

Unit overview – Understanding respect in relationships

Learning goals

Know: The qualities of respectful communication. The rights and responsibilities in positive relationships.

Understand: Stereotypes influence the roles people play in relationships and broader society. Conflicts can be resolved using respectful communication.

Do: Describe how stereotypes can impact on roles within relationships. Demonstrate respectful communication in a range of situations.

Health and Physical Education

Relevant aspects of achievement standard

Students evaluate the impact on wellbeing of relationships and valuing diversity.

Students analyse factors that influence emotional responses.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety and inclusivity.

Relevant content descriptions

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)

Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)

Analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity (ACPPS075)

Focus Question 1: What are my responsibilities for ensuring my relationships are respectful?

Learning intentions

Explain to students that this activity is about developing an understanding of what respectful relationships look like in a range of settings.



Pre-assessment activity: Where are they at?

(ICU-PSC) Discuss what respect means to students in their own family and culture. Examine differences between cultures and families. Discuss reasons for these differences.

Divide the class into small groups and provide each group with butchers' paper and pens.

(LIT) Ask groups to draw a picture of what respect and respectful relationships look like in their school community. Display posters around the room.

(PSC) Discuss the following:

- How is respect demonstrated?
- Can respect be demanded, or must it be earned? Why?
- Is this the same in all situations? with all people?

- What happens when people abuse the respect they are given?

Criteria for success: What to look for?

Can students:

- describe what respect is in their own context of family/culture?
- portray what respectful relationships look like within the school context?
- examine how the way respect is demonstrated may differ in different contexts and with different people?

Exploring the concept:

(PSC) Explain to students that they are going to participate in a series of challenge activities, initiative games, and team games to explore the importance of relationships in physical activity contexts.

(PSC) Following each of the practical activities, Discuss the following questions:

- How is being in a team an example of a relationship?
- What were the positive things that you did to support people in your team?
- What do you think happens to a team's performance if the relationships in the team are not working well? Why?
- How can people's emotions and feelings affect how the team functions in an activity?
- When was your team the most fun to be part of? Why?
- What do you think makes a great "team player"?

(PSC) Discuss the importance of relationships in a team context. Create a list of the skills needed to be successful in each of the activities e.g. listening to each other, keeping calm, negotiating and compromising. Discuss which of these skills are also needed in maintaining respectful relationships.



Adjustment strategies

Process: Allocate half of the groups to participate in the activities and the other half to be observers. Observers report back to group on the skills they observed, what was working and what wasn't working with the teams.

Product: Video each team undertaking the activities and then view video footage to discuss elements of teamwork and interpersonal skills that supported successful outcomes.

Putting it into practice:



Check for understanding

Explain to students that developing respectful relationships is just like a recipe – the right amount of the right ingredients makes it great. There are several ingredients that are important to have in respectful relationships.

(PSC) Brainstorm ingredients students believe are essential for a respectful relationship e.g. trust, care, respect, safety, fun, shared views, communication (talking and listening), honesty, praise or compliments where appropriate, apologies where appropriate, loyalty, support.

(LIT) Ask students to write a recipe for a respectful relationship. Share recipes with the rest of the class.

Note: You may need to provide students with a sample recipe to model their response on or provide a scaffold to follow.

Criteria for success: What to look for?

Can students:

- identify appropriate “ingredients” for their recipe?
- demonstrate an understanding of the contribution and importance of the “ingredients” through their recipe?
- demonstrate an understanding of how the “ingredients” combine to form a respectful relationship?

Focus Question 2: How can gender stereotypes influence roles in relationships?

Learning intentions

Explain to students that this activity is about unpacking some of the stereotypes that exist in our society and how they can influence the way we feel about ourselves and the roles we play in our relationships.



Pre-assessment activity: Where are they at?

(LIT) Explain to students that they are going to write a facebook profile for a fictional teenager called Sam. To write the profile they need to include some details about Sam such as:

- favourite bands
- favourite movies
- favourite hobbies
- favourite actors
- sports they like best
- what they want for their birthday
- what job they want when they grow up
- what facebook groups they like.

(ICU) Ask students to read out their profiles. Ask the class whether they think Sam is male or female. Investigate and question any gender stereotyping that lead to students’ assumptions about Sam’s gender.

(ICU) Write two headings up on the board – teenage girls / teenage boys. Read out each of the ‘rules’ below and ask the class to allocate them into what they think is expected more of teenage girls and what is expected more of teenage boys.

- Be sensible
- Don’t cry
- Be good at fixing things
- Be neat and organised
- Don’t be affectionate
- Be gentle
- Take risks and be daring
- Love sport
- Play video games.

(PSC-ICU) Ask students if they think it’s fair that there can be different rules for girls and boys. Discuss what happens if a student doesn’t conform to these rules. Discuss how and where we learn these rules. Ask students to identify which rules they think should be challenged. Explore ways these rules have been, or could be, challenged e.g. movies with strong, athletic female heroes, female sports journalists, males in caring, nurturing roles.

Criteria for success: What to look for?

Can students:

- identify stereotypes that exist?
- identify how these stereotypes were formed?
- describe ways that stereotypes are challenged in society?

Exploring the concept:

(ICU-EU-PSC) Designate three areas in the classroom - Agree, Disagree and Unsure. Students are to move to the area that best represents their opinion on each of the following statements:

- It is better for a girl to be a “tomboy” than for a boy to be a “sissy”.
- Some jobs are more appropriate for females than males.
- It is worse for a girl to swear than it is for a boy.
- It is acceptable for a boy to cry in public.
- Girls should not play contact sport.
- Girls are more concerned with appearances than boys.
- Housework is the responsibility of the females in the house.
- Men should have better paying jobs than women.
- Men should decide the rules of the family.

Question students as to WHY they chose their position. Allow students to move positions after hearing others thoughts.

(ICU-EU) Brainstorm with students their interpretations of what it means to be male/masculine and female/feminine in today’s society. Discuss whether being male is the same as being masculine, being female is the same as being feminine.

(PSC-ICU-EU) Divide students into small groups. Allocate each group one set of the following questions to discuss.

- How do we expect a male to behave in today’s society? What is the role of the man in the family, at work, in sport, in a relationship, in social situations?
- How do we expect a female to behave in today’s society? What is the role of the woman in the family, at work, in sport, in a relationship, in social situations?

Pair groups so that one group discussed males and the other discussed females and have groups share their discussions. Identify similarities and differences in responses.

(EU-PSC-ICU) As a class discuss:

- Who decides what is the “right way” for a male or female to look/behave?
- How can gender stereotypes be limiting?
- How can stereotypes impact on relationships?
- What happens to the people who do not fit into a gender stereotype?
- If people don’t fit the stereotype, does it make them any less “male” or “female”? Why/why not?

Putting it into practice:

Pre-lesson preparation: record excerpts from popular TV shows such as Home and Away, Neighbours, The Simpsons, Degrassi High, Modern Family, Big Bang Theory that highlight different relationships.



Check for understanding

(EU-PSC-ICU) Explain that they will be analysing footage from popular TV shows to identify all of the examples of gender stereotypes within the relationships in the show e.g. the jobs different characters do (at work and in the home), the appearance of the characters, the roles of adults with children etc. Draw a particular focus towards the role of the males and females in relationships.

Discuss the following questions:

- Were there any examples of behaviours that were opposite to the traditional gender stereotypes?
- Why do television shows and movies often portray males and females in a stereotypical way?
- Did the footage include examples of characters playing roles against stereotype? Identify these behaviours.
- Were these characters conveyed in a positive or negative way? How? Why?

(PSC-ICU) Brainstorm other movie or TV characters that do not conform to stereotypes based on gender. Discuss the proportion of non-conforming to conforming characters. Explore the messages that these stereotypes give to young people about gender roles, identities, capabilities etc.

(LIT) Ask students to re-script and perform one of the stereotypical scenes to remove the stereotypes.

Criteria for success: What to look for?

Can students:

- identify stereotypes in popular media?
- understand the impact of stereotypes on identities?
- describe the impact of expectations linked to stereotypes can have on relationships and wellbeing?

Focus Question: How can respectful communication help to resolve conflicts in relationships?

Learning intentions

Explain to students that this activity is about managing conflicts in relationships and ensuring that conflicts don't escalate.



Pre-assessment activity: Where are they at?

(PSC) Discuss with students the place of conflict in relationships. Remind students that no two people are the same, so conflict is a normal part of living with and interacting with other people. Explain that conflict is neither good nor bad. It is the way people respond to conflict that makes the difference. Emphasise to students that most conflicts in respectful relationships can be resolved.

(PSC) Ask students to identify how emotions can influence our responses to disagreements and conflicts. Randomly show a series of emoticons and ask students to identify whether each emotion would have a positive or negative impact on a conflict. Ask students to give an example

of how the emotion could influence their response in a conflict e.g. if you are angry or furious you could say something that is really hurtful in the heat of the moment, or if you are feeling upset or hurt you could misinterpret a comment and escalate the argument.

Criteria for success: What to look for?

Can students:

- describe the influence of emotions on responses?
- recognise that emotive responses can escalate conflicts?

Exploring the concept:

Read out the following unfinished story to the class.

Someone in Chris' class just told him that he saw his best friend Michael taking Chris' phone out of his bag and posting stuff to Chris' Facebook page. Chris looked around and a few of the other kids are looking at their phones and then looking at him and laughing. Chris races over to where Michael is and ...

(LIT) Allocate a different emotion card to each student and ask them to complete the story based on Chris experiencing the emotion they have been allocated.

(LIT) Divide students into small groups and ask them to role-play each of their responses. Ask the group to determine which responses escalated the conflict and which de-escalated the conflict. Discuss why each outcome is likely.



Adjustment strategies

Process: Allocate emotions to pairs or small groups rather than individual students.

Product: Create a script of the outcome rather than performing a role-play.

Putting it into practice:



Check for understanding

(ICT-EU) Ask students to imagine that they were in Chris' situation and their best friend had taken their phone and posted something to their Facebook page. Ask students to answer the following questions:

- How would the situation make you feel?
- What emotions may influence the way you respond to the situation?
- How do you think you would typically react to a situation like this? Would this escalate or de-escalate the conflict?
- How could you manage your emotions to respond to this situation in a way that is respectful and does not further escalate the situation?
- Describe the ideal way to resolve this conflict.



Adjustment strategies

Process: Allow written, verbal or group-based responses to the questions.

Product: Create a script of the outcome

Criteria for success: What to look for?

Can students:

- identify the influence of emotions on responses?
- describe the impact of emotional responses on conflicts?
- describe strategies to manage their emotions in times of conflict?
- describe a realistic and appropriate resolution to the conflict?