RESPECTFUL RELATIONSHIPS EDUCATION

2

Acknowledgement of Country

We acknowledge the Tasmanian Aboriginal people as the traditional custodians of this land, and we pay respect to Elders past and present, for they hold the memories, traditions, culture and hope of First Nations people in Tasmania.

3

Acknowledgements

Publication Details

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

Respectful Relationships Education ensures that all Tasmanian communities value a culture of respect.

CONTENTS

5

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.

Please note this program has been extracted directly from the full Respectful Relationships Teaching and Learning Package: Year 7 - Year 10.

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 permission, consent, 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:

* teaching students how to seek, gain, give and deny permission and consent through age-appropriate scenarios
* 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 v9.0.

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.

For the Personal and Social Capability and Ethical Understanding the activities have been mapped to the elements and sub-elements from the Australian Curriculum v9.0 to provide more guidance for teachers of how they should be addressed. The descriptions are provided at the start of each learning module.

Personal and social capability

Self-awareness

* Emotional awareness (PSC-EA)

Self-management

* Emotional regulation (PSC-ER)
* Perseverance and adaptability (PSC-PA)

Social awareness

* Empathy (PSC-E)
* Community awareness (PSC-CA)
* Relational awareness (PSC-RA)

Social management

* Communication (PSC-C)
* Conflict resolution (PSC-CR)

Ethical understanding

Understanding ethical concepts and perspectives

* Explore ethical concepts (EU-EEC)
* Examine values (EU-EV) rights and responsibilities and ethical norms (EU-RRE)

Responding to ethical issues

* Exploring ethical perspectives and frameworks (EU-EEPF)

* Explore ethical issues (EU-EEI)

* Making and reflecting on ethical decisions (EU-MED) (EU-MR)

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

Literacy

Speaking and listening

* Interacting (LIT-LI-I)

Reading and viewing

* Understanding texts (LIT-RV-UT)

Writing

* Creating texts (LIT-W-CT)

Critical and creative thinking

Inquiring

* Identify, process and evaluate information (CCT-INQ)

Generating

* Consider alternatives (CCT-CA)

* Put ideas into action (CCT-IDEAS)

Analysing

* Draw conclusions and provide reasons (CCT-DCR)

* Evaluate actions and outcomes (CCT-EAO)

Reflecting

* Thinking about thinking (metacognition) (CCT-TT)

* Transfer knowledge (CCT-TK)

Intercultural understanding

Navigating intercultural contexts

* Respond to biases, stereotypes, prejudices and discrimination (IU-BSPD)

Reflecting on culture and cultural diversity

* Reflect on the relationship between cultures and identities (IU-RCI)

* Explore the influence of cultures on interactions (IU-ICI)

Digital literacy

Practising digital safety and wellbeing (DL-DSW)

* Manage online safety (DL-DSW-OS)

* Manage digital privacy and identity (DL-DSW-PI)

* Manage digital wellbeing (DL-DSW-DW)

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 grounds 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.

10

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 and let them know they are believed and that it is not their fault. Whilst you must not 'interview' them, you can ask clarifying questions if required. It is important to let the student know as quickly as 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 Department's policies and procedures and to follow them.

Office of Safeguarding Children and Young People

Advice for school staff

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 the Department's procedures.

Mandatory Reporting Training is compulsory for all DECYP staff. Further information regarding mandatory reporting and training is available:

Mandatory Reporting Procedures (DECYP access only)

Office of Safeguarding Children and Young People (External Access)

Office of Safeguarding Children and Young People (Internal DECYP 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

Child protection and respectful relationships – NSW

Growing and developing healthy relationships – WA

RESPECTFUL RELATIONSHIPS - SCOPE AND SEQUENCE (YEAR 7 – YEAR 10)

The Respectful Relationships scope and sequence documents underpin planning at each level from Year 7 to 10.

Overview	Students develop an understanding of the qualities of respectful relationships. They can identify a support network of 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 and intimate relationships. Students explore the nature of consent and rehearse practical strategies for seeking, giving and denying consent. Students develop skills in communication, negotiation, media literacy, help-seeking and advocacy.
Curriculum links	Health and Physical Education Years 7-10; General capabilities (Ethical understanding, Personal and social capability, Literacy, Critical and creative thinking, Intercultural understanding and Digital literacy)

12

YEARS 7–8

YEARS 7-8 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.

What strategies can we use to clearly and respectfully communicate in our relationships when seeking, giving and/or denying consent?
Learners refine strategies to communicate clearly and respectfully their choices, needs and opinions in a range of relationship scenarios.

How can unequal power in relationships lead to coercive and controlling behaviours?
Learners will investigate the nature of compliance, coercion and control and the signs of each emerging in intimate relationships.

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 1: RESPECTFUL RELATIONSHIPS

MODULE OVERVIEW

14

Learning goals

Know: The qualities of respectful communication. The rights and responsibilities in positive relationships. The nature of consent, coercion and control.

Understand: Stereotypes influence the roles people play in relationships and broader society. Conflicts can be resolved using respectful communication. Abusive relationships don't always involve violence.

Do: Describe how stereotypes can impact on roles within relationships. Demonstrate respectful communication in a range of situations. Recognise coercive control in relationships and propose strategies for responding safely.

Health and Physical Education

Relevant aspects of achievement standard

Students analyse how stereotypes, respect, empathy and valuing diversity influence relationships.

Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline.

Relevant content descriptions

Examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes (AC9HP8P03)

Examine the roles of respect, empathy, power and coercion in developing respectful relationships (AC9HP8P04)

Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent (AC9HP8P07)

General capabilities

Personal and social capability

Demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication (PSC-Communication)

Acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own (PSC-Empathy)

Analyse indicators of healthy and challenging relationships, and how to manage the differences (PSC-Relational awareness)

Evaluate how emotional responses influence behaviour and consider the consequences of these responses (PSC-Emotional awareness)

Ethical understanding

Describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues (EU-Examining values, rights and responsibilities and ethical norms)

Explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making (EU-Explore ethical perspectives and frameworks)

Intercultural understanding

Respond to biases, stereotypes, prejudices and discrimination (ICU-Reflecting on culture and cultural diversity)

Explore the influence of cultures on interactions (ICU-Reflecting on culture and cultural diversity)

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 enough 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?

15

CONCEPT 1.1 UNDERSTANDING RESPECTFUL RELATIONSHIPS

16

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 analyse how stereotypes, respect, empathy and valuing diversity influence relationships.

Relevant content descriptions

Examine the roles of respect, empathy, power and coercion in developing respectful relationships (AC9HP8P04)

General capabilities

Personal and social capability

Acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own (PSC-Empathy)

Literacy

Evaluate how emotional responses influence behaviour and consider the consequences of these responses (PSC-Emotional awareness)

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 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.

18

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 analyse how stereotypes, respect, empathy and valuing diversity influence relationships.

Relevant content descriptions

Examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes (AC9HP8P03)

General capabilities

Personal and social capability

Acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own (PSC-Empathy)

Analyse indicators of healthy and challenging relationships, and how to manage the differences (PSC-Relational awareness)

Ethical understanding

Describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues (EU-Examining values, rights and responsibilities and ethical norms)

20

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 women than men.
* 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.
* It is acceptable for a man to cry in public.

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 a man is the same as being masculine and being a woman 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 man 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 woman 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 the expectations of men and the other discussed woman 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 man or woman 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 less of a man or woman? Why or why not?

Putting it into practice

Pre-lesson preparation: record excerpts from popular TV shows such as Home and Away, The Simpsons, Degrassi 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 men and women 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 men and women 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 CONFLICT

FOCUS QUESTION: HOW CAN RESPECTFUL COMMUNICATION HELP TO RESOLVE CONFLICTS IN RELATIONSHIPS?

22

* *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 analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline.

Relevant content descriptions

Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent (AC9HP8P07)

General capabilities

Personal and social capability

Demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication (PSC-Communication)

Analyse indicators of healthy and challenging relationships, and how to manage the differences (PSC-Relational awareness)

Ethical understanding

Describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues (EU-Examining values, rights and responsibilities and ethical norms)

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 in handouts) and ask studens 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.

23

24

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

CONCEPT 1.4 SEEKING, GIVING AND DENYING CONSENT

FOCUS QUESTION: WHEN DO I NEED TO SEEK CONSENT AND HOW CAN I DO THIS IN A CLEAR AND RESPECTFUL WAY?

* *Activity overview*

Learners will examine the nature of consent in different types of relationships, and practise strategies for seeking, giving and denying consent respectfully.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline.

Relevant content descriptions

Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent (AC9HP8P07)

General capabilities

Personal and social capability

Demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication (PSC-Communication)

Ethical understanding

Consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes (EU-Making and reflecting on ethical decisions)

LEARNING SEQUENCE

Activity description

Learning intentions

Explain to students that this activity is about the important role of consent in a respectful relationship. During this activity they will learn about what affirmative consent looks like, how it feels and how to know whether it has been given or not. They will learn how to ask for consent and how to give or deny consent and to respect others in their decisions around consent.

TEACHER NOTE: Explain that this learning sequence includes content that may be sensitive or triggering for some and if this is the case students should talk to a trusted adult, teacher, school counsellor or access one of the support services such as kidshelpline or 1800RESPECT to talk about how they are feeling.

Pre-assessment activity: Where are they at?

Ask students to brainstorm what they think consent means. Share their ideas with a partner and then report back to the whole class. From the students', ideas create a shared draft definition of consent.

Watch the video - 2 minutes will change the way you think about consent.

Ask students to revisit the draft definition and propose any changes they want to make to it based on their viewing of the video.

TEACHER NOTE: Ensure the definition covers the following key messages:

* *consent means permission to do something*
* *consent involves a shared decision, open communication and respect for each person's rights*
* *consent involves one person asking for something or asking to do something, and the other person responding.*

Discuss the following questions about the video with the class:

* What were the different ways that the people responded to being asked about using their phone? Were they all a clear YES or NO?
* Where could there be confusion about whether someone is giving you permission to use their phone or not?
* What other questions could you ask to borrow someone's phone?

Ask the students to list three other examples of everyday situations where they need to gain consent e.g. gaining consent from their parents to go to a friend's party, gaining consent from the teacher to leave the classroom.

Criteria for success: What to look for?

Can students:

* contribute appropriate ideas to the discussion about what is consent?
* identify situations where consent or permission are required in everyday scenarios?
* recognise the difference between the right and wrong way to ask for consent?

Exploring the concept

Let the class know that we will be focussing on consent within relationships and intimate relationships. Show the class the video The basics of sexual consent.

Explain to students that there are laws related to sex and consent and that these laws around consent are clear - it's your body and you have rights:

* you must be old enough to legally consent to sex (In Tasmania the age of consent is 17 years old)
* some people can't ever legally have sex with you regardless of your age (such as a family member or person in a position of authority such as sports coach, teacher, police officer, youth worker, guardian, health professional etc.)
* consent is only given when the person feels 100% comfortable with what they are being asked to do and they freely agree to it (only an enthusiastic yes means yes).

26

Direct students to the Legal Aid website to read the factsheet about Consent to sex to investigate what consent is in the eye of the law and the consequences of not getting it right.

TEACHER NOTE: Family Planning Tasmania have a summary of rights and responsibilities when having sex with others webpage which simply summaries 'sex and the law' and 'choice and consent' that you may wish to direct students to.

Explain to students that although the rules around consent seem to be pretty black and white (Yes = consent, No = no consent), the reality is that it is not so clear cut. To explore this in more detail we are going to watch a video that shows a few of the complexities around seeking and gaining consent.

Watch the Tea and consent video - CONSENT TEA (Australian Version - Female Voice Over) - YouTube.

Explain to the class that although the video focused on a cup of tea, the same principles apply for seeking, gaining, giving and denying consent around sex.

Discuss with the class how the conversations change when switching the words "do you want a cup of tea" to "do you want sex". What changes? What is the difference between the two scenarios? Ask students to talk with their table group and share with the class.

Putting it into practice

Explain to students that the Tea and consent video focused on what you need to think about if you are the person seeking consent from someone. The next video is framed from the perspective of the person being asked for consent.

Ask students to record examples from the video of the different things that need to be considered before someone decides "do they want a cup of tea" or when they are asked "do you want sex?"

Watch the video Do You Really Want Tea?

Discuss the considerations that students identified from the video, such as:

* just because your friends say they are having tea/sex it doesn't mean you should have tea/sex

* don't say yes because you want to be able to tell your friends you had tea/sex

* don't have tea/sex just because you are worried about what others will say/do

* if you start having tea/sex and you don't like it you can stop at anytime

* if you are pretending you like tea/sex and you're not - you can stop at any time

Check for understanding

Divide students into small groups of 3 or 4 and explain that they are going to write a recipe for how to get consent right. To do this they need to:

1. identify what "ingredients" are needed to get consent right. For example, respectful communication, active listening, asking the right questions, two people who respect each other's rights.

2. describe the steps to follow to get consent right. For example, what questions should be asked, how should each partner respond, what things should each person look out for?

3. Include any notes or considerations that will help ensure the recipe gets "cooked" right.

Refer students to the Legal Aid Tasmania and the Make No Doubt websites to get information to help with their recipe.

Criteria for success: What to look for?

Can students:

* identify the key characteristics of an interaction where consent is being asked for and given freely and respectfully?

* describe the key steps in seeking, giving, gaining and denying consent?

Handouts

Recipe for getting consent right worksheet

Resources

2 minutes will change the way you think about consent

Legal Aid Tasmania website

Tea and consent video - CONSENT TEA (Australian Version - Female Voice Over) - YouTube

Do You Really Want Tea?

Make No Doubt website

CONCEPT 1.5 RESPECT, POWER, COERCION AND CONTROL

28

FOCUS QUESTION: HOW CAN UNEQUAL POWER IN RELATIONSHIPS LEAD TO COERCIVE AND CONTROLLING BEHAVIOURS?

* *Activity overview*

Learners will investigate the nature of compliance, coercion and control and the signs of each emerging in intimate relationships.

TEACHER NOTE: Before completing this activity, students should have completed Concept 1.4 - Seeking, giving and denying consent to have an understanding of the concept of consent.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of achievement standard

Students analyse how stereotypes, respect, empathy and valuing diversity influence relationships.

Relevant content descriptions

Examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes (AC9HP8P03)

Examine the roles of respect, empathy, power and coercion in developing respectful relationships (AC9HP8P04)

General capabilities

Personal and social capability

Demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication (PSC-Communication)

Ethical understanding

Consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes (EU-Making and reflecting on ethical decisions)

LEARNING SEQUENCE

Activity description

Learning intentions

Explain to students that this activity will focus on examining what constitutes controlling and coercion in relationships and what the signs are that a relationship may becoming harmful or abusive. During this activity they will learn about the role of power in coercive control and a person's ability to take on certain roles and make decisions can be impacted in abusive relationships.

TEACHER NOTE: Explain that this learning sequence includes content that may be sensitive or triggering for some and if this is the case students should talk to a trusted adult, teacher, school counsellor or access one of the support services such as kidshelpline or 1800RESPECT to talk about how they are feeling.

Pre-assessment activity: Where are they at?

Explain to students they are going to do a quick refresh on what consent is and what it does and doesn't look like in real-life situations. Direct students to the Be in the KNOW Consent quiz to complete the quiz individually.

Criteria for success: What to look for?

Can students:

* identify when sexual consent has been freely given?

* identify when sexual consent is not given and recognise to stop any further sexual activity?

Exploring the concept

Explain to students that often consent is presented as a binary or dichotomy which means that there is a choice between two things. In the case of consent at one end you have a partner saying Yes to sexual activity and at the other end you have rape or sexual violence/assault. However, this is a very simplistic way of thinking of consent and we need to think about consent as more like a continuum with consent at one end, sexual assault at the other end but a whole lot of behaviours in the middle that can be hurtful, disrespectful and illegal. We call this the continuum of consent. Ask students if they have heard about the continuum of consent before and if they have what were the behaviours that fit in between the two ends.

Display the Consent continuum from Body Safety Australia (used in Year 5 and 6 materials) to re-visit/introduce the continuum.

Discuss each of the descriptions for the 5 points along the continuum. Ask students if they can suggest behaviours that might fit under compliance, pressure and coercion based on these descriptions.

Explain that it is situations that fall between the two ends of the continuum that are often misconceived as consensual but do not involve freely given and enthusiastic consent. Some of the reasons for these misconceptions lie in the way popular culture portrays relationships and sex. A lot of the media we consume often portrays abusive and controlling behaviours as romantic gestures that lead to love-story endings. These confusing messages can be seen in hollywood romances such as in Twilight where Edward repeatedly stalks Bella, Westley in The Princess Bride, who lies about his identity, and even physically abuses the woman he's supposed to love, and even in Friends, with "lovable" Ross repeatedly showing excessive jealousy and ownership of Rachel. Emphasise to students that although all of these behaviours are seen as gestures of love, and rewarded with the couple reaching "happily ever after" in Hollywood – the reality is they are examples of coercion and pressure on the Consent continuum that constitute abuse even though the perpetrator (boyfriend) never physically hurts their victim.

30

Ask students if they can identify other characters and storylines from TV series or movies that would fall into the middle areas of the Consent continuum. Discuss the behaviours of each of these characters and where they would fall on the continuum.

Putting it into practice

Share the link to Are you controlling in your relationship? from The Line website. Ask students to read the article and identify some of the behaviours that can be red flags for relationships turning abusive.

Check for understanding

Divide students into small groups and distribute the handout Controlling behaviours scenarios. Ask groups to read through each scenario and highlight behaviours that would fall into the categories of Compliance, Pressure or Coercion on the Consent continuum.

As a class, discuss each of the scenarios and the behaviours identified by each group and where they felt they fell on the Consent continuum. Ask students to identify the characteristics of the behaviours and how they are similar or different across each of the scenarios. Explain to students that one of the key similarities across all of the behaviours is that one person in the relationship is trying to control the behaviours of the other person through use of power.

Ask students in their original groups to propose strategies that the person being controlled could implement to either regain and re-balance the power in each of the situations or if necessary end the relationship.

Criteria for success: What to look for?

Can students:

* correctly identify the controlling behaviours in each scenario?
* describe the control and power dynamics that make these behaviours inappropriate or problematic in the relationship?
* propose strategies for dealing with these situations from the point of view of the person being controlled?

Handouts

The Consent continuum

Controlling behaviours scenarios

Resources

Are you controlling in your relationship? The Line website

Teenagers need to know where love stops and abusive relationships start

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 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 analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline.

Relevant content descriptions

Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent (AC9HP8P07)

Refine protective behaviours and evaluate community resources to seek help for themselves and others (AC9HP8P08)

General capabilities

Personal and social capability

Select, apply and refine strategies to persevere when faced with unexpected or challenging contexts (PSC-Perseverance and adaptability)

Analyse indicators of healthy and challenging relationships, and how to manage the differences (PSC-Relational awareness)

Demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication (PSC-Communication)

Ethical understanding

Exploring ethical frameworks and perspectives (EU-Understanding ethical concepts and perspectives)

MODULE REFLECTION

32

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 enough 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 analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline.

Relevant content descriptions

Refine protective behaviours and evaluate community resources to seek help for themselves and others (AC9HP8P08)

General capabilities

Personal and social capability

Select, apply and refine strategies to persevere when faced with unexpected or challenging contexts (PSC-Perseverance and adaptability)

Analyse indicators of healthy and challenging relationships, and how to manage the differences (PSC-Relational awareness)

Demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication (PSC-Communication)

Critical and creative thinking

Identify and clarify ideas and information (CCT-INQ)

Ethical understanding

Exploring ethical frameworks and perspectives (EU-Understanding ethical concepts and perspectives)

34

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 wellbeing 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.

For more information about Family Violence visit the Legal Aid Tasmania website.

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 What's OK at home website and ask them to read through the How to deal section. Discuss any additional effects or impacts 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 What's OK at Home 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

Think-Pair-Share strategy

Luka by Suzanne Vega

What's OK at home

Legal Aid Tasmania

Australian Law Reform commission

CONCEPT 2.2 RECOGNISING SAFE AND UNSAFE SITUATIONS

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 analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline.

Relevant content descriptions

Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent (AC9HP8P07)

Refine protective behaviours and evaluate community resources to seek help for themselves and others (AC9HP8P08)

General capabilities

Personal and social capability

Analyse indicators of healthy and challenging relationships, and how to manage the differences (PSC-Relational awareness)

Demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication (PSC-Communication)

Ethical understanding

Exploring ethical frameworks and perspectives (EU-Understanding ethical concepts and perspectives)

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 School-based violence scenarios.

(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) 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 girl or woman.

(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

School-based violence - scenarios

Resources

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 analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline.

Relevant content descriptions

Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent (AC9HP8P07)

Refine protective behaviours and evaluate community resources to seek help for themselves and others (AC9HP8P08)

General capabilities

Personal and social capability

Select, apply and refine strategies to persevere when faced with unexpected or challenging contexts (PSC-Perseverance and adaptability)

Analyse indicators of healthy and challenging relationships, and how to manage the differences (PSC-Relational awareness)

Demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication (PSC-Communication)

Ethical understanding

Exploring ethical frameworks and perspectives (EU-Understanding ethical concepts and perspectives)

40

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 appropriately in a range of situations.

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

Read out the following scenario from the previous activity:

Finn bumps into 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 when it happens.

(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 School-based violence scenario 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 abusive 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

School-based violence - scenarios handout from Activity 2.2

41

CONCEPT 2.4
MANAGING ONLINE RELATIONSHIPS

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 analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline.

Relevant content descriptions

Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent (AC9HP8P07)

Refine protective behaviours and evaluate community resources to seek help for themselves and others (AC9HP8P08)

General capabilities

Personal and social capability

Select, apply and refine strategies to persevere when faced with unexpected or challenging contexts (PSC-Perseverance and adaptability)

Analyse indicators of healthy and challenging relationships, and how to manage the differences (PSC-Relational awareness)

Demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication (PSC-Communication)

Ethical understanding

Exploring ethical frameworks and perspectives (EU-Understanding ethical concepts and perspectives)

Digital literacy

Identify online abuse and bullying and report them to trusted adults, appropriate authorities and in online tools (DL-Manage online safety)

Stop engaging in negative online social interactions (DL-Manage online safety)

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 choose 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

43

44

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

MODULE 3:
HELP-SEEKING SKILLS

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 analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline.

Students analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing.

Relevant content descriptions

Refine protective behaviours and evaluate community resources to seek help for themselves and others (AC9HP8P08)

Plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing (AC9HP8P10)

General capabilities

Personal and social capability

Select, apply and refine strategies to persevere when faced with unexpected or challenging contexts (PSC-Perseverance and adaptability)

Analyse indicators of healthy and challenging relationships, and how to manage the differences (PSC-Relational awareness)

Demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication (PSC-Communication)

Ethical understanding

Exploring ethical frameworks and perspectives (EU-Understanding ethical concepts and perspectives)

Digital literacy

Identify online abuse and bullying and report them to trusted adults, appropriate authorities and in online tools (DL-Manage online safety)

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 enough 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 analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline.

Students analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing.

Relevant content descriptions

Refine protective behaviours and evaluate community resources to seek help for themselves and others (AC9HP8P08)

Plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing (AC9HP8P10)

General capabilities

Personal and social capability

Demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication (PSC-Communication)

Ethical understanding

Exploring ethical frameworks and perspectives (EU-Understanding ethical concepts and perspectives)

Digital literacy

Identify online abuse and bullying and report them to trusted adults, appropriate authorities and in online tools (DL-Manage online safety)

48

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 School-based violence - scenarios 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 '*The news and critical thinking: Why is it important?*' Heads Up has a detailed activity that explores critical media literacy and making judgements about the reliability and accuracy of media literacy.*

(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

What's OK at Home

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 school 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

School-based violence - scenarios handout used in previous activities

Resources

The Line

Respect

ReachOut.com

What's OK at Home

Our Watch

CONCEPT 3.2 ADVOCACY AND ACTION

50

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 analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline.

Students analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing.

Relevant content descriptions

Refine protective behaviours and evaluate community resources to seek help for themselves and others (AC9HP8P08)

Plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing (AC9HP8P10)

General capabilities

Personal and social capability

Select, apply and refine strategies to persevere when faced with unexpected or challenging contexts (PSC-Perseverance and adaptability)

Analyse indicators of healthy and challenging relationships, and how to manage the differences (PSC-Relational awareness)

Demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication (PSC-Communication)

Ethical understanding

Exploring ethical frameworks and perspectives (EU-Understanding ethical concepts and perspectives)

Digital literacy

Identify online abuse and bullying and report them to trusted adults, appropriate authorities and in online tools (DL-Manage online safety)

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.

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 website
* 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

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

HANDOUTS

HOW DO I FEEL EMOTICONS

Years 7 & 8: Module 1 – Concept 1.3

AGGRESSIVE

AGONIZED

ANXIOUS
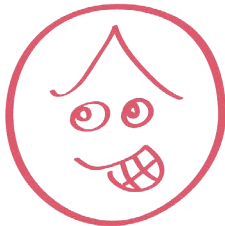
APOLOGETIC

BLISSFUL
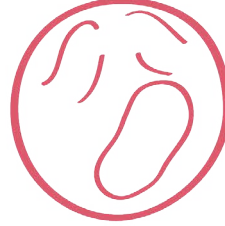
BORED

CAUTIOUS
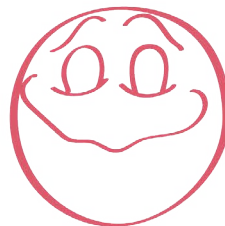
CONFIDENT
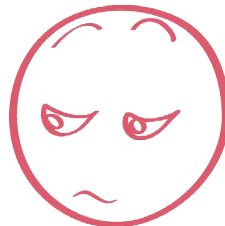
CURIOUS

DETERMINED

DISAPPOINTED
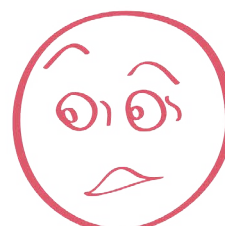
DISBELIEVING

DISGUSTED

ECSTATIC

ENRAGED

ENVIOUS

EXASPERATED

EXHAUSTED
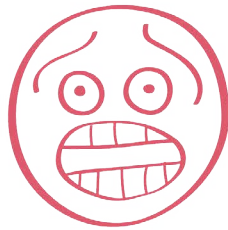
FRIGHTENED

FRUSTRATED

GUILTY

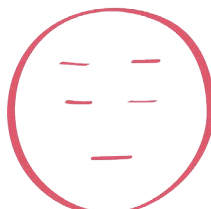HAPPY
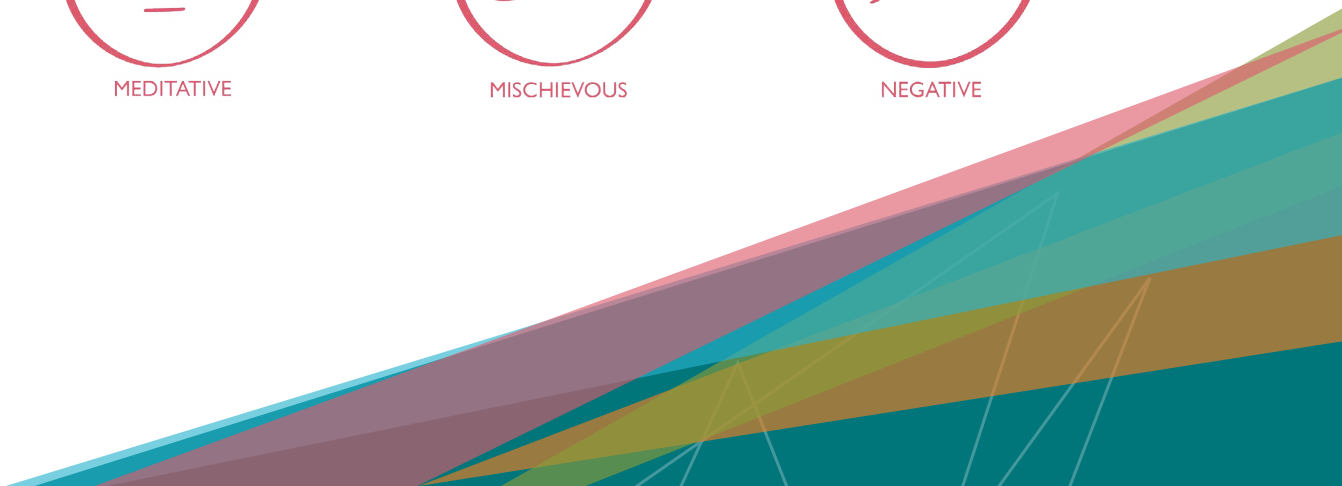
HORRIFIED

HURT

IDIOTIC
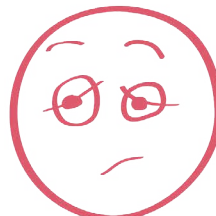
INDIFFERENT

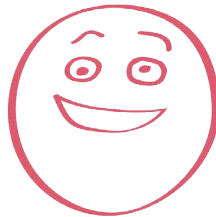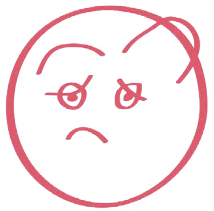INTERESTED

MEDITATIVE

MISCHIEVOUS
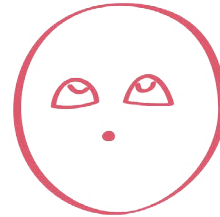
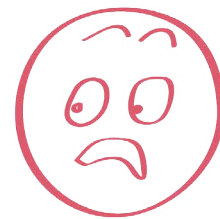NEGATIVE

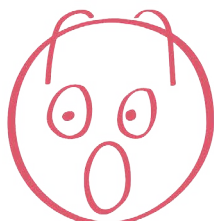OBSTINATE

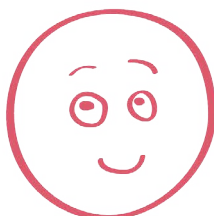OPTIMISTIC

PERPLEXED

PUZZLED

REGRETFUL

RELIEVED

SAD

SATISFIED
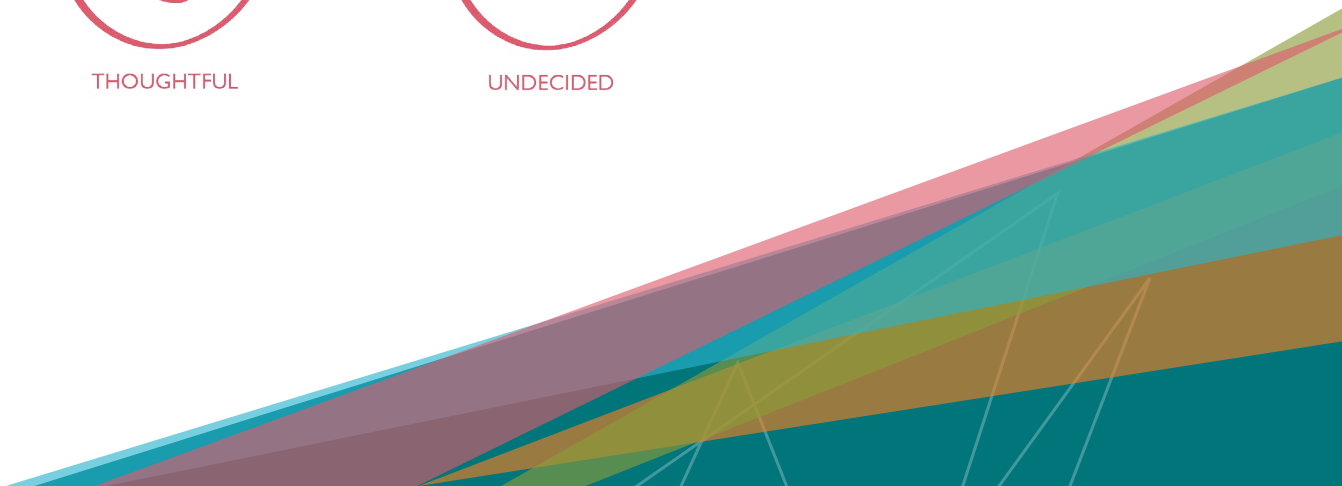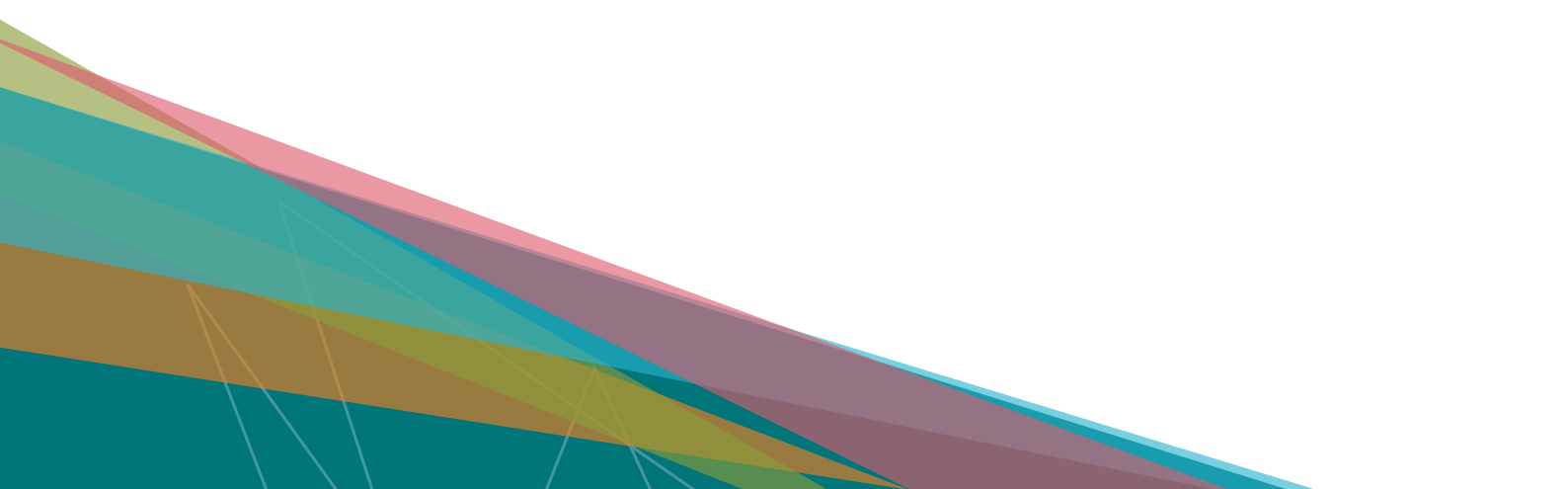
SHOCKED

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	Curious	Confident

RECIPE FOR GETTING CONSENT RIGHT

Years 7 & 8: Module 1 – Concept 1.4

1. Consent
Add an image here that represents asking for consent in a respectful way (use Google image search).

2. Ingredients list
Create a list here of the key ingredients you think are needed for getting consent right. For example, respectful communication, active listening, asking the right questions, two people who respect each other's rights.

3. Recipe method
Describe here how the ingredients need to be combined together to seek and gain, give or deny consent. For example, what questions should be asked, how should each partner respond, what things should each person look out for?

4. Recipe notes and special considerations
Include any notes or considerations that will help ensure that consent gets done right.

POSITIVE CONSENT DECISIONS
* be honest
* trust others
* respect others
* be ethical
* make mutual decisions
* ensure everyone is equal
* take responsibility that everyone is happy with what is happening
* communicate what we want and need, while paying attention to what others want and need

POSITIVE CONSENT ACTIONS
* value friendships
* enjoy playing, and having fun
* be aware of how we impact others
* make sure we always act within the law
* actively give and receive permission
* create a space for others to speak freely
* respect people's human rights and bodily autonomy
* exercise mutual agreement and negotiation on all shared activities
* allow people to withdraw consent
* always be kind and considerate to others never coerce, bribe or force someone

POSITIVE CONSENT BELIEFS
* be aware that power imbalances exist and that being in a position of power influences relationships
* value equity in all human relationships

POSITIVE CONSENT COMMUNICATION
* enthusiastic
* ongoing
* clear
* affirmative
* shared
* mutually agreeable
* verbal and non-verbal

POSITIVE CONSENT THOUGHTS AND FEELINGS
* empathy
* valuing comfort
* managing disappointment and expectations, courage in ourselves and others
* affirmation
* generosity, reciprocity, human connection, and gratitude
* responsibility
* pleasure, positivity, safety, excitement, and enjoyment

THE CONSENT CONTINUUM

Years 7 & 8: Module 1 – Concept 1.5

CONSENT
BOTH PEOPLE WANT TO SHARE TOUCH

COMPLIANCE
DOING SOMETHING BECAUSE YOU FEEL YOU SHOULD OR TO HAVE SOMEONE ELSE LIKE YOU

PRESSURE
DOING SOMETHING BECAUSE SOMEONE KEEPS ASKING UNTIL YOU SAY YES, OR TRIES TO MAKE YOU FEEL BAD IF YOU DON'T

COERCION
DOING SOMETHING BECAUSE SOMEONE IS THREATENING, BLACKMAILING OR BRIBING YOU

FORCE
SOMEONE USES VIOLENCE OR PHYSICALLY OVERPOWERS YOU TO DO SOMETHING TO YOU

Body Safety Australia ©

www.bodysafetyaustralia.com.au
info@bodysafetyaustralia.com.au

CONTROLLING BEHAVIOURS SCENARIOS

Years 7 & 8: Module 1 – Concept 1.5

Scenario 1: Controlling behaviours Kelly and Ahmed have been dating for about 6 months. Kelly often turns up at Ahmed's home without warning so that they can walk to school together. They both still have different interests; Kelly is keen to do well in their exams so attends lots of revision classes after school and Ahmed is in the local football team. Kelly always likes to message Ahmed to check how he is and when he is leaving so they can walk home together.

Scenario 2: Controlling behaviours 2 months into their relationship Riley catches Nicky on their phone, Nicky can't understand why Riley is still following other people on social media, and why they still have the Tinder app. Nicky explains that it makes them feel like Riley is still looking for someone else to be in a relationship with. Riley offers to delete some of their online friends and that seems to make Nicky much happier. Riley knows this will make Nicky feel more secure and make their relationship more solid.

Scenario 3: Controlling behaviours Carrie and Marco have been together for about 3 months. They have lots of common interests, including going to see live music. Most gigs they have been to, they've met up with Paul, who is in Marco's uni class. Carrie likes Paul and thinks he's really funny. Lately, Carrie has noticed that Marco seems to get upset when she laughs at Paul's jokes. When Paul goes to the bar to get some drinks Marco confronts Carrie and accuses her of flirting with Paul. She denies it but that just seems to make him angrier. When Paul gets back to the table with the drinks, Marco tells him they are leaving because Carrie has a headache.

Scenario 4: Controlling behaviours Raj and Sameera have been going out for about 18 months. Most weekends they hang out together. Raj's family have a big family reunion coming up in a month but the weekend clashes with Sameera's plans to go away with her friends to see a play. Raj says its ok she can catch up with her friends anytime, this is the first time he has seen some of his aunties in years. When Sameera says she is going to have to miss the reunion because she has already paid for the play and accommodation. Raj is furious and demands that she cancels her plans.

Scenario 5: Controlling behaviours Billy and Cody have been seeing each other for about 6 months. Theirs is a rocky relationship and they often have arguments over silly things. They never last long because Billy always gives in and apologises. Even if they are not at fault. Billy figures this is the easiest way to stop the argument because they know Cody will never apologise - even if they are in the wrong.

Scenario 6: Controlling behaviours Cam and Sarah have been besties since primary school. Sarah has started dating a someone she met online recently and she seems to have fallen fast for them. Whenever Cam and Sarah are together these days, Sarah's phone is constantly pinging with messages from her new "love". Cam comments to Sarah about the number of messages she gets and thinks its a bit over the top. Sarah says she finds it romantic that her new love always wants to know where she is, who she's with and what they are doing.

INDICATORS OF RISK

Years 7 & 8: Module 2 – Concept 2.2

WHO	* Who are you with? * Who else is around?
WHAT	* What are you doing? * What are you being asked to do? * What are others doing?
HOW	* How are you feeling about the situation? Body warning signals, feelings.
WHERE	* Where are you? * Where are your parents/carers/other trusted adults?
WHEN	* When is this happening?
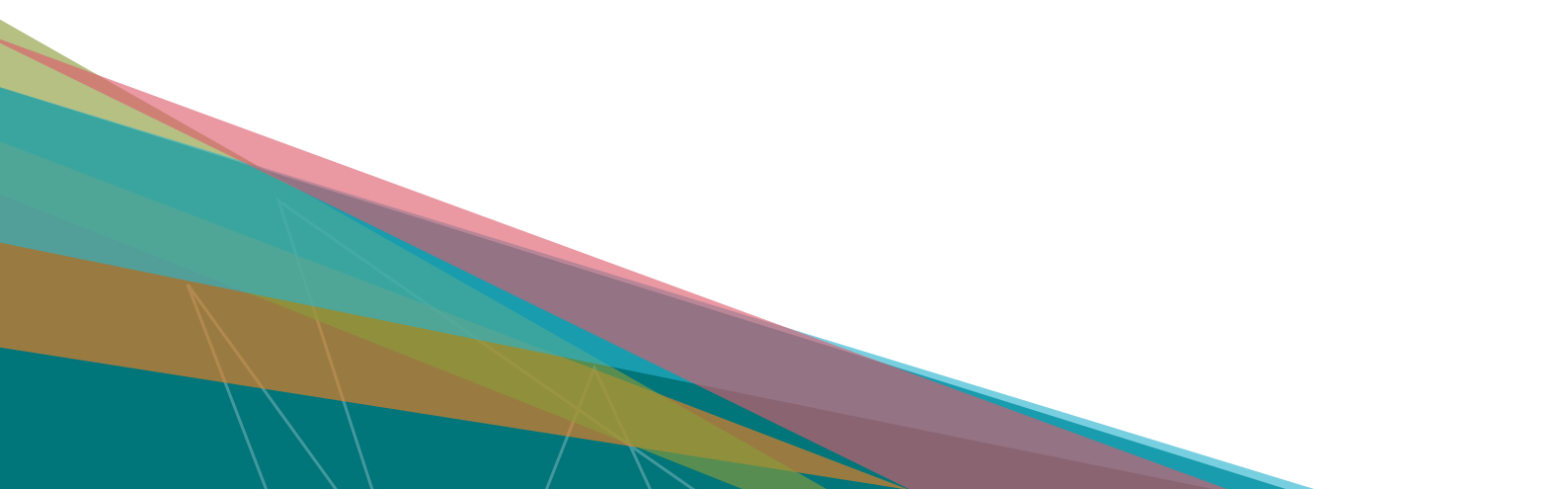
SCHOOL-BASED VIOLENCE - SCENARIOS

Years 7 & 8: Module 2 – Concept 2.2 and Concept 3.1

Scenario 1: You overhear a group of boys making sexual comments about one of the girls in your class.

Scenario 2: Markus has been playing Minecraft for a while but lately a few older guys keep trying to chat with him and his mates through the game. Today they sent some nudes of a girl from their school.

Scenario 3: A message is going around Facebook about a party on the weekend. It includes photos of one of the girls passed out in the bathroom.

Scenario 4: Sarita hates having to go to the toilet during lunch break because she's always worried some older girls will follow her in and make her give them some money. They threaten to spread a rumour that she's a lesbian if she doesn't hand it over.
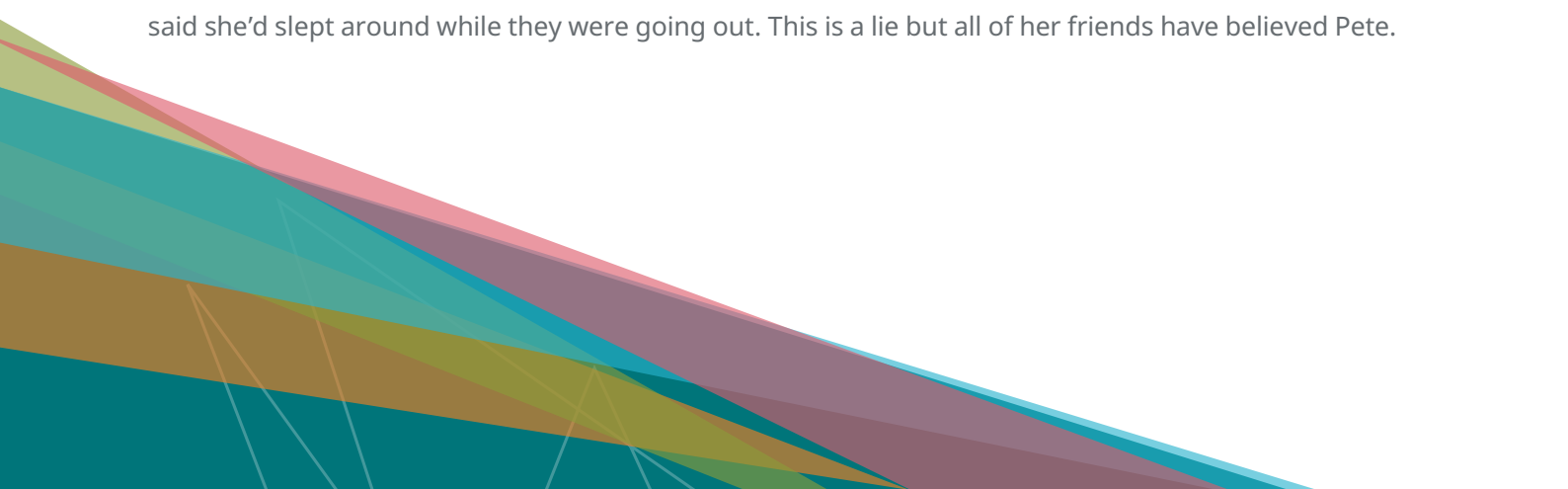
Scenario 5: Finn bumps into Jack every time he passes him in the corridor. Jack tries to go the other way to get to his locker but Finn always sees him. The other students laugh when it happens.

Scenario 6: Luke was waiting in the canteen line when a couple of his mates came over and showed him a porn video they had found online. When he told them he wasn't interested in watching it they said he must gay. Luke said it wasn't that, he just doesn't think the women are treated respectfully in those videos. His mates just laughed and kept watching the video.

Scenario 7: Sam broke up with her boyfriend about 2 weeks ago. When they were together they shared some nudes. Her boyfriend has threatened to share the nudes around school unless she gets back together with him.

Scenario 8: A guy in Charlie's Maths class keeps sending her dick pics. She's asked him to stop and threatened to report him but he keeps sending them.

Scenario 9: Rory broke up with Pete a few weeks ago and ever since her friends have stopped talking to her. When she confronted one of her friends about why they were avoiding her, she told her that Pete said she'd slept around while they were going out. This is a lie but all of her friends have believed Pete.

HANDSHAKE ACTIVITY CARDS

Years 7 & 8: Module 2 – Concept 2.4

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 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
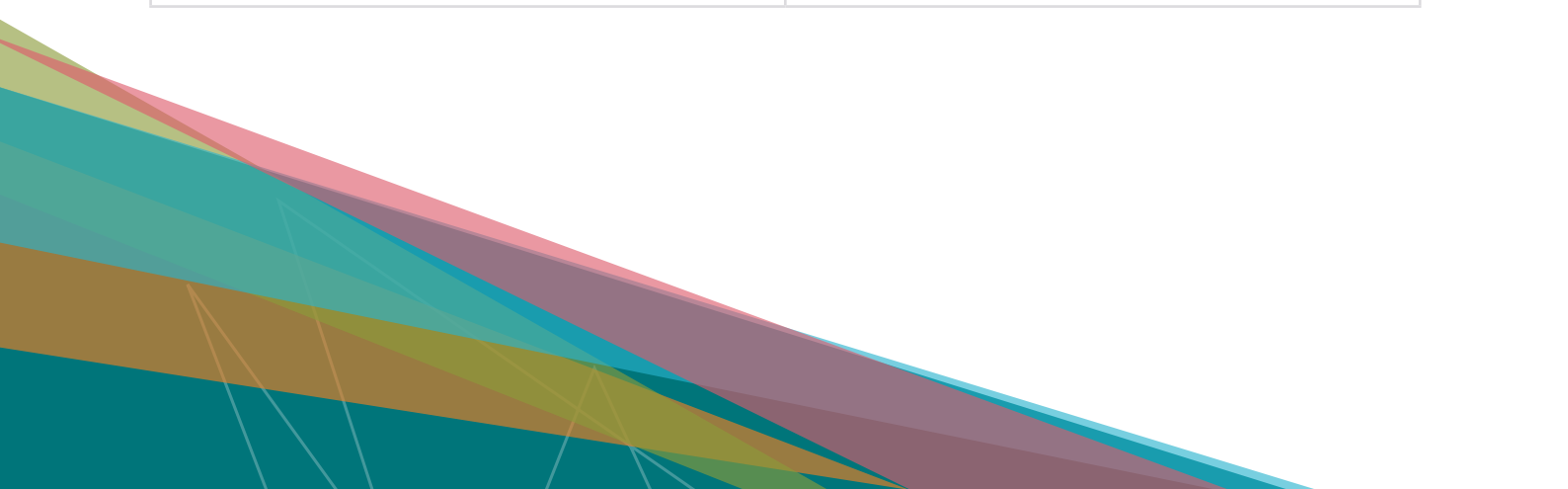
PMI CHART

Years 7 & 8: Module 3 – Concept 3.2

PLUS	MINUS	INTERESTING