

RESILIENCE RIGHTS & RESPECTFUL RELATIONSHIPS

RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS

Teaching for Social and Emotional Learning and Respectful Relationships

ACKNOWLEDGEMENTS

These materials were developed by a team from the Youth Research Centre, Melbourne Graduate School of Education, University of Melbourne. The authors of this resource are:

Primary Materials

Associate Professor Helen Cahill, Catherine Meakin, Dr. Kylie Smith, Sally Beadle, Anne Farrelly, Leanne Higham, and Dr. Jessica Crofts.

Secondary Materials

Associate Professor Helen Cahill, Sally Beadle, Leanne Higham, Catherine Meakin, Anne Farrelly, Dr. Jessica Crofts and Dr. Kylie Smith.

Published by Department of Education and Training

Melbourne, August 2016

© State of Victoria (Department of Education and Training) 2016

The copyright in this document is owned by the State of Victoria (Department of Education and Training), or in the case of some materials, by third parties (third party materials). No part may be reproduced by any process except in accordance with the provisions of the Copyright Act 1968, the National Education Access Licence for Schools (NEALS) or with permission.



An educational institution situated in Australia which is not conducted for profit, or a body responsible for administering such an institution, may copy and communicate the materials, other than third party materials, for the educational purposes of the institution.

Authorised by the Department of Education and Training,
2 Treasury Place, East Melbourne, Victoria, 3002.

Accessibility

If you would like to receive this publication in an accessible format, such as audio, please telephone 1800 809 834, or email edline@vic.gov.au.

Contents

Introduction	1	Topic 6: Help-seeking	49
Topic 1: Emotional literacy	3	Activity 1: I wonder if I need help with this?.....	49
Activity 1: What do emotions look like?	3	Activity 2: Thinking about trust and courage.....	53
Activity 2: Recognising positive, negative and mixed emotions.....	6	Activity 3: Who to turn to, and who to thank.....	53
Activity 3: Intense emotions.....	8	Activity 4: Rehearsing help-seeking conversations.....	57
Activity 4: A roller coaster of emotions.....	10	Activity 5: Communicating clearly	59
Activity 5: The roller coaster day.....	12	Activity 6: ‘The roller coaster day’ storyboard.....	61
Further resources.....	13	Further resources.....	63
Topic 2: Personal strengths	15	Topic 7: Gender and identity	64
Activity 1: What are character strengths?	15	Activity 1: Born or made? Thinking about gender.....	65
Activity 2: Strengths I admire	18	Activity 2: From words to actions.....	66
Activity 3: Using our strengths in everyday life.....	20	Activity 3: Gender norms in early adolescence.....	68
Activity 4: Role-playing strengths.....	24	Activity 4: Facts about gender and opportunity	69
Activity 5: Celebrating strengths	24	Activity 5: Growing awareness about human rights.....	77
Further resources.....	25	Activity 6: The inter-generational gender machine.....	81
Topic 3: Positive coping	26	Optional extra activities.....	84
Activity 1: Introducing the concept of self-talk	26	Further resources.....	86
Activity 2: Enacting positive and negative self-talk.....	29	Topic 8: Positive gender relations	87
Activity 3: Personal coping profiles	31	Activity 1: What is violence?	88
Activity 4: Sharing positive coping strategies	33	Activity 2: What is gender-based violence?	90
Further resources.....	33	Activity 3: Understanding power relations	94
Topic 4: Problem-solving	34	Activity 4: Active respect in peer relationships	95
Activity 1: We have a problem, how can we deal with it? ..	34	Activity 5: What is sexual harassment and sexual assault?	98
Activity 2: Exploring what works	37	Activity 6: Peer support: setting boundaries, communicating standards.....	100
Activity 3: Problem-solving panel	37	Activity 7: Help-seeking in response to gender-based violence.....	108
Further resources.....	42	Optional games	112
Topic 5: Stress management	43	Further resources.....	116
Activity 1: Stressors	43	Mapping against the Victorian Curriculum by topic	117
Activity 2: Lifting the mood	46	Mapping against the Victorian Curriculum by activity	124
Activity 3: A guided relaxation.....	46	Glossary	148
Further resources.....	48	References	151

1 Emotional literacy

AIMS

Activities will assist students to:

- Explain how emotional responses influence behaviour
- Explain the influence of emotions on behaviour, learning and relationships
- Analyse factors that influence their ability to regulate emotions.

EVIDENCE BASE

Research shows that students who participate in rigorously designed and well-taught social and emotional learning programs demonstrate more positive social behaviour, are less likely to engage in risky and disruptive behaviour, and show improved academic outcomes.¹⁻⁴ Collaborative learning activities help students to build their social skills.⁵ Building a large vocabulary for emotions helps to increase emotional literacy, build self-awareness and empathy for others.

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students describe different ways to express emotions and the relationship between emotions and behaviour

Health and Physical Education

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

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 124–126.

COACHING POINT

As you deliver the activities, we recommend you write the learning intentions on the board in student friendly language so that students are aware of the focus of the activity. This will help you and the students to intentionally practise these skills during the activity and allow you to review the learning intentions at the conclusion of the activity.

1 What do emotions look like?

TIME: 20+ MINUTES

Learning intention

- Students demonstrate their understanding of emotions through a focus on the way in which they are embodied
- Students understand how people interpret the emotional responses of others through observation of body language

Equipment

- Room to move
- *What am I feeling?* cards

Method

- 1 Explain that in this activity we will test our skills in reading body language and in expressing emotions through our body.
- 2 Ask: *When I use the word **emotions** what am I talking about?* Collect responses. (This question will assist in gauging whether the definitions work from the Level 3–4 lesson materials needs to be revisited.)
- 3 Explain that the first activity will take the form of a guessing game in which one person acts or shows the body language of a given emotion and their partner guesses what the emotion is. The emotions will be given on a card.
- 4 Put students into pairs. Give each student a *What am I feeling?* card which they must not reveal to their partner. The student acts out the body language described on the card. Their partner tries to guess the emotion that matches the body language described. Close guesses, like the use of a synonym, should be counted as correct. The students swap roles and repeat the activity. Model an example yourself and ask students to guess. E.g. Body language: foot tapping, looking at your watch, drumming your fingers, sighing. Emotion: impatient (but you might allow good guesses such as ‘annoyed’).
- 5 After the game, ask: *Why it is important to be able to ‘read’ another person’s body language and imagine how they might be feeling?* Collect some suggestions. Emphasise the importance of empathy as a key skill for positive relationships. Write the word **empathy** on the board to help build a good understanding of this term.

Ask pairs to think up some situations in which it might be particularly important to be able to notice how others may be feeling. Collect examples.

Point out that reading body language is not like reading a book. Sometimes we get the meaning wrong, just as some of them may have in the game. This is because not everyone shows their feelings in the same way. We also need to be able to tell people how we feel, and ask people how they are feeling. These are two important skills for friendship and family relationships.

Ask the students to discuss in their pairs and then report back:

- *What can make it hard sometimes to tell people how we feel?*
- *Why do we sometimes try to hide our emotions?*

Reiterate that being empathetic, or understanding our own and others' emotions and feelings, is an important life skill. We can develop our skills in both recognising and understanding our own and others' emotions, and in communicating about them. The following activities are designed to have you work on your social and emotional skills, sometimes called skills for life.

Review

Conclude by inviting students to review the learning intentions. Ask some students to reflect on whether this activity helped them learn to 'read' other people's emotions through their facial expressions and other body language. Ask for some examples. Ask students to reflect on why it is important have the skill of being able to read the body language (and thus guess the emotions) of others.

BODY LANGUAGE

- look away into space
- yawn

EMOTION

BORED

BODY LANGUAGE

- open-handed gestures
- sitting on edge of seat
- alert
- eye contact

EMOTION

INTERESTED

BODY LANGUAGE

- look alert
- stand up straight
- hands in pockets with thumbs out
- direct eye contact

EMOTION

CONFIDENT

BODY LANGUAGE

- turning away
- no eye contact
- distracted
- looking away

EMOTION

NOT INTERESTED

BODY LANGUAGE

- arms crossed
- head drawn back
- look sideways
- touching or rubbing nose

EMOTION

SUSPICIOUS

BODY LANGUAGE

- hold breath
- tight lips
- aggressive hand movements
- hands on hips
- stiff

EMOTION

ANGRY

BODY LANGUAGE

- clear throat
- whistle nervously
- fidget
- wring hands
- don't look at other person

EMOTION

NERVOUS

BODY LANGUAGE

- smile
- open gestures
- relaxed body
- eye contact

EMOTION

PLEASED

BODY LANGUAGE

- short breaths
- clenched fist
- rubbing hand through hair
- tightly clenched hands

EMOTION

FRUSTRATED

2 Recognising positive, negative and mixed emotions

TIME: 40+ MINUTES

Learning intention

- Students review a vocabulary that can be used to describe a range of positive and negative emotions
- Students identify triggering events or situations that can lead to particular emotional responses
- Students investigate the notion of mixed emotions or emotional complexity

Equipment

- **Emotions** handout

Method

- 1 Introduce the lesson with the following information:

In any one day we can experience multiple and complex emotions. Emotions are triggered by events/situations and also by what we think about what is happening to us. We may experience strong or mild emotions, and a mix of positive and negative or comfortable and uncomfortable emotions. We are going to think and talk about these emotional highs and lows with a focus on understanding ourselves and others better. We are going to use many '**emotions**' words. The more words we have for describing emotions, the better we are at communicating our feelings, seeking help when we need it, and helping others.

- 2 Write the headings 'positive/comfortable emotions' on one side of the board and 'negative/uncomfortable emotions' on the other. Ask the class to brainstorm some examples of positive emotions and some examples of negative emotions.

Connecting back to the body language activity, ask:

- *What do positive emotions tend to look like when we see them in others? Sound like? Feel like? (Invite some students to demonstrate.)*
- *What do some of these negative emotions look like? Sound like? Feel like? (Invite some students to demonstrate.)*

Explain there are times when we can feel mixed emotions, or both positive and negative emotions at the same time. For example, you might be excited about competing in the cross-country finals, but also nervous about whether you will do well.

- 3 Distribute the **Emotions** handout and ask the students to put a cross next to the 'negative' emotions and a tick next to those that are 'positive'. Compare lists or during class feedback.

Then ask students to work with a partner or trio to provide some examples of when:

- someone could experience positive emotions
- someone could experience negative emotions
- someone could experience mixed emotions, or both positive and negative emotions at once.

Students can use the emotions list on the top part of the handout to help them. Ask each group to share one of their examples with the class.

Review

Review the learning intentions by asking students what they have learned in this activity. Ask if anyone learned any new 'emotions' words today. Ask for some examples. Ask a volunteer to summarise what is meant by the concept of 'mixed emotions'.

EMOTIONS

Which emotions do you think are positive? Which do you think are negative?

Fill in the boxes with a tick for a positive emotion, and a cross for a negative emotion.

- | | | | |
|------------------------------------|--------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> hurt | <input type="checkbox"/> amazed | <input type="checkbox"/> safe | <input type="checkbox"/> ignored |
| <input type="checkbox"/> loved | <input type="checkbox"/> hopeful | <input type="checkbox"/> lonely | <input type="checkbox"/> uncomfortable |
| <input type="checkbox"/> angry | <input type="checkbox"/> miserable | <input type="checkbox"/> afraid | <input type="checkbox"/> inspired |
| <input type="checkbox"/> happy | <input type="checkbox"/> embarrassed | <input type="checkbox"/> confused | <input type="checkbox"/> serene |
| <input type="checkbox"/> scared | <input type="checkbox"/> proud | <input type="checkbox"/> shy | <input type="checkbox"/> betrayed |
| <input type="checkbox"/> excited | <input type="checkbox"/> tense | <input type="checkbox"/> strong | <input type="checkbox"/> disappointed |
| <input type="checkbox"/> sad | <input type="checkbox"/> bored | <input type="checkbox"/> anxious | <input type="checkbox"/> determined |
| <input type="checkbox"/> surprised | <input type="checkbox"/> thankful | <input type="checkbox"/> calm | <input type="checkbox"/> rejected |
| <input type="checkbox"/> jealous | <input type="checkbox"/> stupid | <input type="checkbox"/> frustrated | <input type="checkbox"/> nervous |
| <input type="checkbox"/> joyful | <input type="checkbox"/> thrilled | <input type="checkbox"/> furious | <input type="checkbox"/> curious |
| <input type="checkbox"/> ashamed | <input type="checkbox"/> worried | <input type="checkbox"/> warm | <input type="checkbox"/> suspicious |
| <input type="checkbox"/> unloved | <input type="checkbox"/> upset | <input type="checkbox"/> guilty | <input type="checkbox"/> relieved |

WHAT AM I FEELING?

Think of a situation where you could feel these emotions (like succeeding in a new skill, moving into a new school, or being left out) and then write down the words that describe those emotions. Use the list above to help you.

<p>I might feel POSITIVE EMOTIONS in this situation:</p>	<p>These POSITIVE EMOTIONS could be:</p>
<p>I might feel MIXED EMOTIONS in this situation:</p>	<p>These MIXED EMOTIONS could be:</p>
<p>I might feel NEGATIVE EMOTIONS in this situation:</p>	<p>These NEGATIVE EMOTIONS could be:</p>

3 Intense emotions

TIME: 25+ MINUTES

Learning intention

- Students recognise and apply the concept of emotional intensity
- Students further develop their emotions vocabulary

Equipment

- Room to move
- **Emotions intensity cards** (for teachers to print and cut out for students to use)

Method

- 1 Explain to students that the next activity will focus on understanding intense, stronger or more deeply felt emotions. It is important to have a rich language to help us understand and talk about emotional intensity. Understanding our emotions can help us to cope and to assist others to cope.
- 2 Explain that in the following game, you will call out a word for an upsetting emotion. Students will form a statue to show that emotion. Then you will 'wind up' the intensity of that emotion, calling out a word for a more intense or stronger form of that same emotion. In response, they will need to 'wind up' the intensity of their statue pose.
- 3 Demonstrate one yourself to show what you mean (e.g. angry > furious).
- 4 Ask students to find a space in the room and stand with their hands by their sides. (Use a circle if space allows. If students are shy, use pairs facing each other in mirror position and encourage them to make matching statues as could be seen in a mirror.)

Use some of the word combinations from the Emotions Intensity cards to play the statues game.

Arrange for half the class to look at the other half, or replay for purposes of display.
- 5 Ask the students what these emotions had in common. (they were all 'negative' emotions; the sorts of emotions we experience when life is more challenging than usual).

COACHING POINT









This activity helps to build empathy as students describe how others may be affected. Listening to the reporting back of the experiences provides a form of peer support as students hear their peers recognise what might be an upsetting experience. The activity also builds a richer language through which to describe and understand more intensely felt emotions.

- 6 Ask students to work in pairs or small groups. Assign each group one of the **emotions intensity** paired words and ask them to write them down on a blank sheet of paper. Underneath the words, ask them to write what types of events could lead to the different levels of emotional intensity.
- 7 Arrange for the groups to report back with the descriptions of the kinds of experiences that can trigger intense emotions. (Some examples may show a build up of emotion over time or with frequency of the experience, and others may choose a more serious incident. If no one identifies build up, point out this possibility.)

Review

Review the learning intentions by asking students what they have learned in this activity. Ask if anyone learned any new emotions words today. Ask for some examples. Ask a volunteer to summarise the concept of emotional intensity.

EMOTIONS INTENSITY CARDS

hurt		devastated
shocked		appalled
embarrassed		humiliated
agitated		anxious
excluded		rejected
afraid		terrified
disappointed		despairing
angry		furious

4 A roller coaster of emotions

TIME: 40+ MINUTES

Learning intention

- Students recognise that emotions can vary in intensity from mild to strong
- Students identify situations and events (triggers) that can lead to more intense emotions

Equipment

- *Casey's day* handout
- *Emotional intensity word list* handout

Method

1 Refer to Activity 2 in which students looked at the concepts of positive and negative emotions and the notion of mixed emotions. Point out that another way we think about emotions is related to different levels of **intensity**, or the strengths with which we feel them. Write the word 'intensity' on the board. Build a definition.

Explain that sometimes we describe these levels of intensity as emotional 'highs' or 'lows'. In any single day someone might experience changing emotions and changing intensity of emotions.

2 Use *A day in the life of Casey* story provided here. Read it aloud, asking students to listen for the way in which certain events and situations trigger shifts between positive and negative emotions, as well as instances of greater intensity of 'highs' and 'lows'.

3 Distribute the handout and refer to the roller coaster diagram showing the high and low points of *Casey's day*. Work with the class to label emotions that might have been felt in response to the different events. Refer students to the *Emotional intensity word list* handout to show how different words can be used to show differing levels of emotional intensity.

Explain that sometimes with the emotional ups and downs like Casey has experienced, it can feel like we are on a rollercoaster.

Review

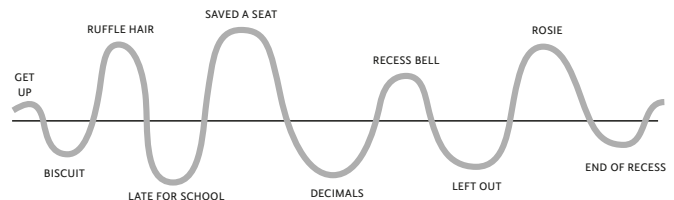
Review the learning intentions by asking students to reflect on what they have learned about emotional intensity.

A DAY IN THE LIFE OF CASEY


























The day started like any other, I woke up and climbed out of bed. Eww my foot landed right on something slimy and mushy – my baby sister's half chewed biscuits..... 'Daddddd!!'

'Just get ready for school,' was all he said. Walking out in to the kitchen I noticed he had made my favourite breakfast: egg and bacon muffin. 'Thanks dad,' I said. He smiled at me and ruffled my hair. I ate and went quickly to get dressed for school to have time to play with my friends before the bell. But I had to wait ages until my big sister was finally ready to leave for school. It was three minutes to nine! We were going to be late. My teacher gets so annoyed when we are late. She sends us to the office to sign in.

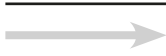
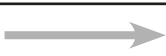
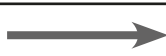






















When I arrived in class, after sneaking back from the office sign-in, I saw that my best friend had saved me a seat. Then I discovered we were doing a Maths test on decimals; and last week I got 7 out of 10 wrong! When the recess bell rang, Jordan suggested, 'Let's play basketball'. As they picked teams I stood and waited and waited and waited. I was the last one chosen. I could hear Lou saying, 'Don't pick him. He'll make us lose'. I turned around and walked off. As I trudged over to the taps, Rosie called, 'Why don't we just sit and talk? I don't even like basketball'.



EMOTIONAL INTENSITY WORD LIST

		EMOTIONS BECOMING MORE INTENSE				
apprehension		nervous		fearful		terrified
surprised		amazed		astounded		stunned
dislike		horror		disgusted		loathing
irritated		annoyed		angry		enraged
pleased		happy		joyful		ecstatic
interested		keen		eager		enthusiastic
unhappy		sad		miserable		despairing

EMOTIONAL INTENSITY WORD LIST

		EMOTIONS BECOMING MORE INTENSE				
apprehension		nervous		fearful		terrified
surprised		amazed		astounded		stunned
dislike		horror		disgusted		loathing
irritated		annoyed		angry		enraged
pleased		happy		joyful		ecstatic
interested		keen		eager		enthusiastic
unhappy		sad		miserable		despairing

5 The roller coaster day

TIME: 40+ MINUTES

COACHING POINT

When students work in pairs, they practice their social skills and build their confidence in talking about their experience of different emotions.

Learning intention

- Students identify events or experiences that might trigger differing emotions at different levels of intensity

Equipment

- *Casey's day* handout (from Activity 4)
- *Emotional intensity word list* handout (from Activity 4)

Method

- 1 Revisit the roller coaster of Casey's morning. Explain to the students that they are going to create their own story showing a 'roller coaster' day. It should contain at least six emotions including a range from the **Emotional intensity word list**. There should be at least one high, one low and one in-between emotion.
- 2 Organise for students to work in pairs, choose their topic, and make a list of the highs, lows and in-betweens that they will put on their roller coaster. They should then draw their roller coaster, name the events associated with the various key points, and identify the emotions felt at those points. Once the roller coaster has been mapped, students can work individually to write up the story line.

Topics:

- A day in the life of a new prep student
- A day in the life of new student joining their own class
- The evening experience of the new babysitter.

Review

Invite some students to share their work with the class. Discuss the way in which certain experiences may trigger more intense emotions. Refer students to the concept of **empathy**, the importance of being able to imagine how others might feel, and how they themselves might react to their various experiences.

Topic 1 Further resources

Reflecting on everyday practice

- What patterns did you notice in the emotional expression and regulation of the students across the last week?
- Was there a pattern in the types of emotions you experienced over the course of the week?

Web links for further reading and activities

Various web resources have been designed to provide information for children and those supporting them on a range of topics related to wellbeing.

- *Catching on Early* is a DET sexuality education program for primary schools. It provides activities for understanding feelings and emotions. <https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/catchingonearlyres.pdf>
- *Calmer Classrooms: A guide to working with traumatised children* offers guidance in understanding traumatised children and developing relationship-based skills to help them. http://www.ccyp.vic.gov.au/childsafetycommissioner/downloads/calmer_classrooms.pdf
- *The National Safe Schools Framework* provides a set of guiding principles for safe and supportive school communities that also promote student wellbeing and develop respectful relationships. The website contains an extensive range of resources including school audit tools, professional learning modules and links to teaching materials. <http://safeschoolshub.edu.au/safe-schools-toolkit/overview>
- *KidsMatter Primary* provides the proven methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids. <https://www.kidsmatter.edu.au/primary>

- *MindEd* offers guidance on children and young people's wellbeing, development and mental health. It caters for adults working with children and young people, including teachers. Register online and have a look at some of their useful resources. <https://www.minded.org.uk/>
- *HandsOnScotland* provides practical information, tools and activities to help children and young people to flourish. <http://www.handsonscotland.co.uk/index.html>

Extension activities

- Engage students in mapping the emotional life of one of the key characters in a book they are reading or a film they are studying
- Ask students to prepare a report on a book they have read that identifies how the author has helped the readers to understand a certain emotional experience. What did the author do that helped to create a sense of this emotion in the reader?

Talking further

Optional homework activity: Give each student a ***Rollercoaster of a week*** handout they can complete at home over the course of five days. They document their own emotions at the end of each day and the triggers that were associated with these emotions. They can include times of the day if they wish. Once students get to the end of the week, ask them to look and see if there were any patterns. What sorts of things made them feel happy? Did they have similar feelings at similar times on the day? Encourage them to share this with a parent or carer.

ROLLER COASTER OF A WEEK

Draw your own roller coaster to reflect your day.

Day 1
Day 2
Day 3
Day 4
Day 5

EXAMPLE EMOTIONS

- hurt
- loved
- angry
- happy
- scared
- excited
- sad
- surprised
- jealous
- joyful
- ashamed
- unloved
- amazed
- hopeful
- miserable
- embarrassed
- proud
- tense
- bored
- thankful
- stupid
- thrilled
- worried
- upset
- safe
- lonely
- afraid
- confused
- shy
- strong
- anxious
- calm
- frustrated
- furious
- warm
- guilty
- ignored
- uncomfortable
- inspired
- serene
- betrayed
- disappointed
- determined
- rejected
- nervous
- curious
- suspicious
- relieved

2 Personal strengths

AIMS

Activities will assist students to:

- Describe the range and influence of personal qualities and strengths
- Monitor their progress in consolidating their strengths
- Assess the value of working independently.

EVIDENCE BASE

Research in the field of positive psychology emphasises the importance of identifying and using individual strengths. Social and emotional learning programs which use strength-based approaches promote student wellbeing, positive behaviour and academic achievement. ⁶⁻⁸

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students describe the influence that personal qualities and strengths have on achieving success
- Students identify and describe personal attributes important in developing resilience

Health and Physical Education

- Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact
- Students examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 127–129.

1 What are character strengths?

TIME: 30+ MINUTES

Learning intention

- Students review their understanding of the difference between **talents** and **character strengths**
- Students identify the character strengths they admire or value in others

Equipment

- *Character strengths* handout

Method

- 1 Explain that in this activity the class will focus on the positive personal qualities we value in ourselves and others.
- 2 Ask students to draw a rough sketch which shows them (or another character) doing something positive for, or with, someone else. This sketch shows something they think is a 'good' thing. It helps make the world a better place for someone. Once drawn, they should label their sketch.
- 3 Ask students to share their picture and label with the class. Record the key 'kindness' actions as the students present.
- 4 Ask the class to reflect on the examples. Ask: *What does it take for people to do the actions presented?* (You are looking for words such as kindness, fairness, courage, caring.)
- 5 Explain that the characters in the pictures have been displaying qualities which we can also call **character strengths**. Your character is what makes you who you are. Character strengths are different to talents, skills and knowledge. They are attributes like courage, kindness, humour and persistence which help you make the most of your experiences and deal with your challenges.
- 6 Distribute the *Character strengths* handout and review it with the class to determine which of the strengths were captured or indicated in the pictures they drew. Check to see if any of the strengths were missed out. If so, ask what actions and pictures could be added to represent that strength (ask some students to add quick sketches to complete the set).

Review

Invite students to comment on whether they think the class met the learning intentions by asking a volunteer to summarise what a character strength is. Ask for some examples of the strengths that students admire in others. Encourage students to be on the look out for the strengths displayed by their family and friends, and to complement them on these strengths.

COACHING POINT

It can be difficult to distinguish between skills and talents and character strengths so the students may need ongoing assistance with this.

Character Strengths Definition: Your character is what makes you who you are. Character strengths are different to talents, skills and knowledge. They are attributes like courage, kindness, humour and persistence which help you make the most of your experiences and deal with your challenges.

CHARACTER STRENGTHS

<p>Hope and optimism Always looks on the bright side of things</p>	<p>Humour Sees the light side, helps people to laugh</p>
<p>Fairness Treats people fairly</p>	<p>Determination Works hard to achieve goals</p>
<p>Honesty Speaks truthfully</p>	<p>Courage Does not hide from challenging situation</p>
<p>Loyalty Stays true through difficult times</p>	<p>Tolerance Accepts different and distress without anger</p>
<p>Trustworthiness Does what they say they'll do</p>	<p>Compassion Thinks of how others are feeling</p>
<p>Generosity Gives freely of their time and possessions</p>	<p>Enthusiasm Has lots of energy and excitement for life</p>
<p>Self-control Controls desires and sticks to decisions</p>	<p>Creativity Thinks of many ways to solve challenge</p>

This is a variation of the 24 character strengths derived from *Character Strengths and Virtues: A Handbook and Classification* by Christopher Peterson and Martin E. P. Seligman, Oxford University Press, 2004. This variation has been simplified and does not include all the 24 strengths.

2 Strengths I admire

TIME: 30+ MINUTES

Learning intention

- Students identify character strengths they admire in others
- Students identify the kind of actions that match particular character strengths

Equipment

- *Strengths I admire* handout (from Activity 4)
- *Character strengths* handout (from Activity 1)

Method

- 1 Give each student a *Strengths I admire* handout. Ask the students to think of a fictional character who they admire because of the things they do. Ask them to write down what some of these 'admirable actions' are. They should refer to the strengths list, and find which character strengths are shown in these actions or generally by their character. Provide an example for the class.
- 2 Put students into groups of three to four and invite students to share about their character. Ask groups to share about one of the characters with the whole class.
- 3 Note some characters and their strengths on the board. Check the students understand the distinction between character strengths and talents.

4 Ask each student to work on their own again, and this time to choose one person they know from the everyday life who they admire, and to repeat the exercise about this person (they can keep the name of this person a secret if they wish).

5 Invite volunteers to share about this person in their groups or in to the whole class.

Point out to students that the people we admire are influential in our lives. We call them **role models**. They themselves can be role models for others. Part of the responsibility of reaching higher year levels of the school is realising that you will have this influence. Think carefully about how you might show your character strengths when around younger students.

Review

Invite students to comment on whether they think the class met the learning intentions. Encourage them to be conscious of the strengths they demonstrate in their own everyday actions.

3 Using our strengths in everyday life

TIME: 15+ MINUTES

Learning intention

- Students identify the strengths required to deal with everyday challenges

Equipment

- **Everyday strengths** scenarios (for teachers to print, copy and cut out for the class to use. There should be enough for two per pair)
- **Character strengths** handout (from Activity 1)

Method

- 1 Explain that in this activity students will think about how people use their character strengths to help them deal with the challenges of everyday life.
- 2 Ask students to work in pairs. Distribute two scenarios to each pair. Refer students to the Character strengths list as a reference tool for this activity.
- 3 Ask each pair to discuss which strengths they think would best help the character in their scenarios as they work at solving their problem. They should also prepare to explain why they made this choice when reporting back to the class. Next, they should prepare some advice about what the character can do, or about how they could use the recommended strength(s) in their actions.
- 4 Collect feedback from some pairs. Ask: What strengths were chosen? Were different strengths selected by different people? What was their rationale? What advice did they come up with?

Review

Invite students to comment on whether they think the class met the learning intentions. Ask: *Have you been able to identify some strengths that are required to deal with everyday challenges?* Seek some examples.

EVERYDAY STRENGTHS SCENARIOS

1. Jack's maths homework is particularly challenging this week.

Which strengths can Jack use to try to get it finished and do his best?

Advice to character:

2. Yin won a novel signed by the author in the school writing competition. It is her friend's favourite author and she knows her friend cannot afford to buy the book

Which strengths would Yin use if she decides to give him/her the novel?

Advice to character:

EVERYDAY STRENGTHS SCENARIOS

3. Shanti really wants to go on the flying fox and high ropes at camp but the thought gives her butterflies in the stomach.

Which strengths could Shanti draw on to join in the activities?

Advice to character:

4. Abdi notices a less popular student sitting all alone at lunchtime.

Which strengths could Abdi use to go over and ask him/her to join his game?

Advice to character:

EVERYDAY STRENGTHS SCENARIOS

5. Carmelina's friend is feeling upset because someone in the class has sent around a text saying she likes a particular boy.

Which strengths could Carmelina use to help her friend feel better?

Advice to character:

6. Oscar's younger brother is being very annoying, and making lots of noise while Oscar is trying to watch his favourite TV program.

Which strengths could Oscar use to deal with this situation?

Advice to character:

4 Role playing strengths

TIME: 15+ MINUTES

Learning intention

- Students demonstrate what character strengths might look like in action

Equipment

- Room to move
- **Character strengths** handout (from Activity 1)

Method

- 1 Explain that the focus on the next activity is to show what various character strengths might look like in action. This helps us understand how we might draw on these strengths in our daily lives.
- 2 Divide the class into groups of four and give them a copy of the **Character strengths** handout. Each member of the group must select one strength from the list. Their job is to create a role play that shows a situation in which each of them gets to use their strength.

Provide some situations in which they could conduct their role play. For example:

- Friends working out which game to play in a situation in which they prefer different activities (TOLERANCE).
- Family members working out how to organise whose job it should be to wash the dishes (FAIRNESS).

- 3 Provide time for the students to organise who they are, where their scene takes place, what they are discussing, and how they will show use of the strengths.
- 4 Students share their role plays with the class. The observers guess which strength is being highlighted by each character. After each role play ask:
 - *Where did you see the strength in action?*
 - *How was the strength useful to the person or the other characters?*
 - *In real life, is it different? How could this strength be useful in real life?*

COACHING POINT

The role play helps to build understanding and prompt deeper thinking about how different strengths can contribute in life.

5 Celebrating strengths

TIME: 30+ MINUTES

Learning intention

- Students identify how a particular character strength can contribute to a good life

Equipment

- **Character strengths** handout (teachers to print and cut up the handout from Activity 1)

Method

- 1 Explain that the next activity requires them to think about how a particular strength can help someone become an admirable person. They will be assigned a strength and will need to think about what it could contribute to someone's life.
- 2 Make a lucky dip of all the **Character strengths** cards, and invite students to choose from the lucky dip.

COACHING POINT

Creating a sense of relationship between character strengths and living well is important as it encourages children to value positive characteristics in themselves and others.

The students artistic commission is to make an advertisement which promotes the advantages of this strength and what it can provide in someone's life. Organise for students to work individually or in pairs. Provide time for students to design and create their advertisement and its key images and messages.

Display the strengths advertisements on the class wall, and arrange a gallery walk during which each student or pair introduces their poster.

Review

Reflect on the learning intentions by asking students if the activity has helped them to identify how a particular character strength can contribute to a good life. Seek some examples.

Topic 2 Further resources

Reflecting on everyday practice

- Which character strengths do I draw on to respond to teaching challenges?
- How can I increase my use of strengths-based language in my work with the students?
- How do I foster an environment in which students are encouraged to recognise their own and their peers' strengths?

Web links for further reading and activities

The following links provide further information on building strengths.

- *The Authentic Happiness* website is the homepage of Dr. Martin Seligman, Director of the Positive Psychology Centre at the University of Pennsylvania and provides detailed information about character strengths and the field of positive psychology. <http://www.authentichappiness.sas.upenn.edu>
- *HandsOnScotland* provides practical information, tools and activities to help children and young people to flourish. It includes a specific section on character strengths. http://www.handsonscotland.co.uk/flourishing_and_wellbeing_in_children_and_young_people/flourishing_topic_frameset.htm
- *Catching on Early* is a DET sexuality education program for primary schools. It provides activities for understanding feelings and emotions. <https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/catchingonearlyres.pdf>

Extension activities

- Provide students with a journal in which they record a strength they have practised, when they practised it, whether it helped, and (if so) in what way. Encourage them to identify the strengths they use regularly. Have them choose a new strength each week to practise and evaluate, then progress at the end of the week.

Talking further

- Encourage the students to take the strengths list home and have each of their family members identify their strengths and name those they see in each other.
- Encourage students to ask key adults in their lives about how they have used their strengths to help them deal with challenging situations.
- Students can choose a strength they would like to possess and imagine what it would look like if they had that strength. They could write or draw about this.

3 Positive coping

AIMS

Activities will assist students to:

- Identify a range of coping strategies to help them deal with intense emotions
- Identify the influence of self-talk on their actions and emotions
- Identify and explain factors that influence effective communication in a variety of situations.

EVIDENCE BASE

As they grow and develop, all children will encounter situations where they feel worried, nervous and sometimes even scared.⁹ Individuals deal with the demands on them by drawing on a range of coping strategies. Some strategies are more productive than others.¹⁰ Helping students to learn a range of positive coping skills allows them to develop and practise those skills and enable them to cope with future changes and challenges.

Positive self-talk is a key strategy for coping with negative thoughts, emotions and events. Resilience research shows that use of positive self-talk is associated with greater persistence in the face of challenge, whereas negative self-talk is associated with higher levels of distress, depression and anxiety.¹¹ Positive self-talk can be learnt or strengthened through practice.^{12, 13}

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students describe different ways to express emotions and the relationship between emotions and behaviour
- Students describe the influence that personal qualities and strengths have on achieving success
- Students undertake some extended tasks independently and describe task progress
- Students identify and describe personal attributes important in developing resilience
- Students identify characteristics of respectful relationships

Health and Physical Education

- Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact
- Students describe their own and others' contributions to health, physical activity, safety and wellbeing
- Students explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 130–132.

1 Introducing the concept of self-talk

TIME: 15+ MINUTES

Learning intention

- Students investigate the concepts of positive and negative self-talk
- Students develop a positive self-talk vocabulary
- Students practise using positive self-talk

Equipment

- *Positive self-talk* handout

Method

- 1 Remind the class that they have looked at how intense emotions can be felt in their bodies, and how we can experience ups and downs, and more intense emotions. They have looked at how character strengths can be drawn on to help deal with the challenges in their lives. Now they are going to look at how their minds can create or deepen their level of upset, or help them to manage or reduce it. Write the term **self-talk** on the board. Ask students to guess what they think this term means.

'Self-talk' refers to the conversations that we have with ourselves in our heads. When you were little you probably did quite a bit of thinking out aloud, or talking aloud to yourselves. As you have gotten older, this 'talk' is mostly done inside the head, rather than out loud. It is part of our thinking.

Explain that sometimes our level of upset is produced by our 'self-talk' or the things we say to ourselves about what that experience means. For example:

- I might miss a catch and tell myself, 'nice try', or I might tell myself, 'clumsy idiot, you are letting the team down'. In the second version I am going to feel a lot more upset.
- I might get a low result on a test and tell myself, 'that's disappointing, but I am going to work at doing better next time', or I could tell myself, 'I am no good at this, I might as well give up'. The second one is much more negative and is going to lead to me feeling more upset.

2 This talk we do in our head is called our 'self-talk' and it makes a big difference to how we cope with the challenges that come our way. You can hear from the examples that we can have positive or negative self-talk. Our self-talk can help or hinder the way we deal with situations. If we tell ourselves negative things, it can make it hard to keep going when things go wrong. Using positive self-talk can help us get through challenging times and to maintain our determination and effort.

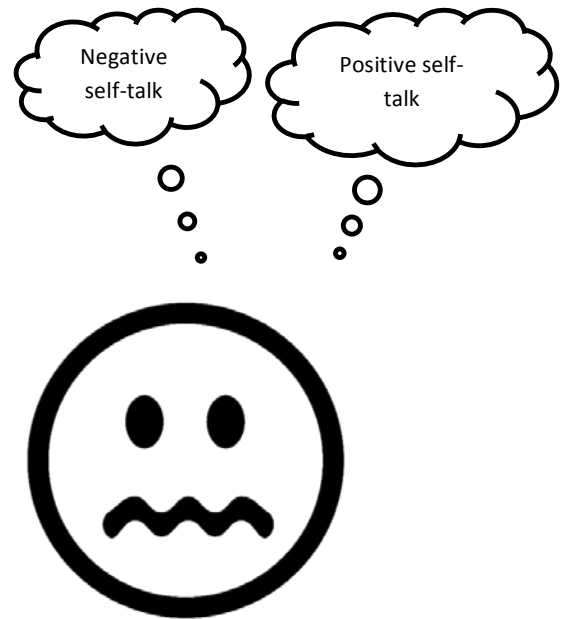
3 Explain that the students will be checking their ability to think of both positive and negative self-talk.

Read the scenario or create your own.

SCENARIO: LAN'S DAY

After struggling through a Maths test in which she could only do nine of the 20 questions, Lan was looking forward to interschool sport because she was playing her favourite sport, soccer. She went to get her lunch out of her bag but it wasn't there. She had forgotten to pick it up off the kitchen bench. Luckily her friends shared their food. The school team was playing a tough match. It was the final minute and the score was three all. Lan stopped an attack from the opposition, but the ball flicked from her hand and then disastrously into the other team's goal. The siren sounded and her team was defeated.

4 Ask students to think of some negative self-talk Lan might have in response to one of the things that happened. Draw Lan's face with a negative thought bubble on one side, and positive on the other. Map the negative self-talk into one thought bubble.



Hand out the **Positive self-talk** handout for students to read. Which statements could Lan use as positive self-talk to help her deal with the situation and her feelings? Map this positive self-talk into the other thought bubble.

Review

Invite students to comment on whether they think the class met the learning intentions. Ask volunteers to summarise the concepts of positive and negative self-talk. Ask students to reflect on how this activity has helped them to practice their skills in positive self-talk. Ask students where this skill might be useful to apply in the future.

Even if I don't get a good mark, at least I know I tried hard.

It might be lonely at first but I will eventually get to know people and settle in.

Even if it is scary to talk in front of the school, it won't last that long and I can keep control of my nerves.

I am going to stay calm and focused and give this my best effort.

It hurts when people say mean things, but that meanness is more about them than me, and I don't have to believe what they say.

I have stuck at things before, so I am not going to give up this time.

Even though I missed a shot, I tried my best.

The team will be disappointed, but there's another game next week.

I can stick at this.



Positive Self-talk

2 Enacting positive and negative self-talk

TIME: 25+ MINUTES

Learning intention

- Students practise using positive self-talk

Equipment

- Room to move
- **Positive self-talk** handout (from Activity 1)
- **Self-talk scenario** cards (teacher will need to print, copy and cut up enough for one per trio)

Method

- 1 Explain that the students are to create a short role play in which they will act out what someone's self-talk or thinking might sound like. They will work in trios. One person is the body of the character and the other two take the roles of negative self-talk and positive self-talk that happen inside this person's mind. The negative-self talk and the positive-self talk will be arguing with each other.
- 2 Distribute a scenario to each trio. Challenge the students to figure out how positive self-talk can win the argument. The role play should be time limited to one minute. (Refer students back to the positive self-talk examples handout from previous activity if needed.)
Each group should prepare and present their role play to the class.
- 3 At the end of each presentation ask:
 - *What kinds of messages was the negative self-talk sending?* (Negative self-talk tends to include exaggerations about how severe or how long lasting a bad situation will be. It tends to place total blame on the individual and not allow for the influence of other circumstances. It tends to tell people they are no good, and not account for any of their strengths. It tends to assume that things will go from bad to worse.)
 - *What kinds of things did the positive self-talk argue?*
 - *How can we make the positive self-talk more convincing than the negative?* (Hints – make it specific and practical. E.g. you failed this assignment but you may pass the next one.)

COACHING POINT

Aim to model the use of positive self-talk when you set challenges for the class. From time to time ask them to share about their thinking when they are set a challenge.

- 4 Point out that we all have emotional reactions. However, our own self-talk can also produce further emotional reactions, such as increased distress, shame, guilt or feelings of worthlessness. The best way to deal with negative self-talk is to argue back with positive self-talk. This is a skill we can get better at with practice. Therefore it is important for us to notice when we negative self-talk, so that we can make up positive self-talk to argue back. This is like putting a coach inside our own heads – a coach that encourages and gives positive and practical advice.

Review

Ask students to reflect on how this activity has helped them increase their skills in using positive self-talk and where students of their age might find it especially useful in using the skills of positive self-talk (e.g. in the grand final of a sports match, before a violin exam, on the first day of high school etc.).

SELF-TALK SCENARIOS

You hurt your ankle running and will not be able to be in the end of year ballet concert.

Your friend asks to meet for lunch but she does not come and you see her playing with another girl.

You have trained for four weeks for cross country hoping to win. You come 11th.

You overhear your best friend being invited away for the weekend by another boy in the class.

You are going to have a test for your new secondary school. You are worried because you hate reading.

You answer a question in class and everyone laughs at your response.

You are not allowed to go out with your friends because you did not finish your homework.

You fall over your feet in front of the whole assembly as you come down off the stage.

Your dad says you can't go to see a film with your friends.

You mis-hear the teacher's question and everyone laughs at your incorrect answer.

3 Personal coping profiles

TIME: 30+ MINUTES

Learning intention

- Students understand the distinction between positive and negative coping strategies
- Students identify a range of positive coping strategies they can use in their everyday lives
- Students develop their social skills through participating in small group activities

Equipment

- Notebooks and pens
- *Coping styles and strategies handout*

Method

- 1 Explain that we all have many different coping strategies to help us deal with the stress and challenges in our lives. A coping strategy is something we do to help us feel better, or to keep going (persist) when things get tough. Give a few examples of your own preferred coping strategies. Ask students to provide some examples of coping strategies and write them on the board.
- 2 Introduce the notion that coping strategies can be grouped into different types or categories. Provide the following five categories, giving an example for each category and asking students to add others.
 - **Energetic activity:** includes things like exercise, sport, dance, active play which can help lift your mood.
 - **Self-calming activity:** includes things that calm you down, like drawing, mediation, praying, being in a quiet space, listening to soothing music, taking a shower, snuggling in bed.
 - **Social activity:** includes things to connect you with others like talking things over, help-seeking or playing with others.
 - **Shift attention:** includes things that take your mind to a different place like reading, watching TV, playing games, doing a favourite hobby.
 - **Getting organised:** includes activities that help you plan and get organised, like making lists, tidying up, making a plan, organising an activity, making a game plan.

3 Explain that generally these are positive strategies to use, as long as they are not used excessively and match the situation we are in. For example, taking a shower to calm down might be good, but taking 10 showers a day would not be an effective way to cope. Playing basketball to lift your mood would be good, but playing basketball would not work as the only strategy for getting your assignment in on time.

4 So in general we aim to have a wide range of positive coping strategies, and use them in combinations to match the challenges we are experiencing. Negative coping strategies include things like:

- Taking it out on others
- Use of violence and aggression
- Taking alcohol or other drugs
- Self-blaming.

We aim to reduce or cut these out of our coping strategy choices as they tend to make things worse rather than better for ourselves or others.

5 Set students the task of writing up their own **Positive coping profile**. Give them a copy of the **Coping styles and strategies handout** to help them with this. Challenge them to include 20 coping strategies, with at least one strategy from each of the five categories. (If time permits, ask students to prepare this activity as a poster presentation including art or graphics work.)

Review

Invite students to comment on whether they think the class met the learning intentions. Ask students to summarise what is meant by positive coping strategies and negative coping strategies. Ask students whether the activity helped them to identify a range of coping strategies and to highlight some of the positive strategies in their coping profile that they will try to use this week.

COPING STYLES & STRATEGIES

COPING STYLES:	COPING STRATEGIES:
Energetic Activity	Includes things like exercise, sport, dance, active play which can help lift your mood
Self-Calming Activity	Includes things that calm you down, like drawing, mediation, praying, being in a quiet space, listening to soothing music, taking a shower, snuggling in bed, walking the dog, stroking the cat, cuddling a teddy
Social Activity	Includes things like talking things over, help-seeking or connecting with or spending time with others
Shifting Attention	Includes things that take your mind to a different place like reading, watching TV, playing games, doing a favourite hobby
Getting Organised	Includes activities that help you plan, get organised, like making lists, tidying up, making a plan, organising an activity, making a game plan

4 Sharing positive coping strategies

TIME: 30+ MINUTES

Learning intention

- Students share positive coping strategies they use in their everyday lives
- Students acknowledge the contribution that friends can make to each other through use of positive coping strategies

Equipment

- **Positive coping profiles** from the previous task

Method

- 1 Explain to the class that the next activity will test their listening skills. Arrange for students to work in pairs to begin sharing. Each student is to present their coping profile from the previous session to a partner. After sharing, each student will be presenting that partner's favourite coping strategies to the class. They should then identify one strategy that is similar to their own, and one that is different.
- 2 After the class sharing is complete, bring the students into a circle so that each person can introduce their partner's coping profile. Point out that one helpful thing friends can do for each other is encourage and share use of positive coping strategies.
- 3 Invite students to take it in turns around the circle to name one of the ways in which they appreciate it when friends help them through use of positive coping strategies. For example: I find it helpful when friends... *send me encouraging text messages before my competition* OR I find it helpful when friends... *invite me to play soccer with them after a hard class.*

Topic 3 Further resources

Reflecting on everyday practice

- How does the language I use in my interaction with the students model positive talk?
- What type of self-talk do I use in the face of challenges?

Web links for further reading and activities

These *KidsMatter* links offer a range of ideas for working with children to develop coping skills:

- Helping children to think about and manage their negative self-talk. <http://www.kidsmatter.edu.au/families/about-emotions/fears-and-worries/using-helpful-self-talk-cope>
- Helping children to think about their fears and worries. <http://www.kidsmatter.edu.au/families/resources/about-emotions/fears-and-worries>
- Helping children to manage anger. <http://www.kidsmatter.edu.au/families/resources-support-childrens-mental-health/about-feelings-and-emotions/anger>

Extension activities

- Students choose a positive self-talk statement to try. At circle time each day, invite students to share the statement they chose, the circumstances in which they used it, and an evaluation of how it worked to support them in coping.
- Students can identify the positive and negative emotions and the triggering situations that are experienced by the characters they meet in their stories or film studies.

Talking further

- Students can take the positive self-talk sheet home and choose one to try out each week. They could keep a journal of the phrases they use to record the ways positive self-talk is helping them and which statements they find most helpful.
- Students can share the positive self-talk sheet with family and talk about what positive things they say to themselves to help them deal with challenges.

4 Problem-solving

AIMS

Activities will assist students to:

- Devise strategies and plans to assist in the completion of challenging tasks, decisions or problems
- Identify factors that influence decision making
- Identify causes and effects of conflict and practise different strategies to diffuse or resolve it.

EVIDENCE BASE

It is important to help students learn a range of problem-solving skills through applied learning tasks so that they are able to cope with the challenges that they face in the future. Problem-solving is identified by the World Health Organisation as a key skill for health.¹⁴ To be able to solve problems, children need to be able to think critically and evaluate the consequences of various actions.³

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students describe different ways to express emotions and the relationship between emotions and behaviour
- Students identify and describe personal attributes important in developing resilience
- Students identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations

Health and Physical Education

- Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact
- Students explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 133-135.

1 We have a problem, how can we deal with it?

TIME: 30+ MINUTES

Learning intention

- Students identify the problem in a scenario
- Students brainstorm possible options for a solution
- Students compare options and choose one to try

Equipment

- **Problem-solving scenarios** (teachers to print and cut out for the class to use)

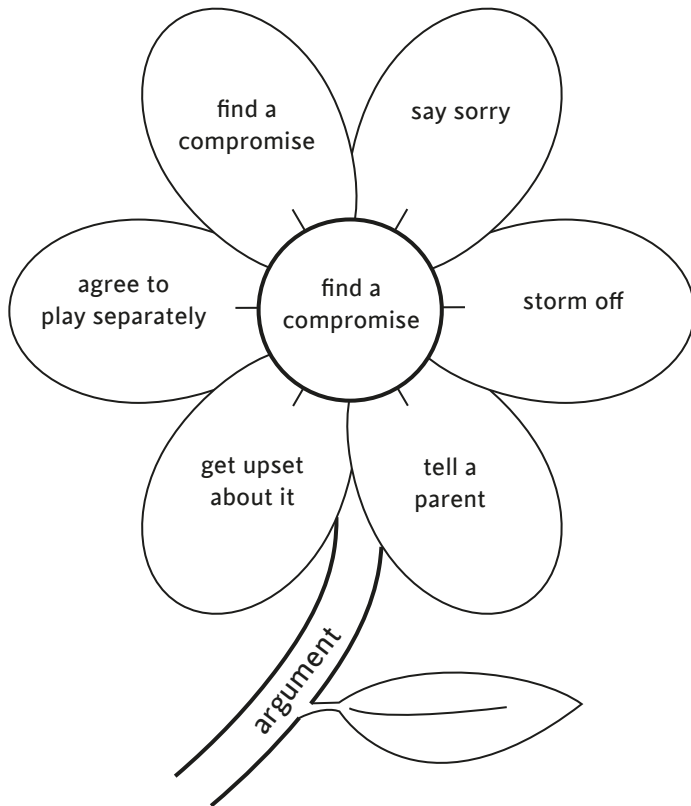
Method

- 1 Explain that the focus of the next activity will be to try out some useful thinking strategies to use when dealing with problems or making difficult choices.
Ask students to turn to the person near them and describe to them how they would define a **personal problem**. Ask for volunteers to share their definitions. Create a working definition and write it on the board.
Now ask them to define the word **option**. Ask for volunteers to share their definitions and create a working definition to write on the board.
- 2 Explain that in life we can be faced with a range of problems, many minor and some on a larger scale. Sometimes we have to make difficult decisions or make hard choices. Being able to work through problems is an important skill for life. Helping others think through their options when they face a problem is also an important skill in friendship. It is more important to be able to help people think things through for themselves rather than to just tell them what to do.
- 3 Draw the image of the daisy on the board. Explain that this model can be used to help us map out our options before we make a decision about what is the right thing to do. First we name the problem and write the name on the stem. Then we brainstorm options, a different one for each petal. Then in the centre we put the option we have chosen.

Read out the example scenario and work with the class to map it onto the daisy problem-solving model as shown.

EXAMPLE SCENARIO

You have a friend over to your house after school and they want to play outside on the trampoline but you want to play inside on the computer. Neither of you will back down. You have an argument, and your friend rings their parent to pick them up.



4 Ask students to work in pairs or trios to map out problem-solving using the daisy model. Distribute one handout to each group. They can choose one of the problem scenarios or devise their own. Ask the students to map their chosen problem onto the flower, brainstorming options and together deciding upon a recommended action.

5 Once groups have completed the activity, ask them to report back to the class and explain their thinking and recommendations.

Invite other students to comment on the choice. Ask:

- In what ways will this choice help the person deal with the problem?
- How can using a thinking model like this be helpful when faced with a difficult choice?

Review

Review the learning intentions by asking students to reflect on what they have learned in this activity. Ask: *Has the activity helped you learn some thinking strategies to use when dealing with problems or making difficult choices? How has the daisy model helped you to do this?*

COACHING POINT

When we are faced with a problem it is helpful to have some steps to try in dealing with it, and to find a solution. There are lots of different ways of doing this and different people will find some things more helpful than others.

PROBLEM-SOLVING SCENARIOS

SCENARIO 1

Samiya has been invited by two of her friends to their birthday parties, but both parties are on the same day. How will Samiya decide whose party to go to? What will she tell the friend whose party she doesn't attend?

SCENARIO 2

Jaxon has a very important homework task due tomorrow and he forgot to bring it home to work on.

SCENARIO 3

Claude has been waiting after school for 15 minutes and his dad still has not come to pick him up. Claude's dad has never been late before.

SCENARIO 4

A group of friends have started playing basketball at lunchtime. Flynn always starts playing and then walks off when things don't go his way. Some of his friends don't want to let him play anymore, but others think this would be mean.

SCENARIO 5

Talitha really likes her prep buddy but she keeps following her around during recess and lunchtime and then Talitha can't hang out with her friends.

SCENARIO 6

2 Exploring what works

TIME: 20+ MINUTES

Learning intention

- Students role play the selected option in a problem situation
- Students reflect on the challenges of carrying out choices in social situations
- Students evaluate an action
- Students modify an action based on advice

Equipment

- Room to move
- **Problem-solving scenarios** handout (from Activity 1)

Method

- 1 Explain that having made a choice of which option to try for their scenario, they are now required to take action. It can be harder to follow good advice than it is to think it up! This is why role play and rehearsal is helpful.

- 2 Ask students to work with their group to develop a role play around the scenario used in the previous activity. They will have to show how they will translate the chosen option into an action. They should make the scenario as realistic as possible so as to test out what it would be like to carry out this option in real life.

After they have rehearsed, ask groups to present the scenario to the class. Invite other students to comment on the choice:

- *In what ways did the chosen strategy help the person deal with the problem?*
- *In what ways could it have been done differently?*
- *What other options might work?*

- 3 Give students a chance to revise their role play based on a piece of advice from the feedback they received, and to show the revised scene. Alternatively, give them a chance to show how to 'solve' the challenge faced by another group through their own demonstration.

Review

Review the learning intentions by asking students to reflect on what they have learned in this role play activity.

3 Problem-solving panel

TIME: 20+ MINUTES

Learning intention

- Students describe commonly occurring problem situations
- Students develop advice for how to deal with these situations

Equipment

- Room to move
- Slips of paper
- **Panel role** cards

Method

- 1 Explain that this activity will require students to identify some common problems that young people around their age encounter, and to practise some creative thinking approaches to addressing these problems.
Explain they are going to practise their lateral thinking skills by working out what different types of advice might be given from different perspectives or from different people. It is helpful to look at a problem from many angles before deciding how to act.

- 2 Pre-prepare a list of scenarios for the class to use, **or** ask the students to write a 'Dear Dorothy' letter. (A letter explaining a problem and seeking some advice.) Model an example for the class.

Allow time for students to write a Dear Dorothy letter which outlines a problem that affects people in their peer community. They should not name anyone. This is also an anonymous letter. Emphasise the importance of them choosing a realistic and relatively everyday sort of problem. Collect the letters.

- 3 Set up an 'advice panel', allocating students to groups. Each group will be allocated a 'role' and they will help to prepare a volunteer from their group to act this role on the panel. However, they should be prepared to 'sub on' and take that representative's place as the panel deals with its various requests for advice.

The roles on the **Panel role** cards include:

- **Doctor** (focuses on how to keep you safe and healthy)
- **Movie Star** (focuses on how to ensure your popularity)
- **Grandparent** (focuses on how to ensure your good future and happiness)
- **Sports Coach** (focuses on how to encourage you to get the best performance)
- **Beautician** (focuses on how to make you look good)
- **Psychologist** (focuses on how to help you feel good in yourself)

The student's challenge will be to provide advice from the perspective of that role. This may not be the same as their own personal advice.

- 4 Allocate the roles to the groups and arrange groups to have a quick meeting and brainstorm the sorts of things that their representative might have to say. They should also choose their first representative.

While groups are preparing, (if using Dear Dorothy letters written by the students) select some for the attention of the panel.

COACHING POINT

Make sure to read the problem scenarios that the groups have developed before selecting and handing them to the panel to make sure that no inappropriate material is read out.

- 5 Read the letter/scenario. Allow some extra time for the groups to think up a response.
- 6 Invite panel members forward. They should wear their role card and take their seats across the front of the room. Introduce yourself as the chat show host.
- 7 Re-read the scenario. Interview the panel members in turn to seek their advice. Encourage the class to applaud each panel member's contribution. When all have contributed, ask the audience if they want to make further suggestions or critique the advice given by the panel members.
- 8 Finish by acknowledging one useful thing about each person's contribution. Invite the new panel members up and repeat with an exploration of a second problem.

- 9 After the activity is complete, ask students what they learnt from that exercise. Ask:

- *Could any of this advice be useful in real life?*
- *Could any of this advice be harmful in real life?*
- *Is there any advice they did not think of which could be useful?*

Review

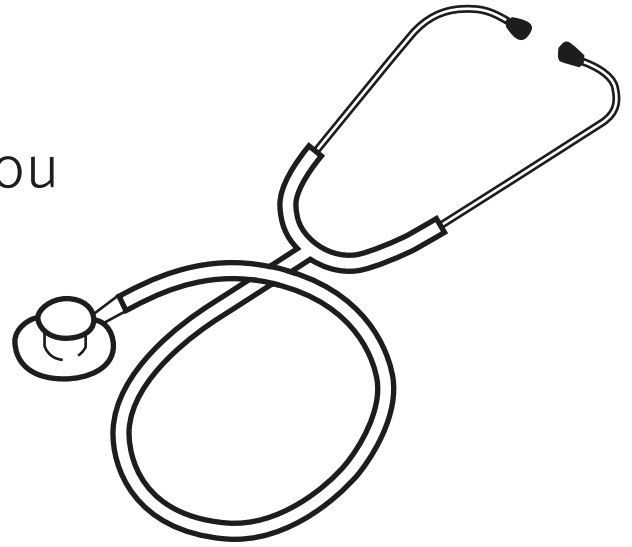
Review the learning intentions by asking students to reflect on what they have learned in this activity.

COACHING POINT

Tell class members that if they have a real problem that they would like to discuss, they can come and see you out of class to talk more privately. Alternatively they can send you a note or an email to help to get the conversation started.

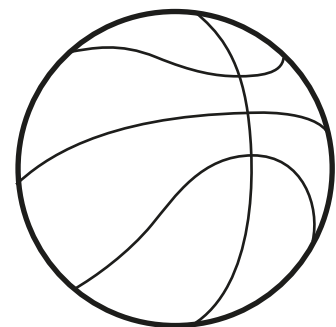
DOCTOR

Focuses on how to keep you safe and healthy



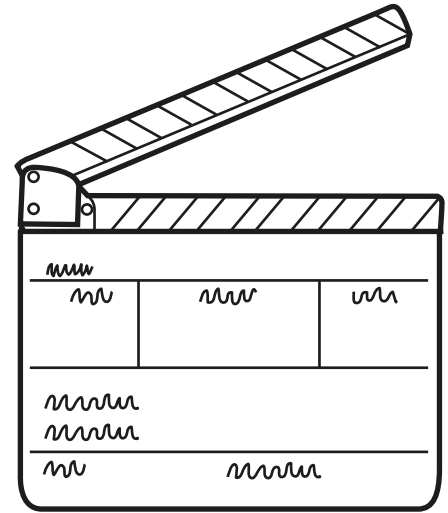
SPORTS COACH

Focuses on how to encourage you to get the best performance



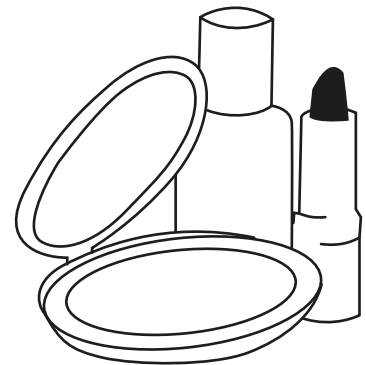
MOVIE STAR

Focuses on how to ensure your popularity



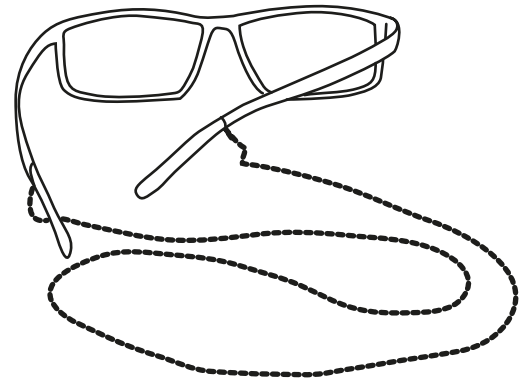
BEAUTICIAN

Focuses on how to make you look good



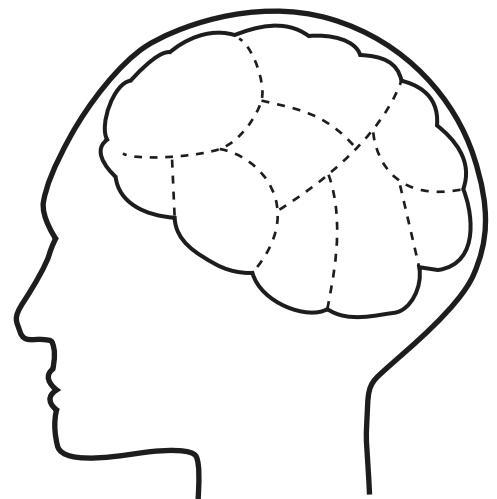
GRANDPARENT

Focuses on how to ensure your good future and happiness



PSYCHOLOGIST

Focuses on how to help you feel good in yourself



Topic 4 Further resources

Reflecting on everyday practice

- How do you respond to problems in your day to day life?
- How can you model collaborative problem-solving within your classroom?
- What language can you use to assist your students in developing their ability to articulate when they have a problem?

Web links for further reading and activities

Various web resources have been designed to provide children and young people with information they might need in a range of challenging situations. Have a look at some of these sites so that you are able to refer students appropriately.

- KidsMatter provides for teaching children about problem-solving. <http://www.kidsmatter.edu.au/families/starting-school/4-problem-solving>
- KidsMatter offers ideas for helping children resolve conflict. <http://www.kidsmatter.edu.au/families/about-friendship/resolving-conflict/resolving-conflict-how-children-can-learn-resolve>
- Reachout is a student-centred site providing information and activities on a variety of wellbeing issues for Years 5–12. <http://au.reachout.com/>
- Youth beyondblue provides a range of resources and support services focused on mental health and wellbeing, including depression and suicide prevention and post-suicide support. It has links to other mental health and wellbeing sites. <http://www.youthbeyondblue.com/>
- Kids Helpline is a free 24-hour counselling service for Australian kids and young people aged 5–25 years. <http://www.kidshelp.com.au/>
- The Daniel Morcombe Child Safety Curriculum is focused on personal safety and awareness, cyber-safety and telephone safety. It includes teaching and learning activities for students in Years Prep–2, 3–6 and 7–9. <https://fuse.education.vic.gov.au/content/7ff7f8ac-1da5-45d2-a812-8259b35f38ea/p/index.html>

For a focus on issues relating to puberty, including relationship building, problem-solving and managing emotions you can access:

- *Catching on Early* is a DET sexuality education program for primary schools. It provides activities for understandings feelings and emotions. <https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/catchingonearlyres.pdf>

For a focus on bullying prevention, the following websites are useful.

- *Bullystoppers* provides information and advice relating to bullying, for Years 3–12. <http://www.ncab.org.au/bullystoppers/>
- *Bullying. No Way!* provides information and advice relating to bullying, for Years 3–12. <http://bullyingnoway.gov.au/>
- *Alannah & Madeleine Foundation* site provides information and advice about bullying for Years 3–6. Links to NCAB (National Centre Against Bullying). <http://www.amf.org.au/>

Extension activities

- Write a short story in which a character encounters a problem, thinks through a range of strategies, chooses an option, and learns something from their choice.
- Apply the daisy problem-solving technique to analyse the problem encountered by a character in the novel or film study. Ask: *Where did they face a moment of choice? What were some of the options they could have considered? What choice did the character make at that moment? Where might a different choice have led to a different outcome or ending to the story?*

Talking further

- Encourage students to share the daisy problem-solving technique with their parents or carers, and to work with them to complete a ‘daisy’ on a home-related problem.
- Prepare some problem-solving daisies for a wall display for others in the school to read.

5 Stress management

AIMS

Activities will assist students to:

- Identify some causes of stress and strategies that can be used to reduce stress
- Identify and explain factors that influence effective communication in a variety of situations.

EVIDENCE BASE

Stress is a normal part of life, especially as children get older. Children who cope better with life's stressors develop good mental health and wellbeing.¹⁰ Assisting students recognise their personal signs and symptoms of stress to develop strategies that will help them to deal with those effectively, will help them cope with challenges in the future.

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students describe different ways to express emotions and the relationship between emotions and behaviour
- Students contribute to groups and teams suggesting improvements for methods used in groups and investigations

Health and Physical Education

- Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact
- Students describe their own and others' contributions to health, physical activity, safety and wellbeing
- Students explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 136–138.

1 Stressors

TIME: 30+ MINUTES

Learning intention

- Students identify the various contexts and situations in people's lives that can cause stress
- Students recognise that stress is often felt when we feel challenged

Equipment

- **Locations** cards

Method

- 1 Explain that the focus of this activity will be on understanding the sorts of things that make people feel stressed, and the way in which different places or contexts provide different kinds of stressors.

Ask students to brainstorm and then write a definition of the word **stress**. Collect and discuss their definitions. Share the definition below.

Stress is what a person feels when they are worried or feeling uncomfortable about something challenging in their environment. Stress can be positive. People can be excited and engaged by challenging situations. But we more commonly use the word stress to refer to the negative feelings we have about the challenges we experience. Stress can be a response to one single challenging experience, or it can be the build up over time of lots of smaller or long lasting challenges.

- 2 Divide students into groups of four and give a **Locations** card to each of the groups (home, classroom, playground, sports ground, neighbourhood).

In their group the students brainstorm the types of situations that could happen in that location to make a person feel stressed.

Ask for a volunteer representing each location to share five items from their brainstorm. Write the stressors on the board.

- 3 As a writing exercise, ask students to choose one of the locations and stressors from any of the lists and write a paragraph which shows how a fictional character experiences that stressful event. Ask students to write in the first person to make the writing powerful.

Invite some volunteers to read their stress stories to the class. Before the 'readings', ask students to practice 'reading with feeling' so as to make a dramatized reading to the class.

For dramatic effect, bring six students at a time to the front to present their dramatised readings in sequence.

Review

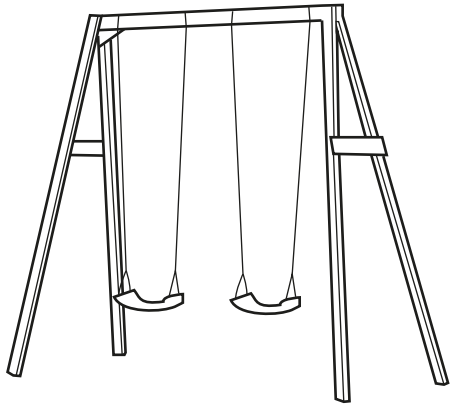
Review the learning intentions by asking students to comment on what they have realised about stress from listening to this exercise.

COACHING POINT

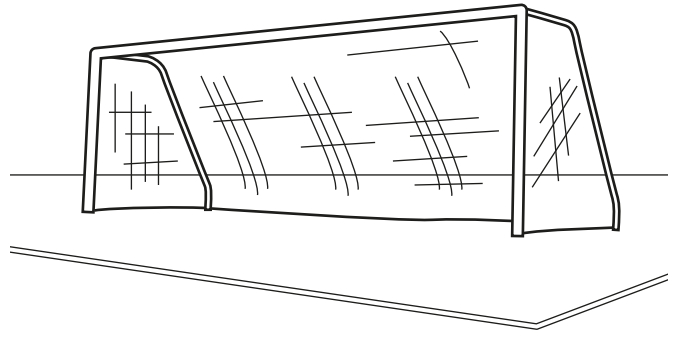
To lift the mood after this exercise, play a game, such as the one suggested in Activity 2. Use this game to talk about how we can use play, exercise or social activity to lift our mood when we feel stressed.

COACHING POINT

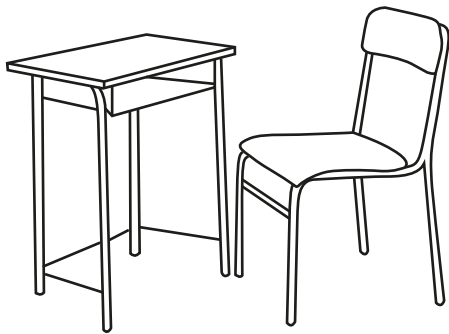
This activity helps to build empathy as students describe how others may be affected. Listening to the reporting back of the causal scenarios provides a form of peer support as students hear their peers recognise what might be an upsetting experience. The activity also builds a richer language through which to describe and understand more intensely felt emotions.



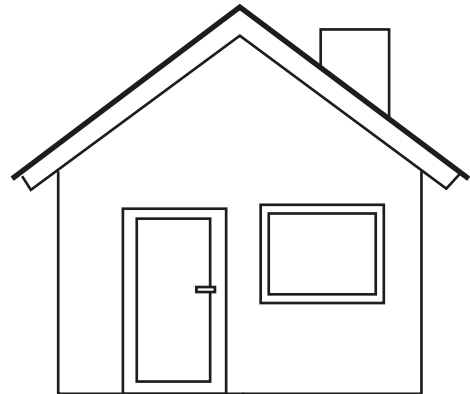
PLAYGROUND



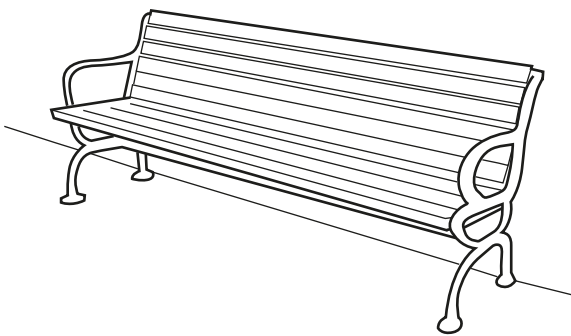
SPORTS GROUND



CLASSROOM



AT HOME



NEIGHBOURHOOD

2 Lifting the mood

TIME: 20+ MINUTES

Learning intention

- Students use collaborative play to lift the mood and build a sense of social support

Equipment

- Room to move

Method

- 1 Explain that the class will try out a collaborative game for the purposes of mood lifting and support.

To play the **Anyone who...** game, seat students on chairs arranged in a circle (remove any spare chairs). The teacher stands in the centre of the circle. S/he does not have a chair. The teacher calls out, 'Anyone who....' and adds some information (for example: 'Anyone who likes ice cream'). When s/he calls the category, all players of that category must move to a different chair (all those

who like ice cream must leave their chairs and find a different chair). At this time the teacher will rush to a chair and the last person left without a chair will make the next call in the game.

The next person will then make a new call (for example, s/he might say: 'Anyone who came here on a bicycle'). Then all those who came on a bicycle must swap to new seats. Play a few rounds of the game. By this time the class will be sitting in a mixed arrangement and some differences and similarities will have been noted.

- 2 Ask students what key messages they see in this game that might be relevant to the lesson focus on personal strengths and dealing with differences in opinion.

Review

Conclude the activity by summarising some key messages from the game. Note there are many differences between people in the group. Diversity is a strength. Different people bring different ideas and strengths. We need to understand that people can prefer different ways to cope with stress, and what one person finds stressful another might enjoy.

3 A guided relaxation

TIME: 15+ MINUTES

Learning intention

- Students recognise that we may need ways to calm our body when we feel intense emotions
- Students identify a range of ways to calm and relax our bodies
- Students practise some calming strategies

Equipment

- Calming music (optional)

Method

- 1 Explain that the next activity will provide a chance to practise a relaxation technique.

When we experience intense emotions, these feelings are **embodied**. That means they are felt in our bodies, not just in our minds. Our responses to intense or long lasting negative emotions might include reactions like:

difficulty sleeping, crying, palpitations (rapid heartbeat), sweating, goose bumps, nausea, trembling, shivering, headaches, stammering, difficulty speaking, lump in the throat, loss of voice, difficulty concentrating, difficulty remembering, having nightmares, being short-tempered, having tantrums.

To manage these reactions, we often need a way to physically calm ourselves. A guided relaxation is one way to do this.

- 2 Ask students to find a space in the room and to sit comfortably and close their eyes. Put on meditative music and read the **Pegasus Adventure** provided on the next page. Ask student to be aware of their breathing and also how their body feels during the activity.

When finished ask:

- *What happened to your breathing?*
- *How did your body feel?*
- *What things were going through your mind?*
- *How do you feel now compared to before the exercise?*
- *Is this something we should do more often at school?*

THE PEGASUS ADVENTURE

I am going to take you through one strategy that can help with relaxing and be useful in managing stress.

Lie on your back or remain seated and put your head down on the desk.

Close your eyes... allow your body to relax and be quiet...tell your legs to be floppy, your arms and hands to be loose, your head to just be heavy on the floor/desk. For the next couple of minutes, just a little time, ask your body to be still and your ears to listen. Well done!

You are going to take a journey. A magical Pegasus, flying horse has been sent just to you. It floats down and lands quietly at your feet. Feel the gentle breeze from its flapping wings on your face. It indicates for you to climb aboard the golden, jewel-encrusted chariot harnessed to its back. You step up. Cushions of every colour greet you. Lie back among the soft, feathery cushions. They feel so soft it is as if you have fallen onto a cloud. Allow yourself to sink down low into their warm embrace. The Pegasus begins to flap its powerful wings. It rises gradually into the air. You feel safe.

You are feeling very calm and relaxed. A soft, warm breeze flows past you.

As you travel higher into the air, you look down to see a glistening ocean beneath you. The Pegasus floats down taking you close to the water. There are dolphins playing, diving gracefully over the waves. Their wet bodies glisten in the sunshine. The Pegasus has taken you close enough to feel the salty water gently spray your face. So close you hear their squeaks and squeals. So close you can run your fingers over their slippery skin.

Again Pegasus rises higher and higher into the bright blue sky. As you rise, the air becomes warmer. The Pegasus turns and in the distance you see a vast desert. Flying over the desert you see palm trees swaying from side to side. In the shade of one tree you can see a camel and its driver in a deep restful sleep. You lie back and close your eyes.

Now the Pegasus is slowing, descending, its wings moving rhythmically. You know this journey is almost over. Take a deep breath and thank your body and mind for travelling along on this Pegasus ride. Allow your attention to come back to lying on the floor/sitting in your seat. You can open your eyes when you are ready.

Topic 5 Further resources

Reflecting on everyday practice

- How does stress manifest in your body and demeanour?
- What strategies do you use to deal with your own stress?
- How do you manage stressful situations in the classroom?

Web links for further reading and activities

Various web resources have been designed to provide children and young people with information and strategies for managing stress.

- *Smiling Mind* is a web and App-based program developed by a team of psychologists with expertise in youth and adolescent therapy, Mindfulness Meditation and web-based wellness programs. It provides mindfulness programs for children and young people aged 7–11, 12–15 and 16–22.
<http://smilingmind.com.au/>
- The following *KidsMatter* link provides a useful guide to teaching children about managing stress:
<http://www.kidsmatter.edu.au/families/about-emotions/ups-and-downs/supporting-children-cope-stress#overlay-context=families/about-emotions/ups-and-downs/resources-families-and-staff>
- *Somazone.com* provides information and online Q&A about a wide variety of wellbeing topics for Years 5–12.
<http://www.somazone.com.au/>
- *The Centre For Adolescent Health* is an Australian-based organisation providing information and interactive material concerning medical conditions for Years 5–12.
<http://www.rch.org.au/cah/>

Extension Activity

- Students can write their own *Pegasus Adventure*. They might design one for a younger child, a parent or peers.
- Students can develop their own *Stressful Day* story, highlighting the experiences that the central character found challenging.
- Students can make poster presentations of their *Positive coping profiles*, or work together to make a wall display of coping strategies.
- Encourage sharing about effective use of coping strategies during class meeting or circle time.
- Students can apply a coping profile to a character in a story or film, and identify the different coping strategies used by that character. They can supply advice about additional coping strategies that might be of use to the character, justifying their advice with an explanation or use of example.

Talking further

- Encourage students to talk with parents or carers about what they like to do to relax when they feel stressed.
- Make a family fridge list of 10 favourite ways to calm down or relax.
- Invite students to try some relaxation exercises at home.

6 Help-seeking

AIMS

Activities will assist students to:

- Identify situations in which they should seek help in working through problems
- Identify a list of trusted people to seek out when needing help
- Normalise and de-stigmatise help-seeking behaviour
- Contribute to groups and teams.

EVIDENCE BASE

Children can experience all kinds of challenges as they grow and develop. The help-seeking behaviours of children are fundamental to their mental health and wellbeing. Encouraging and fostering help-seeking behaviours is one way to improve mental health and wellbeing.¹⁶ It is important to work with students to make sure they are aware about help-seeking avenues and confident to seek help from an appropriate source when needed.

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students describe different ways to express emotions and the relationship between emotions and behaviour
- Students describe the influence that personal qualities and strengths have on achieving success
- Students undertake some extended tasks independently and describe task progress
- Students identify and describe personal attributes important in developing resilience
- Students identify characteristics of respectful relationships

Health and Physical Education

- Students investigate developmental changes and transitions
- Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact
- Students describe their own and others' contributions to health, physical activity, safety and wellbeing

- Students explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 139–141.

1 I wonder if I need help with this?

TIME: 30+ MINUTES

Learning intention

- Students identify types of problems they can solve independently
- Students identify types of problems where they can benefit from seeking help from peers
- Students identify types of problems where they can benefit from seeking help from adults

Equipment

- *Help-seeking scenarios* (teachers to copy and cut up one set per group)
- *Help-seeking labels* (teachers to copy and cut up one set per group)

Method

- 1 Explain that in this activity the class will focus on the issue of help-seeking. We have seen in our activities on problem-solving that there are lots of ways to solve problems and many can be solved independently. However, there are times when some problems are just too big to handle alone. It is helpful to be able to think about how you are feeling and what the problem is when trying to decide if you need to get some help. As people grow up they naturally expect to do more and more for themselves, and not to ask other people for help all the time. We call this being **independent** and we take a lot of pride in it. However, we also need to be able to work out when it is the right thing to ask for help, either from our friends or from appropriate adults.

The help-seeking that was easy and automatic when we were little children can become difficult as we get older. We need to develop skills to work out how and when to ask for help, and when it would be dangerous or silly to try to handle something on our own.

- 2 Ask students to work with a partner to build a list of some small problems they can manage themselves, and some larger problems they think are too hard to handle alone. Record these on the board under **small problems** and **large problems** section. (Note that some small problems can turn into big problems if they happen frequently or happen in combination with a lot of other small problems, or lead to lasting feelings of distress or experiences of unfairness.)

Ask: *What feelings could tell us that a problem is a large one? (Examples might be fear, feeling sick in the stomach, headaches, being grumpy, having trouble sleeping, not wanting to do something like come to school.)* Ask students to identify the feelings that go with some of the items in the 'large problems' section.

- 3 Explain that in the next task they will look at some problems and decide which are the type you could imagine you would sort out on your own, which you would want friends to help with, and which you would need to refer to adults for help. There will also be a 'not sure' category for those in the 'too hard' basket.

Divide students into groups of four and provide each group with a set of **Help-seeking** scenarios and a set of **Help-seeking** labels.

Ask students to discuss each scenario and group them under the different headings. As they work through the scenarios, they should discuss why they chose the help-seeking option.

Invite a student from each group to report on one of the scenarios. Rotate until all the scenarios are accounted for. Ask if there has been any difference of opinion between (or within) groups. Highlight these scenarios for further discussion. What were the different views and concerns here?

- 4 Discuss those scenarios where students had different responses. Ask:

- *Were there any scenarios where you think it is essential that the person seeks help and if so why?*
- *How could listening to feelings help in deciding when to seek adult help?*
- *How could listening to negative self-talk stop us from asking for the help we or others need?*
- *What feelings might those with large problems be experiencing?*
- *What are some of the things that would make it hard for some of these people to ask for help?*

Re-examine the scenarios that were referred for adult help. Ask if there is any difference between asking for adult help on physical safety (such as the asthma attack) or practical problems (such as the stolen phone), and asking for help on relationship issues (the parents splitting

up or the cyber-bullying situation) or financial issues (the boy with no lunch).

Identify that sometimes we fear being judged or blamed for having relationship or money problems in a way that we don't with other health emergencies. This is called stigma. It is important to make sure that this fear of stigma does not prevent us for asking for help for ourselves or our friends. No one should have to carry significant distress on their own.

- 5 Ask the students what they should do if they have promised to keep a secret, but then discover that the situation is really distressing. What should they do if they feel the secret should be broken?

Point out that if in this situation they can tell their friend that the secret is not a good one to keep, they can offer to go with them to get the right adult involved. This is not the same as spreading the story everywhere. It can still be kept private, even though it is not kept totally secret from the right adults. If the friend refuses, the next step is to go to a trusted adult and explain the situation and ask for some help. Tell your friend you have done this because you are worried, you care about them, and you do not want them to suffer without help. You might also tell your friend the problem is also distressing for you.

COACHING POINT

Note that different people will feel problems differently and so there will be times when one person may want to seek help and another may feel OK going it alone or with support from a friend. When it is a question of safety or an ongoing distressing problem or situation of injustice, then this may be the time to override your friend's opinion and listen to your own sense of what is right. This may take courage.

However it is important to support young people's resilience by recognising and celebrating their ability to solve many of their problems independently. Equally it is essential to empower them to know when it is smart to seek help. They can come to recognise these times and normalise the practice of help-seeking through talking, planning and practising. 'When children have a plan that they have discussed and practised, they are far more likely to get help sooner rather than later.'

Kidpower website: <http://www.kidpower.org/>

Review

Review the learning intentions by asking students to reflect on what they have learned in this activity about the different levels of help that we might need to draw on in different situations.

HELP-SEEKING SCENARIOS

Your pencil broke when you were drawing.

- Handle on your own
- Handle with help from a friend
- Get help from an adult
- Not sure

You have a cold, your nose keeps running and you don't have a tissue.

- Handle on your own
- Handle with help from a friend
- Get help from an adult
- Not sure

You see a friend take a pen out of another classmate's pencil case.

- Handle on your own
- Handle with help from a friend
- Get help from an adult
- Not sure

A friend sends you a message on Instagram that shows another classmate in the toilet.

- Handle on your own
- Handle with help from a friend
- Get help from an adult
- Not sure

When you lined up at recess, the person behind you kept pushing you.

- Handle on your own
- Handle with help from a friend
- Get help from an adult
- Not sure

The Maths problem is really hard and you missed the explanations when you were away sick.

- Handle on your own
- Handle with help from a friend
- Get help from an adult
- Not sure

You discover that your 16-year-old babysitter used your phone to send photos to her boyfriend.

- Handle on your own
- Handle with help from a friend
- Get help from an adult
- Not sure

There are two types of cereal for breakfast. You can't choose which one to have.

- Handle on your own
- Handle with help from a friend
- Get help from an adult
- Not sure

Two good friends keep fighting and making up and you find it annoying.

- Handle on your own
- Handle with help from a friend
- Get help from an adult
- Not sure

The person sitting in the desk behind you keeps tapping your chair with his foot. It is bothering you.

- Handle on your own
- Handle with help from a friend
- Get help from an adult
- Not sure

You are walking your little brother home from school when he starts having an asthma attack.

- Handle on your own
- Handle with help from a friend
- Get help from an adult
- Not sure

One of your classmates is always asking for some of your lunch and he always says he forgets to bring his. But you think maybe his family are having money problems. You tried to ask him about this but he just denies it.

- Handle on your own
- Handle with help from a friend
- Get help from an adult
- Not sure

You are at a friend's house and they show you how to go onto a site you think is just for adults. Your friend has posted some photos. The next day you receive an email inviting you to join this site.

- Handle on your own
- Handle with help from a friend
- Get help from an adult
- Not sure

You get separated from your family at the New Year's Eve fireworks festival in the city.

- Handle on your own
- Handle with help from a friend
- Get help from an adult
- Not sure

You were playing with your sister's iPod and dropped it and the screen broke.

- Handle on your own
- Handle with help from a friend
- Get help from an adult
- Not sure

Your friend finds that her new phone has been stolen from her schoolbag between arriving at school and recess break.

- Handle on your own
- Handle with help from a friend
- Get help from an adult
- Not sure

One of your classmates has started really showing off about hanging out with older kids from high school. These kids are always at the skate park until dark. Your friend is a good skater, but you think he might be under a bad influence from them because they smoke and sometimes you see them drinking too.

- Handle on your own
- Handle with help from a friend
- Get help from an adult
- Not sure

Your friend has started going to the sick bay a lot with headaches. She told you in secret that she is feeling very upset because her parents are fighting and she thinks they are going to split up. This has been stopping her from sleeping properly at night. She asked you to promise not to tell anyone.

- Handle on your own
- Handle with help from a friend
- Get help from an adult
- Not sure

A classmate teased you once about the food in your lunchbox.

- Handle on your own
- Handle with help from a friend
- Get help from an adult
- Not sure

HELP-SEEKING LABELS

HANDLE ON YOUR OWN

**HANDLE WITH HELP
FROM A FRIEND**

GET HELP FROM AN ADULT

NOT SURE

2 Thinking about trust and courage

TIME: 20+ MINUTES

Learning intention

- Students explore and apply the notion of trust and courage in help-seeking

Equipment

- Room to move
- Strips of cloth or scarves to use as blindfolds

Method

- 1 Explain that in the previous activity we thought about when to ask for help. This activity focuses on what it takes to ask for help. It also reminds us that many people do contribute to our lives on a daily basis. We already receive a lot of support and help which we can be grateful for. We also have a lot of people that we give help to, and this is something that makes us feel good about ourselves. Despite this, we can be reluctant to ask for help when we need it. We will use a game to help us explore why.

- 2 Organise students to work in pairs. Give each pair a strip of material to use as a blindfold. The partners take it in turns to lead the blindfolded partner for a walk, leading them by the elbow.

After the game, ask the students:

What did you feel when you were the person who was being led?

What did it take to allow yourself to be led blindfolded?

What messages do you see in this game that are relevant to the topic of help-seeking?

Review

Review the learning intentions by asking students how this activity helped them think about how both trust and courage are important when it comes to seeking help. Point out that when we seek help with larger problems we need to have:

- Trust in those we choose to go to for help
- Trust ourselves that we have the courage to ask
- Trust that we can cope and have the courage to try again if no effective help is given when we ask.

3 Who to turn to, and who to thank

TIME: 15+ MINUTES

Learning intention

- Students identify people who they can turn to when they need help
- Students identify people who already contribute to, support or help them
- Students identify ways in which they provide help to others

Equipment

- **Helping hands** or **Support stars** handouts
- Camera (optional)

Method

- 1 Explain that in the previous activity we thought about when to ask for help. This activity focuses on who to ask for help, who already provides help and support, and how they themselves contribute as helpers of others.
- 2 Introduce the **Helping hands** and/or the **Support stars** handouts as ways to record information about whom they could turn to for help, and who already provides them with support. Point out that 'stars' who achieve great things, such as sports and performance stars, are people who draw a lot from the help of others such as family, coaches and team mates.
- 3 Ask students to select and complete one of the handouts, identifying five people from whom they have already received some form of contribution or help in the last fortnight. (E.g. parent feeds you, friend plays with you, sister helps you with homework, police protect you, traffic lady/man helps you cross the road.)
Complete one of your own on the board. Share this as a form of modelling – even adults appreciate help!
Ask some of volunteers to share their answers.

4 Then ask students to think of five people who they could approach for some kind of help if faced with a serious issues. (Remind students of the issues identified in the earlier activity as needing adult assistance.) Encourage them to include at least one person from the school setting and one from their family or neighbourhood.

5 As a final step, they should make a 'hand' or 'star' to show five people they have helped or contributed to across the week.

If they have completed the helping hand image in earlier grades, discuss how the list of five might change as they get older. Ask: *Will it be different? If so, why and in what ways?* Discuss how the number of people they contribute to or help will also increase as they get older.

6 Explain to the students that people who feel appreciative or grateful for the things that others do for them, and for the positive things that happen in their lives, tend to be happier and to cope better with stress and challenge. So practicing being grateful is an important life skill. Being appreciative of others and saying thank you are important relationship skills.

7 Invite students to make a thank you note for someone whose contribution they appreciate. Then they may even like to deliver or send the note, or share their thanks in person.

Organise for students to make a class display of **Helping hands** or **Support stars**. Students could add a photo or picture of themselves!

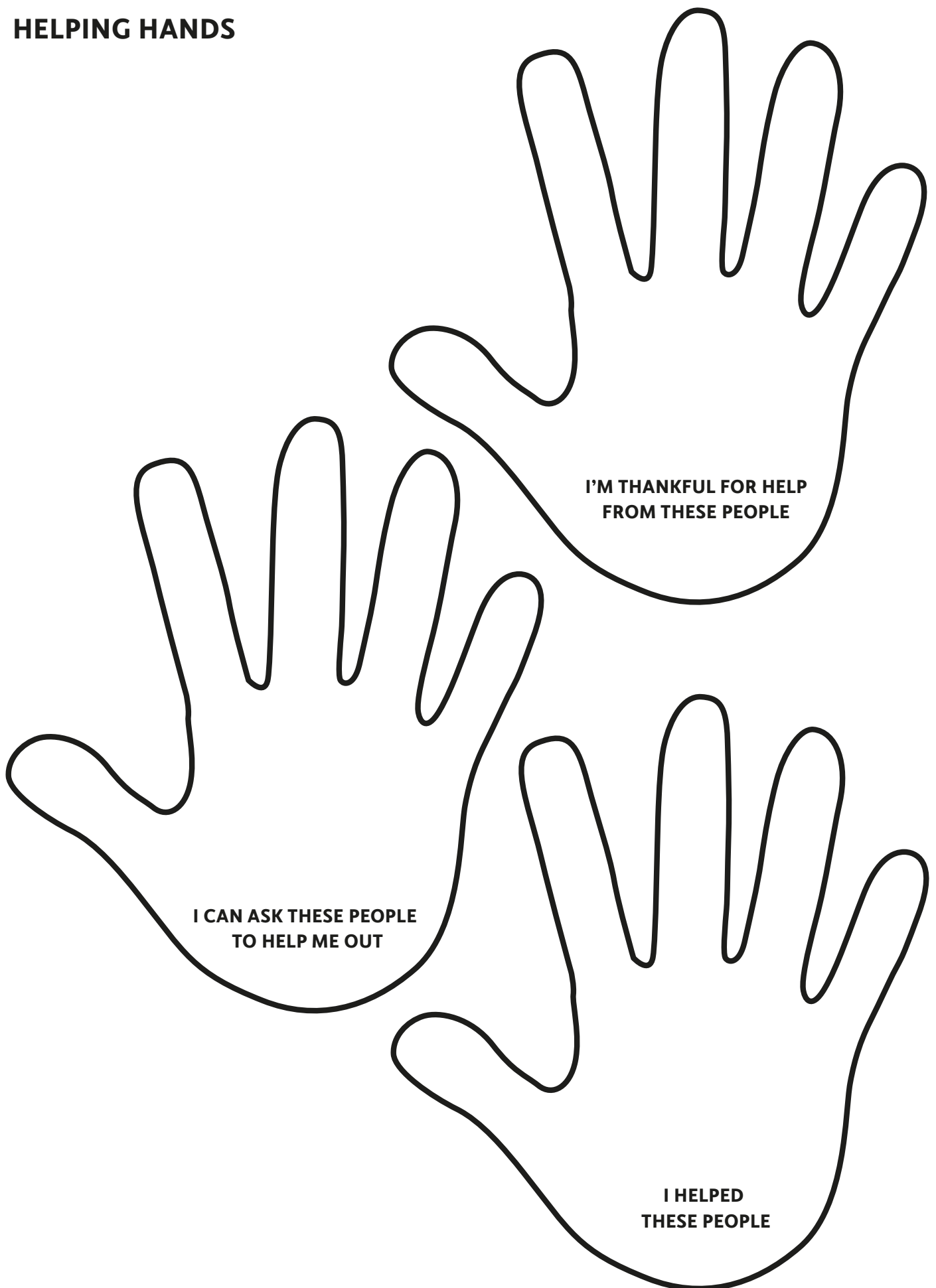
Review

Review the learning intentions by asking students to reflect on what they have learned in this activity.

COACHING POINT

Acknowledge acts of consideration or generosity that you observe in the classroom. This helps students to understand that they are valued. Catching students 'being good' is a strong way to give positive attention.

HELPING HANDS



**I'M THANKFUL FOR HELP
FROM THESE PEOPLE**

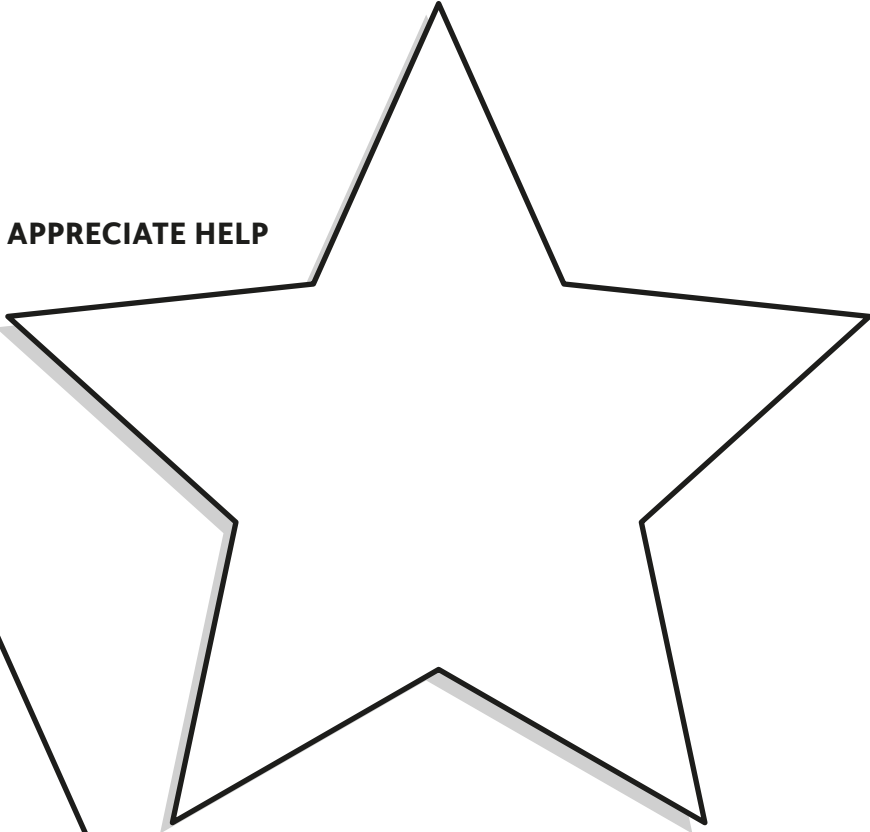
**I CAN ASK THESE PEOPLE
TO HELP ME OUT**

**I HELPED
THESE PEOPLE**

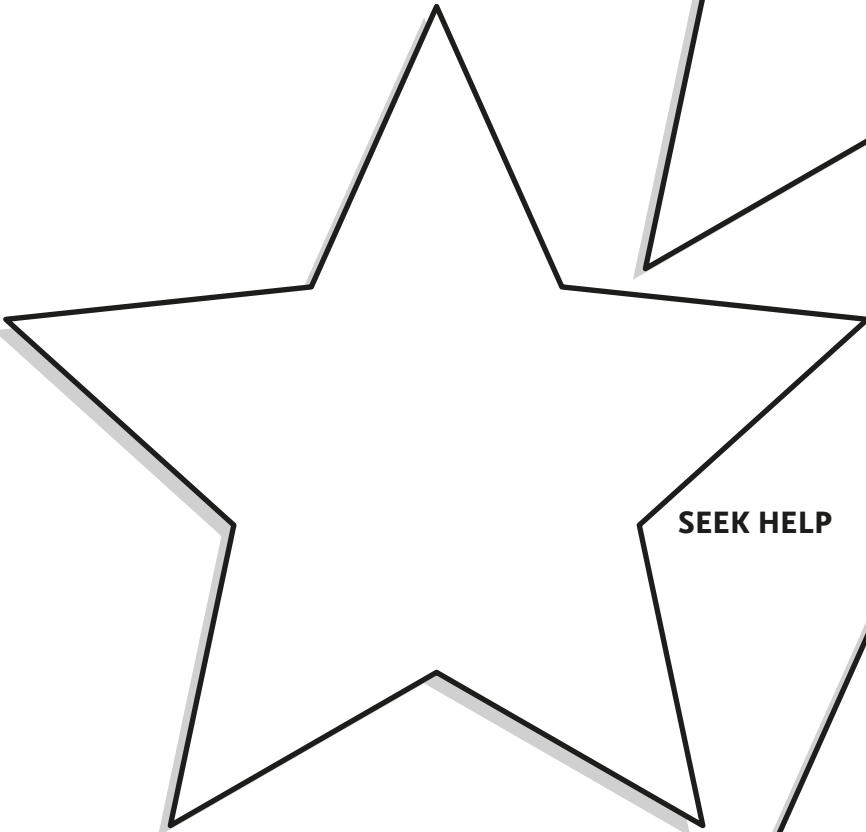
STARS DON'T GO IT ALONE!

THEY...

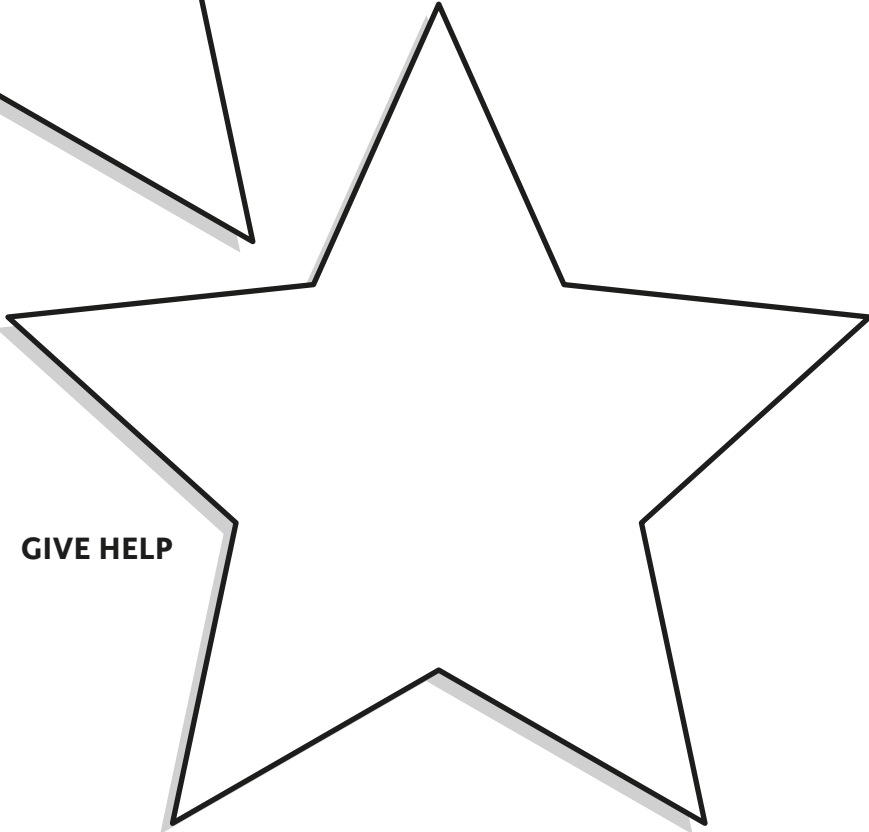
APPRECIATE HELP



SEEK HELP



GIVE HELP



4 Rehearsing help-seeking conversations

TIME: 30+ MINUTES

Learning intention

- Students identify sources of help
- Students rehearse help-seeking conversations

Equipment

- Room to move
- Pencil and paper
- *Help-seeking conversations* handout

Method

- 1 Explain that in this activity students will rehearse help-seeking strategies. Like any other skill, help-seeking is something we can get better at with practice.
- 2 Distribute the *Help-seeking conversations*. Ask students to work in pairs and choose one scenario to work on. First they will need to work out who the two characters will be. Then brainstorm some ideas together about what the help-seeker could say when they ask for help.
- 3 Collect some of these ideas from the class. Add some if needed. (E.g. 'Could you help me to...?' 'I feel...' 'Can you please...?' 'Could I talk to you about a problem?' 'I am really worried and I need some help.'))
- 4 Then ask the pairs to rehearse a short role play in which the person asks for help. Set the help-seeker the aim of being as clear and specific as possible.
(If the class members are shy about showing their role plays, work up to it by arranging for half the class to play their scene at once for a minute while the others observe multiple channels at once. Then swap while the other half has a turn. Repeat, but with two or three 'channels', then eventually work up to taking short looks at individual scenes.)
- 5 Once particular scenes are looked at, ask observers to identify if the help-seeker 'got the job done'. That is, did they actually ask for the help they needed. If some scenarios are harder, ask observers to make some further suggestions about what the help-seeker could do or say. Invite some of those who make the suggestions to step into the scene to demonstrate them.

COACHING POINT

Encourage students to engage in the role play as it is much easier to give advice than to enact it, even within a fiction. Watching peers conduct help-seeking role plays can help to model and normalise help-seeking.

Options if students are really struggling to ask for help

- Invite them to make a 'worst fears' scene first in which they dramatise their worst fears about what might happen if they help-seek. Then follow it with a positive scene that shows how a caring human might react. Relate the 'worst fears' to the activity on negative self-talk.
- Invite them to show a really bad job of help-seeking in their first version of their scene and then re-play showing a better way to do it (this mode can help to break the ice with some humour).
- Ask students to role swap so they both get a turn in the help-seeker role
- Ask students to try a different help-seeking scenario to see if one kind of help is easier to ask for than another. Discuss why this might be so.

- 6 To deepen reflection on the exercise, ask students:
 - *What it was like to be in the help-seeker role?*
 - *What did it take to ask for help?*
 - *What were the fears and concerns of the help-seeker?*
 - *Is there anything that could help to make things easier for the help-seeker?*
 - *What was it like to be in the helper role?*
 - *What was positive and what was challenging about being in the helper role?*
 - *What were the fears and concerns of the helper?*

Review

Review the learning intentions by asking students to reflect on what they have learned in this activity. Ask students to reflect on why it is useful to practice the skills of help-seeking.

HELP SEEKING CONVERSATIONS

Choose a scenario, discuss the questions and then work on a role play asking for help.

ROLE PLAY SCENARIOS

- 1 You see a friend take a pen out of another classmate's pencil case.
- 2 You get separated from your family at the New Year's Eve fireworks festival in the city.
- 3 This Maths problem is really hard. You were away sick when the explanation was given.
- 4 Two good friends keep fighting and making up and you find it annoying.
- 5 You were playing with your sister's iPod and dropped it and the screen broke.
- 6 One of your classmates is always asking for some of your lunch and he always says he forgets to bring his. But you think maybe his family are having money problems. You tried to ask him about this but he just denied it.
- 7 Your friend has started going to the sick bay a lot with headaches. She told you in secret that she is feeling very upset because her parents are fighting and she thinks they are going to split up. This has been stopping her from sleeping properly at night. She asked you to promise not to tell anyone.
- 8 You are walking your little brother home from school when he starts having an asthma attack.

QUESTIONS:

What's the problem?

Who will you ask for help?

What will you say?

And then?

5 Communicating clearly

TIME: 30+ MINUTES

Learning intention

- Students identify and demonstrate the need for clear communication when help-seeking

Equipment

- Pencil and paper
- A few sets of **Shape** cards (for teachers to copy and cut out for the class to use)

Method

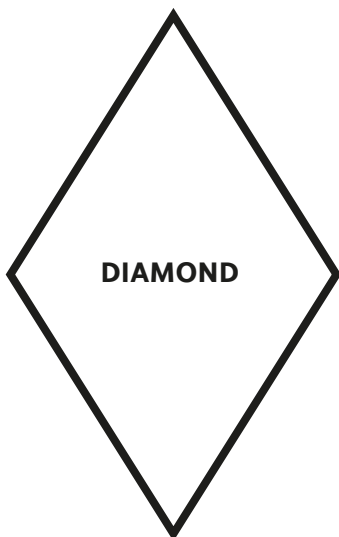
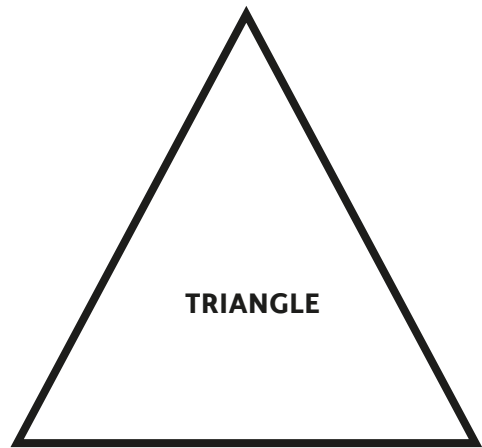
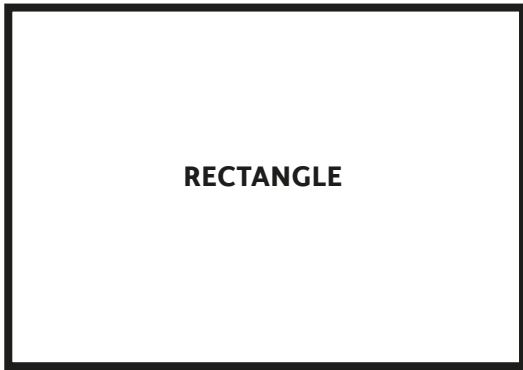
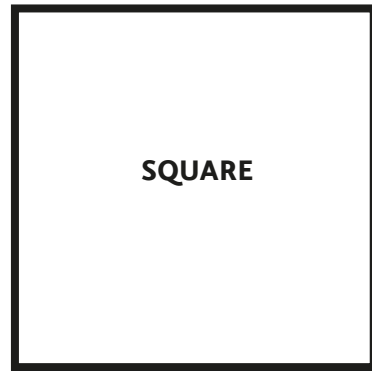
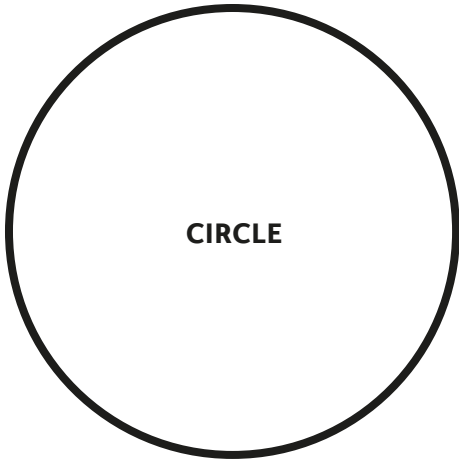
- 1 Explain that you will play the **Back-to-back drawing** game to help focus on the challenge of communicating clearly.

BACK TO BACK DRAWING GAME

- 2 Divide the group into pairs. Each pair sits back-to-back on the floor. Give one person in each pair a pencil and a piece of paper and the other a **Shape** card.
- 3 Explain that the player holding the shape will give verbal instructions to their partner on how to draw the shape, without actually telling the partner what the shape is!
- 4 The instructor must give step-by-step directions. For example, If describing the square, start by saying... 'Draw a line horizontally across the page.'
- 5 After time is up, they should compare the attempted copy with the original. Give them a chance to swap roles and play again.
- 6 Discuss what helped and hindered the completion of this task. Ask students what key messages they can see in this game that are relevant to the topic of help-seeking.

COACHING POINT

Highlight that clear communication is very important in letting people know about our problems and needs. It is not enough to hint and hope. To ask for help clearly you need to be able to recognise and name the problem and actually make the request for help.



6 'The roller coaster day' storyboard

TIME: DEVELOPED ACROSS A NUMBER OF LESSONS

Learning intention

- Students demonstrate their knowledge of emotions, strengths, coping and help-seeking strategies, and sources of support

Equipment

- Paper and drawing equipment
- Storyboard template

Method

- 1 Explain that the students will work to make a 10-page storyboard. It will instruct a filmmaker making a film about a child who had a challenging day with a series of ups and downs. The film is to be realistic rather than fantasy in genre.
Provide each student with a copy of the Storyboard template. Explain the template by working through an example you write on the board.
- 2 Explain that students will now use the template to plan their own film's storyboard. Ask them to use the handout to plan each scene.
- 3 Arrange for students to share their storyboards with each other. This can be done in pairs in groups of four.
Suggest that students take their storyboard home to show their parents and siblings.

ROLLERCOASTER DAY FILM STORYBOARD

Write and illustrate a 10-page storyboard using the template below:

<p>Scene 1</p> <p>Introduce your character Give the character two different strengths.</p> <p><i>Examples:</i></p> <table><tbody><tr><td>kind</td><td>a leader</td></tr><tr><td>brave</td><td>funny</td></tr><tr><td>forgiving</td><td>fair</td></tr><tr><td>honest</td><td>generous</td></tr></tbody></table>	kind	a leader	brave	funny	forgiving	fair	honest	generous	<p>Scene 4</p> <p>What self-talk is happening inside the character's head as they think about the unpleasant experience?</p>
kind	a leader								
brave	funny								
forgiving	fair								
honest	generous								
<p>Scene 2</p> <p>The day starts badly for this character because they must face something they really don't want to do. What is the experience that they wish was not about to happen? What emotions is your character feeling?</p> <p><i>Examples:</i></p> <table><tbody><tr><td>kind</td><td>a leader</td></tr><tr><td>brave</td><td>funny</td></tr><tr><td>forgiving</td><td>fair</td></tr><tr><td>honest</td><td>generous</td></tr></tbody></table>	kind	a leader	brave	funny	forgiving	fair	honest	generous	<p>Scene 5</p> <p>Things look up! The day turns out better than expected. Describe something good that happened for your character. What emotions is your character feeling now?</p>
kind	a leader								
brave	funny								
forgiving	fair								
honest	generous								
<p>Scene 3</p> <p>How is this felt or seen in your character's body?</p> <p><i>Examples:</i></p> <table><tbody><tr><td>Shaky</td><td>Sweaty</td></tr><tr><td>Fast heartbeat</td><td>Hot face</td></tr><tr><td>Sore tummy</td><td>Crying</td></tr><tr><td>Shivers</td><td>Headache</td></tr></tbody></table>	Shaky	Sweaty	Fast heartbeat	Hot face	Sore tummy	Crying	Shivers	Headache	<p>Scene 6</p> <p>Things get worse again. Your character has to work out what is the right thing to do. It is not going to be easy.</p>
Shaky	Sweaty								
Fast heartbeat	Hot face								
Sore tummy	Crying								
Shivers	Headache								
	<p>Scene 7</p> <p>Your character uses some of their coping strategies. What do they do to make themselves calm down or cheer up?</p>								
	<p>Scene 8</p> <p>Your character asks for help. Who do they ask and how does it go?</p>								
	<p>Scene 9</p> <p>Show how your character took this good advice.</p>								
	<p>Scene 10</p> <p>Tell what your character learnt from this experience.</p>								

Topic 6 Further resources

Reflecting on everyday practice

- Who are the people you would talk to if you need help in dealing with an issue?
- How do you encourage students to seek your assistance and each other's assistance in the classroom?
- How can you develop a sense of trust and empathy between the students in your classroom?

Web links for further reading and activities

- *Kids Helpline* is a free 24-hour counselling service for Australian kids and young people aged 5–25 years.
<http://www.kidshelp.com.au/>
- *SAFEMinds* is a professional learning and resource package for schools and families that aims to enhance early intervention mental health support for children and young; increase engagement of parents and carers with schools to more effectively support their child's mental health; and develop clear and effective referral pathways between schools and community youth and mental health services.
<http://www.education.vic.gov.au/school/teachers/health/Pages/safeminds.aspx>
- *Cyber[smart]Teens* is part of an Australian website providing information about on line safety, specifically for young people in Years 5–12.
<http://www.cybersmart.gov.au/Teens.aspx>
- *Cybersmart* is an Australian website providing information about online safety for Years 3–12.
<http://www.cybersmart.gov.au/Kids.aspx>
- *Bullystoppers* provides information and advice relating to bullying, for Years 3–12.
<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>
- *The Daniel Morcombe Child Safety Curriculum* is focused on personal safety and awareness, cyber-safety and telephone safety. It includes teaching and learning activities for students in Years Prep–2, 3–6 and 7–9.
<https://fuse.education.vic.gov.au/content/7ff7f8ac-1da5-45d2-a812-8259b35f38ea/p/index.html>
- *The Posti Network* is an Australian-based online game about social networking for upper primary students.
<https://esafety.gov.au/?from=cybersmart>
- *Racism. No Way!* is an Australian website providing information about racism for Years 5–12, and teacher resources.
<http://www.racismnoway.com.au/index.html>

- *The Butterfly Foundation* is an Australian-based site providing information and support about eating disorders and body image for Years 3–12.
<http://thebutterflyfoundation.org.au/>
- *Catching on Early* is a DET sexuality education program for primary schools. It provides activities for understandings feelings and emotions.
<https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/catchingonearlyres.pdf>
- *Thinkuknow.org.au* is an Australian-based website (linked to a UK site) providing information and activities about online behaviour and safety for F-12.
<http://www.thinkuknow.org.au/>

Extension activities

- Ask student to invent some sayings or pointers to guide peers about when to handle something on their own and when to ask for help. For example, you should ask for help if it:
 - involves more than one person
 - lasts longer than a fortnight
 - won't go away no matter what you try
 - causes pain or suffering
 - is a lasting breach of someone's rights.
- Students can write a story for younger children which models how a character might go about help-seeking. This character should persist in their help-seeking until they find the right kind of help.
- Students can write a story in which peers play a key role in supporting a friend to get the help that they need.

Talking further

- Encourage the students to share their helping hand or star with those they included as part of their five trusted people.
- Students could ask their family members who they talk to when they want help for different things.
- Encourage students to ask parents or carers to tell them about a time that someone in their life provided help for them, or a time in which they helped someone else.
- Suggest that some students might like to write a letter of thanks for the help they have received from their parents or carers.

7 Gender and identity

AIMS

Activities will assist students to:

- Analyse the impact of peer and adult actions in maintaining or changing contemporary gender norms
- Develop an awareness of the impact of gender norms on the attitudes and behaviours of those entering adolescence
- Identify the standards and associated actions that underpin respectful gender relations.

EVIDENCE BASE

Studies show that school-based violence prevention and respectful relationships initiatives can make a real difference, producing lasting change in attitudes and behaviours in students.^{17–19} Providing explicit classroom programs to all students is a key part of a whole school approach to preventing gender-based violence and promoting positive relationships.²⁰

When teaching about gender inequality and related issues (such as gender-based violence), students need assistance to understand the difference between the inherent biological differences between males and females (e.g. termed differences between the sexes), and the learnt social and cultural differences (e.g. termed gender differences). Children benefit from learning about the ways in which gender norms are created and transmitted. They benefit from critical thinking exercises within which they detect and challenge the limiting nature of many traditional gender norms.

Classroom activities can be used to help children to explore gender identity, challenge stereotypes, and to learn to value and show respect for diversity and difference, and learn how to apply these attitudes within respectful gender relationships.

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students describe the influence that personal qualities and strengths have on achieving success
- Students recognise and appreciate the uniqueness of all people
- Students are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes

- Students identify characteristics of respectful relationships
- Students contribute to groups and teams suggesting improvements for methods used in groups and investigations

Health and Physical Education

- Students investigate developmental changes and transitions
- Students understand the influences people and places have on personal identities
- Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact
- Students describe their own and others' contributions to health, physical activity, safety and wellbeing
- Students examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment
- Students explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 142–144.

1

Born or made? Thinking about gender

TIME: 30+ MINUTES

Evidence base

Gender norms are those social norms that are differentiated for girls and boys, and men and women. While some gender norms can be positive, (such as showing loyalty to family) others can be restrictive and harmful in that they limit people's life choices, lead to inequitable treatment or discrimination, and foster acceptance of gender-based violence.

Beliefs about gender norms and roles are socially constructed. That is, the types of behaviours considered acceptable, appropriate or desirable for a person based on their gender are created by societies. Gender norms include attitudes about what it means to act, speak, dress and express oneself as masculine or feminine. Different gender identities are created through various elements coming together at any point in time, drawing on social expectations which can change depending on where in life's stage an individual is located.²¹ Children need to learn about the ways in which gender norms are created and transmitted. They benefit from critical thinking exercises within which they detect and challenge the limiting nature of many traditional gender-norms.

Learning intention

- Students describe the way in which gender influences how people relate to young children

Equipment

- A3 paper and pens for brainstorm task

Method

- 1 Ask the class to think about the announcement of the birth of a new baby. What are the first questions that tend to be asked in response to this announcement? (Students may identify questions such as: Is it a boy or a girl? What is its name? Are mother and baby healthy? How much did it weigh?)

- 2 Ask students to work in pairs to brainstorm the things that might be different for the baby, based on whether it is born a male or a female. Use some trigger questions to get them started:

- *What kind of clothes might the girl baby/boy baby be dressed in?*
- *What kinds of gifts might the girl baby/boy baby receive when they are born? On their first birthday? On their fourth birthday?*
- *What kinds of hobbies, toys or games might the girl child/boy child be offered by their parents, carers or family members?*

- 3 Invite pairs to make fours to compare their answers.

Invite some groups to report back on their answer. Record the key contributions.

Ask the class to identify what they notice from looking at the responses. Useful questions include:

- *What do you notice about how people act or respond differently to the child as a boy or a girl?*
- *To what extent might these actions or responses play a part in shaping the identity of the child (or shaping how the child grows up) as a boy or as a girl?*

Review

Review the learning intentions, asking if students believe they were able to describe ways in which gender influences how people relate to babies and young children, and to sum up some of the key influences they detected.

COACHING POINT

People often take the way we treat girls and boys differently (from the moment that they are born) for granted. This simple activity is designed to get students to think critically about the different treatment of girls and boys and the effect this might have on them in shaping their identity. It is important to highlight the key message that in the main part, people do not treat young girls and boys differently because they have different body parts. The way we treat boys and girls is socially constructed. Differential treatment can sometimes have a limiting effect on boys and girls. For example, it might limit the possibilities they can imagine for themselves (both now and in the future). Being critically aware of gender stereotypes can help students become more open minded in the way they see what is possible for themselves and others.

2 From words to actions

TIME: 30+ MINUTES

Evidence base

It is important that students are familiar with the basic vocabulary needed to understand sexual orientation and gender identity. Setting up language can assist in signalling to the class that the topic they will explore is to be managed with a similar security of structure and purpose assigned to other learning activities. This can help to ease embarrassment as students engage with some of the more sensitive topics that they may be less accustomed to dealing with in the public space of the classroom.

For students who do not conform to traditional gender norms, their normative perceptions of sexual orientation tend to be disproportionately affected by bullying and violence in school settings.^{22, 23} This is particularly true for boys who present as, or who are presumed to be, same-sex attracted or transgender. Research shows this has negative impacts on health, wellbeing and academic outcomes.²⁴⁻²⁶ Approaches to addressing gender-based violence should therefore address the needs of these groups, as well as focusing on prevention of violence against women and girls.

COACHING POINT

Some of the language and concepts in this activity may be new to students if they have not already received the sex education components of the curriculum. However, many students will also have heard this language used in popular media, without necessarily understanding the terms.

Learning intention

- Students understand the difference between the terms sex and gender
- Students understand the difference between the terms same-sex attracted, heterosexual and transgender
- Students identify actions that children and adults can take to contribute to a respectful, friendly and inclusive school

Equipment

- A3 paper and pens for brainstorm task

Method

- 1 Begin this activity by asking students: *What is puberty?* Ask students to come up with some definitions. Point out that **puberty** is the time when the male and female bodies begin to change. At this time, the physical differences between males and females become more evident. However, this is also a time of life when social expectations and pressures may also begin to affect boys and girls differently. While there are different responses to small children based on their gender, some of these responses may increase as they reach puberty.

Explain that the changes in the body that fit within the category of changes that happen due to our sex – whether we are born with male or female body parts, and whether male or female hormones are starting to kick in-cause our bodies to change. However, many of the other changes that happen to us (for example to our relationships, feelings, behaviour, thoughts and dreams) occur as a response to our experiences of gender. Having the right understanding of this language (words) is important, and helps us talk about what is going on. Useful language and definitions include:

Sex: the difference in biological characteristics of males and females, determined by a person's genes.

Gender: describes the characteristics of girls and boys, women and men that are shaped by our culture, traditions and history, and the way that societies organise what boys and girls, men and women are expected to do. This includes things like the way people are expected to dress and behave. Gender roles and expectations are learned, can change over time, and can vary from culture to culture.

Gender identity: the gender that a person feels that they are. This might fit with what most people in society expect or it might go against them. For example, a person who is born with male physical characteristics might feel like they are a man, or they might feel like they are a woman.

Transgender: the word we use to describe people who don't feel like they fit in the body they were born with and believe they really are a member of the opposite sex. They believe they are born into the wrong body. This may be someone born with female body parts, who feels like they are a boy or man, sometimes called a transman; or someone born with male body parts, who feels like they are a girl or woman, sometimes called a transwoman.

Sexual orientation: the words heterosexual (opposite-sex attracted) and homosexual (same-sex attracted) are words used to describe something different from gender. They refer to sexual orientation or who people are attracted to. The word heterosexual refers to people that are sexually attracted to persons of the opposite sex.

The word **homosexual** refers to people who are sexually attracted to persons of the same sex. Some people prefer to call themselves gay, lesbian or queer, rather than same-sex attracted or homosexual. Sometimes these words are also used as 'put down' (or insulting) terms. They should not be used this way.

No word for race, gender, religion or sexual preference should be used as a put down term. So that means 'girl' should not be a put down word, nor should 'gay' be used as a put down word.

2 Point out that we need words to help us understand differences between people. If we do not have words for differences, we may not be able to value and respect difference, or even to understand that difference exists. But also we do not use words as labels to sum up everything about a person, or use as put downs, because we know there is more to us than just a name (label). We use language to share meaning and it is important to do this in a respectful way.

Explain that the class will work together to map out what a school could do if it wanted to stop the use of put downs. This effort to stop put downs would include the disappearance of put down terms that refer to any part of a person's identity. This then would mean no use of put down terms about race, gender, intelligence, fitness, religion, body shape, interests, sexual identity, wealth or sexual preference.

3 SCHOOL OF FISH

Introduce the fish diagram by drawing it on the board. Explain how it works as a way to plan for change. The bubble the fish is swimming towards, is its goal. On bones of the fish we write all the different actions that will help us to move towards our goal. Each bone can carry a different action. Extra and important actions can be put on the tail.

4 Assign students to groups. Each group will draw their fish swimming towards a bubble with the goal written into it. On each of the bones of their fish, they should write different actions that will help to move the school towards its goal of Friendly school, free of put downs (example actions might be: make and agree on positive rules, always include others, respect everyone's rights etc.). Challenge groups to aim for at least eight actions. At least half of the actions must be ones that can be taken by students.

When the students have done the task, arrange for them to report back and combine their answers, making a **School of fish**.

As they review the input, invite students to nominate the student strategies they think will be most helpful.

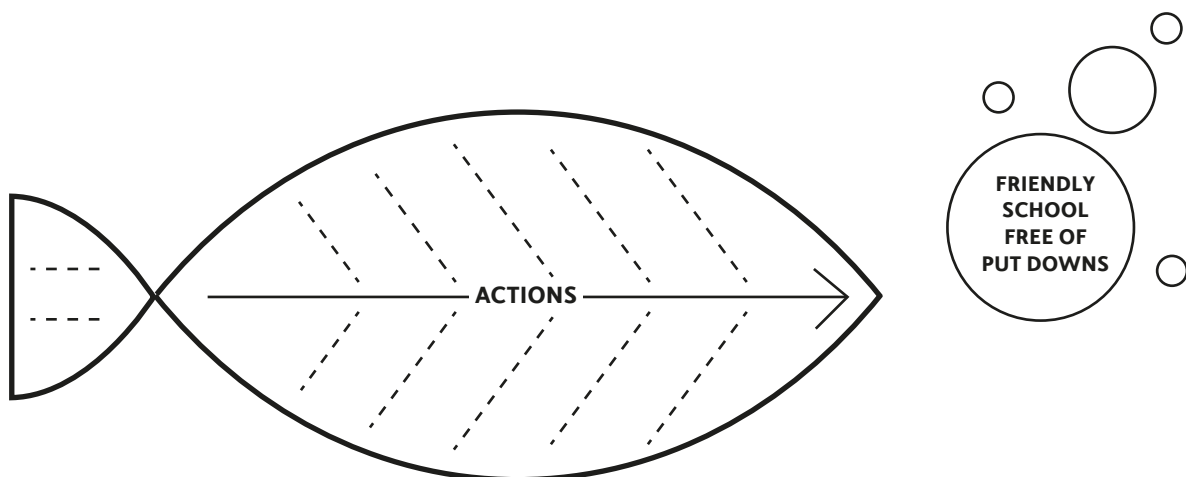
Record a selection of the strongest nominations. Invite each student to put their name against the strategy that they will aim to focus on across the next week. (Find a time to review their progress after the week has passed.)

Display the **School of fish** as a visual reminder of their ideas.

Review

Review the learning intentions, asking students if they found the activity was useful in assisting them to be clear about the difference in meanings between the terms sex and gender, and to understand the meanings of the terms same-sex attracted, heterosexual and transgender. Invite some students to recap on the meanings.

Ask students if they found the activity assisted the class to identify a strong collection of actions that children and adults can take to contribute to a respectful, friendly and inclusive school. Invite some students to point to some favourites on the list, and to say why they think those actions are particularly important.



3 Gender norms in early adolescence

TIME: 30+ MINUTES

Evidence base

Children learn gender norms and expectations from an early age and this influences the roles, attitudes and behaviours they adopt.²⁷ They absorb gender expectations from many sources including parents, friends, teachers and the media. They also observe institutional and community practices and traditions. From an early age, children engage in mimesis – copying what they see adults and older children do.²⁸

Some gender expectations can be harmful and lead to inequitable treatment, risky behaviour, negative health impacts or violence. Young men are more vulnerable to risk taking with driving, drinking and drugs, more reluctant to seek help, and more likely to engage in violence, both against other men and against women. Young women are more vulnerable to body image distress, anxiety and eating disorders. They are more likely to be the victims of sexual harassment and assault.²⁹ Thus negative gender norms have health impacts for both sexes.

An understanding of the cultural and contextual nature of gender expression enables students to challenge the notion of fixed roles and attributes. Helping students understand the potentially negative effects of gender norms allows them to question their own and the wider society’s attitudes towards men and women, and to work to change norms that reduce equity, limit opportunities, contribute to poor health or lead to violence.

Learning intention

- Students identify the ways in which gender norms can influence boys and girls as they enter early adolescence
- Students identify strategies that some peers and adults may use to reinforce or police limiting gender norms

Equipment

- A3 paper and pens for brainstorm task

Method

- 1 Divide students into groups, with boys and girls in different groups. Ask them to conduct a brainstorm into a two x two table (example at right). In the top row they identify what boys are SUPPOSED to like doing at their age (according to dominant societal expectations), and what girls are SUPPOSED to like doing at their age. They should then circle any items that are new or become stronger around the age of puberty (around 11–13 years).

Once this is complete, they should work in the bottom row to identify what other people might say or do to those who do not fit in with what is expected.

By the time they reach early adolescence, girls are SUPPOSED to:	By the time they reach early adolescence, boys are SUPPOSED to:
• • •	• • •
... and if they don't, people might say or do things like:	... and if they don't, people might say or do things like:
• • •	• • •

As groups report back, invite girls to report first on their mapping of what happens to boys, and vice versa. Then allow for the groups to correct or add, based on their experience of being located within their particular gender grouping.

- 2 To prompt critical analysis of the data, use the following questions:

- What are the differences and similarities between the gendered pressures and expectations placed on girls and boys as they reach early adolescence?
- Are there any expectations that get more intense? (E.g. boys REALLY must not cry or girls REALLY must look attractive.)
- Are there any gender 'rules' that are reduced? (E.g. it might become more acceptable, or not, to socialise with the opposite sex.)
- Are there any new or additional pressures?
- Where do you think these pressures come from?

- 3 Introduce the term **policing** as a word that can be used to describe the actions that people take to discourage boys and girls from being different from gendered expectations.

Discuss:

- What can it be like for people when others 'police' them about the ways in which they express their individuality and preferences?
- What personal strengths do people have to call on in order to support their friends to be the kind of person they want to be, even if that is different from others?
- What would it look like if people were showing respect for difference?

Affirm 'gender fair' values and work with the students to reconnect them with the actions they previously identified in the 'School of Fish' activity. (In which they mapped strategies to build a friendly school, free of put downs.)

Review

Review the learning intentions, asking if the students believe they were able to:

- identify the ways in which gender norms place pressures on young people as they enter the life-phase of early adolescence. Invite some students to sum up what some of these pressures were.
- identify strategies that some peers and adults may use to reinforce or police limiting gender norms. Invite some students to point to some of the strategies identified that they find particularly negative, and to explain their choices.

COACHING POINT

Social norms are commonly accepted standards or a ways of behaving or doing things. Some are positive such as showing respect or courtesy. Others are negative, such as presuming that violence is excusable when someone experiences frustration. Gender norms are those social norms that are differentiated for girls and boys, and men and women. While some gender norms can be positive, such as showing loyalty to family, others can be restrictive and harmful in that they limit people's life choices, lead to inequitable treatment or discrimination, and foster acceptance of gender-based violence.

4 Facts about gender and opportunity

TIME: 30+ MINUTES

Evidence base

Researchers who work in the area of gender and identity point to the way in which certain discriminatory practices can become invisible, or just taken for granted as a 'natural' way for things to be. For change to happen, people must first be aware of inequity, agree that it is neither 'natural' nor acceptable, and begin to imagine what a fairer world would look like.^{30, 31} We can use data to challenge students to think more critically about their world, and about how negative gender norms and practices can work to limit lives. Examination of the data can help demonstrate that gender equity is more than freedom from harassment. It is also about having the opportunity and encouragement to participate fully and safely in life.

Learning intention

- Students use data to identify the ways in which inequitable gender norms, stigma and discrimination operate to limit the opportunities some people have to participate fully and equally in life

Equipment

- **Fact** cards

Method

- 1 Raise the question: *To what extent do you think our country has achieved a situation in which men and women are treated equally? What score would you give out of 10, if 10 was a perfect score for equality and fairness, and one was a terrible score?*

- 2 As students respond, invite them to provide their 'evidence' or the observations of the world upon which they base their view.
- 3 Once students have shared, introduce the notion of using carefully collected data to give us information about the extent to which we have achieved equality and respect for all. Provide an example by introducing the following three facts.

FACT 1: Did you know that 32% or less than one-third of Australian Parliamentarians are female?³² In most countries in the world, males make up the majority of national parliaments.³³

Ask: *What message do you think this sends to girls and boys as they grow up in our country?*

FACT 2: Did you know that only 7% of sports coverage in Australian TV news and current affairs is for women's sport? That means only seven in every 100 minutes for women, with the remaining 93 in every 100 minutes being on men's sport?³⁴

Ask: *What message do you think this sends to girls and boys as they grow up in our country? What can we do in our school to make sure that both girls and boys are given equal opportunity to enjoy and participate in sports, and to use sports equipment and spaces?*

If your class is ready to discuss the following material, introduce Fact 3, if not, you may prefer to introduce this later in Topic 8, Activity 3: What is gender-based violence?

FACT 3: Did you know that 80% or eight in every 10 young people who are same sex attracted say that the place where they suffer the highest levels of verbal and physical abuse is at school?³⁵

Ask: *Could this be happening here at our school? Do we ever hear 'gay' used as a put down term? What message does that send to people? What effect might that have? What did we identify as actions we could take at our school to make sure that this does not happen here? (Refer back to the **School of fish** activity.)*

Point out that hearing these facts might cause some of us to lower the score we gave our country as being a gender-fair place. However, there is a lot more data to look at to help build a richer picture.

- 4 Explain that students will now work in groups. Each group will get a different **Fact** card that contains some data. Once in their group, they will review their data, make sure they understand it, and discuss the questions on the card. They will then prepare a clear explanation of what they have learned so as to 'teach' the class about what their data is telling them.

COACHING POINT

Some classes may benefit from having a student in each group who is confident to read and understand the data. If reading the data is challenging for the class, you can set up a 'data reading panel' including yourself and a boy and a girl who are both mathematically competent. Invite groups to send a representative out to the panel for a data consultation, to double check they have understood their data correctly.

- 5 Divide students into groups of three or four, with a mix (where possible) of boys and girls in each group. Give each of the groups a **Fact** card. Ask them to read the data on their card and consider:

- *What is their data saying about what happens in their country?*
- *How might something connected to this show up in school life?*

- 6 Invite them to prepare to report back three key points:

- Explain what the data is telling us.
- Sum up your responses to the questions asked on the cards.
- Make a comment about whether something similar could be happening at a school level.

FACT CARDS:

- Educational outcomes and unequal pay
- National awards
- Political leaders
- Sports coverage
- Judges and prisoners health outcomes
- Home duties
- Experiences of physical violence
- Road traffic accidents
- Bully and mental health effects for young people who are same-sex attracted.

- 7 Arrange for the groups to present back to their peers about their data. Encourage some broader discussion about how these patterns, shown in the data, might show up in the life of an individual.

Ask students to think about the collection of data that they have now encountered and consider the implications for action. Useful questions include:

- *Looking across what all the data is saying, what changes do you hope to see by the time you enter the adult world that will ensure opportunities for both men and women to participate fully and equally in life?*
- *What can you do now, in this part of your life, to help to make these changes come true? What do you think others could or should be doing?*

Work with the students to display key data in the room, along with their own statements about the changes they want to see in the world.

Review

Review the learning intentions, asking if the students found working with the data useful in helping them to identify the ways in which negative attitudes about gender roles and gender identity can have hurtful and harmful effects. Invite some students to sum up what some of these effects are.

COACHING POINT

New data is constantly made available. If you have time, have a look to see if any of the statistics provided can be updated to reflect more recent trends. A useful source of data about children and young people is the Australian Institute of Health and Welfare (AIHW).

<http://www.aihw.gov.au/child-health-development-and-wellbeing/>

FACT CARD 1: EDUCATIONAL OUTCOMES & UNEQUAL PAY

In Australia, there is a 'pay gap' between men and women. On average, men earn more money than women when they are in the same jobs.

How big is the difference?

On average women earn 17% less than men for doing the same job. This pay gap means that on average, women earn \$1.4 million less than men over a lifetime.

Do men on average get higher pay for the same jobs because they are better qualified than women?

No. In Australia, girls as a group score better than boys in almost all Year 12 subjects and are also more likely to finish Year 12.

On average, girls also do better than boys at university. In 2012, 60% of Australians who graduated from university were female. This is a pattern that is reflected globally with females now outnumbering males in global university attendance and graduation rates.

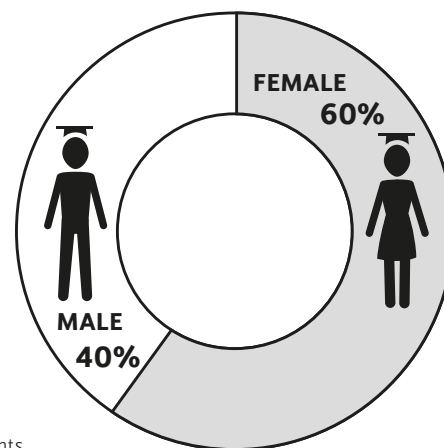
**THINK: Why do you think this is so?
What effect might this have?**

SOURCES:

Workplace Gender Equality Agency (2014) Gender pay gap statistics
Victorian Curriculum and Assessment Authority (2015) Grade Distributions for Graded Assessments
Australian Bureau of Statistics (2015) 4125.0 – Gender Indicators
Australian Government Department of Education and Training (2015) Selected Higher Education Statistics
UNESCO (2012) World Atlas of Gender Equality in Education



UNIVERSITY GRADUATION



FACT CARD 2: NATIONAL AWARDS

In Australia, the majority of people who are awarded the 'Order of Australia' are males (this award is given for outstanding achievement and service to the country).

What proportion of Order of Australia awards were awarded to women in 2016?

30%. That is less than one-third.

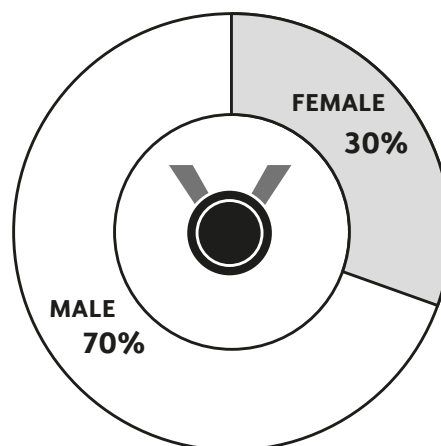
**THINK: Why do you think this is so?
What effect might this have?**

In the 20 years between 1997 and 2016, what proportion of annual Young Australian of the Year Awards were awarded to young females?

45%. That's nearly half of the Young Australian of the Year Awards in the last 20 years.

SOURCES:

Australian Bureau of Statistics (2015) 4125.0 – Gender Indicators, Australia
National Australia Day Council (2016) Australian of the Year Awards



FACT CARD 3: POLITICAL LEADERS

In Australia, the majority of parliamentarians are male. In May 2015, 32% of parliamentarians were female. That is less than one-third.

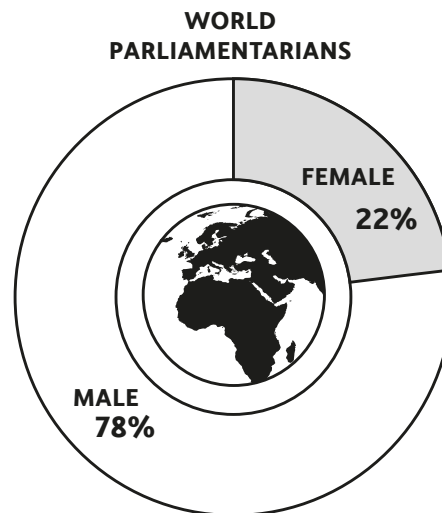
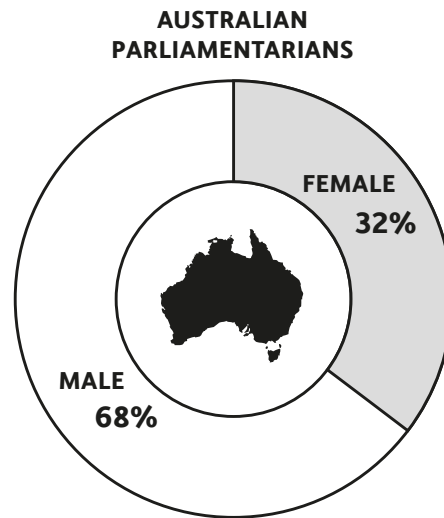
When we look around the world, we see a similar pattern. In 2015, 22% of national parliamentarians were female. This has increased from 11% in 1995 but it is still only a little more than one in every five national parliamentarians.

**THINK: Why do you think this is so?
What effect might this have?**

In Australia, some young people think that men make better political leaders than women. In 2014, 24% of young people aged 16–24 (that is just under one-quarter of young people) believe that on the whole, men make better political leaders than women. That means that around 76% (or just over three-quarters of young people) do not agree that men make better political leaders than women.

**THINK: Why do you think this is so?
What effect might this have?**

SOURCES:
Parliament of Australia (2015)
UN Women (2015) Facts and Figures: Leadership and Political Participation
Young Australians' attitudes to violence against women, 2013



FACT CARD 4: SPORTS COVERAGE

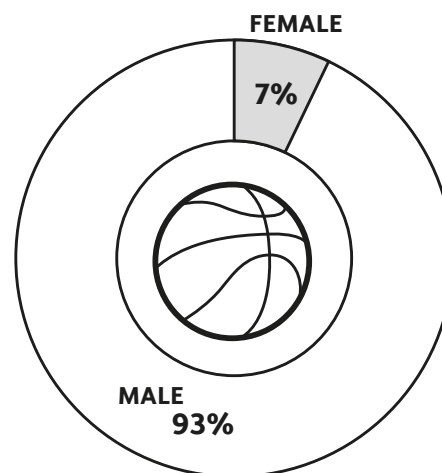
What proportion of sports coverage in Australian TV news and current affairs is accounted for by women's sport?

7%

That means that women's sport receives less airtime than horse racing on Australian TV. Coverage of women's sport has decreased in the last 10 years.

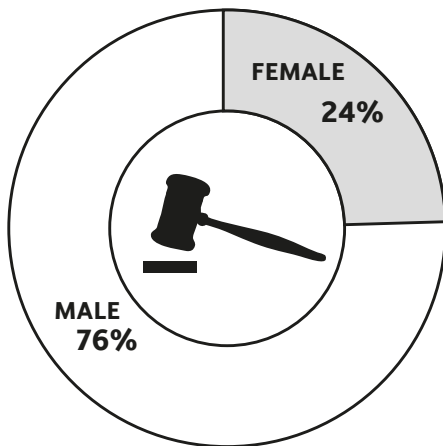
**THINK: Why do you think this is so?
What effect might this have?**

SOURCE:
Towards a level playing field: sport and gender in Australian media, Australian Sports Commission



FACT CARD 5: JUDGES AND PRISONERS

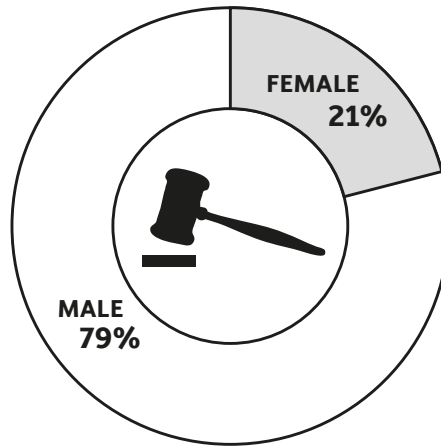
FEDERAL COURT JUDGES



In 2015, what proportion of Australian Federal Court Judges were female?

24%. That means that for every four Federal Court Judges, one is female.¹

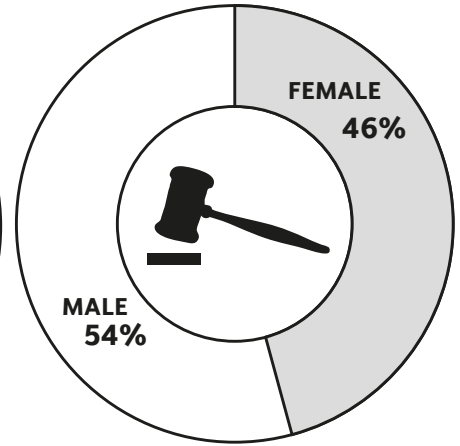
HIGH COURT JUDGES



In 2015, what proportion of High Court Judges were female?

21%. That means that for every five High Court Judges, one is female.¹

FAMILY COURT JUDGES



In 2015, what proportion of Family Court Judges were female?

46%. That means a little less than half of Family Court Judges are female.¹

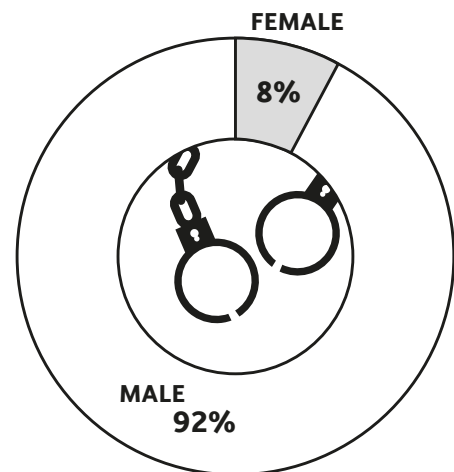
THINK: Why do you think this is so? What effect might this have?

In Australia, there are significantly more males in prison than females.

What percentage of prisoners are male?

In 2015, 92% of prisoners in Australia were male, while 8% were female².

THINK: Why do you think this is so?
What effect might this have?

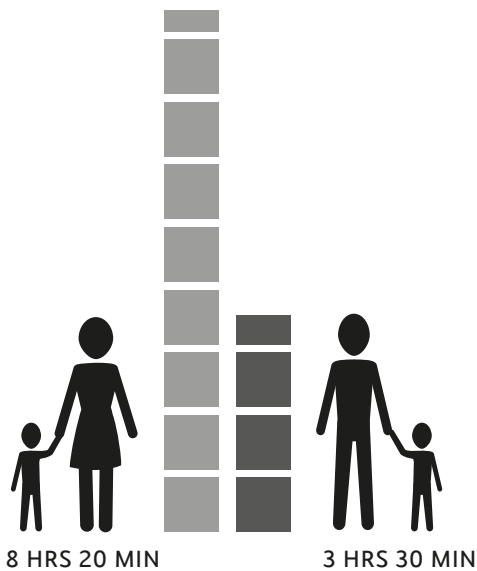


SOURCES:

1 Australian Bureau of Statistics (2015) 4125.0 – Gender Indicators, Australia

2 Australian Bureau of Statistics (2015) 4517.0 – Prisoners in Australia

FACT CARD 6: HOME DUTIES



How many more hours per day do FEMALE parents spend caring for children?

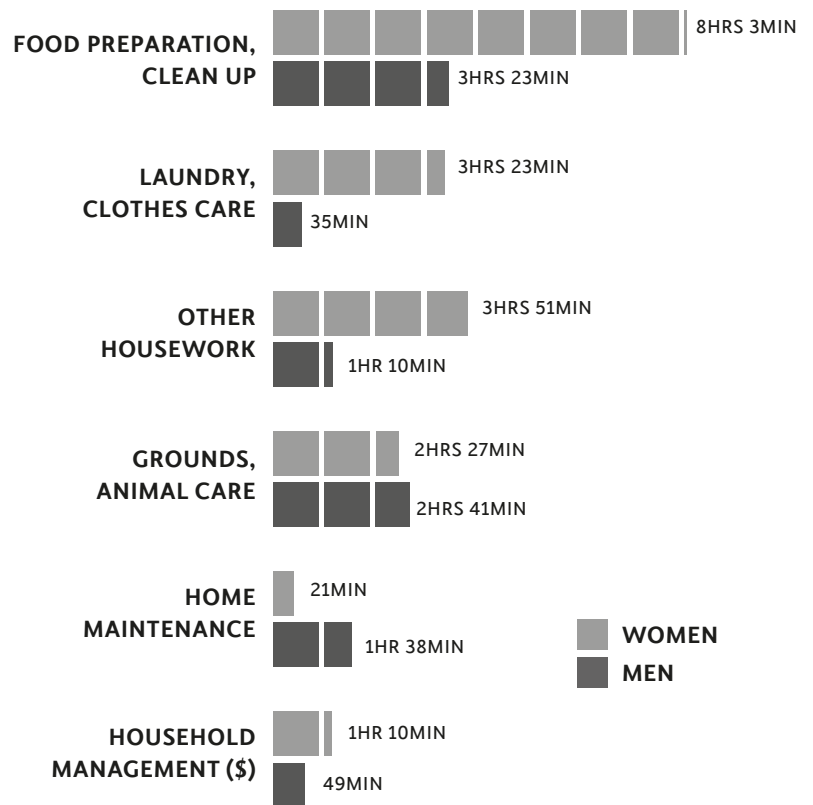
8 hours and 20 minutes

How many more hours per day do MALE parents spend caring for children?

3 hours and 30 minutes.

That means that on average, female parents spend 4 hours and 45 minutes more than male parents caring for children per day.

**THINK: Why do you think this is so?
What effect might this have?**



Data on general domestic tasks also shows these tasks are very 'gendered'. On average, females tend to spend more hours per day on domestic tasks than males.

**THINK: Why do you think this is so?
What effect might this have?**

SOURCES:
Australian Bureau of Statistics (2014), 4125.0 – Gender Indicators,
Australian Bureau of Statistics (2009), 4102.0 – Australian Social Trends

FACT CARD 7: EXPERIENCES OF PHYSICAL VIOLENCE

Young people aged 18–24 are more likely to experience violence than any other age group. But young men aged 18 to 24 years are more likely to have experienced violence in the last year than young women.

24% of young males (or just under one-quarter) have experienced violence. 13% of young females have experienced violence.

**THINK: Why do you think this is so?
What effect might this have?**

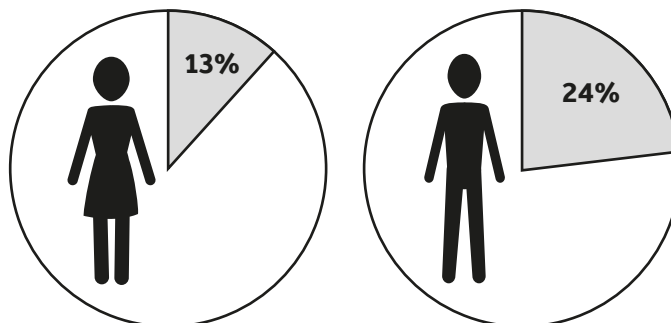
In the adult population (people aged 18 and over) women are more likely to have experienced physical violence that has been perpetrated by **someone they know**. 30% of adult women report that they have experienced physical violence since the age of 15 by someone they know, compared to 26% of adult males.

Women are more likely to experience violence from men they know, often in the home. Females are more likely to experience violence perpetrated by a male in their home. **62% of women, compared to 8% of men,** had experienced their most recent incident of physical assault by a male in their home.

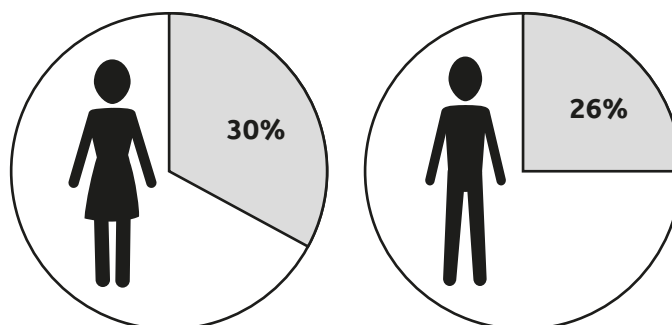
**THINK: Why do you think this is so?
What effect might this have?**

SOURCE:
Australian Bureau of Statistics. (2013). Personal Safety, Australia

YOUNG PEOPLE WHO HAVE EXPERIENCED VIOLENCE



ADULTS WHO HAVE EXPERIENCED VIOLENCE



FACT CARD 8: ROAD TRAFFIC ACCIDENTS

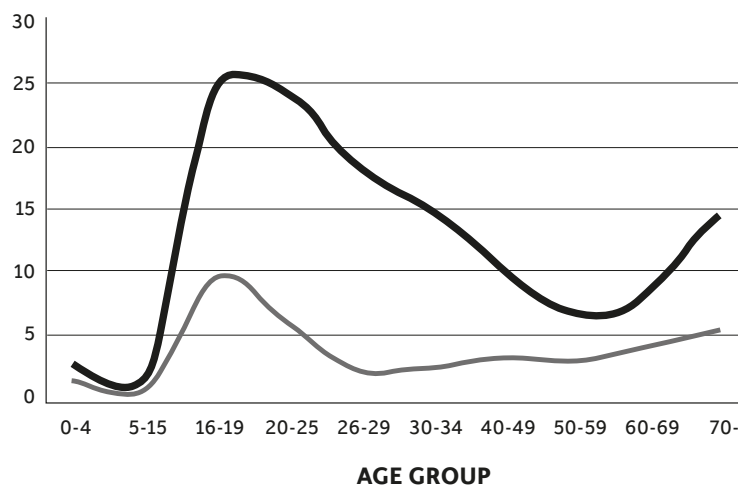
Road traffic accidents are one of the leading causes of injury and death for young people in the 15–24 age group. But young males are far more frequently and severely injured in road traffic accidents than young females the same age. The death rate for young males in road traffic deaths is three times as high as among females.



The graph shows the death rate from road traffic accidents in 2006. It shows that young people are more likely than other age groups to die in road traffic accidents (see where the graph peaks for both males and females in the 16–19 age group). It also shows that males are more likely than females to die in road traffic accidents at all ages but especially in the younger age groups.

Road death rates by age group in 2006 (per 100,000 population)

Road death rates by age group in 2006 (per 100,000 population)



THINK: Why do you think this is so? What effect might this have?

(Adapted from Australian Automobile Association, 2007)

SOURCES:

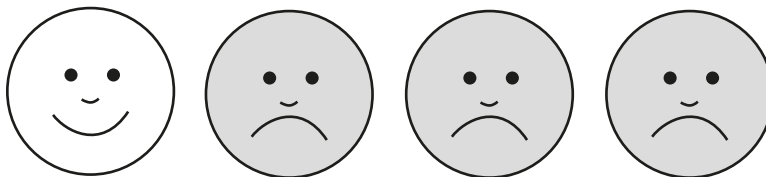
Australian Institute of Health and Welfare (2011), Young Australians

Australian Automobile Association (2007), Road safety and young Australians

FACT CARD 9: BULLYING AND MENTAL HEALTH EFFECTS FOR YOUNG PEOPLE WHO ARE SAME-SEX ATTRACTED

What proportion of same-sex-attracted young people (aged 14–21) experienced some form of homophobic bullying or abuse in 2010?

75% That is three in four.



Where is the most common place that these young people experience homophobic bullying?

At school. 80% of occurrences of homophobic bullying or abuse were at school.

There are strong links between homophobic abuse and feeling unsafe, excessive drug use, self harm and suicide attempts.

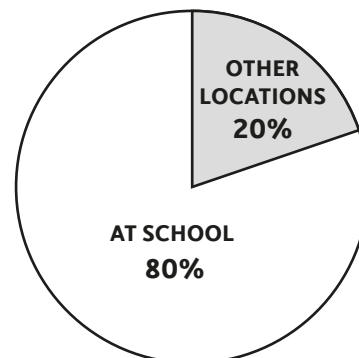
THINK: Why do you think this is so? What effect might this have?

Writing themselves in 3, Australian Research Centre in Sex, Health and Society

From Blues to Rainbows: Mental health and wellbeing of gender diverse and transgender

young people in Australia, Melbourne, Australian Research Centre in Sex, Health, and Society,

La Trobe University



5 Growing awareness about human rights

TIME: 30+ MINUTES

Evidence base

Research demonstrates that those with rights-affirming attitudes are less likely to engage in gender-based violence. It demonstrates that a belief in the equality of men and women is a protective factor against the uptake of violence endorsing attitudes and practices.^{37, 38} Thus it is important for children and young people to learn about human rights, as well as to learn in a learning environment that protects and respects human rights. It is argued that when students learn about human rights, they are better placed to defend their rights and those of others.^{39, 40}

Learning intention

- Students learn about the concept of human rights as articulated in a range of United Nations declarations and conventions
- Students compare the various human rights priorities and concerns addressed in key UN declarations and conventions. Students recognise that because some groups have been more likely to have their human rights abused, there has been a need to create additional conventions or declarations to try and achieve better treatment for them

COACHING POINT

Some students may have done previous work on human rights, for others the concept may be relatively new. As you start the lesson, ask questions to get a sense of how much students already know about human rights and adapt the activity to build on existing knowledge.

Equipment

- *Human rights declarations and conventions* cards

Method

- 1 Ask the class: *What do you think is meant by the term human rights?*

Human rights are the basic freedoms and protections that people are entitled to simply because they are human beings. They belong to everyone, regardless of their age, race, sexuality, citizenship, gender, nationality, ethnicity, or abilities. They aim to create a world that is fair, just and equal.

Explain that in this session the class is going to focus on human rights and look at some key steps that have been made over time in relation to human rights.

Explain that over time there have been several important 'declarations' and 'conventions' about human rights.

A large international organisation called the United Nations has created documents that outline basic rights and freedoms to which human beings are entitled.

The declarations and conventions on human rights are created to support the further development of a world in which equity and equality are available for all human beings. In some of these documents the focus has been the rights of all human beings, however later documents or 'conventions' have come out to additionally focus on specific groups whose rights they believe have needed special attention, such as women, children or people with a disability.

Governments of countries around the world can choose to 'sign' a convention. When a convention is signed, the government is demonstrating their agreement with the standards within that convention. However, this does not mean the country is legally bound to these standards. That takes an extra step – ratification. To 'ratify' means the government makes the convention law within their country and are therefore obliged to uphold the standards within it. When a convention is 'ratified' by a country's government, they are saying they believe the standards set out in the convention are so important that they must be obeyed as the law.

- 2 Explain that the students are going to look at six key steps in the development of ideas about human rights. They will do this by looking into some of the most famous conventions or declarations of human rights made by the United Nations. They will work in groups with each group finding out a bit about one of these declarations or conventions.

Draw or display a timeline showing:

- **1948:** Universal Declaration of Human Rights
- **1965:** International Convention on the Elimination of all forms of Racial Discrimination
- **1979:** Convention on the Elimination of all forms of Discrimination against Women
- **1989:** Convention of the Rights of the Child
- **2006:** Convention on Rights of Persons with Disabilities
- **2008:** UN declaration on Sexual Orientation and Gender Identity.

Divide students into six groups. Provide each group with one card containing the key information.

Ask each group to engage with their information, and prepare to teach it to the class. They can arrange for one person to present the name of their convention, the date at which it was pronounced (came in to being), and someone else to give a key summary of the intent or aim of their document (or how it was aiming to promote human rights).

Arrange the presenters across the front of the class so they present in historical order of date, from earliest to most recent. Give the presenter from each group a card to hold which shows the date and the name of their conventions.

Invite the class, as they listen to the presentations, to not only take in what each group is sharing, but also to notice what is happening across history. Which rights are attended to first? What is happening later in time?

3 Discuss with the class:

- *What kind of a world are these conventions and declarations designed to help us to create?*
- *Why do you think it was not enough to just have the first Universal Declaration of Human Rights?*
- *Why, over time, do you think the various additional conventions about race, women, children, people with disabilities, and sexual orientation and gender identity have been created?*
- *Are there any clues in the sequence with which these conventions have been created about which groups are still more likely than others to experience higher levels of discrimination?*

Review

Review the learning intentions, asking if the students believe that they:

- Understand that the concept of human rights is shared through a range of United Nations declarations and conventions. Invite some students to comment on what they learnt about the rights declarations and conventions are designed to achieve
- Recognise that because some groups have been more likely to have their human rights abused, there has been a need to create additional human rights conventions or declarations to try and achieve better treatment for them. Invite some students to comment on which groups more commonly have their rights abused or neglected.

COACHING POINT

Encourage students to see that respecting others' rights is as important as asserting their own entitlements to respect.

1948 Universal Declaration of Human Rights (UDHR)

The Universal Declaration of Human Rights (UDHR) is the founding document of human rights. Following World War II, with its terrible human rights abuses, an international committee put together a document setting out the basic rights all humans need to live a dignified life. This was adopted by the United Nations in 1948.

The UDHR is based on the idea that all people – no matter who they are, or where they are born – are entitled to the same rights and freedoms.

Although the UDHR does not officially have force of law in countries, it sets standards from which many countries have worked to align their laws. This means they adopt laws that protect people’s human rights and try to ensure that all people are treated fairly.

The UDHR still stands as a reference point for the world and sets common standards of achievement in human rights. Conventions created in international law since the UDHR are underpinned by its values of dignity, equality and freedom.

1965 International Convention on the Elimination of All Forms of Racial Discrimination (CERD)

The Universal Declaration of Human Rights (UDHR) – the founding human rights document – demands that all humans are treated equally, and specifically notes that race or ethnicity are no reason for a person to be denied access to human rights. However, many people thought that this was not enough to put an end to crimes and discrimination motivated by racism. This led the United Nations to draft a new document clearly setting the standards and expectations of member nations in terms of their treatment of people of diverse races.

The Convention on the Elimination of All Forms of Racial Discrimination (CERD) was adopted by the United Nations in December 1965, and came into force on 4 January 1969. This convention is committed to eliminating discrimination on the

basis of race. Racial discrimination is defined in the Convention as ‘any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin’ that stops or restricts people from enjoying or engaging in political, economic, social or cultural life.

The CERD is one of the most widely ratified treaties. This means that many national governments have passed laws that give the convention legal status within that country. It has been ratified by 177 countries, including Australia, which ratified the Convention on 30 September 1975.

Racial discrimination is still a major issue in the world today, making this convention still highly relevant.

1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) sets out to reaffirm the equal rights of men and women, and eliminate all forms of discrimination against women. It was adopted by the United Nations in 1979 and came into force in 1981.

‘Discrimination against women’ is defined as any ‘distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise of rights by women’. It protects women’s political, economic, social, cultural and civil rights.

The CEDAW has been ratified by 108 states around the world. This means that 108 national governments have passed laws that give the convention legal status within that country. Australia ratified the CEDAW on 17 August 1983. This means Australia is obligated to give formal and legal recognition to the rights of women through various Australian and state laws.

1989 Convention of the Rights of the Child

Children as well as adults have human rights. Children also have the right to special protection because of their vulnerability to exploitation and abuse. The Convention on the Rights of the Child (CRC) is an international treaty that recognises the civil, political, economic, social and cultural rights of children aged 0–18 years. This treaty was adopted by the United Nations on 20 November 1989.

The CRC has been ratified by 193 states globally. This means that 193 national governments have passed laws that give the convention legal status within that country. It is the most widely ratified human rights treaty in the world. Australia ratified the

CRC in December 1990, which means Australia has a legal obligation to ensure all children in Australia enjoy the rights set out in the treaty. This is given effect through various Australian and state laws.

The CRC incorporates all human rights – civil, political, economic, social and cultural – and sets out the specific ways these rights should be ensured for children and young people. The CRC recognises that children have the same human rights as adults, while also needing special protection due to their vulnerability.

2006 Convention on the Rights of Persons with Disabilities (CRPD)

The Convention on the Rights of Persons with Disabilities (CRPD) was adopted by the United Nations on 13 December 2006, coming into force on 3 May 2008.

This Convention seeks to promote, protect and ensure the full and equal enjoyment of all human rights by all people with disabilities, and to promote respect for their dignity. It clarifies how all categories of human rights apply to persons with disabilities and identifies areas where, due to specific vulnerabilities, adaptations have to be made and where protection of rights need to be reinforced.

The CRPD has been ratified by 161 states globally. This means that 161 national governments have passed laws that give the convention legal status within that country. It was ratified by Australia on 17 July 2008. This means the Australian government must take action to make sure disabled people enjoy their human rights.

2014 UN Resolution on Sexual Orientation and Gender Identity

The United Nations Resolution on Sexual Orientation and Gender Identity (RSOGI) is a statement by United Nation member states indicating their support for equality for all people, and the elimination of all forms of discrimination. It draws attention to discrimination suffered by people on the basis of their sexual orientation and gender identity. In many countries lesbian, gay, bisexual, transgender, gender diverse and intersex (LGBTI) people experience discrimination, harassment and hostility in many areas of everyday life. The Resolution recognises that because these groups of people face particular discrimination, they require special efforts to protect their human rights.

The Resolution was adopted by the UN Human Rights Council on 26 September 2014. A resolution is different to a convention; a resolution is a *statement* of support for the standards within it and a view that they should be upheld. Whereas a convention is an agreement between different countries that will be legally binding when signed and ratified (the word ‘ratified’ means being given legal status – something that *must* be done – within a country and then becoming part of that country’s law). A resolution cannot be ratified by states in the way other human rights conventions have been.

6 The inter-generational gender machine

TIME: 40+ MINUTES

Evidence base

Gender is contextual, forming under conditions and expectations specific to a given context.²¹ People who grew up in different times and in different places may encounter different social expectations surrounding gender.

Learning intention

- Students explore ways in which gender norms are transmitted through intergenerational cultural practices
- Students identify how gender norms change over time

Equipment

- **'Cogs' in the gender machine** task cards (for teachers to copy and cut up for the class to use)
- Slips of paper or Post It notes
- Pens

Method

1 Explain you are going to investigate how gender is 'made'. Ask students to imagine there is a machine with cogs. (You can use the diagram on the **'Cogs' in the gender machine** handout.) Cogs turn and make the machine operate.

Imagine now that it is a giant 'gender machine' that produces the ideas we have about how girls and boys and men and women should behave. How does this 'gender machine' do its work? What might be some of the ideas that different parts of the machine produce about what it means to be a girl or boy, woman or man?

Allocate each group one of the 'cogs of the wheel' task cards. These include:

- Traditions and clothing
- Media and advertising
- Sport and leisure activities
- Work and business
- Homes and families
- Children's games, toys and stories.

Explain that their cog does the kind of work that fits with the title on their card. Elicit a few examples to ensure that students understand the task. (For example, in the 'Traditions and clothing' cog, women 'should' wear high heels while men 'should' wear flat shoes. At weddings, women wear white and men wear black, or that weddings are traditions that can create expectations for women to always look beautiful.)

2 Explain that each group is going to generate material to show how their cog of the 'machine' works to produce gender norms. They will name or find visual evidence of the kinds of practices, sayings or actions that happen in their domain which produce ideas about how men and women and girls and boys are 'supposed' to be. This may include thinking about those things that happened in their parents' and grandparents' times. Arrange for students to write key words or phrases on slips of paper/Post It notes, or find images (e.g. by searching in various forms of media and advertising) to help tell the story of what happens in their domain.

Create a space onto which each group can map back their answers and so assemble the 'machine'. Aim to create a mapping space that demonstrates the interrelated nature of the gender machine.

You could create this on the whiteboard or on the floor (an example model for the mapping exercise is provided below).

Aim to build a visual assemblage of the ways in which various domains connect with and influence others, just like the cogs in a machine. For example, more sexualized sports for women versus men connects with the greater amount of time showing men's sports on TV, producing the idea that women should look good when doing sport, and men are the 'real' athletes. As groups report back, encourage them to give examples.

As they feedback, invite the class to think about how actions within each cog influence and inform other cogs. E.g. How does what happens at work affect what happens in homes? How does what happens in the media affect what happens at work?

3 As they review the machine they have generated, invite your class to think about what has changed over time, and about how one generation affects the next. Explain that ideas generated over time and passed down from grandparents to parents create 'intergenerational' norms and pressures. Ask:

- *What do you think was expected of men/women when your grandparents were young?*
- *What differences might have been experienced due to differences in the country people lived in, and whether they lived in cities, on farms or in rural areas?*

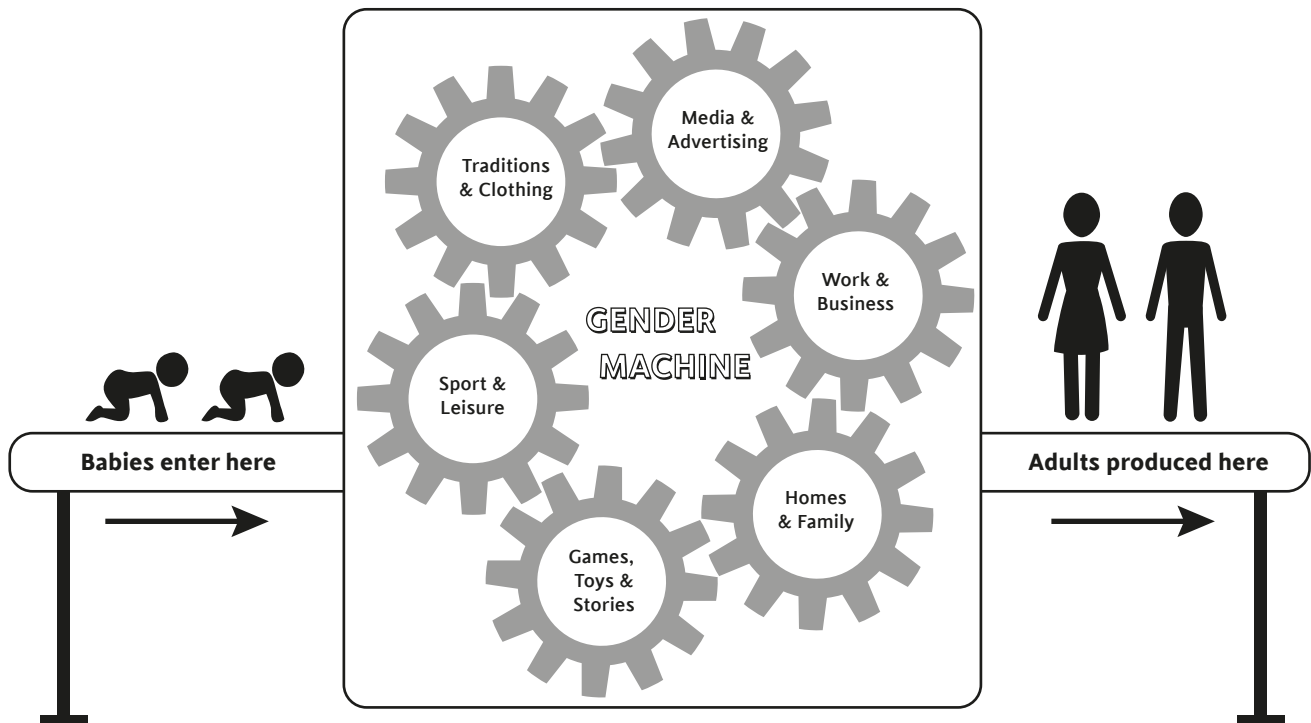
Conclude the activity by noting that the 'machine' continues to generate gender norms and behaviour. As we have seen, while some norms are positive, others can limit people's choices, affect their rights, and result in discrimination, inequity and inequality. This in turn may lead to gender-based violence. However we can see that things within each of the cogs are constantly changing. By upholding respect for rights, and working for a fair and friendly school, we are changing the machine and working to produce a world in which all people get to live in a gender-fair, gender-safe and gender-equitable world.

Review

Review the learning intentions, asking students if the learning activities assisted the class to map out some of the ways in which gender norms are passed on from one generation to the other, while also changing across time. Invite some students to comment on some of the more thought provoking material that was produced during the work on the gender machine.

COACHING POINT

The mapping exercise in the 'gender' machine helps students to gain an awareness of the way in which many influences interact in the production of gender norms. Use of visual mapping exercises can help students to comprehend the complexity of these interactions and to think critically about them. Even though individuals can challenge, resist and interrupt gender norms, they live in a world which is constantly generating gendered images and practices. These images and practices in turn influence expectations and behaviour.





**TRADITIONS
& CLOTHING**

What do men and women and boys and girls usually wear? What are some of the traditions in fashion and clothing for men and women? What roles do men and women and boys and girls usually play in traditional events such as weddings and funerals?



**MEDIA
& ADVERTISING**

How do you see men and women and boys and girls shown in advertisements? On popular TV shows? What roles do they tend to play? How do they tend to look in the TV shows and advertisements (i.e. their appearance)?



**SPORT
& LEISURE**

What do you see in the sports pages, the sports section of TV news, and other programs? What kinds of sports are mostly played by men? What kinds of sports are mostly played by women? What sorts of leisure activities are usually associated with men and women and boys and girls?



WORK & BUSINESS

What are some of the images you see of men and women at work? What were the sorts of roles people played at work in the times of your parents and grandparents?



HOMES & FAMILIES

What sorts of roles do people see women and men performing in the family? What were the traditional approaches in the times of parents and grandparents?



**GAMES, TOYS &
STORIES**

What sorts of toys and games are designed to be targeted at girls and at boys? What sorts of male and female characters tend to appear in stories and shows for children?

Optional extension activities

Researching positive gender role models

TIME: 3 x 30+ MINUTES

Evidence base

Research demonstrates that children learn gender norms through modelling and mimicry – copying what they see adults and older children do.²⁸ Thus it is important to provide examples of positive social norms in action. Positive examples demonstrate how to show respect for difference and diversity, and how to use courtesy and respect in situations involving a conflict of needs or wants. Active rehearsal through role play can build skills. Positive role plays can also work to create new norms and standards in the peer group, and build a sense of what is possible and desirable in relation to gender and relationships.⁴¹

Learning intention

- Students identify positive contributions, characteristics or accomplishments of role models who have contributed to opening a wider sense of what it is permissible or desirable for people of their gender to do

Method

- 1 Explain to students that their task is to research and report on a positive role model who has positive accomplishments, characteristics or contributions. The role model might be a contemporary famous person, (e.g. sports person, celebrity, politician, scientist etc.), a historical figure or a fictional character. This should be a role model who provides a wider sense of what is possible or desirable for people of that gender. For example, a man who excels in an area commonly assigned to women, or a woman who excels in a field which has been dominated by men, or a transgender person who is recognised for their contribution in a field not chiefly characterised by persons of their gender identity.

COACHING POINT

Students may prefer to work as individuals or in groups of two to three for this activity. Make sure that students know they can choose a positive role model from whichever gender is of interest for them in this task.

- 2 After the students have had time to conduct their research and prepare their presentation, arrange for a gallery walk or presentation session in which students introduce their role model, describe some of their accomplishments, and note what they think can be learnt about gender from their selected person.

Review

Review the learning intentions, asking students if as a result of conducting their own research and listening to that of others, they were able to identify positive contributions, characteristics or accomplishments of role models who have contributed to opening a wider sense of what it is permissible or desirable for people of their gender to do.

The three-dimensional gender machine

Method

Use this game as an optional playful approach to complete the topic on gender and identity.

- 1 Explain to the class that they will work together to construct a three-dimensional 'gender machine' with moving parts. One is designed to 'make boys into men' and the other is designed to 'make girls into women'. (You could arrange for boys and girls to initially make each other's machines i.e. girls take in the baby boys and create men and vice versa, and then critique the accuracy that the other group managed.)
- 2 For the 'making boys into men' machine, one by one, each student enters the space and initiates a repetitive movement, accompanied by a sound, word or phrase which is associated with 'making boys into men'. (For example, the first student makes boxing fists and chants 'you gotta be tough'. A second player builds the next component by entering the space and adds repetitive kicking movements while chanting the word 'football'.) The rest of the players join in one at a time.
- 3 Once the machine has been constructed, stop the play and ask the observers to describe what they saw going on in the machine. Invite those who constructed the moving parts in the machine to also speak to their intent.
- 4 Repeat the process with the 'make girls into women' machine.
- 5 Discuss: What kinds of components would you want to design into a new generation gender machine that produced a gender-fair world? What kinds of boys and girls and men and women would you want it to be producing?

COACHING POINT

As you consider the components of the gender fair machine, revisit the personal strengths explored in Topic 2 activities. Use some of the personal strengths cards (from Topic 2, Activity 1) to give students some ideas of positive qualities that are non-gendered.

Topic 7 Further resources

Reflecting on everyday practice

- What did you learn from engaging with the data provided in Activity 5?
- To what extent are patterns of gender-based dominance replicated in the play space around the school?
- What strategies do you use to challenge and prevent the use of gender-based put downs in the classroom (e.g. don't be such a girl, don't be so gay?)
- Does your school's anti-bullying or diversity policy specifically include harassment or discrimination based on sexuality, gender identity or intersex status?

Web links for further reading and activities

- *Catching on Early* uses active learning strategies to build on students' early learning and experiences about gender, bodies and relationships. It combines the biological, social and emotional aspects of sexuality education to assist schools in meeting students' needs as they relate to sexual growth and change.
<https://fuse.education.vic.gov.au/content/ee5cfd49-48e7-4698-a06d-37e2e21cbbd9/catching%20on%20early%202013.pdf>
- *Children's Books that Break Gender Role Stereotypes* offers a short list and with synopsis of picture story books that break transitional stereotyping. <http://www.naeyc.org/files/yc/file/200303/Books4Children.pdf>
- *Always #LikeAGirl* is an organisation that is committed to challenging gender norms about what it means to be a girl. The YouTube based resource has a range of short videos that takes the limiting phrase 'like a girl' and reframes it as a positive statement.
<https://www.youtube.com/user/AlwaysBrand>

Extention activities

- **Student voice.** Arrange for some students to report the actions collected in the *School of fish* activity to a student or staff leadership group.
- **Student voice.** Arrange for student leaders to conduct the *School of fish* activity with younger grades as part of a broader student voice and empowerment project.
- **Change agents.** Arrange for students to select one of the pieces of data that is of interest to them. Ask them to either: write a letter to the editor, highlighting this fact and suggesting some change actions that could lead to a fairer situation; or design a community awareness poster or advertisement, drawing attention to this situation and pointing to change actions.

Talking further

- Encourage students to talk with parents, carers, grandparents or other adults in their lives. Ask about whether they find there are different pressures that men and women experience in the workplace and in the home.
- Ask if they have seen any changes in gender roles in the time since they were children.
- Ask what changes they would like to see to make the world a fairer place.

8 Positive gender relations

AIMS

Activities will assist students to:

- Identify different manifestations of gender-based violence, including physical, verbal, psychological and sexual, and the ways in which these types of violence can play out in face-to-face and digital environments
- Explore the relationship between negative gender norms and acceptance of gender-based violence
- Identify and practice behaviours that demonstrate respect and recognition of the rights of others within interpersonal relationships
- Demonstrate use of protective and assertive behaviours that can be used to maintain safety or dignity in situations involving gender-based violence
- Demonstrate proactive peer support and help-seeking strategies that can be used in response to instances of gender-based violence.

EVIDENCE BASE

Patterns of gender-based violence in society affect children and young people. Family violence is often witnessed by the children who live in the household.⁴² In Australia, domestic, family and sexual violence is found across all cultures, ages and socio-economic groups, but the majority of those who experience these forms of violence are women.⁴³ This means that some children have seen violence perpetrated against their mother. Others have been the victims of violence in the home. Children who witness family violence are more likely to be affected by violence as adults, either as victims of partner violence, or as perpetrators of violence against children or partners. Some research shows that boys who witness their father use violence against their mother are up to five times more likely to use violence against their own partner when they grow up.^{44, 45}

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students describe different ways to express emotions and the relationship between emotions and behaviour
- Students describe the influence that personal qualities and strengths have on achieving success

- Students identify and describe personal attributes important in developing resilience
- Students recognise and appreciate the uniqueness of all people
- Students are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes
- Students identify characteristics of respectful relationships
- Students contribute to groups and teams suggesting improvements for methods used in groups and investigations
- Students identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations

Health and Physical Education

- Students investigate developmental changes and transitions
- Students understand the influences people and places have on personal identities
- Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact
- Students describe their own and others' contributions to health, physical activity, safety and wellbeing
- Students examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment
- Students access and interpret health information
- Students explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community

Critical and Creative Thinking

- Students explain how reasons and evidence can be evaluated

English

Level 5, Speaking & Listening

- Students listen and ask questions to clarify content

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 145–147.

1 What is violence?

TIME: 30+ MINUTES

Evidence base

Studies show that school-based violence prevention and respectful relationships initiatives can make a real difference, producing lasting change in attitudes and behaviours in students.¹⁷⁻¹⁹ In effective programs, children and young people learn about the ways in which power relations inform gender relationships. They learn how to translate a belief in respect for others into respectful communicative practices. This requires a focus on skills as well as attitudes. Studies show that effective programs employ participatory and interactive pedagogy. Participatory pedagogies stimulate the critical thinking necessary to interrogate social norms and develop the social skills needed in daily life.⁴⁶

COACHING POINT

Avoid using the public whole-of-class discussion as the place to solve a specific incident that has occurred between peers. Remind students that the class discussion is not the time to name anyone who has done something wrong. For this, they should come and speak to you later or speak to you when the class is doing some independent work and you can talk just with them. In the whole class activity, they are discussing the people in the scenarios, not the people in the class.

Learning intention

- Students build a definition of violence which includes physical, verbal, psychological and sexual forms through which violence can be enacted
- Students give examples of the types of violence that can play out in face-to-face and digital environments
- Students identify the emotional effects that violence can have for victims, observers, perpetrators and those closely connected to them.

Equipment

- A3 or butchers paper
- Felt pens

Method

- 1 Draw the outline of a body on the white board. Explain that students are to map the actions or behaviours that can hurt, distress or harm others. Elicit a few examples, and show how they can be written around the outside of the body to signify these are actions done to another. If not already suggested, prompt for some examples of verbal and psychological violence.
- 2 Identify that all these behaviours can be grouped together under the term **violence**. We might commonly think of violence as just including the physical acts, and not the verbal or psychological. However, if we understand that violence includes actions that cause others hurt as well as physical injury, the word violence can be used more broadly. The word is used this way when you hear terms like sexual violence, gender-based violence, or domestic violence.

USEFUL DEFINITION OF VIOLENCE

Physical violence. When a person slaps, pushes, kicks, throws objects, or uses objects to hurt a person; or when a person damages property or possessions – e.g. smashing, throwing, stealing, hiding.

Verbal violence. Saying or writing or posting or texting mean, hurtful or untrue things about a person so as to put them down.

Psychological violence. Deliberately excluding people, making rude or threatening facial expressions or gestures, stalking people, threatening or scaring people, humiliating, shaming or embarrassing people.

Sexual violence. Unwelcome and unwanted sexual behaviour or contact that offends, humiliates, intimidates, upsets or hurts a person. It can be physical, verbal, written or other conduct. It includes behaviour that does not involve actual touching (e.g. forcing somebody to watch pornography or engage in sexting).

- 3 Invite students to think of some of the emotions that people can feel when they are the target of some of the hurtful or harmful violent acts already identified. Demonstrate how these words can be written inside the body, to signify these are some of the effects of violence on the target or victim.

4 Arrange students into groups of four or five. Provide each group with a large piece of paper and some felt pens. Explain that their task is to work together to make their own body map. On the outside of the body they record all the different types of violent acts that students may experience or witness in or around the school and when interacting within digital environments. On the inside of the body they record the emotions the violence may trigger within the target.

Once groups have completed their brainstorm, give them some time to prepare to report back. Arrange for different groups to report back against different types of violence, including: verbal, physical, psychological/emotional, and sexual. Ask another group to report back on the emotions. Check if any groups want to add to each other's categories.

COACHING POINT

Word usage

Some people prefer to use the word 'target' rather than 'victim' to imply that the perpetrator made a choice and that their act was deliberate. Some prefer to use the word 'survivor' rather than the word 'victim' as they find this word more suggestive of strength and recovery. Others prefer the word 'victim' as suggesting the innocence of the targeted party. Many argue that it is important to avoid use of the label 'bully', as that suggests an identity, and to comment instead on the behaviour

COACHING POINT

Brainstorming the emotions

When brainstorming the emotions, remind students about activities from Topic 1: Emotional Literacy. Consider providing the *Emotions list* from Topic 1: Activity 2.

5 Ask: *In what ways can witnesses or those closely connected to the target also be affected?* Have the groups revisit their emotions list and put a tick next to emotions that could also be felt by the witnesses, or those closely connected to the victim.

Once this step is complete, ask: *In what ways can the perpetrator or those closely connected to the perpetrator also be affected?* Invite students to discuss and put a cross next to the emotions that could also be felt by the perpetrator, or those closely connected to the perpetrator.

Invite the students to report back on what they noticed from this analysis.

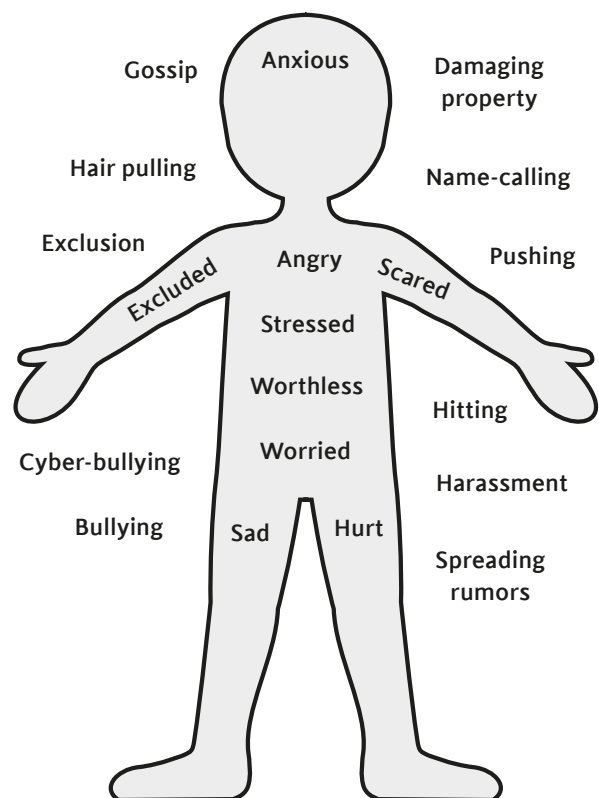
6 Reinforce that the upset, hurt and harm associated with violence can be felt not only by the victim of the act/s, but also those observers and perpetrators, and those in their circle. Thus violence prevention efforts set out to prevent harm that might occur for any and all of the parties, even though it has a focus on protecting the rights of the target/victim.

Display the completed body maps on the wall to refer to in the following activities.

Review

Review the learning intentions by asking students to reflect on the different types of violence that were identified in this activity (including violence in digital environments). Ask some students to summarise the various emotional effects that violence can have on the different people involved.

Types of violence and effects of violence



COACHING POINT

When brainstorming the emotions, remind students about activities from Topic 1: Emotional Literacy. Consider providing the *Emotions list* from Topic 1: Activity 2

2 What is gender-based violence?

TIME: 60+ MINUTES

Evidence Base

Research shows that one of the most significant determinants of violence against women is the unequal distribution of power and resources between men and women.⁴⁷ Research shows that in order to be successful, gender education and violence prevention programs need to teach students about the relationship between gender and power.²⁰ The games in this activity provide useful metaphors for the more complex concept of power relationships. They also give students a chance to mix and work with peers who are not in their main friendship circle. This can help to develop confidence in their capacity to work respectfully despite differences in gender or personality.

Learning intention

- Students describe the kinds of gender-based violence boys and girls may witness, experience or perpetrate in and around the school
- Students engage with data showing the gendered pattern of violence in the adult community

Equipment

- Four x four table (create a poster or on the board)
- **Violence data** cards

Method

1 Explain that in this activity, students are going to explore a particular kind of violence referred to as gender-based violence. Invite students to work together to construct a definition which they think captures what the term **gender-based violence** might mean. Encourage them to build on the understanding of gender and of violence developed in the earlier activities.

A definition of gender-based violence: gender-based violence is a subcategory of interpersonal violence. It includes forms of violence that target individuals or groups on the basis of their gender and that results in, or is likely to result in, physical, sexual, or psychological harm or suffering. Gender-based violence can affect anyone, including men, women, intersex and transgender people.

COACHING POINT

Protective interrupting is a strategy that teachers can use to interrupt students who begin to disclose private information (about themselves or others) in an assertive and respectful way. It is a teaching strategy designed to protect: the person telling the story from disclosing in front of the class, class members from the distress at hearing the disclosure, or exposure to high risk behaviours, diverting discussion away from the focus of the lesson.

2 Arrange students into four groups, ensuring that there is a mix of girls and boys in each group if possible. Allocate each group to a category:

- **Group 1:** Types of violence that boys do to boys
- **Group 2:** Types of violence that girls do to girls
- **Group 3:** Types of violence that boys do to girls
- **Group 4:** Types of violence that girls do to boys

Ask students to make a list according to the category they have been allocated. They can refer to the types of violence that were recorded on the body maps created in Activity 1. Once they have a list, ask them to rank the types of violence from most common to least common.

Arrange for the groups to report back on their lists. Record their lists in a two x two table on the white board.

Types of violence boys tend to do to boys	Types of violence boys tend to do to girls
Types of violence girls tend to do to boys	Types of violence girls tend to do to girls

Ask students to look at the table. Ask: *What are the similarities? What are the differences? Why do they think these differences exist?*

Point out that research shows that boys are more often perpetrators of violence than girls, but that boys are also often the victim of other boys. Girls tend to show less violence towards boys than boys do towards girls. Gender-based violence can include violence that happens between males as well as between males and females.

Explain that the data for the adult population (that is, people who are 18-years-old and over) show that men are more likely to experience violence from men they don't know than women are (35% versus 8%). Women are more likely to experience violence from men they do know (30% versus 26%). This is commonly due to partner violence or domestic violence.

3 Give each group one of the **Violence data** cards. Ask them to consider the questions on their data card and to prepare to report back to the class. (Invite those who are not sure about what their card is saying to do a data check up with you.)

During the report back ask students how this data compares to what they experience as they look around the school. (Remind them to talk about patterns, rather than to report names of particular individuals. If they want to report on individual's behaviour or experiences they are concerned about, it is best to come and make that report more privately.) Ask:

- *To what extent does it seem like all boys here are likely to feel safe and respected around other boys?*
- *To what extent does it seem like all girls here are likely to feel safe and respected around boys?*
- *To what extent does it seem like all boys are likely to feel safe and respected around girls?*
- *To what extent does it seem like everyone get equal access to the resources, equipment and play spaces, and does their equal share of chores or clean up duties?*

Note that the data is showing in general that some groups of students are more likely to be bullied than others. This includes those who are bullied based on their gender or sexual identity. Point to the data that says 80% of students who identify as gay, lesbian, transgender or intersex experience bullying at school.

Return to the **School of fish** (Activity 2 in Topic 7) in which students identified the actions they could take to make a friendly school, including being free of put downs that relate to gender identity or to sexual identity. Ask if they need to add any additional actions to make sure that other forms of gender-based violence do not happen at school or between students in non-school environments such as on social media or at sports events.

Note that some of the data also highlights a problem in adult relationships. Women are more likely to experience physical, emotional or sexual violence perpetrated against them by a partner. This is a kind of gender-based violence. Ask: *What do you think needs to change for that to stop?*

4 Invite students to write an anonymous 'action' note. Explain that this note will be folded and posted into the box for you to read at a later time. You will then report back to the class on general suggestions. The note should start: *My suggestions about what has to change to make the world a place that is free from gender-based violence are...*

Review

Review the learning intentions, asking some volunteers to summarise the kinds of gender-based violence boys and girls may witness, experience or perpetrate in and around the school. Ask others to reflect on examples of how data they engaged with in this activity highlights the gendered pattern of violence in the adult community.

What proportion of Australian students in Years 4 to 9 report they have been bullied?

Male students: 26%

Female students: 27%

Discuss: The data about the numbers affected is similar for male and female students. Do you think that the type of bullying (e.g. physical violence, rumours, cyber bullying etc.) that girls and boys tend to experience are the same or different? Why?

SOURCE:
[HYPERLINK \l '_ENREF_48' \o 'Cross, 2009 #36' 48] Cross et al. (2009). Australian Covert Bullying Prevalence Study, Perth, Child Health Promotion Research Centre, Edith Cowan University.

What proportion of Australian students in Years 4 to 9 report they have bullied other people?

Male students: 11%

Female students: 7%

Discuss: From the data, male students are more likely to bully others than female students. What are some possible explanations for this pattern?

SOURCE:
[48] Cross et al. (2009). Australian Covert Bullying Prevalence Study, Perth, Child Health Promotion Research Centre, Edith Cowan University.

What proportion of Australian students in Years 4 to 9 report they have been cyber bullied?

Male students: 5%

Female students: 8%

Discuss: Female students are a little more likely to experience cyber bullying than males. Does this surprise you? What are some possible explanations for this pattern?

SOURCE:
[48] Cross et al. (2009). Australian Covert Bullying Prevalence Study, Perth, Child Health Promotion Research Centre, Edith Cowan University.

What proportion of Australian students in Year 5 report they have experienced being hurt physically by another student?

32% (that is around one in three students)

Discuss: All injuries are not due to bullying. What are some of the other ways in which students might end up injuring others?

SOURCE:
[48] Cross et al. (2009). Australian Covert Bullying Prevalence Study, Perth, Child Health Promotion Research Centre, Edith Cowan University.

What proportion of Australian students in Year 6 report they have experienced being teased in nasty ways?

66% (that is two in three students)

Discuss: What effects can nasty teasing have on people?

SOURCE:
Source: [48] Cross et al. (2009). Australian Covert Bullying Prevalence Study, Perth, Child Health Promotion Research Centre, Edith Cowan University.

What proportion of Australian students in Year 5 report they have experienced having lies told about them by other children?

42%

Discuss: What effects can telling lies about others have on people?

SOURCE:
Source: [48] Cross et al. (2009). Australian Covert Bullying Prevalence Study, Perth, Child Health Promotion Research Centre, Edith Cowan University.

Who is more likely to fight back if they are being bullied – male or female students?

Male students. 53% of male students (Year 4–9) said they would fight back compared to 38% of female students.

Discuss: Boys are more likely to fight back than girls. Does this surprise you? What sorts of pressures might be on boys that lead them to fight back?

SOURCE: Source: [48] Cross et al. (2009). Australian Covert Bullying Prevalence Study, Perth, Child Health Promotion Research Centre, Edith Cowan University.

What proportion of Australian adults (aged 18 years and over) have experienced physical violence perpetrated by a current or previous partner since the age of 15?

Males: 5%

Females: 17%

Discuss: Why do you think women are more likely to experience physical violence perpetrated by a partner than men?

SOURCE: Australian Bureau of Statistics. (2013). Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

Are male or female students more likely to seek help if bullied?

Female students. 87% of female students (Year 4–9) said they would ask for help compared with 66% of male students.

Discuss: Does this surprise you? What are some possible explanations for this pattern?

SOURCE: [48] Cross et al. (2009). Australian Covert Bullying Prevalence Study, Perth, Child Health Promotion Research Centre, Edith Cowan University.

What proportion of young people aged 14 and over who identify as lesbian, gay, bisexual, transgender or intersex report they have experienced abuse or discrimination at school?

80%

Discuss: What effects might this have on those experiencing the abuse and discrimination and those observing the abuse and discrimination?

SOURCE: Australian Research Centre in Sex, Health and Society. (2010). Writing Themselves In 3: the third national study on the sexual health and wellbeing of same sex attracted and gender questioning young people. La Trobe University, Melbourne, Australia.

Are adult men or adult women in Australia more likely to experience physical violence?

Adult men one in two (or half) adult men experience physical violence whereas one in three (or one-third) of adult women experience physical violence.

Discuss: Why do you think men are more likely than women to experience physical violence? Who do you think are the main perpetrators of physical violence?

SOURCE: Australian Bureau of Statistics (2013). Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra, Australian Bureau of Statistics.

What proportion of Australian adults (aged 18 years and over) report they have experienced emotional abuse (behaviour causing emotional harm or fear) by a partner since the age of 15?

Males: 14%

Females: 25%

Discuss: Why do you think women are more likely to experience emotional abuse perpetrated by a partner than men are?

SOURCE: Australian Bureau of Statistics. (2013). Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

3 Understanding power relations

TIME: 30+ MINUTES

Evidence base

Research shows that one of the most significant determinants of violence against women is the unequal distribution of power and resources between men and women.⁴⁷ Research also shows that in order to be successful, gender education and violence prevention programs need to teach students about the relationship between gender and power.²⁰

The games in this activity provide useful metaphors for the more complex concept of power relationships. They also give students a chance to mix and work with peers who are not in their main friendship circles. This can help to develop confidence in their capacity to work respectfully despite differences in gender or personality.

Learning intention

- Students explore power relations within interpersonal relationships
- Students draw parallels between the power hierarchies experienced in the games, and those experienced in relationships
- Students engage with the concepts of dominant and submissive within relationships
- Students identify what it can feel like when a person with power or influence does not respect the rights or needs of those they have power over
- Students identify the importance of behaving responsibly when in a situation of power or influence over others

Equipment

- Room to move

Method

- 1 Explain that the class will play a game to explore the way we experience power in relationships. This will help us talk about how we can make sure we do not abuse power in our relationships, and help us understand that it is not acceptable for others to abuse our rights within relationships.
- 2 Explain how to play the **Robot and controller** game. The game is played in pairs. One person will be the robot and the other is the controller. The controller stands opposite the robot and raises their hand with palm facing the robot's face. The robot must keep their nose the same distance from the controller's hand at all times.

The controller will signal through hand movement where they want the robot to move as they take the robot for a walk around the room. This should be done without speaking. The controller may move the robot forward or backwards, up or down, as they progress around the room.

Play for one minute. Then signal it is time to swap roles. Repeat the game for one minute.

- 3 Stop the game. Use the game to open a discussion about power relations. Ask:
 - *What was it like to be the robot in that game? (Elicit input about how it feels to be 'pushed around'.)*
 - *What was it like to be the controller in that game? (Elicit input about how different it may feel to be in control.)*
 - *When comparing it with real life, what does being the robot remind you of? What is it like when others can push us around without considering our needs or rights?*
 - *When comparing it with real life, what does being the controller remind you of?*
 - *What are some of the different ways people with power or influence can treat those they have power over?*
 - *What responsibilities do people in power have to respect the rights of others with less power?*
- 4 Introduce the word **dominant** to describe the position of the controller, with dominant meaning to have control over or more power than the other. Introduce the word **submissive** to describe the position of the robot, with submissive meaning to go along with, or give in to the influence of another.
- 5 Explain that the class will now play the **Mirror** game, so they can compare it with the first. This will help them to do some thinking about the qualities they might find in respectful relationships, in which the power relations are equal, rather than very unequal as in the **Robot and controller** game.
- 6 To play the **Mirror** game, organise participants into pairs. Ask one person to be A and the other to be B. Explain that in this game, the aim is to work with your partner to create a perfect mirror reflection. In the first round, A will be the leader and B will play the mirror. With pairs facing each other, A will begin to move and B will copy every action like a reflection. Challenge A to work out what they need to do to enable B to be a true mirror to their moves. Once they have had a chance to play, ask the partners to swap roles so that B becomes the leader and A becomes the mirror. Select a couple of pairs that were doing a particularly good job of mirroring. Ask them to play again so as the class can watch, and work out what are some of the ingredients within a strong and equal partnership.
- 7 Use the game to open a discussion about power relations. Ask:
 - *What was it like to be the lead in the mirror game? What did you have to do? (Elicit input about how they need to focus on and be aware of their partner's capacity to keep up.)*

- What was it like to be mirror in that game? (Elicit input about how you need to focus on the other party, and how it feels harmonious when you can together accomplish a true mirroring.)
- When comparing it with real life, what does working as the mirror pair remind you of? What is it like when two people work in close harmony or tune in to each other's needs and capacities?
- What are the key differences between the two games?
- What were the highly effective pairs we watched doing to be able to work so well together?
- In what ways is this similar to what you would see in a respectful relationship in which people gave each other equal value as human beings?
- In this game, harmony is created through mirroring. In real life, how do we create a sense of harmony and respect in our relationships?
- In real life, what sorts of things could go wrong if friends, or couples involved in a romance, put too much effort into being the same, or mirroring their partner?

- 3 Arrange for students to work in pairs to design and demonstrate a boundary-setting conversation in which one person tells another they do not want to do what that person wants them to do (e.g. refusing an invitation, resisting peer pressure, stating what they object to, making a request).

During the replay, experiment with changing players in some scenes to see whether it makes any difference to engage in the same communication boy to boy, girl to girl, or girl to boy. Discuss any challenges that present when people are trying to set boundaries with friends, peers and persons of a different gender.

Review

Review the learning intentions by asking students what they learned about power in this activity.

COACHING POINT

Use the game to introduce the language of power relations. Ensure that links are made to real life experience. As games can be easier to remember than key words, seek opportunities to refer back to the games when discussing issues relating to status, power, rights and respect.

4 Active respect in peer relationships

TIME: 30+ MINUTES

Evidence base

The development of empathy is pivotal in the prevention of discrimination and violence. Peers who have an empathetic engagement with the target of violence are more likely to proactively respond with acts of support or kindness. Those with rights-affirming attitudes are less likely to engage in gender-based violence.^{37,38} Teachers with higher levels of empathy and greater awareness of the effect that violence can have on victims are more likely to intervene when they see or hear about instances of bullying.⁵⁰ Continuing to develop students' emotions vocabulary and encouraging them to monitor emotions in themselves and others, helps to build empathy.

Learning intention

- Students identify the behaviours and actions they value in respectful friendships
- Students identify the key behaviours indicative of respectful relationships and explore these as potential standards for cross-gender relationships
- Students nominate what they think 'respect' would look like in romantic relationships

Equipment

- 100 *Positive verbs* handout

Method

- 1 Write the word **respect** on the whiteboard. Ask: *What is respect?* Collect some ideas from students. Explain that showing respect to someone means acting in a way that shows care for a person's feelings and wellbeing. Respect is something that we show regardless of how we feel. It does not have to be based on an emotion (that is, only treating people respectfully when we are in the mood to do it). Rather, true respectful behaviour is based on a decision to treat people in a way that respects their rights.

Explain that respect shows up in behaviour. Ask the class to brainstorm positive friendship behaviours. What do good friends DO? These should be verbs, that is things a person DOES. In this case, a verb can be more useful than an adjective, because it suggests what we can do, rather than describing what we are like. For example: Listen is a verb. Attentive is an adjective. Suggest is a verb. Helpful is an adjective.

Put students in groups, and start a positive verbs ‘race’ – with groups aiming to think up the largest number of positive befriending words (verbs) in the allocated time.

Ask the group with the largest collection to read theirs out. Check to see that all the words are verbs, or if not, invite contributions from classmates who can transform them into verbs. Invite any groups who had words that were not included in the first group’s list to add their additional verbs.

Refer students to the list of **100 Positive verbs**. They should check to see if they thought of any that are not on this list.

Ask the class to do a ‘gender check’ on the list of positive or ‘befriending’ verbs and note that these actions do not belong chiefly to girls or boys. As verbs they are actions that can be demonstrated by anyone.

- 3** Ask students to refer back to the list of **100 Positive verbs** and pick the top 10 they would choose to have demonstrated by their friends. Prompt them with the phrase, *I appreciate it when my friends DO this....*

Ask students to pair share to make comparisons, explaining their choices.

Then arrange for pairs to meet with another pair, making a group of four (mixed sex groups where possible). When they meet, the original partners should introduce their partner’s choices, explaining why that person values these actions.

- 4** Ask students to report back on what they noticed as they compared choices. Ask: *What sorts of actions are valued within friendships?*

Shift the thinking to actions that are valued in friendships within cross-gender relationships. Ask:

- *Would you choose some different verbs or the same ones?*
- *Does it make any difference?*
- *Would you change your top ten? What would you choose?*
- *Why or why not?*

Point out that ‘respectful’ is an inclusive adjective in that it can cover a lot of actions. Ask: *What does respect look like in action? What does it sound like in action? What is the opposite of respect? (Refer to the list of **70 negative verbs** for inspiration.) What emotions do we feel when we feel that the others show RESPECT for us?*

Ask the class to anticipate a time in the future in which they might enter a romantic relationship. Which of the respectful behaviours do they anticipate they would particularly value in these kinds of relationships?

Review

Review the learning intentions by asking students for some examples of key behaviours that indicate respect within relationships, including romantic relationships.

COACHING POINT

A focus on behaviours or on what people can DO to show respect can be more empowering than a focus on qualities. ‘I wait my turn’ signals more clearly what is expected than ‘I am patient’. It is important to be able to name the behaviours that constitute disrespect and those through which people enact respect. This specificity helps peers and teachers to address in an educative way comments such as, ‘I was only joking’. Such comments work to erase or excuse gender-based harassment and violence. Naming the behaviour can be an important first step in signalling that it is unacceptable, disrespectful, hurtful or harmful. Equally, it is important to be able to name the positive so as to provide endorsement for and encouragement of these behaviours. In using a strengths-based approach to behaviour management, aim to find at least five to eight positives to acknowledge any negative behaviour that must be named.

70 NEGATIVE VERBS

Admonish	Bash	Dictate	Grab
Ignore	Nag	Rule	Threaten
Assault	Bump	Divulge	Grope
Interrupt	Offend	Scoff	Terrify
Annoy	Boast	Embarrass	Harass
Insult	Overrun	Squabble	Tease
Argue	Boss	Envy	Harm
Isolate	Prevent	Scorn	Upset
Allege	Cheat	Exclude	Hide
Jeer	Punish	Sneer	Undermine
Attack	Compete	Fight	Humiliate
Judge	Quit	Stigmatise	Vanquish
Berate	Criticise	Force	Hinder
Kick	Rebuff	Snarl	Wreck
Brag	Damage	Frighten	Hurt
Lecture	Ridicule	Spoil	Yell
Bruise	Demand	Grumble	
Manipulate	Ruin	Taunt	

100 POSITIVE VERBS

Agree	Organise	Enjoy	Sympathise
Know	Calm	Respect	Humour
Appreciate	Offer	Forgive	Trust
Laugh	Confide	Reassure	Honour
Assert	Please	Find	Talk
Love	Demonstrate	Rejoice	Heed
Beam	Prepare	Foster	Try
Like	Dedicate	Reward	Imagine
Celebrate	Produce	Fetch	Tell
Listen	Encourage	Remind	Invent
Congratulate	Promise	Gather	Tolerate
Look	Endorse	Remember	Intuit
Commiserate	Protect	Greet	Think
Motivate	Energise	Resist	Insist
Coordinate	Play	Give	Understand
Meet	Enliven	Smile	Invite
Care	Plan	Get	Value
Make	Enthuse	Support	Inform
Consider	Queue	Grin	Volunteer
Nurture	Excite	Surprise	Interpret
Cheer	Risk	Help	Wave
Notice	Entertain	Show	Joke
Clap	Rally	Hear	Wait
Observe	Educate	Settle	Keep
Create	Realise	Hug	Welcome

5 What is sexual harassment and sexual assault?

TIME: 30+ MINUTES

Evidence base

Students should learn about the laws, policies, school rules and standards that exist to protect people from gender-based violence and discrimination. Research shows that the law can have a strong influence on community social norms, but this is dependent on people having a good awareness and understanding of the law.^{38, 51} Additionally, women who are aware that violence is against the law are more likely to report violence and less likely to blame themselves.⁵² However, Australian studies show that while most young people recognise partner violence and sexual assault are against the law, a significant minority do not.^{37, 38} There is therefore a strong rationale for teaching students about current laws, including those relating to consent, sexual assault and domestic violence.

Learning intention

- Students understand types of behaviour that are included within definitions of sexual harassment and sexual assault
- Students understand there are laws and policies which clearly communicate that sexual assault and sexual harassment are not acceptable
- Students script possible responses that a victim of peer based sexual harassment can use to assert their right to be free from harassment, or to ask for help

Equipment

- A3 paper and pens for brainstorm task

Method

1 Explain that in most cultures, as people reach puberty, they increase efforts to protect the privacy of their bodies. There are important social standards and legal rules about who can touch people's bodies and in what kinds of ways, particularly for the genital area. Laws also apply to protect people from any form of unwanted sexual contact with their bodies. These social and legal rules exist to protect people, both children and adults, from things that cause them emotional and physical harm.

Explain that one type of gender-based violence is called **sexual harassment**. This term is used to describe unwanted sexual behaviour that makes a person feel offended, scared or humiliated. It can be something someone says or does to another person. (For example, it can involve physical contact such as touching people's private parts – their vulva, penis, breasts or bottom – without their permission, pulling bra straps or pulling

someone's trousers down. While other forms of sexual harassment may not involve physical touching such as taking or making someone look at sexual pictures or pornography, making sexual remarks to someone or pressuring someone to engage in a sexual act.) Harassment is different from flirting or friendship, because it is not consenting between both parties. That means the person on the receiving end does not want the interaction to happen. Sexual harassment laws protect us in specific spaces, such as workplaces and school. These laws operate alongside sexual assault laws, which are similar but have far more serious, criminal consequences, such as imprisonment. While sexual harassment creates obligations in specific spaces, sexual assault laws apply to everyone, no matter where they are.

The term **sexual assault** includes any form of unwanted or forced sexual behaviour, including unwanted kissing and touching. It also includes serious crimes such as rape, sexual abuse of children (defined as people under the age of 18), incest (which is sexual assault by a parent/step-parent, brother or sister). Sexual assault also includes forced behaviour that does not involve actual touching (e.g. forcing somebody to watch pornography or a sexual act). Sexual assault is a serious crime. Adults are never allowed to have sexual relations or sexual contact with children (people under 18). This is against the law. Sexual assault, as a serious criminal offence, can be punished with imprisonment.

COACHING POINT

Further information for children and young people on the law can be found at the YouthLaw website (provided by the Youthlaw, Young People's Legal Rights Centre. <http://www.youthlaw.asn.au/resources/factsheets-2/>) and Lawstuff website (provided by the National Children's and Youth Law Centre – http://lawstuff.org.au/vic_law/topics/)

Explain there are some new forms of sexual offences, such as **sexting**, that have evolved through use of digital technologies and social media. 'Sexting' is the word used to describe the sending of naked, sexual or indecent photos using a computer, mobile phone or other mobile device. Currently, sexting is a crime if you intentionally send an intimate image of a person under 18 to others, even if that person agrees to the image being sent. It is also illegal to threaten to do this.

Talking, sending and storing sexual photos of children under 18 is classified as child pornography and this is against the law. Other people are not allowed to do this to you and you are not allowed to do this to others. Currently the only exceptions to this being illegal are if you are under 18 yourself and nobody in the image is more than two years younger than you, and the image does not show an act that is a serious offence. However, sexting is still understood as a form of sexual offence if it is against the wishes of one of the affected parties.

Point out there are some people who do not realize how serious it is to sexually harass or sexually assault someone. They might make excuses like, 'I was only mucking around' 'It was only a joke' 'They don't mind' 'Everyone else is doing it.' 'She/he doesn't mind.' To think something is acceptable does not mean that it is. Sexual harassment and sexual assault is never acceptable. In order to protect their rights, people need the skills and knowledge to object when a situation of harassment occurs and to make it clear that they will not be drawn into joining in any such practice.

- 2 The next activity will give the class an opportunity to think about the challenge of dealing with a sexual harassment situation in which some people think what they are doing is OK, or even funny, but another person does not. Read the following scenario to the class.

IS THIS SEXUAL HARASSMENT?

Josh had pictures on his phone showing adults engaged in sexual activity. He showed them to his friends. They were passing it around and some were laughing but others looked uncomfortable. One friend, Waleed, told Josh to show it to some girls. But another friend, Leon, said it was violent and sick and he should wipe it. Josh started teasing Leon and calling him chicken.

Discuss the scenario with the class.

Useful questions include:

- *What form of harassment is going on here? (Aim to name the offending behaviours.)*
- *Who is being harassed?*
- *Who is doing the harassing?*
- *What might happen for those boys if they keep getting away with this and fail to learn they are engaged in sexual harassment?*
- *What could Leon do?*
- *What could the other friends do?*
- *How could an adult help?*

- 3 Ask students to transfer some advice into a model for action for Leon, by writing a short script showing:

- What Leon could say back to his friends; or
- What Leon could say to an adult.

Review

Invite students to review the learning intentions by asking whether they understand what is meant by sexual harassment and sexual assault. Ask for some examples. Ask students to reflect on what they have learned about relevant laws and policies in this activity. Ask some volunteers to remind the group of some possible responses a victim of peer based sexual harassment can use to assert their right to be free from harassment, or to ask for help.

COACHING POINT

Remember to use protective interrupting if a situation arises in which a student begins to disclose private information (about themselves or others) in the group space. Interrupt the student, by acknowledging them and preventing further disclosure (e.g. 'Thank you... it sounds as though you have something important to talk about. Let's chat about this after the lesson.') Prioritise meeting with the student(s) in a more private, safe space within the school as soon as possible.

6 Peer support: setting boundaries, communicating standards

TIME: 30+ MINUTES

Learning intention

- Students identify strategies people can use to assert standards and boundaries or to help-seek if they witness sexual harassment occurring among their peers

Equipment:

- **Responding to sexual harassment** scenarios (1 per group of 4 or 5)
- **Peer support actions** handout (optional)

Method

- 1 Explain that in the next activity the class will do some work in small groups to think about what people can do if they find that a friend or classmate is experiencing sexual harassment.

This is important as friends can play an important role in providing peer support, helping to set standards about what is acceptable behaviour within their friendship group, and assisting a victim to get help.

Remind students that sexual harassment is a type of gender-based violence. Refer back to Activity 6, which introduced different behaviours that constitute sexual harassment.

- 2 Organise groups of four or five. Each group will get a **Responding to sexual harassment** handout which presents a situation in which someone is experiencing sexual harassment. (Note, it is fine to double-up on scenarios if you need to.) Explain that the task is to read the scenario and use the questions on the card to guide them as they work out who is being harassed, who is doing the harassment, and then what the observers (friends or witnesses) could do in this situation. When complete, the group will present their scenario and suggestions for action to the class. Possible actions suggested might include those represented in the **Peer support actions** list, which is also available as a handout.

COACHING POINT

In this activity, students consider actions they can take if they encounter a situation involving sexual harassment or abuse. The activities in the Topic 4: Problem-solving and Topic 6: Help-seeking provide an important prerequisite for these activities. If you have not already completed the activities from these topics with your class, consider doing some as a warm-up to this activity.

PEER SUPPORT ACTIONS INCLUDE:

- Refuse to join in
- Speak up to say you don't like what is going on
- Send a verbal or non-verbal message of support to the victim
- Distract peers by introducing a different topic or game
- Follow up with the target afterwards to tell them you thought what was happening was not OK
- Ask the target afterwards if they are OK
- Ask for advice from a trusted adult such as a parent or teacher
- Tell a teacher or parent that your classmate is being harassed and needs some help
- Tell a teacher or parent that a classmate is being abusive and needs to be told to stop
- Help a friend to work out who to go to for help
- Go with a friend to report the matter and to seek help
- Go alone to ask a trusted adult to help the target and stop the abuse
- Ask other peers to go with you to report the matter and ask for someone to step in to help the target
- Follow up with the target afterwards and offer to help them report the matter
- Explain that you feel you are breaking a secret and so your friend needs a response that protects their privacy
- Tell the target that to keep the matter a secret may lead to it getting worse or also happening to others
- Reassure the target that change is possible if the right support is found
- Tell the person that it is not their fault that this has happened to them, so not to feel ashamed

Once the groups have completed the task, arrange for them to report back. Record some of the key actions suggested for the friends/bystanders.

- 3 Following the report back, deepen the thinking to invite consideration about which of the strategies could also be useful in situations involving adults or older children as perpetrators.

Useful questions include:

- *Would the responses be any different if the perpetrator in the scenario was an older child, such as a teenager?*
- *Would the responses be any different if the perpetrator in the scenario was an adult?*

Students may identify the same actions are needed, but there may be greater fear due to the power difference between an older child or adult perpetrator, and the victim and witnesses. There might also be difficulties with ongoing harassment or assault if it is being committed by parties close to, or within the family of the victim. Remind students that harassment or assault is an even more serious matter when the perpetrator is older or more powerful than the target.

Review the list of key **Peer support actions** to consider possible ways to categorise the different sorts of strategies suggested. For example, students may see that some strategies are:

- peer-to-peer support
- help-seeking
- solo strategies enacted alone
- collective, which can be carried out together with others
- used during the incident
- follow up actions.

Each category of strategies is important. However most important, is the understanding that harassment and assault is a serious abuse of a person's rights and so it must be stopped. Those involved in harassment or assault need to learn it is not OK, and one day they could end up in serious trouble with the law.

Emphasise to the students that if they are concerned by an experience that has happened to themselves or someone else, they may seek help from you or from a family member. Explain how they can do this privately. Also identify other parties in the school that they can use. Reconnect students to the Kids Helpline numbers and website in case they prefer to raise a matter via this method. Explain that sometimes a victim of harassment does not seek help until a long time after the experience. However, it is still useful for them to get support, even if it comes late.

Review

Review the learning intentions, asking students if they were able to identify strategies people can use to assert standards and boundaries or to help-see if they witness sexual harassment occurring among their peers. Ask for some examples. Display the peer support strategies developed by the class as a reference point for students who may be considering taking action on behalf of themselves or a peer.

COACHING POINT

Kids Helpline is a free 24-hour counselling service for Australian kids and young people. Telephone and online counselling is available. Write the number and web address on the board and ask students to copy it into their workbooks so they have it on hand.

Telephone: 1800 55 1800

Website: <https://kidshelpline.com.au/>

RESPONDING TO SEXUAL HARASSMENT

AGAINST THE RULES

Kai and Ahmed decided that they would like to play kiss chasey with the girls. They collected four other friends and then approached a group of three of their female classmates. First they asked if they wanted to play chasey and the girls said yes. Then they said it had to be kiss chasey. The girls said no – no kissing, but chasey was OK. They started to play, and Kai said he would be ‘it’ first. As soon as they started running, both Kai and Ahmed went after Wendy. When they caught her they both grabbed her and tried to kiss her. She yelled out for them to stop and her girlfriends came rushing over to help her.

Discuss:

- Who is being harassed?
- Who is doing the harassing?
- Who are the bystanders?
- What could the friends of Kai and Ahmed do?
- What could the friends of Wendy do?
- What could Wendy herself do?
- Should an adult be informed about this? If so, who?

Write the script for either:

- What the friends of Kai and Ahmed could say to help.
- What the friends of Wendy could say to help.
- What Wendy’s friends could say to a teacher.

SCRIPT:

PEER SUPPORT ACTIONS INCLUDE:

- Refuse to join in
 - Speak up to say you don't like what is going on
 - Send a verbal or non-verbal message of support to the victim
 - Distract peers by introducing a different topic or game
 - Follow up with the target afterwards to tell them you thought what was happening was not OK
 - Ask the target afterwards if they are OK
 - Ask for advice from a trusted adult such as a parent or teacher
 - Tell a teacher or parent that your classmate is being harassed and needs some help
 - Tell a teacher or parent that a classmate is being abusive and needs to be told to stop
 - Help a friend to work out who to go to for help
 - Go with a friend to report the matter and to seek help
 - Go alone to ask a trusted adult to help the target and stop the abuse
 - Ask other peers to go with you to report the matter and ask for someone to step in to help the target
 - Follow up with the target afterwards and offer to help them report the matter
 - Explain that you feel you are breaking a secret and so your friend needs a response that protects their privacy
 - Tell the target that to keep the matter a secret may lead to it getting worse or also happening to others
 - Reassure the target that change is possible if the right support is found
 - Tell the person that it is not their fault that this has happened to them, so not to feel ashamed
-

PEER SUPPORT ACTIONS INCLUDE:

- Refuse to join in
- Speak up to say you don't like what is going on
- Send a verbal or non-verbal message of support to the victim
- Distract peers by introducing a different topic or game
- Follow up with the target afterwards to tell them you thought what was happening was not OK
- Ask the target afterwards if they are OK
- Ask for advice from a trusted adult such as a parent or teacher
- Tell a teacher or parent that your classmate is being harassed and needs some help
- Tell a teacher or parent that a classmate is being abusive and needs to be told to stop
- Help a friend to work out who to go to for help
- Go with a friend to report the matter and to seek help
- Go alone to ask a trusted adult to help the target and stop the abuse
- Ask other peers to go with you to report the matter and ask for someone to step in to help the target
- Follow up with the target afterwards and offer to help them report the matter
- Explain that you feel you are breaking a secret and so your friend needs a response that protects their privacy
- Tell the target that to keep the matter a secret may lead to it getting worse or also happening to others
- Reassure the target that change is possible if the right support is found
- Tell the person that it is not their fault that this has happened to them, so not to feel ashamed

7 Help-seeking in response to gender-based violence

TIME: 40+ MINUTES

Learning intention

- Students practice assertive help-seeking skills with reference to situations involving peer-based sexual harassment

Evidence base

Raising awareness about the existence and negative effects of violence is one part of respectful relationships education. However, it is also essential to give students the social skills to build and maintain respectful relationships. Social and emotional learning programs are central to building the skills that form the foundation of respectful relationships games, such as the one used here, and can provide useful metaphors for life situations. Discussing the game first can help to build the language and concepts you wish to introduce into the conversation

Equipment

- **NO, GO, TELL, CHANGE model** (display a large copy of the handout provided or write it on the board)
- **Responding to sexual harassment scenarios** (from Activity 6)

Method

- 1 Remind students of the list of peer support strategies that they developed in the previous activity. Identify that in the moment of encountering a situation of gender-based violence, people can find it stressful and hard to think of what to do. This is where a simple model or guide can be a help.

Introduce the simple **NO, GO, TELL, CHANGE model**. Display the handout to help you introduce the model.

NO, GO, TELL, CHANGE MODEL

Step one: Say 'NO' or make clear you do not like what is happening. (Skip this step if it is not safe to stick around and say this.)

Step two: 'GO' – get away from the situation – walk, run, get yourself somewhere safe, switch off the device etc. Go directly to this step if it is not safe to say NO.

Step three: 'TELL' a trusted adult about what has happened. It is not your fault if you are harassed. It is the perpetrator who did the wrong thing. They abused your rights. Keeping things to yourself can lead to things getting worse for you or for others.

Step four: Work for 'CHANGE'. That means, be part of a group that does not accept these behaviours. Be part of a group that speaks up or works with others to stand up against, or works to prevent gender-based violence.

- 2 Point out that in the previous activity, students identified a number of strategies that people could use at either the NO or TELL level of the model. To build on these ideas, they will now put an idea into action. It can be one thing to think of a strategy, but more challenging to actually carry it out. Hence they are going to build some role plays as a way to try out what it might be like to engage in some of the peer support or help-seeking strategies on matters to do with gender-based violence.
- 3 First they are going to brainstorm some getting started lines – what a person can say right at the start when they walk up and are asking permission to talk to someone. For example, they might say, 'Can I please talk to you in private?' Encourage them to think back to the scenarios discussed in the previous activity (re-issue the scenarios from Activity 6 to remind them of their content). This will provide a reference point for thinking about what the characters involved might have said to get a conversation with the person they have chosen to ask for help.
- 4 Invite students to work in pairs to generate some lines. Collect the suggested lines and write them up on a display. (See the table below for some suggestions which can be added if students do not generate these ideas.)
- 5 Ask students to return to their pairs and generate some lines that could be used to assist the help-seeker get to the point or name of the problem. Provide an example: *E.g. I think Simon needs adult help. People keep calling him gay and he is really upset. We can't get it to stop.*
- 6 Emphasise that saying how you feel. Naming the problem, describing the behaviour, or describing what happened are very powerful ways to seek help. This is because they help the listener to get an understanding of what might be going on. Encourage the students to again use the scenarios as a reference point. Collect the suggested lines and write them up on a display. (See the table on the next page for some suggestions which can be added if students do not generate these ideas.)

GETTING TIME TO TALK Some lines to request a conversation	NAMING THE PROBLEM Some lines to help you get to the point
'Can I talk to you in private?'	'I need help.'
'Have you got time to help me with a problem?'	'I am worried about what is happening to X.'
'I don't know who to ask but I need some help.'	'There is a sexual harassment situation we need help with.'
'Can I make a time to see you?'	'Something bad has been happening to X and she needs help.'
'Are you the person I should talk to about a bullying situation?'	'Something bad has been happening to me and I don't know what to do.'
'I am not sure who to go to but I need some help.'	'I am scared about what is happening.'
'Can I talk to you about a personal problem?'	'We've tried but we can't get X to stop Y. Can you help?'

Explain that with these ideas available, the students are now going to experiment with using some of these suggestions in role plays to see what it would take to actually carry them into action in a conversation. Arrange for pairs to identify who will first play the role of the help-seeker and who will play the role of the adult helper.

Provide a generic scenario with an example of male-to-male gender-based violence for all help-seekers to play. Use or modify the following scenario.

SCENARIO

Across the last week, Than and Harry have been teasing Louis by calling him gay. They make mean comments, push him around physically, and tease him about his looks. They encourage others to join in laughing at Louis. They won't let him sit on their table in class or join in with the boys playing football in the yard. At lunchtime that day, Than showed other people a picture on his phone, telling them this was what Louis was going to be when he grew up. It was a photo of a gay couple in a sexual pose. Lots of people saw it, including Louis who got really upset and ran to hide down the back of the school oval.

- 7 Arrange the helpers to each occupy a base somewhere (e.g. seated on a chair or at a desk.) Ask the help-seekers to move a few steps away from their partner. The scene will start when you say 'action'. The first thing they will have to do is walk in to gain the attention of the helper and to get permission to talk with them. Then they should move to saying how they feel or to naming the problem or describing the situation.) As all players will play at the same time, they will need to just focus on what is happening in their own conversation. Explain that they are 'experimenting' or trialling approaches, that you will ask them to play the scene three times over, introducing an additional challenge each time. The scenes will be very short, and stop when you call 'cut'.

Round 1. Approaching the friendly person. Ask helpers to be the friendliest sort of person and to help the conversation move along by asking useful questions about what happened.

Round 2. Approaching the busy person. Ask helpers to be in a busy or rushed mood, so the help-seekers have to, at first, do more work to get their attention. However, they can then switch to helpful once they realise this is needed.

Round 3. Approaching a person who at first doesn't understand how serious this is, and suggests that you go and solve the problem without their help. Ask helpers to at first suggest that the student can handle this themselves. Ask the help-seeker to not leave the scene, but to persist in explaining that the situation is more serious and that they have already tried the peer support strategies and they have not worked.

To debrief and explore the challenge of help-seeking and the strategies associated with success, use questions like:

- What was it like to be the help-seeker in that situation?
- What fears or concerns did the help-seeker have in that situation?
- What strengths did the help-seeker have to use to start or continue the conversation?
- What was it like to be the helper in that situation? (Students may identify uncertainty or anxiety – what if I do not know how to help?)
- What fears or concerns did the helper have in that situation?
- What strengths did the helper have to use to have the conversation?
- What did the helper find useful on the part of the help-seeker?
- What was it like when the helper started to engage and to attempt to be useful to the help-seeker?

Swap roles and swap partners. This has people playing both roles in the help-seeking dyad, and with a different partner.

COACHING POINT

In exploring the experience of help-seeking, students may identify that the help-seeker can feel shame, embarrassment, fear of making a situation worse, fear of rejection or dismissal, fear that the helper may not be useful, fear of breach of privacy or fear of undue escalation. This is an opportunity for them to identify that help-seeking is an act of courage. They may suggest that given the anxieties about help-seeking that the strengths needed to engage in this act include: 'guts', courage, bravery, determination, belief in people's rights, sense of fairness or responsibility.

- 8 Introduce a new scenario which provides an example of male to female gender-based violence.

SCENARIO

Across the last week, Than and Harry have been teasing Belinda by calling her sexy or sexy legs. They make mean comments about how she looks and about her breasts – saying things like ‘are they implants’ and ‘is that a padded bra’. At lunchtime that day, Than and Harry were showing around a picture from a magazine. It was a model in an advertisement for underwear. They had written Belinda’s name on it. Lots of people saw it, including Belinda who got really upset and threw a rock at Than and had to be calmed down by her friends.

Use a similar three phase model from above to explore increasingly challenging help-seeking contexts. Use similar questions to debrief and explore the challenge of help-seeking and the strategies associated with success. Additional questions to explore include:

- *What sorts of lines or statements were successful ways to open the conversation in both scenarios?*
 - *Did it make any difference to be help-seeking on the behalf of a boy or a girl?*
- 9 To heighten the positive and educative influence of strong peer role models, invite pairs to discuss which of their scenes would provide the best model of how to have help-seeking conversations and to practice it again.

Move around the room to identify some strong models. Invite them to provide a short replay for the class to watch. Ask the class while watching to be mentally making note of what the help-seeker was doing that was working well.

Arrange for the observers to name what these effective strategies were. (Elicit comments about body language, persistence, clarity of information, use of assertive reiteration if needed, naming of behaviours, explaining how you feel, explaining what has already been tried, being clear about the effects on the victim and the bystanders.)

Invite additional pairs to show their response. Ensure that both scenarios get represented to normalise help-seeking on behalf of male as well as female victims.

Emphasise that you as the teacher, and the school staff in general, do want to help, and that no student should be subjected to gender-based violence. Reinforce the in-school and beyond school help-seeking pathways provided in the previous activities.

Review

Review the learning intentions with the students asking if they found it useful to practice the use of assertive help-seeking in relation to situations involving peer-based sexual harassment. Ask some students to nominate examples of where they saw peers demonstrating effective approaches.

Acknowledge the accomplishments of the class in their work on this issue. Play an energising and uplifting collective game to lift the mood. See the optional additional games section for possible games or choose one of the class favourites.

COACHING POINT

Avoid naturalistic re-enactments of violence in classroom role plays. They can attract laughter in response or become the most riveting part of the presentation. This can inadvertently work to normalise the violence or to minimise its negative impact.^{53, 54} This is particularly true when those role playing the victim feel they must show their ‘strength’ and thereby refuse to reveal the negative effects on targets. Use the help-seeking role-plays to show the help-seeking action, not to re-enact the gender-based violence contained in the scenario.

The NO – GO – TELL – CHANGE Model

1

Say **NO** or make it clear you do not like what is happening.
(Skip this step if it is not safe to stick around and say this.)

2

GO – get away from the situation. Walk, run, get yourself somewhere safe, switch off the device etc. Go directly to this step if it is not safe to say NO.

3

TELL a trusted adult about what has happened. It is not your fault if you are harassed. It is the perpetrator who did the wrong thing. They abused your rights. Keeping things to yourself can lead to things getting worse for you or for others.

4

Work for **CHANGE**. That means, be part of a group that does not accept these behaviours. Be part of a group that speaks up or works with others to stand up against or to work to prevent gender-based violence.

Optional additional games to reinforce respectful relationships

COACHING POINT

Use these optional games as a friendly way to start or end an activity. Games help the class learn to mix well with each other and to build group cohesion and social confidence. All games contain key messages about respectful and positive relationships.

Evidence base

Effective and purposefully facilitated games can be used to enhance social connectedness and teach pro-social and emotional skills that can be applied to many real life situations.¹⁵ Developing a sense of group ownership for the standards and values that underpin positive gender norms will enhance the sense of connectedness and regard that students experience in relation to their school. Connectedness to school is a key protective factor for children, and is associated with higher levels of engagement in learning and reduced rates of mental and social health problems.⁵⁵⁻⁵⁸ Children who feel excluded or devalued are less likely to experience this protective effect of 'belonging' and victims of bullying are up to four times more likely to experience anxiety and depression than their peers.^{59, 60}

Group greetings game to explore friendship and welcome

TIME: 15+ MINUTES

Learning intention

- Students identify social norms and practices that are used to signal friendliness and welcome to others
- Students identify everyday practices that might create inclusive and gender-friendly communities
- Students propose how they can enact these practices at school in their position as gender role models for younger students

Equipment

- Room to move

Method

1 Explain to the class that they are going to play the **Group greetings** game as a way to open up some thinking about what people do in positive relationships.

To play the game, ask the class to walk around inside the circle space. When the bell rings they take a nearby person as their partner (then check to see that everyone has found a partner. If there are odd numbers, make a trio). This person is Partner Number 1. Each pair has about 45 seconds to make up and practice a special greeting in the form of a handshake, or special movement or sign. The greeting should be the sign they belong to the same special group. It should include a sound as well as a physical greeting signal.

Ask the pairs to practice their greeting a few times.

Then ask them to walk around in the space. When the bell rings they are to find their Partner Number 1 as quickly as they can, and then do their special greeting.

Once this is done, ask the group to walk on again.

Ring the bell.

Now the players must randomly find a new partner.

This person becomes their Partner Number 2. Together they must design a completely new greeting. Give them one minute to practice it three times.

Ring the bell. Ask them to move on. When the bell rings again they are to find their Partner Number 2 and do that greeting. Then they must find their Partner Number 1 and do that greeting.

Repeat with another round, to establish Partner Number 3.

In a final round, instead of finding a partner, students form a group of four. In this group of four they design and practice a greeting suitable for four people to do together.

Replay the whole set, first finding the group of four, then Partner 3, then Partner 2, then Partner 1, then returning to complete the game with finding the group of four.

Arrange for the groups of four to do their greeting in rapid sequence around the room, so as to give everyone a sense of what was created.

2 Discuss:

- *What would it be like to know that whenever you arrived somewhere, you would get a friendly greeting?*
- *What could we do to build that sense in our class and in our school, with a particular focus on building a sense of equal friendships between girls and boys?*
- *What difference could this class make to the whole atmosphere of the school, just through use of daily friendly greetings?*
- *How might you take these ideas and use them both in our classroom and within the broader school environment in which younger children use you as role models?*
- *List these ideas. Invite the students to try some out and find a follow up time for them to give feedback on what they did and how it went.*

Review

Review the learning intentions, asking students if they were able to identify social norms and practices that are used to signal friendliness and welcome to others. Ask them to give some examples. Ask some students to identify some everyday social actions that create respectful, inclusive and gender-friendly communities.

Airport controller game to explore responsibility and trust

TIME: 30+ MINUTES

Learning intention

- Students discuss the importance of behaving responsibly within trust relationships
- Students discuss the importance of clear, reliable and honest communication within respectful relationships

Equipment

- Room to move

Method

- 1 Explain that they will get to play the **Airport controller** game as a way to open thinking and discussion about the role of trust and honesty in positive gender relationships.

In this game people work in pairs or trios. The person who is the 'airplane pilot' is blindfolded. Their partner who is the 'air traffic controller' must talk them through the obstacle course so as to travel down the runway to their safe landing spot. They may not guide them with their hands. However, they can walk close by so as to be heard and to prevent any 'emergencies' or 'crashes'. (For an added challenge if playing in trios, the pilot can have a passenger who stands behind them with hands on the pilot's shoulders. They must follow the pilot, but do not have to be blindfolded. The passenger cannot speak. Best to try in pairs first!)

Set up a few pairs to play at a time, with others as the observers. Each plane can have its own 'runway' to travel across one side of the room to another, with either some simple obstacles to steer around such as a chair, or if wanting to avoid three-dimensional obstacles, place some sheets of paper on the ground to mark places to steer around.

Play the game again swapping roles, so all students have the experience of being trusting and trusted.

- 2 After the game talk about:

- What was it like to be the blindfolded pilot?
- What was it like to be the air traffic controller?
- What is it like when you have to trust someone else to keep you safe?
- What is it like when you are in charge of someone else's safety?
- What kinds of communication helped to make it work?
- At what other times in life is it important to have clear, helpful and honest communication?
- If in real life, you had put your trust in someone and they were abusing that trust and either hurting you, scaring you, or putting you in danger, what could you do?
- How can you tell the difference between someone who is good for you and someone who is bad for you?

Emphasise the importance of getting help if you are in a scary or hurtful situation, and of attending to signals people may feel when someone is abusing their trust – like an uncomfortable feeling in the stomach, or a sick or guilty feeling like maybe something is wrong. This game also provides opportunity to emphasise that those who can 'see' what is going on, can have a responsibility to let others know who can't see this. This can be an important way to provide peer support and help look after others' as well as our own safety.

Ask: *In what ways did the discussion about trust and safety change the ways in which you thought about and played the game the second and third times?* Emphasise that talking about what builds trust and makes you feel safe and trusting is important to help build respectful relationships.

Review

Review the learning intentions, asking students to summarise the importance of behaving responsibly within trust relationships. Ask students to reflect on the importance of clear, reliable and honest communication within respectful relationships.

Animal groupings game to explore power, hierarchy and belonging

TIME: 10+ MINUTES

Learning intention

- To encourage students to reflect on group dynamics
- To encourage students to think critically about groups, hierarchy and power

Equipment

- Room to move
- **Animals** cards

Method

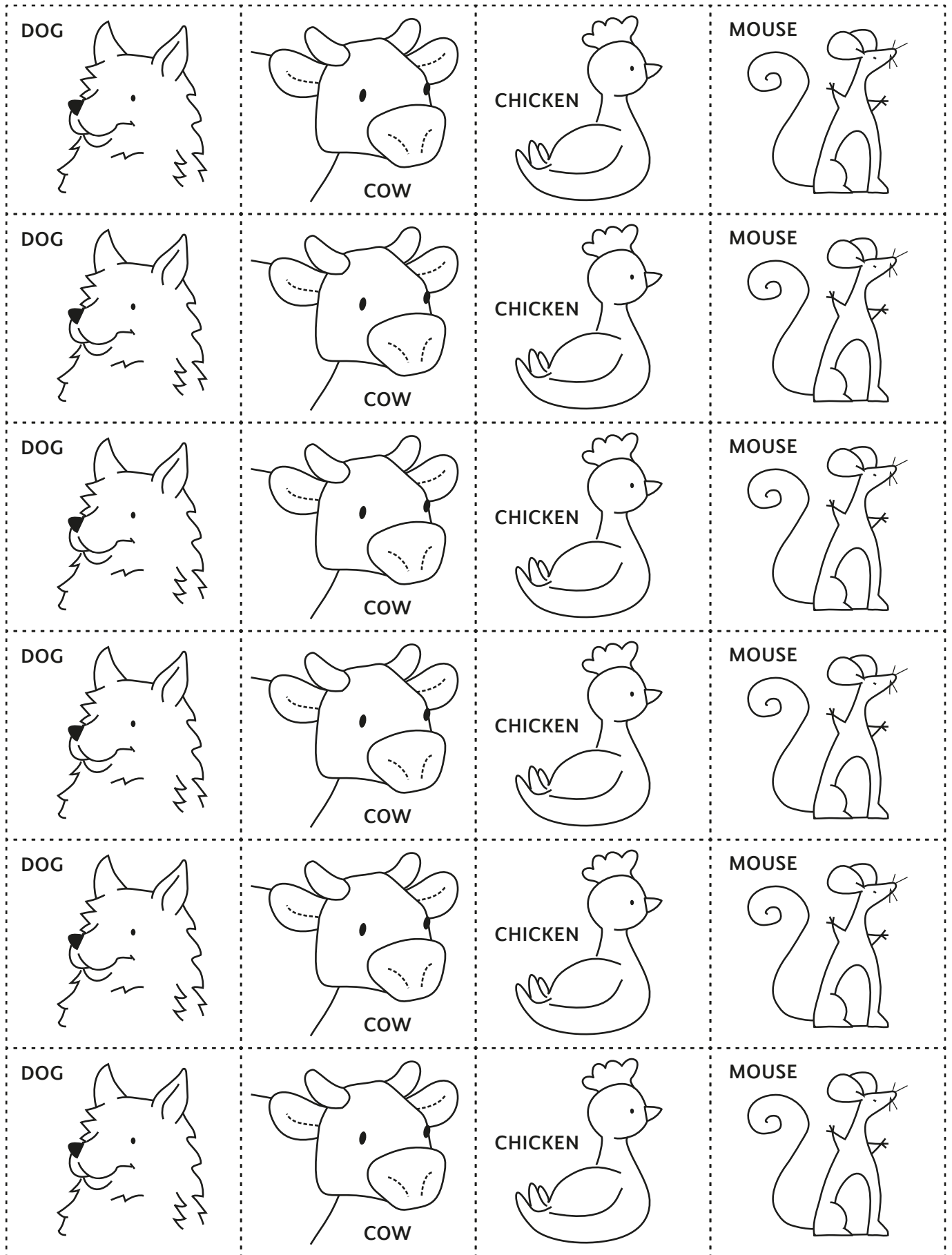
- 1 Explain that the class will play the **Animals mixing** game to get them thinking and mixing for the next activity. This game will give them a chance to think about how people's behaviour can change depending on who they are with. Give each person an **Animals** card. The card will tell them if they are a dog, chicken, cow or mouse. They do not show this card to anyone. Tell students how many cards you distributed in each category (e.g. there are five in each category except mouse who has only four).

Ask the players to stand up and mix evenly within the space made by the circle of chairs. When the whistle blows, they are to close their eyes. The only sound they can make is that of their animal (dog can bark, chicken can cluck, cow can moo and mouse can squeak). They need to find the other members of their animal group, using the sounds as the clue and by moving in slow motion in the room so as not to cause any injuries. They should make their sound intermittently, rather than constantly. (Tell them if they really need to, a few peeps are permitted for safety.) Once they find another of the same animal they should join with that person and stay together until everyone in their group is located.

The game is finished when all have found their group. Invite students to open their eyes and find out who is in their group.

2 Discuss:

- *How is this game similar or different to real life? How do people work out who to get together with in real life?*
- *What difference does it make in life if you think you or your group are at the bottom of the 'pecking order' – having to watch out for or make way for more dominant or powerful groups?*
- *Sometimes people behave badly or better, depending on the group they are with. Why do you think this happens? What kind of personal strengths do people need to do what is right for them, even if their group is behaving badly or against their standards? What might this have to do with the continuing presence of gender-based violence in our country? What is **negative** peer pressure? What is **positive** peer pressure?*



Topic 8 Further resources

Reflecting on everyday practice

- How do you use opportunities during the school day to affirm students for their respectful, inclusive and fair behaviours?

Web links for further reading and activities

- *Welcoming schools* is a web based resource providing professional development tools and lessons to support a LGBT inclusive approach to creating respectful and supportive primary schools for all students and their families. This resource has a range of statements for children to use in the face of verbal gender-based violence.
<http://www.welcomingschools.org/pages/be-prepared-for-questions-and-put-downs-about-gender>
- *Taking Us Seriously: Children and young people talk about safety and institutional responses to their safety concerns* is an Australian report about how children and young people aged 4–18 years understand safety in institutions such as schools.
http://www.acu.edu.au/___data/assets/pdf_file/0009/766359/Taking-Us-Seriously-Children-and-young-people-talk-about-safety-and-institutional-responses-to-their-safety-concerns-.pdf
- *Bully Stoppers* provides a range of information for students, parents and teachers to help identify, challenge and seek assistance in the face of bullying behaviour.
<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>
- *Kids Helpline* is a free 24-hour counselling service for Australian kids and young people aged 5–25 years.
<http://www.kidshelp.com.au/>
- *KidsMatter* provides a range of resources and ideas for developing coping skills.
<https://www.kidsmatter.edu.au/primary/resources-your-journey/starting-school/5-coping-skills-children>
- *The Daniel Morcombe Child Safety Curriculum* is focused on personal safety and awareness, cyber-safety and telephone safety. It includes teaching and learning activities for students in Foundation – Level 2, Level 3–6 and Level 7–9.
<https://fuse.education.vic.gov.au/content/7ff7f8ac-1da5-45d2-a812-8259b35f38ea/p/index.html>

- *SAFEMinds* is a professional learning and resource package for schools and families that aims to enhance early intervention mental health support for children and young, increase engagement of parents and carers with schools to more effectively support their child's mental health, and develop clear and effective referral pathways between schools and community youth and mental health services.
<http://www.education.vic.gov.au/school/teachers/health/Pages/safeminds.aspx>

Extention activities

Ask students to develop a short story, pamphlet or poster. The aim of the text should be to illustrate or educate a reader about how to go about seeking help in response to an incidence of gender-based violence.

Select relevant characters from a class novel who have experienced some form of harassment or bullying. Develop a letter of advice to the character, or to peers of the character. The letter should address the rights of the character to be free from harassment, including their right to seek assistance from peers and from responsible adults.

Talking further

- Suggest that students talk about what they have learned about respectful friendships/relationships in this topic with their family members, stating how they can enact this at school. They can talk about how we show/can have respectful relationships with people in the groups to which we belong (e.g. work, sports clubs, community in general).
- Encourage students to share the protective and assertive strategies they have learned and practiced with their families and trusted adults.

Mapping against the Victorian Curriculum by Topic

Table 1: Curriculum area: Personal and Social Capability

Personal and Social Capability LEVELS 5 & 6		
Strand: Self-awareness and management		
Sub-strand	Content description	Topic(s)
Recognition and expression of emotions	<ul style="list-style-type: none"> Explore the links between their emotions and their behaviour 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations
Development of resilience	<ul style="list-style-type: none"> Reflect on how personal strengths have assisted in achieving success at home, at school or in the community 	<ul style="list-style-type: none"> Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations
	<ul style="list-style-type: none"> Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations 	<ul style="list-style-type: none"> Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 8: Positive gender relations
	<ul style="list-style-type: none"> Identify the skills for working independently and describe their performance when undertaking independent tasks 	<ul style="list-style-type: none"> Topic 3: Positive coping Topic 5: Stress management Topic 6: Help-seeking
Strand: Social awareness and management		
Sub-strand	Content description	Topic(s)
Relationships and diversity	<ul style="list-style-type: none"> Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 7: Gender and identity Topic 8: Positive gender relations
	<ul style="list-style-type: none"> Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual 	<ul style="list-style-type: none"> Topic 7: Gender and identity Topic 8: Positive gender relations

Relationships and diversity (continued)	<ul style="list-style-type: none"> Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations
Collaboration	<ul style="list-style-type: none"> Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations
	<ul style="list-style-type: none"> Describe the various causes of conflict and evaluate possible strategies to address conflict 	<ul style="list-style-type: none"> Topic 3: Positive coping Topic 4: Problem-solving Topic 8: Positive gender relations

Achievement standard:

By the end of Level 6:

Students describe different ways to express emotions and the relationship between emotions and behaviour.

They describe the influence that personal qualities and strengths have on achieving success.

They undertake some extended tasks independently and describe task progress.

They identify and describe personal attributes important in developing resilience.

Students recognise and appreciate the uniqueness of all people.

They are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes.

They identify characteristics of respectful relationships.

They contribute to groups and teams suggesting improvements for methods used in group projects and investigations.

They identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations.

Table 2: Curriculum area: Critical and Creative Thinking

Critical and Creative Thinking

LEVELS 5 & 6

Strand: Questions and possibilities

Content description	Topic(s)
<ul style="list-style-type: none"> Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations
<ul style="list-style-type: none"> Experiment with alternative ideas and actions by setting preconceptions to one side 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations

<ul style="list-style-type: none"> Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations
--	---

Strand: Reasoning

Content description	Topic(s)
<ul style="list-style-type: none"> Investigate common reasoning errors including contradiction and inconsistency, and the influence of context 	<ul style="list-style-type: none"> Topic 3: Positive coping Topic 4: Problem-solving Topic 6: Help-seeking Topic 7: Gender and identity
<ul style="list-style-type: none"> Consider the importance of giving reasons and evidence and how the strength of these can be evaluated 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations

Achievement standard (relevant aspects):

By the end of Level 6:

Students apply questioning as a tool to focus or expand thinking.

They use appropriate techniques to copy, borrow and compare aspects of existing solutions in order to identify relationships and apply these to new situations.

They explain how reasons and evidence can be evaluated. They explain and apply basic techniques to construct valid arguments and test the strength of arguments.

Table 3: Curriculum area: Health and Physical Education

Health and Physical Education LEVELS 5 & 6

Strand: Personal, social and community health

Sub-strand	Content description	Topic(s)
Being healthy, safe and active	<ul style="list-style-type: none"> Explore how identities are influenced by people and places 	<ul style="list-style-type: none"> Topic 7: Gender and identity Topic 8: Positive gender relations
	<ul style="list-style-type: none"> Investigate resources to manage changes and transitions associated with puberty 	<ul style="list-style-type: none"> Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 7: Gender and identity
	<ul style="list-style-type: none"> Investigate community resources and strategies to seek help about health, safety and wellbeing 	<ul style="list-style-type: none"> Topic 2: Personal strengths Topic 4: Problem-solving Topic 6: Help-seeking

	<ul style="list-style-type: none"> Plan and practise strategies to promote health, safety and wellbeing 	<ul style="list-style-type: none"> Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations
Communicating and interacting for health and wellbeing	<ul style="list-style-type: none"> Practise skills to establish and manage relationships 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 6: Help-seeking Topic 8: Positive gender relations
	<ul style="list-style-type: none"> Examine the influence of emotional responses on behaviour, relationships and health and wellbeing 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations
	<ul style="list-style-type: none"> Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours 	<ul style="list-style-type: none"> Topic 7: Gender and identity Topic 8: Positive gender relations
Contributing to healthy and active communities	<ul style="list-style-type: none"> wellbeing for individuals and their communities 	<ul style="list-style-type: none"> Topic 7: Gender and identity Topic 8: Positive gender relations
	<ul style="list-style-type: none"> Investigate how celebrating similarities and differences can strengthen communities 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 8: Positive gender relations

Achievement standard (relevant aspects):

By the end of Level 6:

Students understand the influences people and places have on personal identities.

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

They describe their own and others' contributions to health, physical activity, safety and wellbeing.

They examine how community wellbeing is supported by celebrating diversity.

Students demonstrate skills to work collaboratively and play fairly.

They explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community.

Table 4: Curriculum area: English

English LEVEL 5		
Mode: Reading		
Strand: Literacy		
Sub-strand	Content description	Topic(s)
Texts in context	<ul style="list-style-type: none"> Use comprehension strategies to analyse information, integrating and linking ideas from a variety of sources 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations
Mode: Speaking and listening		
Strand: Language		
Sub-strand	Content description	Topic(s)
Language for interaction	<ul style="list-style-type: none"> Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 5: Stress management Topic 6: Help-seeking
	<ul style="list-style-type: none"> Understand how to move beyond making bare assertions and take account of differing perspectives and points of view 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations
Strand: Language		
Sub-strand	Content description	Topic(s)
Interacting with others	<ul style="list-style-type: none"> Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations
	<ul style="list-style-type: none"> Participate in informal debates and plan, rehears and deliver presentations for defined audiences and purposes 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations

Achievement standard (relevant aspects):

Reading and viewing:

Students analyse and explain literal and implied information from a variety of texts.

Speaking and listening:

Students listen and ask questions to clarify content.

They develop and explain a point of view about a text selecting information, ideas and images from a range of resources.

They make presentations for defined purposes.

They contribute actively to class and group discussions, taking into account other perspectives.

**English
LEVEL 6**

Mode: Reading and viewing

Strand: Literacy

Sub-strand	Content description	Topic(s)
Interpreting, analysing, evaluating	<ul style="list-style-type: none"> Navigate and read increasingly complex texts for a range of purposes 	<ul style="list-style-type: none"> Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations
	<ul style="list-style-type: none"> Use comprehension strategies to interpret and analyse information and ideas 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 7: Gender and identity Topic 8: Positive gender relations

Mode: Speaking and listening

Strand: Language

Sub-strand	Content description	Topic(s)
Language for interaction	<ul style="list-style-type: none"> Understand the uses of objective and subjective language and bias 	<ul style="list-style-type: none"> Topic 3: Positive coping Topic 7: Gender and identity

Strand: Language

Sub-strand	Content description	Topic(s)
Literature and context	<ul style="list-style-type: none"> Make connections with and between own experiences and those of characters and events represented in texts 	<ul style="list-style-type: none"> Topic 1: Emotional literacy Topic 2: Personal strengths Topic 3: Positive coping Topic 4: Problem-solving Topic 5: Stress management Topic 6: Help-seeking Topic 8: Positive gender relations

Strand: Literacy

Sub-strand	Content description	Topic(s)
Interacting with others	<ul style="list-style-type: none">Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience	<ul style="list-style-type: none">Topic 1: Emotional literacyTopic 2: Personal strengthsTopic 3: Positive copingTopic 4: Problem-solvingTopic 5: Stress managementTopic 6: Help-seekingTopic 7: Gender and identityTopic 8: Positive gender relations
	<ul style="list-style-type: none">Participate in formal and informal debates and plan, rehearse and deliver presentations, ... making appropriate choices for modality and emphasis	<ul style="list-style-type: none">Participate in formal and informal debates and plan, rehearse and deliver presentations, ... making appropriate choices for modality and emphasis

Achievement standard (relevant aspects):

By the end of Level 6:

Reading and viewing:

Students explain issues and ideas from sources, analysing supporting evidence and implied meaning.

Speaking and listening:

Students listen to discussions, clarifying content and challenging others' ideas.

They explain how their choices of language features and images are used.

They make presentations and contribute actively to class and group discussions.

Mapping against the Victorian Curriculum by activity

The following tables identify the explicit teaching intentions that will occur in each activity. The activities use a range of interactive teaching strategies, which create an opportunity for additional skills and knowledge to be taught.

● Explicit teaching intentions covered in the activity

○ Opportunities for explicit teaching in the activity

Topic 1: Emotional literacy

ACTIVITY:	1	2	3	4	5
TIME:	20	40	25	40	40

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Explore the links between their emotions and their behaviour

●	●	●	●	●
---	---	---	---	---

Development of resilience

Reflect on how personal strengths have assisted in achieving success at home, at school or in the community

--	--	--	--	--

Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations

--	--	--	--	--

Identify the skills for working independently and describe their performance when undertaking independent tasks

--	--	--	--	--

Social awareness and management

Relationships and diversity

Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences

●	○	○	○	○
---	---	---	---	---

Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual

--	--	--	--	--

Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved

○		○	○	○
---	--	---	---	---

Collaboration

Identify characteristics of an effective team and develop descriptions for particular roles (including leadership), and describe both their own and their team's performance when undertaking various roles

○	○	○	○	○
---	---	---	---	---

Describe the various causes of conflict and evaluate possible strategies to address conflict

--	--	--	--	--

ACTIVITY:	1	2	3	4	5
TIME:	20	40	25	40	40

CRITICAL AND CREATIVE THINKING

Questions and possibilities

Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities		○	○	○	○
Experiment with alternative ideas and actions by setting preconceptions to one side			○	○	○
Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities	○	○	○	○	○

Reasoning

Investigate common reasoning errors including contradiction and inconsistency, and the influence of context					
Consider the importance of giving reasons and evidence and how the strength of these can be evaluated				○	

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Explore how identities are influenced by people and places	●				
Investigate resources to manage changes and transitions associated with puberty	●				
Investigate community resources and strategies to seek help about health, safety and wellbeing					
Plan and practise strategies to promote health, safety and wellbeing	●	○	●		

Communication and interacting for health and wellbeing

Practise skills to establish and manage relationships	○	○	○		○
Examine the influence of emotional responses on behaviour, relationships, health and wellbeing	○	●	●	●	●
Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours					

Contributing to healthy and active communities

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities					
Investigate how celebrating similarities and differences can strengthen communities	○		○	○	

ACTIVITY:	1	2	3	4	5
TIME:	20	40	25	40	40

ENGLISH: LEVEL 5

READING AND VIEWING

Literacy

Texts in context

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of sources

<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
-----------------------	--	-----------------------	-----------------------	--

SPEAKING AND LISTENING

Language

Language for interaction

Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
-----------------------	-----------------------	-----------------------	--	--

Understand how to move beyond making bare assertions and take account of differing perspectives and points of view

--	--	--	--	--

Literacy

Interacting with others

Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes

		<input type="radio"/>	<input type="radio"/>	
--	--	-----------------------	-----------------------	--

ENGLISH: LEVEL 6

READING AND VIEWING

Literacy

Interpreting, analysing, evaluating

Navigate and read increasingly complex texts for a range of purposes

--	--	--	--	--

Use comprehension strategies to interpret and analyse information and ideas

<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
-----------------------	--	-----------------------	-----------------------	--

SPEAKING AND LISTENING

Language

Language for interaction

Understand the uses of objective and subjective language and bias

--	--	--	--	--

Literature

Literature and context

Make connections with own experiences and those of characters and events represented in texts

		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	--	-----------------------	-----------------------	-----------------------

Literacy

Interacting with others

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Participate in formal and informal debates and plan, rehearse and deliver presentations, making appropriate choices for modality and emphasis

--	--	--	--	--

Topic 2: Personal strengths

ACTIVITY:	1	2	3	4	5
TIME:	30	30	15	15	30

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Explore the links between their emotions and their behaviour			○	○	○
--	--	--	---	---	---

Development of resilience

Reflect on how personal strengths have assisted in achieving success at home, at school or in the community	●	●	●	●	●
---	---	---	---	---	---

Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations	○	○	●	○	○
---	---	---	---	---	---

Identify the skills for working independently and describe their performance when undertaking independent tasks					
---	--	--	--	--	--

Social awareness and management

Relationships and diversity

Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences	○	○	○	○	○
--	---	---	---	---	---

Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual					
--	--	--	--	--	--

Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved		○	○	○	○
---	--	---	---	---	---

Collaboration

Identify characteristics of an effective team and develop descriptions for particular roles (including leadership), and describe both their own and their team's performance when undertaking various roles		○	○	○	○
---	--	---	---	---	---

Describe the various causes of conflict and evaluate possible strategies to address conflict					
--	--	--	--	--	--

CRITICAL AND CREATIVE THINKING

Questions and possibilities

Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities	○	○	○	○	○
---	---	---	---	---	---

Experiment with alternative ideas and actions by setting preconceptions to one side	○	○	○	○	○
---	---	---	---	---	---

Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities				○	○
--	--	--	--	---	---

Reasoning

Investigate common reasoning errors including contradiction and inconsistency, and the influence of context					
---	--	--	--	--	--

Consider the importance of giving reasons and evidence and how the strength of these can be evaluated		○	○	○	○
---	--	---	---	---	---

ACTIVITY:	1	2	3	4	5
TIME:	30	30	15	15	30

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Explore how identities are influenced by people and places					
Investigate resources to manage changes and transitions associated with puberty			○	○	○
Investigate community resources and strategies to seek help about health, safety and wellbeing					○
Plan and practise strategies to promote health, safety and wellbeing					○

Communication and interacting for health and wellbeing

Practise skills to establish and manage relationships			○	●	○
Examine the influence of emotional responses on behaviour, relationships, health and wellbeing	○	○	○	●	
Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours					

Contributing to healthy and active communities

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities					
Investigate how celebrating similarities and differences can strengthen communities	●	●		●	

ENGLISH: LEVEL 5

READING AND VIEWING

Literacy

Texts in context

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of sources		○	○	○	○
--	--	---	---	---	---

SPEAKING AND LISTENING

Language

Language for interaction

Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships				○	
Understand how to move beyond making bare assertions and take account of differing perspectives and points of view	○	○	○	○	○

Literacy

Interacting with others

Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills	○	○	○	○	○
Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes		○	○	○	○

ACTIVITY:	1	2	3	4	5
TIME:	30	30	15	15	30

ENGLISH: LEVEL 6

READING AND VIEWING

Literacy

Interpreting, analysing, evaluating

Navigate and read increasingly complex texts for a range of purposes					
Use comprehension strategies to interpret and analyse information and ideas		○	○	○	○

SPEAKING AND LISTENING

Language

Language for interaction

Understand the uses of objective and subjective language and bias					
---	--	--	--	--	--

Literature

Literature and context

Make connections with own experiences and those of characters and events represented in texts			○	○	○
---	--	--	---	---	---

Literacy

Interacting with others

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction	○		○	○	○
Participate in formal and informal debates and plan, rehearse and deliver presentations, making appropriate choices for modality and emphasis			○	○	

Topic 3: Positive coping

ACTIVITY:	1	2	3	4
TIME:	15	25	30	30

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Explore the links between their emotions and their behaviour	●	●	●	○
--	---	---	---	---

Development of resilience

Reflect on how personal strengths have assisted in achieving success at home, at school or in the community	●	●	●	●
---	---	---	---	---

Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations	○	○	●	○
---	---	---	---	---

Identify the skills for working independently and describe their performance when undertaking independent tasks			●	
---	--	--	---	--

Social awareness and management

Relationships and diversity

Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences				○
--	--	--	--	---

Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual				
--	--	--	--	--

Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved		○	○	●
---	--	---	---	---

Collaboration

Identify characteristics of an effective team and develop descriptions for particular roles (including leadership), and describe both their own and their team's performance when undertaking various roles		○		○
---	--	---	--	---

Describe the various causes of conflict and evaluate possible strategies to address conflict		○		
--	--	---	--	--

CRITICAL AND CREATIVE THINKING

Questions and possibilities

Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities	○	○		○
---	---	---	--	---

Experiment with alternative ideas and actions by setting preconceptions to one side	○	○	○	○
---	---	---	---	---

Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities				○
--	--	--	--	---

Reasoning

Investigate common reasoning errors including contradiction and inconsistency, and the influence of context		○		
---	--	---	--	--

Consider the importance of giving reasons and evidence and how the strength of these can be evaluated		○	○	○
---	--	---	---	---

ACTIVITY:	1	2	3	4
TIME:	15	25	30	30

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Explore how identities are influenced by people and places				
Investigate resources to manage changes and transitions associated with puberty	●	●	●	○
Investigate community resources and strategies to seek help about health, safety and wellbeing				
Plan and practise strategies to promote health, safety and wellbeing	●	●	●	●

Communication and interacting for health and wellbeing

Practise skills to establish and manage relationships				●
Examine the influence of emotional responses on behaviour, relationships, health and wellbeing	●	●	●	●
Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours				

Contributing to healthy and active communities

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities			○	○
Investigate how celebrating similarities and differences can strengthen communities				

ENGLISH: LEVEL 5

READING AND VIEWING

Literacy

Texts in context

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of sources	○	○	○	○
--	---	---	---	---

SPEAKING AND LISTENING

Language

Language for interaction

Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships				○
Understand how to move beyond making bare assertions and take account of differing perspectives and points of view	○	○	○	○

Literacy

Interacting with others

Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills	○	○	○	○
Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes				○

ACTIVITY:	1	2	3	4
TIME:	15	25	30	30

ENGLISH: LEVEL 6

READING AND VIEWING

Literacy

Interpreting, analysing, evaluating

Navigate and read increasingly complex texts for a range of purposes				
Use comprehension strategies to interpret and analyse information and ideas	○	○	○	○

SPEAKING AND LISTENING

Language

Language for interaction

Understand the uses of objective and subjective language and bias		○		
---	--	---	--	--

Literature

Literature and context

Make connections with own experiences and those of characters and events represented in texts	○	○	○	○
---	---	---	---	---

Literacy

Interacting with others

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction	○	○	○	○
Participate in formal and informal debates and plan, rehearse and deliver presentations, making appropriate choices for modality and emphasis				○

Topic 4: Problem-solving

ACTIVITY:	1	2	3
TIME:	30	20	30

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Explore the links between their emotions and their behaviour

●	●	○
---	---	---

Development of resilience

Reflect on how personal strengths have assisted in achieving success at home, at school or in the community

○	○	○
---	---	---

Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations

●	●	●
---	---	---

Identify the skills for working independently and describe their performance when undertaking independent tasks

--	--	--

Social awareness and management

Relationships and diversity

Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences

○	○	○
---	---	---

Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual

--	--	--

Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved

○	○	○
---	---	---

Collaboration

Identify characteristics of an effective team and develop descriptions for particular roles (including leadership), and describe both their own and their team's performance when undertaking various roles

○	○	○
---	---	---

Describe the various causes of conflict and evaluate possible strategies to address conflict

●	●	●
---	---	---

CRITICAL AND CREATIVE THINKING

Questions and possibilities

Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities

○	○	○
---	---	---

Experiment with alternative ideas and actions by setting preconceptions to one side

○	○	○
---	---	---

Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities

○	○	○
---	---	---

Reasoning

Investigate common reasoning errors including contradiction and inconsistency, and the influence of context

	○	
--	---	--

Consider the importance of giving reasons and evidence and how the strength of these can be evaluated

○	○	○
---	---	---

ACTIVITY:	1	2	3
TIME:	30	20	20

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Explore how identities are influenced by people and places			
Investigate resources to manage changes and transitions associated with puberty	○	○	○
Investigate community resources and strategies to seek help about health, safety and wellbeing			●
Plan and practise strategies to promote health, safety and wellbeing		●	●

Communication and interacting for health and wellbeing

Practise skills to establish and manage relationships	●	●	●
Examine the influence of emotional responses on behaviour, relationships, health and wellbeing	●	●	○
Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours			

Contributing to healthy and active communities

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities			
Investigate how celebrating similarities and differences can strengthen communities	○	○	○

ENGLISH: LEVEL 5

READING AND VIEWING

Literacy

Texts in context

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of sources	○	○	○
--	---	---	---

SPEAKING AND LISTENING

Language

Language for interaction

Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships			
Understand how to move beyond making bare assertions and take account of differing perspectives and points of view	○	○	○

Literacy

Interacting with others

Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills	○	○	○
Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes		○	○

ACTIVITY:	1	2	3
TIME:	30	20	20

ENGLISH: LEVEL 6

READING AND VIEWING

Literacy

Interpreting, analysing, evaluating

Navigate and read increasingly complex texts for a range of purposes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use comprehension strategies to interpret and analyse information and ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SPEAKING AND LISTENING

Language

Language for interaction

Understand the uses of objective and subjective language and bias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------	-----------------------

Literature

Literature and context

Make connections with own experiences and those of characters and events represented in texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------	-----------------------

Literacy

Interacting with others

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in formal and informal debates and plan, rehearse and deliver presentations, making appropriate choices for modality and emphasis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Topic 5: Stress management

ACTIVITY:	1	2	3
TIME:	30	20	15

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Explore the links between their emotions and their behaviour	●	○	●
--	---	---	---

Development of resilience

Reflect on how personal strengths have assisted in achieving success at home, at school or in the community			
Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations			
Identify the skills for working independently and describe their performance when undertaking independent tasks			○

Social awareness and management

Relationships and diversity

Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences	○	○	
Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual			
Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved	○	○	

Collaboration

Identify characteristics of an effective team and develop descriptions for particular roles (including leadership), and describe both their own and their team's performance when undertaking various roles	○	●	
Describe the various causes of conflict and evaluate possible strategies to address conflict			

CRITICAL AND CREATIVE THINKING

Questions and possibilities

Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities	○	○	
Experiment with alternative ideas and actions by setting preconceptions to one side	○		○
Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities	○		

Reasoning

Investigate common reasoning errors including contradiction and inconsistency, and the influence of context			
Consider the importance of giving reasons and evidence and how the strength of these can be evaluated			

ACTIVITY:	1	2	3
TIME:	30	20	15

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Explore how identities are influenced by people and places			
Investigate resources to manage changes and transitions associated with puberty	○	○	○
Investigate community resources and strategies to seek help about health, safety and wellbeing			
Plan and practise strategies to promote health, safety and wellbeing	●	●	●

Communication and interacting for health and wellbeing

Practise skills to establish and manage relationships			
Examine the influence of emotional responses on behaviour, relationships, health and wellbeing	●	●	●
Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours			

Contributing to healthy and active communities

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities	○	●	●
Investigate how celebrating similarities and differences can strengthen communities		○	

ENGLISH: LEVEL 5

READING AND VIEWING

Literacy

Texts in context

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of sources	○		
--	---	--	--

SPEAKING AND LISTENING

Language

Language for interaction

Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships			○
Understand how to move beyond making bare assertions and take account of differing perspectives and points of view	○	○	○

Literacy

Interacting with others

Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills	○	○	○
Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes	○		

ACTIVITY:	1	2	3
TIME:	30	20	15

ENGLISH: LEVEL 6

READING AND VIEWING

Literacy

Interpreting, analysing, evaluating

Navigate and read increasingly complex texts for a range of purposes	<input type="radio"/>		
Use comprehension strategies to interpret and analyse information and ideas	<input type="radio"/>	<input type="radio"/>	

SPEAKING AND LISTENING

Language

Language for interaction

Understand the uses of objective and subjective language and bias			
---	--	--	--

Literature

Literature and context

Make connections with own experiences and those of characters and events represented in texts	<input type="radio"/>	<input type="radio"/>	
---	-----------------------	-----------------------	--

Literacy

Interacting with others

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in formal and informal debates and plan, rehearse and deliver presentations, making appropriate choices for modality and emphasis	<input type="radio"/>		

Topic 6: Help-seeking

ACTIVITY:	1	2	3	4	5	6
TIME:	30	20	15	30	30	NA

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Explore the links between their emotions and their behaviour	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
--	-------------------------------------	--------------------------	--------------------------	-------------------------------------	--------------------------	-------------------------------------

Development of resilience

Reflect on how personal strengths have assisted in achieving success at home, at school or in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
---	--------------------------	--------------------------	-------------------------------------	-------------------------------------	--------------------------	-------------------------------------

Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
---	-------------------------------------	--------------------------	-------------------------------------	-------------------------------------	--------------------------	-------------------------------------

Identify the skills for working independently and describe their performance when undertaking independent tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	-------------------------------------

Social awareness and management

Relationships and diversity

Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
---	-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------	-------------------------------------

Collaboration

Identify characteristics of an effective team and develop descriptions for particular roles (including leadership), and describe both their own and their team's performance when undertaking various roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Describe the various causes of conflict and evaluate possible strategies to address conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

CRITICAL AND CREATIVE THINKING

Questions and possibilities

Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Experiment with alternative ideas and actions by setting preconceptions to one side	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Reasoning

Investigate common reasoning errors including contradiction and inconsistency, and the influence of context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Consider the importance of giving reasons and evidence and how the strength of these can be evaluated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

ACTIVITY:	1	2	3	4	5	6
TIME:	30	20	15	30	30	NA

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Explore how identities are influenced by people and places						
Investigate resources to manage changes and transitions associated with puberty	●	○	●			●
Investigate community resources and strategies to seek help about health, safety and wellbeing	●		●			●
Plan and practise strategies to promote health, safety and wellbeing	●	●		●	●	●

Communication and interacting for health and wellbeing

Practise skills to establish and manage relationships	●	○		○	○	●
Examine the influence of emotional responses on behaviour, relationships, health and wellbeing	●	●		●	○	●
Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours						

Contributing to healthy and active communities

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities	○	○		●		○
Investigate how celebrating similarities and differences can strengthen communities	○					

ENGLISH: LEVEL 5

READING AND VIEWING

Literacy

Texts in context

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of sources	○		○	○		
--	---	--	---	---	--	--

SPEAKING AND LISTENING

Language

Language for interaction

Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships						○
Understand how to move beyond making bare assertions and take account of differing perspectives and points of view	○	○	○	○		

Literacy

Interacting with others

Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills	○	○	○	○	○	○
Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes	○			○		○

ACTIVITY:	1	2	3	4	5	6
TIME:	30	20	15	30	30	NA

ENGLISH: LEVEL 6

READING AND VIEWING

Literacy

Interpreting, analysing, evaluating

Navigate and read increasingly complex texts for a range of purposes				○		
Use comprehension strategies to interpret and analyse information and ideas	○		○	○		

SPEAKING AND LISTENING

Language

Language for interaction

Understand the uses of objective and subjective language and bias						
---	--	--	--	--	--	--

Literature

Literature and context

Make connections with own experiences and those of characters and events represented in texts	○		○	○		
---	---	--	---	---	--	--

Literacy

Interacting with others

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction	○	○	○	○	○	○
Participate in formal and informal debates and plan, rehearse and deliver presentations, making appropriate choices for modality and emphasis	○			○		

Topic 7: Gender and identity

ACTIVITY:	1	2	3	4	5	6
TIME:	30	30	30	30	30	40

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Explore the links between their emotions and their behaviour

		○			
--	--	---	--	--	--

Development of resilience

Reflect on how personal strengths have assisted in achieving success at home, at school or in the community

		●			
--	--	---	--	--	--

Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations

--	--	--	--	--	--

Identify the skills for working independently and describe their performance when undertaking independent tasks

--	--	--	--	--	--

Social awareness and management

Relationships and diversity

Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences

	●	●		○	
--	---	---	--	---	--

Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual

●		●	●		●
---	--	---	---	--	---

Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved

	●	●			
--	---	---	--	--	--

Collaboration

Identify characteristics of an effective team and develop descriptions for particular roles (including leadership), and describe both their own and their team's performance when undertaking various roles

○	○		●		●
---	---	--	---	--	---

Describe the various causes of conflict and evaluate possible strategies to address conflict

--	--	--	--	--	--

CRITICAL AND CREATIVE THINKING

Questions and possibilities

Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities

		○	○	○	○
--	--	---	---	---	---

Experiment with alternative ideas and actions by setting preconceptions to one side

○	○	○	○		○
---	---	---	---	--	---

Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities

○	○	○	○		○
---	---	---	---	--	---

Reasoning

Investigate common reasoning errors including contradiction and inconsistency, and the influence of context

○	○	○	○		○
---	---	---	---	--	---

Consider the importance of giving reasons and evidence and how the strength of these can be evaluated

	○	○	○	○	○
--	---	---	---	---	---

ACTIVITY:	1	2	3	4	5	6
TIME:	30	30	30	30	30	40

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Explore how identities are influenced by people and places	●	●	●	○		●
Investigate resources to manage changes and transitions associated with puberty			●			
Investigate community resources and strategies to seek help about health, safety and wellbeing						
Plan and practise strategies to promote health, safety and wellbeing		○	●			

Communication and interacting for health and wellbeing

Practise skills to establish and manage relationships						
Examine the influence of emotional responses on behaviour, relationships, health and wellbeing			●			
Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours	○		●	○	●	●

Contributing to healthy and active communities

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities		●	●		●	
Investigate how celebrating similarities and differences can strengthen communities		●		●		

ENGLISH: LEVEL 5

READING AND VIEWING

Literacy

Texts in context

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of sources				○	○	
--	--	--	--	---	---	--

SPEAKING AND LISTENING

Language

Language for interaction

Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships						
Understand how to move beyond making bare assertions and take account of differing perspectives and points of view				○		○

Literacy

Interacting with others

Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills	○	○	○	○	○	○
Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes	○	○	○	○	○	○

ACTIVITY:	1	2	3	4	5	6
TIME:	30	30	30	30	30	40

ENGLISH: LEVEL 6

READING AND VIEWING

Literacy

Interpreting, analysing, evaluating

Navigate and read increasingly complex texts for a range of purposes				○	○	
Use comprehension strategies to interpret and analyse information and ideas				○	○	

SPEAKING AND LISTENING

Language

Language for interaction

Understand the uses of objective and subjective language and bias				○		○
---	--	--	--	---	--	---

Literature

Literature and context

Make connections with own experiences and those of characters and events represented in texts						
---	--	--	--	--	--	--

Literacy

Interacting with others

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction	○	○	○	○	○	○
Participate in formal and informal debates and plan, rehearse and deliver presentations, making appropriate choices for modality and emphasis	○	○	○	○	○	○

Topic 8: Positive gender relations

ACTIVITY:	1	2	3	4	5	6	7
TIME:	30	60	30	30	30	30	40

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Explore the links between their emotions and their behaviour

●		●	●	●	●	●
---	--	---	---	---	---	---

Development of resilience

Reflect on how personal strengths have assisted in achieving success at home, at school or in the community

		○	●			
--	--	---	---	--	--	--

Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations

	○	○		●	●	●
--	---	---	--	---	---	---

Identify the skills for working independently and describe their performance when undertaking independent tasks

--	--	--	--	--	--	--

Social awareness and management

Relationships and diversity

Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences

	●	●	●		●	●
--	---	---	---	--	---	---

Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual

●	○	●	●	○	○	●
---	---	---	---	---	---	---

Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved

	●	●	●	●	●	●
--	---	---	---	---	---	---

Collaboration

Identify characteristics of an effective team and develop descriptions for particular roles (including leadership), and describe both their own and their team's performance when undertaking various roles

○	○	●	○		○	○
---	---	---	---	--	---	---

Describe the various causes of conflict and evaluate possible strategies to address conflict

	●			●	●	●
--	---	--	--	---	---	---

CRITICAL AND CREATIVE THINKING

Questions and possibilities

Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities

○	○	○	○	○	○	○
---	---	---	---	---	---	---

Experiment with alternative ideas and actions by setting preconceptions to one side

○	○	○	○	○	○	○
---	---	---	---	---	---	---

Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities

	○	○				○
--	---	---	--	--	--	---

Reasoning

Investigate common reasoning errors including contradiction and inconsistency, and the influence of context

--	--	--	--	--	--	--

Consider the importance of giving reasons and evidence and how the strength of these can be evaluated

○	●	○	○	○	○	○
---	---	---	---	---	---	---

ACTIVITY:	1	2	3	4	5	6	7
TIME:	30	60	30	30	30	30	40

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Explore how identities are influenced by people and places		○					
Investigate resources to manage changes and transitions associated with puberty					●	●	
Investigate community resources and strategies to seek help about health, safety and wellbeing					○	●	●
Plan and practise strategies to promote health, safety and wellbeing		●	●	●	●	●	●

Communication and interacting for health and wellbeing

Practise skills to establish and manage relationships			●	●	●	●	●
Examine the influence of emotional responses on behaviour, relationships, health and wellbeing	●	○	○	○	●	●	●
Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours		●					

Contributing to healthy and active communities

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities		○	○	○	●	●	●
Investigate how celebrating similarities and differences can strengthen communities		○	●	●	●		

ENGLISH: LEVEL 5

READING AND VIEWING

Literacy

Texts in context

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of sources		●				○	○	
--	--	---	--	--	--	---	---	--

SPEAKING AND LISTENING

Language

Language for interaction

Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships							
Understand how to move beyond making bare assertions and take account of differing perspectives and points of view	○	○				○	○

Literacy

Interacting with others

Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills	○	●	○	○	○	○	○
Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes		○	○			○	○

ACTIVITY:	1	2	3	4	5	6	7
TIME:	30	60	30	30	30	30	40

ENGLISH: LEVEL 6

READING AND VIEWING

Literacy

Interpreting, analysing, evaluating

Navigate and read increasingly complex texts for a range of purposes		○				○	○
Use comprehension strategies to interpret and analyse information and ideas		○				○	○

SPEAKING AND LISTENING

Language

Language for interaction

Understand the uses of objective and subjective language and bias							
---	--	--	--	--	--	--	--

Literature

Literature and context

Make connections with own experiences and those of characters and events represented in texts		○			○	○	○
---	--	---	--	--	---	---	---

Literacy

Interacting with others

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction	○	○	○	○	○	○	○
Participate in formal and informal debates and plan, rehearse and deliver presentations, making appropriate choices for modality and emphasis		○				○	○

Glossary

Accomplice: A person or people who support or encourage violence.

Bisexual: Someone who is attracted to and/or has sex with people of more than one gender.

Bullying: When a person or a group of people repeatedly hurts or make someone feel bad. These people are called bullies. In general, bullies hurt someone whom they judge to be weaker or different. Bullying often involves repeated name-calling; frightening; damaging or taking away possessions; causing physical harm and falsely blaming someone for things going wrong. Bullying is a form of discrimination.

Cisgender: This term applies to the majority of people, describing a person who is not transgender. If a person is assigned female at birth and then grows up to identify as a woman, that person is cisgender. It means a person's biological sex matches their gender identity and expression.

Consent (sexual): There are laws about sexual relationships and how people treat each other. These laws apply to everyone (men and women) regardless if the person is straight, same-sex attracted, queer identifying or transgender. Drugs and alcohol can affect people's ability to make decisions, including whether or not they want to be sexual with someone else. This means that if someone is really drunk or high, they cannot freely agree, or 'give consent', as their ability to provide 'free agreement' is impaired by the influence of drugs or alcohol.

Cyberbullying: A form of bullying using the Internet (e.g. on chat rooms, social networking sites, e-mail), or mobile phones (e.g. SMS) to inflict discomfort or harm.

Disadvantage: The state or instance of being in an unfavourable circumstance or condition that causes problems or reduces the relative chances of success or effectiveness.

Domestic violence: There are many different types of domestic violence including physical, emotional and verbal. Domestic violence is about power and control and can be expressed in many ways. It can affect people of any age. It is sometimes called family violence, child abuse or intimate partner violence, however can occur within any relationships (for example between family members who live together, or between a young girlfriend and boyfriend).

Discrimination: Discrimination is the exclusion or unfair treatment of one particular person or group of people based on different traits such as sex, gender, religion, nationality, ethnicity (culture), 'race', or other personal characteristics. People who experience discrimination are prevented from enjoying the same rights and opportunities as other people. Discriminating goes against a basic principle of human rights: that all people are equal in dignity and entitled to the same fundamental rights.

Empathy: The ability to imagine what someone else might be thinking or feeling.

Family violence: see Domestic Violence.

Gay: A person who is primarily attracted to and/or has sex with someone of the same gender. Commonly used for men, some women also use this term.

Gender/Gender Norms: Gender is a concept that describes how societies manage and determine sex categories, and is used in reference to social and cultural differences rather than biological ones. It is the cultural meanings attached to men and women's roles, and can change over time and vary within and among cultures. Gender involves social norms, attitudes and activities that society deems more appropriate for one sex over another. Gender is also determined by what an individual feels and does, and how individuals understand their identities including being a man, women, transgender, gender queer and many other gender positions.

Gender-based violence: Gender-based violence is a sub-category of interpersonal violence. It includes forms of violence that target individuals or groups on the basis of their gender and that results in, or is likely to result in, physical, sexual, or psychological harm or suffering.

Gender equality: The equal valuing by society of all people regardless of gender, and equal conditions for realising full human rights and for contributing to, and benefiting from, economic, social, cultural and political development.

Gender equity: The process of being fair to people regardless of their gender. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent all people from operating on a level playing field. Equity is a means. Equality is the result.

Gender expression: How a person communicates one's gender to others including clothing, hairstyle, voice, behaviour and the use of pronouns.

Gender fluid: Self-identifying with multiple genders, and may move fluidly between them.

Gender identity: How a person identifies as being a man, woman, neither or both, or a combination, which may or may not correspond to the sex assigned to them at birth. Unlike gender expression, gender identity is not visible to others.

Gender nonconforming: refers to people who do not follow other people's/society's ideas or stereotypes about how they should look or act based on the female or male sex they were assigned at birth. People who are gender nonconforming may also be called and/or identify as gender variant, non-binary identifying, gender diverse, gender atypical or gender queer, and may be transgender or otherwise variant in their gender expression.

GLBTIQ: A commonly used acronym to encompass people who identify as gay, lesbian, bisexual, transgender, intersex and queer.

Help-seeking: Help-seeking involves communicating with other people to obtain help in terms of understanding, advice, and general support in response to a problem or distressing experience. Help-seeking relies on other people and is therefore often based on social relationships and interpersonal skills.

Heteronormativity: is the belief that people can be assigned into two distinct and complementary genders (man and women) with natural roles in life. As a result it asserts that heterosexuality (relations between a man and a woman) is the only sexual orientation and the only normal.

Hegemonic masculinity: The dominant (but not the most common) form of masculinity in society is termed 'hegemonic masculinity'. It requires boys and men to be heterosexual, tough, athletic and emotionless, and encourages the control and dominance of men over women. Men and boys are socially encouraged to express their pain, fear and stress in the form of anger and violence. In Australian society, men are not able to escape the expectations of hegemonic masculinity and men and boys who do not fit the criteria are punished and labelled as 'not a real man'.

Homophobia: Fear, discomfort, intolerance or hatred of homosexuality or sexually diverse people.

Homophobic bullying: A gendered type of bullying that is based on actual or perceived sexual orientation or gender identity. Can also be called bullying on the basis of perceived sexual orientation.

Human rights: The freedoms and entitlements that belong to everyone because they are human. Human rights are about respecting people's dignity and ensuring they have the resources needed to survive, develop and participate in society. They are universal and cannot be taken away.

Intersectionality: Intersectionality calls for a focus on the ways in which an individual's identities intersect, enabling discrimination on the basis of two or more characteristics at the same time. The term is applied to all of those in the community who experience discrimination via multiple sites (such as gender, gender identity, sex, class, race, religion, disability, sexual orientation and education). Intersectionality recognises the multiple aspects of identity that enrich our lives and experiences, as well as the ways in which they complicate and compound oppressions and marginalisations.

Intersex: The term used to categorise those who are born with some unclear or mixed male and female internal and/or external anatomical sexual characteristics. An intersex person may identify as male or female or as neither. Intersex status is not about sexual orientation or gender identity. Intersex people experience the same range of sexual orientations and gender identities as non-intersex people.

Lesbian: A woman who is attracted to and/or has sex with other women. A lesbian can also be asexual, transgender, queer, etc.

Perpetrator: A person who carries out a violent act or causes hurt and/or harm.

Positive behaviour management: Positive behaviour management approaches are those that stress prevention, support and avoidance of confrontation and that focus more on development of values, relationships and skills enabling positive student behaviour rather than on punishment for student misbehaviour.

Power: Power can be positive or negative. Positive power is seen when we use the power we have within ourselves to change our surroundings for the better. Negative power can be seen when one group of people uses their cultural advantages to control another group. Gender inequality is closely linked to the unequal power between females and males.

Prejudice: Unreasonable feelings, opinions, or attitudes generally formed without knowledge, thought, or reason often of a hostile nature, regarding a racial, religious, or other group.

Privilege: The idea that some groups of people have special rights or advantages relative to other groups, even when they don't actively choose to have those advantages. The term is commonly used to in the context of social inequality, particularly in regard to race, gender, age, sexual orientation and disability. Rather than being something that is earned, privilege is something that is awarded to a person based on characteristics assigned to them at birth such as sex, cultural identity, race and class.

Queer: is an umbrella term for sexual and gender diverse people that are not heterosexual or cisgender.

Respect: A feeling of understanding and appreciation for all human beings and creatures in the world.

Sex: (as it relates to gender). Sex is the biological traits that societies use to allocate people into the category of either male or female, through a focus on genitalia, chromosomes or some other physical characteristics. Male and female are not the only sexes, some people have genetic, hormonal and physical features typical of both male and female at the same time, so their biological sex isn't clearly male or female. They are called Intersex.

Sexual assault: Sexual contact that a person has not consented to. This includes touching, groping, rape, forced sex, and similar acts. People of all genders can be victims of sexual assault, no matter your age, gender identity or sexuality.

Sexual harassment: Sexual harassment is unwelcome sexualised verbal or physical behaviour. Examples include comments, whistling. Sexual harassment is often perpetrated by a person in authority toward a subordinate (such as from an employer to an employee).

Sexual identity: How individuals identify their own sexuality (usually based on sexual orientation).

Sexual orientation: Emotional and sexual attraction to another person or other people who may be of the opposite gender, same gender or another gender identity.

Sexuality: The sexual knowledge, beliefs, attitudes, values and behaviours of individuals. Its dimensions include the anatomy, physiology and biochemistry of the sexual response system; sexual identity, orientation, roles and personality; and thoughts, feelings and relationships. Its expression is influenced by ethical, spiritual, cultural and moral concerns.

Stereotype: A generalised and over-simplified idea about people based on one or a specific set of characteristics. Stereotypes are usually untrue and often lead to prejudice (see definition) and discrimination. A stereotype that refers to girls, boys, men or women is called gender stereotype.

Social cohesion: A socially cohesive society is one where all groups have a sense of belonging, recognition and legitimacy despite differences in ideas, opinions, skills and experience. Education can help promote social cohesion by including all young people and teaching the importance of citizenship, healthy peaceful relationships and respect for diversity.

Stigma: An opinion or judgement held by individuals or society that negatively reflects a person or group. When stigma is acted upon, the result is discrimination that may take the form of actions or omissions.

Tolerance: A person's willingness to accept feelings, habits, or beliefs that are different from their own and which they may not agree with.

Transgender: An umbrella term for people whose gender identity or expression differs from the sex assigned at birth. Transgender identity is not dependent on medical procedures. Includes, for example, people assigned female at birth but who identify as a man (female-to-male or trans man) and people assigned male at birth but who identify as a woman (male-to-female or trans woman).

Transphobia: The fear or hatred of transgender people or gender non-conforming behaviour.

Victim: A victim is a person who has been the target of violence. Some people prefer to use the word 'target' rather than 'victim' to imply that the perpetrator made a choice and that their act was deliberate. Some prefer to use the word 'survivor' rather than the word 'victim' as they find this word more suggestive of strength and recovery. Others prefer the word victim as suggesting the innocence of the targeted party.

Violence: The term 'violence' is used broadly to include many forms of negative treatment, including physical, verbal, psychological and sexual actions.

Violence against women and girls: Any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

Whole school approach: A whole school approach recognises that in order to achieve sustainable change, in the areas such as wellbeing promotion or violence prevention, shifts are needed at a policy, structural, process, system and institutional level. It involves engaging not just students, but school staff and the wider school community in the process of cultural change.

Witness: In the context of violence, a witness is a person who sees or hears about a violent act, or is told about a violent act.

References

1. Ashdown, D. and M. Bernard, Can Explicit Instruction in Social and Emotional Learning Skills Benefit the Social-Emotional Development, Well-being, and Academic Achievement of Young Children? *Early Childhood Educ J*, 2012. 39: p. 397–405.
2. CASEL. *What Is Social and Emotional Learning?* 2013 [cited 2014 31 January]; Available from: <http://www.casel.org/social-and-emotional-learning/>.
3. Durlak, J.A., et al., The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 2011. 82(1): p. 405–32.
4. Payton, J.W., et al., The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews. 2008, *Collaborative for Academic, Social, and Emotional Learning: Chicago*.
5. Herbert, P.C. and D.K. Lohrmann, It's All in the Delivery! An Analysis of Instructional Strategies From Effective Health Education Curricula. *Journal of School Health*, 2011. 81(5): p. 258–264.
6. Noble, T. and H. McGrath, The positive educational practices framework: A tool for facilitating the work of educational psychologists in promoting pupil wellbeing. *Educational and child psychology*, 2008. 25(2): p. 119–134.
7. Seligman, M., *Authentic Happiness*. 2002, New York: Free Press.
8. Waters, L.e., A Review of School-Based Positive Psychology Interventions. *Australian educational and developmental psychologist*, 2011. 28(2): p. 75–90.
9. Frydenberg, E., J. Deans, and K. O'Brien, *Developing everyday coping skills in the early years: Proactive strategies for supporting social and emotional development*. 2012, London: Continuum Inc. Press.
10. Frydenberg, E., *Think positively! A course for developing coping skills in adolescents*. 2010, London: Continuum International Publishing Group.
11. Seligman, M., *The Optimistic Child*. 1995, Sydney: Random House.
12. Seligman, M., et al., *Positive education: positive psychology and classroom interventions*. *Oxford Review of Education*, 2009. 35(3): p. 293–311.
13. Shweder, R.A., Toward a Deep Cultural Psychology of Shame. *Social Research*, 2003(4): p. 1109.
14. World Health Organisation, Skills for Health, Skills-based health education including life skills: An important component of a Child-Friendly/Health-Promoting School, in *WHO Information Series on School Health 2003*, World Health Organisation: Geneva.
15. Hromek, R. and S. Roffey, Promoting Social and Emotional Learning With Games: "It's Fun and We Learn Things". *Simulation & Gaming*, 2009. 40: p. 626–644.
16. Rickwood, D., et al., Young people's help-seeking for mental health problems. *Australian e-Journal for the Advancement of Mental Health (AejAMH)*, 2005. 4(3): p. 1–34.
17. Cornelius, T.L. and N. Resseguie, Primary and secondary prevention programs for dating violence: A review of the literature. *Aggression and Violent Behavior*, 2007. 12(3): p. 364–375.
18. Whitaker, D.J., et al., A critical review of interventions for the primary prevention of perpetration of partner violence. *Aggression and Violent Behavior*, 2006. 11(2): p. 151–166.
19. Flood, M., *Changing men: Best practice in sexual violence education*. 2006.
20. Flood, M., L. Fergus, and M. Heenan, Respectful Relationships Education Violence prevention and respectful relationships education in Victorian secondary schools 2009, State Government of Victoria (Department of Education and Early Childhood Development): Melbourne.
21. Connell, R.W., Growing up masculine: rethinking the significance of adolescence in the making of masculinities. *Irish Journal of Sociology*, 2005. 14(2).
22. UNESCO, *Education Sector Responses to Homophobic Bullying, in Good Policy and Practice in HIV and Health Education*. 2012, UNESCO: Paris.
23. Berlan, E.D., et al., Sexual orientation and bullying among adolescents in the growing up today study. *Journal of Adolescent Health*, 2010. 46(4): p. 366–371.
24. Birkett, M., D.L. Espelage, and B. Koenig, LGB and Questioning Students in Schools: The Moderating Effects of Homophobic Bullying and School Climate on Negative Outcomes. *Journal of youth and adolescence*, 2009(7).
25. Russell, S.T., et al., Lesbian, gay, bisexual, and transgender adolescent school victimization: Implications for young adult health and adjustment. *Journal of School Health*, 2011. 81(5): p. 223–230.
26. Rivers, I., Recollections of bullying at school and their long-term implications for lesbians, gay men, and bisexuals. *Crisis*, 2004. 25(4): p. 169–175.
27. MacNaughton, G., *Rethinking gender in early childhood education*. 2000, St Leonards, Australia: Allen & Unwin.
28. Kelly-Ware, J., 'What's he doing that for? He's a boy!': Exploring gender and sexualities in an early childhood setting. *Global Studies of Childhood*, 2016. 1–8.
29. AIHW, *Young Australians: Their health and wellbeing 2011*. 2011, Australian Institute of Health and Welfare: Canberra.
30. Butler, J., *Undoing gender*. 2004: Psychology Press.
31. Davies, B., *Frogs and snails and feminist tales: Preschool children and gender*. 2003: Hampton Press (NJ).
32. Parliament of Australia, *Representation of women in Australian parliaments 2014*. 2015, Parliament of Australia: Canberra.
33. UN Women. *Facts and Figures: Leadership and Political Participation*. 2015 [cited 2015 2 Feb]; Available from: <http://www.unwomen.org/en/what-we-do/leadership-and-political-participation>
34. Australian Sports Commission, *Towards a level playing field: sport and gender in Australian media*. 2015, Australian Sports Commission: ACT.
35. Hillier, L., et al., *Writing themselves in 3 (WTI3) The third national study on the sexual health and wellbeing of same sex attracted and gender questioning young people*. 2010, Australian Research Centre in Sex, Health and Society, La Trobe University: Melbourne.
36. Ward, R., et al., *From Blues to Rainbows: Mental health and wellbeing of gender diverse and transgender young people in Australia*. 2014, Australian Research Centre in Sex, Health and Society, La Trobe University: Melbourne.
37. Harris, A., et al., *Young Australians' attitudes to violence against women: Findings from the 2013 National Community Attitudes towards Violence Against Women Survey for respondents 16–24 years*. 2015, Victorian Health Promotion Foundation: Melbourne, Australia.
38. VicHealth, *Australians' attitudes towards violence against women. Findings from the 2013 National Community Attitudes towards Violence Against Women Survey (NCAS)*. 2014, Victorian Health Promotion Foundation: Melbourne, Australia.
39. Office of the United Nations High Commissioner for Human Rights, *ABC Teaching Human Rights: Practical activities for primary and secondary schools*. 2004, Office of the United Nations High Commissioner for Human Rights New York.
40. Pettman, R., *Human Rights Commission Education Series No. 2: Teaching for Human Rights: Preschool and Grades 1–4*. 1986, Australian Government Publishing Service: Canberra.
41. Cahill, H., Rethinking role play for health and wellbeing: creating a pedagogy of possibility, in *Rethinking youth wellbeing: critical perspectives.*, K. Wright and J. McLeod, Editors. 2014, Springer: Singapore. p. 127–142.

42. Richards, K., Children's exposure to domestic violence in Australia, *Trends & issues in crime and criminal justice* no.419. 2011, Australian Institute of Criminology: Canberra.
43. Australian Bureau of Statistics. 4510.0 – *Recorded Crime – Victims, Australia, 2014*. 2015 [cited 2016 25 January]; Available from: <http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/4510.0~2015~Main%20Features~Experimental%20Family%20and%20Domestic%20Violence%20Statistics~6>
44. UNICEF, *Behind Closed Doors: The Impact of Domestic Violence on Children*. 2006, UNICEF: New York.
45. Contreras, M., et al., *Bridges to adulthood: Understanding the lifelong influence of mens childhood experiences of violence. Analyzing data from the International Men and Gender Equality Survey (IMAGES)*. 2012, International Centre for Research on Women: Washington.
46. Cahill, H., *Devising Classroom Drug Education Programs, Drug Education in Schools: Searching for the Silver Bullet*, R. Midford and G. Munro, Editors. 2006, Pearson: Camberwell. p. 147–165.
47. VicHealth, *Preventing violence before it occurs: A framework and background paper to guide the primary prevention of violence against women in Victoria*. 2007, Victorian Health Promotion Foundation: Melbourne.
48. Cross, D., et al., *Australian Covert Bullying Prevalence Study (ACBPS)*. 2009, Child Health Promotion Research Centre, Edith Cowan University: Perth.
49. Australian Bureau of Statistics. *Personal Safety, Australia, 2012*, Cat no. 4906.0. Canberra. 2013 [cited 2016 25 January]; Available from: <http://www.abs.gov.au/ausstats/abs@.nsf/mf/4906.0>
50. Yoon, J.S., *Predicting Teacher Interventions in Bullying Situations. Education and Treatment of Children*, 2004. 27(1): p. 37–45.
51. Salazar, L.F., et al., *Moving beyond the individual: Examining the effects of domestic violence policies on social norms. American journal of community psychology*, 2003. 32(3–4): p. 253–264.
52. Egan, R. and J.C. Wilson, *Rape victims' attitudes to rape myth acceptance. Psychiatry, Psychology and Law*, 2012. 19(3): p. 345–357.
53. Cahill, H., *Sensitive Issues: Supportive Structures. Drama Australia Journal (NJ)*, 2006. 30(1): p. 7–22.
54. Cahill, H., *Using role play techniques to enhance engagement in the health class: issues and strategies. Health Education Australia Journal*, 2003. 3(2): p. 17–23.
55. Bond, L., et al., *Social and school connectedness in early secondary school as predictors of late teenage substance use, mental health, and academic outcomes. Journal of Adolescent Health*, 2007. 40(4): p. 357.e9–18.
56. Catalano, R.F., et al., *The Importance of Bonding to School for Healthy Development: Findings from the Social Development Research Group. Journal of School Health*, 2004. 74(7): p. 252–261.
57. McNeely, C.A., J.M. Nonnemaker, and R.W. Blum, *Promoting School Connectedness: Evidence from the National Longitudinal Study of Adolescent Health. Journal of School Health*, 2002. 72(4): p. 138.
58. Rowe, F. and D. Stewart, *Promoting Connectedness through Whole-School Approaches: A Qualitative Study. Health Education*, 2009. 109(5): p. 396–413.
59. Dake, J.A., J.H. Price, and S.K. Telljohann, *The Nature and Extent of Bullying at School. Journal of School Health*, 2003. 73(5): p. 173.
60. Egger, H.L. and A. Angold, *Common Emotional and Behavioral Disorders in Preschool Children: Presentation, Nosology, and Epidemiology. Journal of Child Psychology and Psychiatry*, 2006. 47(3–4): p. 313–337.