Activities to develop skills in establishing and maintaining non-coercive relationships and reinforcing attitudes and values related to equality, respect and responsibility.

STAGE 4
When discussing power in relationships, particular attention is given to building relationships which are positive and caring. Skills in establishing and maintaining positive relationships are reinforced. Focus areas include teaching and learning in the areas of rights and responsibilities, power in relationships and effecting change to build a safer community.

This section provides three (3) units of work to support learning within this theme.

### Overview of units

<table>
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<th>Unit and title</th>
<th>Child protection focus</th>
<th>Related contents strands and key ideas</th>
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<tr>
<td>We all have power</td>
<td>Sources and types of power in relationships</td>
<td>Interpersonal relationships</td>
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<td>• developing and maintaining relationships</td>
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<td>A two way street</td>
<td>Rights and responsibilities in different relationships</td>
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<tr>
<td>This business called bullying</td>
<td>Right not to be bullied - responsibility not to bully</td>
<td>Interpersonal relationships</td>
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<td>• effective communication</td>
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The activities in these three units are based on the following Stage 4 objectives and outcomes from the NSW Board of Studies Personal Development, Health and Physical Education Syllabus Years 7–10, 1991.

<table>
<thead>
<tr>
<th>Stage 4 Objectives</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td><strong>Values and attitudes</strong></td>
<td>Students will achieve this objective when they:</td>
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<tr>
<td>Students will develop:</td>
<td>• value themselves as an important member of various groups</td>
</tr>
<tr>
<td>• a sense of their own worth and dignity as individuals</td>
<td>• respect the rights, feelings and efforts of others</td>
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<tr>
<td>• respect for the values and attitudes of others</td>
<td>• show concern for the welfare of others</td>
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<tr>
<td>• a sense of belonging</td>
<td>• recognise the importance of family life</td>
</tr>
<tr>
<td>• a sense of responsibility for personal and community health</td>
<td>• appraise the values and attitudes of society in relation to lifestyle and health</td>
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<tr>
<td>• be sensitive to the need for shared responsibility and decision-making</td>
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<tr>
<td>Students will develop skills in:</td>
<td>• share ideas, feelings and information with others</td>
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<tr>
<td>• communicating effectively with others</td>
<td>• select appropriate ways to express feelings, values and beliefs in different contexts</td>
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<tr>
<td>• decision-making in the context of maintaining healthy lifestyles</td>
<td>• assess the impact that key influences have on decision-making</td>
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<tr>
<td>• interacting effectively with others and the environment</td>
<td>• make positive contributions to group activity within both competitive and co-operative situations</td>
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<tr>
<td>• clarifying their own value system</td>
<td>• share those beliefs and principles they hold to be important for well-being</td>
</tr>
<tr>
<td>Students will develop knowledge and understanding about:</td>
<td>• evaluate different points of view</td>
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<tr>
<td>• principles underlying the development and maintenance of positive relationships</td>
<td>• explain the importance of communication for positive relationships</td>
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<tr>
<td>• factors that contribute to personal awareness and their effect on behaviour</td>
<td>• describe the types of responsibilities involved in different relationships</td>
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<tr>
<td>• personal choices and practices in relation to life issues</td>
<td>• compare the needs, feelings and beliefs of themselves with those of others</td>
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<td></td>
<td>• explain ways in which feelings of empathy and respect influence behaviour towards others</td>
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<td></td>
<td>• identify the steps in the decision-making process</td>
</tr>
</tbody>
</table>
Unit 1: We all have power

CHILD PROTECTION FOCUS

Sources and types of power in relationships

RELATED CONTENT STRANDS AND KEY IDEAS

Interpersonal relationships
• developing and maintaining relationships
• rights and responsibilities
• quality of relationships

Personal awareness
• self esteem

THINGS TO LOOK FOR

Can students
• recognise different sources of power in relationships?
• distinguish between the positive use of power and abuse of power in relationships?
• understand that when people in a group use their power in a fair and OK way that respects the rights of others, there are advantages for everyone in the group?

ACTIVITIES

Setting the scene
1. What is power?

Core learning
2. What gives people power?
3. Power balance
4. Trust and power
5. Use and abuse of power
6. Choices about using my power

Extension work
7. Hurting inside
8. My friendships
Unit 1: We All Have Power!

Theme 2: Power in relationships
Focus: Sources and types of power in relationships

Suggested teaching and learning activities

Setting the scene

Activity one: What is power?

What you will need:
Student workbooks

1. Brainstorm answers to the question What is power?*
2. Write the following dictionary definition of ‘power’ on the board and discuss.
3. Brainstorm students’ responses to the question:
   Q. Where does the power that people have come from?
   List related thoughts, feelings, phrases on the board. For example, having possessions that others admire, being the boss, achievements, personality, being mature, being strong.
4. Ask the students to work individually or in pairs to:
   • group the words from the board which seem to be related to each other
   • think of a summary word for each group of words
   • draw a diagram (or mindmap) with the word ‘power’ surrounded by their summary words**
5. Invite some students to talk about their diagrams.
6. Discussion:
   Q. What similarities exist?
   Q. What different views exist?
   Q. How does the power base change within different environments?
   A. In one friendship group a particular style of dress may be valued and give a member ‘power’ in the group. In another, expertise with computers may be highly valued and a source of power.

Teacher notes

*Power could also be described as being able to do something or make something happen; having strength; being able to exert force over others.

**Example:
Teacher notes

Suggested teaching and learning activities

Core learning

Activity two: What gives people power?

What you will need:
Worksheet 1.1 – one per student – page 75
Information sheet 1.1 – page 76
OHT 1.1 – page 77
Scissors and glue – one per pair
Student workbooks

1. Distribute worksheet 1.1.
2. Discuss the different sources of power. Use the descriptions on the worksheet to clarify the meanings of any unfamiliar terms, e.g., charisma, convention.
3. Establish pairs and ask the students to match the source of power card with the relevant example and glue the paired cards into their workbooks. Space should be left between each matched pair of cards.
4. Ask the students to think of another example of each source of power and to write it in the space.
5. As a whole class, discuss the answers from information sheet 1.1 including some suggestions of additional examples. Clarify any issues from the group.
6. Show OHT 1.1. Concluding discussion:
   Q. How do people benefit from a sharing of power within groups?
   A. The qualities and skills of individuals complement each other so that the group can draw on a range of expertise. It is often more fun to share tasks and responsibilities with others. The individuals learn from each other.

Activity three: Power balance

What you will need:
OHTs 1.2 and 1.3 – pages 78 and 79

1. Review the concept of power.
2. Discussion based on the following question:
   Q. In what ways do our laws and government make sure that power is shared?
A. For example, in our democracy, all citizens 18 years and over elect their representatives who form governments. Our courts incorporate a jury system. Laws apply across the community?*

Q. How is power shared in personal relationships?
A. Through conscious and subconscious decisions about making decisions and sharing responsibilities.**

3. Show OHT 1.2. Discuss the differences between formal and informal power sharing arrangements and seek other examples.

4. Show OHT 1.3. Discussion based on the following questions:
   Q. How can power be abused in relationships, for example between brothers and sisters?
   A. If one harasses the other. If one is expected to take more responsibility than the other, regardless of age.***
   Q. How might that abuse damage the relationship?
   A. Trust is likely to be difficult to establish. Ability to care for and respect each other will be weakened. Feelings of self confidence may be lost.

5. Concluding discussion:
   An appropriate balance of power supports healthy, caring relationships.
   Q. What are some things that people can do in relationships that help to balance power?
   A. People valuing each other’s opinions and making sure that each person’s views are listened to and respected.
   People taking responsibility for apologising when they consider that they may have been unfair or offensive to others.

**Activity four: Trust and power**

What you will need:
Worksheet 1.2 – one per student – page 80
Post box
Chart paper and felt tip pens
Student workbooks

1. Discuss the words students associate with ‘trust’ in relationships?*
   Create a shared definition of the word ‘trust’.
2. Invite students to think about classroom or group situations (eg clubs, teams) where people trusted each other.

Teacher notes

Democracies support the view that power should be shared by all citizens.
*Systems of power sharing are set up within relationships between people although these are usually not written down.

Eg how friends make decisions about where to go when they go out; how tasks will be shared in families; who makes the final decisions on what will happen.

**This activity provides an opportunity to remind students about formal rules and procedures that help to balance power in the school environment. Anti-discrimination laws are particularly relevant.

***Abuse of power is unhealthy for relationships.

*Ideas could include:
- having confidence in someone
- believing that someone will treat you fairly
- being prepared to rely on someone, eg to repay a loan, to help you if you need it, to not make fun of you.
- being trustworthy or reliable
- something that is built up over time and through experiences.

An alternative trust-building activity such as blindfold walks could be included here.
**Teacher notes**

**Suggested teaching and learning activities**

Q. What were the things that helped to build that atmosphere of trust?
A. Fairness, respect for others as individuals, encouragement, sticking to rules, caring, realistic expectations, opportunities to demonstrate trustworthiness.

3. List ideas on the board under the heading ‘things that help to develop trust’.

4. Divide students into groups to make up a wall of trust – worksheet 1.2. The wall of trust has bricks which gradually help people to trust each other more. Use the list on the board for ideas.

5. Display the group’s work.

6. Discussion based on the following questions:
   Q. How do people feel when trust is broken?
   A. Disappointed, hurt, cheated, angry.
   Q. Which ideas from the wall of trust could be used to help to build trust in this class?
   A. For example, implement a rule about ‘no put downs’, encourage apologies, speak up when things are unfair, listen without interrupting, use humour sensitively, looking for a range of opinions rather than expecting agreement.
   Q. Can trust be repaired when it is broken?
   A. Yes. People have to be willing to repair it and it may take time.
   Q. What are examples of things we could do to repair trust?
   A. Sincere apologies, given and received. Commitment not to repeat the behaviour that resulted in the breakdown of trust and plans for what could be done if it did happen again. Agreement about repairing damage.
   Q. What could people do to show that they are trustworthy?**
   Q. What are the advantages if people are willing to re-build trust if it is broken?
   A. Trust can grow stronger and people can relax and share more of themselves without risking ridicule. It’s more fun. People feel safe.

7. Conclusion:
   Invite students to complete the following sentences and place them anonymously in the post box for later discussion:
   ‘I can use my power and build trust by...’
   ‘It would be good if other people in the class..’***

**Some examples that students may suggest include:**
- agree to take responsibility for own words and actions
- separate people from actions:
  ‘I don’t like it when you do that’ rather than ‘you are an idiot’
- treat people’s personal business or views confidentially: don’t ‘blab’.

**Responses to the ‘posted issues’ will need to be followed up in the next lesson.**
Activity five: Use and abuse of power

What you will need:
Worksheet 1.3 – cut into cards, one set per group* – page 81
Information sheet 1.3 – page 82
OHT 1.4 – page 83
‘Positive Power’, ‘Abuse of Power’ and ‘Not Sure’ cards for each group

1. Divide the class into groups of six or seven and demonstrate the group activity by going through two examples together.
2. Distribute worksheet 1.3.
3. Divide the cards among the group members. Each person is to decide if the situation on the card is positive use or abuse of power and state why. The group discusses the decision and the group member with the card decides which pile to place it on.**

4. As a whole class discuss:
   Q. What was the critical factor in deciding whether situations involved positive use or abuse of power?
   A. Someone was taking advantage of someone else.
5. Display OHT 1.4 and discuss the definitions.***
6. In pairs, ask the students to choose three situations that show an abuse of power then discuss:
   Q. How might the person targeted by the abuse of power feel?
   A. Angry, hurt, resentful, lonely, stupid
7. Each pair lists non-violent ways this person could maintain or regain power in this situation.****
8. As a whole class, share and discuss answers to each situation.
9. Concluding discussion:
   Q. What could be the effect on people if they frequently experienced situations where power was abused?
   A. They could become depressed, lose confidence, withdraw into themselves, believe they ‘deserve it’, believe they have no power, become very sensitive.

Teacher notes

*Alternatively, this activity could be completed by each group writing a ‘+’ or ‘-’ on the uncut worksheet.

**To help group members remember the categories, it may be useful for groups to write signs for each pile. The symbols +, -, ? may be sufficient.

***Issues about self abuse (eg self mutilation, self induced vomiting, not eating, dependence on alcohol or drugs) may arise in discussion. All students need to be encouraged to act in their own best interests. Self abuse is a matter for concern although it needs to be handled very sensitively with the individual. Staff and students should talk over any concerns about self abuse with the school counsellor.

****Developing answers to these activities or questions reinforces the influence that students have over their own lives.

The aim is to enable them to make decisions in their own lives with confidence rather than relying upon others or expecting others to make decisions for them.

This is part of the process of empowerment. Empowerment means people are aware of the choices they have in their own lives and can act in those situations.
Q. What might people do to maintain or regain power in abusive situations using non-violent strategies? Emphasise the strategies:
• talk to the person, if appropriate
• trust your sense that the situation is not O K
• talk to someone you trust about the situation
• take control by using your own plan.

Activity six: Choices about using my power

What you will need:
Worksheet 1.4 – one per student – page 84
Post box

1. State that in this activity, we will be considering the choices we have about using our own power.
2. Everyone has power in some ways. Discuss:
   Q. How has your ability to act (your power) changed as you have become older?
   A. Capable of doing more, accepting more responsibility, making more decisions independently.
3. Remind students that everyone has power in some ways. With power comes the responsibility to use power in a way that respects the rights of others.*
4. Ask students to think of ways in which they have power in the classroom.** List on the board.
   Q. How can the power be used in a way that is ‘not O K’?
   A. Ridiculing others. Lack of respect for others. Not completing work.
   Q. What might happen as a result?
   A. Learning limited. Lack of trust. Reduced enjoyment. Time taken by behaviour not learning.
   Q. How can power be used in a way that is fair and O K?
   A. Being on time. Taking the work seriously. Being co-operative. Respecting others.
   Q. What might happen as a result?
5. Distribute worksheet 1.4. Students write or draw about their power in the classroom.
6. Concluding discussion:
   Q. How do class rules relate to the use of power in the classroom?

*OHT 1.1 could be shown.
**Contributions to the post box from activity four could be introduced here, if appropriate.
Suggested teaching and learning activities

Q. Which class rules encourage the positive use of power?
Q. What changes to the class or school rules could be helpful in encouraging the positive use of power?
Ideas could be written down and placed in the post box anonymously, for discussion in the next lesson.***

Extension work

Activity seven: Hurting inside (poem)

What you will need:
Worksheet 1.5 – one per student – page 85

1. Distribute worksheet 1.5 to each student and read the poem to the class.
2. Ask the students to discuss the following questions in pairs:
   Q. How did you feel while the poem was being read? How do you feel now?
   Q. What is the secret being talked about in the poem?*
   A. Child sexual abuse.
   Q. Do you think the subject of the poem is a boy or a girl? Why?
   A. We don’t know for sure. Stress that while both boys and girls are targeted for child sexual abuse, most boys find it harder to talk about, ie they don’t report it.
   Q. Which verse/s shows that this child feels he/she is to blame and is ashamed of what was happening?
   A. Verse three and verse five.
   Q. Is this a typical response from children?
   A. Yes ‘It must have been my fault’ is a typical response.
   Q. How did the child work out that what was happening was wrong?**
   A. What happened felt rotten. It was a secret.
   Q. What has been the effect of being abused for this child?
   A. Confusion, fright, need to block out memories, ashamed.
   Q. How has the uncle abused his power in this relationship?
   A. He has used this child without respecting his or her body or right to be protected by adults.
   Q. What might a child or young person do if their feelings are telling them that this sort of touching is wrong?

Teacher notes

***Students will be encouraged to use the post box if their contributions are followed up. If suggestions are made about class rules they should ideally be considered by the class and rules adapted if agreed. Ideas about school rules also need to be acted on. They could be taken by class representatives to the Deputy Principal or SRC, for example.

*Child sexual abuse perpetrators rely upon the victim ‘keeping the secret’. They groom the victim in such a way that the victim feels they are to blame. This poem provides an opportunity to review this concept with students.

**This is an opportunity to remind students that feelings are often good indicators of inappropriate touching. Listening to our feelings may help us to recognise potentially threatening or unsafe situations where power has been abused in a trusting relationship.
Teacher notes

***Refer to Protective Strategies, Theme 3, for further clarification.

Suggested teaching and learning activities

A. Trust their reactions. Talk to someone about it as soon as possible. Take control by putting their own action plan in place.***

3. Class discussion on all questions and responses. Discuss any issues.

Activity eight: My friendships

What you will need:
Student workbooks

1. Ask the students to write, draw or indicate responses to the following questions:
   Q. What ‘ingredients’ do you like to have in your friendships?
   A. Fun, sharing, care, respect, trust, humour.
   Q. How would you like to see power being shared in your friendships?
   A. Equally, in a balanced way, fairly.
   Q. What could you do if you became aware that one of your friends was not using power in a fair way?
   A. Take control of your concern and act on it.
   Q. How would you know?
   A. Hear rumours, things don’t add up, feel confused, attacked, yukky, uneasy or put down, know that the behaviour was unfair. Notice that the weakest members of the group are being picked on. Notice that some people’s feelings are being dismissed or ridiculed.
   Q. Who could you talk to?
   A. Your friend, another friend, someone in your network.
   Q. What could you do? What would you do?
   A. Talk about it without ‘put downs’ – ‘tough on the issue, soft on the person’, ie refer to the behaviour, not the person. Talk it over with someone else so that you can develop your own plan.

2. Ask the students to share their responses. Discuss.
Activity 2: What gives people power? - Worksheet 1.1

<table>
<thead>
<tr>
<th>Sources of power:</th>
<th>Examples:</th>
</tr>
</thead>
</table>
| **Information.** Power through knowing things. | • being an older child in a family where the children are young  
• being able to manage your own feelings and to seek support from others when it will help |
| **Charisma.** Power through being attractive | • being the Prime Minister  
• being the president of the school SRC |
| **Expertise.** Power through knowledge, understanding, skills or experience in a particular area. | • being an Aboriginal elder  
• being on a jury and having to keep discussions confidential |
| **Position.** Power through authority or status | • being best friends with a ‘gold medal’ athlete  
• being family friends with someone who is an expert in an area in which you want to become involved |
| **Reward.** Power through ability to reward others. | • being lead singer in a well known band  
• being voted the person most students would like to meet |
| **Connection.** Power through knowing someone who has another type of power. | • knowing procedures to appeal against unfair practices  
• knowing effective ways to get a part time job locally |
| **Strength.** Power through being emotionally or physically strong. | • people responsible for selecting teams or members of performances  
• teachers awarding special prizes |
| **Convention.** Power through social customs. | • being able to use first aid in an emergency  
• being able to manage a difficult task |
### Activity 2: What gives people power? - Information sheet 1.1

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  • being able to manage your own feelings and to seek support from others when it will help |
| **Convention.** Power through social customs. | • being an Aboriginal elder  
  • being on a jury and having to keep discussions confidential |
Everyone has power in some ways.

With power comes the responsibility to use the power in ways that show respect and concern for others.
Activity 3: Power balance - OHT 1.2

**The balance of power**

Arrangements for balancing power can be formal and written down, for example:

- the Australian Constitution
- anti-discrimination laws
- school rules and
- teachers’ code of conduct.

Informal and not written down, for example:

- friends work out how decisions are made and how conflicts are resolved
- family members take on different roles and responsibilities.
Power in relationships

People are more at risk of being emotionally and physically hurt when they have relatively little power in a situation.

Balancing power helps to build healthy, fair relationships between individuals.
Activity 4: Trust and power - Worksheet 1.2

We believe that these things can help build trust within a group

This wall of trust has been built by
Names:.......................................................................................................................................................................................................................

It was unveiled on – Date:..................... Signed:.........................................................................................................................
........................................................................................................................................................................................................
........................................................................................................................................................................................................
### Activity 5: Use and abuse of power - Worksheet 1.3

The following statements demonstrate the use of power in different situations. Decide if the situation involves a positive use (P) or an abuse (A) of power.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Classification</th>
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<tbody>
<tr>
<td>A Year 10 student pushes in front of a Year 7 student at the canteen</td>
<td>The SRC at your school decides to raise funds for the Cystic Fibrosis Association</td>
</tr>
<tr>
<td>An adult touches a young child sexually</td>
<td>A shop assistant serves all the people in the shop before serving a person with an intellectual disability</td>
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<tr>
<td>A coach wants you to play in a position where you don’t normally play</td>
<td>A boss asks you to over-charge a customer when you bill them</td>
</tr>
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<td>A parent sets limits on what time you have to be home</td>
<td>A friend asks you to lie for them</td>
</tr>
<tr>
<td>A group of students make crude jokes in front of a teacher who they know will be embarrassed</td>
<td>A teacher warns a student that if they continue to talk they will be moved</td>
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<tr>
<td>A parent says, ‘I expect you to respect the family’s rules while you live in this house’</td>
<td>Employees are given a salary increase because they have achieved their targets for the year</td>
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<tr>
<td>A teacher uses embarrassing put downs against a student</td>
<td>An older brother makes his younger sister give sexual favours to his friend</td>
</tr>
</tbody>
</table>
### Activity 5: Use and abuse of power - Information sheet 1.3

The following demonstrate the use of power in different situations. Decide if the situation involves a positive use (P) or an abuse (A) of power.

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<tr>
<td><strong>P</strong></td>
<td>A parent says, ‘I expect you to respect the family’s rules while you live in this house’</td>
<td><strong>P</strong></td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>A teacher uses embarrassing put downs against a student</td>
<td><strong>A</strong></td>
</tr>
</tbody>
</table>
Activity 5: Use and abuse of power - OHT 1.4

People make choices about using the power they have

Positive use of power involves acting or influencing others in ways which show respect for yourself and for others. It also involves protecting your own and others’ rights to safety.

A buse of power occurs when people do not respect the rights of others or themselves.
Activity 6: Choices about using my power - Worksheet 1.4

I have power in the classroom when

I could use my power in an unfair way by

The likely results are

I can use my power in a fair and OK way by

The likely results are

The benefits to me of using my power positively could be
Activity 7: Hurting inside - Worksheet 1.5

Hurting inside

I have to keep a secret,
or my uncle will be mad.
He said I am his special friend,
but what he did felt bad.

He made me keep a secret,
he knows Mum would be mad
if she thought he did those things.
They feel dirty - they feel bad.

I’m lying here - and all alone,
it must have been my fault.
Uncle Jim has gone back home,
I’m glad I wasn’t caught.

But now I’m scared of Uncle Jim,
I’m really in a stew.
He will be coming back one day,
what am I going to do?

I hate that man and what he did,
I feel all bad and rotten.
I’m going to block out what he did,
until it is forgotten.

Oh, little person you are wrong
to keep that awful secret.
Your mum and dad love you the best,
they’ll keep you safe - so speak it!

Source: Duffield Dr Nora: Talking to Kids About Trouble
CHILD PROTECTION FOCUS
Rights and responsibilities in different relationships

RELATED CONTENT STRANDS AND KEY IDEAS

Interpersonal relationships
• types of relationships
• family
• developing and maintaining relationships
• rights and responsibilities
• quality of relationships

THINGS TO LOOK FOR

Can students
• define a relationship?
• describe qualities of a positive relationship?
• explain the difference between rights and responsibilities?
• recognise rights and responsibilities in different relationships?
• explain the importance of respecting rights and fulfilling responsibilities in personal relationships?
• indicate the difference between a non-abusive and abusive relationship?

ACTIVITIES

Setting the scene
1. Types of relationships
2. Ingredients for a good relationship
3. Give and take

Core learning
4. Understanding rights and responsibilities in the classroom
5. Responsibilities in the family
6. Fulfilling responsibilities

Extension work
7. Acting on our rights and responsibilities
Unit 2: A Two Way Street

Theme 2: Power in relationships

Focus: Rights and responsibilities in different relationships

Suggested teaching and learning activities

Setting the scene

Activity one: Types of relationships

What you will need:
Student workbooks

1. Introductory comments:
   We come into contact with many different people in our lives. We become close to some people. With some we have important relationships* but we are not close. Other relationships are not close at all.
2. Decide on some simple symbols that could be used for each category, ie close, important but not close and not close.
3. Invite students to complete the following tasks individually
   • List examples of the different people you associate with in your life, ie the different relationships you have.
   • Draw a diagram that groups different people and shows the links you have with them.
   • Use three symbols to indicate whether the relationship is close, important but not close or not close at all.
   • Complete the statement, ‘A relationship is ...................................................’.
4. Invite the students to share their definitions of a relationship.**
5. Concluding discussion:
   Q. Think of a close positive relationship you have. What makes it positive?

Activity two: Ingredients for a good relationship

What you will need:
Student workbooks

1. Ask the students to list some ‘ingredients’ of positive relationships in their workbooks and then share their lists with a partner.*
2. Ask students to contribute their answers to a class diagram. Record all answers.**

Teacher notes

* Relationships can be defined as connections between people.

** Eg A relationship is an association with people we know.

* Students’ ideas could include:
  • be respectful and considerate
  • value the different views of individuals
3. Discussion based on the following questions:

Q. Are there any ingredients that anyone wants to reject from the list? Why?

Q. What changes in a relationship might put pressure on it?
   A. Moving house or area, less time to share activities, the development of other friendships, stress on individuals.

Q. What are the likely effects of abuse of power in relationships?
   A. Unfair treatment of another, lack of respect for another person’s feelings and rights.

Q. Is abuse the same as conflict? What is the difference?
   A. Conflict usually results from failure to understand another’s actions or the impact of one’s own actions upon another. With communication and empathy, conflicts can be resolved. The power balance can be equal. In abuse situations the power balance is unequal. If the abuser is prepared to take full responsibility for the abusive behaviour, the power balance could become equal and a resolution could be negotiated.

Q. Would the diagram be different for close relationships, relationships that are important but not close and relationships that are not close?
   A. Yes. Some components of positive, close relationships would be inappropriate in ‘not close’ relationships, eg showing affection.

Q. Which ‘ingredients’ are basic to respect, well-being and safety in relationships?
   A. Trust, balance of power, concern for each other.

Q. What are the benefits to groups and communities where people accept responsibility to contribute positively to relationships?

4. Concluding discussion:

Q. How can we support our close relationships?
   A. Time for listening and sharing, time for fun, offering support, volunteering to share responsibilities, remembering important dates.

**Eg

***The TRUST, TALK, TAKE CONTROL model from Protective Strategies, Theme 3, could be reinforced here if it has already been introduced.
Suggested teaching and learning activities

**Activity three: Give and take**

**What you will need:**
Student workbooks

1. Brainstorm the meaning of ‘give’ and ‘take’ in relationships.
2. Ask the students to develop a diagram of their relationships with other people* by following these steps:
   - List people to whom they relate (i.e. have a connection), in their workbooks.
   - Write ‘me’ in a circle in the middle of a piece of paper or workbook page and place the people they relate to around them, varying the distance from the centre according to how important they are to them.
   - Circle up to ‘ten most important people’ in their lives and write beside each name the kind of relationship, e.g. mother, friend, neighbour, step-parent, grandfather, coach.
   - Draw an arrow going from the student’s name out to any other names if the student ‘gives’ these other people a lot of time, energy, care or support.
   - Draw an arrow towards the student’s name if they ‘receive’ a lot from the other person (the other person cares for them, provides shelter, food, transport, listens, remembers their birthday, is interested in what they have been doing).
3. Divide the class into groups to discuss the following questions:
   - Q. Are there some people to whom you give a lot, but receive less in return? How does this feel?
   - Q. Does the reverse happen in some instances? How does this feel? When is it appropriate for this to happen?
   - Q. What is the importance of having ‘give’ and ‘take’ in a relationship?
   - Q. Is it important to have people that you can turn to for help?
4. Report back on the discussion.
5. Concluding discussion:
   - Relationships are a ‘two way street’.
   - Relationships don’t just happen, they need to be built up.**

*Eg

**Alternatively ask students to draw or write or develop skits about ‘relationship building’. For example, the Kids-Tell advertisement in ‘Tell a Friend – It’s never too late’ could be used as a model to promote the positive behaviours in a fun way.

**
Teacher notes

Suggested teaching and learning activities

Core learning

Activity four: Understanding rights and responsibilities in the classroom

What you will need:
Worksheet 2.1 – one per student – page 94

1. Distribute worksheet 2.1. Clarify the statements about rights and responsibilities at the top of the worksheet. In pairs, students decide which statements are rights and which are responsibilities.*

2. Ask the students to stand with their feet either side of an imaginary or chalked line drawn across the front of the classroom.

   Responsibilities

3. Stand at the end of the line and inform the students they have to step immediately to the right if the statement read is a ‘right’, and step immediately to the left if the statement read is a ‘responsibility’.

4. Briefly discuss the reasons this statement is a right or responsibility.

5. All students move back to stand astride the line before a new statement is read.

   Rights

   Teacher

   Responsibilities

   Rights

3. Stand at the end of the line and inform the students they have to step immediately to the right if the statement read is a ‘right’, and step immediately to the left if the statement read is a ‘responsibility’.

4. Briefly discuss the reasons this statement is a right or responsibility.

5. All students move back to stand astride the line before a new statement is read.

   Ask the students to return to their seats. In pairs, match the ‘rights’ and ‘responsibilities’ on the worksheet. Some responsibilities may apply more than once.

6. As a whole class, discuss:

   Q. Is there an associated ‘responsibility’ for every right?

7. Develop a list of responsibilities that go with the right to be treated with respect.

8. Concluding discussion:

   Q. What could people do if their rights have been abused in a classroom situation?

   A. Speak up to the person and ask them to stop.**

*Rights: 1, 4, 6, 9, 11, 12, 14. Responsibilities: 2, 3, 5, 7, 8, 10, 13.

A positive relationship recognises that all people are entitled to be treated with consideration and respect. To have this, people need to be aware of their rights and responsibilities in a relationship.

Rights - Are things that all children should have. All children have the right to be safe, to have their bodies, thoughts and feelings respected and the right to be treated fairly.

Responsibilities - are a role or task which is yours to do. Carrying out responsibilities can ensure that rights are met.

**This is an opportunity to remind students of agreed procedures and support that is available. It could be used to strengthen class agreements about dealing with these situations.

The TRUST, TALK, TAKE CONTROL strategy could be refined if it has been introduced previously. See Stage 4, Theme 3, Protective Strategies.
Suggested teaching and learning activities

Activity five: Responsibilities in the family

What you will need:
Worksheet 2.2 – one per student – page 95

1. Distribute worksheet 2.2.
2. Invite the students to imagine the following scenario as you read it. They will need to list the children’s ‘rights’ on the worksheet.

   The year is 2020. You are a parent with three lively children who range in age from 12 – 15 years. These children have been irritating you with frequent statements about their rights to freedom (to go out with their friends whenever they want to), adequate food (more ‘fast’ food), clothing, shelter and a free education (which one interprets as the right to decide whether they go to school or not).

   In your stress you remember the lesson in Year 8 PDHPE when Mr/Ms XYZ said very clearly that with all rights, come responsibilities.

   You cannot remember if there were good lists of children’s responsibilities worked out. You do remember that families work out their own ways to balance power and ensure that every person is safe and respected.

   You decide to take action to improve the balance in your relationship with your children. What responsibilities do you consider are reasonable for young adolescents in their families?*

3. List the rights your children have claimed. Develop a list of responsibilities for your children on the worksheet.

4. Whole class discussion:
   Q. Does your list of responsibilities look reasonable to you as a young person?
   Q. Why is it sometimes easier to emphasise rights over responsibilities (as in the scenario)?
   Q. How do maturity and independence relate to the way we handle rights and responsibilities?

5. Invite students to make a note in their workbooks about an area of their life which would be better if they either:
   • asserted a right
   or
   • took more responsibility.
   Q. How could they do this?

6. Invite any students who would like class support for developing a plan and acting on it, to do so. Clarify with the student what would be supportive and gain agreement from volunteers to provide it.

Teacher notes

*If students in your class have difficulty with writing you may wish to have them work in pairs.

Families need to work together to ensure the rights of family members are respected. This relies upon everyone fulfilling their responsibilities.
**Activity six: Fulfilling responsibilities**

**What you will need:**
Worksheet 2.3 – one per student – page 96

1. Distribute worksheet 2.3 to each student. Work through the first two scenarios, a) and b), with the students. Discuss the responses to each question.
2. In pairs, ask the students to read and respond to the questions following the last two scenarios.
3. As a whole class, share and discuss the responses. Give the students the opportunity to comment.
4. Concluding discussion:
   - Q. Why is it important that people accept responsibilities and respect rights of others in personal relationships?
   - Q. What rights have not been respected in scenario (d)?
   - Q. What responsibilities are not fulfilled by the offender in situations of child sexual abuse?*

**Extension work:**

**Activity seven: Acting on our rights and responsibilities**

**What you will need:**
Nil

1. Students pair up with another student (A & B). Each pair moves so that ‘B’ is standing as part of an inside circle and ‘A’ as part of an outer circle.
   - The scenarios:
     - a) You accidentally break your mother’s favourite cup. What could you say or do to take responsibility?
     - b) You are arguing with your sibling who suddenly punches you. What could you do to take responsibility in a non-violent way?
     - c) A group of boys constantly pick on another boy in your class. What could you do to act responsibly?
     - d) You hear your boyfriend/girlfriend telling others something you had told them in confidence. What could you do to act responsibly?
     - e) Your father’s friend keeps touching you. This makes you feel extremely uncomfortable. What could you say to your father?

*Adults have a responsibility to look after children and young people. It is not OK if they use their strength or age to coerce or manipulate a child into sexual or other activities. This is abuse. Acceptance of responsibilities and the respect for the rights of others contribute to positive, personal relationships.
2. Read each scenario to the class one at a time.
   - Scenario a). ‘As’ imagine themselves in the situation described. ‘Bs’ provide feedback.
   - Now ‘Bs’ imagine themselves the other person in the situation and ‘As’ provide feedback.
   - Continue to alternate the roles of ‘A’ and ‘B’ for scenarios b) to d).

3. As a whole class, discuss the following questions:
   Q. How did you feel during the activity?
   Q. How do you feel now?
   Q. What are our basic rights and responsibilities in personal relationships?
   Q. Why is it important that we accept responsibilities and respect the rights of others in personal relationships?
   Q. If someone you know had their personal rights not to be touched, hassled, or bullied abused by someone, what could you do to help?

4. Conclusion:
   Post box activity. Ask the students to write down any questions or concerns they have about responsibilities in relationships. Names do not need to be given.*

*Questions and concerns will need to be followed up in the next lesson.
Activity 4: Understanding rights and responsibilities in the classroom - Worksheet 2.1

Rights and responsibilities

RIGHTS are things that everyone should have. All people have the right to be safe and to be treated fairly, and to have their bodies, thoughts and feelings respected.

RESPONSIBILITIES are a role or task which is yours to do. Carrying out responsibilities can make sure that rights are met.

Classroom rights and responsibilities

Rights as a student in the classroom.
Responsibilities as a class member.

Task

Label the following as either a right (✓) or a responsibility (✓✓).

1. To learn without being distracted.
   —
2. To keep my hands to myself.
   —
3. To put my rubbish in the classroom bin.
   —
4. To feel safe.
   —
5. To respect other people’s property.
   —
6. To be treated with respect.
   —
7. To take care of my own property.
   —
8. To listen to the opinion of others.
   —
9. To express my opinion freely in discussion.
   —
10. To treat others as I would like to be treated.
    —
11. To work in a clean environment.
    —
12. To learn in a positive environment.
    —
13. To do my own work without disrupting others.
    —
14. To have my personal property left alone by others.
    —
Activity 5: Responsibilities in the family - Worksheet 2.2

The children’s rights were:

1. 

2. 

3. 

4. 

5. 

Responsibilities for my children:

• 

• 

• 

• 

• 

• 
Activity 6: Fulfilling responsibilities - Worksheet 2.3

Read the following descriptions and answer the questions that follow each of them.

(a) .................................(male) is twelve years old. His parents have just separated and he is now living with his mother.

(i) How might he feel about his responsibilities?......................................................................................................
...............................................................................................................................................................................................................................

(ii) What rights could be important for him?...............................................................................................................
...............................................................................................................................................................................................................................

(b) .................................(female) is thirteen years old and has recently arrived in Australia from Vietnam. She is beginning to learn English and has just started in her new school.

(i) What rights and responsibilities should she have in her new school?
................................................................................................................................................................................................................................
..............................................................................................................................................................................................................................

(ii) What responsibilities will her classmates have towards her?
................................................................................................................................................................................................................................
..............................................................................................................................................................................................................................

(iii) How would you feel if you were in .................................(female’s) situation?
................................................................................................................................................................................................................................
..............................................................................................................................................................................................................................

(c) .................................(female 1), .................................(male) and .................................(female 2) have been close friends since primary school. .................................(male) and .................................(female 1) have started ‘going together’.

(i) What is the responsibility of .................................(male) and .................................(female 1) towards .................................(female 2)?
................................................................................................................................................................................................................................
..............................................................................................................................................................................................................................

(ii) Suggest what .................................(female 2) could do to accept this change in their relationship.
................................................................................................................................................................................................................................
..............................................................................................................................................................................................................................

(d) .................................(female 1) is told by her friend .................................(female 2), that someone has forced her to be involved in sexual activities.

(i) What rights of .................................(female 1’s) friend have not been respected?
................................................................................................................................................................................................................................
..............................................................................................................................................................................................................................

(ii) What responsibilities were not fulfilled by the person who forced her?
................................................................................................................................................................................................................................
..............................................................................................................................................................................................................................

(iii) What responsibilities does .................................(female 1) have towards her friend?
................................................................................................................................................................................................................................
..............................................................................................................................................................................................................................
CHILD PROTECTION FOCUS
Right not to be bullied – responsibility not to bully

RELATED CONTENT STRANDS AND KEY IDEAS

Interpersonal relationships
• peer groups
• rights and responsibilities
• quality of relationships

Personal awareness
• effective communication

THINGS TO LOOK FOR

Can students
• define bullying?
• identify bullying situations?
• explain the effects of bullying?
• identify positive and practical ways to deal with bullying?
• identify the rights and responsibilities people have when relating to others?

ACTIVITIES

Setting the scene
1. The characteristics of bullying

Core learning
2. Developing a definition of bullying
3. Why is bullying worth fixing?
4. The power of the silent majority
5. How common is bullying?
6. Making choices for a peaceful life
7. That’s unfair – what can I do?

Extension work
8. Why should I put up with it? Take action
**Unit 3: This Business Called Bullying**

**Theme 2: Power in relationships**

**Focus:** Right not to be bullied – responsibility not to bully

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### Teacher notes

*Additional background information on bullying is included in Appendix 2, on page 164.

**The “Y” diagram on worksheet 3.1, page 104, can be completed using words or drawings.

***It is helpful to discourage the labelling of people as ‘bullies’ or ‘victims’ as this oversimplifies the dynamics of bullying and makes it difficult for people to change their behaviour.

Bullying and harassment are behaviours related to the group or social context at the time. ‘Putting others down’ can be a shared experience to reinforce belonging to a group. It can also be a basis for humour. It is therefore possible for bullying and harassment to develop in a wide range of situations and for anyone to be tempted to bully others or to be the target.

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### Suggested teaching and learning activities

#### Setting the scene

**Activity one: The characteristics of bullying**

**What you will need:**
Worksheet 3.1 – one per student or drawn in student’s workbooks – page 104

1. Ask students to complete worksheet 3.1 individually.** Explain that they will not be asked to share their diagrams.
2. Discussion based on the following questions:
   - Q. What is happening with the use of power in bullying situations?
   - Q. Who is failing to act on their responsibility to respect other people's rights to safety and respect?
     - A. Only the person using the bullying behaviour.
   - Q. What are some consequences of bullying behaviour being allowed to continue? For individuals? For the environment in which it happens?
   - Q. Do you think we are all capable of bullying behaviours?***
   - Q. Could any of us be targeted by bullying behaviours in some circumstances?
     - A. Yes. For example, being new in a situation where other people ‘know the ropes’ or being different in some way from the majority.
   - Q. What are the most frequent excuses for bullying?
     - A. He or she deserves it. Everyone does it. It’s just part of growing up.
   - Q. How can these excuses be challenged?
3. Ask students to consider their ‘Y’ diagram. Are there additional words or pictures they would like to add.
**Suggested teaching and learning activities**

**Core learning**

**Activity two:** Developing a definition of bullying

**What you will need:**
- OHTs 3.1 and 3.2 – pages 105 and 106
- Chart paper (5 – with five different headings which match the 5 options on OHT 3.1) and felt tip pens

1. Explain that it will be useful for work in this unit on bullying if the class has an agreement about what bullying is and how it can be defined.
2. Display OHT 3.1 and discuss the five categories.*
3. Divide the class into five groups. Distribute one sheet of chart paper to each group so that each group has a different aspect of bullying to discuss and record.
4. Display completed lists and discuss. Add any further examples suggested by the class. Make adjustments to lists as agreed. Display OHT 3.2 and compare with group lists. Emphasise the statement on the bottom of this OHT.
5. Ask students, in pairs, to develop a clear definition of bullying which could be understood by all students.
6. Ask each pair to combine with another to come up with an agreed definition, and then to follow the same process for two sets of five.
7. Collect the resulting ideas of each ‘ten’ to synthesise into a class definition of bullying. Explain that there will be opportunities to work further on the definition as the unit progresses.

**Activity three:** Why is bullying worth fixing?

**What you will need:**
- Worksheet 3.2 – cut into set of cards – one set per group – page 107
- Worksheet 3.3 – one per student – page 108

1. Divide the class into groups and provide each group with one or two cards from worksheet 3.2.*
2. Invite discussion about the situation on the card and then discuss the following questions:**
   - Q. How is the person targeted likely to feel?
   - Q. What might be the effects on their thinking about themselves and the group?

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*Check that students understand the difference between direct and indirect bullying. Indirect bullying may be an unfamiliar concept. Direct bullying involves one person or group bullying others themselves. Indirect bullying is characterised by ‘setting someone else up’ to do the bullying. Excluding people is also considered to be ‘indirect’ bullying.

*It may be necessary to revise the concept of abuse and ways of recognising abusive situations before students complete this activity.

**You may also ask for volunteers to suggest their own experiences. Only continue discussion of real experiences if the group agrees to be supportive of the person involved and the privacy of others involved is respected.
Q. How could their thoughts and feelings affect the way they act?
Q. What could happen if these thoughts and feelings went on for a long time?

3. Read worksheet 3.3 to emphasise the loneliness and trauma for some students who are the targets of bullying or harassment.
Q. How does Michael feel?
Q. Is Shirley being abused?

4. Concluding discussion:
Q. Why is bullying worth fixing?
A. It is an abuse of power to bully others. If people get away with bullying behaviour they may be likely to continue and increase this violent behaviour into other relationships with family and friends.
Q. What rights and responsibilities are affected by bullying and harassment?
A. All individuals have the right to be safe and respected. All individuals have a responsibility to treat others fairly and with respect.

Activity four: The power of the silent majority

What you will need:
OHT 3.3 – page 109

1. Display OHT 3.3.
2. Discussion:
Q. Do most students want students and teachers to be concerned about bullying?
Q. Do you think it is possible to stop bullying and harassment completely?
  • in this classroom?
  • in this school?
Q. How can the silent majority of students use their shared power to stop (or reduce) bullying?
  • in this classroom?
  • in this school?
3. Write a list of these ideas for display in the classroom.
4. Concluding discussion:
Bullying and harassment thrive in secrecy. If people talk about bullying and can seek help and get it, the power of bullying is greatly reduced.

*If students respond ‘NO’, then encourage them to consider the possibility of reducing bullying in the classroom and school.

**Some examples that students may suggest are:
• not ignoring bullying situations
• letting the person who is bullying know that they think it should stop
• inviting the person targeted to join in some other activity
• being willing to provide support if the targeted person asks for it
• helping teachers to identify the particular areas of the playground, school or travel routes where supervision is important
• raising the issue through SRC for student action.
Suggested teaching and learning activities

Activity five: How common is bullying?

What you will need:
The result of any school survey on bullying photocopied onto an OHT or summarised as an information sheet for reference.*
OHTs 3.4 and 3.5 - pages 110 and 111
OHT pens

1. Review previous discussions. Refer to the class definition of bullying. Are there suggestions for improving it?
2. Display information from a school survey or use OHT 3.4.
3. Discuss aspects of the survey and the following questions:
   Q. Are there any gender differences in bullying behaviour and those who are targeted by bullies? Are the reports from students different at different ages?
   Q. Would teachers know that this bullying behaviour is occurring? Why? Why not?
   Q. Would parents know that this bullying behaviour is occurring? Why? Why not?
   Q. Is there anything that surprises you about the results of the survey?
   Q. Would the results have been different if the survey had asked about sex-based or racial harassment?
Introduce the concept that if bullying is going to be challenged, the power of the group is needed.
Eg understand that self respect and respect from parents and other adults comes from not bullying others.
Remember that it feels awful to be bullied and it could happen to anyone.
Some will be individual strategies.
Eg say positive things to yourself to remind yourself that it’s not your fault - everyone has a right to respect.
Talk to someone you can trust who can help.
4. Display OHT 3.5 and explain the key components.** Begin to fill in the spaces with students’ ideas.
5. Concluding discussion:
   Q. How can school and classroom rules support the use of ‘power for peace’?

Teacher notes

*Bullying or harassment surveys may have been conducted in your school in association with:
- discipline
- student welfare
- SRC
- gender equity
- anti-racism or anti-discrimination.
It is valuable to use information that can’t be dismissed because it relates to the students’ own environment.

**Key components include:
- respecting the rights of others
- respecting the opinions of others.
**Activity six: Making choices for a peaceful life**

**What you will need:**
- OHT 3.5 (partially completed from previous activity) – page 111
- OHT 3.6 – page 112
- OHT pens

1. Show OHT 3.5 which was begun by the class in activity five: ‘How common is bullying?’ and review previous discussion. Add new ideas to OHT 3.5.
2. Show OHT 3.6 and discuss.
3. If the majority of students have felt like hurting someone, what has stopped most of them doing it?
4. Ask students, in pairs, to think of a time when they did feel like hurting someone. Write down on a ‘Y’ diagram (see activity one: ‘The characteristics of bullying.’) what the situation looks like, feels like, sounds like, when they might be tempted to abuse their power.
5. Develop a class list of ideas to challenge bullying behaviour, while supporting the people using the bullying behaviour to take more responsibility.
6. Invite voluntary agreements about implementing it. Set a date to review the agreements and to check progress.
7. Concluding discussion:
   Bullying behaviour is based on a use of power at someone else’s expense, ie an abuse of power. What benefits are achieved for a person’s own sense of power if they know they could give someone else a hard time and choose not to.

**Activity seven: That’s unfair – what can I do?**

**What you will need:**
- OHT 3.5 (Partially completed from activity five and six) – page 111
- OHT pens

1. Display OHT 3.5 again and highlight examples of bystander behaviour.
2. Set up a values continuum along an imaginary line on the classroom floor, or along chalk ledge.
3. Place cards for strongly agree at one end and strongly disagree at the other end.
**Suggested teaching and learning activities**

4. Read the following statements and ask the students to move to the position on the line that is closest to their view on each statement as you read it. Then pause to ask the student in different positions to explain why they are on that position. After discussion, allow students to change positions if they want to.
   - Parents have a more accurate idea than teachers about how much bullying and harassment is occurring in a school.
   - It's useless to talk about reducing bullying and harassment. It's human nature.
   - Students themselves have the greatest responsibility to stop bullying and harassment.

5. Discuss:
   - What can we do in this classroom if we observe bullying or harassment?
   - How can we support each other to do this?

6. Add new ideas to OHT 3.5.
7. Seek voluntary agreements and set a time to review progress.

**Activity eight:** Why should you put up with it? Take action.*

**What you will need:**
OHT 3.5 (Partially completed from activity five and six) – page 111
Post box

1. Show OHT 3.5 again.
2. Seek volunteers to make a large poster for the class which makes use of all the class' suggestions on OHT 3.5. Make agreements on ways to use the poster to give incentives for positive action against bullying.
3. What do we want students who are targeted for bullying or harassment to do?
   - How can we support each other to do that?

*Other activities related to strategies to use when you are the target of bullying are contained in Stage 4, Theme 3, Protective Strategies.
Activity 1: The characteristics of bullying - *Worksheet 3.1*

**Bullying**

**Looks like**

**Sounds like**

**Feels like**
Activity 2: Developing a definition of bullying - OHT 3.1

Forms of bullying

<table>
<thead>
<tr>
<th></th>
<th>Direct</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N on-physical and verbal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N on-verbal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Rigby, Ken: Bullying in Schools and What to do About it.
Activity 2: Developing a definition of bullying - OHT 3.2

Forms of bullying

<table>
<thead>
<tr>
<th></th>
<th>Direct</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical</strong></td>
<td>Hitting</td>
<td>Getting another person to assault someone</td>
</tr>
<tr>
<td></td>
<td>Kicking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spitting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Throwing stones</td>
<td></td>
</tr>
<tr>
<td><strong>Non-physical and verbal</strong></td>
<td>Verbal insults</td>
<td>Persuading another person to insult someone</td>
</tr>
<tr>
<td></td>
<td>Name calling</td>
<td>Spreading malicious rumours</td>
</tr>
<tr>
<td><strong>Non-verbal</strong></td>
<td>Threatening and obscene gestures</td>
<td>Removing and hiding belongings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deliberate exclusion from a group or activity</td>
</tr>
</tbody>
</table>

In practice the different forms of bullying often occur together. Physical intimidation is often accompanied by verbal abuse. One is used to reinforce the other, as when a child is repeatedly struck and called names. In bullying we are concerned not only with physical injury: the constant undermining of an individual by taunts, jeers and name calling can be equally devastating.

Source: Rigby, Ken: Bullying in Schools and What to do About it.
### Activity 3: Why is bullying worth fixing? - Worksheet 3.2

Cut each situation along the dotted line and distribute one to each group.

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>Scenario 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student follows you to school every morning, making jokes about whatever you are wearing.</td>
<td>Your older brother or sister takes all the money you were saving and says if you tell your parents, he or she will make your life miserable whenever they aren’t around.</td>
</tr>
<tr>
<td>Someone in your English class insists on copying every one of your homework assignments.</td>
<td>Your friend has cerebral palsy which affects his speech. The students in the year above are always mimicking him.</td>
</tr>
<tr>
<td>A certain person at school is spreading untrue rumours about you. Now people are starting to give you funny looks.</td>
<td>A friend ‘borrowed’ a piece of your clothing, wears it all the time, and now denies that you own it.</td>
</tr>
<tr>
<td>A student demands that you leave the locker room before you are ready to go.</td>
<td>One person in your group of friends insists that everyone wear a certain brand of jeans. If you don’t, they say you will be thrown out of the group.</td>
</tr>
<tr>
<td>A student ‘accidentally’ pokes or trips you every time you pass him or her in the hallway.</td>
<td>A friend had an argument with someone and now insists that everyone else stop talking to this person.</td>
</tr>
<tr>
<td>When you buy something at a shop, the young assistant, who lives near you, never gives you all your change.</td>
<td>One person on your basketball team has talked the other team members into not letting you have the ball during games.</td>
</tr>
</tbody>
</table>

Source: Quest International: Working Towards Peace – Managing Anger, Resolving Conflict and Preventing Violence
Activity 3: Why is bullying worth fixing? - Worksheet 3.3

Bullying is a silent nightmare

Michael’s story (14 year old boy)

‘When I was in primary school, I got picked on non-stop for two years. No-one talked to me I hadn’t done anything to get blamed for, and I still don’t know the reason I got picked on.

I used to cry myself to sleep every night. I was miserable. My parents knew and they talked to the Principal who tried to help. My parents knew all the bullies’ parents. One girl even lived in the same street and we had been friends since we were two years old. Like a sheep, she dumped me because no-one else talked to me. This all happened in Year 6 and I have lost nearly all my self-confidence and hate being on my own. I’d hate to think this was happening to anyone else. I have a fear that if one girl doesn’t talk to me they will start again and it will never stop. I don’t want it to go on for the rest of my school life. I couldn’t cope.’

Shirley’s story (13 year old girl)

Shirley is a new girl in her high school. She arrived half way through Term 2 and has been at her new school for eight weeks. She has made friends with a group of six girls. She has visited two of their homes and gone to the movies with the same two girls. She thinks that Susan and Nicole really like her and feels that the rest of the group are nice friends as well.

At recess one day Kristie, a girl in the group, begins calling Shirley a ‘bitch’ and tells her she is no longer a part of their group. Shirley has no idea why Kristie had said this.

Susan and Nicole, who have been talking to Shirley about plans for the weekend, suddenly stop talking and move next to the other girls in the group.

Kristie continues ‘slagging off’ at Shirley and Shirley looks for support from the other girls. No-one comes to her aid.

Adapted from: Commonwealth Department of Employment, Education and Training: No Fear, A Whole School Approach, A kit addressing gender based violence. Secondary. Focus Area N.o. 8, Student Resource.
Activity 4: The power of the silent majority - OHT 3.3

Secondary students’ opinion about action to stop bullying

Teachers should stop it 79%

Teachers and students should be concerned about bullying 73%

Students should stop it 69%

Teachers and students should work together to stop it 58%

I usually try to stop it 36%

I personally could use some help to stop being bullied 33%

I would be interested in talking about bullying with other students 30%

These opinions form part of a survey of more than 25,000 primary and secondary students.

Source: Slee Philip: The P.E.A.C.E Pack – A Program for Reducing Bullying in Our Schools
Activity 5: How common is bullying? - OHT 3.4

Percentage of students reporting being bullied weekly

<table>
<thead>
<tr>
<th>YEAR</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>31</td>
<td>31</td>
<td>17</td>
<td>28</td>
<td>25</td>
<td>22</td>
<td>15</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Girls</td>
<td>36</td>
<td>21</td>
<td>18</td>
<td>23</td>
<td>20</td>
<td>15</td>
<td>11</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Boys</td>
<td>30</td>
<td>22</td>
<td>23</td>
<td>17</td>
<td>25</td>
<td>24</td>
<td>16</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Girls</td>
<td>28</td>
<td>21</td>
<td>18</td>
<td>11</td>
<td>20</td>
<td>12</td>
<td>11</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

Table notes: Students starting secondary school in Year 7 were drawn from 4 primary and 18 secondary schools. Students starting secondary school in Year 8 were drawn from 14 primary and 14 secondary schools.

Source: Slee Phillip: The P.E.A.C.E Pack – A Program for Reducing Bullying in Our Schools
Activity 5: How common is bullying? - OHT 3.5

Using our power for peace

We all have the RIGHT to be SAFE
Activity 6: Making choices for a peaceful life - OHT 3.6

Age groups of students

(Percentages of students who reported that they have felt like hurting or upsetting another student).

Based on samples of 15,332 boys and 10,433 girls.

Source: Rigby, Ken: Bullying in Schools and What to do About it.