

<b>Unit Title:</b>	7.2 Getting Along			<b>Stage/Year:</b>	Stage 4/Year 7
<b>Strand(s):</b>	Strand 1 Self and Relationships			<b>Unit length:</b>	6 lessons
<b>Unit description:</b>	This unit focuses on promoting positive relationships and ensuring students feel they have the capacity to manage potential experiences with bullying either as a target or a bystander. Students identify the nature of bullying and harassment and explore strategies for preventing and dealing with it.				
<b>Major outcomes</b> A student:			<b>Evidence of Learning</b> A student:		
<ul style="list-style-type: none"> <li>4.2 - identifies and selects strategies that enhance their ability to cope and feel supported</li> <li>4.3 - describes the qualities of positive relationships and strategies to address the abuse of power</li> <li>4.16 - clarifies the source and nature of problems and draws on personal skills and support networks to resolve them</li> </ul>			<ul style="list-style-type: none"> <li>researches, analyses and presents facts related to bullying in their school as determined by surveys (4.16)</li> <li>responds verbally, in written form and through role plays to a series of bullying situations (4.2, 4.11, 4.16)</li> <li>designs and constructs a protection card that details the names and contact details of suitable adults, peers and government/community agencies that they could contact for help if they are bullied (4.2, 4.16)</li> <li>creates a new super hero who uses their power positively to assist young people to respond to bullying (4.3)</li> </ul>		
<b>Contributing outcomes</b>					
<ul style="list-style-type: none"> <li>4.11 – selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations</li> <li>4.13 – demonstrates cooperation and support of others in social, recreational and other group contexts</li> </ul>					
<b>Cross Curriculum Content</b>	✓	<b>Key Competencies</b>	✓	<b>Catholic Dimension:</b>	
ICT		Collecting, Analysing		Strand 1: This strand explores the interdependence between a sense of self and the health and wellbeing of themselves and others. Such an understanding is also reflected in the Catholic Christian tradition, in which the self or person is continually challenged to reach out beyond him/herself to others in relationship. To love ourselves as objects is to build a path to selfishness. To love ourselves as subjects, on the other hand, can only be achieved by loving others. We love others and enter into true relationship when, at the same time, we act for their true good and our own true good. In so doing we transcend or go beyond our own self interests. The key scripture text pointing to this understanding can be found in Luke 10:27—‘You shall love the Lord, your God, with all your heart, with all your being, with all your strength, and with all your mind, and your neighbour as yourself’ (cf. Deut 6:5; Lev 19:18; cf. Mt 16:24).	
Work & Employment		Communicating Ideas	✓		
Aboriginal & Indigenous		Planning			
Civics & Citizenship		Working with others	✓		
Difference & Diversity	✓	Work mathematically			
Environment		Solving problems			
Gender	✓	Work with ICT applications			
Literacy					
Multicultural					

Students learn about:	Students learn to:
<ul style="list-style-type: none"> <li>● <b>Bullying and harassment</b> <ul style="list-style-type: none"> <li>- recognising bullying and harassment</li> <li>- reasons for bullying and harassment</li> <li>- sexual harassment</li> <li>- homophobic bullying</li> <li>- effects of bullying and harassment</li> <li>- barriers to reporting</li> </ul> </li>   <li>● <b>Power in relationships</b> <ul style="list-style-type: none"> <li>- sources and types of power</li> <li>- positive use of power</li> <li>- abuse of power</li> <li>- power balance</li> <li>- influence of gender stereotypes</li> <li>- impact of the use of power</li> </ul> </li>   <li>● <b>Caring and respectful relationships</b> <ul style="list-style-type: none"> <li>- qualities of positive relationships</li> <li>- rights and responsibilities in relationships</li> <li>- listening and accepting opinions of others</li> <li>- give and take</li> <li>- providing and accepting support</li> <li>- expressing your own needs</li> <li>- negotiating respect and support</li> <li>- appreciating diversity in relationships</li> </ul> </li>   <li>● <b>Interpersonal communication</b> <ul style="list-style-type: none"> <li>- the qualities of effective communication</li> <li>- overcoming barriers to communication</li> <li>- resolving conflict</li> <li>- changing modes of communication for young people</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● recognise forms of bullying and harassment, including sex-based harassment, and devise help-seeking strategies</li>   <li>● describe ways that they could help others who are being harassed, eg assist them to seek help, offer friendship</li>     <li>● identify behaviours that display the positive use of power in relationships</li>   <li>● develop a commitment to, and skills for, challenging the abuse of power</li>     <li>● identify strategies and behaviours for negotiating caring and respectful relationships in a range of settings relevant to young people</li>     <li>● explore and develop interpersonal communication skills as they: <ul style="list-style-type: none"> <li>- identify barriers to communication</li> <li>- propose strategies to overcome barriers</li> <li>- resolve conflict in a range of contexts relevant to young people</li> </ul> </li> </ul>

- **Connectedness**

- forms of connectedness
- the importance of connections
- forms of alienation
- creating connections
- attributes of being supportive

- **Seeking help**

- benefits of support
- identifying people and services that provide support
- accessing support
- strategies for seeking support
- supporting others to seek help
- barriers to accessing support

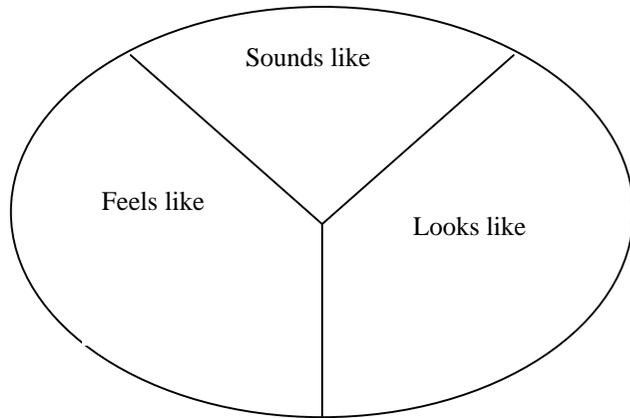
- identify individuals, groups or places to which they feel a strong sense of belonging and explain how these help them to feel supported and connected

- identify formal and informal school activities that promote a sense of belonging for students

- enhance their ability to seek help by:

- establishing individual support networks of adults and peers
- practising ways of accessing help, eg role-play, use of internet
- identifying barriers to seeking support, eg lack of confidentiality, trust
- proposing strategies to overcome barriers





- **Cartoon Creator:** For the students:

- Imagine you are Jack. Prepare a story board that depicts the scene on page 27. Who holds the power in the scene?
- Imagine the sports teacher wasn't there when Jack said 'You should leave it'. How would the scene change?
- Prepare a dialogue between Jack and George Hamel that uses assertive and I statements
- Discuss with a partner why it is important to resolve conflict.

- **Standing By or Stepping In?** For the students:

- Read the excerpt from Blabbermouth pages 48-53
- Explain what strategies Rowena used with the bully
- Was Rowena's strategy successful? Why/why not?
- Rowena's best friend, Amanda Cosgrove, used a very effective strategy to combat the bullying. Retell this episode in your own words and discuss why it worked. Discuss why feeling 'connected' is very important
- In speech bubbles, identify some the things that the onlookers could have said to Darryn to make him leave Rowena alone.
- Draw a scene that highlights strategies Rowena could use to connect with others and express her own needs.

- **(A) Fact Finder:** Students design a survey to collect data from Year 7/8 regarding the nature, frequency, offenders, setting and times of bullying in their school or class. They present this information at a Year Meeting and liaise with Year Coordinators or the Pastoral Care Coordinator to work with groups of Year 7 students to create a 'Hands Off' policy or design a buddy system or Peer Support program for Year 7 students.

*FEEDBACK – peer feedback is provided in the survey design process and feedback from school leaders is derived*

Butchers paper  
Texas

Gleitzman, M. (2002).  
*Blabbermouth*. Harper  
Collins:Australia. pages 48-53

*following the presentation of findings.*

- **Teacher Talk:** On page 29 (*I am Jack*) Jack says ‘*don’t the teachers see them, hear them? Teachers are supposed to stop them. What am I supposed to do?*’ How do you think the teacher should respond to bullying? What strategies could you suggest for Jack to use with George Hamel? How could you intervene if you were a bystander? What policies are in place in your school to combat/prevent bullying?

- **Gender Bender**



- Students brainstorm a list of adjectives to describe the bully and the bullied young person (picture above). What gender stereotypes exist regarding bullying? Imagine the two characters in the picture were girls. What scene do you imagine you might see?
- **Bully Buster!** Students prepare a ‘*Bully Buster*’ card for Year 7. Include strategies that could be used to prevent bullying or respond positively to a bully and suitable support network people to contact in times of need.
- **Facing My Fears:** Individually, students use graphics, symbols or words to represent situations in which they would be fearful that relate to bullying and harassment. For example, being followed by a group, walking home alone, being confronted by an older student asking for your lunch money. Students share these situations with a partner and devise a brief role play to represent these fearful situations. Several pairs are selected to present their role play and the class discuss the following:
  1. *Why was the situation frightening?*
  2. *What body signals alerted you to your sense of fear?*
  3. *What were the possible consequences of the situation?*
  4. *What do we need to know about the people or place in the situation?*
  5. *Why don’t we feel confident in this situation?*
  6. *What could we do to minimise the risk in this situation?*
  7. *Who could we contact for help?*
- **Super Heroes:** Students complete the following tasks:
  - Make a list of cartoon super heroes

- Describe each character (personal qualities, skills and abilities)
- Identify the powers of each character
- Explain how each character uses their powers (for good or evil)
- Create a new super hero who uses their power positively to assist young people to respond to bullying.
- Identify a person you know who possesses a lot of very admirable qualities. Describe circumstances in which these qualities emerge.

- **My Body Guard!** Students complete the following tasks:

- Brainstorm a list of personal network members and community support services that could assist in unsafe situations
- Design and construct a protection card that details the names and contact details of suitable adults, peers and government/community agencies that you could contact for help if you are bullied. Laminate your card and keep it in an accessible place such as wallet or school bag
- In small groups, discuss why you chose your network members
- Discuss what factors encourage you to access your network members
- In pairs, identify the barriers to accessing support and brainstorm strategies to overcome these barriers.

*FEEDBACK: Teacher provides feedback regarding the accessibility and suitability of support network members.*

Laminator  
Small sheets of cardboard