteria for success: What to look for?

Can students:

- * identify influences on how their opinions on gender and violence were formed?
- * recognise how these opinions and attitudes have changed over time?

Exploring the concept

Watch the video animation [Attitudes to gender equality and violence against women](#) by VicHealth.

(PSC) Display the statements from the continuum activity and discuss what affect agreeing with these statements can have on victims, perpetrators and the community as a whole. Discuss whether violence is likely to continue or to stop if the perpetrator believes these statements. If a bystander agreed with the statements would they be likely to intervene? Discuss what each of the statements says about who is responsible for violence and whether violence is acceptable or not.

Display the following list of ways that people condone violence against women or distribute the *Ways of Condoning Violence* handout:

- * **Justify:** it is acceptable for men to use violence in some situations e.g. if a woman slept with another man.
- * **Excuse:** men cannot be held fully responsible and the violence is attributed to external factors e.g. men not being able to control their sexual urges.
- * **Trivialise:** the violence is not sufficiently serious to warrant action e.g. it was only a slap across the face, and she is not injured badly.

- * **Downplay:** deny that violence occurs or deny that behaviours constitute violence e.g. its only rape if the woman physically resisted.
- * **Shift blame:** hold the woman or victim slightly responsible e.g. she asked for it because of the way she dressed.

(Source: *Our Watch Framework: Change the Story*)

Ask students to identify which statements are examples of each of the ways that violence can be condoned e.g. women make or exaggerate acts of violence in court cases is an example of trivialising, downplaying or shifting blame for violence.

Putting it into practice



Check for understanding

(ICT) Divide students into groups of 2 or 3 and allocate one of the statements from the previous activity to each group. Ask groups to research the evidence related to each of the statements. From their research they must create a fact sheet, report, infographic or multimedia presentation that provides the facts in relation to the statement and how agreeing with the statement condones violence against women.

(ICT) Direct students to the following websites for their research:

[The Line – Facts and Figures](#)

[The Line – Myth busters](#)

[Our Watch – Facts and figures](#)

[ReachOut.com – Abusive relationships fact sheets](#)

[VicHealth – Preventing violence against women](#)

Criteria for success: What to look for?

Can students:

- * locate and present the facts in relation to their selected statement in a logical way?
- * develop a reasoned argument for why these attitudes perpetuate violence against women?

Handouts

[Ways of condoning violence](#) handout

Resources

[Attitudes to gender equality and violence against women](#) animation by VicHealth.

[The Line – Facts and Figures](#)

[The Line – Myth busters](#)

[Our Watch – Facts and figures](#)

[ReachOut.com – Abusive relationships fact sheets](#)

[That's Not Cool website](#)

[Resilience, Rights and Respectful Relationships learning resources – Victoria](#)

CONCEPT 2.2 RECOGNISING SAFE AND UNSAFE SITUATIONS

196

FOCUS QUESTION: WHAT ARE THE CUES THAT INDICATE A RELATIONSHIP COULD BE BECOMING UNSAFE?

* *Activity overview*

Learners explore a range of cues that indicate that their relationship may be disrespectful, unhealthy or abusive.

* *Relevant curriculum links*

Health and Physical Education

Achievement Standards

Students critically analyse contextual factors that influence identities, relationships, decisions and behaviours

Students apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing

Content descriptions

Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPS098)

Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)

General capabilities

Personal and social capability

Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations (PSC-BCRA)

Explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships (PSC-UR)

Ethical understanding

Investigate reasons for clashes of beliefs in issues of personal, social and global importance (EU-RED)

Distinguish between the ethical and non-ethical dimensions of complex issues (EU-ECC)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

LEARNING SEQUENCE

Activity description

Learning intentions

Explain to students that this activity is about the warning signs and cues that indicate relationships are unhealthy or disrespectful.



Pre-assessment activity:
Where are they at?

(PSC+CCT) Introduce students to the *Relationships spectrum* and discuss the differences and changes that occur in relationships when they move through the spectrum from healthy to unhealthy to abusive. Ask students to identify examples of issues in relationships that might indicate they are unhealthy or abusive.

Criteria for success: What to look for?

Can students:

- * identify situations that indicate a relationship may be unhealthy or abusive?
- * describe the characteristics of unhealthy and abusive relationships and how these differ from healthy relationships?

Exploring the concept

Teacher note: This activity requires access to an Internet enabled device.

(EU) Ask students to go to the [Cool, Not cool quiz](#) online. Ask students to go through each of the scenarios and decide whether the situation is Cool or Not Cool. Ask students to record the percentage of responses for each scenario and reasons provided for selection.

(EU) When students have completed the three sets of quizzes, discuss some of the scenarios that they felt were NOT COOL. Ask students to identify what it was about the situations that made them feel it was NOT COOL.

Criteria for success: What to look for?

Can students:

- * identify situations where abuse or a violation of rights has occurred?
- * describe characteristics of situations where the interactions may be unhealthy, disrespectful or abusive?

Putting it into practice



Check for understanding

(PSC) Introduce students to the [Power and control wheel](#). Explain to students that the wheel is a tool that illustrates the different ways an abusive partner can use power and control to manipulate a relationship.

Divide students into 8 groups and allocate each group one spokes from the wheel e.g. isolation/exclusion, peer pressure, anger/emotional, using social status, intimidation, minimise/deny/blame, threats, sexual coercion.

(PSC) Ask each group to use the *Power and control wheel* to learn more about the form of abuse they have been allocated and to record examples of abuse and some of the warning signals and cues to look out for if a relationship is becoming abusive.

Ask each group to report their findings to the class on. Discuss whether some spokes are more harmful in a relationship than others. Ask students to suggest reasons for this.



Adjustment strategies

Process: The activity could be set up as a jigsaw activity where students move between expert and home groups rather than all groups reporting back to whole class.

Product: Students could develop a written report to be shared as a class resource.

Criteria for success: What to look for?

Can students:

- * describe examples of unhealthy and abusive behaviour in relationships?
- * identify cues and warning signals that indicate a relationship may be unhealthy or abusive?

Handouts

[Relationship spectrum – Love is respect](#)

[Power and control wheel](#)

Resources

[That's not cool website](#)

[ReachOut.com Abusive relationships fact sheets](#)

[Building Respectful Relationships – Victoria](#)

CONCEPT 2.3 RESPONDING TO UNSAFE SITUATIONS

FOCUS QUESTION: IF I AM A BYSTANDER, WHAT STRATEGIES CAN I USE WHEN I WITNESS VIOLENCE OR VIOLENCE-SUPPORTIVE ATTITUDES OR BEHAVIOURS?

* *Activity overview*

Learners explore appropriate responses for bystanders to challenge sexist and violence-supportive attitudes or violent behaviours

* *Relevant curriculum links*

Health and Physical Education

Achievement Standards

Students critically analyse contextual factors that influence identities, relationships, decisions and behaviours

Students evaluate the outcomes of emotional responses to different situations

Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations

Students apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing

Content descriptions

Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPS098)

Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk (ACPPS091)

Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)

General capabilities

Personal and social capability

Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations (PSC-BCRA)

Reflect critically on their emotional response to challenging situations (PSC-RE)

Ethical understanding

Investigate reasons for clashes of beliefs in issues of personal, social and global importance (EU-RED)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

Seek solutions and put ideas into action (CCT-IDEAS)

Literacy

Interpret and analyse learning area texts (LIT-TEXT)

Information and communication technologies

Select and evaluate data and information (ICT-INV)

LEARNING SEQUENCE

Activity description

Learning intentions

Explain to students that this activity is about what bystanders can do to challenge sexist and violence-supportive attitudes and behaviours.



Pre-assessment activity:
Where are they at?

(CCT) Ask students to recall some of the violence-supportive attitudes that condone violence against women and perpetuate gender inequalities that have been discussed previously.

These attitudes and beliefs include:

- * The main cause of violence against women is that men are unable to manage their anger.
- * Partner violence can be excused if the perpetrator regrets it.
- * Partner violence can be excused if the person is so angry they lose control.
- * Partner violence can be excused if the offender is heavily affected by alcohol.
- * Rape results from men not being able to control their sexual urges
- * A woman could leave a violent relationship if she really wanted to.
- * Family violence is a private matter to be handled in the family.
- * Women make up or exaggerate claims of partner violence in family law cases.
- * If a woman is drunk or high on drugs she is partly to blame if she is sexually assaulted.
- * Women often say no when they mean yes.
- * Women who say they were raped led the man on and later had regrets.

(CCT) Discuss how these attitudes create gender inequalities and condone violence against women by trivialising, playing down, justifying, excusing or shifting blame.

Criteria for success: What to look for?

Can students:

- * recall a range of attitudes and beliefs that drive gender inequalities and condone violence against women?
- * describe the link between these attitudes and gender inequalities?
- * recognise how these attitudes condone violence against women?

Exploring the concept

(LIT) Watch the [Hey mate series of videos](#) developed by White Ribbon Australia. Ask students to identify how the bystanders challenged the inappropriate behaviour.

Now ask students to go to *The Line* website and read the text conversation [You called your GF what?](#)

Explain to students that one of the ways they can prevent violence against women in society is to start challenging sexist behaviour, inappropriate comments and violence-supportive attitudes when they witness them.

Explain to students that to challenge someone about their behaviour safely they can:

- * Address the comment not the person
- * Ask a question that makes them re-think their statement
- * Use a we statement to gain support of the people around you
- * Take non-verbal action
- * Make the connection between the comment and the person's own experience.

(ICT) Direct students to [The Line website – How to guide to stepping up against sexist behaviour](#) to find out more information about each of these strategies.

Revisit the text message conversation (*You called your GF what?*) and the *Hey Mate* videos and ask students to identify which of the strategies were used in each example.

Putting it into practice

Teacher note: This activity requires students to have access to an internet-enabled device



Check for understanding

(PSC) Divide students into groups of three or four and give each group a different situation card from the [More Than a Bystander! handout](#). Each group reads through the situation and answers the first two questions e.g. for the shopping centre scenario:

What are you thinking? I think that is sexual harassment.

What are you feeling? I feel embarrassed in this situation.

(PSC) Ask groups to share their responses with the class. Ask students to describe how their thoughts and feelings might influence how they react and what they do. Ask students why it might be important to recognise how they are feeling before they decide how they will react or what they will do.

(CCT) Now ask groups to discuss the question **What would you do?** by considering the 5 strategies for challenging inappropriate behaviour discussed earlier i.e. address the comment not the person, ask a question that makes them re-think their statement, use a we statement to gain support of the people around you, take non-verbal action, make the connection between the comment and the person's own experience.

(CCT) Ask groups to share what they would do with the class. For each response discuss:

- * How might each of their responses affect the person or people involved?
- * What do you think the impact and outcome of the violence would be on all the people involved?
- * What might be going on inside the person who acts violently towards others, such as the boys in the third situation card?
- * Do people have a responsibility to get involved?
- * What are the risks in getting involved?
- * What are the advantages of getting involved?



Adjustment strategies

Process: Students could respond to the scenarios on a handout individually.

Product: Students could role-play their responses for the class

Criteria for success: What to look for?

Can students:

- * describe the thoughts and feelings of a bystander to violence?
- * recognise how their thoughts and feelings might influence their responses?
- * propose appropriate ways to respond to the situation and challenge the behaviour safely and assertively?

Resources

[Hey Mate TV Ads – White Ribbon Foundation Australia](#)

[You called your GF what?](#)

[The Line Website – How to guide for stepping up against sexist behaviour](#)

[The Conversation Guide – respect.gov.au](#)

[More Than a Bystander – Building Respectful Relationships resource – Victorian DEECD](#)

CONCEPT 2.4 SEXTING AND RELATIONSHIPS

202

FOCUS QUESTION: WHAT ARE THE SOCIAL, EMOTIONAL AND LEGAL CONSIDERATIONS WHEN CONTEMPLATING SENDING AND/OR SHARING A SEXT MESSAGE?

* *Activity overview*

Learners explore the social, emotional and legal implications of sending, receiving and sharing sext messages.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students critically analyse contextual factors that influence identities, relationships, decisions and behaviours.

Students evaluate the outcomes of emotional responses to different situations.

Students apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.

Relevant content descriptions

Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPS098)

Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk (ACPPS091)

Propose, practice and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)

General capabilities

Personal and social capability

Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations (PSC-BCRA)

Ethical understanding

Investigate reasons for clashes of beliefs in issues of personal, social and global importance (EU-RED)

Distinguish between the ethical and non-ethical dimensions of complex issues (EU-ECC)

Information and communication technologies

Apply personal security protocols

independently apply appropriate strategies to protect rights, identity, privacy and emotional safety of others when using ICT (ICT-PSP)

Identify the impacts of ICT in society

assess the impact of ICT in the workplace and in society, and speculate on its role in the future and how they can influence its use (ICT-IIS)

LEARNING SEQUENCE

Activity description

Introducing the concept

Explain to students that this activity is about the impacts and implications that can result from sharing personal information and images online.



Pre-assessment activity:
Where are they at?

Explain to students that they are going to be doing a blind vote activity where they will respond to a number of statements without knowing how other students are responding. Ask students to put their heads down on their table and close their eyes.

Read the following statements out and ask students to raise one hand and make a fist if their response is 'no' and raise one hand and give a thumbs up if their response is 'yes'.

- * Do you think it is dangerous to send an explicit picture of yourself to your boyfriend or girlfriend as a "sext"?
- * Do you think it is OK to show an explicit photo of your boyfriend or girlfriend to your best friend?
- * Do you think it is OK to share an explicit image of someone else if it has been shared with you?

Record the number of "yes" and "no" responses for later in the lesson.

Criteria for success: What to look for?

Can students:

- * understand the risk of sharing explicit photos with others?
- * perceive problems with showing or sharing explicit photos of others?

Exploring the concept

Show the class the video [Alarmed – keep your private parts private](#) from the eSafety Commissioner.

Discuss as a class what the girl's nightmare is depicting in reality.

Explain to the class that sending an intimate picture or sext to your boyfriend or girlfriend may seem like innocent flirting or just a bit of fun at the time but can have serious legal or social consequences.

Display the results of the blind voting activity to the class and discuss the results in terms of the risks and problems with sharing pictures of yourself and others.

Watch the video [Make cyberspace a better place – sexting scenario – social and legal consequences animation \(Kidshelpline\)](#)

Discuss the role different people (Amy, Patrick, Patrick's friends, students at school commenting on FaceBook) played in the situation and the possible reasons why they may have acted the way they did.

Brainstorm the social, emotional and legal consequences for each of the people involved in the situation.

Teacher note: The social implications can include loss of reputation for the person depicted in the image and/or loss of trust from parents. Loss of control of the distribution of the image—it may be found by unexpected people including future employers, future boyfriends or girlfriends or other relatives. The images may be used by others to try to harm the person or their relationships. It is also important to remember that once something is shared online it is very hard to remove it from the digital space – particularly if it has been shared beyond the original post. This means there may be implications with future employers finding old photos that have been shared. Some of the emotional implications for Amy were shame and embarrassment at others having seen her photo. She was also very anxious about how people would react and didn't want to go to school and face them.

Sexting can be a crime and the penalties can include jail and registration as a sex offender with restrictions imposed on work and travel. Taking or sending nude or sexually suggestive photos of yourself or anyone else under 18 years is illegal because it is in violation of Australian child pornography laws. The sender and receiver can both be charged, even if they agree to the picture being taken. Some states have prosecuted teens involved in sexting incidents although in some circumstances charges may less likely to be laid if the people involved consented and the images were kept private and not shared for malicious purposes.

Putting it into practice



Formative assessment opportunity

Discuss the reasons why Amy decided to send the sext to Patrick. Explain to students that they are now going to do an instant replay activity where they re-write the situation to reduce the harms experienced by each of the people involved.

Distribute the *Instant replay handout* and explain that the original situation all began from a simple text message from Patrick to Amy. Divide class into pairs and ask each pair to create a new script for the original text conversation between Patrick and Amy. In this conversation, groups need to design responses from Amy that stand up to Patrick and don't let him pressure her into sending him the photos.

Once pairs have completed their script ask them to share with another pair and discuss whether the responses are realistic and whether they would work in convincing Patrick that sexting was a no-win situation for Amy.

Criteria for success: What to look for?

Can students:

- * identify parts of the original conversation where Patrick was placing inappropriate pressure on Amy?
- * propose responses from Amy that stand up to the pressure from Patrick?

- * propose realistic responses that would make Patrick realise what he was expecting of Amy and the reasons he was giving were not appropriate?

Explain to the class that if they have shared a photo of themselves with someone and they now want to get it deleted there are ways that this can be done. Explain that the eSafety Commissioner is responsible for helping young people to have safe and positive experiences online. The [eSafety Commissioner's website](#) provides a range of resources and tools that young people can use to get help or support if they or their friends have an issue with cyberbullying, sexting or online grooming.

Direct students to the eSafety website and ask them to propose three steps that Amy could take to deal with her situation.

Handouts

[Instant Replay activity](#) handout

[So you got naked online](#) – brochures with practical tips for dealing with sexting from the Office of the Children's eSafety Commissioner

Resources

[Make cyberspace a better place – sexting scenario – social and legal consequences animation \(Kidshelpline\)](#)

[Picture this](#) (Drama activity about sexting), includes a play script, three detailed lesson plans and videos as stimulus.

[Respectful Use of Digital Technologies](#), Department of Education, Tasmania - resources to address the issues of sexting and digital circulation of inappropriate images

MODULE 3: HELP SEEKING

MODULE OVERVIEW

Learning goals

Know: The types of action that can help prevent violence and abuse

Understand: Community members have a responsibility to take action to prevent violence and abuse

Do: Critically analyse the types of help and support available in the community and propose a range of support pathways for someone in an abusive relationship

Health and Physical Education

Relevant aspects of achievement standard

Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations

Students apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing

Relevant content descriptions

Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)

Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk (ACPPS091)

Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (ACPPS096)

General capabilities

Personal and social capability

Plan, implement and evaluate ways of contributing to civil society at local, national, regional and global levels (PSC-CCS)

Formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks (PSC-CE)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

Seek solutions and put ideas into action (CCT-IDEAS)

Literacy

Interpret and analyse learning area texts (LIT-TEXT)

Compose written, spoken, visual and multimodal learning area texts (LIT-COMP)

Information and communication technologies

Understand computer mediated communications (ICT-COMM)

MODULE REFLECTION

206

After teaching the activities in this module, consider the following questions:

- * Did all students demonstrate an understanding of the key concepts?
- * What concepts within the module will I need to revisit to ensure understanding?
- * When will I/ can I revisit these concepts?
- * Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- * Which activities and tasks were most engaging and effective?
- * Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?



CONCEPT 3.1 ACCESSING HELP

FOCUS QUESTION: WHERE CAN I FIND HELP FOR MYSELF OR SOMEONE ELSE IN A VIOLENT OR ABUSIVE RELATIONSHIP?

* *Activity overview*

Learners investigate the types of help available to support people who are in violent or abusive relationships.

* *Relevant curriculum links*

Health and Physical Education

Achievement Standards

Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations

Students apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing

Relevant content descriptions

Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)

Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk (ACPPS091)

Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (ACPPS096)

General capabilities

Personal and social capability

Plan, implement and evaluate ways of contributing to civil society at local, national, regional and global levels (PSC-CCS)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Consider alternatives (CCT-IDEAS)

Seek solutions and put ideas into action (CCT-IDEAS)

Literacy

Interpret and analyse learning area texts (LIT-TEXT)

Compose written, spoken, visual and multimodal learning area texts (LIT-COMP)

Information and communication technologies

Understand computer mediated communications (ICT-COMM)

LEARNING SEQUENCE

Activity description

Learning intentions

Explain to students that this activity will help them to identify the range of help services that are available to support people who are experiencing violence or abuse in their relationships.



Pre-assessment activity:
Where are they at?

(CCT) Ask students to identify different sources of information they could access to find help and support if they were experiencing violence or abuse in a relationship.

Encourage students to think broadly in terms of people, services, Internet sites, organisations etc.

Criteria for success: What to look for?

Can students:

- * identify appropriate sources of help and support for those experiencing violence and abuse?

Exploring the concept

(CCT+ICT) Revisit the scenarios from the previous activity on the *More Than a Bystander!* handout. For each of the scenarios ask students to identify where the person experiencing violent behaviour could go to get help, support and advice.

Teacher note: For some scenarios you may need to direct students to do an Internet search to locate appropriate services.

The following websites include links to different services, Internet sites and other useful links:

[The Line](#)

[Our Watch](#)

[ReachOut.com](#)

[White Ribbon Australia](#)

[Tasmanian services](#)

Putting it into practice



Check for understanding

Divide students into groups of 3 and read out the following unfinished story:

Imagine that Robbie has been your best friend since you both started high school together. Lately Robbie has been really quiet and has been missing school a lot. Today Robbie didn't turn up at school and you had a really important Maths test. On your way home you decided to drop around to Robbie's house to see what's going on. When you walk down the front path you hear Robbie's dad yelling really loudly and then you hear something smashing on the floor ...

(CCT) As a class discuss the following questions:

- * what factors should you consider when deciding what to do? e.g. your own safety, the safety of Robbie, who else might be in the house.
- * how might you react in this situation?
- * what can you do to help Robbie in this situation?
- * who else might be able to help in this situation?

Continue reading out the next part of the story:

You decide not to go into the house and you head straight home. You're not sure what to do and you worry about it most of the night. You decide that you have to do something when you get to school the next day ...

When you get to school the next morning you find Robbie sitting in the corner of the playground. You go over and say ...

(LIT+CCT) Ask groups to write a script of what they would say to Robbie and how the conversation might go. Share the conversations with the rest of the class and ask other groups to provide suggestions for how Robbie might react and what else could be said.

Read out the final part of the Unfinished story:

Robbie tells you "Dad has a bad temper and gets really angry over the littlest things. He used to only take it out on mum but now he's starting to turn on me and my little brother. I don't know what to do but I'm scared he's going to hurt one of us really bad."

(CCT) Ask groups to put together a plan of action for how they can support Robbie to get help and support for this situation. Emphasise that the plans need to explore a range of help seeking options and take into account the appropriateness of the services, the safety of Robbie, Robbie's mum, and Robbie's little brother. Groups need to research a range of local services and online or phone services and create a list of 10 sources of help and support. Groups then prioritise the services from most appropriate to least appropriate, providing reasons for their decisions. Ask groups to share their responses with the rest of the class.

Criteria for success: What to look for?

Can students:

- * suggest appropriate conversation starters to discuss Robbie's situation?
- * propose appropriate ways to help and support Robbie?
- * evaluate the appropriateness of a range of services available Robbie could use to get help and support?

Handouts

Love is respect - [Help a friend handout](#)

Resources

[The Line – Get help](#)

[ReachOut.com](#)

[Respect – Domestic violence support](#)

[Our Watch](#)

[White Ribbon Foundation Australia](#)

[That's Not Cool website](#)

CONCEPT 3.2 ADVOCACY AND ACTION

210

FOCUS QUESTION: HOW CAN I TAKE ACTION TO PREVENT VIOLENCE AND ABUSE IN RELATIONSHIPS?

* *Activity overview*

Learners explore the role of the media in changing societal attitudes to violence against women and their children.

* *Relevant curriculum links*

Health and Physical Education

Achievement Standards

Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations

Students apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing

Relevant content descriptions

Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)

Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (ACPPS096)

General capabilities

Personal and social capability

Plan, implement and evaluate ways of contributing to civil society at local, national, regional and global levels (PSC-CCS)

Formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks (PSC-CE)

Critical and creative thinking

Identify and clarify information and ideas (CCT-INQ)

Literacy

Interpret and analyse learning area texts (LIT-TEXT)

Compose written, spoken, visual and multimodal learning area texts (LIT-COMP)

Information and communication technologies

Understand computer mediated communications (ICT-COMM)

LEARNING SEQUENCE

Activity description

Learning intentions

Explain to students that this activity is about how the media can provide positive messages about health issues or societal problems to raise consciousness and change prevailing behaviours and attitudes.



Pre-assessment activity:
Where are they at?

(CCT+LIT) Discuss where people get messages about how to behave such as billboards, advertising, magazines, family). Ask students to think of slogans or campaigns that encourage certain kinds of behaviour or choices (e.g. 'If you drink and drive, you're a bloody idiot', 'Speeding kills', 'Quit. For life').

Criteria for success: What to look for?

Can students:

- * identify where messages can be found about how to behave?
- * identify examples of health promotion slogans?

Exploring the concept

(LIT) Show the [Let's stop it at the start](#) ad and discuss the messages and slogans used in this campaign e.g. "If you think violence against women is a big problem, tackle it when it is a little one"; "Violence against women let's stop it at the start"; "Violence against women doesn't just start, it grows".

(LIT+PSC) In small groups, design five slogans that could be used to encourage certain kinds of behaviour towards others, or influence choices for respect in relationships e.g. stand up when you see disrespectful behaviour, treat your partner with respect, treat others with the respect you deserve.

Share the slogans with the rest of the class and discuss the following:

- * Who are these slogans directed at?
- * Are they intended to be used before or after violence occurs?
- * Who do these slogans suggest is responsible for stopping violence and showing respect?

(adapted from *Building Respectful Relationships*, Vic DEECD, page 98)

Putting it into practice



Check for understanding

(ICT+PSC) In the same groups students use the slogans they have developed to create a social media campaign to be run through the school's social media channels. The campaign will raise awareness about respectful relationships and aim to reduce the prevalence of violence and violence-supportive behaviours and attitudes.

Ask groups to answer the following questions to guide the development of their social media campaign.

- * What makes a relationship healthy?
- * Can you always see warning signs of disrespect or abuse?
- * Why are healthy relationships important in your school?
- * What would you like to communicate to other students, staff and the community about healthy relationships? Why is this important? How could this be communicated?
- * What change would you like to see in your school community in relation to healthy relationships?
- * What challenges are there in your community to changing how people see healthy relationships? How can you overcome these challenges?

Criteria for success: What to look for?

Can students:

- * develop appropriate slogans that target key drivers of unhealthy relationships?
- * create a campaign that is relevant and will engage the target audience?

Resources

[Lets stop it at the start](#) advertising campaign – Australian Government

[The Line](#)

[ReachOut.com](#)

[Respect – Domestic violence support](#)

[Our Watch](#)

[White Ribbon Foundation Australia](#)

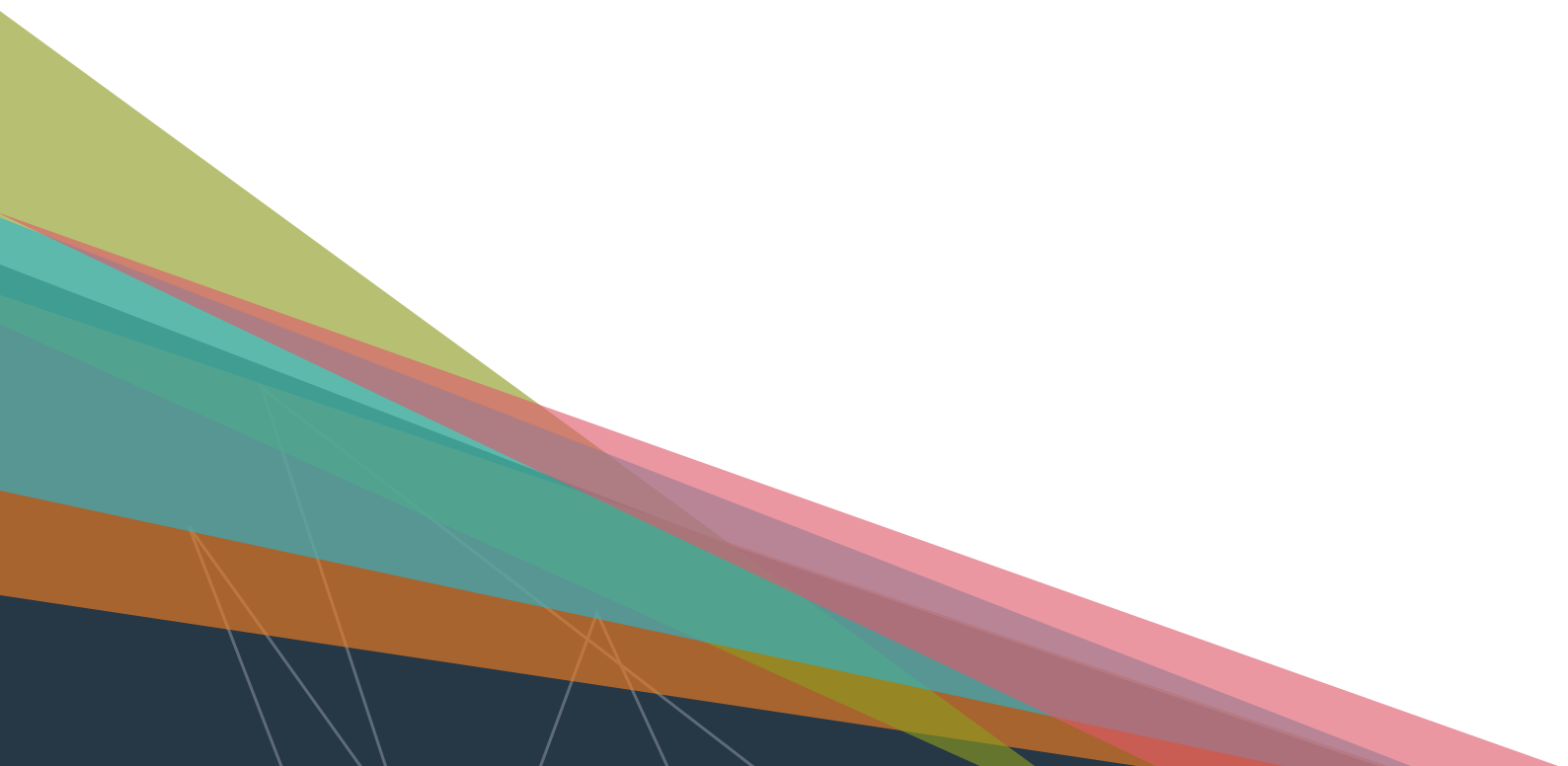
[That's Not Cool website](#)

YEARS 11-12



YEARS 11-12

214



SCOPE AND SEQUENCE

MODULE 1

Learning Goals

Know: The factors that characterise respectful intimate relationships. The range of assumptions made about gender.

Understand: Assumptions about gender can influence attitudes and behaviours. Relationships that are not respectful can be unsafe and need to be changed or ended.

Do: Analyse pervasive assumptions in society and propose ways to challenge them in their local communities. Propose strategies for managing or ending negative relationships.

Key concepts

How can I establish and maintain respectful intimate relationships?
Learners explore what makes a relationship positive, respectful and enjoyable.

How can assumptions about gender and identity be challenged by society?

Learners deconstruct gender stereotypes in the media and develop practical strategies for challenging them.

How can I manage conflicts and end relationships in a respectful way?

Learners explore a range of conflicts that are common for young people and propose practical strategies for resolving them respectfully.

MODULE 2

Learning Goals

Know: The characteristics of social situations that could become unsafe.

Understand: It can be difficult to respond immediately to a situation that becomes unsafe.

Do: Evaluate a range of ways to respond to situations where their own or others' personal safety may be at risk due to violence or abuse.

Key concepts

How can I ensure my own and others' personal safety in a range of social situations?

Learners make judgements about the levels of risk in a situation and propose practical responses to situations where personal safety is at risk.

How can I respond to and prevent violence and abuse in my own and others' relationships?

Learners explore and practise ways to respond to and prevent situations that may lead to violence and abuse.

What long term consequences to individuals and relationships result from participating in sexting?

Learners investigate how participating in sexting becomes a permanent aspect of their digital footprint and the impact it can have on them now and into the future.

MODULE 3

Learning Goals

Know: The legal rights and responsibilities in relation to reporting family violence and abuse.

Understand: Community action can be effective in changing attitudes and behaviours.

Do: Propose community based advocacy strategies to change attitudes and behaviours.

Key concepts

How and where can I find help for myself or others who may be experiencing violence or abuse?

Learners explore some of the elements to consider when supporting and helping a friend who is in a violent or abusive relationship.

How can I advocate in my community to prevent family violence and child and to better support victims?

Learners develop and implement local actions to raise awareness and dispel myths relating to family violence.

MODULE I: RESPECTFUL RELATIONSHIPS

216

MODULE OVERVIEW

Learning goals

Know: The range of assumptions made about gender. The factors that characterise respectful intimate relationships

Understand: Assumptions about gender can influence attitudes and behaviours. Relationships that are not respectful can be unsafe and need to be changed or ended

Do: Analyse pervasive gender assumptions in society and propose ways to challenge them in their local community. Propose strategies for managing or ending negative relationships

My Education

Engage in interactions and learning experiences that help build positive relationships in your life and work (ABCD-2.3.9; CSfW 2A)

Personal Pathway Planning

Relationships, Responsibility

- * Understand their legal rights and responsibilities
- * Understand the dynamics of positive relationships
- * Communicate effectively
- * Understand personal health and wellbeing issues

MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

- * Did all students demonstrate an understanding of the key concepts?
- * What concepts within the module will I need to revisit to ensure understanding?
- * When will I/ can I revisit these concepts?
- * Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- * Which activities and tasks were most engaging and effective?
- * Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?



CONCEPT 1.1 UNDERSTANDING RESPECTFUL RELATIONSHIPS

218

FOCUS QUESTION: HOW CAN I ESTABLISH AND MAINTAIN RESPECTFUL INTIMATE RELATIONSHIPS?

* *Activity
overview*

Learners explore what makes a relationship positive, respectful and enjoyable.

* *Relevant
curriculum
links*

My Education

Exploring values – Year 11

Learners explore their personal values. They consider the complex nature of having a range of values and how a combination of values defines who they are.

Personal Pathways Planning

Relationships, Responsibility

Understand their legal rights and responsibilities

Understand the dynamics of positive relationships

Communicate effectively

Understand personal health and wellbeing issues

LEARNING SEQUENCE

Activity description

Learning intentions

Explain to students that this activity is about exploring the qualities and skills needed to build positive, respectful and enjoyable relationships. By the end of the activity they will have examined the qualities and skills most important for ensuring a healthy and respectful relationship.



Pre-assessment activity:
Where are they at?

Draw two columns on the board, one headed Healthy Relationships, and the other headed Unhealthy Relationships and ask students to brainstorm the characteristics of each. Record them on the board under the relevant headings for discussion later. Answers might include:

Healthy relationships

- * Having fun together
- * Mutual commitment and honesty
- * Being able to spend time with your friends and on your own
- * Sharing responsibilities
- * Being kind
- * Respecting differences
- * Treating each other equally
- * Using each other's strengths

Unhealthy relationships

- * Being scared, frightened, anxious or tense when a partner is around
- * Disagreeing or arguing a lot
- * Frequently breaking honesty, commitment or trust boundaries
- * Difficulty in communicating
- * A partner is constantly checking up on you
- * Feeling manipulated
- * Being isolated by a partner who doesn't want you to see your friends and family

- * A partner starting to abuse you physically, sexually, emotionally, socially or financially

Criteria for success: What to look for?

Can students:

- * describe the qualities of healthy and unhealthy relationships?
- * identify feelings associated with being in a healthy or unhealthy relationship?

Exploring the concept

Read through the information about [Healthy relationships](#) and [What should I look for in a partner](#).

Set up the Relationship continuum in the classroom by allocating one side of the room as *Most Important* and the other side as *Least Important*. Explain to students that they are going to examine what makes a healthy relationship. They will do this by ranking the skills and qualities that can build positive, respectful and enjoyable relationships along a continuum from most important in a relationship to least important in a relationship.

Distribute one of the *Skills and qualities cards* from the *Relationship Continuum handout* to each student and ask them to place their card along the continuum to indicate the level of importance they believe that skill or quality has in creating a positive, respectful and enjoyable relationship.

Once all of the students have placed their cards, ask students to look along the continuum and identify any cards that they would like to move further up or down the continuum. Ask students to explain why they believe that skill or quality is more or less important. Once they have provided their explanation ask the class whether they agree with moving the card. Continue this process until the class is satisfied with the order and placement of cards on the continuum.

Ask the class whether they think cultural context would alter the placement of any of the skills and qualities along the continuum. Ask students to give examples and provide explanations for their responses.

Discuss with students whether the ranking of these qualities and skills would be the same for non-intimate relationships such as peer friendships, parent-child relationships, or the relationships between members of the school community. How would the rankings change and why?



Adjustment strategies

Content/Process: Students can be given blank cards and brainstorm their own qualities and skills for positive relationships and then place them in order on the continuum.

Process: Students complete ordering on the continuum individually and then present their ranking in small groups and arrive at a combined ranking.

Putting it into practice



Check for understanding

Emphasise to students that a relationship should make them feel good about themselves, feel good about the other person, and feel good about the relationship. When a relationship is unhealthy the feelings they have about themselves, their partner or being part of the relationship will not usually be positive.

Now explain to students that they are going to examine some situations that can often occur in relationships, and they will be identifying the skills and qualities from the previous activity that are either evident or diminished in the situation and exploring how this would make each of the parties feel about themselves, each other and the relationship.

Read out the following situations and discuss which skills or qualities are evident or missing, and how each party might feel about the situation:

- * A partner cheated on you
- * A friend or partner lied to you
- * A friend or partner was spreading gossip about you
- * A friend or partner supported you through a family problem
- * A friend or partner helped you deal with a difficult situation at school
- * A friend or partner broke a promise they made to you
- * A friend or partner told you a secret that shocked you

Discuss whether there are any situations that might occur in a relationship that are irreparable – once they occur the relationship is over and cannot be maintained. Ask students to identify the types of situations that cause a break down in a relationship. Reflecting on the skills and qualities continuum are there any that the group wishes to move given their new thinking about causes of relationship breakdown. Discuss which ones and why.

*Teacher note: It is important not to assume that all violent or abusive behaviour is perpetrated by males on females. **The research suggests that 1 in 3 victims of family violence are males.** When discussing violence it should be made clear no violence is acceptable regardless of the who the perpetrators or victims are.*

Criteria for success: What to look for?

Can students:

- * provide a valid description of how a person would feel in each of the situations?
- * identify the skills and qualities that are effected within each of the situations?
- * reflect on the important skills and qualities that maintain a healthy, positive and respectful relationship?

Handouts

[Relationship continuum](#) handout

Resources

[Relationships: the good, the bad and the ugly](#)

[Love: The good, the bad and the ugly](#) website

[My Education Student Resources](#)

[My Education – Year 11 – Exploring values module](#)

CONCEPT 1.2 RESPECT, GENDER AND POWER

FOCUS QUESTION: HOW CAN ASSUMPTIONS ABOUT GENDER AND IDENTITY BE CHALLENGED BY SOCIETY?

Pre-activity preparation: Ask students to collect examples of gender stereotypes that are portrayed through TV shows, movies, TV ads or song lyrics and bring them to class.

* *Activity overview*

Learners deconstruct gender stereotypes in the media and develop practical strategies for challenging them.

* *Relevant curriculum links*

My Education

Positive self talk – Yr 11

Work with roles, rights and protocols – Yr 12

Gender in the workplace – Yr 12

Personal Pathways Planning

Identity, Responsibility, Relationships

Reflect upon their identity

Make informed decisions based on a process of analysis, inquiry, action, reflection and learning evaluation (metacognition)

Understand the dynamics of positive relationships

Communicate effectively

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about gender stereotypes and how they are conveyed in our society. During this activity they will learn to deconstruct gender stereotypes in the media and will develop practical strategies for challenging inappropriate and sexist behaviour in society.



Pre-assessment activity:
Where are they at?

Ask students in small groups to brainstorm *What does it mean to act like a man?* Ask groups to share their ideas with the class and discuss the words and expectations that groups identify. Compare the similarities and differences between groups' responses and examine the reasons that might account for these similarities and differences.

Discuss where they learn how men should act. Explain that boys are expected to adopt these attitudes and behaviours as they become men in society and that men and boys are not born this way; these roles in society are learned.

Undertake the same brainstorm now for the question *What does it mean to act like a lady?*

Discuss:

- * How do these stereotypes affect relationships?
- * Are there situations in which trying to live up to the stereotypes would be unhealthy for relationships? Why?
- * Could trying to conform to these stereotypes limit possibilities? If so, how?
- * How could the perpetuation of these stereotypes hurt other people?

Criteria for success: What to look for?

Can students:

- * Describe the impact that conforming to stereotypes can have on individuals and their relationships?

Exploring the concept

Watch the [Let's stop it at the start](#) TV commercial and explain to students that children from a young age start learning what it means to be a man or be a woman.

Ask students to brainstorm other examples of how they learn to act like a man or woman, e.g. subjects they are encouraged to select a school, sports and activities they participate in, roles and jobs they do in the family, TV shows and ads they watch.

Divide students into small groups and ask each student to share the examples of TV shows, ads, song lyrics, music videos that portray narrow gender stereotypes that they have collected. In groups ask students to investigate why TV, Internet sites, musicians and magazines might portray narrow gender stereotypes and how the media influences the attitudes and beliefs of young people.

In groups research the following questions for each example:

- * Who paid for the media?
- * What group/s are the media aiming to influence?
- * How does the image/song/ad/show make them feel?
- * What story or message is being communicated?
- * What information is left out?
- * What values are being communicated?

Explain to students that by understanding the influence of the media and being able to deconstruct different portrayals of gender in the media will enable them to ask questions about what they watch, see, hear, and read and the accuracy of the messages. Asking these questions helps everyone to challenge the narrow stereotypes that lead to gender inequality and the assumptions that can lead to violence and disrespectful relationships.

Ask groups to select one of the ads or songs that their group investigated. Ask students to create an "anti-ad" or an "alternative song" that challenges the gender stereotypes in their selection, altering the words and/or images to change the meaning to communicate equality and respect for women and girls.



Adjustment strategies

Content: Teachers can collect the TV ads, songs, movie clips to ensure they are at an appropriate level for learners.

Process: A scaffold could be provided for the development of the anti-ad or alternative song.

Product: Students could produce the anti-ad or alternative song using multimedia tools.

Putting it into practice



Check for understanding

Watch the [Attitudes to gender equality and violence against women](#) video from VicHealth and record the statements in the video that can lead to disrespectful and violent behaviour towards women e.g. “Right son ... you’re the man of the house now”, “If he is a wife beater why doesn’t she just leave”, “why should she get paid to go and pop out another baby”, “give her another drink and she’s all yours”. Discuss how although many people may not agree with these statements they will often stay silent which can be interpreted as agreement. Explain that these negative attitudes are perpetuated because people choose not to speak out or voice their disagreement. Explain that bystanders can have a strong influence on people’s attitudes if they call out inappropriate behaviour or comments.

Watch the [Hey Mate](#) playlist from the White Ribbon Foundation to explore how bystanders can challenge violence-supportive attitudes in social settings.

Distribute the Bystander resource – [Standing up to violence](#) from the White Ribbon website and discuss the steps that a bystander can take to make it known that they do not support violence-supportive attitudes and behaviours such as sexist jokes and insults, prejudice and stereotypical put-downs.

Ask students to select one of the comments or statements from the [Attitudes to gender equality and violence against women video](#) and, using the tips from the [Standing up to violence](#) bystander resource, write a script for how they could respond

as a bystander to challenge the negative or sexist statement. Share these responses with the rest of the class and ask students to identify which suggestions were realistic responses that would not cause an escalation in the situation or put the bystander at risk.

Criteria for success: What to look for?

Can students:

- * propose appropriate responses that challenge inappropriate behaviour or comments?

Resources

Bystander resource – [Standing up to violence](#)

[What’s society got to do with abuse?](#)

[Rate a mate – Quiz about how respectful of women are your friends](#)

[TedTalk – Tony Porter – A call to all men](#)

[TedxTalk – Jackson Katz – Violence against women – its a men’s issue](#)

[Gender versus sex – The Line](#)

[Perspectives – Life for young women](#)

CONCEPT 1.3 COMMUNICATING AND MANAGING CONFLICT

224

FOCUS QUESTION: HOW CAN I MANAGE CONFLICTS AND END RELATIONSHIPS IN A RESPECTFUL WAY?

* *Activity overview*

Learners explore a range of conflicts that are common for young people and propose practical strategies for resolving conflicts respectfully

* *Relevant curriculum links*

My Education

Recognise and utilise diverse perspectives – Yr 12

Personal Pathways Planning

Relationships, Responsibility

Understand the dynamics of positive relationships

Communicate effectively

Understand their legal rights and responsibilities

Understand relevant moral, legal and ethical frameworks

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about managing conflicts in respectful ways. By the end of the activity they will have developed a bank of strategies for dealing with conflicts effectively and showing respect and empathy for the parties involved in the conflict.



Pre-assessment activity:
Where are they at?

Explain to students that the way they react to conflict has a significant impact on whether the outcome is positive or negative for themselves and others involved. Revisit the different ways that people can deal with conflicts that were explored in Year 9/10.

- * **Avoiding** - issue and relationship are both insignificant.
- * **Accommodating** - relationship is more important than the issue.
- * **Forcing** - issue is more important than the relationship.
- * **Compromising** - cooperation is important (give a little, get a little).
- * **Collaborating** - relationship and issue are both important but this takes more time.

Discuss the reasons people might choose each of the strategies to deal with conflict e.g. someone might choose to avoid the issue because they dislike being in confrontations. Discuss whether there are some conflict resolution styles that may be disrespectful to other parties. Ask to students to explain their responses and give examples.

Criteria for success: What to look for?

Can students:

- * identify how the style of conflict resolution used will impact on the outcome of the conflict?

Exploring the concept

Explain that all relationships will experience conflict at some time and this activity will look at some scenarios where people disagree. Explain that groups will explore ways to solve the conflict without the use of aggression, power or insult.

Emphasise that it is possible to resolve conflicts by negotiating or reaching a compromise.

Divide students into small groups. Distribute one of the scenarios from the *conflict resolution handout* to each group so that you have two groups looking at the same scenario allowing suggested resolutions to be compared. Give each group a copy of the *conflict resolution tips* and ask groups to propose what each person in the conflict scenario could do to resolve the conflict without escalating it further.

Ask groups to draft a script of the conversation that may take place to try to resolve the conflict between the parties. Discuss how the techniques and steps used may be different, depending on whether they are involved in the conflict or a bystander who has witnessed the conflict.

Ask groups to share their responses and provide other groups with the opportunity to critique the suggested resolutions and conversations.



Adjustment strategies

Content: Students could brainstorm common conflicts they have experienced and provide suggested resolutions to them

Process/Product: Groups can role play the situations and responses for the group rather than writing out their scripted conversation

Putting it into practice



Check for understanding

Explain to students that sometimes when there is a conflict in a relationship that cannot be resolved, it is necessary to end the relationship for the benefit of both parties. As a class, brainstorm situations when a relationship might need to be ended, for example they don't feel the same about the other

person anymore, trust has been broken, there may be a change in where they live or go to school, they have found someone else they are interested in, they argue all the time, it's not fun anymore.

Invite students to complete the [Relationships spectrum activity](#) and the [Are you in a healthy relationship?](#) quiz on the [Love is respect website](#) to explore where different behaviours within a relationship fall along the spectrum of healthy, unhealthy and abusive relationships.

Divide the class into groups of 4-6 students and allocate each group with one of the situations from the brainstorm. Ask each group to split into two sub-groups – group one will be playing the role of the person ending the relationship, group two will be playing the role of the other partner.

Ask group one to brainstorm a range of opening sentences they could use to break off or end the relationship in their particular situation.

Ask group two to brainstorm a range of responses a partner might give when they are told that their relationship is ending.

Ask groups in turn to role play their created conversations for the rest of the class and ask students to critique the opening sentences and responses in terms of showing respect for each other, managing conflict effectively and being assertive in what their needs are.

As a class, develop a bank of respectful ways to end a relationship.

Criteria for success: What to look for?

Can students:

- * propose respectful ways to discuss the ending of a relationship?
- * suggest realistic responses that demonstrate respect?
- * critique the appropriateness of a range of conversations to end relationships?

Handouts

[Conflict resolution](#) handout

Resources

[Love is.org – Conflict resolution](#)

[Love is.org – Should we break up](#)

[ReachOut.com – Conflict in relationships](#)

[ReachOut.com – Coping with a break up](#)

[ReachOut.com – Waking up to breaking up](#)

[Headspace - Dealing with break ups](#)

[teenhealth – How to break up respectfully](#)

MODULE 2: PROTECTIVE BEHAVIOURS

MODULE OVERVIEW

Learning goals

Know: The characteristics of social situations that could become unsafe

Understand: It can be difficult to respond immediately to a situation that becomes unsafe

Do: Evaluate a range of ways to respond to situations where their own or others' personal safety may be at risk due to violence or abuse

Module curriculum links

My Education

Identify and solve problems – Yr 12

Personal Pathways Planning

Wellbeing, Responsibility, Relationships

- * Understand the dynamics of positive relationships
- * Communicate effectively
- * Understand personal health and wellbeing issues
- * Make informed decisions based on a process of analysis, inquiry, action, reflection and learning evaluation (metacognition)
- * Understand their legal rights and responsibilities

MODULE REFLECTION

228

After teaching the activities in this module, consider the following questions:

- * Did all students demonstrate an understanding of the key concepts?
- * What concepts within the module will I need to revisit to ensure understanding?
- * When will I/ can I revisit these concepts?
- * Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- * Which activities and tasks were most engaging and effective?
- * Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?



CONCEPT 2.1 PERSONAL SAFETY AND RECOGNISING UNSAFE SITUATIONS

FOCUS QUESTION: HOW CAN I ENSURE MY OWN AND OTHERS' PERSONAL SAFETY IN A RANGE OF SOCIAL SITUATIONS?

* *Activity overview*

Learners make judgements about the levels of risk in a situation and propose practical responses to situations where personal safety is at risk.

* *Relevant curriculum links*

Personal Pathways Planning

Wellbeing, Responsibility, Relationships

Understand the dynamics of positive relationships

Communicate effectively

Understand personal health and wellbeing issues

Make informed decisions based on a process of analysis, inquiry, action, reflection and learning evaluation (metacognition)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about making judgements about the levels of risk in a situation. During this activity they will identify indicators of increasing risk in situations and propose practical and appropriate responses to situations where their own or others' personal safety is at risk.



Pre-assessment activity:
Where are they at?

Explain to students that one of the factors that help people to assess the level of risk in a situation is intuition or instinct.

Discuss:

- * What is intuition or instinct?
- * What is involved in using intuition or instinct when assessing risk?
- * What does this have to do with trusting your own judgement?

Invite students to share a situation where they have used their intuition.

Teacher note: Intuition is a feeling or hunch people may have about something. When people talk about intuition they are using the sophisticated synthesis of a lot of information and past experience. Intuition is an important aspect of being able to trust personal judgements. Therefore, it is valuable to develop an ability to recognise and use intuition.

Read out a series of scenarios and ask students to indicate using their intuition whether the situation is high risk (indicate by making a cross with the arms - no deal style), medium risk (indicate with a thumbs down), low risk (indicate with thumb pointing horizontally – hitchhiker style) and no risk (indicate a thumbs up). Select one or two students to explain their decision after each statement.

Read out the following

- * Driving around in a crowded car and not wearing a seatbelt.
- * Gangs (or individuals) carrying knives.
- * Being caught in the middle of a violent argument between two other people.
- * Running out of money when you are out.
- * Uninvited people gatecrashing a party.
- * Getting a lift home with a person you've just met at a party.
- * People coming near you who give you an uneasy feeling.
- * Older people saying things or looking at you.
- * Walking past big groups in a street or a shopping mall.
- * Someone stealing your bag.
- * Being followed (or harassed) by a group of people.
- * Waiting at the bus stop at night.
- * Walking down the road at night by yourself.
- * Being at home by yourself.
- * People getting drunk and using drugs at a party.
- * Travelling on a train.
- * Being on a railway platform at night.
- * Being approached by someone asking for money.
- * Someone driving near you and asking you to get into their car.
- * Drivers doing wheelies, screeching brakes or swerving to scare someone.

Adapted from *Personal Safety Plans* – NSW Department of Education and Training.

Criteria for success: What to look for?

Can students:

- * understand the role that intuition and instinct play in making judgements about personal safety?
- * judge the level of risk associated with a range of social situations using their intuition?

Exploring the concept

Explain to students that there are two elements that guide people when making a decision about the level of risk in a situation. These are:

- * being able to trust your own judgement (intuition and instinct)
- * taking into account what others think.

Revisit the *Indicators of risk checklist* that has been taught in previous years.

- * WHO are you with? who else is around?
- * WHAT are you doing? what are you being asked to do? what are others doing?
- * HOW are you feeling about the situation?
- * WHERE are you?
- * WHEN is this happening?

Explain to the class that when they are in a situation that could become risky or unsafe it is helpful to think about these 5 questions to work out how safe it is and whether they need to leave or respond. If there are other people in the situation, these people can become a really important part of the decision they make so they need to talk about how they are feeling in the situation.

Designate each corner of the classroom as high risk, medium risk, low risk or no risk.

Read the following scenarios and ask students to determine whether the scenario is high, medium, low, or no risk based on the *Indicators of Risk checklist*. Ask them to move to the corresponding corner of the room.

- * walking home alone at night through an unlit park
- * when affected by alcohol or other drugs

- * as a passenger in a car with a driver who is affected by alcohol or other drugs or driving recklessly
- * when your partner tells you what you can and can't wear out
- * when your partner decides what movie you go to see
- * when your partner constantly wants to know where you are and who you are with.

Invite students to justify their decisions on level of risk based on WHO, WHAT, HOW, WHERE and WHEN. Allow students to move to a different corner of the room if they feel that another student's argument of the level of risk changes their initial judgement.

Putting it into practice



Check for understanding

Explain to students that an important aspect of personal safety is looking out for each other in social situations. Explain that a big part of this involves knowing when to step in and take action to reduce the risk.

Read out the following unfinished story and stop at each point to allow students to assess the situation and discuss what they would do with a partner:

The party – setting the scene

You and a close friend are going to a party. You don't know the person having the party but your friend does. They used to go to school together a few years ago. You have agreed to leave the party together, no matter what.

At the party

8pm. *When you arrive at the party everybody seems to be having a good time. There are people up dancing and singing, and someone is taking around some food. You hang with your friend because you don't really know anybody there.*

Ask students to give a thumbs up, thumbs down or thumbs neutral for level of risk. Continue reading.

9pm. A group of people you know arrives. You start talking and joking around with them. A few people show signs of drinking too much and others seem a little happy. There are heaps of people at the party now. People are starting to mix with others and everyone appears to be settling in for a great night.

Ask students to give a thumbs up, thumbs down or thumbs neutral for level of risk. Continue reading.

10pm. You haven't seen your friend for a while. The party is getting really noisy. Small arguments have been breaking out but have eventually settled without fights occurring. A group of people has just gatecrashed the party and are looking for some action. At this point one of your friends decides to leave and offers you a lift.

Ask students to give a thumbs up, thumbs down or thumbs neutral for level of risk. Continue reading.

11pm. You still have not seen your friend. You are getting concerned because she has been gone for quite a while. You go to look for her and ask two of your friends to help. You go through the whole house and backyard area. There is still no sign of your friend. You ask people if they have seen your friend. No-one has seen her for at least an hour. Finally, you decide to look around the side of the house. You find your friend on the ground with her clothing torn and she appears to be unconscious.

Discuss the following questions as a class:

- * What would you do in this situation?
- * When would you have left the party? Why?
- * What aspects of the *Indicators of risk* should be considered when making your decision?
- * What actions would you take to look out for your friend? Why?
- * What might you or your friend consider when deciding your course of action?
- * What is the worst thing that could happen in this scenario?
- * What is the worst thing that could happen if help is not sought in this scenario?
- * Would this change your actions?
- * Imagine your friend was male rather than female. How would your answers differ?

Adapted from *Personal safety plans*, NSW Department of Education http://www.curriculumsupport.education.nsw.gov.au/secondary/pdhpe/assets/pdf/psp_009.pdf

Criteria for success: What to look for?

Can students:

- * judge the level of risk associated with a range of social situations?
- * use the *Indicators of risk checklist* to justify their judgements?

Handouts

[Indicators of risk checklist](#)

[Unfinished story](#)

Resources

[Love or control: The warning signs](#)

[Disrespect No Body – Signs to spot](#)

CONCEPT 2.2 RECOGNISING AND RESPONDING TO UNSAFE SITUATIONS

FOCUS QUESTION: HOW CAN I RESPOND TO AND PREVENT VIOLENCE AND ABUSE IN MY OWN AND OTHERS' RELATIONSHIPS?

- * *Activity overview* Learners explore and practise ways to respond to and prevent situations that may lead to violence and abuse

- * *Relevant curriculum links*
 - My Education*
Identify and solve problems – Yr 12

 - Personal Pathways Planning*
Relationships, Responsibility, Wellbeing
Understand their legal rights and responsibilities
Understand the dynamics of positive relationships
Communicate effectively
Understand personal health and wellbeing issues

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about exploring ways to respond to and prevent situations that may lead to violence and abuse.



Pre-assessment activity:
Where are they at?

View the video [Teen dating violence](#) from the [Youth say No TV](#) resource. Ask students to identify the signals that the personal safety of the girl may be at risk?

Discuss:

- * What attitudes are driving the male's behaviour in this situation?
- * What could the girl do to deal with this situation and remain safe?
- * Why do you think people choose to stay with a partner even after there have been incidents of abusive behaviours?
- * Do you think that assaults that occur within relationships should be judged and punished differently from attacks between strangers?
- * What kinds of things might indicate that someone you know may be a victim of abuse?
- * What signs would you look for?
- * What role do you think family and friends could play if they know someone is experiencing or using physical violence in a relationship?

Criteria for success: What to look for?

Can students:

- * identify signals that indicate personal safety is at risk?
- * describe strategies to manage situations where personal safety is at risk?
- * discuss the role that family and friends can play in supporting someone to manage or leave an unhealthy or abusive relationship?

Exploring the concept

Explain to students that situations often have a key point in time, a turning point or fork in the road where someone has to make a decision ... and that decision can determine the consequences of the scenario. Divide the group into small groups and allocate each group one of the [interactive videos](#) from TheLine.org.au.

Explain that each of the videos includes a situation where there is a fork in the road, a choice to be made about one or more courses of action. Each of these courses of action will have consequences, some will be positive others will be negative.

Ask each group to watch their allocated video to the point where the question is asked "Where do you draw the line?". Ask groups to debate the options and suggest what the consequences could be for each decision. Watch the remainder of the video to see how each possibility plays out. Ask groups to share their scenario and choices with the rest of the class and discuss how realistic each course of action is. Discuss whether it is harder to draw a line in some situations than in others? What makes it difficult? Can you change where you draw the line once you have drawn it?



Adjustment strategies

Content: Class can brainstorm their own situations where there has been a fork in the road and a choice to be made

Process: Download the transcript for each of the videos and use it as an unfinished story that the class discusses

Product: Students can create their own stories or scenarios to share with the class and discuss

Putting it into practice



Check for understanding

Explain to the class that there are times when bystanders also are left with a choice of stepping in to prevent violence or ignoring the cues and minding their own business. Emphasise to students that the reasons for violence and abuse thriving for

so many years includes people turning a blind eye to it and not intervening when they could have.

Explain that taking positive action as a bystander can be confronting – especially in public places or in situations when there are friendships with the people involved. However, there are some practical strategies to help intervene safely and effectively which can give them the confidence to step in and take appropriate action.

Teacher note: The following video shows a fictional scenario leading up to a rape, and may be distressing for some students. Please take this into consideration before showing the clip to your group.

Watch the video [Who are you?](#)

Discuss with the group:

- * What did you think of the video?
- * Would you have intervened if you were one of the characters? When would you have stepped in? How would you have stepped in?
- * What would stop you from stepping in if you were one of the characters?
- * Was there anything you felt the bystanders could have done better - even after the rewind when they stepped up?

Highlight the following important points for bystanders to the class:

- * As a bystander, making sure you are safe is the priority and no one should intervene in a potentially violent situation.
- * If there are people in positions of authority, such as security or staff, make them aware of the situation. Talk about the situation to others around you for backup and support.
- * If you feel safe and comfortable doing so, gently try to remove the person at risk from the threat. Confronting the perpetrator is NOT the purpose, but looking after the person you are worried about is the best thing you can do.
- * Always stay calm, and keep your tone and body language non-threatening.
- * If the situation is getting increasingly out of control, be ready to step away immediately - have an exit strategy before you go in.
- * If you are witnessing violence occurring or obviously about to occur, call 000.

Direct students to the [How-to guide to stepping up against sexist/violent behaviour](#).

Allocate students one of the [true stories](#) from the Disrespect No Body website. Ask students to identify points in the stories where bystanders could have stepped up and prevented sexist, abusive or violent behaviour. Ask students to script the conversation they would use to intervene using the steps provided on the [How-to guide](#).

Ask students to share their conversations with the class and invite the class to critique each conversation in terms of effective prevention of violence or abuse.

Criteria for success: What to look for?

Can students:

- * identify the proactive strategies bystanders can take to safely and effectively intervene in a situation of potential violence?
- * suggest appropriate responses as a bystander in a situation where violence or abuse is happening or could happen?

Handouts

Transcripts for the [interactive videos](#) from [TheLine.org.au](#)

[How-to guide to stepping up against sexist/violent behaviour](#)

Resources

[Be an active bystander](#) – White Ribbon Foundation

[Interactive videos](#) – The Line.org

CONCEPT 2.3 SEXTING AND RELATIONSHIPS

236

FOCUS QUESTION: WHAT LONG TERM CONSEQUENCES TO INDIVIDUALS AND RELATIONSHIPS RESULT FROM PARTICIPATING IN SEXTING?

* *Activity overview*

Learners investigate how participating in sexting becomes a permanent aspect of their digital footprint and the impact that can have on them now and into the future.

* *Relevant curriculum links*

My Education

Identify and solve problems – Yr 12

Personal Pathways Planning

Relationships, Responsibility, Wellbeing

Understand their legal rights and responsibilities

Understand the dynamics of positive relationships

Communicate effectively

Understand personal health and wellbeing issues

LEARNING SEQUENCE

Activity description

Introducing the concept

Explain to students that this activity is about sexting and the short and long term impacts that can result as a consequence of sharing and showing images of others and the role bystanders play in the situation.



Pre-assessment activity:
Where are they at?

Discuss what sexting is and the prevalence of sexting in the local community. Explain that surveys show that only 13% of young people have sent an intimate photo of themselves to a boyfriend/girlfriend and only 18% of young people have seen or shared an intimate photo of someone else ([Aussie teens and sexting report, ACMA](#)). Ask students to raise their hand if they have received an intimate photo online. Compare responses to the survey results of approximately 1 in 5 students.

Brainstorm how people in intimate relationships communicate using digital technologies. Discuss how the communication online may differ to communication that takes place face to face.

Ask students to describe how the Internet and mobile phones can have a positive impact on intimate relationships.

Criteria for success: What to look for?

Can students:

- * identify the ways that communication differs in online and offline situations?
- * describe the positive impact that mobile and digital technologies can have on intimate relationships?

Exploring the concept

Watch the Common Sense Media video about [Ally's story](#). As a class discuss the following questions:

- * Why do you think Ally sent the picture to her ex-boyfriend?
- * How might Ally's emotional state have contributed to her decision to send the photo?
- * Why do you think Ally regrets having sent the text?
- * What impact will the sext have on her life in the short term and in the longer term?
- * Why do you think most people send sexts?
- * How does gender play a role in sexting?
- * What kind of pressure do boys feel related to sexting?
- * What kind of pressure do girls feel?
- * Would it make a difference if someone sent a naked photo on an app such as Snapchat? Why, or why not?

Revisit the statistics shared at the start of the lesson and explain that if you send a sext to someone – there is a 1 in 5 chance that person will forward it to someone else. Ask students whether they consider that a high level of risk or not? Ask them to explain their reasons for their judgement.

Brainstorm reasons why someone who received a sext might forward it to someone else. Ask students to identify which reasons they believe are OK and which reasons are not OK to share the sext.

Teacher note: Explain to students that it is never OK to forward a sext – one reason being that it could be illegal if the person in the sext is under a certain age.

Criteria for success: What to look for?

Can students:

- * describe some of the reasons why Ally may have sent the sext even though she knew she was taking a risk?
- * identify a range of factors that influence people's decision to send sexts?
- * understand the impact of a sext being shared can have on the person in the sext?

Putting it into practice



Formative assessment opportunity

Show the video of [Jarrod's story](#) from Office of eSafety Commissioner.

Ask students to think about why Jarrod would have chosen to do nothing up until this point.

Discuss as a class some of the reasons why 'good people' sometimes do nothing. Ask students to consider:

- * What it would take for Jarrod to finally act? What action could he take?
- * What it would take for them to act if they were Mia or Caleb's friend?
- * What would be some of the reasons why they wouldn't act immediately?

Explain to the class that the emotional impacts of when a sext goes viral can be really damaging for the individual involved. Ask students to identify what some of the emotional impacts might have been on Mia. Discuss whether the class believes that these impacts would be lessened because the photo wasn't actually of Mia. Why or why not?

Explain the concept of hindsight and how after an event has happened we will often look back and wish we had acted in a different way. Ask students in small groups to use the [Rewrite Your Story](#) website to rewrite the story of either Mia, Caleb or Jarrod. Share their responses with the class.

In the same groups ask students to imagine that they are a friend of either Jarrod or Mia. Using the resources available on the Rewrite Your Story

website, ask groups to identify how, as a friend, they could support Mia and Jarrod to rewrite their story.

Criteria for success: What to look for?

Can students:

- * identify and describe some of the influences that determine whether people will make a stance when it comes to sexting?
- * propose realistic strategies for Mia and Jarrod could have dealt with the situation more effectively?
- * propose realistic strategies for supporting Mia and Jarrod to deal with the situation effectively?

Resources

[Overexposed: Sexting and relationships](#) (Common Sense Media)

[Ally's story](#)

[Rewrite your story](#) – (Office of the Children's eSafety Commissioner)

[Tagged](#) - (Office of the Children's eSafety Commissioner)

Developed by the Australian Communications and Media Authority's Cybersmart program, Tagged is a short film for teenagers that encourage students to discuss the core ethical obligations of going online. It explores issues like the widespread impact of cyberbullying, how internet users can manage their digital reputation and how online interactions may have real-life consequences. The film is accompanied by flexible lesson plans and compelling hindsight character interviews that use realistic scenarios and activities to encourage teenagers to adopt positive online behaviours that will continue into adulthood.

MODULE 3: HELP SEEKING

MODULE OVERVIEW

Learning goals

Know: The legal rights and responsibilities in relation to reporting family violence and abuse

Understand: Community action can be effective in changing attitudes and behaviours

Do: Propose community-based advocacy strategies to change attitudes and behaviours

Module curriculum links

My Education

Connect and work with others – Yr 12

Personal Pathways Planning

Relationships, Responsibility, Wellbeing, Citizenship

Understand their legal rights and responsibilities

Understand the dynamics of positive relationships

Communicate effectively

Understand personal health and wellbeing issues

Participate as active citizens

MODULE REFLECTION

240

After teaching the activities in this module, consider the following questions:

- * Did all students demonstrate an understanding of the concepts being explored?
- * What aspects of the module will I need to revisit to ensure understanding?
- * Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- * Which activities and tasks were most engaging and effective?
- * Which activities in the learning sequence will you need to adapt to ensure your learning goals are achieved next time?



CONCEPT 3.1 ACCESSING HELP AND SUPPORT

FOCUS QUESTION: HOW AND WHERE CAN I FIND HELP FOR MYSELF OR OTHERS WHO MAY BE EXPERIENCING VIOLENCE OR ABUSE?

* *Activity overview*

Learners explore some ideas and actions to consider when supporting and helping a friend who is in a violent or abusive relationship.

* *Relevant curriculum links*

My Education

Connect and work with others – Yr 12

Personal Pathways Planning

Relationships, Responsibility, Wellbeing, Citizenship

Understand their legal rights and responsibilities

Understand the dynamics of positive relationships

Communicate effectively

Understand personal health and wellbeing issues

Participate as active citizens

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about understanding some of elements to consider when supporting and helping a friend who is in a violent or abusive relationship. During the activity they will identify a range of sources of information, advice and help that can support a victim of family violence.



Pre-assessment activity:
Where are they at?

Ask the group to brainstorm a range of people and places that they can go to get advice, support and help for someone experiencing violence or abuse in a relationship. Encourage students to think broadly in terms of people, services, Internet sites, organisations etc. Record students' suggestions on a whiteboard or butchers paper.

Provide students with 10 adhesive dots and explain that they are now going to use the dots to select the sources they feel most comfortable going to for advice, help or support. To select a service they can stick one or more dots next to where it is written on the brainstorm list. The more dots they use, the more comfortable they feel using the source of support.

When everyone has used all of their stickers, explore as a class the sources of information that students feel most comfortable accessing.

Discuss:

- * which types of sources were most popular?
- * why students think those sources were more popular than others.
- * which of the sources would be the most reliable in terms of the information and support they provided?
- * which ones were the most likely to provide support to a person to leave or stop a violent relationship?

Criteria for success: What to look for?

Can students:

- * identify appropriate sources of help and support for those experiencing violence and abuse?
- * explain reasons for young people feeling more comfortable accessing help, support and advice from certain sources?
- * discuss the reliability and effectiveness of a range of services in being able to prevent or stop violence in relationships?

Exploring the concept

Explain to students that one of the myths that surrounds family violence is that a victim could simply leave a really bad relationship. Explain to students that the most dangerous time for women in violent relationships is when they try to leave.

Emphasise that the most extreme violence, including murder, often occurs when a woman tries to leave a relationship. Further explain that when it is assumed that a victim of family violence stays by choice, blame is removed from the perpetrator and the responsibility for dealing with the violence is placed on the victim.

Teacher note: It is also important to recognise that males can be the victims of family violence and that seeking help or support can be even more difficult for males, particularly if the perpetrator is their female partner. The OneinThree website has further information about male victims of family violence.

Discuss with the group:

- * What stops people in violent or abusive relationships from asking for help?
- * Why might someone who is being abused find it difficult to leave an abusive partner or take other action to protect themselves?

Encourage the group to think about the practical, emotional and other possible consequences of leaving or taking action.

Putting it into practice



Check for understanding

Allocate students one of the [true stories](#) from the Disrespect No Body website that was used in the previous activity about bystander behaviour. Explain that this time students are going to imagine that they are the friend of the person in the scenario.

Direct students to the [Helping a friend experiencing violence in a relationship](#) section of The Line.org website. Explain that students need to develop a script of the conversation as well as an action plan for how they can support their friend to access the advice and help they need to safely leave the violent relationship. Remind students to be conscious of the possible dangers the person may face when trying to leave the relationship and how these dangers could be mitigated.

Criteria for success: What to look for?

Can students:

- * propose realistic options for supporting and helping the friend to leave the relationship?
- * identify appropriate ways to mitigate the danger of leaving a violent relationship?

Handouts

[Helping a friend experiencing violence in a relationship](#)

Resources

The following websites include links to different services, Internet sites and other useful links:

[The Line](#)

[Our Watch](#)

[ReachOut.com](#)

[White Ribbon Australia](#)

[Tasmanian services](#)

CONCEPT 3.2 ADVOCACY AND ACTION

FOCUS QUESTION: HOW CAN I ADVOCATE IN MY COMMUNITY TO PREVENT FAMILY VIOLENCE AND CHILD ABUSE AND TO BETTER SUPPORT VICTIMS?

* *Activity overview*

Learners develop and implement local actions to raise awareness and dispel myths relating to family violence

* *Relevant curriculum links*

My Education

Connect and work with others – Yr 12

Personal Pathways Planning

Relationships, Responsibility, Wellbeing, Citizenship

Understand their legal rights and responsibilities

Understand the dynamics of positive relationships

Communicate effectively

Understand personal health and wellbeing issues

Participate as active citizens

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity will support students to propose, develop and implement local actions to raise awareness and dispel myths relating to family violence.



Pre-assessment activity:
Where are they at?

Re-visit the [Let's stop it at the start ad](#) and discuss the messages and slogans used in this campaign e.g. "If you think violence against women is a big problem, tackle it when it is a little one"; "Violence against women lets stop it at the start"; "Violence against women doesn't just start, it grows".

In small groups, brainstorm a range of slogans that could be used to raise awareness amongst the local community about family violence and abuse.

Share the slogans and discuss:

- * what is the key message behind each slogan?
- * who in the community needs to hear this message?
- * what is the best way to spread this message through the community?
- * who is the best person/people/group/organisation to endorse this message within the community?

Exploring the concept

Explain to students that by creating greater understanding and awareness about family violence and abuse it is possible to break down one of the greatest barriers to help seeking : stigma. Stigma prevents victims from getting the help they desperately need.

Ask students to brainstorm what it is they would like to change in order to prevent family violence and better support the victims of family violence in the community. This could include:

- * increasing the amount of funding that goes to support services or emergency accommodation locally and raising awareness about the issue of family violence amongst the school community or in the wider local area
- * making more young people aware of the help services that are available in their local area if they are experiencing partner violence
- * dispelling myths about family violence
- * challenging gender stereotypes and gender inequality.

Generate a list of common themes from the responses and record these on a whiteboard so that everyone can see them.

Ask students to nominate which themes or areas for change most resonate with them. Divide the class into groups based on these themes.

Putting it into practice



Check for understanding

Explain to groups that the scope of this module does not allow them to take on a large scale action at this stage. Ask groups to identify an action that they could initiate and implement within the next 3 weeks.

Emphasise the importance of keeping the action simple, specific and achievable. Actions could include:

- * raising awareness about the issue of family violence through a community information session run at a local sporting club
- * organising a fundraising event for a local women's shelter
- * creating digital media content that provides accurate information about family violence that can dispel myths, raise awareness and could be published on the school's website.

Distribute the handout *Action Planning template* and ask groups to use it to write their proposal for action.

Combine each group with another group and ask them to share their proposed actions. Ask each group to consider whether their partner group's actions are realistic and achievable based on the following questions:

- * Can the activities and intended outcomes be achieved in the time available?
- * Will the action be a step toward making the change that was part of the class's overall vision?
- * Are the resources needed to take the action available? e.g. video equipment, venues, etc
- * Does the action need revising? If so, how and why?

Ask groups to make any changes necessary to their Action Plans.



Adjustment strategies

Process: Students could work together on a class-based action for change.

Product: Individual students or groups could create digital content for use on the school website and on other local community websites.

Criteria for success: What to look for?

Can students:

- * develop a proposal for a realistic advocacy activity to prevent or reduce family violence in their local community?
- * implement their action plan successfully within the timeframe allocated?

Handouts

[Action planning template](#)

Resources

[Our Watch – Teens and young people what can you do?](#)

[Respect.gov.au – What can I do?](#)

[Excuse interpreter](#)

[Respect checklist](#)

[Conversation guide](#)

[SmartSafe+ app](#)

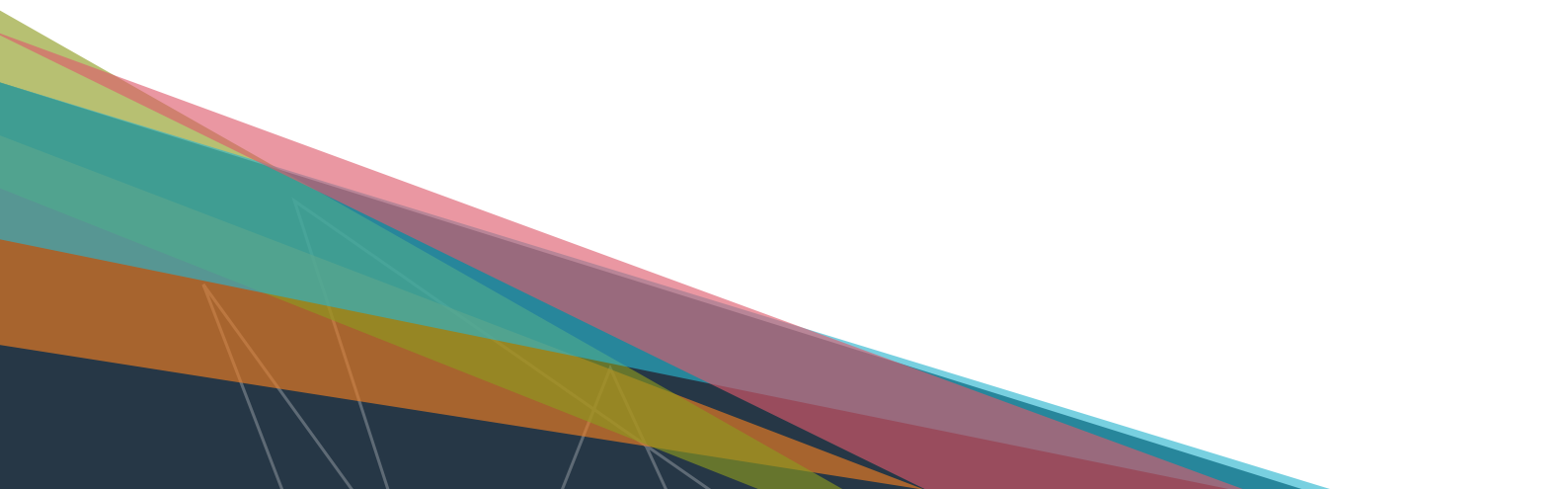
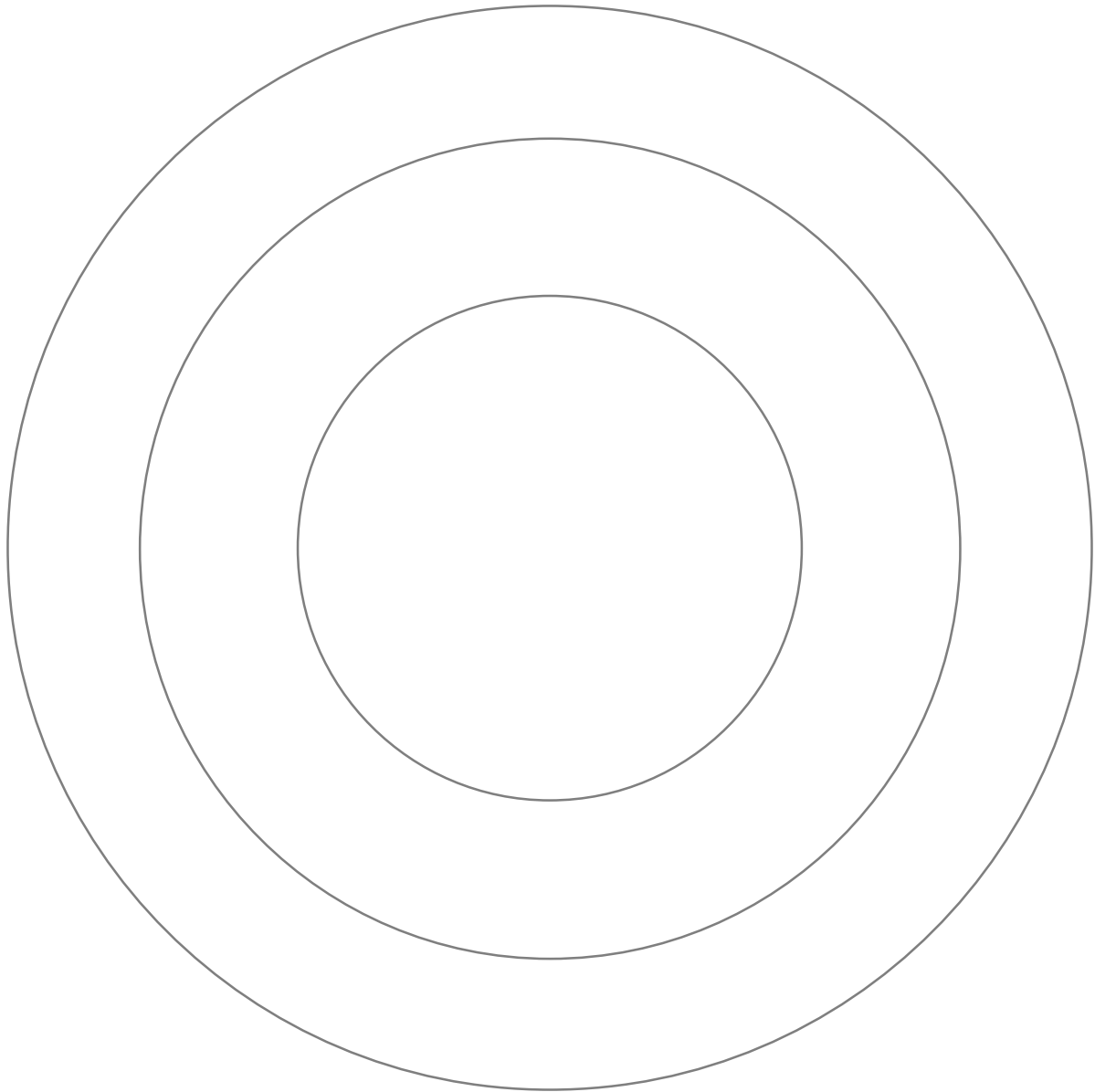
[Youth Say No – resources and brochures](#)



HANDOUTS

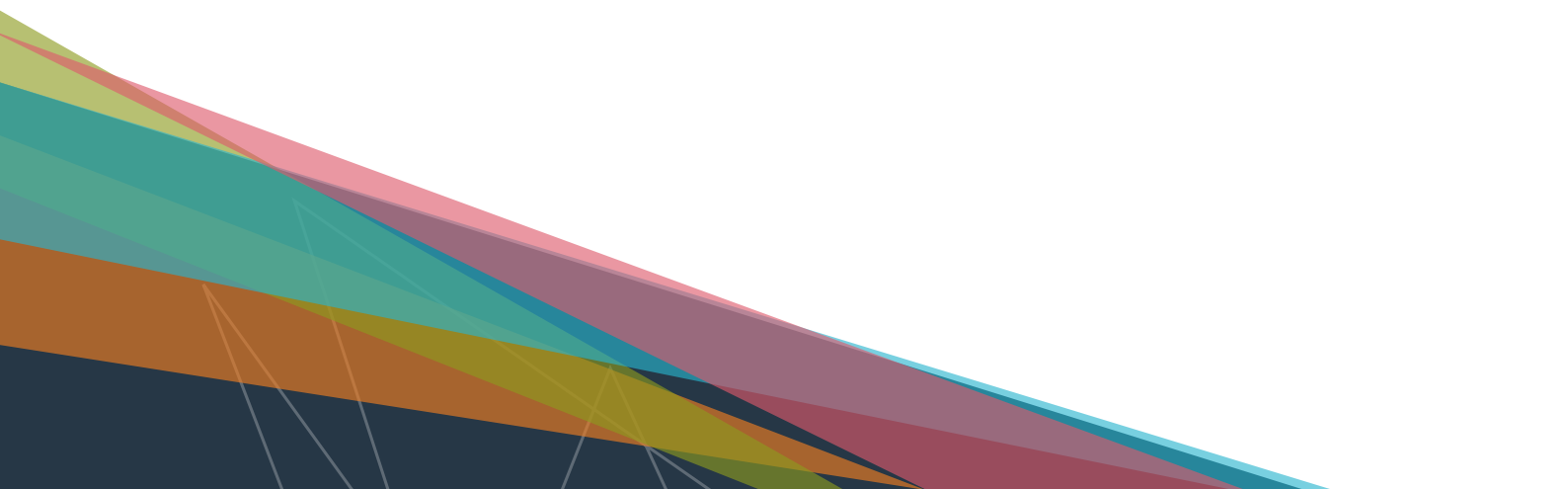
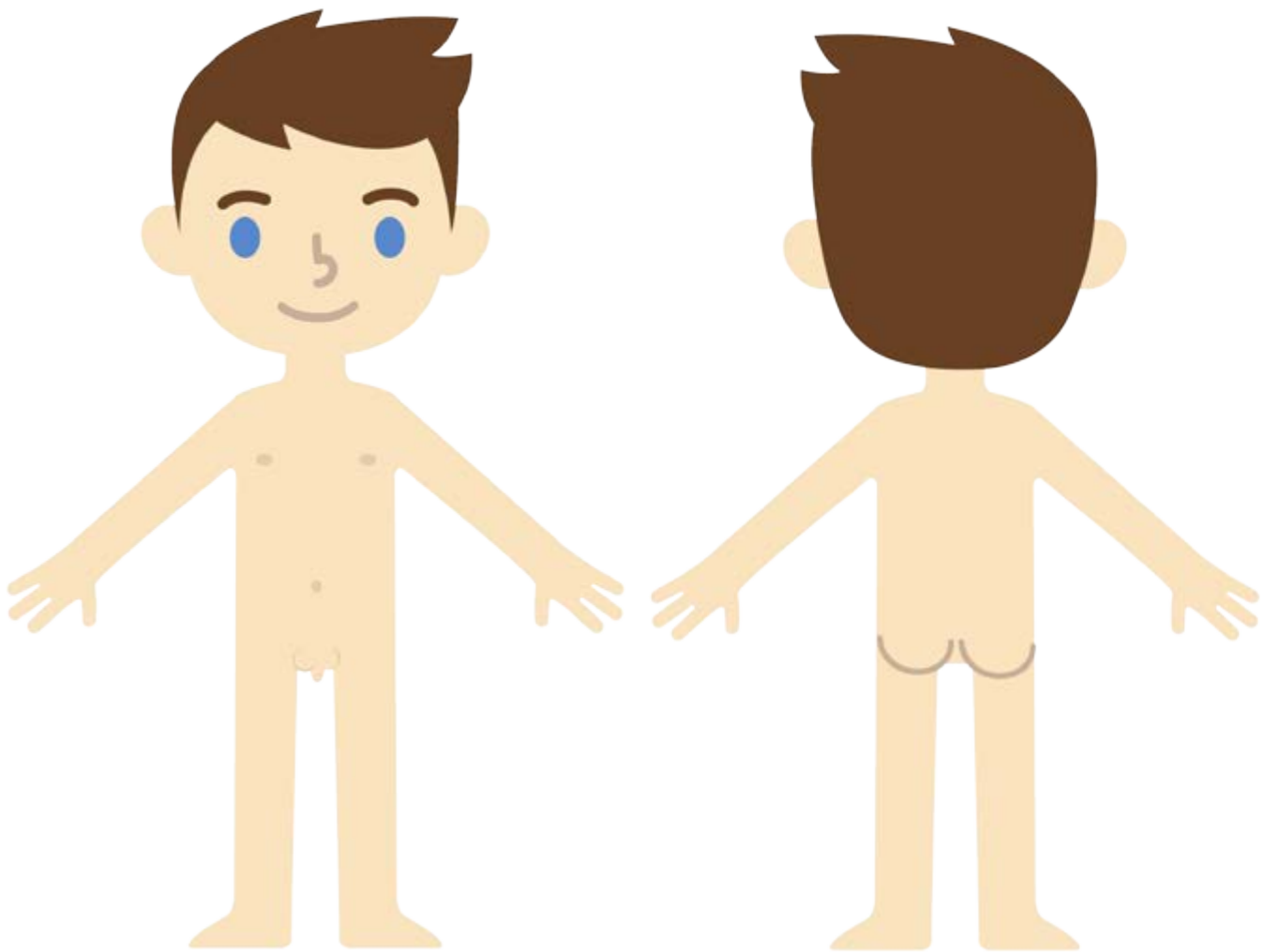
CONCENTRIC CIRCLES – WHO SHOULD WE TRUST

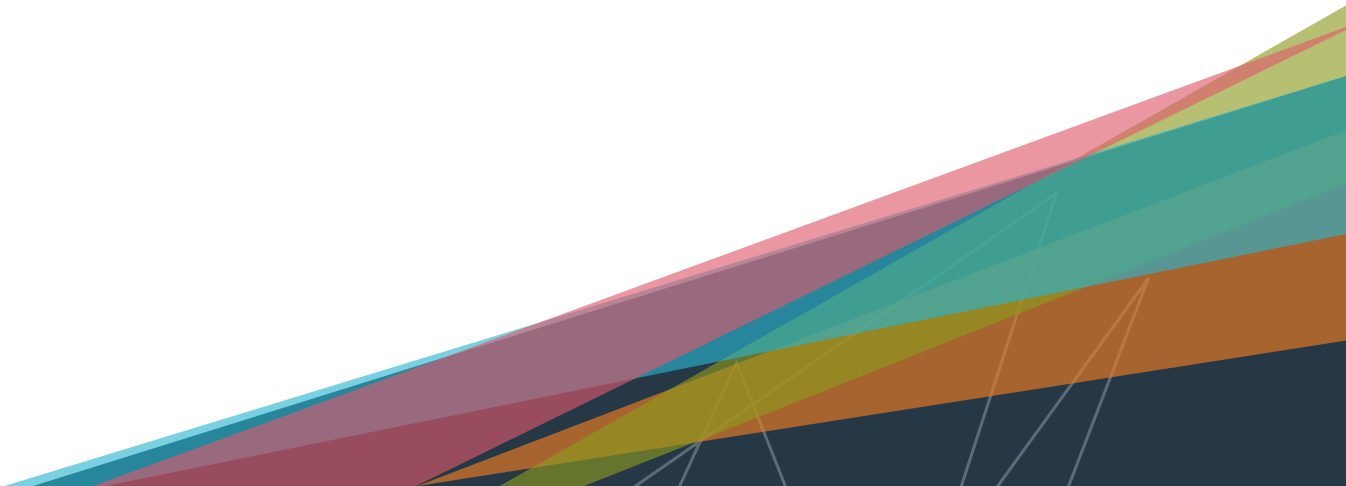
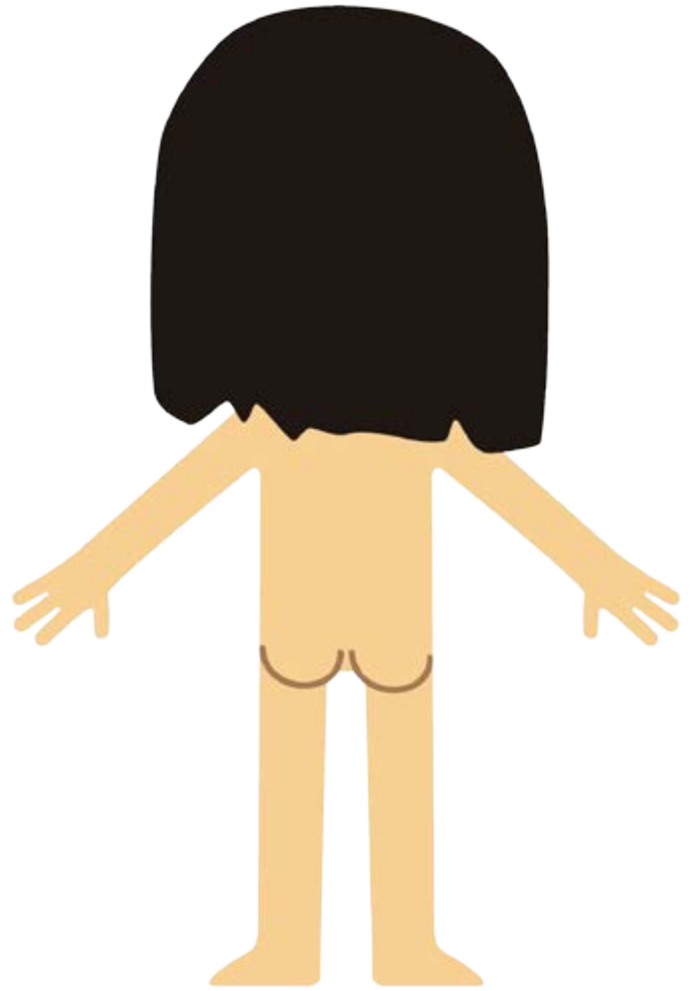
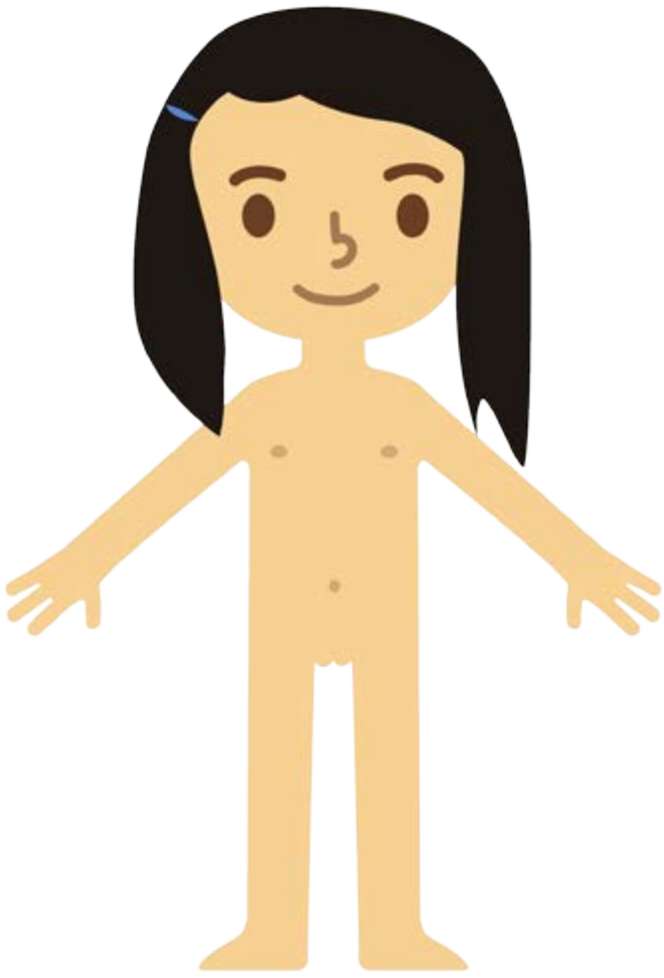
Foundation Year: Module 1- Concept 1.2



BODY PARTS

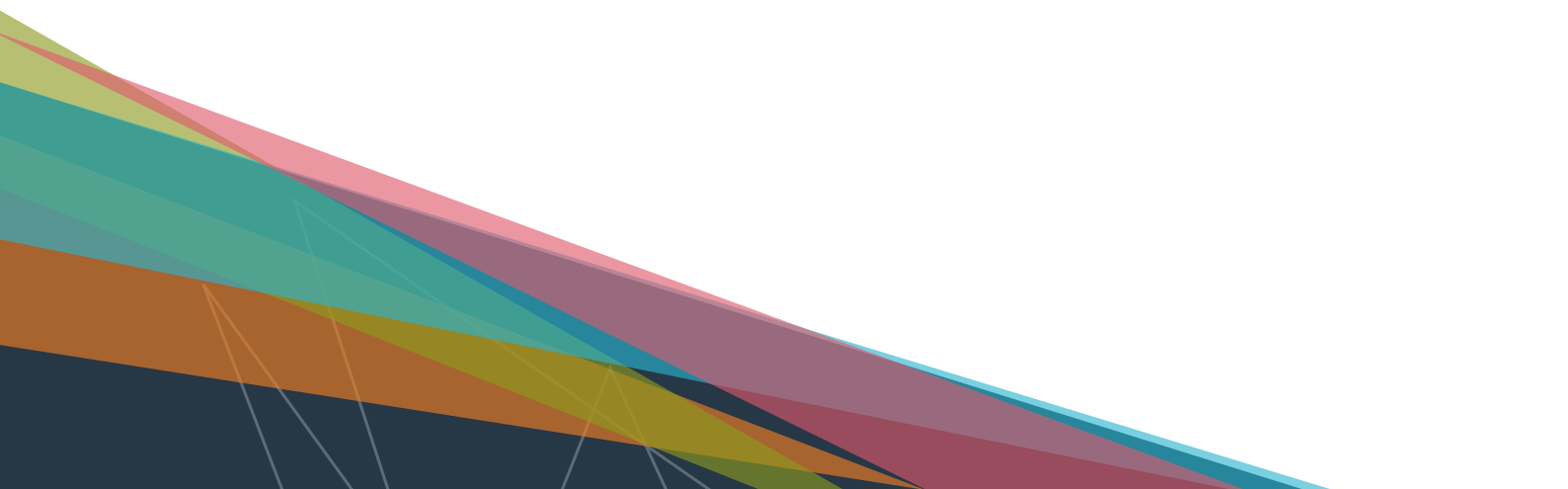
Foundation Year: Module 2 – Concept 2.1





SAD, MAD, GLAD, BAD – FEELINGS CATEGORIES

Foundation Year: Module 2 – Concept 2.2



EMOTION POEM

Foundation Year: Module 2 – Concept 2.2

(Author Unknown)

When I am sad I want to cry.

When I am proud I want to fly.

When I am curious I want to know.

When I am impatient I want to go.

When I am bored I want to play.

When I am happy I smile all day.

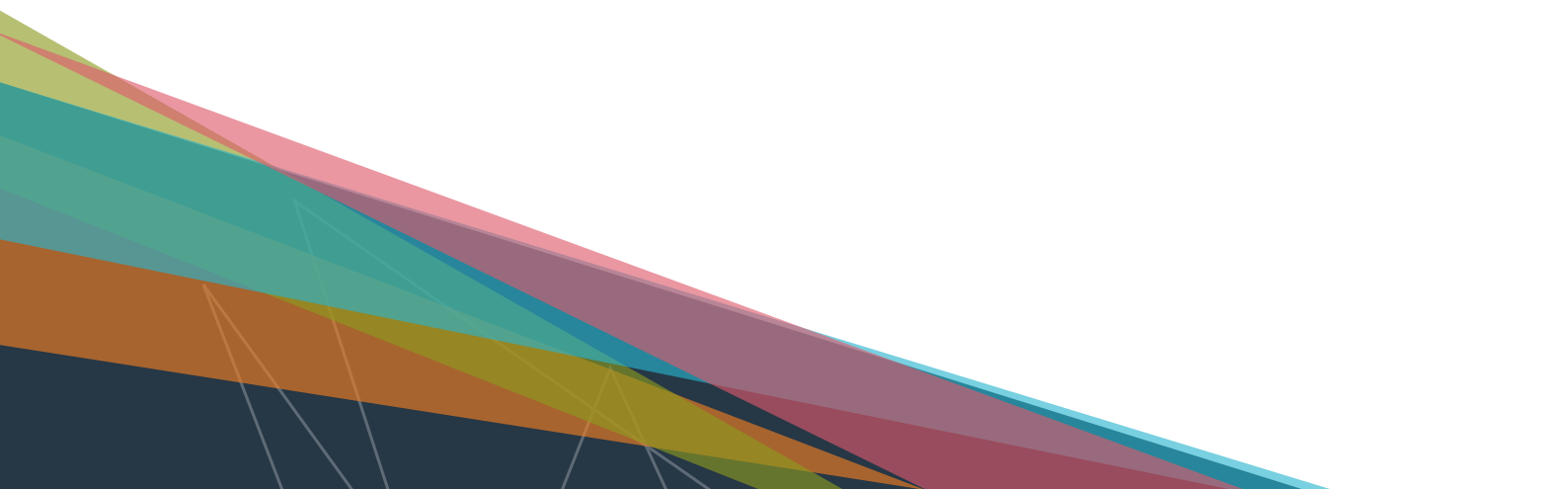
When I am shy I want to hide.

When I am depressed I stay inside.

When I am puzzled I want to shrug.

When I am loving I kiss and hug.

Source: Centre of the Social and Emotional Foundations for Early Learning <http://www.vanderbilt.edu/csefel>



RESPONDING TO UNSAFE SITUATIONS

Foundation Year: Module 2 – Concept 2.3

Playing with matches



Swimming in the ocean



Crossing the road



Accessing the medicine cabinet



A stranger approaching



RESPONSE FRAMEWORK

Foundation Year: Module 2 – Concept 2.3

Say No if you can



Leave the unsafe situation



Get help from a trusted adult.



EVERYDAY SCENARIOS AT SCHOOL

Foundation Year: Module 3 - Concept 3.1

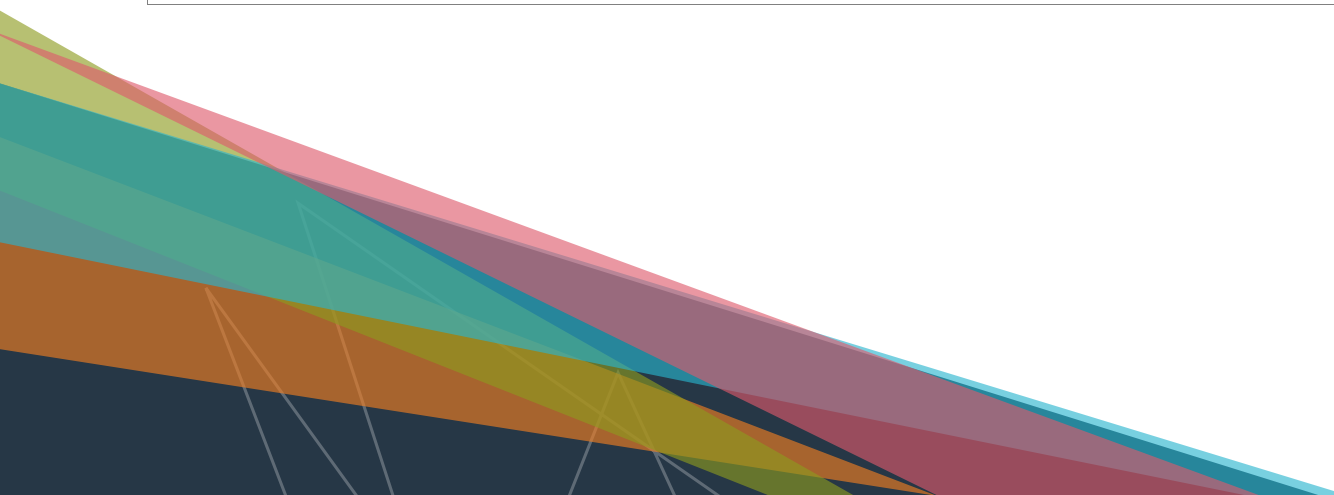
child forgetting their lunch

child has lost their school bag

child being bullied in the playground

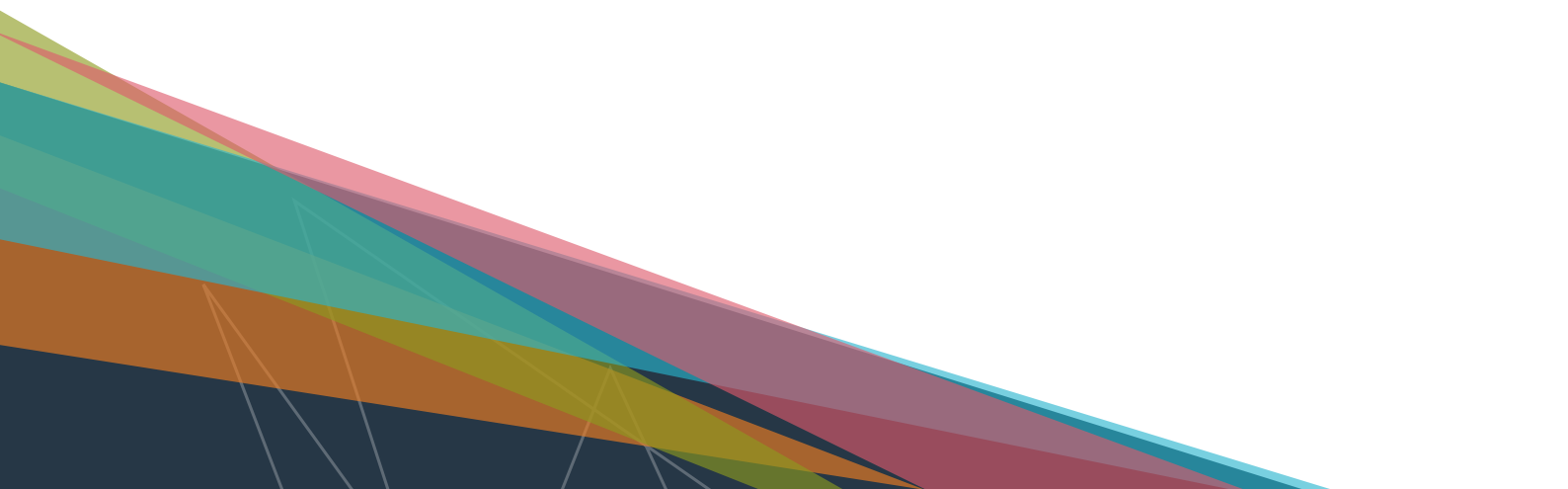
child sitting alone at lunchtime

child having their lunch taken by an older student



MY SUPPORT NETWORK AT SCHOOL

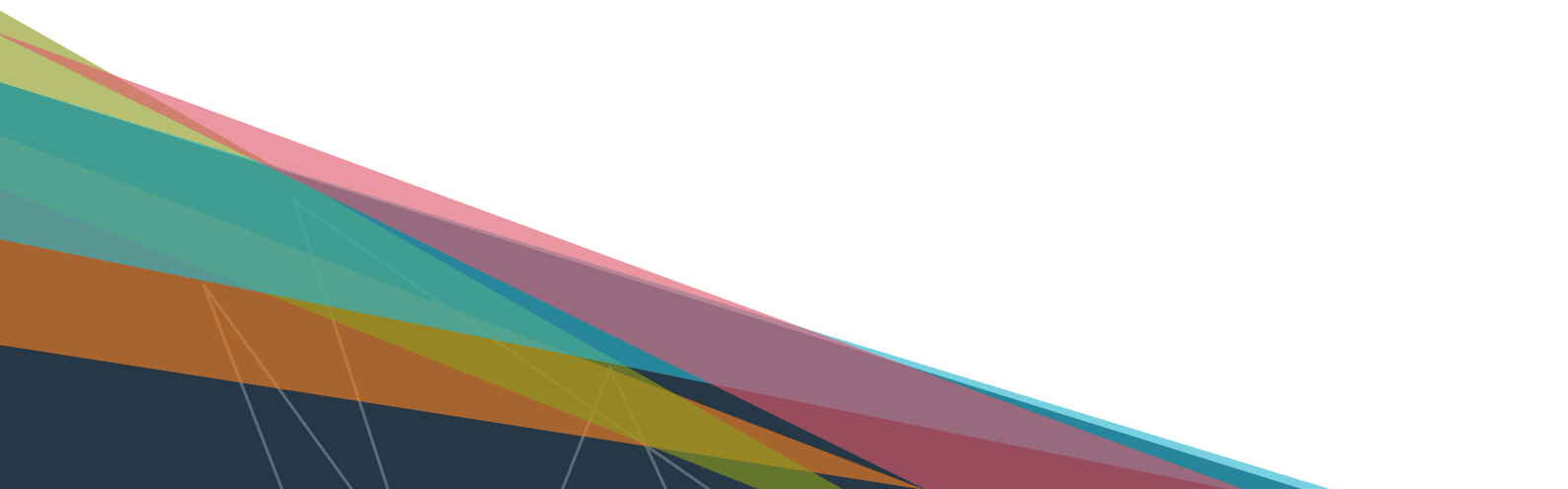
Foundation Year: Module 3 – Concept 3.1



MAP OF THE SCHOOL

Foundation Year: Module 3 – Concept 3.1

Draw a map of your school:



NOT NOW BERNARD – ALTERNATE SCENES – PERSISTENCE

Foundation Year: Module 3 – Concept 3.2



"Not now, Bernard," said his father.

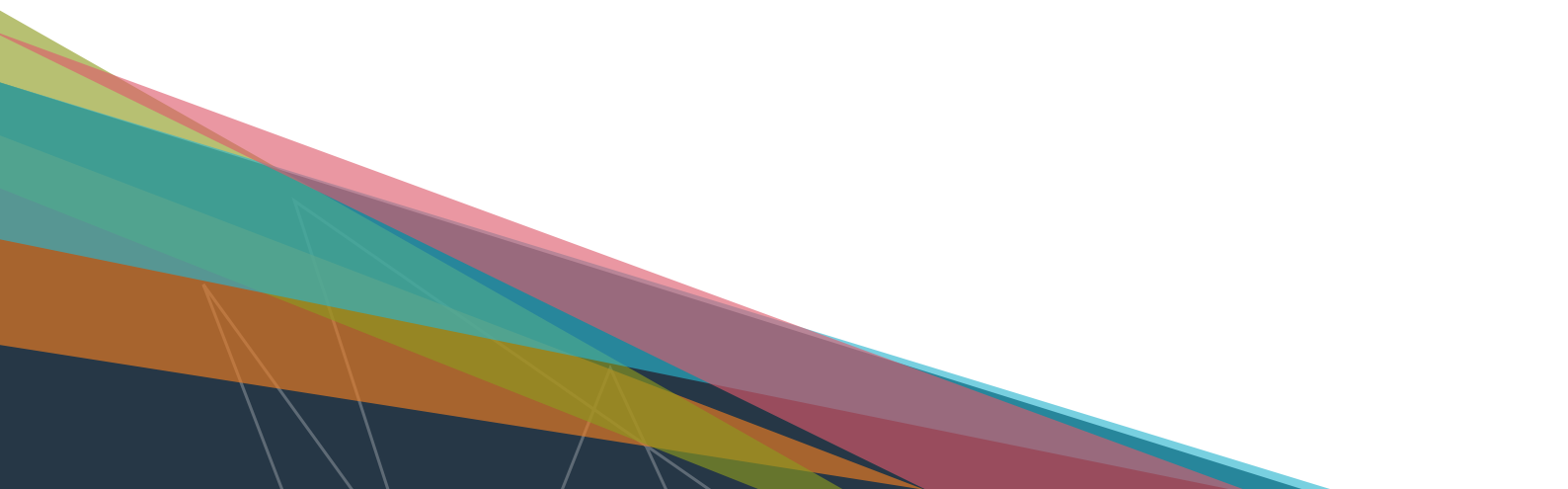


"Not now, Bernard," said his mother.

Images from Not Now Bernard by David McKee (ISBN: 9781783442904)

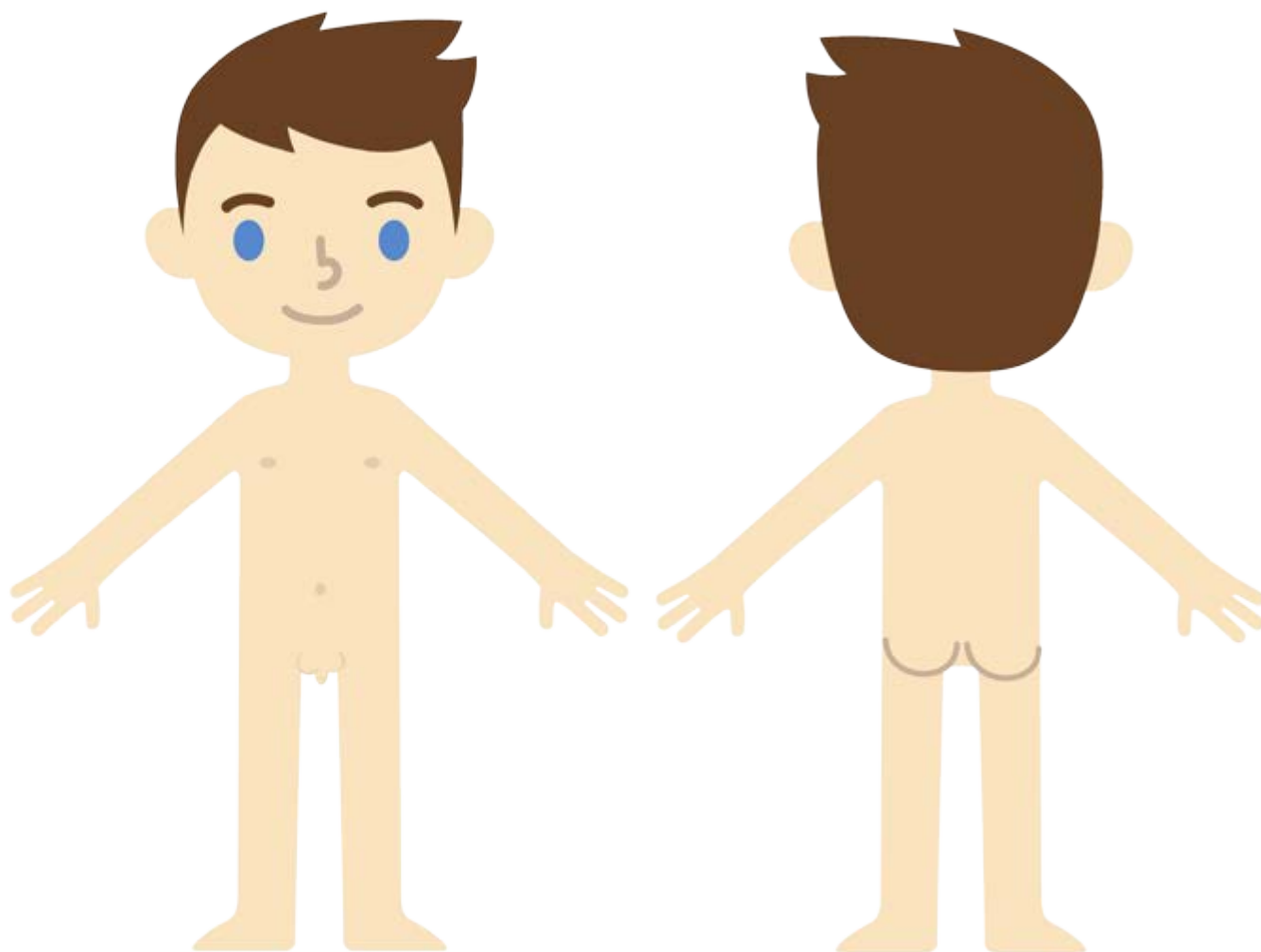
HAPPY / SAD FACE

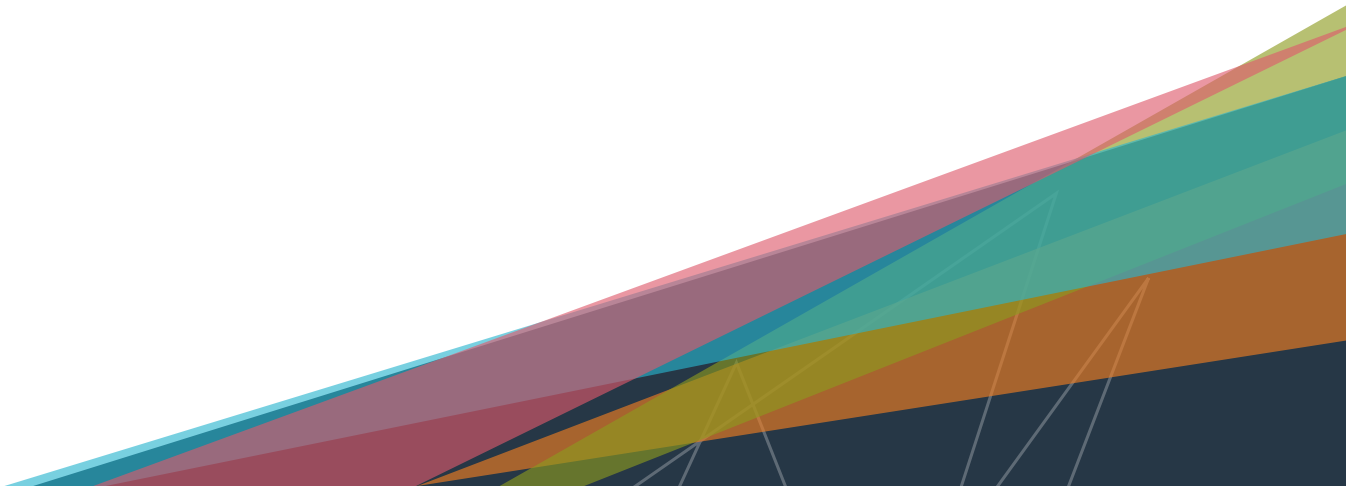
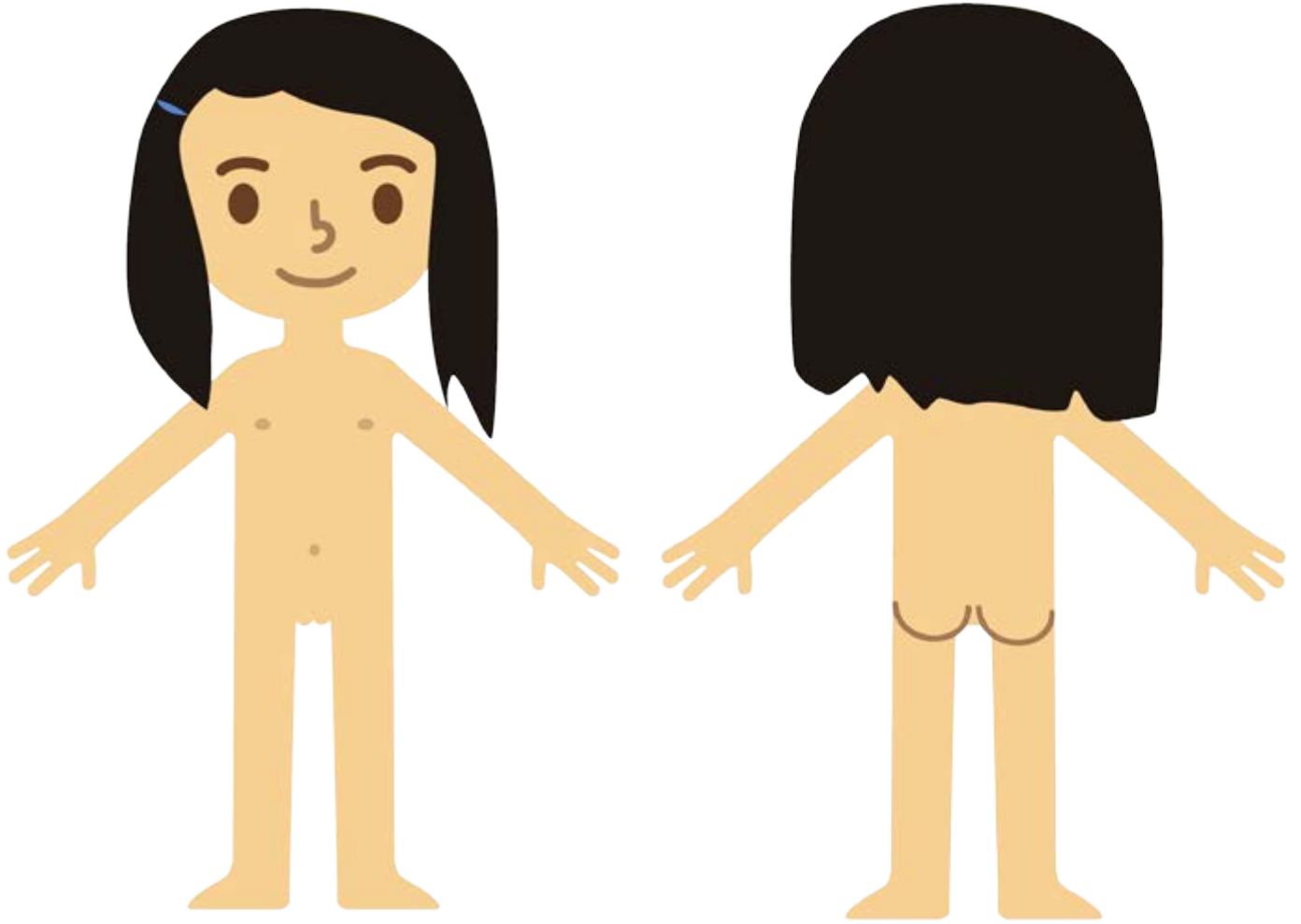
Years 1 & 2: Module 2 – Concept 2.2



BODY OUTLINES

Years 1 & 2: Module 2 – Concept 2.3





RESPONSE FRAMEWORK

Years 1 & 2: Module 2 – Concept 2.3

Say No if you can



Leave the unsafe situation

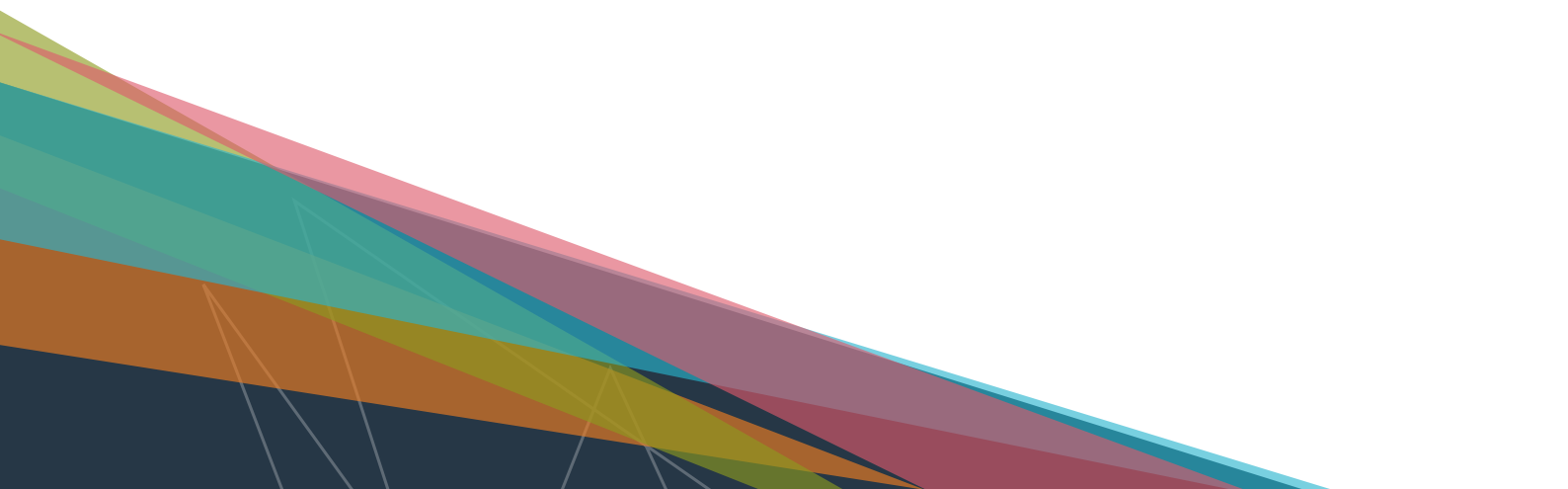
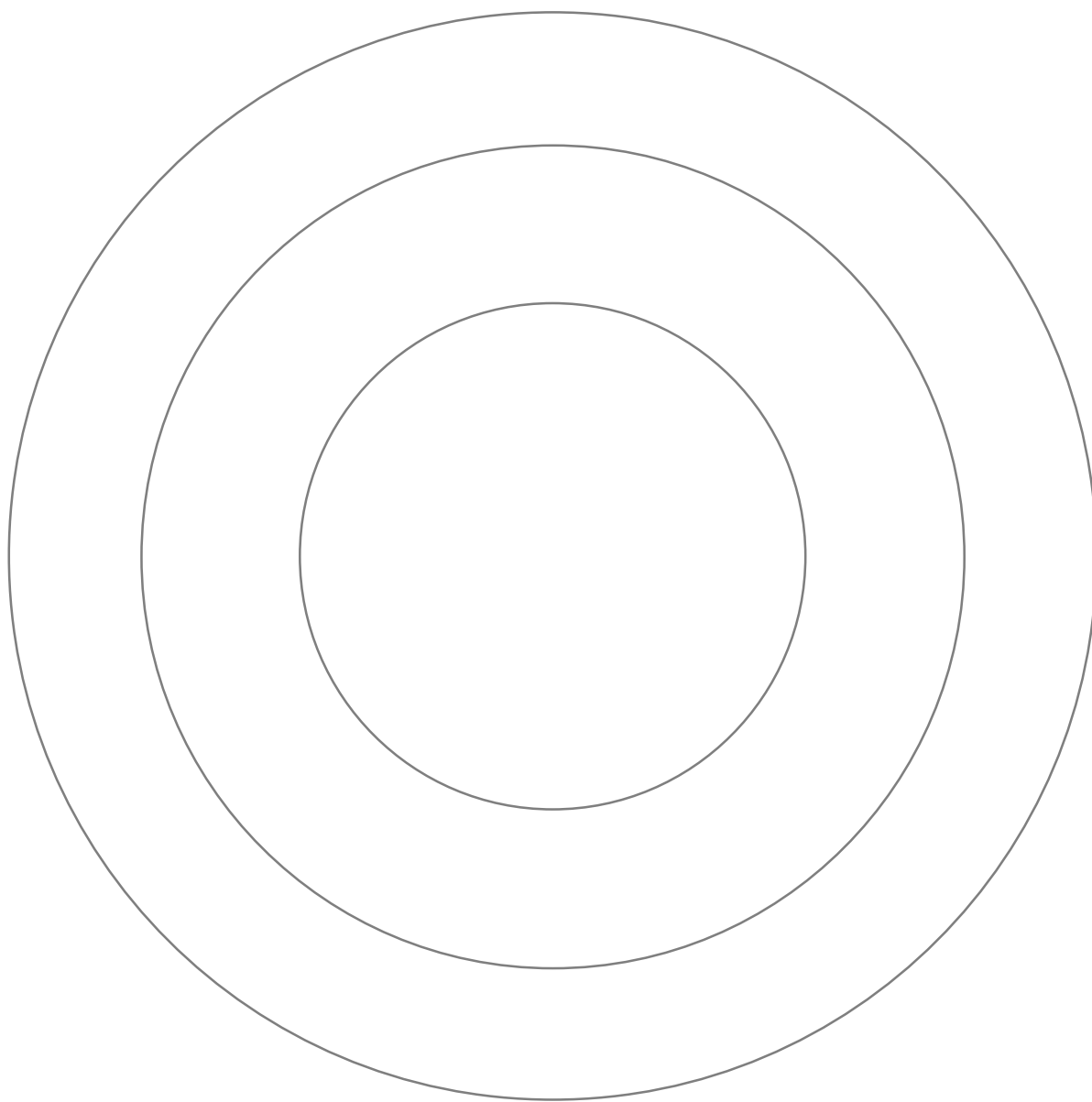


Get help from a trusted adult.



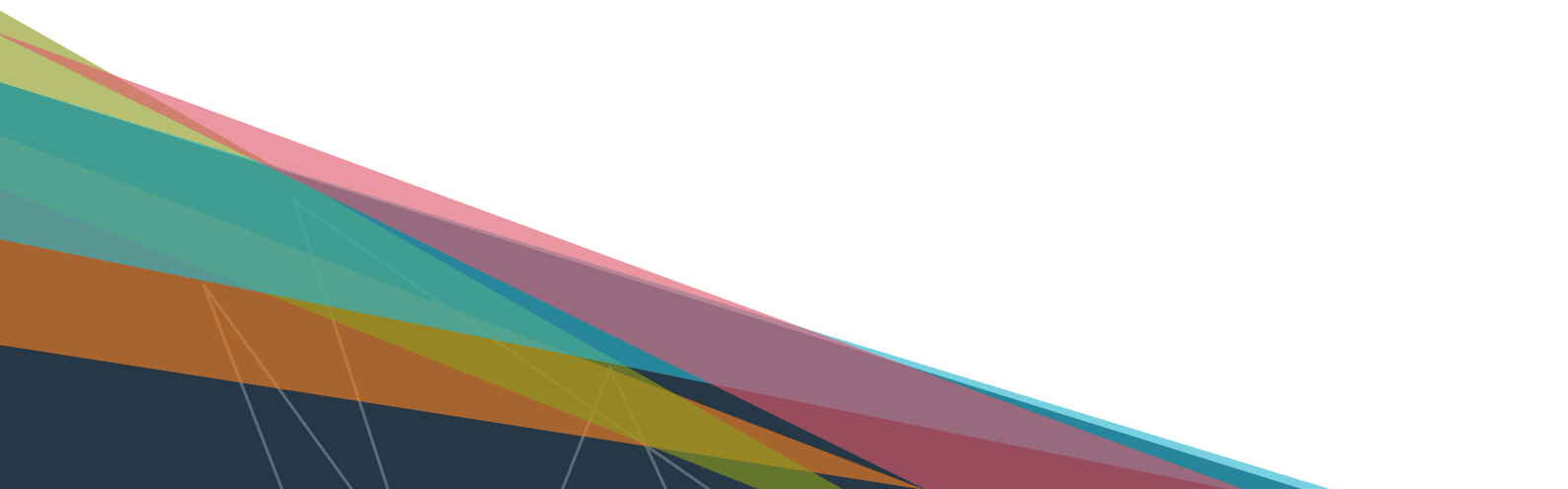
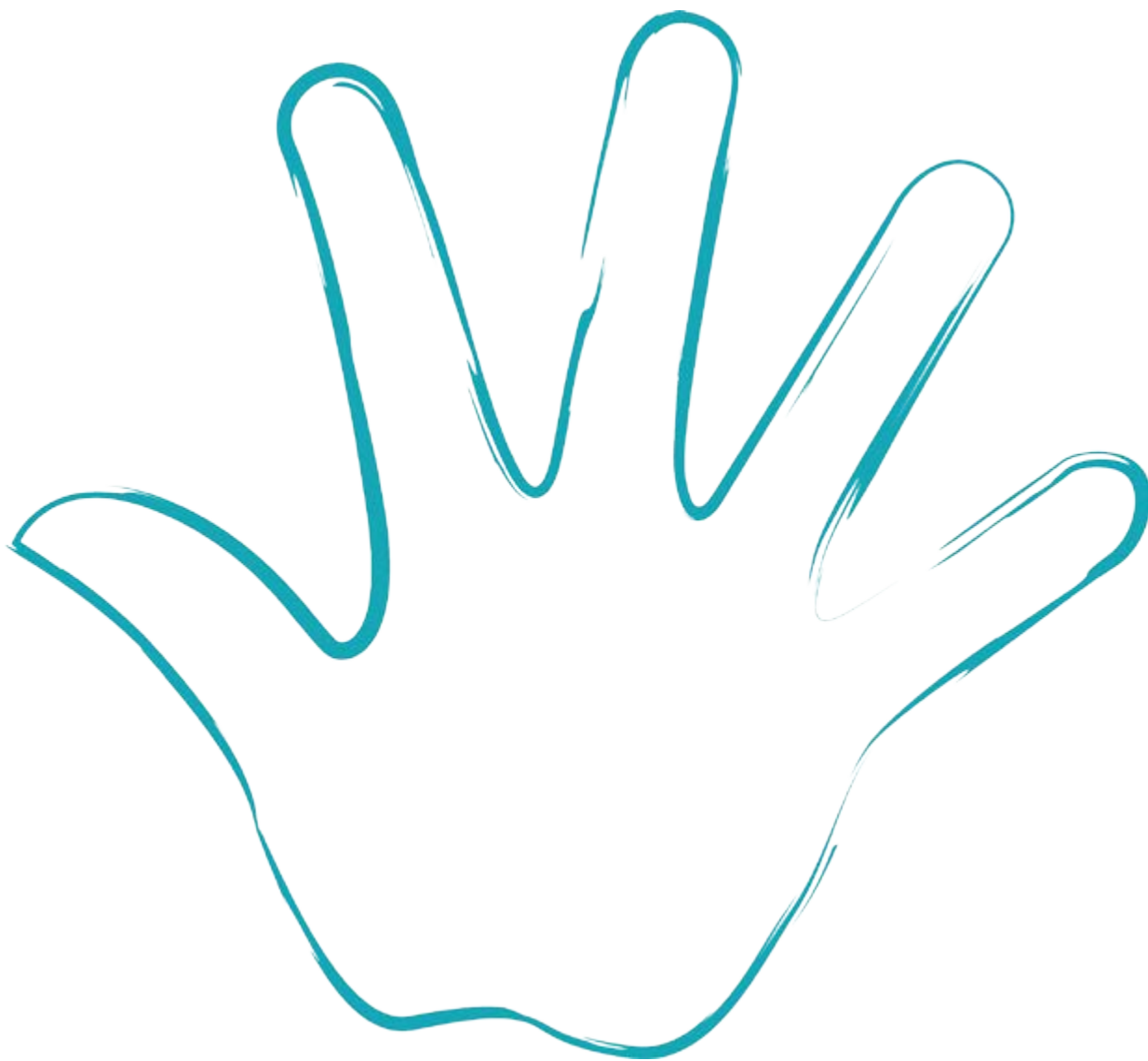
RELATIONSHIP CIRCLES

Years 1 & 2: Module 3 – Concept 3.1



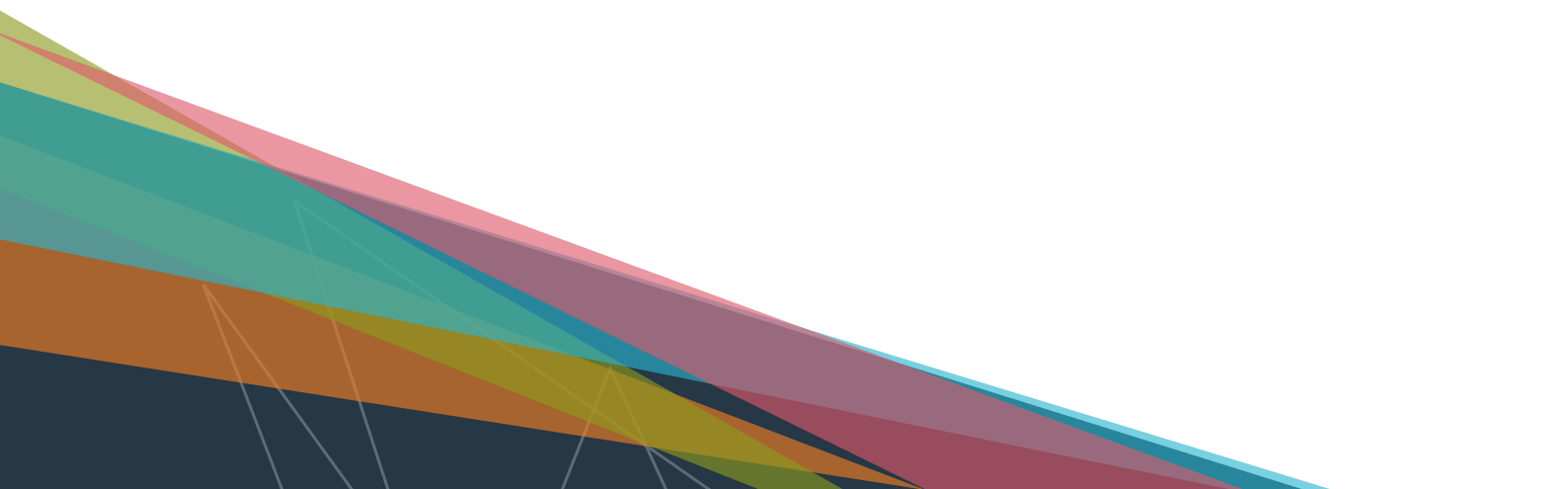
SCHOOL SUPPORT NETWORK

Years 1 & 2: Module 3 – Concept 3.1



PERSONAL SUPPORT NETWORK

Years 1 & 2: Module 3 – Concept 3.1



CONFLICT RESOLUTION STRATEGIES

Years 3 & 4: Module 1 – Concept 1.1

Aggressive



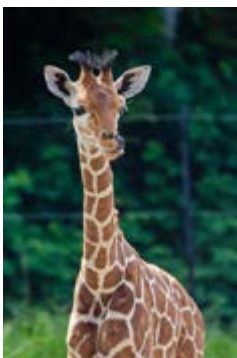
- only interested in winning an argument
- not worried about hurting other's feelings
- they threaten or hurt people to get their own way
- they get angry and can't stay calm
- they refuse to give in until they get their own way

Passive



- is scared of disagreements
- often pretends nothing is wrong to avoid a fight
- will run away or leave
- gives in too easily because they fear they might lose a friend or because they are frightened
- doesn't stand up for what is right or what they want.

Assertive



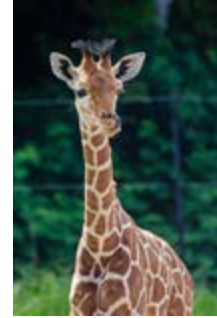
- stands tall and stays calm
- tries to sort out an argument with solutions where both people win
- says sorry when they are wrong
- asks for help to sort things out
- says what they think or feel without getting angry
- asks the other people what they feel and what they want.

CONFLICT SCENARIOS

Years 3 & 4: Module 1 – Concept 1.1

Scenario 1: Hannah and Maria are best friends and play every afternoon together. Hannah always decides what they play. Maria sometimes doesn't want to play what Hannah decides but she doesn't argue because she doesn't want to cause a fight.

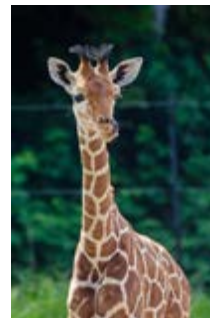
What strategy has Maria used to deal with this conflict?



What could she do to deal with it like a giraffe?

Scenario 2: Brett and John are in the same class at school. Brett keeps taking John's coloured pencils to use when they do art so John doesn't get to make the best picture he could. One day when Brett tries to take John's pencils John stops him and says that they should share the pencils so that they both get to use all of the different colours. Brett says that sounds fair and they take half of the pencils each and the swap over when they are finished with them.

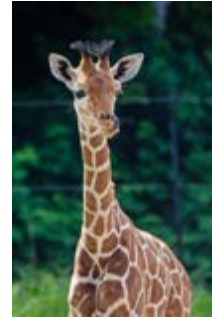
What strategy has John used to deal with this conflict?



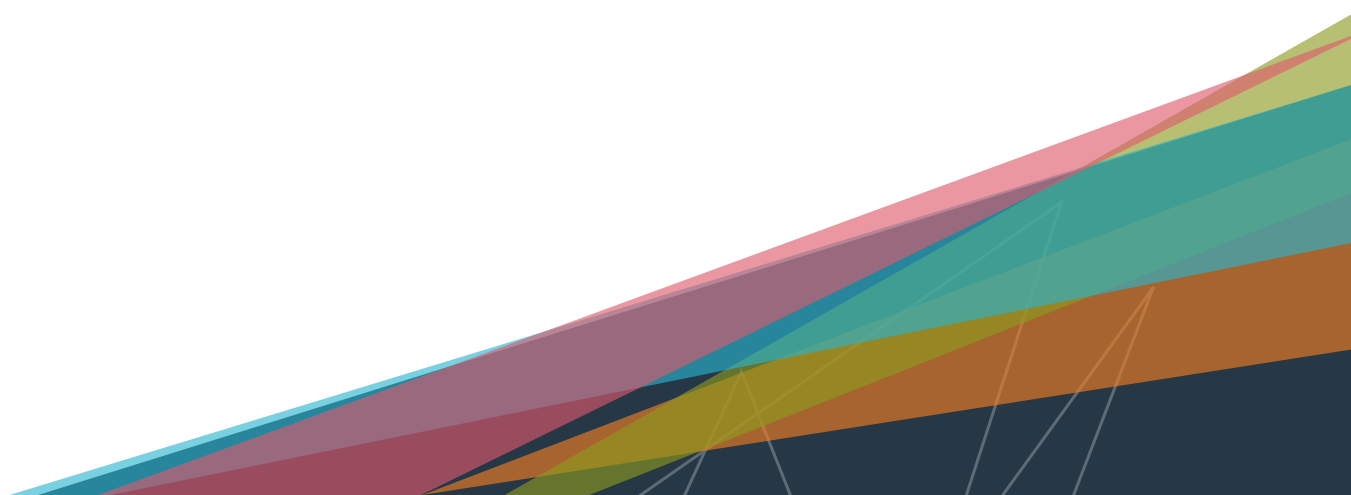
What could Brett have done at the beginning to deal with this like a giraffe?

Scenario 3: Christie and Shannon always like to watch their favourite TV show when they get home from school, except their older brother Shaun always come in and says “Give me the remote or I’m gonna bash you”. Both Christie and Shannon don’t want to get bashed so they give Shaun the remote.

What strategy has Christie and Shannon used to deal with this conflict? What strategy did Shaun use?



What could Christie and Shannon have done to deal with this like a giraffe?



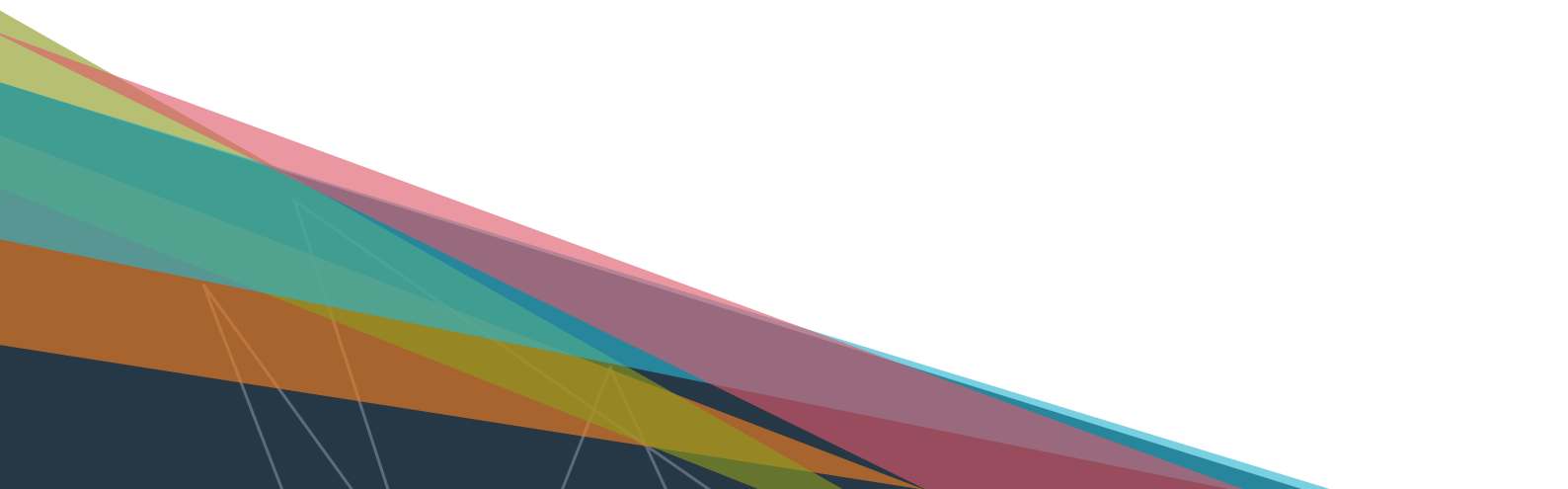
ABUSE VIOLENCE ACCIDENT CARDS

Years 3 & 4: Module 2- Concept 2.1

ABUSE

VIOLENCE

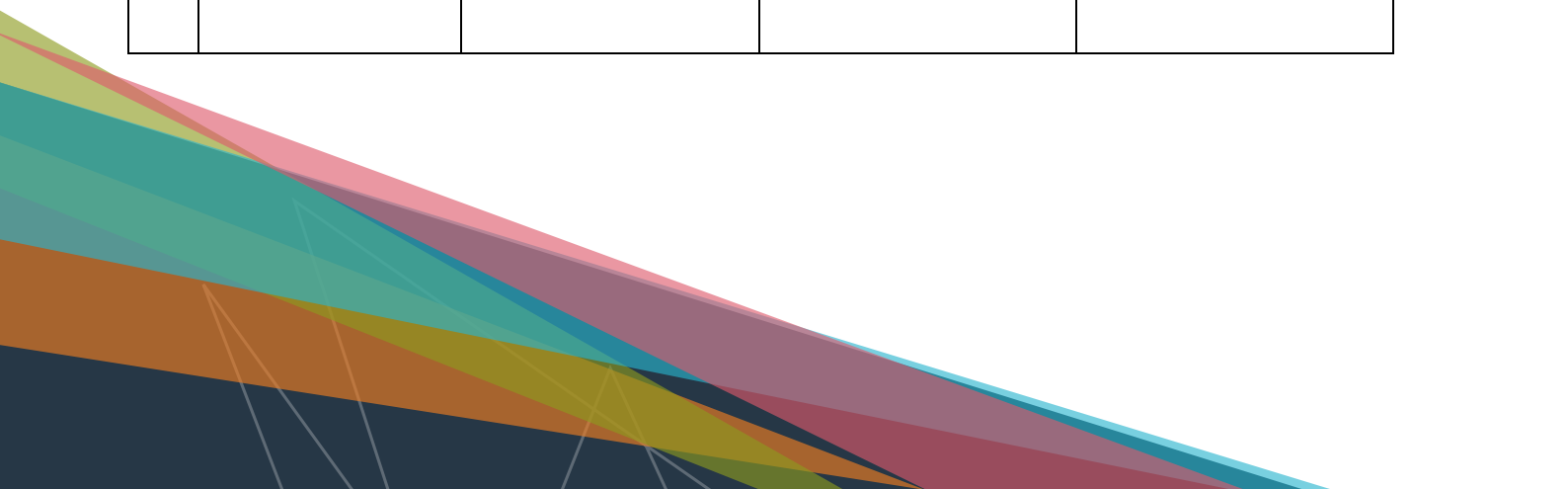
ACCIDENT



FEELINGS DIARY

Years 3 & 4: Module 2 – Concept 2.2

	TIME OF DAY	EVENT	FEELING	RESPONSE
DAY 1	Before school			
	In class			
	Lunch time			
	After school			
DAY 2	Before school			
	In class			
	Lunch time			
	After school			
DAY 3	Before school			
	In class			
	Lunch time			
	After school			



RESPONSE FRAMEWORK

Years 3 & 4: Module 2 – Concept 2.3

Say No if you can



Leave the unsafe situation



Get help from a trusted adult.



SAFETY SCENARIOS – WHAT IF...?

Years 3 & 4: Module 2- Concept 2.3

Scenario 1

What if you are walking home from school when a car drives up alongside of you. Two strangers from the car begin asking you questions such as “what is your name?” “where do you live?”, “what school do you go to?” and “what’s your phone number?” How would you feel? What should you do?

Scenario 2

What if your parents go out to dinner, and you are at home with a new babysitter. The babysitter wants to give you a bath and help wash your body. You are old enough to take a bath or shower by yourself. How would you feel? What should you do?

Scenario 3

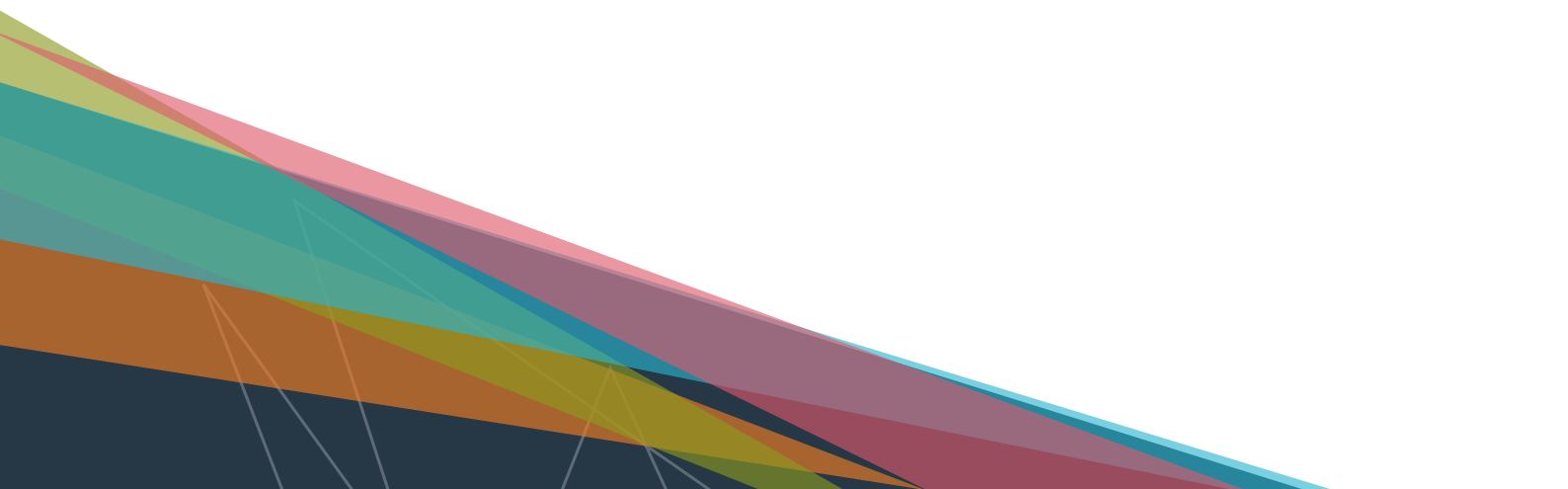
What if the boy you sit next to in class is always mucking around and playfully punches you in the arm or kicks your legs under the table. You don’t like it because it hurts. You want your him to stop, but you don’t want him to think you’re a “sook”. How would you feel? What should you do?

Scenario 4

What if your best friend tells you that they have bought a lighter to school and they are going to start a fire in the toilet block at lunch time. How would you feel? What should you do?

Scenario 5

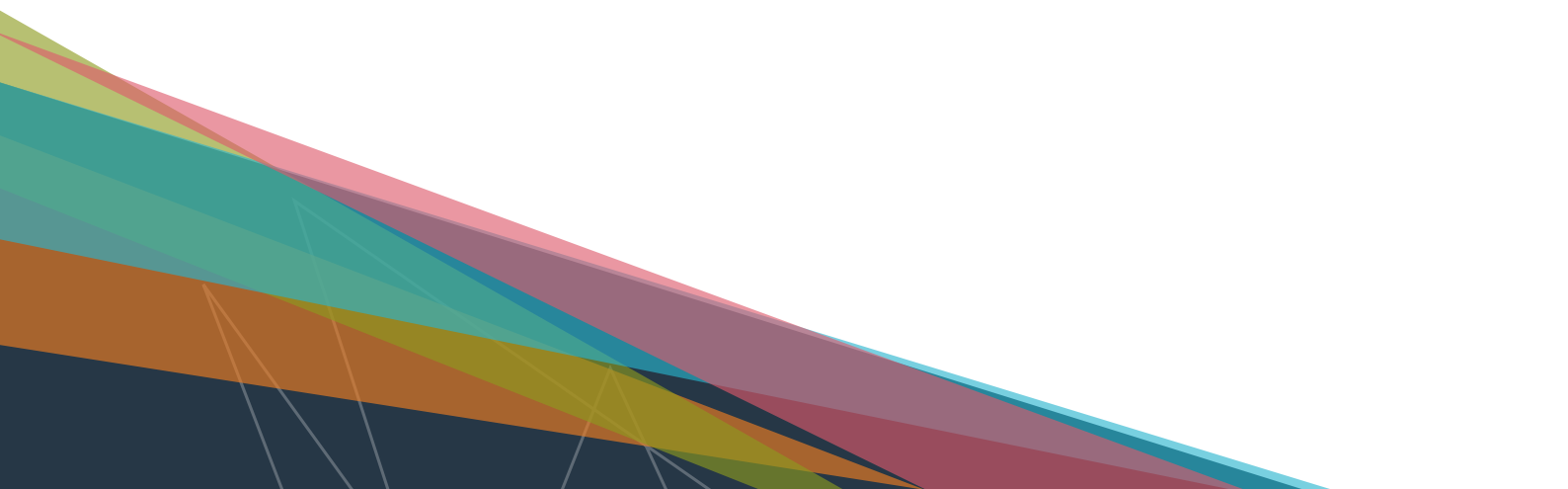
What if you are playing a game on the computer and someone asks you for your name and wants to send them a photo of yourself. How would you feel? What should you do?



MY SUPPORT NETWORK

Years 3 & 4: Module 3 – Concept 3.1

Family members	Friends	Other people I know



RESPONSE FRAMEWORK

Years 3 & 4: Module 3 – Concept 3.2

Say No if you can



Leave the unsafe situation

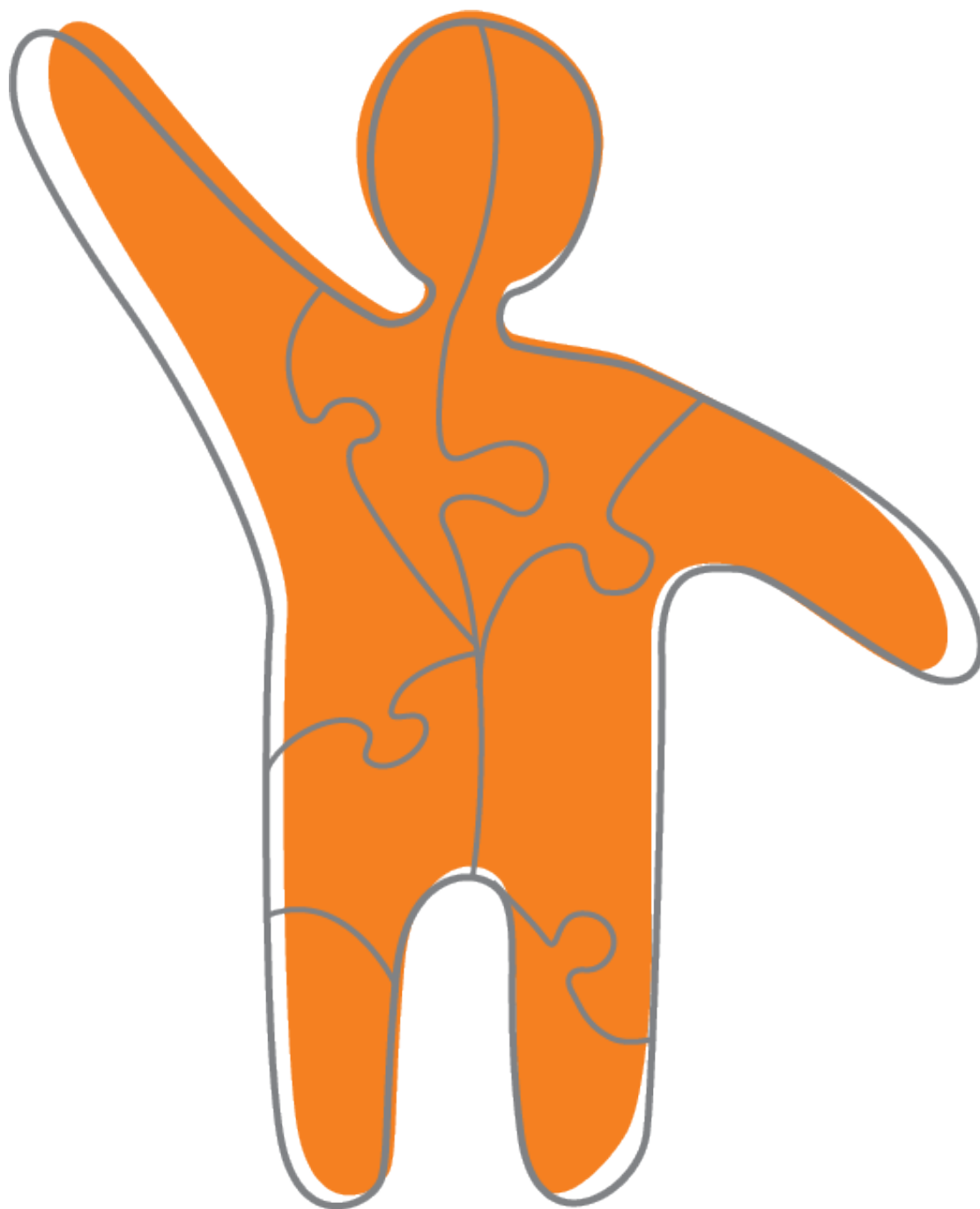


Get help from a trusted adult.



QUALITIES JIGSAW

Years 5 & 6: Module 1 – Concept 1.1



CHANGING RELATIONSHIPS SCENARIOS

Years 5 & 6: Module 1 – Concept 1.1

Scenario 1:

Patrick has lived with his Dad for the past six years since his parents were divorced. He likes living with his Dad because they get to spend lots of time together doing fun things. Lately things have started to change a little because Patrick's Dad has got a new girlfriend and they seemed to be getting serious. She has an 8 year old daughter and 6 year old son and Patrick's Dad is always inviting them along to their place for dinner and BBQs and when they go out to the movies and stuff. Patrick feels like he is being left out.

Scenario 2:

Khalia has just moved to a new suburb and started at a new school. She doesn't know anyone at the school and she is feeling lonely. At lunchtimes she has no one to sit with or play with as all of the kids in her class have their own groups that they hang out with. Khalia's teacher has noticed she is sitting by herself and she has asked a couple of girls in Khalia's class to play with her.

Scenario 3:

Sienna and Charlotte have been best friends since Kindergarten but lately they have started arguing a lot. Sienna is getting very bossy and Charlotte doesn't like always having to do what Sienna tells her to do. Last week Charlotte caught Sienna saying mean things about her to some other girls in their class.

Scenario 4:

Sam has always enjoyed going to visit Aunty Sally and Uncle Steve on the weekend. Uncle Steve always has new computer games and they sit in the bedroom playing for hours. Last week when Sam was visiting Uncle Steve got really angry when his car ran off the road in one of the games and his turn was over. He threw the control across the room and broke it. He'd heard Uncle Steve get angry with Aunty Sally before but he'd never seen him get this angry. This scared Sam a lot and he didn't know what to do.

AGGRESSIVE VERSUS RESPECTFUL COMMUNICATION

Years 5 & 6: Module 1 – Concept 1.3

Scenario: Rohan often goes to Billy's house after school to play because Rohan's parents are at work. Billy has been getting annoyed with Rohan because he is playing very roughly with his toys and the other day he broke his favourite toy. Rohan wants to play with Billy's brand new remote control car but Billy doesn't want him to because he thinks he is going to break it.

Aggressive conversation:

Billy:

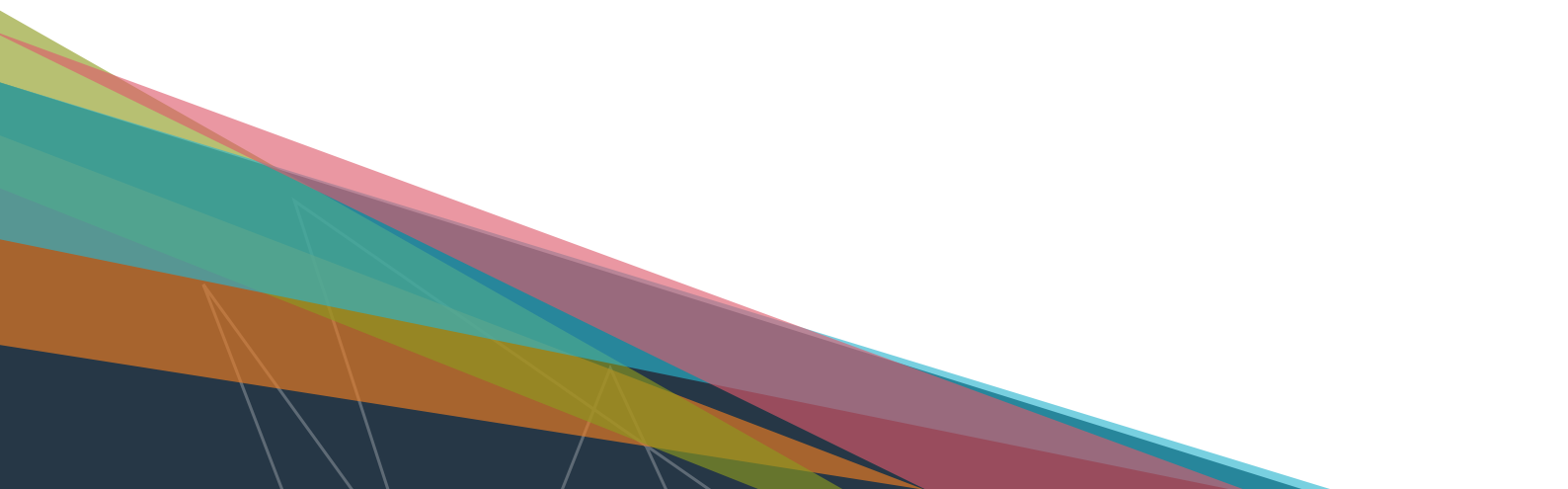
Rohan:

Billy:

Rohan:

Billy:

Rohan:



Respectful conversation:

Billy:

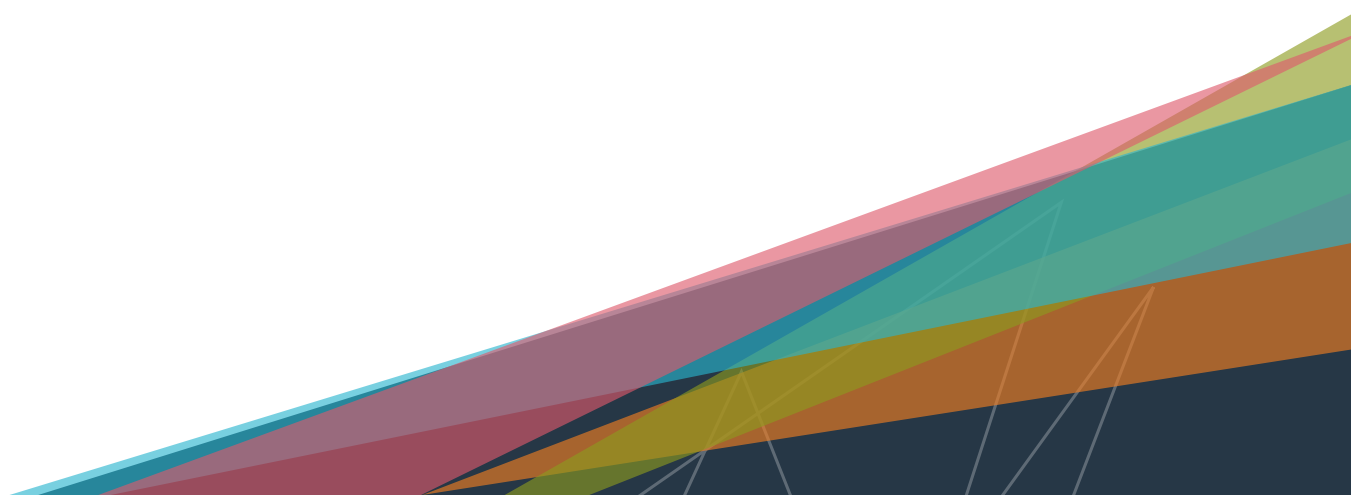
Rohan:

Billy:

Rohan:

Billy:

Rohan:



PERSONAL SAFETY PLANS – UNFINISHED STORY

Years 5 & 6: Module 2 – Concept 2.1

NOTE: Names could be changed to Karl and Terry

Part 1:

Carla and Tegan were close friends. They were growing up and had started to become quite independent. They were responsible and usually took care to think about their safety. They were both peer support leaders and the younger students looked up to them.

This year was Carla and Tegan's final year of primary school and it was the end of the year. Their grade was having a school farewell celebration. The party finished at 8pm but neither of the girls remembered that.

Both Carla and Tegan's parents worked late so Carla had arranged to get dressed at Tegan's house. Tegan lived close to the school so they would be able to walk to the dance together. Carla was going to stay at Tegan's overnight.

Carla and Tegan had showers and got changed. They were feeling excited when they left to walk to school. Tegan's older brother said he would walk up to meet them at the school when the dance finished if they phoned him.

The dance was fun but when it was over Carla and Tegan realised they didn't have a phonecard or change to ring Tegan's brother.

Part 2:

They decided to walk home although it was late, because it was not far and there were two of them. They had gone a short distance when a well-dressed man pulled up in his car beside them. Tegan had seen the man in the neighbourhood before.

He told them that his new pup had just run away. He was worried that it might get hit by a car if he didn't find it soon. He begged them to get into his car and help him to find the pup. He said that three sets of eyes were better than one and he had no one else to help him.

Carla and Tegan politely said NO. The man seemed annoyed. He promised it would only take a few minutes, then he'd drop them home. He said that he lived in the area and told them where he lived. He promised he was an honest man and was only concerned that his pup might get hurt if he didn't find it soon.

Again, they told him that they couldn't go with him in his car. The man said he could hardly believe that they didn't trust him and wouldn't help when a young pup's life was at stake. He seemed disappointed.

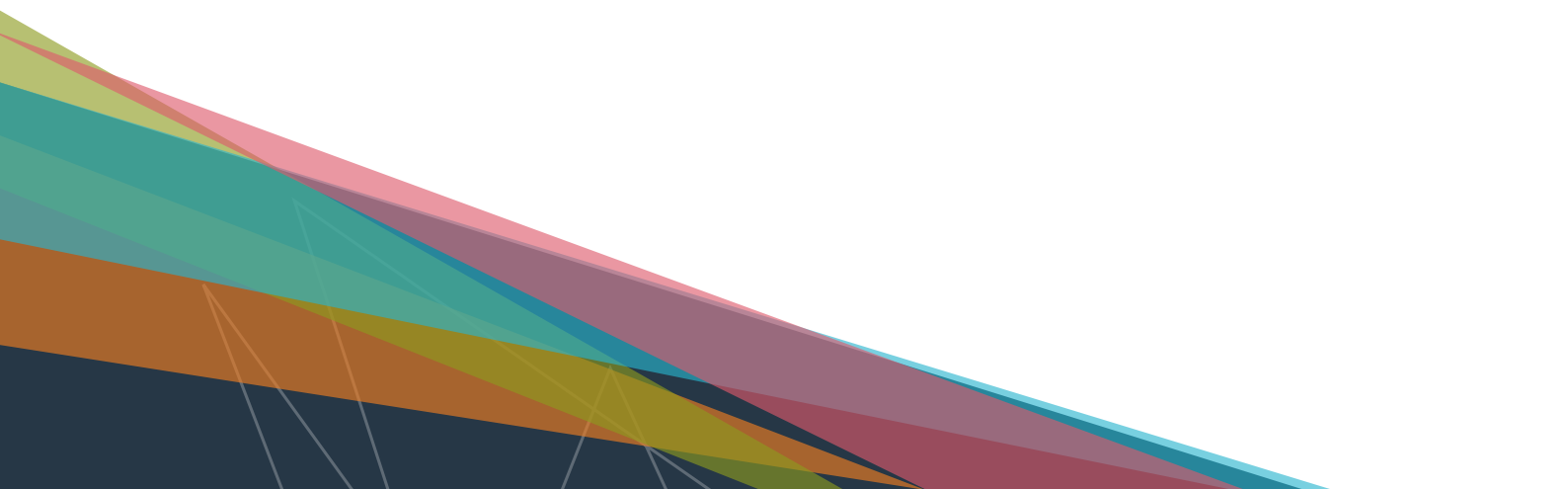
Carla and Tegan felt confused. They also felt a bit scared. Carla was particularly concerned and she knew that it was getting dark and no one knew where they were or what time they would be home. This man was pressuring them to do something that could be unsafe.

Finally he asked them to take his card with his telephone number on it so that they could call him if they saw, or heard news, about the pup later.

Source: NSW Child Protection Education materials, Stage 3: Theme 3, page 104-105.

SAFETY PLAN CHECKLIST

Years 5 & 6: Module 2 – Concept 2.1

- Make sure you know exactly where you are going
 - Make sure you know who will be there
 - Make sure you know when the event starts, ends and what time you will be home or need picking up.
 - Make sure you know how you will get there and get home
 - Make sure you know what you will do if you are running late or if the person you are meeting doesn't turn up on time.
 - Make sure you have all of the information you need – bus times, phone numbers, map.
 - Make sure you know the nearest safe places in case you need to leave for any reason
 - Make sure you have a plan for what to do if there is an emergency – ring 000, go to nearest house or find an adult who can help.
- 

INDICATORS OF RISK

Years 5 & 6: Module 2 – Concept 2.2

WHO	<ul style="list-style-type: none"> – who are you with? – who else is around?
WHAT	<ul style="list-style-type: none"> – what are you doing? – what are you being asked to do? – what are others doing?
HOW	<ul style="list-style-type: none"> – how are you feeling about the situation? body warning signals, feelings.
WHERE	<ul style="list-style-type: none"> – where are you? – where are your parents/carers/other trusted adults?
WHEN	<ul style="list-style-type: none"> – when is this happening?

Risk judgement scenarios

Scenario 1: You are going to the movies with some friends and you are waiting at the bus stop. A group of older kids come over and start teasing you.

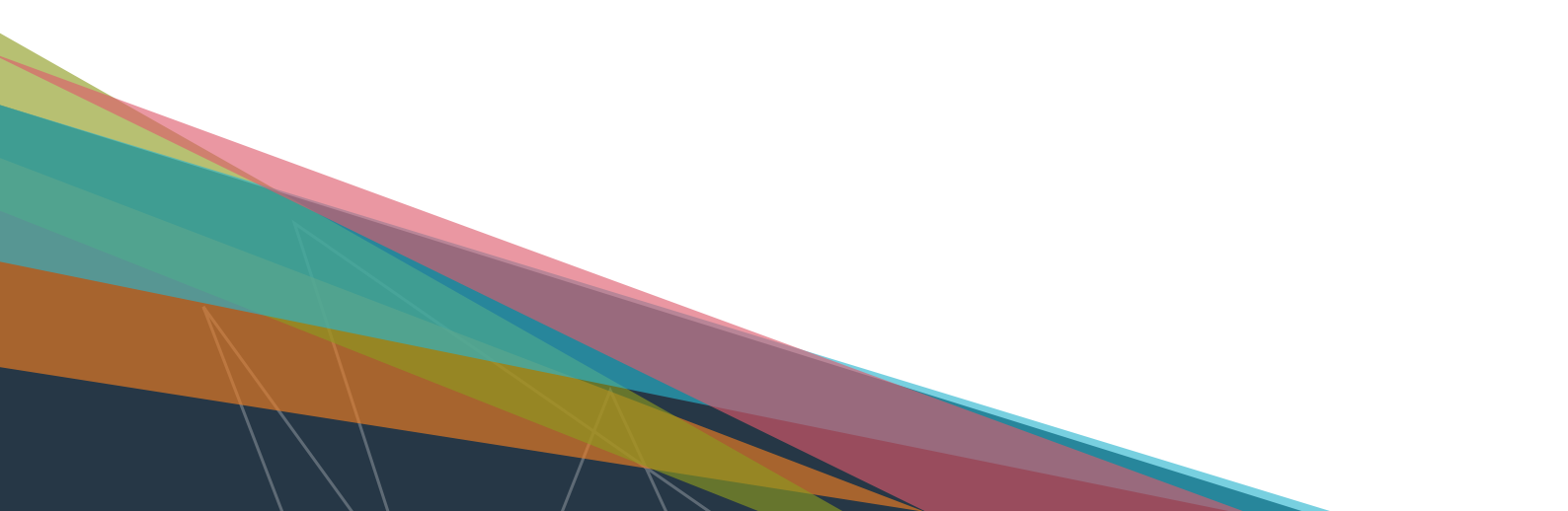
Scenario 2: You are playing Minecraft online when your friend's older brother comes online. He sends you a message saying he wants to kiss you.

Scenario 3: Your Dad has come home from work in a bad mood. He gets into an argument with your Mum and hits her across the face. You think he might be drunk.

Scenario 4: Your friend told you that the school bully has threatened to bash you up after training. You have to walk home alone because your parents are both at work.

Scenario 5: You know your uncle is coming over to a family lunch. He makes you feel uncomfortable and always wants you to sit on his knee and give him a hug.

Scenario 6: You are on your way home from school when it starts raining. A man who lives on your street drives past and offers to give you a ride home.



HOW DO I FEEL EMOTICONS

Years 7 & 8: Module 1 – Concept 1.3



AGGRESSIVE



AGONIZED



ANXIOUS



APOLOGETIC



BLISSFUL



BORED



CAUTIOUS



CONFIDENT



CURIOUS



DETERMINED



DISAPPOINTED



DISBELIEVING



DISGUSTED



ECSTATIC



ENRAGED



ENVIOUS



EXASPERATED



EXHAUSTED



FRIGHTENED



FRUSTRATED



GUILTY



HAPPY



HORRIFIED



HURT



IDIOTIC



INDIFFERENT



INTERESTED



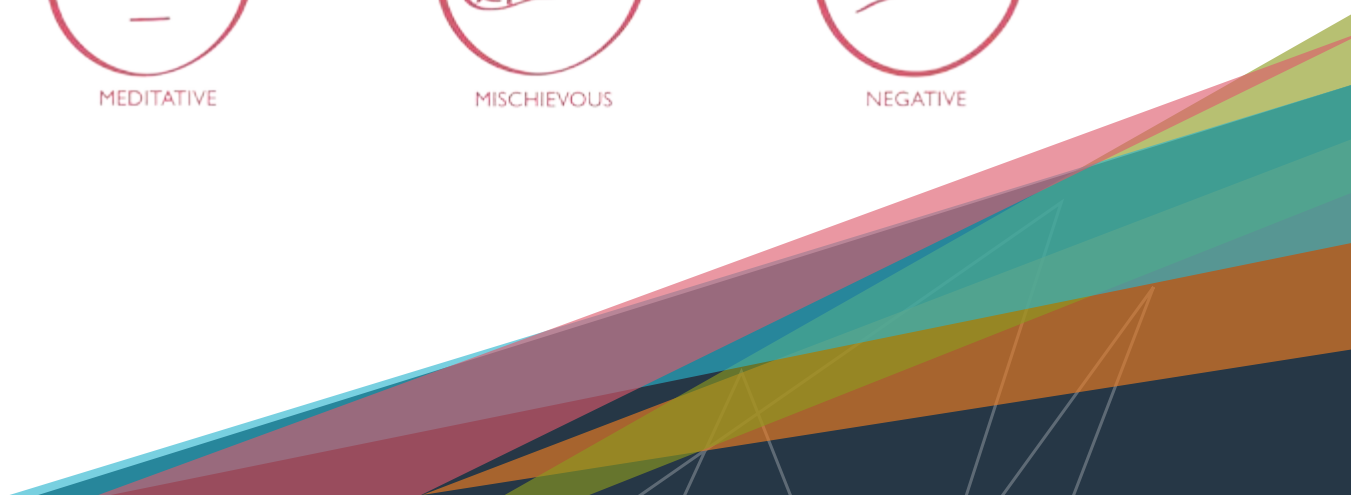
MEDITATIVE



MISCHIEVOUS



NEGATIVE





OBSTINATE



OPTIMISTIC



PERPLEXED



PUZZLED



REGRETFUL



RELIEVED



SAD



SATISFIED



SHOCKED



SURPRISED



SUSPICIOUS



SYMPATHETIC



THOUGHTFUL



UNDECIDED



EMOTION CARDS

Years 7 & 8: Module 1 – Concept 1.3

Angry	Frustrated	Hurt
Betrayed	Confused	Sad
Determined	Cautious	Shocked
Enraged	Disappointed	Anxious
Embarrassed	Suspicious	Puzzled
Paranoid	Surprised	Confident

HANDSHAKE ACTIVITY CARDS

Years 7 & 8: Module 2 – Concept 2.3

First Round

I shared a photo with a friend via SMS	I posted a photo on Instagram of me and my friends at the local park
I created a YouTube clip and shared it on Twitter and Facebook	I sent a snap (video) to a friend via Snapchat
I sent a private message to a friend via Facebook Messenger	I posted a picture of a friend on my Facebook wall

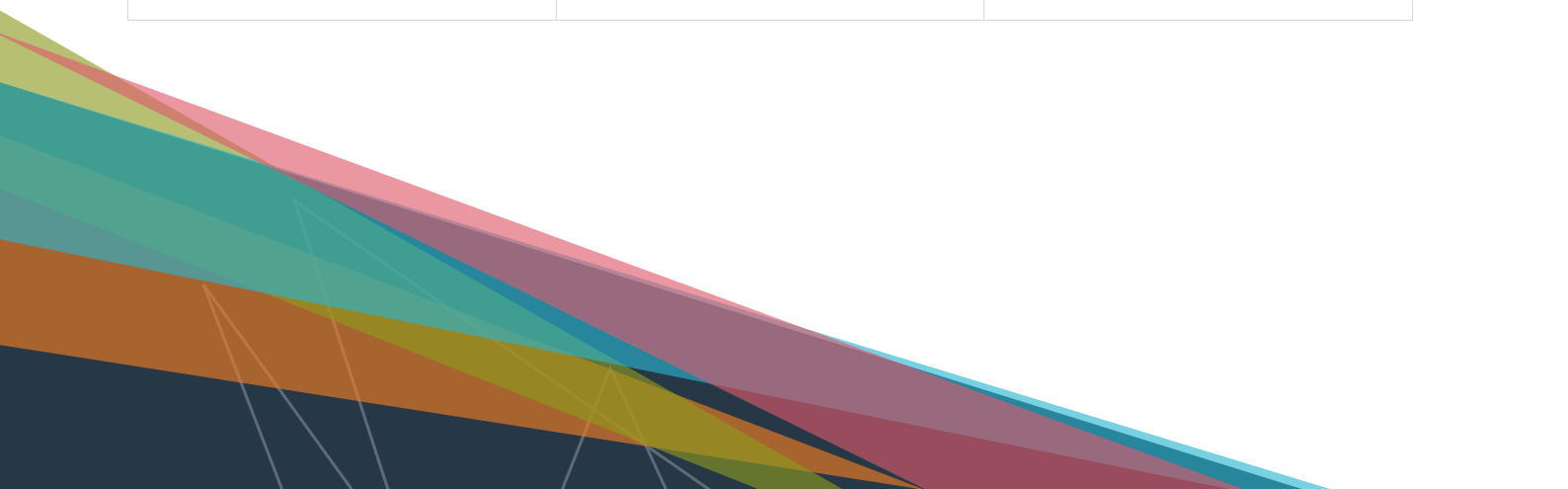
Second Round

I shared an intimate photo with my boy/girl-friend via SMS	I posted a photo on Instagram of me and my friends at the local park and tagged my friends
I created a YouTube clip of me and my younger sister playing in the pool and shared it on Twitter and Facebook	I sent a snap (video) to a friend via Snapchat of me getting ready to go out to a party
I sent a private message to a friend via Facebook Messenger about someone in class that I don't like	I posted a picture of a friend on my Facebook wall and asked everyone to add a comment to rate how he/she looks

PMI CHART

Years 7 & 8: Module 3 – Concept 3.2

PLUS	MINUS	INTERESTING



CIRCLE OF VIEWPOINTS

Years 9 & 10: Module 1 – Concept 1.3

A large circle is divided into three sections by lines meeting at the center. The top section is a semi-circle, and the bottom two sections are quadrants. Each section contains horizontal lines for writing. There are three empty rectangular boxes: one above the circle, one below the left quadrant, and one below the right quadrant.

Place Topic or Unit Here

WAYS OF CONDONING VIOLENCE

Year 9 & 10: Module 2 – Concept 2.1

Justify: acceptable for men to use violence in some situations
e.g. if a woman slept with another man.

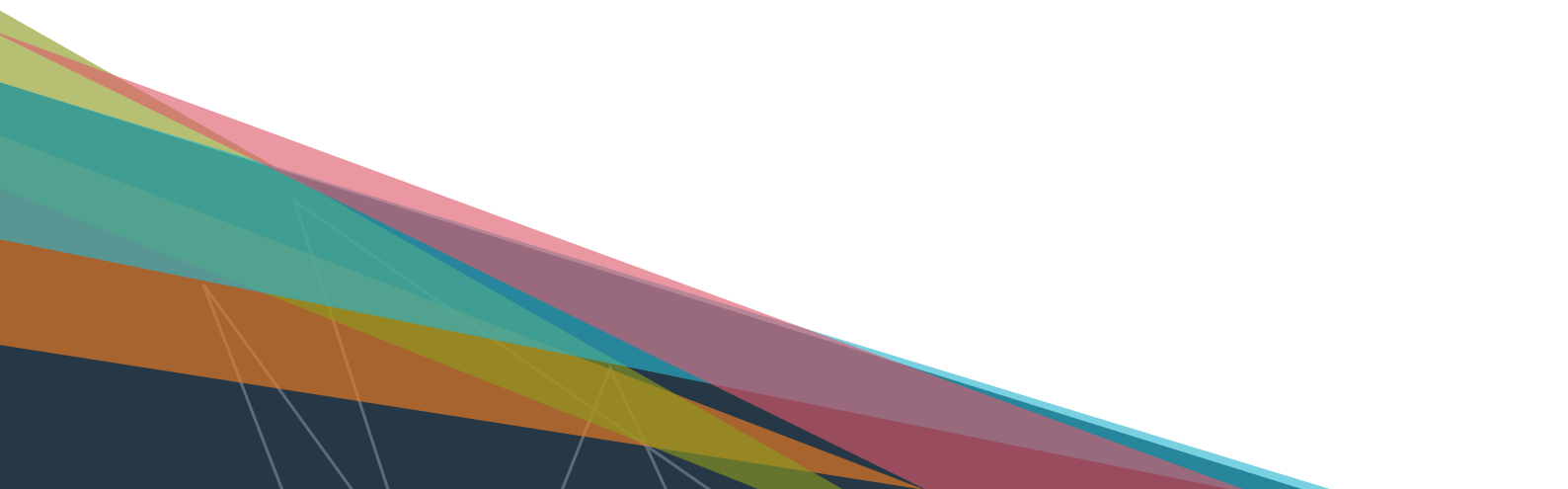
Excuse: men cannot be held fully responsible – attribute the violence to external factors
e.g. men not being able to control their sexual urges.

Trivialise: the violence is not sufficiently serious to warrant action
e.g. it was only a slap across the face, it's not like she's injured badly.

Downplay: deny it occurs or deny behaviours constitute violence
e.g. it's only rape if the woman physically resisted.

Shift blame: hold the woman or victim slightly responsible
e.g. she asked for it because of the way she dressed.

(Source: Our Watch Framework: Change the Story)



INSTANT REPLAY

Years 9 & 10: Module 2 – Concept 2.4



RELATIONSHIP CONTINUUM

Years 11 & 12: Module 1– Concept 1.1

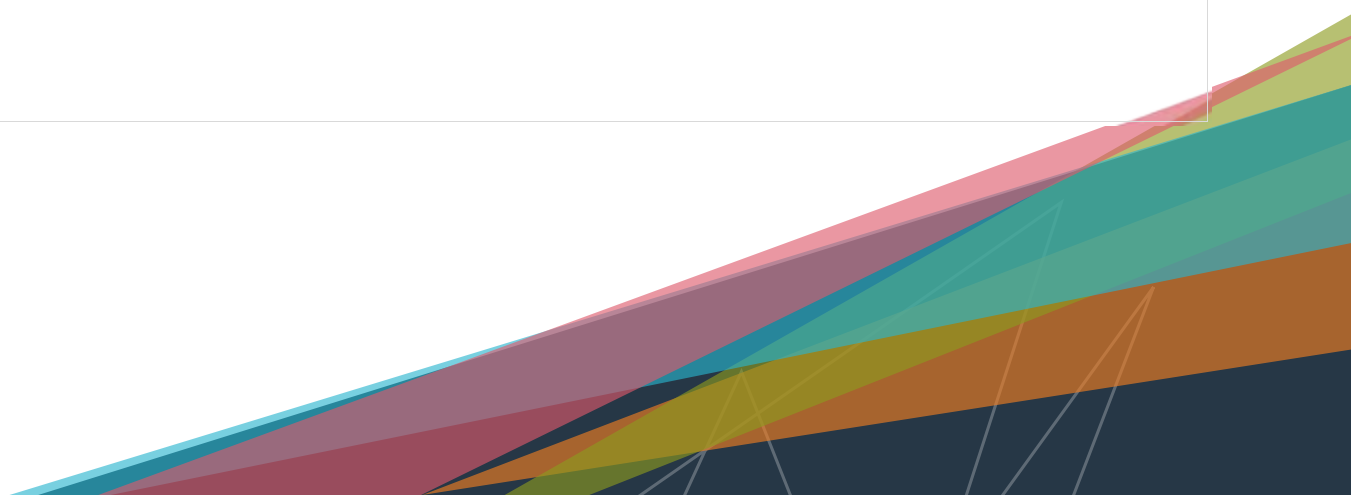
Rank the following skills and qualities that can build positive, respectful and enjoyable relationships in order of most important to least important.

Skills and qualities cards

Honesty	Reliability	Open communication
Trust	Shared interests	Equality
Sense of humour	Commitment	Independence
Respect	Consent	Love
Safety	Fun	Accepting
Protective	Common goals	Negotiation
Compromise	Financial security	Responsible
Supportive	Loyalty	Levels of comfort

MOST IMPORTANT

LEAST IMPORTANT



CONFLICT RESOLUTION HANDOUT

Years 11 & 12: Module 1 – Concept 1.3

Scenario 1:

Somebody tells you that they have seen your boy/girlfriend flirting with somebody else at the shopping centre. What do you do?

Scenario 2:

You are out with your brother who has a disability and walks with a limp. Some kids come up to you both and start making fun of him. What do you do?

Scenario 3:

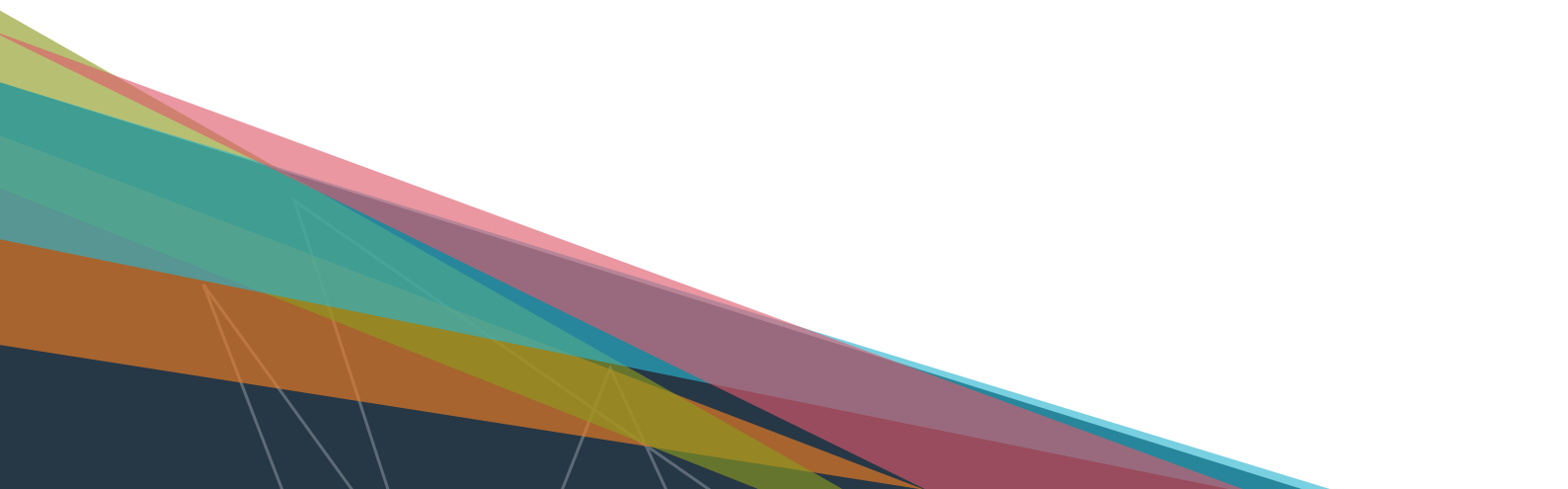
One of the boys in your class is being picked on because he is quiet and shy. He hates sport but loves singing and he has just joined the local choir. Now everyone is calling him a 'wimp'. On the way home, he is confronted by a group of older kids who start pushing him around and back him into the corner yard. What can you do?

Scenario 4:

You want to go to a party that finishes at midnight. Your friends have got permission to stay but your parents/carers say you have to be home by 10 o'clock at the latest. What do you say to them?

Scenario 5:

One of the girls in your class is really good at football and wants to join the all-boys football team. The boys won't let her. They say girls are rubbish at football and it is a man's game. They also say all the other teams would laugh at them. They start calling her butch and a lesbian in front of your class. What should you do?



ACTION PLAN TEMPLATE

Years 11 & 12: Module 3 – Concept 3.2

Activities involved	Intended changes as a result of actions	Resources required	Target audience	Group member responsible and timeline

