

RESILIENCE RIGHTS & RESPECTFUL RELATIONSHIPS

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Teaching for Social and Emotional Learning and Respectful Relationships

ACKNOWLEDGEMENTS

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Optional introductory activities

AIMS

Activities will assist students to:

- Make or affirm the rules and agreements needed to support a safe, responsible and friendly learning environment
- Identify shared expectations for positive group cohesion.

COACHING POINT

This introductory section provides a range of activities which can be used to build a shared understanding of rules and expectations. Healthy groups develop common understandings about how to work well with each other. Getting the students involved in thinking about what rules they need, helps to build a sense of respect and responsibility.

1 Getting to know you games

TIME: 20+ MINUTES

Learning intention

- Students get to know all members of the class in a playful way

Equipment

- *Human bingo* handout
- Pens

Method

PART 1: A NAME GAME

- 1 Explain that this game will help students to learn each other's names in a playful way. Point out there are lots of new faces around us in the first year of high school and it is important to get to know and use everyone's names. Go around the circle and ask everyone to say their name. On second rotation ask person to say their name and add an adjective that starts with the same letter e.g. Amazing Alice, Magnificent Malcolm. As each person says their

COACHING POINT

Research has found that positive teacher-student relationships are linked to increased cognitive, behavioural and emotional engagement in learning and increased academic achievement. On the other hand, negative teacher-student relationships were linked to poorer student engagement and achievement.¹ Research examining student perspectives shows that students value helpful and friendly teachers who also maintain an authoritative style of classroom management. In summary, teacher interpersonal behaviour has a powerful effect on student learning and on their students' social wellbeing and resilience.²

name (e.g. Amazing Alice) the rest of the group echoes in one voice (AMAZING ALICE!).

PART 2: HUMAN BINGO

- 2 Distribute the *Human bingo* handout to students. Remind them that no one's name can be written down more than once. Give the class about five minutes to mill around and find answers to the questions in the boxes.

PART 3: WHO KNEW?

- 3 Put students into pairs. Give them one minute to discover three interesting facts about their partner that aren't immediately visible or obvious. Give some examples first. E.g. 'Amal has three sisters and a brother'. Warn the class they will need to remember the three things. Allow for laughter. Find a new partner and repeat the exercise. Put the class into a circle. Each student introduces their (second) partner, outlining the three interesting things they have discovered about this person.

COACHING POINT

Regroup students often to encourage empathy and appreciation of difference. Use friendship groups sometimes, but vary groupings often. For example, to organise the class into groups of four, remove figure/court cards from a deck of playing cards. Adjust for class numbers, then shuffle and deal the remainder of the cards around the class – one card per person – and ask students to organise themselves into groups with those of the same numbered card.

HUMAN BINGO

1. Introduce yourself to a class member
2. Get a signature from a person who satisfies a statement in a square
3. Each person may sign your sheet only once
4. First to fill all 20 squares wins!

HAS LONG HAIR	IS LEFT HANDED	WAS BORN IN DECEMBER	HAS A CAT
HAS PIERCED EARS	FOLLOWS CARLTON IN THE AFL	WAS BORN IN FEBRUARY	CAN PLAY CRICKET
IS A MORNING PERSON	COLOURS THEIR HAIR	IS A VEGETARIAN	LIKES A SONG YOU LIKE
WAS BORN IN JULY	HAS A DOG	NAME BEGINS WITH S	FOLLOWS COLLINGWOOD IN THE AFL
LIKES A BAND YOU LIKE	NAME BEGINS WITH M	HAS GREEN EYES	LIKES TO EAT DONUTS

2 Making the class rules

TIME: 15+ MINUTES

Learning intention

- Students participate in making or affirming the rules and agreements needed to support a safe and friendly learning environment in their class

Equipment

- Blank sheets of A3 paper
- Textas or coloured pens

COACHING POINT

Your classroom or school may already have rules like this in place. Adapt the activity to suit your setting.

Method

- 1 Ask students to imagine there are no rules in the classroom and everybody can do whatever they want whenever they want. Ask: *What would it be like?*
 - People would talk at the same time
 - People could hurt each other
 - Things might get stolen
 - Furniture might be broken.**

Ask students to imagine what rules are needed in the classroom to stop this situation from arising. Ask:

- What rules do we need to make sure people are hard working in school?*
- What rules do we need to make sure people are happy in school?*
- What rules do we need to make sure people are safe in school?*

Write down students' suggestions. Aim to make positive rules rather than negative rules. Positive rules tell you what you should do (e.g. arrive on time!) rather than what not to do (e.g. do not be late!). If students suggest negative rules ask them how these rules can be reworded positively.

Examples of positive rules	Examples of negative rules
Arrive on time	Do not be late
Put your hand up to talk	Do not call out
Be friendly	Do not bully
Respect your teacher	Do not be rude
Respect other students	Do not be mean or violent
Bring your books and pens	Do not forget your materials
Encourage others to join in	Do not exclude others Don't distract others

Remind students that we need to keep these rules to protect everyone's right to learn, and their right to feel safe and respected.

The three most important rules:

- Be friendly
- Show respect
- Work hard.**

Ask pairs of students to make a poster showing the class rules. Display some of the posters on the classroom wall or notice board.

Review

Review the learning intentions by asking students to reflect on what they did in the activity. Ask students to comment on why it is useful and important for students to participate in developing the rules and agreements needed to support a safe and friendly learning environment at school.

3

Rules and responsibilities

TIME: 20+ MINUTES

Learning intention

- Students understand the link between rules and responsibilities
- Students understand how irresponsible behaviour affects individuals and classrooms negatively

COACHING POINT

By participating in this interactive activity, students are able to think critically about how responsible and irresponsible behaviour affects themselves and others. Learning about responsibility helps students understand and follow rules.

Method

- 1 Refresh students' memories of the previous activity in which they worked together to develop positive rules and agreements needed to support a safe and friendly learning environment at school. Ask: *Whose job is it to make sure that people are happy and hard working at school?* Seek ideas from the class.

Explain that it is everyone's **responsibility** to make sure that people are happy and hard working at school – the teachers, the principal and the students – including YOU! If we break the rules, then we are not being responsible.

A responsibility is something that is your job to do something about, or to think about. If we want to have an environment where everyone is happy, hard working and safe, we need to follow the rules. Every student has a duty or a responsibility, to behave in a way that follows the rules.

- 2 Ask students to work in small groups to make a list of the things that peers can do to help them work well and relate positively to each other in class. Ask them to add a list of the things they think teachers can do to encourage this behaviour.

As they report back, ask them:

- *What is the effect of this behaviour on others?*
- *How does it work to encourage or support them?*

Identify the types of behaviour that have the opposite effect, that discourage, threaten or distract the class.

Review

Invite students to review the learning intentions.

Ask a volunteer to summarise the link between rules and responsibilities. Ask how the activity helped students to understand how irresponsible behaviour affects individuals and classrooms negatively.

4 Statistics game on mental health issues

TIME: 15+ MINUTES

Learning intention

- Students examine the mental health status of children and young people in Australia
- Students heighten their awareness of the need to develop skills and strategies to enhance their own and others' resilience, and mental and social health

Equipment

- **Swap stats** cards
(You may wish to make a selection or use the whole set)

Method

- 1 Give each student one statistics card and tell them to keep the information to themselves.

Explain to the class that they will find a partner. The taller of the two asks the first question on their **Swap stats** card. Their partner tries to guess, and is then given the answer. The second person then asks their question, hears the guess, and gives the answer. They can briefly talk about what they discovered. How close was their guess? Was either statistic surprising?

- 2 They then swap their stats card and find a new partner. Repeat this process so that everybody has had four or five turns to swap stats cards and ask and answer questions.

- 3 Ask the class to sit back down in their seats. Ask some questions about the statistics: *Who found out something that was surprising?* Mention two or three statistics you found interesting or important for this age group. Collect some responses.

Explain that social and emotional distress is a very real part of life, and for many young people their levels of stress and distress increase as they enter their late teens and early twenties. Therefore it is important to develop the social and emotional skills needed to cope with distress, and the skills needed to support friends as they go through tough times. The activities in this unit of work are designed to help us understand ourselves and each other better, and to enhance our resilience and coping skills.

Review

Invite the class to review the learning intentions. Ask students which aspects of the learning activity were most helpful in helping them explore the mental health status of young people in Australia. Ask them to comment on what else they learned in this activity.

COACHING POINT

If you have time, check whether new (more recent) statistics are available and update the statistics cards provided. Useful sources of data include *Mission Australia's Annual Youth Surveys* and the *Kids Helpline* statistics reports.

Mission Australia

<https://www.missionaustralia.com.au/what-we-do/research-evaluation/youth-survey>

Kids Helpline

<https://kidshelpline.com.au/grownups/news-research/research-reports/>

What proportion of 15–19 year olds are extremely concerned or very concerned about coping with stress?

38%

Source: Cave et al. 2015

What proportion of young people aged 12–14 years has experienced bullying in the previous 12 months?

38% Over one-third of young people. (40% of females and 37% of males).

For 19%, almost one in five of these, bullying was either weekly or daily.

Source: Australian Institute of Health and Welfare 2011

What is the leading cause of death for adolescents aged 15–19 years?

Road injury followed by suicide.

Source: Institute for Health Metrics and Evaluation 2010

What proportion of young people aged 16–24 years had high or very high levels of psychological distress?

9%

Females were twice as likely as males to report high or very high levels of psychological distress (13% and 6% respectively).

Source: Australian Institute of Health and Welfare 2011

What proportion of 15–19 year olds are extremely concerned or very concerned about school or study problems?

34%

Source: Cave et al. 2015

How much more likely are victims of bullying to suffer depression than people who are not bullied?

Four times more likely.

Bullies and victims are six times more likely to suffer from depression and/or anxiety.

Source: Dake 2003; Egger 2006

What proportion of young people 16–24 have at least one mental health problem?

26%

(Just over one in four young people.)

Source: Australian Institute of Health and Welfare 2011

What proportion of young Aboriginal and Torres Strait Islander people aged 16–24 years have high or very high levels of psychological distress?

31%

Prevalence of mental health problems is higher in Aboriginal and Torres Strait Islander young people than in the general population of young people (9%).

Source: Australian Institute of Health and Welfare 2011

What proportion of young people aged 12–24 years drink at ‘risky’ or ‘high-risk’ levels over short-term periods? 30% Source: Australian Institute of Health and Welfare 2011	What proportion of 18–25 year olds experience a mental health problem? 27% Source: Slade 2009
What proportion of young people in Year 12 report having had sexual intercourse? 50% Source: Australian Institute of Health and Welfare 2011	What proportion of parents of young people report having a mental health problem? 19% Source: Australian Institute of Health and Welfare 2011
What proportion of Year 4 to Year 9 students experienced cyber-bullying in the past term? 7–10% report they were bullied via technology. Source: Cross 2009	What proportion of young people 16–24 have at least one mental health problem? 26% (Just over one in four young people.) Source: Australian Institute of Health and Welfare 2011
What proportion of Year 4 to 9 students report being bullied at least once every few weeks during their last term at school? 27% Close to one in four. Source: Cross 2009	What are the top three issues of concern for young people aged 15–19 years? Nationally, the top three issues are: 1. Coping with stress 2. School and study problems 3. Body image Source: Cave et al. 2015
What percentage of Year 8 students believe no one knows them well? 40% Source: Glover 1998	What percentage of Year 8 students believe they have no one to talk to in bad times? 25% Source: Glover 1998

1 Emotional literacy

AIMS

Activities will assist students to:

- Examine influences on, and consequences of, emotional responses
- Forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour
- Identify indicators of possible problems in relationships
- Analyse enablers of and barriers to effective verbal and non-verbal communication.

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.^{13–16} Collaborative learning activities help students to build their social skills.¹⁷ 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 reflect on the influence of emotions on behaviour, learning and relationships
- Students reflect on strategies to cope with difficult situations and are able justify their choice of strategy demonstrating knowledge of resilience and adaptability
- Students identify indicators of respectful relationships in a range of social and work-related situations

Health and Physical Education

- Students evaluate the benefits of relationships on wellbeing and respecting diversity
- Students analyse factors that influence emotional responses
- Students gather and analyse health information

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 106–108.

COACHING POINT

As you deliver the activities, we recommend you write the learning intentions on the board in student friendly language so 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 (as prompted in the method) at the conclusion of the activity.

1 Emotions vocabulary

TIME: 10+ MINUTES

Learning intention

- Students demonstrate and extend their vocabulary for emotions

Equipment

- *Emotions list* handout

Method

- 1 Explain that the focus of this unit of work is going to be on **social and emotional skills**. These are the skills we use to help us manage our relationships, understand and control our own behaviour, and work out the best way to cope with the challenges we face. Like any other set of skills, we can improve them through deliberate practise. The next activities focus on **emotional awareness**. Sometimes people describe emotional awareness as being ‘tuned in’, or understanding ourselves, plus understanding others. For this we need a good vocabulary to be able to describe our emotions.

- 2 Ask the class to work in pairs or trios to brainstorm a list of emotions. Challenge them to get 20 within the next minute. Ask the group with the longest list to read theirs out. Ask other groups to add any extras that they had which were not on this group's list. Ask if anyone has any theories as to why we have developed so many words for emotions in our language.
- 3 Hand out the **Emotions list** and get the groups to add on some that were identified in the brainstorm but not on the list.

Review

Ask some student volunteers to summarise what they have learned in the activity. Ask if any students learned any new words for different emotions. Ask which aspects of the learning activity were most helpful in helping them extend their vocabulary for emotions.

EMOTIONS LIST

hurt	surprised	brave	embarrassed
loved	jealous	shy	worried
angry	disappointed	proud	anxious
happy	ashamed	nervous	safe
scared	friendly	bored	lonely
excited	amazed	thankful	afraid
sad	hopeful	stupid	confused

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happy	ashamed	nervous	safe
scared	friendly	bored	lonely
excited	amazed	thankful	afraid
sad	hopeful	stupid	confused

2 Body language

TIME: 10+ MINUTES

Learning intention

- Students identify ways to recognise emotions through body signals

Equipment

- **Emotions list** handout (from Activity 1)
- Notebooks and pens

Method

- 1 Ask students to define what they think is meant by the term **body language**. Ask:
 - *In which jobs or professions do people have to be good at reading body language?*
 - *When can reading someone's body language incorrectly get you in to trouble? Any examples?*

- 2 Arrange the class into groups of four. Explain that they will play a body language guessing game in their group, using the list of emotions.

To play the game, each student will in turn choose one of the emotions from the list, and take up a pose, or a facial expression to show that emotion. The group guesses which it is. Then move on in turn to the next person.

Demonstrate one of your own for the class to guess.

- 3 Ask each group to show one of their more convincing (or more humorous) poses to the rest of the class.
Ask for some theories as to why it is important for people to be able to recognise their own emotional reactions, and to 'read' each other's emotions.

Review

Review the learning intentions by asking students to comment on what they learned through this activity. Ask students which aspects of the learning activity were most helpful in helping them identify ways to recognise emotions through body signals.

COACHING POINT

As an option, you could play this game with the whole class. Assign each person (or pair) an emotion on a slip of paper.

3 Empathy quiz

TIME: 15+ MINUTES

Learning intention

- Students review and demonstrate their emotions vocabulary
- Students associate emotions with triggers or causes
- Students discuss the importance of empathy in developing healthy relationships

Equipment

- **Emotions list** handout (from Activity 1)
- **Empathy quiz** handout
- Notebooks and pens

Method

- 1 Ask: What is meant by the term 'empathy'? Empathy is the capacity to recognise or imagine the emotions that are being experienced by someone else.
- 2 Ask students to discuss in pairs before sharing their ideas with the class:
 - *Why do people need to be able to empathise with others?*
 - *What sorts of things can happen when we do not empathise with what others are going through?*
 - *What is it like for you when no one empathises with you?*
 - *How do we develop our empathy?*
 - *What do you think helps develop your empathy?*
 - *How do you think it comes about that 13-year-olds are more empathetic than six-year-olds?*

Emphasise that empathy is a core skill for effective relationships. It helps people feel connected, understood and appreciated when others can empathise with them.

- 3 Explain that the next game is based on using empathy skills to work out the emotions that certain experiences might trigger. Hand out a copy of the **Empathy quiz** to each student. First, everyone will make up a set of clues, using the formula provided. Then they will test their partner or group, giving them two clues, and asking them to guess the emotion. Refer students to the **Emotions list** (from Activity 1) to select an emotion to construct their clues around.
- 3 Once the game is complete, ask students if they found it was more difficult to match the emotion with the trigger than with the body language pose in the earlier activity. Why might this be so?
- 4 Point out that not everyone has the same emotional reaction to a certain trigger. This means our empathetic guessing will not always be accurate. Also, some triggers will provoke a number of different emotions in a person at the same time. It can be difficult to predict how someone will feel just by knowing what has happened to them. We need to ask and observe a person to find out what they are feeling.

Review

Invite students to review the learning intentions. Ask if anyone can summarise what 'empathy' is for the class. Ask students to comment on why empathy is an important skill.

EMPATHY QUIZ

EXAMPLE

WHEN: *My mum doesn't appreciate it when I do all the tidying up*

OR WHEN: *My friend forgets my birthday*

I FEEL: *Hurt*

WHEN:

OR WHEN:

I FEEL:

WHEN:

OR WHEN:

I FEEL:

WHEN:

OR WHEN:

I FEEL:

WHEN:

OR WHEN:

I FEEL:

WHEN:

OR WHEN:

I FEEL:

4 Hidden emotions

TIME: 20+ MINUTES

Learning intention

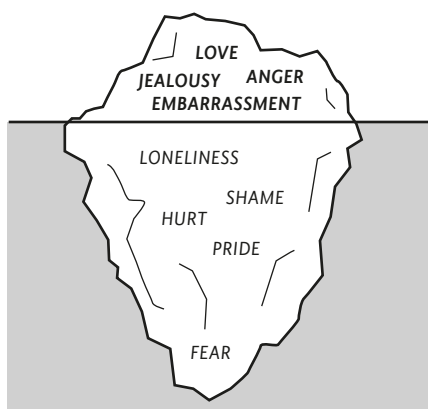
- Students understand and demonstrate that a complex array of emotions may co-occur in response to certain experiences
- Students understand the concept of emotional layering

Equipment

- **Iceberg Scenarios** cards (one scenario per group of students)
- **Emotions list** handout (from Activity 1)
- Notebooks and pens

Method

- 1 Explain that some periods of life are likely to be more emotional than others, particularly when lots of change is going on. One theory is that adolescence is a more emotional period of life. Teenagers become independent from their parents, develop different kinds of friendships, work out what kind of person they are or want to be, and fall into or out of love. During more emotional periods of life, it is important to work on understanding ourselves, so that we can manage the way we express and cope with our emotions. As friends and family may also be going through stress, it is also important to be able to tune in to what might be going on for them.
- 2 Draw the **Emotions iceberg** on the board. Explain that this metaphor is used as a way to explain the way in which some emotions can be happening close to the surface, while others may be buried, but are still affecting us. The emotions that are deeper below the surface may even be causing the ones closer to the top. For example, fear, hurt or shame often cause anger and jealousy, though it might be just the anger that shows.



COACHING POINT

Mix students into different pairs or groups so that they learn to work well with a variety of people.

Ideas for mixing:

- Find a partner who has the same number of letters in their name
- Find a partner who is the same height as you
- Find a partner who is the opposite gender
- Find a partner who was born in the same month as you.

- 3 For the next task, students will work in groups of three or four and use a scenario to map emotions onto an iceberg image. The students read their scenario, and identify what different emotions each of the key characters might be experiencing. Those emotions that are closer to the surface should be written above the 'waterline', and those that are hidden or more deeply felt will be written below the 'waterline'. Ask the students to make a separate 'iceberg' for each character.
- 4 Once they have mapped the emotions, ask the students to discuss which might be the dominant or the stronger emotions, and which emotion the character would have been most likely to try and hide from others. Compare their findings to note where some of the underlying emotions may be similar. Ask the groups to report back on their scenario and explain their choices.
- 5 Once all the scenarios are read out, ask students to rate which of the scenarios would be the most challenging for someone their age to deal with. What kinds of responses would someone in that situation appreciate from their friends, teachers and parents?
Emphasise that while we need our social and emotional skills to get us through everyday life, we will each find times in our lives when things are more challenging. One of the basic skills we need to help us cope is to be able to recognise and call on our own strengths. The next lessons will look at how to focus on and use these strengths.

Review

Invite students to review the learning intentions. Ask students which aspects of the learning activity were most helpful in helping them explore how emotions may co-occur in some situations. Seek examples. Ask students to summarise how the activity helped them to understand the concept of hidden emotions.

SCENARIO 1: CHLOE

Chloe has her friend to her house for the first time. They are working on an assignment together. Chloe's mum serves them a snack. The friend doesn't like the food, makes a face, and asks if there is anything else to eat or if they can dial for a pizza.

- What emotions might Chloe be feeling?
Which might be the strongest of these emotions?
Which emotions might she be trying to hide from her mother or her friend?
- What emotions might her mother be feeling?
Which might be the strongest of these emotions?
Which emotions might she be trying to hide from her daughter?

SCENARIO 2: JOSH

Josh is cycling home from basketball training. A car passes too close and runs him off the road. He ends up crashing into a post. The motorist doesn't stop to help. Josh isn't hurt badly but he has a cut on his face, and his bike is damaged and unrideable. He phones his dad who tells him off for not being more careful and for getting his bike damaged.

- What emotions might Josh be feeling?
Which might be the strongest of these emotions?
Which emotions might he be trying to hide from his father?
- What emotions might his father be feeling? Which might be the strongest of these emotions? Which emotions might he be trying to hide from Josh?

SCENARIO 3: RUBY

Ruby is staying overnight at a friend's place. After dinner the parents start arguing very loudly in the kitchen. Ruby can hear that they are arguing about money, and the father asks why there are guests staying over when he has enough trouble putting food on the table with all the bills coming in. Her friend pretends it is not happening.

- What emotions might Ruby be feeling?
Which might be the strongest of these emotions?
Which emotions might Ruby be trying to hide from her friend?
- What emotions might her friend be feeling? Which might be the strongest of these emotions? Which emotions might she be trying to hide from Ruby?

SCENARIO 4: SURAJ

Suraj is in a Science class when the teacher catches him looking at a post on his Facebook page. The teacher confiscates the phone and tells him he will keep it for the rest of the week. The phone belongs to Suraj's grandmother who does not even know he has borrowed it.

- What emotions might Suraj be feeling?
Which might be the strongest of these emotions?
Which emotions might he be trying to hide from the teacher?
- What emotions might the teacher be feeling?
Which might be the strongest of these emotions?
Which emotions might the teacher be trying to hide from Suraj?

SCENARIO 5: OSMAN

Osman lends his friend his new iPad, and he returns it with a scratch on it. It looks like it has been dropped. His friend pretends nothing has happened and then denies it when Osman asks.

- What emotions might Osman be feeling?
Which might be the strongest of these emotions?
Which emotions might he be trying to hide from his friend?
- What emotions might his friend be feeling?
Which might be the strongest of these emotions?
Which emotions might he be trying to hide from Osman?

SCENARIO 6: LAUREN

Lauren and her mother are driving home from school. Lauren's mother stops beside a park and tells her she wants to talk to her about something important. She explains that she has lost her job, and so they have to move in with their grandmother on the other side of town. This will mean Lauren has to change schools.

- What emotions might Lauren be feeling?
Which might be the strongest of these emotions?
Which emotions might she be trying to hide from her mother?
- What emotions might her mother be feeling?
Which might be the strongest of these emotions?
Which emotions might she be trying to hide from her Lauren?

SCENARIO 7: AHMED

Ahmed did not get picked for the team, even though he had been training hard for weeks. His three best friends all got into the team, even though they had not been training as hard. Now they are all talking about how good it is that they will all be in the team together.

- What emotions might Ahmed be feeling?
Which might be the strongest of these emotions?
Which emotions might he be trying to hide from his friends?
- What emotions might his friends be feeling?
Which might be the strongest of these emotions?
Which emotions might they be trying to hide from Ahmed?

SCENARIO 8: DAN

Dan asks if he can go out to the movies with some of his new friends. His father refuses permission. He says he does not like those friends and he does not want Dan to hang around with them. He wants Dan to spend time with his cousins instead.

- What emotions might Dan be feeling?
Which might be the strongest of these emotions?
Which emotions might he be trying to hide from his father?
- What emotions might his father be feeling?
Which might be the strongest of these emotions?
Which emotions might they be trying to hide from Dan?

SCENARIO 9: JIM

The teacher asks Jim to work on the maths problems in a pair with Matteo. Jim complains loudly about having to work with Matteo, calling him stupid.

- What emotions might Matteo be feeling?
Which might be the strongest of these emotions?
Which emotions might he be trying to hide from the class?
- What emotions might Jim be feeling?
Which might be the strongest of these emotions?
Which emotions might he be trying to hide from the class?

Topic 1 Further resources

Reflecting on everyday practice

- How do you model emotional literacy to your students?
- How do you read the body language of various class members?

Extension activities

- Use the scenarios from Activity 4 as the basis for short story writing. Students could create a back story, showing the lead up to their scenario, or use the scenario as the starting point for a subsequent interaction, or an ending with a twist.

Talking further

- Ask students to talk to their parent/carer about what sorts of things they found hard or easy to talk to their parent or carer about. What did they get scared or angry about when they were a child? What used to cheer them up? Did their parents ever have to break important news to them? If so, how did they do it?

Optional game – The mirror game

Use this game as a playful approach to start or end this lesson. When effectively 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.¹⁸

Learning intention

Use this game to explore the qualities that make up positive relationships.

Method

- 1 Organise students into pairs and ask one 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 start to copy every action like a reflection.

- 2 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.
- 3 Ask students:
 - *What did you need to do in order to play that game successfully?*
 - *What messages did that game contain that relate to relationships?*

Key messages

For relationships to work well, students need to tune in and respond to the needs and ideas of others. They pick up on the physical clues such as body language as well as listening in to what others say.

2 Personal strengths

AIMS

Activities will assist students to:

- Make realistic assessments of their abilities and achievements and prioritise areas for improvement
- Acknowledge the values, opinions and attitudes of different groups within society
- Assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of objectives.

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.^{19–21}

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students reflect on the influence of emotions on behaviour, learning and relationships
- Students use feedback to identify their achievements and prioritise areas for improvement
- Students reflect on strategies to cope with difficult situations and are able justify their choice of strategy demonstrating knowledge of resilience and adaptability

Health and Physical Education

- Students investigate strategies and resources to manage changes and transitions and their impact on identities
- Students evaluate the benefits of relationships on wellbeing and respecting diversity
- Students analyse factors that influence emotional responses
- Students gather and analyse health information
- Students investigate strategies that enhance their own and others' health, safety and wellbeing

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 109–111.

1 Qualities that I admire

TIME: 30+ MINUTES

Learning intention

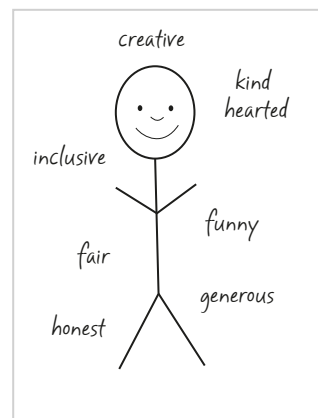
- Students identify the qualities or strengths that they value in others
- Students recognise a range of character strengths
- Students identify personal character strengths

Equipment

- Paper
- Pens or markers

Method

- 1 Explain that this lesson will focus on the positive qualities we admire in others and value in ourselves. We all have strengths, though often no one names them for us, and so we don't notice that we have them. However, our **character strengths** are an important part of who we are and we use them to help us deal with everyday life. To start with, we are going to focus on the strengths or qualities of some of the people we know and admire.
- 2 Ask students to think about a person that they admire, or respect in some way. This must be someone who they have actually met in person. It might be someone close to them, such as a relative or family friend. They do not need to share the identity of the person.
- 3 Ask each person to draw a stick figure. In the space around the person, brainstorm the 'qualities' or 'strengths' that they admire about this person. Encourage each person to think of at least six things.
- 4 Ask students to share the qualities they chose with a person sitting near them, so they can compare what is similar or different about what they have written.



For further sharing they can leave their picture on their desk and do a 'gallery walk' around the classroom to look at the qualities that others have identified in their role models.

- 5 After seeing other people's examples, allow students more time in case there are any more strengths that they would now like to add to their own.
- 6 Ask students to look back at their own picture and circle three qualities they would most like to have for themselves.
- 7 Once students have done this, explain that often people highlight the qualities that match ones that they themselves already possess. This means that the three items they circled are probably strengths that they already have. Ask them to think about themselves as someone who has these qualities, and to try to remember situations in which they have used one of these strengths.

Encourage students to keep their drawings as a reminder of the strengths they admire and to remember to use the strengths they already have in their day to day lives.

Review

Invite the class to review the learning intentions. Ask students which aspects of the learning activity were most helpful in helping them identify the strengths they value in others. Ask students how the activity was useful in helping them identify their own character strengths.

2 Using strengths

TIME: 15+ MINUTES

Learning intention

- Students recognise and describe a range of character strengths
- Students examine different character strengths that are useful in different situations

Equipment

- **Which strength will you use?** handout
- Notebooks and pens
- Strengths scenarios (1 set per group)

Method

- 1 Explain to students that when we are in challenging situations, it can be useful to think about which strengths we will draw on. Athletes perform better when they think ahead about what skills and strengths they will need for different parts of a game.
- 2 Distribute the **Which strength will you use?** handout. Students can work in pairs or small groups. Complete the work on the scenarios, thinking through what the character could do to resolve their problem, and identifying which strengths will be of most use in their solution.

After the task is completed, ask students to report back on the strengths they chose and to explain their choices. Ask: *Did everyone choose the same strengths? Were some strengths in greater demand?*

- 3 For individual follow up, ask each person to choose which three strengths on the list they think are the most useful to help students through an average school week.

Compare the answers. Collect this data and record it on the board.

Explain that in the following activity, they will build on the idea of using strengths, and look at a model for training their ability to think positively about how to approach challenges. This is a key technique to help people persist when things get challenging.

Review

Invite the class to review the learning intentions. Ask students which aspects of the learning activity were most helpful in helping them recognise and describe character strengths. Ask them to reflect on why it is good to be able to recognise character strengths in ourselves and others. Ask which aspects of the learning activity were most helpful in exploring how different character strengths could be useful in a range of situations.

WHICH STRENGTH WILL YOU USE?

STRENGTHS BANK

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

ANSWER THE FOLLOWING FOR EACH EXAMPLE:

(Write your answers in your notebook or on the back of this sheet of paper.)

A. What can the person do?

B. What strength(s) will they need to draw on?

1) Jenni worked hard to get her science assignment done early. Her classmate Prue left it till the last minute and then asked if she could borrow Jenni's work to copy her answers. Jenni is sick of Prue using her. The only time Prue talks to her is when she wants something.	2) Harun promised his mother he would babysit his little brother so his parents could go out for dinner for their anniversary. When the day comes, his friends are all going to the movies and they encourage Harun to come too, suggesting that he ask his parents to get someone else to babysit, or change their dinner plans for another night.
3) Lia cracked the screen of her friend's laptop while visiting her house. Her friend did not notice as Lia knocked the computer off the table while her friend was in the kitchen getting them a drink.	4) Thuy won two tickets to a band in a radio phone in competition. His older sister and her best friend really want to go as they have been fans of this band for a long time. They can't believe he won them when he doesn't even follow the band.
5) Liam really wants to have a go at abseiling on the school excursion but the thought makes him feel sick. He has always been afraid of heights. His teacher has said he won't force people to have a go as everyone has to be a volunteer.	6) Bik notices a new student sitting on her own at lunchtime. She suggests to her friends that they ask her to join their group. Reese makes some mean remarks about how they don't need anyone new in their group, which is maybe a bit too big anyway.
7) Zac is worried about a friend Lee, who seems to have been very down for the last few weeks. Fred says to leave him alone and wait for him to get over it. But Zac thinks maybe the coordinator needs to know, because Lee isn't even doing his work most of the time, whereas he used to be a pretty good student.	8) Abe is studying for his music exams. It means he has to practise every night. His friends are pressuring him to stay online for games, but he can't afford to skip practice or to stay up that late without it affecting his performance. He really wants to join in with his friends, but also he wants to do well in his exam as his parents have paid a lot for all his music lessons.
9) The house is messy and no one has done the vacuuming. Emily wishes her mum didn't have to go to the hospital all the time to visit her grandmother or that her brothers would take a turn at the dishes without fighting. It seems like the mess is making her mum even more stressed.	

3 Finding your top five strengths

TIME: 15+ MINUTES

Learning intention

- Students discover their top five strengths when they complete the *Seligman Strengths* registry

Equipment

- Access to internet
- **24 Character Strengths** handout

Method

- 1 Explain to students that one method people use to find out about their character strengths is to take the online test developed by Professor Martin Seligman, Director of the Positive Psychology Centre at the University of Pennsylvania.

This test shows your top five of 24 strengths. It does not mean you are low in other strengths, rather it shows where you are highest.

This test can be accessed on

<http://www.authentic happiness.sas.upenn.edu> where the *VIA Strength Survey for Children* measures 24 Character strengths for children.

- 2 Ask students to examine the **24 Character Strengths** handout to see the definitions provided for their top five strengths.

Encourage students to share the results with people at home.

24 CHARACTER STRENGTHS

CREATIVITY

(originality, ingenuity)

Thinking of novel and productive ways to conceptualise and do things

CURIOSITY

(interest, novelty-seeking, openness to experience)

Taking an interest in ongoing experiences for its own sake; exploring and discovering

OPEN MINDEDNESS

(judgment, critical thinking)

Thinking things through and examining them from all sides; weighing all evidence fairly

LOVE OF LEARNING

Mastering new skills, topics, and bodies of knowledge, whether on one's own or formally

PERSPECTIVE

(wisdom)

Being able to provide wise counsel to others; having ways of looking at the world that make sense to oneself and to other people

BRAVERY

(valour)

Not shrinking from threat, challenge, difficulty, or pain; acting on convictions even if unpopular

PERSISTENCE

(perseverance, industriousness)

Finishing what one starts; persisting in a course of action in spite of obstacles

INTEGRITY

(authenticity, honesty)

Presenting oneself in a genuine way; taking responsibility for one's feeling and actions

VITALITY

(zest, enthusiasm, vigour, energy)

Approaching life with excitement and energy; feeling alive and activated

LOVE

Valuing close relations with others, in particular those in which sharing and caring are reciprocated

KINDNESS

(generosity, nurturance, care, compassion, altruistic love, niceness)

Doing favours and good deeds for others

SOCIAL INTELLIGENCE

(emotional intelligence, personal intelligence)

Being aware of the motives and feelings of other people and oneself

CITIZENSHIP

(social responsibility, loyalty, teamwork)

Working well as a member of a group or team; being loyal to the group

FAIRNESS

Treating all people the same according to notions of fairness and justice; not letting personal feelings bias decisions about others

LEADERSHIP

Encouraging a group of which one is a member to get things done and at the same maintain time good relations within the group

FORGIVENESS AND MERCY

Forgiving those who have done wrong; accepting the shortcomings of others; giving people a second chance; not being vengeful

HUMILITY / MODESTY

Letting one's accomplishments speak for themselves; not regarding oneself as more special than one is

PRUDENCE

Being careful about one's choices; not taking undue risks; not saying or doing things that might later be regretted

SELF REGULATION

(self-control)

Regulating what one feels and does; being disciplined; controlling one's appetites and emotions

APPRECIATION OF BEAUTY AND EXCELLENCE

(awe, wonder, elevation)

Appreciating beauty, excellence, and/or skilled performance in various domains of life

GRATITUDE

Being aware of and thankful of the good things that happen; taking time to express thanks

HOPE

(optimism, future mindedness, future orientation)

Expecting the best in the future and working to achieve it

HUMOUR

(playfulness)

Liking to laugh and tease; bringing smiles to other people; seeing the light side

SPIRITUALITY

(religiousness, faith, purpose)

Having coherent beliefs about the higher purpose, the meaning of life, and the meaning of the universe

The information above is based on the book *Character Strengths and Virtues: A Handbook and Classification* written by Christopher Peterson and Martin Seligman; Published by Oxford University Press and the American Psychological Association (Copyright 2004 by Values in Action Institute).

Topic 2 Further resources

Reflecting on everyday practice

- What are the most important strengths for a teacher?
- What strengths can you identify in your students?
- How do you help students to recognise their own strengths in class?

Extension activities

- **Strong characters.** Identify a range of key characters from a book or a film that students are currently studying. Allocate characters to small groups. Ask groups to list at least three character strengths that their character possesses. Ask them to think of a few examples of how this person uses their strength in the book or film.
- **Debate.** Run a debate or forced controversy in which speakers compete to argue which of the character strengths are the most useful ones for a teenager to have in today's society.
- **Children's story.** Have the class work collectively to make a children's book which page by page introduces a child to each of the 24 character strengths as defined by Seligman.

Talking further

- Ask students to talk to family members about the strengths that they admire in others and about their own personal strengths. Are there some strengths that run in the family?

Optional game – Guarding the treasure

Use this game as a playful approach to start or end this lesson.

Learning intention

Use this game to encourage people to focus on the importance of strategy and determination in working towards change.

Method

- 1 You will need a soft toy to represent the 'treasure'.
Appoint one person from the group to be the Giant and to stand at one end of the room, facing the wall, with a soft toy placed on the floor directly behind him/her.
Ask the rest of the group to line up along the wall at the opposite end of the room.

- 2 While the Giant has his/her back turned, the group must creep forward and attempt to steal the treasure and run all the way back to the opposite wall without being caught.
However, as the group creeps forward, the Giant may turn around any time. When this happens the group must freeze. If the Giant sees any of the players move, those players must go back to the beginning wall and start again.
- 3 The person who succeeds in stealing the treasure and running back to the back wall with it becomes the new Giant. If the Giant catches anyone with the treasure before they get back to their base line, they become the Giant's helpers and may do all the same moves as the Giant.
- 4 Ask players to identify some messages we can learn from this game. (For example, the importance of strategy, determination and persistence.)

3 Positive coping

AIMS

Activities will assist students to:

- Select, use and analyse strategies that assist in regulating behaviour and achieving goals
- Assess, adapt and modify personal strategies and plans and revisit tasks with renewed confidence
- Analyse enablers and barriers to effective verbal and non-verbal communication.

EVIDENCE BASE

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.²² Research studies have demonstrated that those who use positive self-talk about how they will approach and manage challenge are more likely to succeed. Negative self-talk includes over personalising adversity, excessive self blame, and exaggerating the likely duration and impact of adversity or failure. It includes focusing on what is wrong and ignoring what is right. Positive self-talk includes a more realistic appraisal of capacity, circumstances and effort. It includes acknowledging and being grateful for the positives, recognising personal strengths and positive intentions, and realistic attribution of responsibility. Positive self-talk can be learnt or strengthened through practise.^{23, 24}

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students reflect on the influence of emotions on behaviour, learning and relationships
- Students use feedback to identify their achievements and prioritise areas for improvement
- Students reflect on strategies to cope with difficult situations and are able justify their choice of strategy demonstrating knowledge of resilience and adaptability
- Students explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives

Health and Physical Education

- Students investigate strategies and resources to manage changes and transitions and their impact on identities
- Students analyse factors that influence emotional responses
- Students gather and analyse health information
- Students investigate strategies that enhance their own and others' health, safety and wellbeing

CURRICULUM TABLES

Curriculum tables for the following activities can be found on pages 112–114.

1 What is self-talk?

TIME: 15+ MINUTES

Learning intention

- Students understand the concept of self-talk
- Students identify the differences between negative, positive and technical self-talk
- Students learn and demonstrate strategies for contesting negative self-talk

Equipment

- *Self-talk situations* handout
- Pens or markers

Method

- 1 Explain that in this lesson the activities will focus on the way our self-talk influences the way we cope with the challenges that we face.

Write the term **self-talk** on the board. Ask: *What do you think this term might mean?* Collect some student answers.

Self-talk is what we say to ourselves when we are thinking. Mostly this just happens inside our head, though sometimes we also say it out loud. It is the kind of thinking we do when we think through something we are going to do or think back on something that happened. Some examples are:

- 'I am going to have to get better organised if I am going to get my assignment in on time.'
 - 'I hope no one thought I sounded stupid when I said that.'
- 2 Ask students to work in pairs to think of examples of self-talk for a student who faces one of the following situations:
- Just before sitting an exam
 - Just before going to a new school
 - **Just before making a speech at school assembly.**
- 3 Collect some examples from the class. Ask: *How many of these were negative and how many were positive?*
- If there were no examples of positive self-talk, work with the class to add some. For example:
- 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.**
- 4 Explain that psychologists study the effect of our self-talk on athletes and performers. These are people who have to do their best under pressure.
- Psychologists divide self-talk into three types:
- **Negative** self-talk is when we say negative things to ourselves
 - **Positive** self-talk is when we say positive things to ourselves
 - **Technical self-talk is when we tell ourselves how to do things while we are doing them.**
- 5 Ask students to copy the definitions of positive, negative and technical self-talk into their notebooks.

Explain that psychologists have found that when people use positive self-talk before or during a challenge then they are more likely to succeed.

For example, it is better for a football player to be thinking, 'I will kick this goal right through the middle', rather than 'I am going to miss this for sure'? Or it is better for the performer to think, 'I am going to put myself totally into this performance', rather than 'I hope no one can tell how nervous I am'?

People doing long distance or endurance events are more likely to make it to the finish if they use positive self-talk. For example, they perform better if they keep telling themselves 'I can make it', than if they tell themselves 'It's too far, I will never make it'.

Technical self-talk can also be useful as a way of talking ourselves through our challenges. Technical self-talk involves telling yourself what actions to take at various stages of the challenge. For example: 'I am going to sprint now and ease up as I come to the corner', or 'I am going to take a breath before I go for the high note'.

- 6 Distribute the **Self-talk situations** handout (or brainstorm some with the class). Ask students to work with a partner or trio. They should choose one of the self-talk situations, then work together to make up an example of each of the three types of self-talk for a person in the situation they have selected (positive, negative and technical). Encourage them to choose a situation they are interested in or know a bit about.

Once groups have accomplished the task, arrange for some to feed back what they have come up with. (Listening to each other's answers contributes to building the students' recognition of self-talk and helps to provide positive examples for them to draw from when they need to find positive self-talk to contest their own negative thinking.)

Review

Review the learning intentions by asking students to comment on what they have learned in this activity. Were any concepts or terms raised in this activity new to students? Seek examples and clarify these concepts and terms.

SELF-TALK SITUATIONS

1. Sports person on the day of a big match (choose a sport you know about)
2. Tourist travelling by themselves in a foreign country they have never been to
3. Performer on the opening night of the concert (choose singer, dancer or actor)
4. Hiker setting out on a tough five-day walk in difficult weather
5. Student sitting for a test (choose the subject)
6. Person trying skiing for the first time
7. Young person going for their driving test
8. Teenager babysitting a toddler for the first time
9. Young person cooking a cake for their grandparent's 70th birthday party
10. Trying kayaking for the first time on a school camp
11. Mountain biker trying a steep downhill ride in front of a crowd
12. Going to a cousin's 18th birthday party where you don't know most people
13. Other (Make up your own).

IN THIS SITUATION,

POSITIVE self-talk might sound like this:

NEGATIVE self-talk might sound like this:

TECHNICAL self-talk might sound like this:

2 Remembering our strengths

TIME: 20+ MINUTES

Learning intention

- Students build a vocabulary of strengths to promote positive self and peer recognition
- Students practise references to strengths and capabilities within positive self-talk

Equipment

- **100 Positive adjectives** handout
- Notebooks and pens

Method

- 1 Explain that when we are using positive self-talk, we have to be able to remind ourselves that we have some strengths. This can be tricky. When we are in the middle of negative thoughts, we can find it hard to think that we do have strengths. This next activity is going to remind us that we all have a lot of strengths. These strengths help us to deal with life; we can deliberately use and build these strengths.
 - 2 Write the word **adjective** on the board. Remind the class that an adjective is a describing word. Everyone needs lots of 'strengths' adjectives to describe themselves. For example, when we say someone is kind or friendly or helpful or energetic, these are strengths and those words are describing words or adjectives.
 - 3 Ask the students to work in small groups to brainstorm some positive adjectives that can be used to describe people. Set a time limit and a goal. For example, 'Aim for 20 adjectives in the next two minutes.'
- Ask groups to count how many adjectives they listed. Ask the group with the most to read them out. Ask other groups to add any that they had that were not on the list of the first group.

COACHING POINT

Get students to think of some positive adjectives themselves before supplying the list. This helps them to think about what they value and admire in others or themselves.

- 4 Distribute the **100 Positive adjectives** handout. Have a meaning check up to make sure students are familiar with some of the less commonly used terms.
Ask students to choose five different adjectives (no repeats) for each of the following categories:
 - Five strengths they would appreciate in a friend
 - Five strengths they would like to see in themselves
 - Five strengths they are mostly likely to be known for in their family
 - **Five strengths they think they would need to show to get a part time job.**
- 5 Ask students to pair-share and compare which ones they chose with a partner, and to explain the reasoning behind their choices. Ask some student volunteers to read theirs to the class.

Review

Review the learning intentions by asking students to comment on what they have learned in this activity. Ask them which aspects of the activity were most useful in helping them to practice drawing on language around strengths in the context of positive self-talk.

COACHING POINT

The activities in Topic 2: Personal Strengths help students to identify a range of character strengths.

ONE HUNDRED POSITIVE ADJECTIVES TO REMIND YOU ABOUT YOUR STRENGTHS

I AM...

(or in the past, there are times when I have been...)

- | | | |
|------------------|----------------------|-------------------|
| 1. Accepting | 35. Caring | 69. Energetic |
| 2. Independent | 36. Patient | 70. Stable |
| 3. Adaptable | 37. Charming | 71. Fair |
| 4. Intelligent | 38. People-oriented | 72. Strong |
| 5. Adventurous | 39. Cheerful | 73. Faithful |
| 6. Interested | 40. Perceptive | 74. Supportive |
| 7. Affectionate | 41. Clever | 75. Far sighted |
| 8. Inventive | 42. Playful | 76. Sympathetic |
| 9. Ambitious | 43. Compassionate | 77. Flexible |
| 10. Joyful | 44. Polite | 78. Tactful |
| 11. Amusing | 45. Conscientious | 79. Forthright |
| 12. Kind | 46. Practical | 80. Task oriented |
| 13. Analytical | 47. Cool-headed | 81. Friendly |
| 14. Logical | 48. Punctual | 82. Thoughtful |
| 15. Appreciative | 49. Courageous | 83. Fun loving |
| 16. Loving | 50. Realistic | 84. Tidy |
| 17. Approachable | 51. Creative | 85. Funny |
| 18. Loyal | 52. Reasonable | 86. Tolerant |
| 19. Articulate | 53. Dedicated | 87. Generous |
| 20. Motivated | 54. Reliable | 88. Trustworthy |
| 21. Attentive | 55. Deep | 89. Gentle |
| 22. Neat | 56. Resourceful | 90. Unaffected |
| 23. Aware | 57. Definite | 91. Hard working |
| 24. Objective | 58. Respectful | 92. Understanding |
| 25. Brave | 59. Dependable | 93. Helpful |
| 26. Open-minded | 60. Self-disciplined | 94. Versatile |
| 27. Bright | 61. Determined | 95. Honest |
| 28. Optimistic | 62. Sensible | 96. Warm hearted |
| 29. Broadminded | 63. Easy going | 97. Idealistic |
| 30. Organised | 64. Sensitive | 98. Well behaved |
| 31. Calm | 65. Efficient | 99. Imaginative |
| 32. Outgoing | 66. Sincere | 100. Witty |
| 33. Careful | 67. Encouraging | |
| 34. Outspoken | 68. Sociable | |

3

Building skills in positive self-talk

TIME: 15+ MINUTES

Learning intention

- Students learn and use techniques to promote positive self-talk
- Students learn and use techniques to challenge the impact of negative self-talk

Equipment

- **100 Positive adjectives** (from Activity 2)
- **'I can'** checklist
- **Self-talk situations** (from Activity 1)
- Notebooks and pens

Method

- 1 Explain that we now understand the concept of self-talk, and have lots of strengths words to draw on. In this activity, we will focus on techniques for dealing with negative thoughts. This is important as letting negative self-talk take over can make people feel very down and get in the way of them achieving what they are capable of in daily life.
- 2 Explain that some people hope they can just stop negative thoughts like turning a switch. However, we can't just stop thoughts by wishing because they just pop into our heads. A better technique for dealing with negative self-talk is to argue back with positive thoughts and win the battle by making the positive self-talk stronger than the negative self-talk. This is a skill that people get better at with practise. Coaches teach athletes to do it. Directors teach performers to do it. This technique also works in school and life in general. It means we have to train the 'coach' in our head. This coach encourages us, gives good advice on how to play the game, and how to stick at it.
- 3 A good coaching method for creating positive self-talk is made up out of three parts: (write this three-step model on the board.)
 - **I am:** _____ you say something to yourself about one of your strengths. (Examples: I am patient, fair, determined.)
 - **I can:** _____ you say something to yourself about what you are capable of. This might be something you have done before, that relates to the challenge you are facing now. (Examples: I can give it a go, stick at it, do it even if I think I won't be perfect, put up with something even if I don't like it, get along even if I can't get my own way, make a plan, take the first step, try again.)

- **I will:** _____ you say something to yourself about what you actually will do, or the action you will take. (Examples: I will: turn up, do my homework, smile at people I don't know, tidy up, ask for help, say sorry, own up.)

Share an example of your own with the class using this method. This is a chance for you to positively role model how to approach a challenge (e.g. I am reliable, I can mark papers even when I feel like watching TV, so I will get started and record my favourite program to watch at another time.)

- 4 Ask students to copy the three-step model. They should then work with their partner or group to make a **'I am, I can, I will'** formula for a character from the **Self-talk situations** handout. Fast workers can complete additional ones.

Refer students to the **100 positive adjectives** handout to help them find a good collection of strengths to use in the **I am** section. Distribute the **'I can'** checklist to show the sorts of things people can say to remind themselves about what they can do. Ask some pairs to share their examples.

- 5 Ask each student to write a formula for themselves. Suggest that this could be one that would help them get work done in the subject they find most challenging, or to help them carry out a positive resolution, such as tidying their room, or starting a get fit plan. Share one of your own as an example. Invite volunteers to share one if it is not too private.

Optional extension: Get students to use the **'I can'** checklist and choose three they think are likely to be the most useful in life. Alternatively, the students can add their own. Ask them to rank them from most to least important. Ask them to compare with a partner and explain their choice. Ask some pairs to explain whether they chose similar or different ones, and what their reasoning was.

Take a class survey to find out which were the three most popular **'I can'** statements in the whole class (taking the data from the one ranked first in each person's list). Display these on the wall.

Review

Review the learning intentions by asking students to comment on what they have learned in this activity. Ask which aspect of the learning activity was most useful in helping them to practice techniques to promote positive self-talk and challenge negative self-talk.

COACHING POINT

It is important to collect examples of positive self-talk scripts from the class, as students learn via modelling. Positive peer modelling can be particularly useful.

'I CAN' CHECKLIST

- It might take time and effort, but I can do it even if it takes me a long time
- I can learn from my mistakes
- I can say sorry
- I can stick at it
- I can cope with not looking like a movie star
- I can handle being ordinary, I don't have to be the best to be OK
- I can handle being different, it is OK to be who I am
- I can control myself, even when I feel really angry
- I can own up, even when I don't want to take the blame
- I can speak up, even if I am scared
- I can turn up, even when I don't feel like it
- I can do the right thing even when my friends don't
- I can show friendship, even if no one else does
- I can go out of my way to help, even if I don't know if my offer will be accepted
- I can stick at it, even when I am not sure if I will make it
- I can take on a new challenge, even if I am not sure how I will manage it
- I can get over it, even if someone wronged me
- I can forgive, even if I was hurt by someone

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- I can go out of my way to help, even if I don't know if my offer will be accepted
- I can stick at it, even when I am not sure if I will make it
- I can take on a new challenge, even if I am not sure how I will manage it
- I can get over it, even if someone wronged me
- I can forgive, even if I was hurt by someone
- I can (add more here)

Topic 3 Further resources

Reflecting on everyday practice

- Do I tend to use negative talk to describe coming academic challenges, or do I introduce a positive approach to addressing challenge?
- How can I model positive self-talk in my explanatory style when addressing the class?
- What sort of self-talk am I entertaining about teaching this class?

Extension activities

- Write the self-talk argument a character has when they are trying to make a difficult decision. Select a character from a text or film study.
- Write a children's storybook which introduces the idea of self-talk by showing the character's positive and negative self-talk on their first day of primary school.
- Use the positive adjectives list as a spelling list.
- Ask students to provide dictionary definitions for ten of the positive adjectives they do not hear used very often.
- Ask students to write a profile of a particular character in a text study. Ask them to assign at least five different adjectives to this character, and justifying this choice by direct reference to the text.

Talking further

- Invite students to ask their parents/carers/extended family members what they like to do to help them prepare for a challenge or a changing situation. Ask what they say to themselves to get through a difficult situation. Ask if they remember what sorts of situations they used to find challenging when they were young.

Optional game – Traffic lights

Use this game as a playful approach to start or end this lesson.

Learning intention

Use this activity to energise the group and assist people to work cooperatively.

Method

- 1 Explain to students that this game will call on them to remember three different formations. Ask three volunteers to help demonstrate what each of these formations will look like.
 - **Date:** Groups of two people. The two people stand opposite each other with one hand pointing towards their partner and the other hand on their heart.
 - **Thinking:** One person. Each person stands on one leg with their hands on their head.
 - **Traffic light:** Groups of three. The front person kneeling, the second crouching just behind them, and the third standing upright. Each should open and close their hands on either side of their face to represent flashing traffic lights.

- 2 Students are to mill around in the space. Explain that when the teacher calls a command, students must make the right sized group and quickly make the relevant formation.

The students who are last to comply, miss out on a group, or fail to correctly complete the formation, must sit out. Then, students mill around the space again. The winners are those who are left last in the game.

- 3 Ask: *What can you see in this game that is also relevant to the challenge of making relationships work?*

Key messages

Students need to be able to work in different combinations and with different people. Sometimes they will be working with people that they do not feel they have much in common with but will still need to work out how to communicate and contribute.

4 Problem solving

AIMS

Activities will assist students to:

- Predict the outcomes of challenges based on problem-solving and decision-making strategies
- Assess individual and group decision making processes in challenging situations
- Plan projects, applying effective problem solving and team building strategies
- Acknowledge the values, opinions and attitudes of different groups.

EVIDENCE BASE

It is important to help students learn a range of problem-solving skills through applied learning tasks, so they are able to cope with the challenges they face in the future. Problem solving is identified by the World Health Organisation as a key skill for health.²⁵ To be able to solve problems, young people need to be able to think critically and evaluate the consequences of various actions.¹⁵

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students reflect on the influence of emotions on behaviour, learning and relationships
- Students reflect on strategies to cope with difficult situations and are able justify their choice of strategy demonstrating knowledge of resilience and adaptability
- Students assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations

Health and Physical Education

- Students investigate strategies and resources to manage changes and transitions and their impact on identities
- Students evaluate the benefits of relationships on wellbeing and respecting diversity
- Students analyse factors that influence emotional responses
- Students gather and analyse health information
- Students investigate strategies that enhance their own and others' health, safety and wellbeing

- Students justify actions that promote 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 115–117.

1 Tree change!

TIME: 25+ MINUTES

Learning intention

- Students map an issue or problem
- Students identify possible causes or feelings affecting an issue or problem
- Students identify possible strategies for dealing with an issue or problem

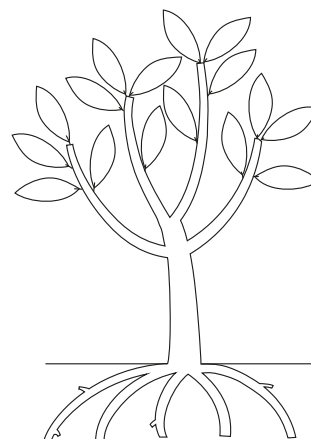
Equipment

- *Problem-solving tree* handout (optional)
- *Problem-solving scenarios* handout

Method

- 1 Ask students to draw the picture of the tree in their books or give each student a copy of the *Problem-solving tree* handout. Draw a copy of the tree picture on the board for everyone to look at while discussing the method.

Example:



On the tree diagram add the detail:

- **Trunk:** issue or problem
- **Roots:** possible causes of the problem
- **Branches:** possible strategies to be used
- **Leaves:** possible results of the strategy chosen.

- 2 Provide an example (or use the one below) showing how to use the 'problem-solving tree' as a thinking tool to explore a problem and think through solutions, before making a choice about what to do.

SCENARIO: LATENESS TO SCHOOL

Ceyda is in trouble again. She is late for school for the third time this week.

Issue: (Write this on the **trunk** of your tree)

- Lateness to school.

Possible causes: (Write these on the **roots** of your tree)

- Ceyda's sister hogs the bathroom
- Ceyda has to walk the dogs before school
- Mum and Dad are disorganised
- Ceyda has to make her lunch in the morning; the bus is often late.

Possible strategies:

(Write these on the **branches** of the tree)

- Wash hair the night before
- Make lunch the night before
- Set alarm early to walk the dogs early or to use the bathroom before sister.

Possible results: (Write these on the **leaves** of the tree)

- Leaving for school 15 minutes earlier
- Less conflict with sister
- Feeling in control
- Feeling organised and less stressed.

- 2 Put the students into pairs, give each pair the **scenario**. Explain that they are to 'map' their chosen problem onto their copy of the tree. (The students can map their own scenario rather than using one of three provided if they wish.) The students should aim to think of at least three possible causes of the problem and at least three different strategies.

- 3 Draw a different tree on the board for each of the three scenarios. Ask a student from each pair to read out their scenario, one of the causes, and a strategy they suggested. Invite other suggestions from the other pairs. Remind students there will usually be lots of reasons for an issue or problem; some they cannot change and some they can. Problem prevention usually happens as a result of addressing underlying causes such as those shown on the roots of the tree. Problem solving is the whole process of thinking about the problem, including possible strategies and consequences. It is important to think ahead about consequences of a solution. Some solutions will be good, but others can lead to the development of new problems.

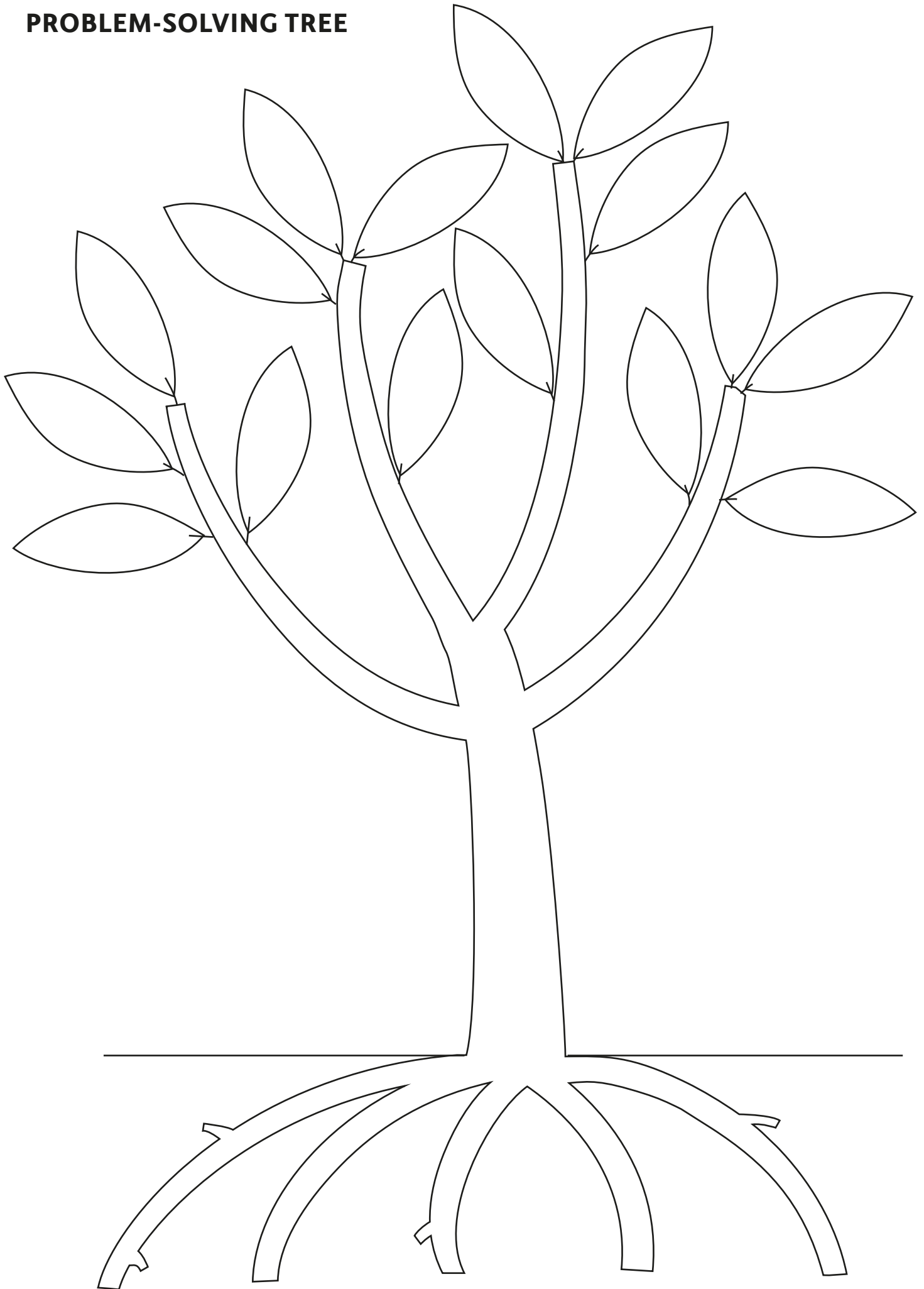
Review

Review the learning intentions by asking students to comment on what they have learned. Ask for examples of where students believe they will be able to apply what they have learned in this activity in the future.

COACHING POINT

Acknowledge that knowing what to do is one thing, but that actually carrying out the planned action is the real challenge. Sometimes communicating can be a challenge, requiring courage and assertion.

PROBLEM-SOLVING TREE



SCENARIOS

DEADLINE!

Ethan has three pieces of work due on Friday, in three different subjects. He's not going to make this deadline!

UNFAIR

Something was stolen from a student in class today. Huda knows who did it. She doesn't think anybody else saw it happen. The teacher has said she'll keep the whole class in until the item is returned.

GROUNDED

Tanith has been grounded for the weekend. She was supposed to tidy her room before she went out. She has already promised to take her friend's place in the netball game on Saturday afternoon.

2 Introducing assertiveness

TIME: 25+ MINUTES

Learning intention

- Students understand the concept of assertiveness
- Students identify a range of situations in which it is useful to be assertive
- Students practise techniques for assertiveness in problem solving

Equipment

- Notebooks and pens

Method

- 1 Put the words **aggressive**, **assertive** and **submissive** on the board. Ask the class what they think is meant by these terms.

Aggressive: A person expresses their feelings and opinions in a punishing, threatening, demanding or hostile manner. The person stands up for their own rights but the other person's rights do not matter. It sounds like: 'This is what I want. What you want is not important!'

Assertive: A person expresses their feelings, needs, legitimate rights or opinions without being punishing or threatening to others and without infringing upon their rights. It sounds like: 'I respect myself and I respect you too.'

Submissive: A person fails to express their feelings, needs, opinions or preferences, or they may be expressed in an indirect manner. It sounds like: 'What you want is important; but I am not so don't worry about me.'

Reinforce the definitions by demonstrating an aggressive statement (done in an angry style), an assertive statement (done in a strong but respectful style in which your own needs are stated) and a submissive statement (where you give in and dismiss your own needs or feelings).

- 2 Explain that sometimes when we are trying to solve a problem we need to talk to people in an assertive way. Being assertive is a respectful way of handling conflict.

- 3 Applying the concepts to everyday life: ask students to pair share. In what situations are they more likely to be aggressive, submissive or assertive? Ask some pairs to share their ideas with the class.
- 4 Ask each pair to prepare three freeze frames, one showing the key moment of the aggressive interaction, one showing the assertive mode, and a third showing the submissive mode. Set a ground rule that none of the freeze frames (or subsequent role plays) are to include body contact. (This rule helps to control some who may get carried away in their aggressive scene. Where further 'control' is needed, ask for the aggressive role play to be done in slow motion.) Suggest the following scenario for those who can't think of one: *You just found out that a close friend has told another friend your secret that s/he had promised not to tell.*

Ask for some volunteers to bring their freeze frames to life. Choose one of each style.

- 5 Ask: *Which response do you think would give the best results when seeking to solve problems or conflicts? Why?*

Explain that assertiveness is a healthy way of communicating. It is a way of speaking up for ourselves in a way that is honest and respectful, but still considers the rights of the other person. Assertive statements are useful when there is conflict or a relationship problem to be resolved.

Review

Review the learning intentions by asking students to comment on what they have learned. Ask a student volunteer if they can summarise the concept of assertiveness in their own words. Ask which aspect of the learning activity was most useful in helping the class to practise techniques for assertiveness in problem solving.

COACHING POINT

Further practise in a technique for making an assertive request is located in Topic 6 on the theme of help-seeking where a three part formula is modelled:

- 1) Explain how you feel
- 2) Name the problem
- 3) Make a request.

Examples:

- I feel used when you take my things without asking, so can you please check first if it is OK for you to borrow my stuff.
- When you don't listen to me, I feel disrespected, so can you please let me add my side of the story.

Topic 4 Further resources

Reflecting on everyday practice

- How do you map out a problem in your teaching?
Do you follow a particular method?
- How do you identify and take account of the underlying causes of the behaviour of students in your class?

Extension activities

- Look at a text you are studying this year. What key choices or decisions did the protagonist have to make? What might have happened if he or she had made a different decision? Write that ending.
- Was there a problem faced by a major (or minor) character in this text? Suggest how it could have been prevented.
- Write the back story for a text you are studying this year. What happened BEFORE the story started? What might be the underlying causes of the events that occur in the novel/poem/play/film?

Talking further

- Ask students to talk to their parents/carers about the way they solved a problem or issue that they faced when they were at school.

Optional game – Moving as one

Use this game as a playful approach to start or end this lesson.

Learning Intention

Use this activity to explore the challenge of working well together.

Method

- 1 Ask students to stand in a large circle and explain that the aim in this game is for the group to follow the actions of the leader so that it looks as if the entire group is moving as one. Actions could include: slow motion tai chi type actions, waving of arms and lifting of legs.
Appoint a 'leader' to begin and allow the group to try it out. After a short time, appoint a different 'leader'.
- 2 Ask the group what messages they saw in the game that relate to group work.

Key messages

A strong and shared sense of purpose helps people to work well together, overcome personal differences and solve problems.

5 Stress management

AIMS

Activities will assist students to:

- Critique their effectiveness in working independently by identifying enablers and barriers to achieving goals
- Identify indicators of possible problems in relationships in a range of situations
- Examine influences on and consequences of their emotional responses in a variety of contexts
- Assess, adapt and modify personal strategies and plans and revisit tasks with renewed confidence.

EVIDENCE BASE

Stress is a normal part of life. Being able to understand what stress is and how to cope with stress will help children cope with challenges in the future. Being able to cope with stress is an important skill for keeping yourself well and healthy.²⁶

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students reflect on the influence of emotions on behaviour, learning and relationships
- Students reflect on strategies to cope with difficult situations and are able justify their choice of strategy demonstrating knowledge of resilience and adaptability
- Students assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations

Health and Physical Education

- Students investigate strategies and resources to manage changes and transitions and their impact on identities
- Students analyse factors that influence emotional responses
- Students investigate strategies that enhance their own and others' health, safety and wellbeing
- Students justify actions that promote 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 118–120.

1 What is stress?

TIME: 10+ MINUTES

Learning intention

- Students identify and define stress

Equipment

- Notebooks and pens

Method

- 1 Ask students to imagine that they are about to explain to an alien what human beings mean by **stress**. Ask them to talk to the person next to them to develop a definition 'Stress is when...' and write down their ideas in point form after they have talked about it.

Compare some of the different definitions the pairs have generated and write some on the board. Ask what they notice about what stress means to different people.

Ask:

- Does the word 'challenge' mean the same thing to you? Why/why not?
- What can be some of the effects or physical sensations of stress on the body? **Make a class list.**

- 2 Ask students to write in their workbooks:

- My definition of stress is...
- My definition of challenge is...

Review

Invite students to review the learning intention. Ask which aspect of the learning activity was most useful in helping them understand the concept of stress.

COACHING POINT

Different people have different reactions to stress. It is important to normalise the fact that people react differently. What one person finds very stressful may not concern another.

2

Sources of stress

TIME: 20+ MINUTES

Learning intention

- Students identify common stressors

Equipment

- Six coloured pens
- Six large sheets of paper
- Notebooks and pens

Method

- 1 Divide students into groups of about four.

Set each group the task of brainstorming around the question: *What are some of the stresses and challenges people around your age can face?* Ask them to also think about how these stressors might be affected by time or change over time. For example, school stress might be stronger when assignments are due or there are exams or tests coming up.

- 2 As groups report back, have two scribes collect a comprehensive list on large sheets of paper (or on the board) using the headings below:

- Life event (e.g. moving house)...
- Home...
- Future...
- School...
- Friends...
- Sport...

If you are short on time, give each group one of the six kinds of stressors.

Use the following questions to further assist in the development of a comprehensive list:

- What sort of stresses in the physical environment can directly affect how you feel either physically or emotionally?
- What sorts of stresses or challenges can happen in relationships or between people?
- What sort of stresses or challenges occur to do with particular events or occurrences? (e.g. leaving school, family breakup)
- What are some of the fears, anxieties or thoughts that can cause people to feel stressed?

Review

Invite students to review the learning intention. Ask students to reflect on how the activity helped them to identify common stressors.

COACHING POINT

It is good to mix students into different pairs or groups so that they learn to work well with a variety of people. You could use one of these methods:

Name lotto: Cut up a copy of the class roll and mix the names together in a box or 'hat'. Then draw out four or five names at a time to create random groups.

Count off: Count students off (depending on the number in your class) so that they end up with groups of four or five students (i.e. with 24 in the class you would count students off from one to six, then start again. When you finish, ask all those who were 'number one' to form a group and so on).

3 Coping strategies

TIME: 10+ MINUTES

Learning intention

- Students investigate the variety of coping strategies people can use to help them cope with stress and challenge

Equipment

- Paper and pens

Method

- 1 Divide the class into pairs. Ask pairs to make a list of things people can do to calm themselves when they feel stressed. Explain that some coping strategies are helpful but some are harmful. Some people like to do active things, like play soccer. Some people do quiet things like read or draw. Some people like to do social things like talk with others. Ask them to include only those strategies that do not cause hurt or harm.

Each of us has a range of different ways to cope, and often we use a different coping strategy according to what the situation is. An important thing to aim for is to have a lot of different coping strategies so you are not depending on one or two that are not suited to a particular situation. It is also important to know when to get support or help for yourself or someone else.

Collect all the positive strategies and have some volunteers write them on the board.

- 2 Share with the class one thing you like to do when you are stressed. For example, 'Sometimes when I am stressed I like to read a book/sing a song/go for a walk.'
- Go round the room and ask each person to give one strategy they use. For example, 'Sometimes when I am stressed I like to... (state a coping strategy here).'

Point out that for different challenges we need different coping strategies. For example, to study hard is a good strategy before a test. To play a game with others is a good coping strategy when feeling lonely.

Ask students to make their own list of five different coping strategies that they would use during an average school week.

Review

Invite students to review the learning intention. Ask students to comment on how the activity helped them to identify a variety of coping strategies people can use to help them to cope with challenges.

COACHING POINT

Each of us has a range of different ways to cope, and often we use a different coping strategy according to what the situation is. An important thing to aim for is to have a lot of different coping strategies so that you are not depending on one or two that are not suited to a particular situation. It is also important to know when to get support or help for yourself or someone else.

Homework task. Pick one coping strategy you would like to use more. What would this look like? Sound like? What would you need to do over the course of one week?

4 Relaxation techniques

TIME: 10+ MINUTES

Learning intention

- Students use a relaxation technique as way to cope with stress and challenge

Equipment

- Relaxing music

COACHING POINT

Inform students that this activity requires a high level of group cooperation in order to work, as everyone must remain still and silent during the whole activity. Some people might feel tempted to make a joke or mess around. That would spoil the activity for everyone.

Method

- Option 1:** Take the students through a progressive muscle relaxation, starting with the feet. Ask students to sit quietly and comfortably in their own chair, putting their heads down on their desks and closing their eyes for a minute or two. Play the CD quietly in the background. When all is calm and silent, students can stay with heads down or sit up.

MUSCLE RELAXATION

You will be tensing different muscles as much as you can, then relaxing them. Hold each muscle tension for the count of 10. Relax and enjoy the sensation of release from tension. Keep breathing slowly and deeply.

Now, tighten the muscles in your toes and feet, focus your attention on the sensation coming from the muscles, breathe slowly and deeply. Hold for 10 seconds, then relax.

(Move up through the body, asking students to tighten each group of muscles, holding for 10, then relaxing: legs, stomach, back, neck, face.)

Now tense every muscle in your body, hold for 10 seconds, then relax. Feel a wave of calmness as you stop tensing.

- Option 2:** Take the students through a guided imagery exercise. Play the music quietly and ask students to sit comfortably, either with their heads down on their desks or to sit up with their eyes closed. They will need to stay silent as you read the script aloud, while they imagine their own individual scene.

All activity and sound will take place inside their heads; all activity is imagined, internal. Use the following script or one of your choosing.

GUIDED IMAGERY

Choose a setting that is calming and restful for you. It may be at the beach, in a rainforest, on a boat, under a tree, on a soft couch, or anywhere else that you choose. Try hard to imagine that you are really there and concentrate hard on your senses – what you can see, hear, smell, touch or taste in this place.

Sit comfortably and breathe in slowly and gently through your nose. Close your eyes. As you breathe out, imagine your scene and look around you. What can you see? Listen carefully. What can you hear in your scene?

Now imagine you can touch some of the things in your scene – it might be the ground, sand, some water. Note the feeling of the textures on your skin. You feel quiet and calm and relaxed. All the time you are doing this you are feeling completely relaxed and safe and peaceful. Check if you can taste anything from your scene – is there a tang of the ocean or the taste of cool fresh water?

As you relax in your special place your body feels heavy and relaxed and all the tension leaves your body. Your breathing is slow and rhythmic. Your entire body feels comfortable and calm. Say to yourself I feel calm and relaxed. My face feels smoother, heavier, more relaxed. I feel safe and at peace.

Take a moment to enjoy the feeling of relaxation and the peace of this scene. Look around your scene again to get a really clear image of this, your special place. When you are feeling stressed or upset remember that you have the power to imagine a place or a feeling of relaxation, as you have done now. When you are ready, open your eyes, feeling alert and awake but keeping the feeling of relaxation and calm that you have created.

- Ask students for their reactions to this activity: *What benefits did it have? What could make it easier to do?* Explain that this type of relaxation technique or other types of meditation are good for self-calming. We all need to be able to use self-calming techniques, particularly when we get anxious or angry or experience periods of intense or long lasting stress.
- Ask students to share examples of how they self-calm when facing situations like tests, exams, performances and sports matches which can produce anxiety. Ask students to share examples of how they self-calm when facing situations involving conflict and frustration (you may wish to share suggestions like take a big breath and exhale slowly, or count to 10).
- Refer to the self-talk lessons and the techniques learnt about how to use positive self-talk to cope with stress. Explain that although self-talk and self-calming strategies are essential life skills to have, there are also times when the most effective coping strategy is to involve others and to ask for help. The activities in the next lesson focus on this key skill of help-seeking and peer referral.

Topic 5 Further resources

Reflecting on everyday practice

- What are the most important strengths for a teacher?

Extension activities

- Using metaphor: some people say their stress feels like being the 'meat in the sandwich' or being 'stretched', 'trapped in a box', 'juggling 10 balls' or 'negotiating an obstacle course'. Ask students to draw or find a picture of one of these images. Record on this drawing/picture some of the key or common stressors from the classroom brainstorm.
- Look at a key character from a novel the students are reading. What sort of stress is this person under? What coping strategies does he/she use? Suggest some additional or alternative strategies and describe the 'new' outcome.
- Write a song or a poem about how to cope with stress.

Talking further

- Ask a parent/carer/grandparent about the sorts of stressors they faced when they were young.
- Ask a parent/carer/grandparent about the positive ways they managed stress when they were at school.

Optional game – Fizz buzz

Use this game as a playful approach to start or end this lesson.

Learning intention

Use this activity to illustrate the importance of listening carefully and tuning in to your classmates.

- 1 Invite students to stand in a large circle. Explain that in this game, the aim is to keep numbers rippling around the circle. The first person says one, the second two and so on. However, when a five or multiple of five is reached, that person must say BUZZ instead of the number. The next person says six and on it goes (e.g. 'One, two, three, four, BUZZ, six, seven, eight, nine, BUZZ, 11' and so on).

Encourage students to speed up this game.

- 2 Once students have the hang of this, start the game again, only this time as well as saying BUZZ instead of a number with five or a multiple of five, add the word FIZZ whenever a seven or multiple of seven is reached (Note: if you reach 35, the person must say FIZZ BUZZ!). Players who make a mistake must sit down and the game continues with the remaining students. Play until you have the last few winners.

- 3 Ask students:

- What are the challenges in this game?
- What do you need to do to overcome them?

Key messages

Rapidly changing situations can be stressful. One way of managing stress is to stay alert to what is happening around you.

6 Help-seeking

AIMS

Activities will assist students to:

- Identify enablers and barriers to achieving goals
- Identify indicators of possible problems in relationships in a range of situations
- Analyse enablers of and barriers to effective verbal, non-verbal and digital communication in help-seeking situations.

EVIDENCE BASE

The help-seeking behaviours of children and young people are fundamental to their mental health and wellbeing. Encouraging and fostering help-seeking behaviours is one way to improve mental health and wellbeing.²⁷ There are a number of barriers that young people face when it comes to help-seeking, therefore it is important to work with students to make sure they are aware of help-seeking avenues and confident to seek help from an appropriate source when needed.

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students reflect on the influence of emotions on behaviour, learning and relationships
- Students reflect on strategies to cope with difficult situations and are able justify their choice of strategy demonstrating knowledge of resilience and adaptability
- Students explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives
- Students assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations

Health and Physical Education

- Students investigate strategies and resources to manage changes and transitions and their impact on identities
- Students evaluate the benefits of relationships on wellbeing and respecting diversity
- Students analyse factors that influence emotional responses
- Students investigate strategies that enhance their own and others' health, safety and wellbeing

- Students justify actions that promote 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 121–123.

1 Check the statistics

TIME: 20+ MINUTES

Learning intention

- Students learn about the prevalence of mental health distress in the youth population
- Students identify a range of situations in which young people may need to seek assistance from adults

Equipment

- *Statistics cards*

Method

- 1 Divide students into groups of three to four (allowing up to nine groups). Ask one person from each group to come forward and collect a **Statistics card**. Their job is to read the question on the card to their group. The group members should try to guess the answer. The reader should then provide the correct answer and read the 'Think about' question to the group. Once the group has discussed some implications of the statistic and come up with some possible responses to the question, they can choose a 'reporter'.

Ask the reporter from each group to read out their statistic and report the groups findings back to the class. Discuss the responses. Ask: *Were any of the statistics surprising?*

- 2 Ask each group to identify the three most important issues in Australia today. Pool the results to create a 'top three' for the whole class.

Ask students to use the statistics to help identify what sorts of issues they are likely to encounter as part of growing up through the teenage years.

Review

Invite the class to review the learning intentions.

Ask students which aspects of the learning activity were most helpful in helping them explore the mental health status of young people in Australia. Ask which aspects of the learning activity were most helpful in identifying situations in which young people may need to seek help from adults.

COACHING POINT

There is an activity in the *Optional introductory activities* in this unit that looks at a whole set of statistics about the concerns of Australian young people. You may like to complete or revisit this activity.

What percentage of Year 8 students believe no one knows them well?

40%

Think about: *What might this mean when someone needs help with a problem?*

Source: Glover 1998

What percentage of Year 8 students believe they have no one to talk to in bad times?

25%

Think about: *What might this mean when someone needs help with a problem?*

Source: Glover 1998

What are the top five issues raised by young males aged 10–14 who call Kids Helpline?

- 1 Family relationships**
- 2 Bullying**
- 3 Emotional wellbeing**
- 4 Child abuse**
- 5 Friends/peer relationships**

Think about: *Which adults in this school might a student with one of these concerns ask for help?*

Source: BoysTown 2013

What are the top five issues raised by young females aged 10–14 who call Kids Helpline?

- 1 Mental health concerns**
- 2 Family relationships**
- 3 Emotional wellbeing**
- 4 Suicide related concerns**
- 5 Dating and partner relationships**

Think about: *Which adults in this school might a student with one of these concerns ask for help?*

Source: BoysTown 2013

Who is a student most likely to tell if he or she is being bullied – a teacher, a student or the parent?

The parent

Think about: *Which adults in this school might a bullied student go to for help?*

Source: Cahill 2004

How much more likely are victims of bullying to suffer depression?

Four times more likely. Both victims and bullies are six times more likely to suffer from depression and/or anxiety.

Think about: *Which adults in this school might a bullied student go to for help?*

Source: Dake 2003; Egger 2006

What is the top issue raised by young males aged 15–19 who call Kids Helpline?

Mental health concerns

Think about: *Who are the adults in this school who could offer help to someone in this situation?*

Source: BoysTown 2013

What is the top issue raised by young females aged 15–19 who call Kids Helpline?

Mental health concerns

Think about: *Who are the adults in this school who could offer help to someone in this situation?*

Source: BoysTown 2013

In 2013, what were the three issues that young people aged 15–19 years considered the most important in Australia?

- **Economy and financial matters (26%)**
- **Politics and societal values (25%)**
- **Equity and discrimination (24%).**

Think about: *What would your group's priorities be?*

Source: BoysTown 2013

2 What could you do?

TIME: 20+ MINUTES

Learning intention

- Students consider and identify who to seek help, advice or support from in specific situations
- Students explore ways to ask for help, for one's self or on behalf of others

Equipment

- *Help-seeking scenarios (one set per group)*
- Notebooks and pens

Method

- 1 Explain that across the unit of work, we have focused on understanding our own and others' emotions. We have explored strengths and problem solving techniques to help us manage life challenges. We have looked at the use of coping and self-calming strategies to help us manage stress.

However there are times when regardless of our strengths and skills, we will need to ask for help, either for ourselves or for someone else. This is not a weakness or a failure, but rather, another strength. Often we have to tune in to our emotions (and those of others) to know when to ask for help. The following activities will provide a chance to think through when and how to ask for help, and who to turn to.

- 2 Put students in groups of four or five. Give each group a set of *Help-seeking scenarios*.

Put your cards in a circle, facedown, arranged like the spokes of a bicycle wheel. Place a pen in the centre of the circle and spin it. Whatever card it points to will be the one to focus on first.

The person who spun the pen reads out the scenario, then leads the group discussion, using these prompt questions:

- *What can someone do in this situation to help themselves?*
- *How could they use a friend as a source of help?*
- *How could they use an adult as a source of help?*

Spin the pen again and continue the activity.

- 3 Ask each group to report back on one of their scenarios. Ask the class:
 - *How do you work out which adults to use as a source of help?*
 - *Who in this school can provide help?*
 - *Where else can people go for help?*
- 4 Ask each group to brainstorm one of their own situations and then answer the questions provided on the scenario cards.

Review

Invite students to review the learning intentions. Ask which aspects of the learning activity were most helpful in helping them identify help-sources in specific situations. Ask which aspects of the activity helped them to explore ways to ask for help (both for themselves or on behalf of a peer).

COACHING POINT

Remind students that if they find any of the material discussed in this unit distressing, they should talk to you after the lesson or they can call *Kids Helpline* to discuss any problem.

You lost a week of school when you were sick with the flu last week and you have fallen behind in your Maths class. Your new teacher is quite strict and you feel anxious about asking for help.

- What could you say to your teacher?
- How could you use a friend as a source of help?
- How could you use another adult as a source of help?

Your friend seems very miserable. The other day she started crying at lunchtime and told you things were tough at home because her parents were fighting and she thinks they are splitting up.

- What could you say to your teacher?
- How could you use a friend as a source of help?
- How could you use another adult as a source of help?

A lot of people in the class tease one of the other students because of the way he looks. You don't like this and you can see it really gets to this person, even though he tries to laugh it off. You want it to stop.

- What could you say to your teacher?
- How could you use a friend as a source of help?
- How could you use another adult as a source of help?

Your two closest friends do things together at the weekend but don't invite you. You can see the photos of what they have been doing on Facebook. At lunchtime they talk about what they did on the weekend and it makes you feel left out and miserable.

- What could you say to your teacher?
- How could you use a friend as a source of help?
- How could you use another adult as a source of help?

The internet is down at your house, and you have been grounded for the weekend because you did not tidy your room and you got into a fight with your sister. By Sunday night, you need to finish some of your homework; you need to use the internet and you want to be able to email your friend to ask how to do the assignment.

- What could you say to your teacher?
- How could you use a friend as a source of help?
- How could you use another adult as a source of help?

Your mother is really worried about money since she lost her job. The school camp is coming up and she knows you really want to go. She has never asked for help with payments before and you think she might be too proud to let anyone know that things are hard for your family right now.

- What could you say to your teacher?
- How could you use a friend as a source of help?
- How could you use another adult as a source of help?

3

Assertive help-seeking: What can you say?

TIME: 20+ MINUTES

Learning intention

- Students practise asking for help, advice or support from peers and adults
- Students use a model to guide a help-seeking request

Equipment

- Notebooks and pens

COACHING POINT

Use this lesson as an opportunity to invite the school counsellor or welfare officer to talk to the class, introduce themselves, and invite students to come to them if they have a problem or issue that they would like support, help or advice with.

Method

- 1 Explain that we often hope people will offer help when we need it. Sometimes we think people should just notice our needs, or be mind readers. Sometimes we give hints, and think this is the same as asking, but it is not. Also, people don't offer help sometimes because they are afraid of intruding. The next activity is about developing help-seeking skills. These are skills for life. People need them in their relationships, at school, when they travel, and in their working lives.
- 2 Introduce the following three step help-seeking formula. It is an assertive way of asking for help. If the first step does not seem useful, it can be dropped, but the second two steps are essential. In some situations it is the emotional level that is most important, but in other situations, where practical help is needed, it might not be as important. Write the three step help-seeking formula on the board:
 - Step 1: Explain how you feel
 - Step 2: Name the problem
 - Step 3: Make a request for help.

(It may be helpful here to refer to the assertiveness activity from Topic 4, Activity 2.)

- 3 Write the headings of the following four scenarios on the board. For each scenario read out the help-seeking script provided.

SCENARIO 1: BEHIND IN YOUR WORK

- To friend: I am feeling really stressed because I am so far behind with my assignment. Could you give me some help and explain the task to me?
- To teacher: I am worried I can't get my assignment finished on time because I missed so much work when I was sick. Could you please give me an extension to hand in my assignment?

SCENARIO 2: WORRIED ABOUT A FRIEND

- To friend: I am worried about Simon, he has gotten so skinny. Can you come with me to talk with Ms Smith about it?
- To teacher: I am worried about Simon, he is on such a strict diet. Could you talk to him and see if he is OK?

SCENARIO 3: MAKING UP AFTER A FIGHT

- To friend: I am feeling bad after my fight with Zhu. Can you help out by telling her I want to be friends again?
- To parent: I am stressing about how to make up with Zhu. Can you help me think about how I can do that?

SCENARIO 4: ASKING SOMEONE OUT

- To friend: I really like Clare, but I am too shy to tell her. Can you find out if she likes me?
 - To parent: I want to ask this girl I like to be my partner at the formal. What do I say to her?
- 4 Ask students to find a partner then choose one of these scenarios or create a new one.
Prepare two versions of a help-seeking scene. One version of the scenario will involve seeking help from a friend, and the second version will involve seeking help from an adult. Brainstorm some ideas about how to use the help-seeking formula to build some dialogue for their characters. Give students time to prepare, and then to practise. Ask pairs to swap roles. Give each group time to practise their role plays.
 - 5 After they have tried out their scenes ask them to discuss what they noticed. Ask:
 - Did you use some of the lines you made up?
 - What was challenging about the scene?
 - What did it take to actually ask for help?
 - What are the underlying emotions when asking for help? (Refer back to the emotions iceberg.)

Note that often an underlying barrier to help-seeking can be fear of rejection or fear of disapproval. In the presence of fear it takes courage to ask for help. In this case help-seeking is an act of courage. Courage is a strength (refer back to the Strengths exercises), therefore it takes strength to ask for help. Sometimes we need to call on additional strengths like loyalty, compassion or wisdom to help us activate the courage to seek help.

- 5 Ask for two or three volunteer pairs to show their role play. At the end of each, ask each of the characters what they might be feeling, what they may be afraid of, and what they may be hoping for.
- Nominate one of the role plays and ask students to talk in pairs or fours to think up some advice to give to the help-seeking character. Collect the advice. Ask some volunteers to show this advice in action, or for the original players to replay their scenario incorporating this advice.

Review

Review the learning intentions by asking students to comment on how the activity helped them practise asking for help from peers and adults. Ask a student volunteer to remind the group of the three step model for help-seeking that was introduced in this activity (Explain how you feel; name the problem; make a request for help.)

COACHING POINT

Use role play activities to help students practise being in situations where they may need to help-seeking. It can be easy to think of good advice, but much more challenging to take it into action. Watching others role play can help to model and normalise the act of help-seeking. Seek or build strong examples to help create this sense of possibility. However, if role playing is difficult for the class, an option is to work in pairs to write help-seeking scripts, or draw help-seeking cartoons.

4 Peer support texts

TIME: 15+ MINUTES

Learning intention

- Students explore and identify signs that a friend might need help
- Students practise giving support and advice to friends

Equipment

- **Peer support text messages** handout
- Notebooks and pens

Method

- 1 Explain that when we are feeling a bit down, simply having a friend show that they care or ask, 'Are you OK?' can be comforting. Students can also be helpful by helping friends to access the right support. Sometimes this support is shown in small ways that are not as explicit as those explored in the previous help-seeking activity. These forms of friendship support are part of everyday life. But this does not mean that they are not important. The next activity provides a chance to practise ways to offer support in a small number of words.

- 2 Give each student a **Peer support text messages** handout. Ask students to work in pairs (different pairs from the last activity) to write supportive reply texts to each of the messages. Their text could include:

- Words of support
- A coping strategy
- **Advice about where their friend could seek help or advice.**

An example might be: 'Had a fight with Jen, feeling bad.'
Reply: 'Don't let it get you down. You will make up when things calm down. Take some deep breaths. We can talk tomorrow.'

Ask some pairs to read out one of their examples, ask others to comment on alternative responses.

- 3 **Optional extension.** Using the texts provided, ask pairs to work together to construct a dialogue made up of text messages, or to improvise a follow up phone call. Have all students role playing at once to give everyone a chance to play. After a few minutes, ask pairs to swap roles. This time, they must think of two new pieces of advice. Ask some pairs to volunteer to show their role play phone conversation to the class.

Review

Invite students to review the learning intentions. Ask which aspect of the learning activity was most useful in helping them explore and identify signs that a friend might need help. Ask them if the activity was useful in helping them to practise giving support and advice to friends. Seek examples of where they might apply what they have learned in the future.

PEER SUPPORT TEXT MESSAGES



Topic 6 Further resources

Reflecting on everyday practice

- What are some sources of help for you as a teacher around lesson planning, classroom management or general wellbeing issues?
- How do you model help-seeking behaviour to your students?
- How do you respond to help-seeking behaviour from your students?
- How do you encourage students to provide help to each other?

Extension activities

- Use one of the scenarios from Activity 3 as the basis for a short story which explores the theme of help-seeking.
- Write a children's story that teaches how to persist with help-seeking even when the first attempt does not work.
- Discuss what could have changed in the narrative line if a key character in the novel or film study had sought help at a critical moment.
- Prepare a set of help-seeking role plays to show at a school assembly or on orientation day for new students. The role plays should carry a key message about how and where to seek help, advice or support.
- Participate in a debate exploring the theme of gender and help-seeking, in response to the statement: "Males are more likely to seek help than females."

Talking further

- Ask students to create a list of those who they can seek help from and keep it somewhere safe in case they ever want to refer to it.

Optional game – Robot and controller

Use this game as a playful approach to start or end this lesson.

Learning intention

Use this activity to emphasise the importance of giving clear messages.

- 1 Organise students into pairs. One will be the robot and one the controller.

The controller stands opposite the robot and raises their hand with the palm facing the robot's face.

The robot must keep their face the same distance from the controller's hand at all times. The controller will signal through clear 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.

- 2 Signal it is time to swap roles. Repeat the game for one minute.

- 3 Stop the game. Ask:

- *What actions by the leader made the 'instructions' easy/difficult to follow?*
- *What messages does this game give us about relating to others?*
- *How does the game relate to communication and help seeking?*

7 Gender and identity

AIMS

Activities will assist students to:

- Understand the difference between the terms sex and gender
- Gain understanding of gender norms and gender-based discrimination
- Gain understanding of gender and sexual diversity
- Gain awareness of impact of same-sex attraction or transgender status on gender-based discrimination
- Develop strategies for challenging negative gender norms
- Gain awareness of the concepts of human rights, equality and equity
- Gain awareness of the operation of power and privilege
- Gain understanding of intersectional disadvantage
- Develop positive norms for intervening to provide peer support for those experiencing gender-based stigma or discrimination.

EVIDENCE BASE

Australian data shows that the majority of young Australians do not find violence and sexual harassment to be acceptable. However, there are low levels of knowledge about how to prevent, seek help or intervene in situations of gender-based violence.^{29,30} This highlights a critical need to teach young people about the existence, causes and consequences of gender inequality. 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.³¹ Programs must address constructions of gender identity and sexuality that sustain violence in relationships and families, and they must seek to foster gender equitable relations between and among males and females.³¹

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students explain the impact of valuing diversity and promoting human rights in the community
- Students explore the values and beliefs of different groups in society

- Students explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives

Health and Physical Education

- Students investigate strategies and resources to manage changes and transitions and their impact on identities
- Students evaluate the benefits of relationships on wellbeing and respecting diversity
- Students analyse factors that influence emotional responses
- Students gather and analyse health information
- Students investigate strategies that enhance their own and others' health, safety and wellbeing
- Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity
- Students justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community

Critical and Creative Thinking

- Students demonstrate flexibility in thinking by using a range of techniques in order to repurpose existing ideas or solutions to meet needs in new contexts

English

Level 7: Reading and viewing

- Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning

Level 7: Speaking and listening

- Students listen for and explain different perspectives in texts.

Level 8: Reading and viewing

- Students interpret texts, questioning reliability of sources of ideas and information

Level 8: Speaking and listening

- Students understand how the selection of language features can be used for particular purposes
- Through combining texts, images and language features from other texts students show how ideas can be expressed in new ways

CURRICULUM TABLES

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

1 Tracking gender: Investigating the impact of gender norms

TIME: 50+ MINUTES

Evidence base

Research shows that children become aware of gender at an early age, being well aware of gender norms and making efforts to fit within gendered expectations by the time they are in kindergarten.^{32, 33} They learn their different roles through the way they are treated by their parents, the toys they are given to play with, watching others, the way they are dressed and treated, and through the images and messages they hear and see in books and the media. Gender norms and roles are socially constructed.³⁴ They are social norms that are differentiated for girls and boys, and men and women.

Gender norms include attitudes about what it means to act, speak, dress and express oneself as masculine or feminine. While not all gender norms are perceived to be damaging or negative, they can be harmful or restrictive in that they limit people's life choices, lead to inequitable treatment or discrimination, and foster acceptance of gender-based violence. Students benefit from critical thinking exercises within which they detect and challenge the limiting nature of many traditional gender norms.

Learning intention

- Students understand the difference between the terms sex and gender
- Students identify how gender norms can play out at various stages in people's lives
- Students identify how some gender norms can lead to harmful or limiting practices and behaviours, negative treatment of others, discrimination and exclusion

Equipment

- *Tracking gender norms* template

COACHING POINT

When teaching about gender, students may need assistance to understand the difference between the biological differences between males and females (i.e. differences between the sexes), and the learnt social and cultural differences (i.e. gender differences). Many differences in health, educational and economic outcomes are not biological in origin, rather they are associated with the influence of gender norms and associated behavioural and institutional practices.

Method

- 1 Explain that the class is going to work in small groups to pool their knowledge about the way in which ideas about gender influences what people do.

Ask: *What do you understand the word **gender** to mean? How is gender different from a person's **sex**?* Collect some suggestions. Build the following definitions if not already constructed by the class.

- **Sex:** We use the word sex to describe the biology of being born male or female.
- **Gender:** The word gender describes the differences between girls and boys and men and women that are shaped by 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, meaning they can change over time, vary from culture to culture, and play out differently at different stages of life.

Explain that people often refer to societal perceptions of gender roles (leading to expectations or 'rules' about how men and women should behave and be treated) as **gender norms**.

- 2 Ask for some examples of how gender norms can affect a five year old. What might people give to the five year old boy or girl (e.g. toys, clothes etc.) and how might a child respond?
- 3 Ask for some examples of how gender norms can affect a 15 year old. In what ways might a 15 year old boy or girl present differently?
Explain that using these ideas about how gender norms can play out differently at different ages, they are now going to be working in groups of four or five.
- 4 After arranging the class into groups, explain that each will be allocated a different age group. They will prepare a brief report on what can be observed as common differences in lifestyle, dress, behaviour, activity, interests, work or family duties for men and women or boys and girls at that age.

Their report is to be in the style of a nature documentary (e.g. David Attenborough). In this genre, an ‘outsider’ gets up close with a camera and observes the life of this creature (in this case the human). The outsider remains curious, reporting on what they see, and what the behaviour of this species might mean.

Allocate groups to report on the ages five, 15, 20, 35, 55 and 75.

- 3 Distribute the **Tracking gender norms** handout to the class, taking some suggestions related to an age of an idea that could fit in each of the categories.

Provide time for groups to work on the handout to guide ideas about what they might include in their report.

Give time for the groups to arrange who will report for them – potentially one or two people.

- 4 Arrange the documentary reporters across the front of the room in order of the age group they are reporting on (from youngest to oldest). Invite the rest of the class to listen from a big picture or overview perspective. Write the questions below on the board to guide the class observations. Tell the class they will be asked to comment on these questions after the presentation.

- What is the overall picture we have developed here?
- What were the main differences noted?
- **What effects might these differences have in the lives of people?**

- 5 Dig deeper with the following questions. Ask:

- *Were there any less visible gendered differences that were not featured in these reports because they are harder to notice? Differences that you can't see by looking at what people do – such the ways people feel or think?*
- *Are any of these norms likely to lead to acceptance of violence? Are any of these norms likely to lead to an acceptance that one group has greater access to resources or rights – between different groups of men, between men and women?*
- *What conclusions might you come to about the ways in which gender norms influence people's lives?*

Make the point that while we may not always notice these gender-based expectations, there are times when we need to question them, particularly when norms and expectations:

- Lead to inequality, harm or to forms of gender-based injustice
- Close down options for people
- **Are used to judge and categorise people or to make them feel there is something wrong with them.**

COACHING POINT

Presentations of stereotypes can be useful in helping to distinguish the patterned nature of the way in which gender norms play out in people's lives. While parody and humour can help in this endeavour, it is important to do additional work to deconstruct the stereotypes. It is important to identify that people are always more complex than a stereotype suggests, and to ensure that people do not feel laughed 'at'.

Review

Return to the learning intentions. Invite students to comment on the extent to which the learning activity helped them understand the difference between the terms sex and gender. Ask a student volunteer to summarise the difference. Ask students to reflect on whether the activity helped them understand that gender norms can influence people across their life span. Seek some examples of how the activity helped them to do this. Ask students to comment on how some gender norms can lead to harmful or limiting practices and behaviours, such as negative treatment of others, discrimination and exclusion.

TRACKING GENDER NORMS

At around ____ years of age	What boys or men are seen doing	What girls or women are seen doing
Dress and presentation		
Play or leisure		
Possessions, toys, hobbies		
Behaviour in the home environment		
Behaviour in the work or school environment		

2 Who is shown, who is missing? Gender in the media

TIME: 60+ MINUTES

Evidence base

Modern culture, including social media, plays a key role in the development of children and young people. Some messages reinforce, rather than challenge gender stereotyping. Human characteristics are defined as being either feminine or masculine, with more positive social values assigned to traits seen as masculine. This contradicts the present reality of peoples' lives, leading to the perpetuation of discrimination against women (and some diverse masculinities), as most of the human traits seen as feminine have less social value.³⁵

Students who do not conform to gender norms tend to be disproportionately affected by bullying and violence in school settings.^{36, 37} This is particularly true for boys who present as, or who are presumed to be, same-sex attracted or transgender. Research shows that this has negative impacts on health, wellbeing and academic outcomes.³⁸⁻⁴⁰ Approaches to addressing gender-based violence should therefore address the needs of these groups, as well as focusing on the prevention of violence against women and girls.

COACHING POINT

Before teaching this activity, it is important that you have confidence in your understanding of the concepts of transgender and intersex. Age appropriate definitions are provided within the activity. Further information is also available in the glossary at the end of this document. Familiarising yourself with this information will build your confidence to explore these concepts with the class.

Learning intention

- Students develop an awareness of transgender as a form of gender identity.
- Students explore how gender norms are variously reinforced and challenged in the visual, print and social media

Equipment

- Collection of mainstream magazines and newspapers (optional)
- Digital devices with access to the internet (optional)

Method

- 1 Remind students that in the previous activities, they explored how gender norms and expectations influence the opportunities and behaviours of men and women. Explain that there was an important gender group left out of the discussion. There is a third gender, called **transgender**.
- 2 Ask if students know what the word transgender means. Explain that being transgender means the sex a person is assigned at birth does not match the gender they identify as. For example, transgender people who are born with male sex characteristics who identify as girls or women, and those who are born with female sex characteristics and identify as boys or men.

Many transgender people adopt the clothing and lifestyle of the opposite sex as this fits best with who they feel they are, but they face many social barriers. Some choose to have medical treatment to help their bodies change to become more like that of the opposite sex. Transgender people experience a lot of discrimination and negative pressure from those around them. This can have serious effects on their learning, employment, health and happiness.

Sometimes transgender is confused with the term gay. The word 'gay' refers to a person's sexuality, or to being same-sex attracted. Transgender is a form of gender identity. A transgender person can identify as any sexuality including gay, lesbian, straight, queer or bisexual.

One thing that happens to transgender people is that they tend to be left 'invisible'. That is, people do not like to believe that they exist (or choose to ignore their existence). This in itself is a form of discrimination. In the past this was also true for same-sex attracted people, many of whom were forced to hide the fact that they were gay or attracted to people of the same-sex.

Note that an increasing number of countries in the world, including Australia, legally recognise the gender of transgender or third gender people, meaning that people can legally identify as transgender. (For example they can identify as transgender on their passport or have their gender changed to 'transgender' on their birth certificate.)
- 3 Another group who face discrimination is **intersex** people. Intersex is the word used to describe those people who are born with biological sexual anatomy which differs from the typical male or female anatomy. Biologically they are neither clearly male nor clearly female, but parts of their bodies are more like a mixture. They have their own category called intersex. This is not an illness. It is just the way some people are born.

People who are intersex often face discrimination. This is partly because many people do not understand that this category exists. Intersex people deserve to be treated with respect just like everyone else. Intersex people have the same range of sexual orientations and gender identities as non-intersex people. They can identify as gay, lesbian, straight, bisexual, or something else. They can also identify as men, women or neither.

Remind the class that one way people learn about gender and identity is through stories or images of males and females they hear and see in books, magazines, TV, films and other media, including social media. (In regards to pornography – it is up to individual teachers to determine whether they will choose to mention pornography as a form of media that influences the creation of gender norms. This issue is explored further in Topic 8, Activity 2).

- 4 Explain that in the next activity they are going to look at various media (not pornography) to detect two things:

- *Who gets included and who gets left out or left invisible?*
- *What gender messages are being sent?*

Arrange students in pairs or groups of three. Assign each group one of the following media categories:

- Novels
- Television shows
- Newspapers
- Advertisements
- Social media
- **Computer games.**

They will work in their group to consider messages encountered in the type of media that they have been assigned and consider (write the questions on the board):

- *Are there any differences between way the male and female characters/people are portrayed? If so, what are they?*
- *Are any characters/people included who do not fit within the typical gender norms? If so, what roles are they given?*
- *Are there any characters/people expressing diverse sexual orientation or gender identity? If so, what roles are they given?*

Allocate time for the groups to consider the questions posed.

- 4 Ask each group to report back to the class. Discuss what the groups found when reviewing the questions. Ask:

- *What did you notice were the ways in which gender norms were played out or reinforced in the media that you examined?*
- *To what extent did you also find that the media, literature, news or social media are sites that people use to challenge gender stereotypes or influence development of more inclusive attitudes? What did you notice?*

Review

Review the learning intentions with the class. Ask if any of the terms introduced in the activity were new to students. Seek examples and clarify these concepts and terms. Ask to what extent the activity was useful in assisting them to detect how gender norms are reinforced or challenged and changed in the visual, print and social media. For example, where, if at all, were transgender people visible?

COACHING POINT

Discrimination against transgender, intersex, bisexual and same-sex attracted people is a very serious issue. Studies have shown that discrimination can lead to poor mental health and much higher suicide rates amongst these people.⁴¹⁻⁴⁴ Teachers themselves benefit from reflecting on their own attitudes and from ensuring that they do not use negative or stigmatising terms or practices in their classrooms.

3 Negative health impacts of gender norms

TIME: 30+ MINUTES

Evidence base

Gender norms – social expectations of appropriate roles and behaviours for men and women – play an important role in men and women’s health behaviours.^{45, 46} Conforming to gender norms can have implications for a person’s health, because certain behaviours considered to be normative or desirable for a particular gender, may be associated with negative (or positive) health outcomes.⁴⁵

For example, gender beliefs related to men and masculinity include the denial of vulnerability or weakness, physical or emotional control, the appearance of being strong, the dismissal of any need for help, and the display of aggressive behaviour and physical dominance.

These gender norms can lead to higher rates of risky behaviour like drug use or unsafe driving. The impact of gender norms is illustrated in morbidity and mortality data which shows very different health and illness patterns for men and women.⁴⁷ Some studies have shown that programs that question gender norms with young men can improve their health outcomes.⁴⁶

Learning intention

- Students identify how some gender norms can have a negative effect on health and social outcomes

Equipment

- *Statistics cards*

Method

- 1 Ask the class to take a guess at the sorts of health problems that can arise as a result of gender norms – that is, not by the physical differences between men and women, but because of the different expectations of and treatment of men and women. Ask students to briefly discuss their guesses with a partner before seeking some suggestions from the class.

Explain that in this activity, students will find the answer to questions like:

- *Do more men or women die in their youth?*
- *Are there more young men or young women affected by mental health problems?*
- *Who are more likely to die due to an alcohol-related incident, men or women?*
- *Who is more likely to experience violence?*
- *Who is more likely to be the perpetrator of violence?*

- 2 Ask the students to work in pairs. Each pair will be provided with a statistics card (some of the statistics report on gender, others on violence, and others on consequences of discrimination or violence). The pair should read the statistic and consider the following questions. (These questions are also printed on the cards.)

- *Why do you think there are gender differences in these health/social issues?*
- *How might gender norms and expectations influence this pattern?*

Note that gender norms and expectations may not be the only factors influencing this pattern, but they can have a strong influence. Distribute the **Statistics cards**. (It is fine to provide the same card to two pairs if there are not enough.) Explain that each pair will feedback to the class what their data is telling them and a response to each of the questions on the card. Give the students time to read the statistics on their card and consider the questions provided.

- 3 Ask each group to briefly report back, seeking additional comments and explanations from other students.

Review

To conclude the activity, review the learning intentions with the class. Ask to what extent the activity was useful in assisting them to understand how gender norms can have a negative effect on health and social outcomes. Explain that in later activities, the class will explore what can be done to make positive change.

CAUSES OF MORTALITY

What is the leading cause of death for young males and females aged 12–24 in Australia?

Injury. Of particular concern is the over representation of young people, particularly those aged 18–24 years, in road traffic accidents.

Are males or females more likely to die as a result of injury?

Males. Deaths from injury are three times as high among males as among females (36 and 12 per 100,000 respectively).

Why do you think there are gender differences in this health issue?

How might gender norms and expectations influence this pattern?

Source: Australian Institute of Health and Welfare, 2011 (Data from 2007)⁴⁸

MENTAL DISORDERS IN YOUNG AUSTRALIANS

What proportion of young females aged 16–24 has experienced a mental health disorder?

30%

What proportion of young males aged 16–24 has experienced a mental health disorder?

23%

Why do you think there are gender differences in this health issue?

How might gender norms and expectations influence this pattern?

Source: Australian Institute of Health and Welfare, 2011 (Data from 2007)⁴⁸

SPECIFIC MENTAL DISORDERS IN YOUNG AUSTRALIANS

Are young males or young females aged 16–24 more likely to experience an anxiety disorder?

Females are more likely to experience anxiety disorders (22%) than males (9%)

Are young males or young females aged 16–24 more likely to experience a substance abuse disorder?

Males are more likely to experience substance use disorders (16%) than females (10%)

Why do you think there are gender differences in this health issue?

How might gender norms and expectations influence this pattern?

Source: Australian Institute of Health and Welfare, 2011 (Data from 2007)⁴⁸

ROAD FATALITIES

Of all road fatalities in Victoria in 2015, what proportion was male?

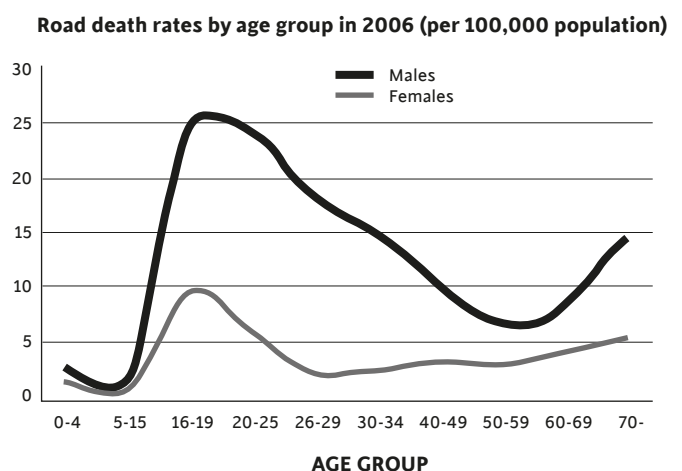
71% of fatalities were males and 29% females.

Males are more likely than females to die in road traffic accidents at all ages but especially in the younger age groups (age 16–25).

Why do you think there are gender differences in this health issue?

How might gender norms and expectations influence this pattern?

Source: Transport Accident Commission, 2015⁴⁹
Australian Automobile Association, 2007⁵⁰



TOBACCO USE IN AUSTRALIA

In Australia, what proportion of adult males and females (aged 18 and over) are current smokers?

Males: 20% Females: 16%

Why do you think there are gender differences in this health behaviour?

How might gender norms and expectations influence this pattern?

Note that in less developed countries, men are much more likely to smoke than women, whereas in developing countries such as Australia, women smoke nearly at the same rate as men.

Why might this be the case?

Sources: Australian Bureau of Statistics, 2013 [51]; World Health Organisation, 2007⁵²

MARIJUANA USE BY AUSTRALIAN STUDENTS

What proportion of male Australian students in Year 10, 11 & 12 report that they smoke marijuana regularly?

5%

What proportion of female Australian students in Year 10, 11 & 12 report that they smoke marijuana regularly?

2%

Why do you think there are gender differences in this health behaviour?

How might gender norms and expectations influence this pattern?

Source: Mitchell et al., 2014⁵³

ALCOHOL CONSUMPTION BY AUSTRALIAN STUDENTS

What proportion of male Australian students in Year 10, 11 & 12 say that on occasions when they drink alcohol, they would usually have seven or more drinks?

21%

What proportion of female Australian students in Year 10, 11 & 12 say that on occasions when they drink alcohol, they would usually have seven or more drinks?

11%

Why do you think there are gender differences in this health behaviour?

How might gender norms and expectations influence this pattern?

Source: Mitchell et al., 2014⁵³

MENTAL HEALTH OF GENDER DIVERSE YOUNG PEOPLE

Are gender diverse/transgender young people more or less likely to be diagnosed with anxiety than young Australians more broadly?

More likely.

One Australian study found that 45% of gender diverse/transgender young people aged 14–25 had been diagnosed with anxiety and 38% had had thoughts about suicide – rates much higher than those experienced by young Australians more broadly.

Why do you think there are gender differences in this health behaviour?

How might gender norms and expectations influence this pattern?

Source: Smith et al. (2014)⁴¹

4 Human rights, equity, equality and gender

TIME: 50+ MINUTES

Evidence base

Research demonstrates that those with rights-affirming attitudes are less likely to engage in gender-based violence, and that belief in the equality of men and women is protective against uptake of violence-endorsing attitudes and practices.^{29, 30} Thus, it is important for children and young people to learn about human rights in a learning environment that models human rights. It is argued that when students learn about human rights, they are better placed to defend their rights and those of others when they are withheld or taken away.^{54, 55}

Learning intention

- Students learn about the concept of human rights
- Students describe what they believe fair, equal and respectful treatment would look like in various settings, with particular reference to addressing gender rights
- Students discuss strategies individuals, organisations and governments can take to achieve more gender equitable outcomes

Equipment

- *Equity versus equality* handout

Method

- 1 Ask students to close their eyes and imagine a world that is a fair place where everyone is treated well and as equals. It does not matter whether they are girl or boy, woman or man; whether they are of different race, religion or ability status. Think about what this would look like for people.
- 2 Give students time to share their vision of a peaceful and fair world with a partner or with a small group of three or four. Invite some to share with the whole class.
- 3 Ask students what rules or expectations would be needed to keep this world fair. Generate some ideas from the class.

Ask each student to work with their partner or small group to develop their own list of expectations or rules. Then set the added challenge: If you could only have five rules to make the world a fair place, what would they be?

Ask students to report back. Collect their ideas to make a list on the board.

- 4 Explain that in the past, some people thought a lot about creating a world that is fair and where everyone is treated with dignity and respect. They thought about how to protect people and the types of 'rules' that would be needed.

One tool that has been developed to help us make a world where everyone is treated equally and with respect is the **United Nations Universal Declaration of Human Rights** (UNDHR). Another is the **Convention of the Rights of the Child** (CRC) that has a special focus on the ways children are to be treated. Another is the **Convention on the Elimination of All Forms of Discrimination against Women** (CEDAW) that has a special focus on the ways women are to be treated.

- 5 Ask the group if they have heard of **human rights**. If so, ask them to tell you what they think are some of their human rights.

Provide the following definition: Human rights are rights that belong to every person simply because they are a human being. Human rights exist because of a belief that every human being is born equal in dignity and rights. This means that all humans have the right to be treated with respect and fairness.⁵⁶

Over the years, a number of **conventions** on human rights have been decided on internationally. Most governments in the world have signed international conventions to say they will protect the rights of the people that live in their country. Conventions are a list of expectations that are intended to protect peoples' dignity and keep people well and safe from harm. For example, governments of all countries, except the United States of America, have signed that they agree to the **Convention on the Rights of the Child** (CRC). When a country signs a convention it takes on an obligation to do everything in its power to protect the rights of its citizens.

- 6 Explain there are a lot of different human rights listed in the CRC, all of which are important. But two are particularly famous. Write the following two rights on the board:
 - When children are born, they are free and all should be treated in the same way
 - **Everyone can claim their rights, regardless of their sex, skin colour, language, thinking and beliefs, religion, level of wealth, country of birth.**⁵⁶

Ask students to compare these rights with those they imagined for their 'fair world'. What is similar and what is different?

COACHING POINT

The next part of the activity explores the similar, but subtly different concepts of equality and equity. The differentiation between equality and equity can be difficult to understand, so you may need to explain this to students. Equality is where people are treated the same, which can result in unequal outcomes. Equity is about recognising difference and treating people in different ways that will help to bring about more equal outcomes.

- 7 Introduce the concept of **equity**. One way to describe this concept is to draw on the board, a tree with apples on it (or you can use the handouts provided). One person is tall enough to pick the apples. The other person is too short. Ask: *Is it fair that the tall person has access to all the apples?* Invite the students to suggest ways to achieve equity. If not suggested, include the idea of creating equity by providing a box for the short person to stand on, so they too can get the apples.

In some areas of life, an equivalent of this box is needed. For example, to make sure we get even numbers of women and men in parliament or in leadership roles, or to make sure that a person with a disability gets properly considered for a job they apply for, or that a ramp or special equipment is provided to help a person with a disability to be able to access resources, jobs or services.

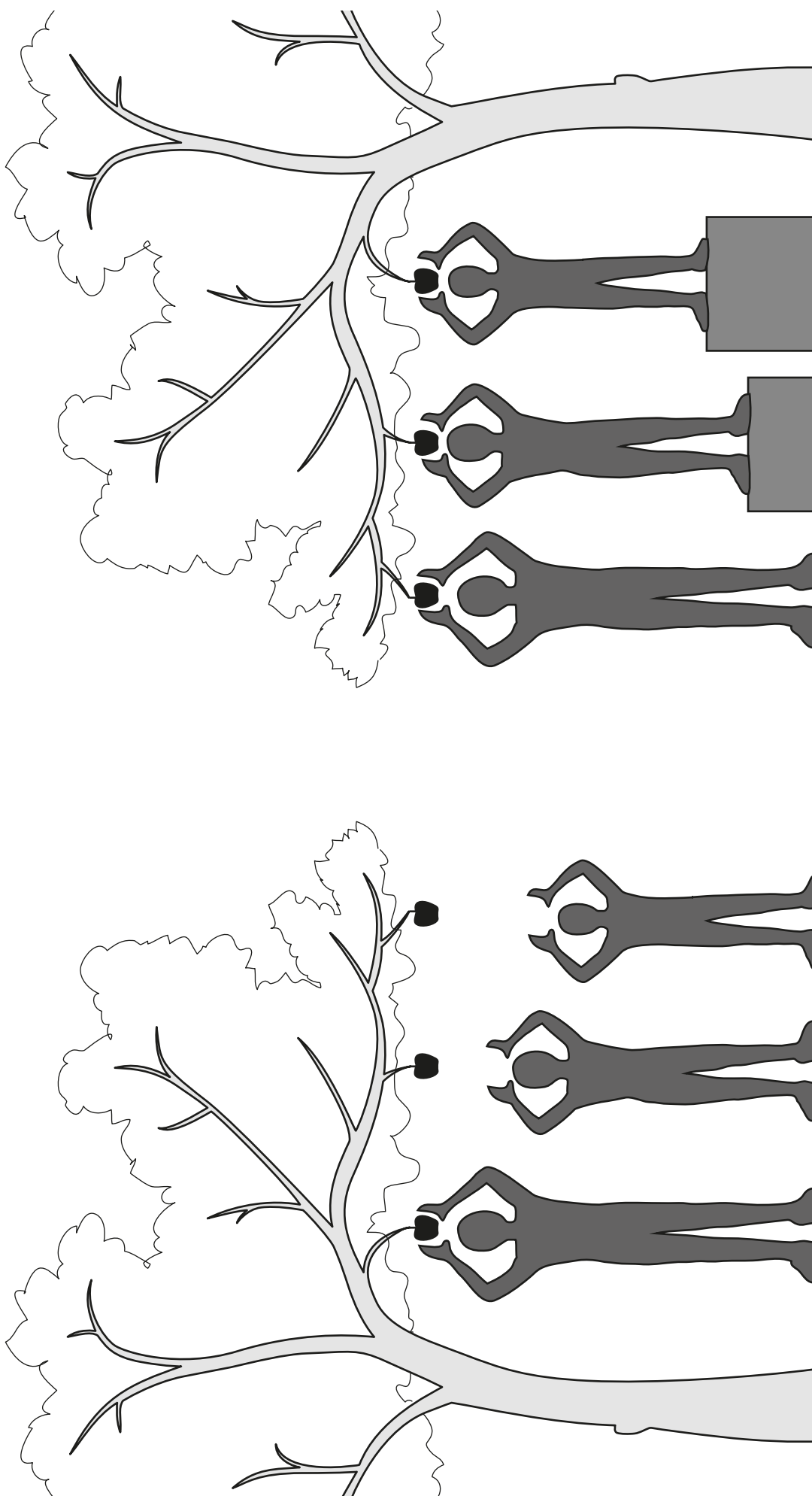
- 8 Ask groups to develop some strategies for attaining everyday gender equity. This plan should consist of:
- Identifying an area of life where there is gender inequality
 - three small actions that a student, as an individual, can take to contribute to gender equality in this area
 - two actions an organisation can take (e.g a school or a business or a sporting club) to contribute to achieving gender equality
 - **one action a government could take towards achieving gender equality in the nation.**

Review

Review the learning intentions with the class. Ask to what extent the activity was useful in assisting them to understand human rights. Ask students whether the activity has helped them to explore strategies that could be used by individuals, organisations and governments to achieve more gender-equitable outcomes. Ask a volunteer to provide an example of how the activity has helped them to do this.

COACHING POINT

Human rights can be a difficult concept to understand. People can have different views about what should be included amongst our human rights. These learning activities aim to draw attention to the belief that all humans should be treated with dignity and equality despite differences in gender.



EQUITY

EQUALITY

Graphic adapted from Saskatoon Health Region (2014) Advancing Health Equity in Health Care. Saskatoon: Public Health Observatory.

5

Positive and negative uses of power and privilege

TIME: 30+ MINUTES

Evidence base

Privilege is the notion that some groups of people have advantages compared to other groups. They may be born into this privilege, but grow up believing they have earned or deserved their advantaged position in life, while believing that those less well-off, must somehow have brought their lot upon themselves.

Others may take their privilege as the norm and never question the unequal advantages it affords them. Theorists argue that rather than being earned, privilege is something that is awarded to a person based on characteristics they are assigned at birth, such as gender, socioeconomic class or race.⁵⁷ For example, by being born male you have advantages – such as being overly represented in the public sphere – and this will be true whether you personally approve of or think you are entitled to this privilege. Programs teaching about gender identity and positive gender relationships should build an awareness of the existence of different kinds of privilege and the intersecting ways in which it is associated with higher rates of gender-based violence.

Learning intention

- Students consider the different ways power can be expressed and experienced in relationships
- Students identify the distinction between negative uses of interpersonal power and influence, and positive or enabling uses of interpersonal power or influence
- Students consider the different ways power can be expressed and experienced in relationships
- Students consider the ways in which some people have greater privilege, power or access to resources due to their membership of particular group

Method

- 1 Explain that in this activity, students will talk about how individuals can use interpersonal power positively or negatively.
- 2 Ask students what they think is meant by the word **power**, when it is used to refer to one person having power over another. What is meant by power in this context?
Explain that one way to think of power is as the capacity to influence what happens. A negative use of power might include imposing control over something or someone else for one's own benefit, without regard for the effect on the other. A positive use of power might include using resources, skills, actions or influence for the benefit of others.

Point out that the level of interpersonal power that a person experiences may differ from one situation or one relationship to another. For example, a teenager's level of personal power may be different in their relationship with a young child, as compared with a direct peer, a parent or a teacher. In this example, it is a combination of age and particular interpersonal relationship that determines who has more power.

Invite students in pairs to analyse who has what kind of power in the following scenario.

BABYSITTING SCENARIO

A 13-year-old has been asked to watch over their two younger cousins while the adults prepare food in another room. One cousin is five and the other is three years of age. The five-year-old child starts hitting the three-year-old child.

- 3 Ask the students to discuss:
 - Who has power in this situation?
 - Who has the most power?
 - What sorts of actions could the 13-year-old take that would be a positive (or helpful) use of their power?
 - What sorts of actions could the 13-year-old take that would be a negative or abusive use of their power?
 - What sort of power do the adults have, even though they are not there in the room?

Invite students to feedback their responses.

- 4 Explain that sometimes it is useful to think of power operating between people in different ways, rather than being more like a possession that some have and others don't. We might then describe different sorts of relational power as including **power over**, **power with**, and **power within**.

POWER OVER

Having control over someone, or over a situation. This power over others can be used in positive or negative ways. For example, a parent has power over their child, but may use this power to care for the child. In contrast, an adult may harm a child, using their power in negative ways.

POWER WITH

Having power with other people and groups. This involves working with others together to make things happen. (Achieving something due to collective action that may not be possible just through individual action). This power can also be used in positive or negative ways. For example, a group can work together to tidy up their community or to help others. This is positive use of power with. However, a group can band together to commit a crime or to be cruel to others. This is negative use of power with.

POWER WITHIN

Refers to having internal ideas, knowledge, vision and skills for convincing oneself and other people to do something, or mobilising oneself to do something.

For example, this can be where a person makes a powerful speech to get others to look after the environment, leading to people making less rubbish. This is a positive use of power within. A different person however may make a speech encouraging people to turn against people of a particular religion. This is a negative use of power within. Alternatively, this could be a person having the integrity and determination to stop wasting water, or a person deciding they feel entitled to be as wasteful as they like with natural resources.

- 5 Refer back to the earlier scenario to point out that the older child had more power than the smaller children. They had more **power over** another due to their larger size and their greater intellectual maturity. They had **power with**, as they could call on the adults nearby to help. They also had more **power within** as they have skills, abilities to think through how best to manage the situation. The 13-year-old had also been put in charge and was assigned or given power by an adult. Being given a special role or position or job can add to a person's power. Ask students to think of some other positive and negative examples of the three different sorts of power listed above.
- 6 With the same partner ask students to make a list of what sorts of things influence the amount of power people have. (Some responses might include: their wealth, age, job, friends, gender, ethnicity, sexuality, language, religion, size, strength, popularity, skill, knowledge, possessions.) Introduce the idea that in society, some population groups have more power than others in that the world is set up to privilege their needs or identity, or in that they have more access to resources and services. Ask for suggestions about which categories of people could be included here.

Explain that the word privilege is used to refer to particular groups such as the following:

- Man rather than woman: (e.g. the word he is presumed, the world of work is set up around the model of the male worker)
- Persons without a physical disability rather than persons with a physical disability (e.g. access to buildings, transport and furniture presumes everyone is without a physical disability and so to cater for others shows as an exception)
- Rich rather than poor (e.g. who gets better access to education, leisure, work, transport, health care, housing and natural resources)
- Religious majority rather than the minority (e.g. whose prayers are used, whose religious rules or holidays are recognised)
- Urban rather than rural (e.g. access to services in health, education, leisure)
- **Heterosexual rather than same-sex attracted (e.g. permission to marry, recognition in the workplace etc.).**

Point out that those who are members of privileged groups tend not to see their privilege. It can be invisible to them, because it just seems normal or natural. However, people in less privileged groups can often see the inequality or unfairness. This is because they are aware of what does not work for them. (E.g. I can't get up the stairs. My partner is not recognised. I cannot get or afford services. I can't have a baby and climb the promotion ladder. In my religion I am not allowed to eat pork (e.g. Muslim, Jewish) but the school is serving pork sausages for the school sausage sizzle.)

Review

Invite students to review the learning intentions. Ask them to comment on what they did that helped them to think about power in relationships. Ask which aspects of the learning activity were useful in helping students understand difference between positive and negative uses of interpersonal power. Seek some examples.

6 Difference and discrimination

TIME: 30+ MINUTES

Evidence base

In an individualistic society, people tend to think that whatever a person ends up with must be what that person as an individual wanted, worked for, earned, or deserved (meritocracy), rather than influenced by factors outside of their control.⁵⁷ To respect rights, students need to understand diversity, and the need to ensure that the rights and preferences of those who are privileged do not override the rights of those who are more commonly marginalised, disadvantaged or discriminated against.

Learning intention

- Students develop an understanding of the term discrimination
- Students develop awareness of the patterned nature of discrimination and that discriminatory practices are an abuse of power and a breach of human rights
- Students identify groups and subgroups who are more likely to experience discrimination and stigma
- Students develop an understanding of how members of certain population groups experience escalated forms of gendered disadvantage due to being also affected by additional negative social attitudes relating to things like ethnicity, ability status, religion, race, social class or sexual preference

Method

- 1 Refer back to the previous activity in which students discussed the idea of power and privilege and identified some groups who have more or less power than others. Ask students to recall some of these groups.

Explain that those persons or groups with less power in society are more vulnerable to being discriminated against. Write the word **discrimination** on the board.

Ask the students to suggest what they think the word means. Take note of the key words mentioned on the board.

Discrimination: Unfair treatment of one particular person or group of people. Usually the unfair treatment is because of the person's sex, religion, nationality, ethnicity (culture), race, social position or other personal traits.

- 2 Set up a brainstorm in which students create a list of the different groups of people in the world who experience discrimination. Arrange for student scribes to write each of the ideas onto a separate slip of paper. When building the list, challenge students to think about how things are in their own part of the world, but also to identify groups they believe are discriminated against in other countries across the world.

Once the brainstorm is complete, distribute the slips of paper so each student has one (or if working in a large class distribute one for each pair.)

Sketch an imaginary line on the floor across the front of the room (or across the middle of the circle). One end of the line will represent the end of the spectrum for those groups that students believe are most likely to experience high levels of discrimination, and the other end represents the end of the spectrum for the groups that students believe are less likely to experience severe discrimination.

Explain that you will ask them to take turns to place their slip of paper somewhere on the line. As they do they will name the type of discrimination that is written on their slip of paper and then explain why they are choosing to put it on that particular place along the line. When it is their turn, they may also change the location of other slips of paper, so long as they explain why they are making the move.

Remind students that there is no 'right answer' in this activity. They have been asked to rank how they imagine various groups experience discrimination as a thinking exercise designed to have them consider the relative advantage or disadvantage that people may encounter due to the attitudes of others.

- 3 Once the slips of paper have been laid out, collect a few different slips to bunch together (e.g. female, child, physical disability). Ask students where they think the location on the line of discrimination would be if a person had multiple group memberships. For example:
 - What if the person living in a refugee camp was also female, and young?
 - What if the person with a physical disability, was also a woman, who was also living in poverty?
 - What if a member of a disadvantaged ethnic minority was also someone who was unemployed?

- 4 Invite students to look at the line of items and comment on what they notice relating to patterns of injustice. If students do not make this point, help them to notice that some people experience increased disadvantage and discrimination because they face stigma or discrimination about multiple aspects of their identity.

Ask students what they think this list is telling them about equality and who has access to their human rights.

Ask: *What do you think it would take to ensure that people suffering from multiple forms of disadvantage had the same access to opportunities to learn, be well and be employed as others?* Invite students to suggest strategies.

Reintroduce the term **equity** (see Activity 4). Explain that some people argue that everyone should be treated equally. Other people argue that some form of 'catch-up', or equitable treatment, is needed for people who have suffered disadvantage.

Review

Review the learning intentions. Invite students to comment on the how the learning activity helped them to recognise the patterned nature of discrimination, and to identify groups and sub-groups who are more likely to experience discrimination and stigma.

COACHING POINT

Encourage students to practice their skills in disagreeing in an agreeable way. Discussion surrounding matters of difference, discrimination and how to achieve equity can result in widely diverse views. Encourage students to explain their own point of view, and to summarise how it is similar to or different from other viewpoints. Explain that in a respectful forum, people challenge each other's ideas without insulting the person who holds those ideas that are different from their own.

Topic 7 Further resources

Reflecting on everyday practice

- What are some sources of help for you as a teacher around lesson planning, classroom management or general wellbeing issues?
- How do you model help-seeking behaviour to your students?
- How do you respond to help-seeking behaviour from your students?
- How do you encourage students to provide help to each other?

Extension activities

- Choose some traditional children's stories (or films or cartoons) and some modern children's picture story books (or films or cartoons). Analyse the extent to which open or limiting gender messages are transmitted in the storylines and pictures.
- Rewrite a traditional fairy story updating it to reflect a society in the future where there is gender equity.

Talking further

- Encourage students to talk to the people they live with about the pressures and expectations that they believe are on boys and girls and men and women.

Optional game – Greetings game

Use this optional game 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. The game below contains key messages about respectful and positive relationships.

Learning intention

Use this game to explore friendship and welcome. Students will identify social norms and practices that are used to signal friendliness and welcome to others, everyday practices that create inclusive and gender-friendly communities, and propose how they will model these to those around them.

Method

- 1 To play the game, ask the class to walk around the classroom. When the bell rings they take a nearby person as their partner. (Check to see that everyone has found a partner. If there are odd numbers, make a trio). The people in this first pairing are '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 that they belong to the same special group. It should include a sound as well as a physical greeting signal.
- 2 Ask the pairs to practice their greeting a few times. Then ask the students to walk around again. 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.
- 3 Ring the bell again. 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 the students 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.

- 4 Repeat with another round, to establish 'Partner Number 3'.
- 5 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 the four people to do together.

Replay the whole set, first finding the group of four, then Partner three, then Partner two, then Partner one, then returning to complete the game with finding the group of four.
- 6 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.
- 7 Discuss. Ask:
 - *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 of the 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.**
- 8 Ask students if they were able to identify social norms and practices that are used to signal friendliness and welcome to others in our society. Ask them to give some examples. Ask some students to identify some everyday social actions that create respectful, inclusive and gender-friendly communities.

8 Positive gender relations

AIMS

Activities will assist students to:

- Define gender-based violence
- Understand the nature of gender-based violence
- Develop strategies for building positive and respectful relationships.

EVIDENCE BASE

There is a strong rationale for focusing efforts on preventing gender-based violence and fostering respectful relationships among children and young people. Schools are a key site in which to do this. Studies show that when delivered as part of a broader whole school approach to building respectful relationships, classroom programs can have a profound and long lasting impact on student attitudes and behaviour.^{58–61} Research on the efficacy of these programs shows that effective programs employ participatory and interactive pedagogy. Participatory methods allow students to practice and develop skills that they can employ in their lives.^{58, 62}

ACHIEVEMENT STANDARDS

Personal and Social Capability

- Students reflect on the influence of emotions on behaviour, learning and relationships
- Students use feedback to identify their achievements and prioritise areas for improvement
- Students reflect on strategies to cope with difficult situations and are able justify their choice of strategy demonstrating knowledge of resilience and adaptability
- Students explain the impact of valuing diversity and promoting human rights in the community
- Students explore the values and beliefs of different groups in society
- Students identify indicators of respectful relationships in a range of social and work related situations
- Students assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations

Health and Physical Education

- Students investigate strategies and resources to manage changes and transitions and their impact on identities
- Students evaluate the benefits of relationships on wellbeing and respecting diversity
- Students analyse factors that influence emotional responses
- Students gather and analyse health information
- Students investigate strategies that enhance their own and others' health, safety and wellbeing
- Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity
- Students justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community

Critical and Creative Thinking

- Students explain different ways to settle matters of fact and matters of value and issues concerned with these

CURRICULUM TABLES

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

1 What is interpersonal gender-based violence?

TIME: 45+ MINUTES

Evidence base

Research highlights that one of the most consistent predictors of the perpetration of violence against women, at the individual level, is a traditional view about gender roles and relationships. Men who are hostile towards women's non-conformity to gender roles and to challenges to male authority, have a particular tendency towards violence.³⁰ Students need to know and understand what violence, gender violence and bullying look like. They need a clear understanding of types of violence, and to know the

words to explain what is happening to them or to others. Students also need to understand the negative effects that violence (in all its forms) has on those experiencing it, and the observers and perpetrators.

Learning intention

- Students define gender-based violence and learn that gender-based interpersonal violence has many forms including physical, psychological, verbal and sexual, and can occur in any relational setting
- Students identify that at different times, people can be in the position of victim, witness or perpetrator of gender-based violence
- Students recognise that anyone can be the target of gender-based violence, but that some groups, including girls and women, transgender and same sex attracted people are more likely to be targeted
- Students identify the negative effects of gender-based violence on all of the parties within the victim, witness, and perpetrator triangle

Equipment

- Gender-based violence scenarios

Method

- 1 Write the words **target**, **perpetrator**, **accomplice** and **witness** on the board. Invite students to share their understandings of these words. After discussion, share these definitions. (Students could write them in their notebooks.)
- Target.** (sometimes referred to as victim or survivor). The person who experiences the violence.
- Perpetrator.** The person who carries out the violence or causes the hurt and harm.
- Accomplice.** The person or people who encourage, join in, or show that they are entertained by the violence.
- Witness.** (or observer) The person who sees a violent act.

COACHING POINT

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.

Explain that we often use the word violence to describe only physical acts against another person, things like hitting, slapping, kicking. However, the word violence can also be used to include a whole range of actions and behaviours that cause distress and harm. Violence can be verbal, and involve what people say to or write about others. Even though it is only words, it can still cause great hurt or harm, and so verbal acts can be understood to be violent as well. Violence can also be psychological (affecting someone’s mind or emotions) and sexual (affecting or involving the private parts of someone’s body.) It can occur face-to-face or through cyber-space through social media or other websites, or using other electronic devices such as telephones. Both adults and children can be perpetrators, as well targets.

- 2 Draw a table on the board with these headings:

Physical violence	
Psychological violence	
Verbal violence	
Sexual violence	

- 3 Invite students to describe what they think each of these terms mean, using a few examples as part of their definition. Provide definitions if needed.

Violence can take place person-to-person, via social media, or via posting of messages, graffiti or ‘hate’ mail. It may involve words, images, pictures, stories, signs, objects, possessions or forms of physical contact.

Psychological violence includes threatening, abusing, scaring, humiliating or shaming people so that they feel bad, even though no one has touched them.

Physical violence can involve hurting the body or damaging or stealing someone’s possessions.

Verbal violence involves written or verbal name calling, intimidating behaviour, spreading rumours about someone, or shouting and screaming at them.

Sexual violence means having sexual contact without permission of the other person. This includes rape and also other sexual contact like touching private parts of the body without permission. It can also include saying sexual things about someone, telling stories or posting pictures of a sexual nature about someone.

- 4 Remind students that in previous activities they have explored power dynamics and identified that some groups are more likely to experience discrimination than others. Some groups are also more likely to experience certain types of violence than others. Thinking back, who were some of the groups and individuals who are more likely to experience discrimination and violence? Build a list of responses on the board.

Explain that around in Australia (and around the world) women tend to experience more gender-based discrimination than men. However, some men also experience gender-based discrimination, especially those who do not conform to gender norms. In this activity we are going to talk and think about **gender-based violence**.

- 5 Ask students to recall what is meant by the term gender (refer back to Topic 7: Activities 1 and 2.) Explain that when the terms violence and gender are put together, we get the concept of gender-based violence.

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-based violence occurs as a result of normative role expectations associated with one's gender, and unequal power relationships between genders.

Gender-based violence can affect anyone (including men, women, intersex and transgender people).

- 6 Ask students to provide some examples of gender-based violence. Aim to get examples for each of the categories physical, psychological, verbal, and sexual. (Some examples are provided below.)

Note that anyone can be the target of gender-based violence, but that some groups, including girls and women, transgender and same sex attracted people, are more likely to be targeted.

Examples of gender-based violence:

Physical: A man hitting his partner for not having dinner ready when he wants it.

Verbal: Young men calling out mean comments to another man because he seems feminine.

Psychological: A boy threatening to damage the reputation of a girlfriend if she does not do as he wants.

Sexual: A man forcing a woman to have some form of sexual contact with him against her wishes.

- 7 Explain that students will work in small groups. Each group will be given a **Gender-based violence** scenario which provides an example of a form of gender-based violence that might happen to young people, in or around a school.

Ask students to discuss the questions on their scenario card. They will name the type or types of gender-based violence that are occurring in the scenarios. They will consider the effects of the violence, and think about what can be done to prevent or respond to this type of gender-based violence.

- 8 Arrange for groups to read their scenario aloud and report back on what they discussed, and on what suggestions they had for both prevention and response. Ask other students to comment or add other suggestions.
- 9 Ask students if there were any types of gender-based violence that might happen to young people in and around school that were not covered in any of the scenarios. Remind them to talk about the type of violence rather than naming a specific incidence or persons involved.
- Note that later activities will further explore the question of what peers can do to prevent or respond to incidences of gender-based violence.

COACHING POINT

Fictional scenarios for this activity are provided in the *Gender-based violence* scenarios handout. As an option, you can create some additional fictional (but representative) scenarios that are relevant to your local context. Use common or lower level examples, rather than only the most extreme stories of gender-based violence. This helps students to recognise where gender-based violence might be a part of their everyday life.

In discussing the scenarios, students may make comparisons with their own experience. Ensure that they do not name persons involved and avoid using the public space of the classroom as a place to discuss incidents that have occurred in the school community. This is better done in a more private forum with the teacher or relevant staff member.

Review

Conclude the activity by inviting students to review the learning intentions. Ask for examples of how the learning activity has helped them to learn about different forms of gender-based violence. Ask whether the activity has helped them to understand which groups are more likely to experience gender-based violence and the potential negative effects of gender-based violence. Seek examples.

COACHING POINT

Protective interrupting is a strategy that teachers can use to interrupt students who begin to disclose private information (about themselves or others). It is a teaching strategy designed to protect the person telling the story from disclosing in front of the class, other persons in the story from having their affairs discussed in a public setting, and class members from the distress at hearing the disclosure. The teacher can invite the student to share the story in a follow up conversation in a more private setting.

Scenario 1

On Thursday Jessica was walking to school. Usually she walks with her friends, but that day they were not there and she did not want to be late for school. Two blocks from the school, she had to walk past a group of boys from an older class who were waiting in a large group. They started calling out things like 'sexy legs' and 'cute girl come and kiss me' and one of them tried to touch her buttocks as she walked past.

- *What type of gender-based violence is happening in the scenario? (physical, verbal, psychological, sexual)*
- *How might this affect the person who is experiencing the violence?*
- *What needs to change to prevent this from happening?*

Scenario 2

Nick is in the school production. He is in full costume (including make-up) for a dress rehearsal at school when he sees some guys from his year level outside the canteen. They call out to Nick, wolf whistling and calling him gay. They continue to make suggestive comments to him over the following weeks.

- *What type of gender-based violence is happening in the scenario? (physical, verbal, psychological, sexual)*
- *How might this affect the person who is experiencing the violence?*
- *What needs to change to prevent this from happening?*

Scenario 3

Rada is 13-years-old. Over the long holidays, her body changed. On the first day back at school, some boys were pointing at her and laughing. Some of them tried to bump into her in the corridor. One of them kept pointing directly at her chest and making signs to show her breasts have grown. Then the others would laugh. She started to wish she had never come back to school.

- *What type of gender-based violence is happening in the scenario? (physical, verbal, psychological, sexual)*
- *How might this affect the person who is experiencing the violence?*
- *What needs to change to prevent this from happening?*

Scenario 4

Scarlett is a gamer, and is chatting online with her clan mates about strategies for the upcoming war. A new clan mate joins the chat, and tells her that her pic is hot. It is a bit awkward (they are talking strategy after all) so she ignores him. After this, every time she posts anything on the clan chat, he posts back about how he thinks she is so hot. Scarlett is getting frustrated as everything she says in chat is getting lost because of his posts.

- *What type of gender-based violence is happening in the scenario? (physical, verbal, psychological, sexual)*
- *How might this affect the person who is experiencing the violence?*
- *What needs to change to prevent this from happening?*

Scenario 5

13-year-old Taka used to be known as a girl at school, but is now recognised as a transgender boy. At school, he has been welcomed onto the boys' soccer team. He is quick and agile player and a great team player, sharing the ball well with other players. However, the girls no longer speak to Taka, cutting him out of group chats online and going silent whenever he is around.

- *What type of gender-based violence is happening in the scenario? (physical, verbal, psychological, sexual)*
- *How might this affect the person who is experiencing the violence?*
- *What needs to change to prevent this from happening?*

2 Critical thinking about gender-based violence within sexual imagery

TIME: 30+ MINUTES

Evidence base

In recent times, young people's exposure to pornography has increased, along with violence and sexism in mainstream pornography.⁶³ Pornography consumption can influence people's sexual knowledge, attitudes and behaviour, as well as their perceptions of the opposite sex.⁶⁴ Researchers who investigate pornography have noted that most contains some form of violence, usually against women.^{65, 66} They have also found that pornography has been becoming more violent over time, as well as more available via the internet. Investigators have found a significant relationship between high levels of pornography consumption and attitudes supporting violence against women.⁶⁷ However, research shows that educational interventions can have a positive impact on male attitudes and participation in violence against women.^{67, 68} Young people need to develop the skills to think critically about potentially harmful or limiting messages that are fostered or reinforced via the media.

Learning intention

- Students become critical thinkers about gender-based violence in the context of sexual imagery
- Students understand the association between pornography and gender-based violence
- Students understand that it is against the law for someone to force others to engage in sexting or to watch pornography

COACHING POINT

Students may also cover this issue within their sexuality education program. Find out what is covered in this program, and make links for the students, either foregrounding the topic if it is to follow, or referring back to it if students have already completed that content area.

Method

- 1 Remind students that a **witness** is someone who sees or hears about the violence that is happening to someone else. Sometimes we refer to people who witness violence as **bystanders**. Ask:
 - How do people work out what is right or wrong for them to do in their relationships?
 - How do people work out how they are affecting others?
 - How do they work out whether something is appropriate to watch on the internet or not?

- 2 Invite people to talk first with a partner. Challenge them to write a list of the questions they might ask to help figure out what is a helpful or hurtful thing to do. What questions should they ask to work out if a behaviour meets their own ethical and moral standards?

Invite students to report back with their statements or questions. Ask them to keep these questions in mind, to check if they are sufficient to help young people work out what to do when or if they encounter gender-based violence within sexual imagery.

- 3 Explain that it is known that sometimes people turn to the internet to learn about sex. This commonly leads to people finding pornography rather than information. Researchers who investigate pornography have noted the following:
 - Most pornography contains some form of violence, usually against women.
 - Pornography has been becoming more violent over time, as well as more available via the internet.
 - Pornography can influence people's attitudes and behaviour (for example, people who watch a lot of pornography may start to presume that violence is acceptable within sexual relationships. They are also inclined to develop unrealistic attitudes about sexual activity and put pressure on their partner to do things they don't want to do).
- 4 Point out that as we learnt in Topic 7 activities, media is one influence that contributes to what people come to understand as 'normal'. With limited sources of information available to young people about sex and relationships, those who view violent pornography may end up thinking that what they see is 'normal' sexual activity and acceptable in relationships. Some people argue that this then leads to men treating women like sex objects, rather than as people to be respected. This can have a damaging effect on their relationships and on their partner.

COACHING POINT

Students may benefit from a definition of **pornography**. Pornography is text, pictures, videos or other visual material containing the explicit description or display of sexual organs or activity. It is a form of media produced to stimulate sexual excitement.

- 5 Revisit the questions the students have generated. Ask if there are any questions that could be added to help people to work out whether something is good or bad for them to be watching online.

Build on the students' offerings. If the following questions have not emerged, suggest that as with many other areas of life, the following questions, can help people to think critically about whether something is right or wrong for them in relation to looking at material on line:

- Is it violent?
- Does it encourage acceptance of violence?
- Does it encourage harmful or disrespectful behaviour?
- Is it an illegal behaviour?
- Does it cause harm or hurt?
- Does one person gain pleasure out of another person's pain or shame?
- Could someone have been harmed in the making of this material?
- Could someone be harmed by repeating this act in real life?
- Does this meet my standards of acceptable behaviour?
- Does this look like a respectful relationship?
- Would this fit with the way I want to live my life?

- 6 Explain that there are laws surrounding the issue of pornography and young people. These laws also relate to **sexting**, a practice that has evolved through use of digital technologies (such as mobile phones) 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.

Taking, 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 sexting being illegal are:

- If you are under 18 yourself, and nobody in the image is more than two years younger than you
- **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. Forcing somebody else to watch pornography is also a sexual offence. In the eyes of the law, any sexual activity should be mutually consenting between both parties.

COACHING POINT

Sexting' is the word used to describe the sending of sexually suggestive, naked, or nearly naked photos or videos using a mobile phone, webcam or other mobile device. The practice of sexting has evolved through use of digital technologies (such as mobile phones) and social media.

Review

Invite students to review the learning intentions. Ask whether they found that the activities have heightened their awareness of the need to think critically about the presence of violent sexual imagery in digital environments. Ask if they are now more aware that it is an offence for people to force others to participate in sexting or to watch pornography.

COACHING POINT

In a survey of Australian Year 10, 11 and 12 students in 2013, more than half reported that they had received sexually explicit text messages (54%) and just over a quarter of young people reported that they sent a sexually explicit photo of themselves (26%).²⁵

3 Positive acts of peer support

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.^{29, 30} 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.⁶⁹ Continuing to develop students' emotions vocabulary and encouraging them to monitor emotions in themselves and others, helps to build empathy.

Learning intention

- Students identify simple acts of friendship that can be used to intervene to prevent escalation of gender-based violence, or to provide positive peer support following experiences of gender-based violence

Equipment

- *Peer responses to gender-based violence scenarios*
- *50 Acts of kindness* as a display or handout

Method

- 1 In their next activity students will engage with what peers can do to help prevent escalation of gender-based violence or to provide support for someone who has experienced gender-based violence. Their task will be to identify what the peer who witnesses an act of violence could do or say at the time, or afterwards.

Arrange for students to work in pairs or small groups. Provide a set of *Peer responses to gender-based violence scenarios*, and refer students to the chart showing *50 Acts of kindness* to help them think of possible follow up actions.

- 2 Ask some of the students to report back on the strategies that they have devised. During the reflection, ask:
 - What does it take to speak up to peers about their negative behaviour?
 - Would the effects on the witness or the target be different if they changed the gender of either the witness or the target?
 - Are some acts more distressing when perpetrated by members of the same sex?
 - Are some acts more distressing when perpetrated by members of the opposite sex?
 - Would it make a difference if you changed the age or size of the witness, perpetrator or target?

Review

To conclude the activity, invite students to review the learning intentions and give examples of how the activity has helped them to identify simple acts of friendship that can be used to provide positive peer support following experiences of gender-based violence.

COACHING POINT

Point out that everyday actions can also be understood as a form of peer leadership. There are times when we see people take these kinds of actions, and even though we have not been the ones to act first, we can lend strength to their leadership by joining in and following the lead that they have set. Observers can help to make the world a better place when they refuse to join in with or follow a negative leader, but add their support to the actions of positive leaders. In addition, everyone will experience a time when it is they who are the leader or the first to act. To take this first step can take courage.

Tim's friends call out sexual comments about what Jenny and Lucille's bodies look like as they walk along behind them on the way home from school. • <i>What could Tim say to his friends?</i> • <i>Describe three possible acts of kindness that Tim could use to show support for Jenny and Lucille.</i>	Lewis hears his friend Jake who is the football captain telling two younger boys that they can't try out for the team because he does not want any 'gay' weaklings on his team. • <i>What could Lewis say to Jake?</i> • <i>Describe three possible acts of kindness that Lewis could use to show support for the younger boys.</i>
Trudy hears two of her classmates picking on Lara, teasing her about her transgender status. • <i>What could Trudy say to her classmates?</i> • <i>Describe three possible acts of kindness that Trudy could use to show support for Lara.</i>	Lan hears a group of boys in his class using 'girl' as a put down term, telling team mates not to 'play like a girl'. • <i>What could Lan say to his classmates?</i> • <i>Describe three possible acts of kindness that Lan could use to show support for the boys who get put down when they miss a pass in the game?</i>
Susan notices that every time they are asked to form groups in class, the boys won't let Mike join in with them. She hears Paul push Mike away saying 'girls with girls Mike'. • <i>What could Susan say to her classmates?</i> • <i>Describe three possible acts of kindness that Susan could use to show support for Mike.</i>	Katan and Lucas notice that Jiang is being pushed around by other boys in the class and called gay. • <i>What could Katan and Lucas say to their classmates?</i> • <i>Describe three possible acts of kindness that Katan and Lucas could use to show support for Jiang?</i>
Rashida and Maria heard other students calling a Jacinta a 'slut'? • <i>What could Rashida and Maria say to their classmates?</i> • <i>Describe three possible acts of kindness that Rashida and Maria could use to show support for Jacinta?</i>	Arif and Oscar notice some of their male peers harassing some younger girls when walking home from school each day. • <i>What could Arif and Oscar say to their peers?</i> • <i>Describe three acts of kindness that Arif and Oscar could use to show support for the girls who have been harassed?</i>

50 ACTS OF KINDNESS

1. Make a card
2. Send a text message
3. Say hello
4. Pat someone on the back
5. Share a snack at recess
6. Add them to group chat
7. Sit with them in class
8. Talk it over
9. Play a game
10. Do homework together after school
11. Walk home together
12. Send a friendly photo
13. Tell jokes together
14. Let them borrow your things
15. Invite them to your birthday
16. Stick up for them
17. Shake hands
18. Smile at them
19. Ask how they are
20. Share a joke
21. Give a compliment
22. Ask them to help you
23. Offer to help
24. Apologise for what has happened
25. Listen to them
26. Share a funny video
27. Take a photo of the two of you together
28. Help them with a school work task
29. Ride your bicycles together
30. Invite them to join in your sports team
31. Tell them you don't support the bullying
32. Go with them to get help or to report an offence
33. Sit with them on the bus
34. Ask them to help you with your task
35. Ask their advice
36. Spend time with them after school
37. Encourage others to include them
38. Speak out when others are mean to them
39. Report bullying against them to a trusted adult
40. Refuse to laugh at or to join in with mean talk
41. Tell them that you support their rights
42. Message them something nice
43. Share some fruit
44. Wave when you see them
45. Ask how they are feeling
46. Notice what is happening to them
47. Share funny stories with them
48. Share how you are feeling with them
49. Thank them
50. Encourage them to join in

4 Making an apology

TIME: 40+ MINUTES

Evidence base

Anti-violence programs often focus on the needs of the target or the observers, however some students will also identify with having been in the role of the perpetrator. It is important therefore to also include learning activities which focus on what someone who has perpetrated violence can do as part of a restorative effort or to show their remorse.

Learning intention

- Students identify what it is like to receive a genuine apology when wronged
- Students analyse common barriers to giving an authentic apology when a wrongful act has been committed
- Students identify the key features of an authentic apology and construct examples of apologies that name the wrongful action, identify its effects, express remorse and the intention to refrain from this action in future
- Students explore the ways in which the context (private, public, on or offline) influences the nature of an apology and how it is understood by others

Equipment

- **Apology needed scenarios**
- **Ingredients of an authentic apology** model

Method

- 1 Ask: *What can we do when we realise that we have wronged another person by committing some form of verbal, psychological or physical violence against them?*

Invite suggestions from the students.

Point out that when we think empathetically about the effect of an act of violence, we realise afterwards that our own actions have caused shame, nuisance, fear, disadvantage or hurt to someone else. When we realise that we have wronged another person, as noted by class members, we have the option of making an apology as part of trying to set things back on a right course.

INGREDIENTS OF AN AUTHENTIC APOLOGY

- Acknowledge what you did by naming the action or behaviour
- Describe the hurt, harm, offence or effect that you think that action had on the other person(s)
- Say what was intended by the action
- State what your future intention is (offer to fix /pay for damage, and to promise not to do it again)
- Say sorry – give the apology
- **Accept whatever reaction the other person has. Give them space and time to consider your apology. (The other person may not wish to forgive you or may not forgive until a later time when they have had more of a chance to recover from the feeling of being wronged.)**

- 2 Ask: *What does it take to make an authentic or truly meant apology? What kind of apology do you appreciate?*
Invite some responses.

Acknowledge that sometimes when we need to apologise it can be a struggle to work out what to actually do or say, so as the other person does understand that we are not only truly sorry, but also understand the effect of our actions. The next task will give students a chance to design a tailored apology, using some of the design features of an effective apology.

Introduce the following model suggesting some ingredients of an authentic apology.

- 3 Distribute an **Apology needed scenarios** to small groups and ask them to write an apology script using the above method. The apology should be written for a person involved in violent behaviour to deliver to the target.

Ask some volunteers to read their apology script to the class. Invite others to identify strong features of the various apologies. Discuss:

- *What kind of strength does it take to apologise?*
- *What difference can it mean to someone if someone apologises to them after having wronged them?*
- *What difference does it make if the apology is public or private?*

Review

Invite the class to review the learning intentions. Ask whether the learning activities were useful in helping them to think about how to apologise if you have wronged someone, and what character strengths it takes to make an authentic apology.

A student teases a classmate in front of the class about their sexual preference.	A girl forwards a photo of another girl in her class to the boys in the next year level. The photo, taken while the class was changing for P.E., shows this girl in her underwear.
A boy tries to take sexual contact with his girlfriend to a stage she does not want to go to. He tries to force himself on her after she has pushed him away.	A student makes a sexist comment about the subject choices that a boy makes, suggesting that 'dance is for girls and gay people'.
A student makes sexist comments online about the subject choices that another girl makes and her choice of football as a sport, suggesting that no one will ever want to go out with her.	A student sends sexual photos of themselves to a classmate that they like and keeps demanding that they send one back, even after they first refuse.
A student spreads rumours online about a classmate's sexual relationships, stating that they are a slut and inviting others to agree.	A group of boys harass a girl in their class by walking home behind her and making loud comments about her body.
A girl asks a boy to go out with her. When he refuses, she posts lies about him online.	A student strongly defends a classmate's right to be free from harassment and tells a group of classmates off for being homophobic. Some members of that group then start calling her names.

5

Safety/help-seeking with gender-based violence

TIME: 50+ MINUTES

Evidence base

Australian data shows that young people are reluctant to seek help for personal problems, however young people are also a high-risk group for violence. Compared to other age groups, younger women experience both victimization and intimate partner violence disproportionately. Other research suggests that many young people are not aware of appropriate boundaries in relationships. A 2014 survey found that one in two young men (52%) and 40% of young women agree that tracking a partner electronically without their consent was acceptable to some degree. Additionally, one in five young people believe that women often say 'no' to sex when they mean 'yes'.

Students who identify as, or are perceived to be, gay, lesbian, bisexual, transgender, intersex or queer (GLBTIQ) are disproportionately affected by bullying and violence in school settings. Those experiencing discrimination, exclusion, bullying and other forms of violence have higher rates of depression, suicidality, drug use, and school difficulties.

Learning intention

- Students identify situations in which help-seeking from adults is warranted in response to situations involving gender-based violence
- Students rehearse help-seeking conversations relevant to situations involving gender-based violence

Equipment

- **Help needed** scenarios
- **Asking for help might sound like...** handout
- Room to move

THE 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. 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 to work to prevent gender-based violence.

Method

- 1 Remind the class that the data they looked at earlier in the unit showed that some young people encounter serious or ongoing situations of gender-based violence, either in the home, at school, or in other areas of their life.

Sometimes people suffer alone, finding it difficult to ask for help. Sometimes the more challenging the situation, the harder it is to ask for help. However, it is really important to engage the help of appropriate adults when someone's right to safety and respect is being violated. It is also important that if a friend discloses a serious situation to you, that you assist them to get help, even if they do not want anyone else to know. It is possible to help-seeking in a private way, without letting anyone other than those involved in giving help knowing what is happening.

- 2 Refer students back to activities from Topic 4 (Problem solving) where they practiced skills in assertiveness, and Topic 6 (Help-seeking) in which they discussed and practiced a range of help-seeking strategies, and noted that seeking help, support or advice from other people is not a sign of weakness, but a sign of strength. It is a way to build and make positive use of power with. This type of power is particularly needed when others are abusing their power over others. (Assertiveness, see Topic 4, Activity 2. Help-seeking, see Topic 6, Activity 3).
- 3 Remind them about the sources of help available in the school and the community.

Explain that when faced with a challenging situation involving a serious or a persisting experience of gender-based violence, it can be helpful for people to refer to a simple model. Introduce the simple **No, Go, Tell, Change** model. Display the summary below to help you introduce the model.

- 4 Explain that students will work in small groups around some given scenarios. Their job will be to work out some advice for the characters affected by a serious situation involving gender-based violence, responding to the questions on the card, and bearing in mind that the **No, Go, Tell, Change** model can be used to help them think through the advice they give.

Distribute each group one **Help needed** scenario.
(Double up if there are not enough.)

- 5 Invite groups to feedback on one of their scenarios. Elicit or emphasise the need for advice – what could the person do – as well as exploration of the potential for escalation or increased harm if the victim is left without appropriate adult support or intervention.

Point out that it can be one thing to think of some practical advice, and another thing again to be able to carry out that advice within an interpersonal help-seeking communication. The next activity will have them return to their groups to select a particular piece of advice involving help-seeking, and prepare a short role play showing what their advice might look like or sound like in action.

- 6 Provide groups with time to cast characters, deciding on the who, when, where and what of their scene. Provide groups with the **Asking for help might sound like...** handout to give them some ideas of what the help-seeking character might say.

Set up a simultaneous rehearsal time during which all groups will enact their role-play at once.

To provide some impetus and ensure every group enters the rehearsal phase, ask the help-seekers in each group to stand and move a few steps away from the character they will seek help from. Tell them that the scene will start when you say 'action', at which point the help-seeker will walk in to the scene to secure the attention of the helper and begin the conversation.

Then they should move to a request for help that includes them naming the problem or describing the situation, and asking for help or advice.

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.^{73, 74}

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.

Following the practice, pause the play 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 might the help-seeker have to deal with in that situation?
- What strengths might the help-seeker have to use to start or persist in the conversation?
- What was it like to be the helper in that situation?
- What was it like when the helper started to engage and to attempt to be useful to the help-seeker?

- 7 Swap roles. Try the scene over again with different players in the help-seeker-helper roles, or try a different variation by selecting a different setting or person as the helper.

Stop the play and invite groups to select their most useful version of the scene to practice over again before showing a brief glimpse to the class. Arrange for a brief replay to establish or strengthen that scene.

Organise a 'channel surfing' activity whereby you point to a group, and they play their scenario for around 20 seconds before you click on to another channel.

Aim to establish a sense of what has been happening in the scenes. (If students are shy, play two or three, or even half of the channels at once.)

- 8 Choose a strong scene which demonstrates evidence that the help-seeker is determined to carry through their task, and that the respondent is taking them seriously. (Alternatively invite strong performers to replay their scenario with a greater sense of its potential contribution.) Arrange for the class to watch the selected scene in action, noting while they do what it is that the help-seeker is doing that is effective in getting the attention and securing the support of the help-seeker.

- 9 Invite the observers to name or describe various effective elements of the help-seeking act. Ask for additional suggestions about possible ways the help-seeker could play the scene. Invite those with suggestions to step in to demonstrate, or secure a volunteer who believe that they can demonstrate the suggested approach.

Replay the scene a number of times to explore some different possible approaches to explaining the situation and asking for help.

- 10 Invite a role swap of the person playing the part of the 'helper'. Replay the scene to explore what might happen if the 'helper' was hard to engage or insufficiently helpful or sympathetic. Discuss the importance of clarity and if needed, persistence in seeking an alternative helping agent.

Review

To conclude the activity, invite students to review the learning intentions. Ask them to summarise some of the key messages from the activity. Invite students to comment on the skills and strengths that they think people need to bring in to play when help-seeking for themselves or a friend or family member.

COACHING POINT

The scenarios provided in this activity are designed to have the class focus on what a victim or peer can do to get help for a serious or persistent problem relating to gender-based violence. Students should not be asked to reveal or share their own experiences on this topic in the public space of the classroom. Invite those who wish to follow up re a concern to talk either with teacher or wellbeing staff or other trusted adults, or to access a telephone support line (see numbers below), or to access a GP. Remember that many people find it hard to initiate help-seeking. Therefore, if you see signs that a student may be troubled or distressed, initiate a follow-up conversation with them to ask if something is bothering them. Refer your concern to appropriate wellbeing staff.

If affected by the topic yourself due to your own encounters with gender-based violence, the following sources of help may be of use:

- A *Centre Against Sexual Assault* counsellor or advocate can help you decide what to do and work with you to help you recover from the effects of sexual assault. Visit <http://www.casa.org.au/contact-us/> to locate your nearest centre. (There are locations spread around Victoria, each has a separate contact number.)
- The *Sexual Assault Crisis Line* (1800 806 292) is available for crisis counselling between 5pm to 9am on weeknights, and all through weekends and public holidays. Their website is <http://www.sacl.com.au/>
- A *Safe Steps* counsellor or advocate can help you decide what to do and work with you to help you recover from the effects of assault. Their family violence response line is available 24-hours a day, 7-days a week (1800 015 188). Their website is <http://www.safesteps.org.au/>

Sam went out with Jordan for a few weeks. However Jordan wanted things to get more serious than Sam did, so Sam ended the relationship. Jordan got really angry about this and started texting her all the time, saying he would post the sexy photograph he had of her online if she did not get back together with him.

Is this a serious situation?

What could Sam do?

Who could Sam ask for help?

What might happen if Sam does not involve anyone else?

Steve recently told his best friend Lauren that he is attracted to boys. He wasn't ready to tell other schoolmates or his brother or his parents because he did not know how they would react. Steven trusted Lauren because she had been his friend since primary school, but she told other people, who told other people, and it spread around the school. Now people have started making comments about him.

Is this a serious situation?

Who could Steve ask for help?

What might happen Steve does not involve anyone else?

Amira told her best friend Josie that she had a crush on an older girl and asked Josie not to tell anyone. But Josie told Susie and Susie outed Amira on Facebook, telling everyone she was a proud to have a lesbian friend.

Is this a serious situation?

Who could Amira ask for help?

What might happen Amira does not involve anyone else?

Mike had been exploring online and ended up in a chat room. A person he had been chatting to started sending Mike pictures of adult men engaged in sexual acts with younger boys and asked Mike to send back a photo of himself in his bathers.

Is this a serious situation?

What could Mike do?

What might happen Mike does not involve anyone else?

Jasmine was struggling with maths and her uncle offered to help. When she went to his house for the first coaching session, her uncle sat very close to her and put his hands onto her and told her she was very cute. She was embarrassed to tell her mum what happened and was scared she would not be believed, so she told her mother he was grumpy and she didn't want to take coaching from him anymore. Her mother told her not to be silly and insisted she should go back again next week.

Is this a serious situation?

What could Jasmine do?

Who could she ask?

What might happen if she did not involve anyone else?

Andy missed a few days of school. When he came back his best friend Leo noticed that he had bruises on one arm and on his face and asked him what happened. First Andy told Leo he had fallen off his bike. But later he started crying and told him that there had been trouble at home and his dad had been fighting with his mum. When he tried to stick up for his mum, his dad hit them both. He asked Leo not to tell anyone.

Is this a serious situation?

Who could Andy ask for help?

Who could Leo ask for help?

What might happen if they do not involve anyone else?

ASKING FOR HELP MIGHT SOUND LIKE...

Can I please make a time to see you?

Something bad has been happening to X, and they need some help.

There is a sexual harassment situation we need help with.

I don't know who to ask but I need some help.

We've tried, but we can't get X to stop Y. Can you help?

There is some violence going on that I need help with.

Can I please talk to you in private?

I need help with a sexual harassment situation.

Something bad has been happening to me, and I don't know what to do.

I need to speak to the wellbeing teacher.

ASKING FOR HELP MIGHT SOUND LIKE...

Can I please make a time to see you?

Something bad has been happening to X, and they need some help.

There is a sexual harassment situation we need help with.

I don't know who to ask but I need some help.

We've tried, but we can't get X to stop Y. Can you help?

There is some violence going on that I need help with.

Can I please talk to you in private?

I need help with a sexual harassment situation.

Something bad has been happening to me, and I don't know what to do.

I need to speak to the wellbeing teacher.

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?

Topic 8 Further resources

Extension activities

- Review a film, novel or TV series and identify if any instances of gender-based violence are shown in that narrative. Discuss whether the audience is invited to accept or to be critical of the violence. Suggest an action plan for a character affected by the violence (presuming they lived in your world). Identify, steps they might take to seek safety, how could they seek help in order to stop it from happening again, and what others surrounding the character could to prevent or respond to this type of violence.

Talking further

- Invite students to talk with people they live with about what difference an apology can make. Ask how they feel when someone apologises to them, and what they find it takes to make an apology to someone else.

Optional game – Airport controller

Use this optional game 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. The game below contains key messages about respectful and positive relationships.

Learning intention

Use this game to help students discuss the importance of behaving responsibly within trust relationships, and of clear, reliable and honest communication within respectful relationships.

Method

- 1 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. However they cannot speak. Best to try in pairs first!)
- 2 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.
- 3 Play the game again swapping roles, so all students have the experience of being trusting and trusted.

4 After the game ask:

- 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?
- When else in life is it important to have clear, helpful and honest communication?
- If in real life, if you had put your trust in someone, and they were abusing that trust, and either hurting you or 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?

Elicit or 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.

- 5 At the conclusion of the game 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.
- 6 Ask 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.

Mapping against the Victorian Curriculum by Topic

Table 1: Curriculum area: Personal and Social Capability

Personal and Social Capability LEVELS 7 & 8		
Strand: Self-awareness and management		
Sub-strand	Content description	Topic(s)
Recognition and expression of emotions	Describe how and why emotional responses may change in different contexts	- 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
Development of resilience	- Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement - Discuss the range of strategies that could be used to cope with difficult tasks or changing situations	- Topic 2: Personal strengths - Topic 3: Positive coping - Topic 5: Stress management - Topic 6: Help-seeking - Topic 8: Positive gender relations - Topic 1: Emotional literacy - Topic 3: Positive coping - Topic 4: Problem-solving - Topic 5: Stress management - Topic 6: Help-seeking
Strand: Social awareness and management		
Sub-strand	Content description	Topic(s)
Relationships and diversity	- Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others - Investigate human rights and discuss how these contribute to a cohesive community	- Topic 1: Emotional literacy - Topic 2: Personal strengths - Topic 3: Positive coping - Topic 5: Stress management - Topic 6: Help-seeking - Topic 7: Gender and identity - Topic 8: Positive gender relations - Topic 4: Problem-solving - Topic 7: Gender and identity - Topic 8: Positive gender relations
	Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed	- Topic 1: Emotional literacy - 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	Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team	- 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
	Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict	- Topic 4: Problem-solving - Topic 5: Stress management - Topic 6: Help-seeking - Topic 8: Positive gender relations

Achievement standard:

By the end of Level 8:

Students reflect on the influence of emotions on behaviour, learning and relationships.

They initiate and undertake some tasks independently, within negotiated time frames and use criteria to review their work.

They reflect on strategies to cope with difficult situations and are able justify their choice of strategy demonstrating knowledge of resilience and adaptability.

Students explain the impact of valuing diversity and promoting human rights in the community.

They explore the values and beliefs of different groups in society.

They identify indicators of respectful relationships in a range of social and work-related situations.

They explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives.

They assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations.

Table 2: Curriculum area: Critical and Creative Thinking

Critical and Creative Thinking LEVELS 7 & 8

Strand: Questions and possibilities

Content description	Topic(s)
Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives	- 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
Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts	- 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
Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities	- 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)
Examine common reasoning errors including circular arguments and cause and effect fallacies	- Topic 3: Positive coping - Topic 4: Problem-solving - Topic 7: Gender and identity
Investigate when counter examples might be used in expressing a point of view	- Topic 1: Emotional literacy - Topic 3: Positive coping - Topic 7: Gender and identity
Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusions	- Topic 1: Emotional literacy - Topic 4: Problem-solving - Topic 7: Gender and identity - Topic 8: Positive gender relations
Achievement standard: By the end of Level 8: Students demonstrate flexibility in thinking by using a range of techniques in order to repurpose existing ideas or solutions to meet needs in new contexts. Students explain different ways to settle matters of fact and matters of value and issues concerned with these. They explain and apply a range of techniques to test the strength of arguments. Students use a range of strategies to represent ideas and explain and justify thinking processes to others.	

Table 3: Curriculum area: Health and Physical Education

Health and Physical Education LEVELS 7 & 8		
Strand: Personal, social and community health		
Sub-strand	Content description	Topic(s)
Being healthy, safe and active	Investigate the impact of transition and change on identities	- Topic 2: Personal strengths - Topic 5: Stress management - Topic 6: Help-seeking - Topic 7: Gender and identity - Topic 8: Positive gender relations
	- Evaluate strategies to manage personal, physical and social changes that occur as they grow older - Examine barriers to seeking support and evaluate strategies to overcome these	- 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
	Investigate and select strategies to promote health, safety and wellbeing	- 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

Communicating and interacting for health and wellbeing	- Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing - Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity - Develop skills to evaluate health information and express health concerns	- 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
Contributing to healthy and active communities	Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities	- Topic 4: Problem-solving - Topic 6: Help-seeking - Topic 7: Gender and identity - Topic 8: Positive gender relations
	Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity	- Topic 6: Help-seeking - Topic 7: Gender and identity - Topic 8: Positive gender relations

Achievement standard (relevant aspects):

By the end of Level 8:

Students investigate strategies and resources to manage changes and transitions and their impact on identities.

Students evaluate the benefits of relationships on wellbeing and respecting diversity.

They analyse factors that influence emotional responses.

They gather and analyse health information.

They investigate strategies that enhance their own and others' health, safety and wellbeing.

Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity.

They justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community.

Table 4: Curriculum area: English

English LEVEL 7		
Mode: Reading		
Strand: Literature		
Sub-strand	Content description	Topic(s)
Responding to literature	Discuss aspects of texts	- 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

Strand: Language

Sub-strand	Content description	Topic(s)
Interpreting, analysing, evaluating	Use prior knowledge and text processing strategies to interpret a range of types of texts Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources.	• Topic 1: Emotional literacy • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations • 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

Mode: Speaking and Listening**Strand: Literature**

Sub-strand	Content description	Topic(s)
Literature and context	• Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts • Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view	• 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 • Topic 1: Emotional literacy • Topic 2: Personal strengths • Topic 3: Positive coping • Topic 4: Problem-solving • Topic 7: Gender and identity • Topic 8: Positive gender relations

Strand: Literacy

Sub-strand	Content description	Topic(s)
Interacting with others	• Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information. • Plan, rehearse and deliver presentations ... to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning.	• 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 • Topic 1: Emotional literacy • Topic 4: Problem-solving • Topic 6: Help-seeking • Topic 7: Gender and identity • Topic 8: Positive gender relations

Achievement standard (relevant aspects):

Reading and viewing:

Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognizing that texts reflect different viewpoints.

Writing:

Students create structured and coherent texts for a range of purposes and audiences.

Speaking and listening:

Students listen for and explain different perspectives in texts

They make presentation and contribute actively to class and group discussions, using language features to engage the audience.

English LEVEL 8

Mode: Reading

Strand: Literature

Sub-strand	Content description	Topic(s)
Responding to literature	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts	- Topic 1: Emotional literacy - Topic 2: Personal strengths - Topic 6: Help-seeking - Topic 7: Gender and identity - Topic 8: Positive gender relations

Strand: Literacy

Sub-strand	Content description	Topic(s)
Interpreting, analysing, evaluating	Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts.	- Topic 3: Positive coping - Topic 6: Help-seeking - Topic 7: Gender and identity - Topic 8: Positive gender relations
	Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view	- 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

Mode: Speaking and Listening

Strand: Literacy

Sub-strand	Content description	Topic(s)
Interacting with others	Interpret the stated and implied meanings in spoken texts, and use interaction skills including voice and language conventions to discuss evidence that supports or challenges different perspectives	- 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
	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content ... to reflect a diversity of viewpoints, using voice and language conventions to suit different situations, modulating voice and incorporating elements for specific effects.	- Topic 4: Problem-solving - Topic 6: Help-seeking

Achievement standard (relevant aspects):

Reading and viewing:

Students select evidence from texts to show how events, situations and people can be represented from different viewpoints

Writing:

They create texts for different purposes selecting language to influence audience response. When creating and editing texts for specific effects, they take into account intended purposes and the needs and interests of audiences.

Speaking and listening:

Students listen for and identify different emphases in texts, using that understanding to elaborate upon discussion... They explain the effectiveness of language choices they use to influence the audience....They make presentations and contribute actively to class and group discussions, using language patterns for effect.

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
TIME:	10	10	15	20

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Describe how and why emotional responses may change in different contexts

•	•	•	•
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Development of resilience

Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement

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Discuss the range of strategies that could be used to cope with difficult tasks or changing situations

		○	•
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Social awareness and management

Relationships and diversity

Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others

		○	•
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Investigate human rights and discuss how these contribute to a cohesive community

--	--	--	--

Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed

			•
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Collaboration

Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team

	○	○	•
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Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict

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CRITICAL AND CREATIVE THINKING

Questions and possibilities

Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives

		○	○
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Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions when creating original proposals and artefacts

			○
--	--	--	---

Reasoning

Examine common reasoning errors including circular arguments and cause / effect fallacies

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Investigate when counter examples might be used in expressing a point of view

		○	
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Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusions

			○
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HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Investigate the impact of transition and change on identities

Evaluate strategies to manage personal, physical and social changes that occur as they grow older

Examine barriers to seeking support and evaluate strategies to overcome these

Investigate and select strategies to promote health, safety and wellbeing

Communication and interacting for health and wellbeing

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing

Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity

Develop skills to evaluate health information and express health concerns

			●
	○	●	●

Contributing to healthy and active communities

Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities

Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity

ENGLISH: LEVEL 7

READING AND VIEWING

Literature

Responding to literature

Discuss aspects of texts

			○
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Literacy

Interpreting, analysing, evaluating

Use prior knowledge and text processing strategies to interpret a range of types of texts

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources

			○
			○

SPEAKING AND LISTENING

Literature

Literature and context

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts

Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view

			○
			○

Literacy

Interacting with others

Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information

Plan, rehearse and deliver presentations to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning

○	○	○	○
			○

ACTIVITY:	1	2	3	4
TIME:	10	10	15	20

ENGLISH: LEVEL 8**READING AND VIEWING****Literature***Responding to literature*

Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts

			○
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Literacy*Interpreting, analysing, evaluating*

Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts

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Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view

			○
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SPEAKING AND LISTENING**Literacy***Interacting with others*

Interpret the stated and implied meanings in spoken texts, and use interaction skills including voice and language conventions to discuss evidence that supports or challenges different perspectives

○	○	○	
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Plan, rehearse and deliver presentations, selecting and sequencing appropriate content to reflect a diversity of viewpoints, using voice and language conventions to suit different situations, modulating voice and incorporating elements for specific effects.

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Topic 2: Personal strengths

ACTIVITY:	1	2	3
TIME:	30	15	15

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Describe how and why emotional responses may change in different contexts

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Development of resilience

Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement

•		•
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Discuss the range of strategies that could be used to cope with difficult tasks or changing situations

	•	
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Social awareness and management

Relationships and diversity

Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others

○	•	
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Investigate human rights and discuss how these contribute to a cohesive community

--	--	--

Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed

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Collaboration

Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team

	○	
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Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict

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CRITICAL AND CREATIVE THINKING

Questions and possibilities

Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives

	○	○
--	---	---

Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts

○	○	
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Reasoning

Examine common reasoning errors including circular arguments and cause / effect fallacies

--	--	--

Investigate when counter examples might be used in expressing a point of view

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Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusions

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HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Investigate the impact of transition and change on identities		●	
Evaluate strategies to manage personal, physical and social changes that occur as they grow older			
Examine barriers to seeking support and evaluate strategies to overcome these			
Investigate and select strategies to promote health, safety and wellbeing	○	●	

Communication and interacting for health and wellbeing

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing	○	●	
Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity		●	
Develop skills to evaluate health information and express health concerns			

Contributing to healthy and active communities

Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities			
Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity			

ENGLISH: LEVEL 7

READING AND VIEWING

Literature

Responding to literature

Discuss aspects of texts		○	
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Literacy

Interpreting, analysing, evaluating

Use prior knowledge and text processing strategies to interpret a range of types of texts			
Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	○	○	○

SPEAKING AND LISTENING

Literature

Literature and context

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts		○	
Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view		○	

Literacy

Interacting with others

Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information	○	○	
Plan, rehearse and deliver presentations to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning			

ACTIVITY:	1	2	3
TIME:	30	15	15

ENGLISH: LEVEL 8**READING AND VIEWING****Literature***Responding to literature*

Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts

	○	
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Literacy*Interpreting, analysing, evaluating*

Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts

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Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view

	○	○
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SPEAKING AND LISTENING**Literacy***Interacting with others*

Interpret the stated and implied meanings in spoken texts, and use interaction skills including voice and language conventions to discuss evidence that supports or challenges different perspectives

○	○	
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Plan, rehearse and deliver presentations, selecting and sequencing appropriate content to reflect a diversity of viewpoints, using voice and language conventions to suit different situations, modulating voice and incorporating elements for specific effects.

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Topic 3: Positive coping

ACTIVITY:	1	2	3
TIME:	15	20	15

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Describe how and why emotional responses may change in different contexts

☒		☒
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Development of resilience

Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement

☒	☒	☒
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Discuss the range of strategies that could be used to cope with difficult tasks or changing situations

☒		☒
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Social awareness and management

Relationships and diversity

Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others

☐		☐
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Investigate human rights and discuss how these contribute to a cohesive community

	☐	
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Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed

		☐
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Collaboration

Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team

☒	☐	☐
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Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict

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CRITICAL AND CREATIVE THINKING

Questions and possibilities

Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives

☐	☐	☐
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Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts

☐	☐	☐
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Reasoning

Examine common reasoning errors including circular arguments and cause / effect fallacies

☐		☐
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Investigate when counter examples might be used in expressing a point of view

☐		☐
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Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusions

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HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Investigate the impact of transition and change on identities			○
Evaluate strategies to manage personal, physical and social changes that occur as they grow older	●		●
Examine barriers to seeking support and evaluate strategies to overcome these	●		
Investigate and select strategies to promote health, safety and wellbeing	●	●	●

Communication and interacting for health and wellbeing

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing		○	○
Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	●	○	●
Develop skills to evaluate health information and express health concerns			

Contributing to healthy and active communities

Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities			
Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity			

ENGLISH: LEVEL 7

READING AND VIEWING

Literature

Responding to literature

Discuss aspects of texts	○	○	○
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Literacy

Interpreting, analysing, evaluating

Use prior knowledge and text processing strategies to interpret a range of types of texts	○		○
Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	○	○	○

SPEAKING AND LISTENING

Literature

Literature and context

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts			○
Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view			○

Literacy

Interacting with others

Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information	○	○	○
Plan, rehearse and deliver presentations to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning			

ACTIVITY:	1	2	3
TIME:	15	20	15

ENGLISH: LEVEL 8**READING AND VIEWING****Literature***Responding to literature*

Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts

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Literacy*Interpreting, analysing, evaluating*

Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts

○	○	○
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Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view

○	○	○
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SPEAKING AND LISTENING**Literacy***Interacting with others*

Interpret the stated and implied meanings in spoken texts, and use interaction skills including voice and language conventions to discuss evidence that supports or challenges different perspectives

○	○	○
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Plan, rehearse and deliver presentations, selecting and sequencing appropriate content to reflect a diversity of viewpoints, using voice and language conventions to suit different situations, modulating voice and incorporating elements for specific effects.

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Topic 4: Problem solving

ACTIVITY:	1	2
TIME:	25	25

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Describe how and why emotional responses may change in different contexts

☒	☒
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Development of resilience

Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement

☐	☐
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Discuss the range of strategies that could be used to cope with difficult tasks or changing situations

☒	☒
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Social awareness and management

Relationships and diversity

Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others

☐	☐
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Investigate human rights and discuss how these contribute to a cohesive community

☐	☐
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Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed

☒	☐
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Collaboration

Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team

☐	☐
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Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict

☒	☒
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CRITICAL AND CREATIVE THINKING

Questions and possibilities

Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives

☐	☐
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Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts

☐	☐
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Reasoning

Examine common reasoning errors including circular arguments and cause / effect fallacies

☐	☐
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Investigate when counter examples might be used in expressing a point of view

☐	☐
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Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusions

☐	☐
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HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Investigate the impact of transition and change on identities		
Evaluate strategies to manage personal, physical and social changes that occur as they grow older	●	●
Examine barriers to seeking support and evaluate strategies to overcome these	●	○
Investigate and select strategies to promote health, safety and wellbeing	●	●

Communication and interacting for health and wellbeing

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing	●	○
Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	●	○
Develop skills to evaluate health information and express health concerns		

Contributing to healthy and active communities

Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities	●	●
Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity		

ENGLISH: LEVEL 7

READING AND VIEWING

Literature

Responding to literature

Discuss aspects of texts	○	
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Literacy

Interpreting, analysing, evaluating

Use prior knowledge and text processing strategies to interpret a range of types of texts	○	○
Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	○	○

SPEAKING AND LISTENING

Literature

Literature and context

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts	○	
Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view	○	

Literacy

Interacting with others

Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information	○	○
Plan, rehearse and deliver presentations to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning	○	○

ENGLISH: LEVEL 8**READING AND VIEWING****Literature***Responding to literature*

Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts

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Literacy*Interpreting, analysing, evaluating*

Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts

--	--

Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view

○	○
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SPEAKING AND LISTENING**Literacy***Interacting with others*

Interpret the stated and implied meanings in spoken texts, and use interaction skills including voice and language conventions to discuss evidence that supports or challenges different perspectives

○	○
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Plan, rehearse and deliver presentations, selecting and sequencing appropriate content to reflect a diversity of viewpoints, using voice and language conventions to suit different situations, modulating voice and incorporating elements for specific effects.

○	○
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Topic 5: Stress management

ACTIVITY:	1	2	3	4
TIME:	10	20	10	10

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Describe how and why emotional responses may change in different contexts

•	•	•	•
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Development of resilience

Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement

		•	•
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Discuss the range of strategies that could be used to cope with difficult tasks or changing situations

		•	•
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Social awareness and management

Relationships and diversity

Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others

		○	
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Investigate human rights and discuss how these contribute to a cohesive community

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Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed

	○		
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Collaboration

Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team

○	○	○	•
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Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict

		•	•
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CRITICAL AND CREATIVE THINKING

Questions and possibilities

Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives

	○	○	○
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Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts

○		○	○
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Reasoning

Examine common reasoning errors including circular arguments and cause / effect fallacies

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Investigate when counter examples might be used in expressing a point of view

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Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusions

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HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Investigate the impact of transition and change on identities	☐	☐	☐	☐
Evaluate strategies to manage personal, physical and social changes that occur as they grow older			☒	☒
Examine barriers to seeking support and evaluate strategies to overcome these			☐	☐
Investigate and select strategies to promote health, safety and wellbeing			☒	☒

Communication and interacting for health and wellbeing

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing			☐	☐
Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	☒	☒	☐	
Develop skills to evaluate health information and express health concerns				

Contributing to healthy and active communities

Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities				
Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity				

ENGLISH: LEVEL 7

READING AND VIEWING

Literature

Responding to literature

Discuss aspects of texts				
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Literacy

Interpreting, analysing, evaluating

Use prior knowledge and text processing strategies to interpret a range of types of texts				
Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources				

SPEAKING AND LISTENING

Literature

Literature and context

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts				
Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view				

Literacy

Interacting with others

Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information	☐	☐	☐	☐
Plan, rehearse and deliver presentations to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning				

ACTIVITY:	1	2	3	4
TIME:	10	20	10	10

ENGLISH: LEVEL 8**READING AND VIEWING****Literature***Responding to literature*

Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts

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Literacy*Interpreting, analysing, evaluating*

Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts

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Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view

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SPEAKING AND LISTENING**Literacy***Interacting with others*

Interpret the stated and implied meanings in spoken texts, and use interaction skills including voice and language conventions to discuss evidence that supports or challenges different perspectives

○	○	○	○
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Plan, rehearse and deliver presentations, selecting and sequencing appropriate content to reflect a diversity of viewpoints, using voice and language conventions to suit different situations, modulating voice and incorporating elements for specific effects.

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Topic 6: Help-seeking

ACTIVITY:	1	2	3	4
TIME:	20	20	20	15

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Describe how and why emotional responses may change in different contexts

	•	•	•
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Development of resilience

Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement

			○
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Discuss the range of strategies that could be used to cope with difficult tasks or changing situations

•	•	•	•
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Social awareness and management

Relationships and diversity

Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others

	○		○
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Investigate human rights and discuss how these contribute to a cohesive community

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Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed

○	•	○	○
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Collaboration

Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team

○	•	•	•
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Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict

	•	•	•
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CRITICAL AND CREATIVE THINKING

Questions and possibilities

Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives

	○	○	○
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Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts

○	○	○	○
---	---	---	---

Reasoning

Examine common reasoning errors including circular arguments and cause / effect fallacies

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Investigate when counter examples might be used in expressing a point of view

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Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusions

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ACTIVITY:	1	2	3	4
TIME:	20	20	20	15

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Investigate the impact of transition and change on identities			○	
Evaluate strategies to manage personal, physical and social changes that occur as they grow older		●	●	
Examine barriers to seeking support and evaluate strategies to overcome these		●	●	○
Investigate and select strategies to promote health, safety and wellbeing		●	●	○

Communication and interacting for health and wellbeing

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing	○	●	●	○
Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	○	●	●	○
Develop skills to evaluate health information and express health concerns	●			

Contributing to healthy and active communities

Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities		●	●	○
Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity				○

ENGLISH: LEVEL 7

READING AND VIEWING

Literature

Responding to literature

Discuss aspects of texts	○	○		○
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Literacy

Interpreting, analysing, evaluating

Use prior knowledge and text processing strategies to interpret a range of types of texts		○		
Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	●	○	○	○

SPEAKING AND LISTENING

Literature

Literature and context

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts		○		
Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view				

Literacy

Interacting with others

Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information	●	○	○	○
Plan, rehearse and deliver presentations to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning		○	○	○

ACTIVITY:	1	2	3	4
TIME:	20	20	20	15

ENGLISH: LEVEL 8**READING AND VIEWING****Literature***Responding to literature*

Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts

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Literacy*Interpreting, analysing, evaluating*

Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts

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Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view

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SPEAKING AND LISTENING**Literacy***Interacting with others*

Interpret the stated and implied meanings in spoken texts, and use interaction skills including voice and language conventions to discuss evidence that supports or challenges different perspectives

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Plan, rehearse and deliver presentations, selecting and sequencing appropriate content to reflect a diversity of viewpoints, using voice and language conventions to suit different situations, modulating voice and incorporating elements for specific effects.

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Topic 7: Gender and identity

ACTIVITY:	1	2	3	4	5	6
TIME:	50	60	30	50	30	30

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Describe how and why emotional responses may change in different contexts

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Development of resilience

Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement

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Discuss the range of strategies that could be used to cope with difficult tasks or changing situations

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Social awareness and management

Relationships and diversity

Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others

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Investigate human rights and discuss how these contribute to a cohesive community

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Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed

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Collaboration

Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team

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Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict

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CRITICAL AND CREATIVE THINKING

Questions and possibilities

Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives

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Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts

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Reasoning

Examine common reasoning errors including circular arguments and cause / effect fallacies

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Investigate when counter examples might be used in expressing a point of view

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Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusions

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ACTIVITY:	1	2	3	4	5	6
TIME:	50	60	30	50	30	30

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Investigate the impact of transition and change on identities

Evaluate strategies to manage personal, physical and social changes that occur as they grow older

Examine barriers to seeking support and evaluate strategies to overcome these

Investigate and select strategies to promote health, safety and wellbeing

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Communication and interacting for health and wellbeing

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing

Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity

Develop skills to evaluate health information and express health concerns

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Contributing to healthy and active communities

Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities

Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity

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ENGLISH: LEVEL 7

READING AND VIEWING

Literature

Responding to literature

Discuss aspects of texts

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Literacy

Interpreting, analysing, evaluating

Use prior knowledge and text processing strategies to interpret a range of types of texts

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources

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SPEAKING AND LISTENING

Literature

Literature and context

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts

Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view

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Literacy

Interacting with others

Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information

Plan, rehearse and deliver presentations to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning

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ENGLISH: LEVEL 8

READING AND VIEWING

Literature

Responding to literature

Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts

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Literacy

Interpreting, analysing, evaluating

Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts

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Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view

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SPEAKING AND LISTENING

Literacy

Interacting with others

Interpret the stated and implied meanings in spoken texts, and use interaction skills including voice and language conventions to discuss evidence that supports or challenges different perspectives

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Plan, rehearse and deliver presentations, selecting and sequencing appropriate content to reflect a diversity of viewpoints, using voice and language conventions to suit different situations, modulating voice and incorporating elements for specific effects.

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Topic 8: Positive gender relations

ACTIVITY:	1	2	3	4	5
TIME:	45	30	30	40	50

PERSONAL AND SOCIAL CAPABILITY

Self-awareness and management

Recognition and expression of emotions

Describe how and why emotional responses may change in different contexts

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Development of resilience

Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement

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Discuss the range of strategies that could be used to cope with difficult tasks or changing situations

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Social awareness and management

Relationships and diversity

Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others

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Investigate human rights and discuss how these contribute to a cohesive community

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Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed

●	●	●	●	●
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Collaboration

Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team

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Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict

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CRITICAL AND CREATIVE THINKING

Questions and possibilities

Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives

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Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts

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Reasoning

Examine common reasoning errors including circular arguments and cause / effect fallacies

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Investigate when counter examples might be used in expressing a point of view

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Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusions

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ACTIVITY:	1	2	3	4	5
TIME:	45	30	30	40	50

HEALTH AND PHYSICAL EDUCATION

Personal, social and community health

Being healthy, safe and active

Investigate the impact of transition and change on identities	●				●
Evaluate strategies to manage personal, physical and social changes that occur as they grow older					●
Examine barriers to seeking support and evaluate strategies to overcome these			●		●
Investigate and select strategies to promote health, safety and wellbeing	●		●	●	●

Communication and interacting for health and wellbeing

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing	●	○	●	●	●
Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	●	○	●	●	●
Develop skills to evaluate health information and express health concerns			○		●

Contributing to healthy and active communities

Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities	●		●	●	●
Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity	●		●		●

ENGLISH: LEVEL 7

READING AND VIEWING

Literature

Responding to literature

Discuss aspects of texts	○	○		○	○
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Literacy

Interpreting, analysing, evaluating

Use prior knowledge and text processing strategies to interpret a range of types of texts	○		○	○	○
Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	○		○	○	○

SPEAKING AND LISTENING

Literature

Literature and context

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts	○		○	○	○
Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view	○		○	○	○

Literacy

Interacting with others

Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information	○	○	○	○	○
Plan, rehearse and deliver presentations to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning	○		○	○	○

ACTIVITY:	1	2	3	4	5
TIME:	45	30	30	40	50

ENGLISH: LEVEL 8**READING AND VIEWING****Literature***Responding to literature*

Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts

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Literacy*Interpreting, analysing, evaluating*

Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts

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Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view

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SPEAKING AND LISTENING**Literacy***Interacting with others*

Interpret the stated and implied meanings in spoken texts, and use interaction skills including voice and language conventions to discuss evidence that supports or challenges different perspectives

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Plan, rehearse and deliver presentations, selecting and sequencing appropriate content to reflect a diversity of viewpoints, using voice and language conventions to suit different situations, modulating voice and incorporating elements for specific effects.

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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.

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