# ME AND MY MATES

**Stage:** 2  |  **Unit Duration:** 10 Lessons  |  **Weeks:** 1 2 3 4 5 6 7 8 9 10  |  **Terms:** 1 2 3 4

## Enduring Understandings

- **E.1** Positive relationships, rights and responsibility enhance wellbeing.
- **E.2** Basic needs provide dignity and a sense of belonging.
- **E.3** People need to display consideration to the needs and rights of others.
- **E.4** Life-giving values of the Gospel underpin our relationships and decisions.

## Essential Questions:

- What are positive relationships and the benefits of belonging to different groups?
- How do I communicate, manage conflict and be a peace maker?

## Major Outcomes

### Knowledge and Understanding

- IRS2.11 Describes how relationships with a range of people enhance wellbeing

### Skills

- COS2.1 Uses a variety of ways to communicate with and within groups
- DMS2.2 Makes decisions as an individual and as a group member

### Values and Attitudes

- V3 Enjoys a sense of belonging

## Contributing Questions/Lesson Overview

1. What are my rights and responsibilities? (E.1, E.3, E.4)
2. What are positive relationships and the benefits of belonging to a group? (E.1, E.2)
3. What are my basic needs? (E.2)
4. What causes conflict? (E.1, E.3)
5. How do I respond to conflict? (E.3)
6. What is bullying/cyberbullying? (E.1, E.3)
7. How can I be a peace maker? (E.1, E.3)
8. How can I express my feelings in an appropriate way? (E.4)
9. What makes a good friend? (E.1)
10. How do my peers influence me? (E.1, E.4)

## KidsMatter SEL Focus

**Major:** Social Awareness - Perspective Taking; Social Awareness - Appreciating Diversity; Relationship Skills - Building Relationships; Self Awareness - Identifying emotions; Relationship Skills - Negotiation; Self-Management - Managing emotions; Responsible Decision Making - Respecting others; Relationship Skills - Communication

**Minor:** Social Awareness - Perspective Taking; Self-Management - Managing emotions; Responsible Decision Making - Respecting others; Relationship Skills - Negotiation; Relationship Skills - Building Relationships; Self-Awareness - Recognising Strengths; Social Awareness - Appreciating Diversity

## Contributing Outcomes

### Skills

- INS2.3 Makes positive contributions in group activities

### Values and Attitudes

- V1 Refers to a sense of their own worth and dignity
- V2 Respects the right of others to hold different values and attitudes from their own
- V4 Increasingly accepts responsibility for personal and community health

## Catholic Dimension/Towards Wholeness (TW) (Also refer to overview of TW for this unit)

### Interpersonal Relationships

Human beings find their true place within community; they grow towards maturity through the relationships they maintain. We all depend on each other and, as we mature, we grow in awareness of our responsibility for each other. Alone and isolated we cannot develop our gifts and live as God intended. Among family, friends, members of our peer group and others, we find our place as contributing members of society. It calls us all to enter freely into loving and forgiving relationships that are embedded in community, to develop such qualities as honesty, respect, empathy, openness and a commitment to equality.
**Foundation Statements**

Students describe the factors that influence healthy lifestyle decisions and demonstrate an understanding of the decision making process. They examine how the use of drugs such as tobacco and alcohol can cause harm. They investigate nutritional choices relating to cultural beliefs, special dietary needs and ‘fast food’. Students demonstrate behaviours to stay safe at home, on and near roads, when travelling to and from school, and near water. They demonstrate the capacity to deal with unsafe situations including abuse, bullying and harassment.

Students recognise individual strengths and limitations and they identify characteristics that make them unique. They explore body changes that occur during life, including puberty. Students explain how positive relationships are formed and the importance of effective communication of feelings and needs in maintaining relationships. They recognise the rights, values and feelings of others and devise strategies to solve problems, recognise and accept differences and manage conflict.

<table>
<thead>
<tr>
<th>Suggested correlations with other KLAs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>HSIE</strong></td>
</tr>
<tr>
<td>• Narrative Text</td>
<td>• Social Systems and Structures</td>
</tr>
<tr>
<td>• Personal Response</td>
<td>- class and school decision-making</td>
</tr>
<tr>
<td>• Description (characters and events)</td>
<td>• Cultures</td>
</tr>
<tr>
<td>• Review</td>
<td>- cultural diversity</td>
</tr>
<tr>
<td>• Talking &amp; Listening</td>
<td><strong>Science &amp; Technology</strong></td>
</tr>
<tr>
<td><strong>Creative Arts</strong></td>
<td>• IT presentations/designs</td>
</tr>
<tr>
<td>• Drama - Performing and Appreciating</td>
<td></td>
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<tr>
<td>• Music</td>
<td></td>
</tr>
<tr>
<td>• Art</td>
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</tbody>
</table>

**Technology**

The following websites have been selected to enhance various concepts being taught throughout this unit. Most of the sites listed can be linked to more than one of the lessons being taught. Teachers may like to add them to the school intranet site.

- [http://en.calameo.com/books/000079643047999afebfc](http://en.calameo.com/books/000079643047999afebfc)
<table>
<thead>
<tr>
<th>Subject Matter</th>
<th>Communication</th>
<th>Families</th>
</tr>
</thead>
</table>
| **Interpersonal Relationships** | • Recognising individual needs  
• Caring  
• Trust  
• Bullying  
• Fairness  
• Positive relationships  
• Types of abuse  
• Effects of abuse  
• Different kinds of relationships  
• Recognising and accepting differences  
• Support networks  
• Forms of discrimination | • Roles, rights and responsibilities |
| **Relationships** | • Active listening skills  
• Appropriate expression of feelings  
• Communicating feelings and needs  
• Communication in group situations  
• Assertiveness  
• Managing conflict situations  
• Encouraging others  
• Understanding feelings of others  
• Expressing a complaint or problem | **Peers** |
| | • Making and maintaining friendships  
• Peer influence  
• Rights and responsibilities | **Groups** |
| | • Types of groups  
• Group membership  
• Roles, rights and responsibilities  
• Cooperation and sharing | **Unit Evaluation** |
| **Unit Evaluation** | Sample teacher and student unit evaluations are included at the end of the unit. | **Assessment** |
| **Assessment** | Assessment strategies are included in each unit. The assessment task for this unit is in Lesson 9. |
Key God’s Word:
We are responsible for each other: ‘In everything do to others as you would have them do to you: for this is the law of the prophets.’ (Mt 7:12) TW p.21

The gifts of the Spirit are for the good of all, not just for the individual: ‘For in the one Spirit we were all baptised into one body - Jews or Greeks, slaves or free - and we were all made to drink of one Spirit.’ (1 Cor 12:13) TW p.21

Quality friendships reflect our friendship with God: ‘Faithful friends are life-saving medicine and those who fear the Lord will find them.’ (Si 6:16) TW p.21

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Beliefs and Values</th>
<th>Contributing Questions/Lesson Overview</th>
</tr>
</thead>
</table>
| **E.1 Positive relationships, rights and responsibility enhance wellbeing.** | • Students are encouraged to make sound moral judgments based on a well informed conscience. TW p.36  
• Positive relationships are sustained by sympathy, love, trust and forgiveness. They enhance our sense of worth. TW p.30 | 1. What are my rights and responsibilities?  
2. What are positive relationships and the benefits of belonging to a group?  
4. What causes conflict?  
6. What is bullying/cyberbullying?  
7. How can I be a peace maker?  
9. What makes a good friend?  
10. How do my peers influence me? |
| **E.2 Basic needs provide dignity and a sense of belonging.** | • The family itself is of profound value. It provides our most formative early experiences, meets so many of our basic needs and prepares us for living a full and virtuous life. TW p.33  
• The ideal situation for a child to be nurtured and grow is in a family. TW p.30 | 2. What are positive relationships and the benefits of belonging to a group?  
3. What are my basic needs? |
| **E.3 People need to display consideration to the needs and rights of others.** | • We recognise the rights and dignity of others, through courtesy and respect. TW p.34  
• We follow Jesus’ word by loving others and ourselves. TW p.35 | 1. What are my rights and responsibilities?  
4. What causes conflict?  
5. How do I respond to conflict?  
6. What is bullying/cyberbullying?  
7. How can I be a peace maker? |
| **E.4 Life-giving values of the Gospel underpin our relationships and decisions.** | • We should be aware of emotions as contributing to the richness of life. TW p.26  
• We follow Jesus’ word by loving others and ourselves. TW p.35 | 1. What are my rights and responsibilities?  
8. How can I express my feelings in an appropriate way?  
10. How do my peers influence me? |
Lesson 1  What are my rights and responsibilities?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.1 Positive relationships, rights and responsibility enhance wellbeing.</td>
<td>IRS2.11 Describes how relationships with a range of people enhance wellbeing</td>
<td>• Identifies a range of rights and responsibilities</td>
</tr>
<tr>
<td>E.3 People need to display consideration to the needs and rights of others.</td>
<td>COS2.1 Uses a variety of ways to communicate with and within groups</td>
<td>• Shares ideas, feelings and opinions</td>
</tr>
<tr>
<td>E.4 Life-giving values of the Gospel underpin our relationships and decisions.</td>
<td>INS2.3 Makes positive contributions in group activities</td>
<td>• Participates in group discussions and making class definitions</td>
</tr>
<tr>
<td></td>
<td>DMS2.2 Makes decisions as an individual and as a group member</td>
<td>• Considers feelings and needs of others when making decisions</td>
</tr>
</tbody>
</table>

**KidsMatter SEL Focus:** Major - Social Awareness - Perspective Taking; Social Awareness - Appreciating Diversity

**Suggested Learning Experiences**

**TW:** Discuss the term ‘responsibility’. Create a class definition. (A responsibility is a job or task which you are always expected to do. It is also the way you are expected to act and to treat others with respect.)

Display the class definition of the term responsibility. In pairs role play/mime the actions of some of the responsibilities that students have in the classroom and at home. Eg, walk the dog, wash the dishes, tuck chairs in, tidy our desk area, empty bins and dishwasher, vacuum, mow the lawn. Discuss why families are like a sports team? All members have responsibilities.

**TW:** Discuss the term ‘right’ (Rights are conditions or things all children should have. All children and adults have the right to be safe, to have their bodies, thoughts and feelings respected and to be treated fairly.) Emphasise how we recognise the rights and dignity of others, through courtesy and respect.

Discuss:
- Do all students have the same rights? (Yes)
- Who has the responsibility to make sure that rights are met? (All members of the school community have specific responsibilities including students.)
- How do our school or classroom rules ensure our rights and responsibilities are being met?
- How does it help everyone when each student carries out his/her responsibilities? Display these rights in the classroom.
- In pairs discuss their rights at home and at school.

**TW:** Note the reference to Mt7:12 “Treat others as you would want them to treat you.” Before completing the ‘Rights and Responsibilities’ Worksheet, teacher explicitly demonstrates an example that allows students to clearly understand the scripture reference. Relate this to the importance of how positive relationships consist of values such as sympathy, love, trust and forgiveness.

**Complete the Rights and Responsibilities Sheet.**

**Resources**
- Rights and Responsibilities Activity Sheet.

**Assessment**
- Student responses during discussions about what are rights and responsibilities.
Below are some of your rights and responsibilities. Read each one and colour your rights red and your responsibilities blue.

<table>
<thead>
<tr>
<th>Make my bed</th>
<th>Have my body respected</th>
<th>Treat others fairly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be safe</td>
<td>Care for your pets</td>
<td>Be myself</td>
</tr>
<tr>
<td>Walk the dog</td>
<td>Respect other people’s property</td>
<td>Have my thought and feelings respected</td>
</tr>
<tr>
<td>Learn and have fun</td>
<td>Pack and unpack the dishwasher</td>
<td>Take out the garbage.</td>
</tr>
<tr>
<td>Allow others to learn and have fun</td>
<td>Be treated fairly</td>
<td>Keep my room clean</td>
</tr>
</tbody>
</table>

To respect other people’s rights, we need to make good choices. Draw a line to link your responsible choices to match the rights of others.

<table>
<thead>
<tr>
<th>People’s Rights...</th>
<th>My Responsible Choices...</th>
</tr>
</thead>
<tbody>
<tr>
<td>People have the right to:</td>
<td>It is my responsibility to:</td>
</tr>
<tr>
<td>• feel safe</td>
<td>• respect people’s privacy and keep the hands off rule</td>
</tr>
<tr>
<td>• have their bodies respected</td>
<td>• only use other people’s possessions if I have permission</td>
</tr>
<tr>
<td>• have their thoughts and feelings respected</td>
<td>• follow the hands off rule and speak only kind word</td>
</tr>
<tr>
<td>• learn</td>
<td>• listen to other people’s ideas and respect their opinions</td>
</tr>
<tr>
<td>• have their property respected</td>
<td>• follow classroom rules</td>
</tr>
<tr>
<td>• be treated fairly</td>
<td>• allow people to have their say or their turn</td>
</tr>
</tbody>
</table>

To strengthen our relationships at home or at school, we need to remember what Jesus taught us, “Treat others the way you want them to treat you.” (Matt 7:12) To do this we need to show love, trust, forgiveness and sympathy to the people we know. On a page in your book or on the back, draw and label a time when you have acted in one of these ways.
**Lesson 2**  What are positive relationships and the benefits of belonging to a group?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>E.1</strong> Positive relationships, rights and responsibility enhance wellbeing.</td>
<td>IRS2.11 Describes how relationships with a range of people enhance wellbeing</td>
<td>• Values himself or herself as an important member of various groups</td>
</tr>
<tr>
<td><strong>E.2</strong> Basic needs provide dignity and a sense of belonging.</td>
<td>COS2.1 Uses a variety of ways to communicate with and within groups</td>
<td>• Discusses types of relationships and groups</td>
</tr>
<tr>
<td></td>
<td>V1 Refers to a sense of their own worth and dignity</td>
<td>• Appreciates the need to belong to various groups</td>
</tr>
<tr>
<td></td>
<td>V3 Enjoys a sense of belonging</td>
<td>• Explains how positive relationships are developed</td>
</tr>
</tbody>
</table>

**KidsMatter SEL Focus:** Major - Relationship Skills - Building Relationships; Social Awareness - Appreciating Diversity; Minor - Social Awareness - Perspective Taking

**Suggested Learning Experiences**

Students form small groups and using art paper and coloured markers, create a graffiti page of words and phrases that relate to the term 'relationships'. Share briefly and display. Create a shared definition for 'relationships'. (Eg. Relationships are connections I have with other people. There are different kinds of relationships.)

The teacher informs students that there are usually a number of different groups of people with whom we have relationships. Teacher introduces the concept of types of groups (family, friends, band, class, sport, church, neighbours) and students brainstorm all the groups to which they belong.

TW: Discuss why it is important to belong to various groups and have relationships with a range of people. For example, my family provides me with love, support, clothes, money, friendship and morals/values. Teacher emphasises that 'belonging' is one of our basic needs. Teacher note: The family itself is of profound value. It provides our most formative early experiences, meets so many of our basic needs and prepares us for living a full and virtuous life. The ideal situation for a child to be nurtured and grow is in a family. Our sense of belonging is met by developing relationships with others. This is when we can experience cooperation, love and sharing with each other.

Students choose one group from their list and prepare a ‘people web’ (mind map) that indicates the members of their chosen group the relationship to each group member, eg

```
John (father) -- DEB -- Margaret (mother)
  /   \                          /   \  
(child)  (husband/wife)       (aunty)
```

Students choose one group from their list and prepare a ‘people web’ (mind map) that indicates the members of their chosen group the relationship to each group member, eg

```
John (father) -- DEB -- Margaret (mother)
  /   \                          /   \  
(child)  (husband/wife)       (aunty)
```
The teacher writes the following questions on the board and lists students’ responses:

1. Why do we have relationships? (Relationships can help us in many ways. They help us to grow, share experiences with, learn, adults can keep us safe, help meet our basic needs, etc)
2. What makes a good relationship? (Trust, earning respect, safety, talking and listening. No forceful, threatening or confusing behaviour.)
3. What are the different types of relationships? (Family, friends, acquaintances)

Brainstorm with the students how we use the computer to communicate with our friends? Open up the discussion, why we need to be careful when using the computer as a tool for communication with others, especially those people that we don’t know. Watch the video found on the following link:


Students retell the story and list the things that the dogs did to help them stay safe. Discuss the difference between a real friend and a virtual friend. Make a class poster outlining the things that we need to do to make sure we stay safe when using the computer. For example: don’t give out personal information, tell a trusted adult if someone is making you feel uncomfortable, let mum or dad know if someone is making you feel uncomfortable.

**Resources**
- Art paper, textas and pencils
- Coloured card, art paper, string

**Assessment**
Student preparation of a ‘Family Web’.

### Lesson 3  What are my basic needs?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| E.2 Basic needs provide dignity and a sense of belonging. | IRS2.11 Describes how relationships with a range of people enhance wellbeing  
COS2.1 Uses a variety of ways to communicate with and within groups  
V3 Enjoys a sense of belonging | • Describes the basic needs of each person  
• Appreciates the importance of family life  
• Discusses how basic needs influence relationships  
• Displays a commitment to developing and maintaining positive relationships |

**KidsMatter SEL Focus:** Major - Self Awareness - Identifying emotions; Minor - Self Management - Managing emotions

### Suggested Learning Experiences

Students listen to the book *The Very Best of Friends* and discuss the characters and the plot.

Teacher introduces the concepts of basic needs:
- Need to belong - developing relationships with others and having the opportunity to love, share and cooperate
- Need for power - achieving, accomplishing and being recognised and respected
- Freedom - making choices
- Fun - laughing and playing
- Survival - food, clothing, shelter

Students respond to the following questions relating to the story:
1. What were William's needs?  
2. Were William's needs the same as ours?  
3. How did James look after William's needs?  
4. Describe the relationship between William and James.  
5. Did William's needs change when James died?  
6. How did Jessie look after William's needs, at first?  
7. How do you think Jessie felt after James died?  
8. How do you think William felt after James died?  
9. How did Jessie's and William's relationship change at the end of the book?

Teacher reinforces the concepts of basic needs - belonging, power, freedom, fun and survival. Students complete the *My Basic Needs* Activity and identify how their needs could be met, eg power - being complimented for volunteering to do a job/errand.

### Resources
- *My Basic Needs* Activity

### Assessment
Teacher observation of student responses in discussion of story *The Very Best of Friends*. 
My Basic Needs

Catholic Values/Beliefs: We follow Jesus’ word by loving others and ourselves. We are responsible for each other: ‘In everything do to others as you would have them do to you; for this is the law of the prophets.’ (Mt 7:12)

My basic needs are:

- **Belonging** - the need to develop relationships with others and have the opportunity to love, share and cooperate
- **Power** - the need to achieve, accomplish and be recognised and respected
- **Freedom** - the need to make choices
- **Fun** - the need to have fun, play, laugh and enjoy life
- **Survival** - the need to have food, clothing and shelter

I can meet my basic needs by:

- **Belonging**
  - Family
  - Choosing my own TV program

- **Power**
  - Playing soccer

- **Freedom**
  - Eating healthy food

- **Survival**
  - Eating healthy food

- **Fun**
  - Going to the park

- **Fun**
  - Going to the park
## Lesson 4  What causes conflict?

<table>
<thead>
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<td><strong>•</strong> Explains how positive relationships are developed</td>
</tr>
<tr>
<td><strong>E.3</strong> People need to display consideration to the needs and rights of others.</td>
<td>COS2.1 Uses a variety of ways to communicate with and within groups</td>
<td><strong>•</strong> Shares ideas, feelings and opinions with others about issues such as bullying</td>
</tr>
<tr>
<td></td>
<td>V3 Enjoys a sense of belonging</td>
<td><strong>•</strong> Demonstrates a commitment to developing and maintaining positive relationships</td>
</tr>
<tr>
<td></td>
<td>DMS2.2 Makes decisions as an individual and as a group member</td>
<td><strong>•</strong> Considers feelings and needs of others in making decisions</td>
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**KidsMatter SEL Focus:**  
Major - Social Awareness - Appreciating Diversity; Minor - Social Awareness - Perspective-Taking

### Suggested Learning Experiences

In small groups, students brainstorm things that cause conflict with their friends and family and between nations. Teacher introduces the idea that most conflicts between people are caused by the individual attempting to meet his or her basic needs. We are all born with the same basic needs, but because of different values people can choose to meet their basic needs in different ways.

In pairs, students record their conflicts and categorise the causes of the conflicts on the *What Causes Conflict?* Activity, eg being left out of a game causes conflict because the need for belonging, fun and power weren't met.

Basic needs are:
- Belonging (sharing, loving, cooperating)
- Freedom (making choices)
- Fun (laughing and playing)
- Power (being respected, accomplishing and being recognised)
- Survival (food, clothing, shelter)

**TW:** Students recall an experience that involved conflict. In small groups, role play scenes that demonstrate how showing courtesy and respect to others can resolve conflict. The teacher discusses the role of choice and the responsibility of each individual student when placed in a conflict situation, to work for a positive resolution. Remind the children that we follow Jesus’ word by loving others and ourselves.

### Resources

- *What Causes Conflict* activity

### Assessment

Teacher observation of student contribution in role plays and discussion.
Catholic Values/Beliefs: We recognise the rights and dignity of others, through courtesy and respect. We follow Jesus’ word by loving others and ourselves.

What is conflict? According to the dictionary a conflict is to fight or disagree or clash. Conflicts are a normal part of everyday life. They can be managed in a positive (cool) or negative (uncool) way. Conflict can be as small as an argument or as big as a war. Conflicts provide an opportunity for us to learn and to grow and develop.

What causes conflict? Conflict between people can be caused by:
- A person trying to meet his or her basic needs of love and belonging, freedom, fun, power and survival
- Different values and beliefs
- A lack of resources (time, money, property)

List four (4) conflicts and their possible causes.

<table>
<thead>
<tr>
<th>Conflict</th>
<th>Possible Causes</th>
</tr>
</thead>
</table>
| 1. eg War | - Power struggle  
|          | - Disagreement over property/borders  
|          | - Different values and beliefs |
| 2.       |                 |
| 3.       |                 |
| 4.       |                 |

How do our values and school rules influence how we respond to conflict?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Lesson 5  How do I respond to conflict?

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>E.3 People need to display consideration to the needs and rights of others.</td>
<td>IRS2.11 Describes how relationships with a range of people enhance wellbeing</td>
<td>• Identifies steps to resolve a conflict</td>
</tr>
<tr>
<td></td>
<td>COS2.1 Uses a variety of ways to communicate with and within groups</td>
<td>• Shares ideas, feelings and opinions with others</td>
</tr>
<tr>
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<td>V3 Enjoys a sense of belonging</td>
<td>• Demonstrates a commitment to developing and maintaining positive relationships</td>
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<td></td>
<td>DMS2.2 Makes decisions as an individual and as a group member</td>
<td>• Considers feelings and needs of others in making decisions</td>
</tr>
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**KidsMatter SEL Focus:** Major - Self Awareness - Identifying emotions; Relationship Skills - Negotiation; Self-Management - Managing emotions; Minor - Social Awareness - Appreciating Diversity, Social Awareness - Perspective Taking

**Suggested Learning Experiences**

Teacher introduces the concept that conflicts result in winning or losing outcomes, depending on the responses we select: lose-lose, win-lose, win-win (see notes on *How can I respond positively to conflict Activity*). A peace maker aims for a win-win outcome. Why? Teacher introduces the concept of assertiveness, eg being assertive means standing up for yourself and stating the facts and how you feel.

Teacher informs the children that there are three ways we can negotiate and respond to conflict. Use the following table to assist students to differentiate between aggressive, assertive and passive responses. (Teacher Ref. 1)

Refer to REDI "One And All" Activity 1.5 p 17-19.

Students complete the *Cool response/Uncool response conflict Activity* and the *How can I respond positively to conflict Activity*.

Complete Activity BLM 7.7 In Bounce Back Level 2 regarding scenarios that deal with sorting out disagreements.

In pairs, students mime/role play a conflict situation such as:
- sharing a favourite game
- watching a favourite TV show
- joining in a team
- losing a friend’s toy/clothing/jewellery
- being called names
- blaming a player for losing the game

and prepare assertive responses to the situations. Explain that in a conflict situation it is better to focus on you and not the other person by using “I” messages. For example:
- I feel __________ because ___________
- I think __________ because ___________
- I want __________ because ___________

TW: As a class, review the rules for cooling conflict. Teacher emphasises that uncool (poor) responses to conflict hurt people and do not help solve the conflict. Whereas cool (good) responses recognise the rights and dignity of others, through courtesy and respect.

**Resources**

- *Cool or Uncool Activity / REDI "One And All"
- *How can I respond positively to conflict? Activity*
- Teacher Reference Sheet 1
- Bounce Back Teacher Reference Book 2 p189

**Assessment**

Teacher observation of student assertive responses in role plays
<table>
<thead>
<tr>
<th></th>
<th>Communication</th>
<th>Approach</th>
<th>Looks like</th>
<th>Sounds like</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggressive</td>
<td>Is hot &amp; makes others feel uncomfortable or frightened</td>
<td>Wants to win. Selfish. Doesn't care about what others may need. Doesn't think that others have rights.</td>
<td>Doesn't listen. Angry face. Hitting or threatening to hit out.</td>
<td>Loud, unfriendly, frightening, angry. Makes personal comments. “You’re wrong. I’m right”.</td>
<td>Wins the fight but others feel it isn’t fair. Is resented and not liked.</td>
</tr>
<tr>
<td>Passive</td>
<td>Is quiet &amp; let’s others take over</td>
<td>Wants to avoid problems. Puts others’ needs or rights first.</td>
<td>Timid. Stands back or goes away. Looks down and away.</td>
<td>Mumbles, doesn’t speak clearly. Asks for permission. Wants sympathy. “Okay, whatever you say”.</td>
<td>Doesn’t ever sort things out. People may feel it’s okay not to worry about this person’s feelings as s/he doesn’t seem to value them.</td>
</tr>
<tr>
<td>Assertive</td>
<td>Is calm, clear and respects all</td>
<td>Stands up for what s/he believes or if there is a problem. Accepts that others have needs and rights.</td>
<td>Listens to others but stays firm.</td>
<td>Talks clearly &amp; sounds friendly. Nods. Smiles. Stands straight &amp; comfortably. “You have a point, however I believe … ”.</td>
<td>Others feel comfortable around this person. Is well respected &amp; liked by others.</td>
</tr>
</tbody>
</table>
In pairs, students tick (✓) the following responses to conflict as cool (good) or uncool (poor).

<table>
<thead>
<tr>
<th>Response to Conflict</th>
<th>Cool</th>
<th>Uncool</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g. yell back/threaten the person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Avoid or ignore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Make a joke</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Listen to each other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hit or push back</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Get an adult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Call the other person names and put them down</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Try to understand the other person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Blame someone else</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Try to compromise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Apologise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Share</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Make excuses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Take turn</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Rules for Cooling Conflict**

1. Find out the problem
2. Attack the problem not the person
3. Listen to each other
4. Care about how the other person is feeling (empathy)
5. Take responsibility for what you say
6. Be a peace maker

Uncool (poor) responses to conflict hurt people and do not help solve the conflict. Everyone needs to take responsibility for being a peace maker.
Conflicts result in winning or losing depending on the responses we choose:

**Lose-Lose** is when neither person gets what he or she wants. Neither person gets his or her needs met. Both people lose.

**Win-Lose** is when one person gets what he or she wants and the other person does not. Only one person gets his or her needs met. One person wins, and the other person loses.

**Win-Win** is when the people in the conflict invent options that help both people get their needs met. They both win. A peace maker aims for a win-win outcome to conflict.

Choose one or more responses from the box which shows how you would respond to the conflict

<table>
<thead>
<tr>
<th>Conflict</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A year 6 student wants your canteen money</td>
<td></td>
</tr>
<tr>
<td>2. You get angry and say something to hurt your friend’s feelings</td>
<td></td>
</tr>
<tr>
<td>3. You and your sister both want the same toy</td>
<td></td>
</tr>
<tr>
<td>4. You both want to go first on the computer</td>
<td></td>
</tr>
<tr>
<td>5. Your little brother keeps annoying you</td>
<td></td>
</tr>
<tr>
<td>6. A year 4 girl is making up stories/rumours about you</td>
<td></td>
</tr>
<tr>
<td>7. You see a year 5 student hurting a younger student</td>
<td></td>
</tr>
<tr>
<td>8. Your classmates won’t let you play</td>
<td></td>
</tr>
<tr>
<td>9. You receive an email/SMS from someone you don’t know, who wants to meet you</td>
<td></td>
</tr>
<tr>
<td>10. You receive a number of hurtful SMSs</td>
<td></td>
</tr>
</tbody>
</table>

Why does a peace maker aim for a win-win response to conflict?

__________________________________________________________________________
__________________________________________________________________________

Compromise   Apologise   Avoid/Ignore   Get help
Share        Joke        Take turns    Talk about it
Lesson 6  What is bullying/cyberbullying?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.1 Positive relationships,</td>
<td>IRS2.11 Describes how relationships with a range of people enhance wellbeing</td>
<td>• Identifies people from whom they can seek advice and support</td>
</tr>
<tr>
<td>rights and responsibility</td>
<td>INS2.3 Makes positive contributions in group activities</td>
<td>• Displays tolerance in relation to individual differences</td>
</tr>
<tr>
<td>enhance wellbeing.</td>
<td>V2 Respects the right of others to hold different values and attitudes from their own.</td>
<td>• Shows sensitivity to the needs, rights, feelings and efforts of others.</td>
</tr>
<tr>
<td>E.3 People need to display consideration to the</td>
<td>DMS2.2 Makes decisions as an individual and as a group member</td>
<td>• Considers feelings and needs of others in making decisions</td>
</tr>
<tr>
<td>needs and rights of others.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KidsMatter SEL Focus:** Major - Responsible Decision Making - Respecting others; Minor - Social Awareness - Appreciating Diversity

**Suggested Learning Experiences**

Introduce the concept of bullying. Using art paper, draw 2 columns and label it ‘Bully’ and ‘Victim’ (person who is bullied). Students brainstorm words to describe a bully and a victim and enter these in the appropriate column.

Teacher selects several students to share their words with the class. Teacher discusses the concept of:

- stereotypes - not all bullies are strong, large and not all who are bullied are weak, small etc.
- types of bullying - physical, emotional, social, cyber
- gender of bullies (and type of bullying) - bullies can be boys or girls and they can bully physically, socially and emotionally
- places where children are bullied - on the bus, at lunchtime, in class, with a large crowd of observers, in places with little adult supervision, toilets, online
- Students watch “stop the bully” at [www.mcruff.org/games](http://www.mcruff.org/games) OR
- View the video clip online at [www.cybersmart.gov.au](http://www.cybersmart.gov.au) in Hecktors World, entitled Cyberbullying - You’re Not Alone. This is an interactive video to allow discussion on mobile phone bullying.

**TW:** As a class discuss:

- Why do children bully each other? (Consider the 5 basic needs: belonging, power, freedom, fun and survival)
- What can the bystanders do to stop it?
- What does the school policy say if you are being bullied?

Teacher encourages children to think about how bullying results in negative relationships. Jesus showed us, by word and example, how to love others and ourselves. When bullying takes place we do not follow Jesus. We should always strive to build positive relationships by showing sympathy, love, trust and forgiveness towards others.
Students listen to the story *Oliver Button is a Sissy* and as a class, discuss:

1. How might Oliver feel when:
   a) he wasn’t chosen on the team to play ball?
   b) the boys threw his tap shoes?
   c) he saw the graffiti ‘Oliver Button is a Sissy’ on the school wall?
2. Which of Oliver’s needs were not being met in this situation?
3. Which of Oliver’s needs were being met by his dancing practice?
4. Which of Oliver’s needs were being met when his parents hugged and congratulated him on the night of his performance?
5. What is bullying?
6. What advice would you give to the bystanders?

In pairs or small groups students create a mindmap to show what they would have done to show kindness and respect towards Oliver?

TW: Remind the children to include how the rights and dignity of others, through courtesy and respect, resolve bullying conflicts. All students, who are bystanders, have the responsibility to act and to stop bullying, as Jesus did.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Conflict Situation Activity</em></td>
<td></td>
</tr>
<tr>
<td>• <a href="http://www.mcruff.org/games">www.mcruff.org/games</a></td>
<td></td>
</tr>
<tr>
<td>• <a href="http://www.cybersmart.gov.au">www.cybersmart.gov.au</a> - Kids</td>
<td></td>
</tr>
</tbody>
</table>
Catholic Values/Beliefs: We recognise the rights and dignity of others, through courtesy and respect. We follow Jesus’ word by loving others and ourselves. Positive relationships are sustained by sympathy, love, trust and forgiveness. They enhance our sense of worth.

A Conflict Situation!

Complete the following to find a solution to the conflict.

1. Describe the conflict (What happened? What did you want? What did the other person want?)

2. What were the causes of the conflict? (Unmet basic needs, resources, different values.)

3. How did you respond to the conflict? (Negative or positive.)

4. What was the result of the conflict? (Win-win, win-lose, lose-lose.)
Lesson 7  How can I be a peace maker?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.1 Positive relationships, rights and responsibility enhance wellbeing.</td>
<td>IRS2.11 Describes how relationships with a range of people enhance wellbeing</td>
<td>• Shows consideration for the needs, rights and feelings of others</td>
</tr>
<tr>
<td>E.3 People need to display consideration to the needs and rights of others.</td>
<td>COS2.1 Uses a variety of ways to communicate with and within groups</td>
<td>• Participates in group discussions</td>
</tr>
<tr>
<td></td>
<td>INS2.3 Makes positive contributions in group activities</td>
<td>• Appreciates the similarities and differences between themselves and others</td>
</tr>
<tr>
<td></td>
<td>V2 Respects the right of others to hold different values and attitudes from their own</td>
<td>• Shows sensitivity to the needs, rights, feelings and efforts of others</td>
</tr>
</tbody>
</table>

**KidsMatter SEL Focus: Minor - Social Awareness - Perspective Taking; Responsible Decision Making - Respecting others; Relationship Skills - Negotiation**

**Suggested Learning Experiences**

Discuss, “What is peacemaking?”  Brainstorm what qualities a peace maker possesses.

Teacher’s Note:  Peace making is the responsibility of all human beings and the challenge for schools, communities and families.  Peace makers value themselves, others and the environment.  They take responsibility for their health and wellbeing of their school, family, community, country and world.

In pairs, students read the story Peace builders and peace destroyers.

- Students compare the thoughts, feelings and behaviours of the ‘peace builders and peace destroyers’.  (What were they thinking?  What were they feeling?  What were they doing?)
- How could a mutually satisfactory resolution be achieved, through negotiation.
- TW: Students identify a time when they have been in a situation where they were either a peace builder or a peace destroyer.  Encourage children to identify how the rights and dignity of others, through courtesy and respect were or were not upheld.

Teacher introduces the importance of good communication and active listening in being a peace maker. The class forms 2 circles, an inner and outer circle, with a partner standing opposite. Partner 1 speaks for 1 minute and the other listens with no opportunity to interrupt or question. Partner 2 then repeats what he/she has heard.  Topics could include:  favourite holiday, movie star, proudest moment, scariest moment etc.  Swap and repeat the process.  Rotate partners after they have listened to each other.  Discuss: How you can use body language to show you are listening?

Students identify and record:

- What are communication blockers? (poor listening, poor eye contact, they may not be talking to each other, they may not say what they mean, misunderstand the message)
- How can you be an active listener?  (eg. look at the person, pay attention to what they are saying, don’t interrupt until they have finished, try to understand, check out the body language and tone of voice, ask questions, repeat back in your own words, be considerate, What is the message?)

OPTIONAL:  Students prepare a Class Liturgy with the theme of “Being a Peacemaker”.  This brings in the opportunity to use IT, Music, Art, Drama and/or Dance

**Resources**

- Peace Builders and Peace Destroyers Activity

**Assessment**

Teacher observation of student contribution in discussion relating to peace making.
A long time ago in a reserve on a planet far away from our world, there were beings called Jedi Peace Builders and other beings called Empire Destroyers. These beings were very different from each other. The Jedi Peace Builders played in the reserve during the night and the Empire Destroyers playing in the reserve during the day. The Jedi Peace Builders never saw the Empire Destroyers.

One day some aliens arrived on a spaceship. They watched the Jedi Peace Builders during the night and the Empire Destroyers during the day. During the day, the aliens hovered in their spaceship and watched and listened to the Empire Destroyers and heard them angrily yelling at each other ‘You're not my friend’. ‘I don't want to play with you’. ‘I hate you’. ‘It's your fault’. ‘You're hopeless’. ‘Give me your lunch money or I won't be your friend’.

Some of the Empire Destroyers wrote hurtful messages about other Empire Destroyers on the trees that surrounded the reserve. They teased one another about being fat, ugly or dumb. Pretend fights always ended in hurtful and dangerous fights.

The Empire Destroyers went crazy and blocked the entrance to the reserve by rolling a heavy tree across the pathway. They broke the seats and the swings and hit and kicked each other to get their own way. Their games had no rules and they teased the losers. Many of the Empire Destroyers were sad, lonely and didn’t play with the others.

As night came, the Empire Destroyers shoved each other and pushed each other over the tree that blocked the entrance to the reserve. Some of the Empire Destroyers were hiding in the bushes and were the last ones to run out of the reserve before night.

Just as darkness came, the Jedi Peace Builders arrived. The first thing they did was to work together to remove the tree from the reserve entrance. They cheered loudly together and spoke kindly of their group efforts.

The Jedi Peace Builders were kind. They cared about each other and about their surroundings. They talked about the how to fix the seats and swings and discussed who would do each job.
Some Jedi Peace Builders hung beautiful flower baskets to cover the hurtful writing on the trees. Other Jedi Peace Builders planted more trees and collected the rubbish. When they had finally finished tidying the reserve, they played. As they played the spaceship aliens heard them say things like 'Thanks for your help', 'That was a great effort', 'Keep trying', 'Would you come to play with me?'

There were lots of games and everyone followed the rules and helped each other to learn new games. Jedi Peace Builders encouraged each other and praised each other’s achievements. The Jedi Peace Builders painted glow in the dark pictures, danced in the moonlight and listened to stories about magical places. They shared snacks from their picnic hamper and planned to build a tree house together. Jedi Peace Builders showed respect for each other. They were safe in the reserve and so were their toys, food, clothing and tools.

The spaceship aliens were disturbed by what they saw. They had been sent on a mission to live with the Jedi Peace Builders and the Empire Destroyers but there was not enough room for all the aliens to play in the reserve at night and they didn’t want to play with the Empire Destroyers during the day. The aliens thought about the dilemma.

During the night the reserve is filled with Jedi Peace Builders. They are happy, creative, caring and loving. The respect each other and their environment. They know how to play fairly and happily.

Empire Destroyers live in the reserve during the day. They are unhappy, afraid and hateful. They don’t respect each other or their environment. They fight, hurt, blame and punish each other. Each day peace is destroyed and each night peace is built.

The aliens learned a lot about peace from watching the reserve during both the day and the night. The aliens had realised what their real mission was. They had been sent to teach the Empire Destroyers how to be peaceful.

Now each day and night, the reserve is peaceful.

Adapted from: Creating the Peaceable School Program Guide. (1994). R Bodine, D. Crawford and
Lesson 8  How can I express my feelings in an appropriate way?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.4 Life-giving values of the Gospel underpin our relationships and decisions.</td>
<td>IRS2.11 Describes how relationships with a range of people enhance wellbeing</td>
<td>• Shows consideration for the needs, rights and feelings of others</td>
</tr>
<tr>
<td></td>
<td>COS2.1 Uses a variety of ways to communicate with and within groups</td>
<td>• Shares ideas, feelings and opinions with others</td>
</tr>
<tr>
<td></td>
<td>INS2.3 Makes positive contributions in group activities</td>
<td>• Participates in group discussions</td>
</tr>
<tr>
<td></td>
<td>V2 Respects the right of others to hold different values and attitudes from their own</td>
<td>• Appreciates the similarities and differences between themselves and others</td>
</tr>
</tbody>
</table>

KidsMatter SEL Focus: Major - Self Management - Managing emotions; Self Awareness - Identifying emotions; Minor - Responsible Decision Making - Respecting others

Suggested Learning Experiences

Students brainstorm a list of feelings and teacher records these on the board.

Game: In groups of three, children are given a bundle of 'feelings' cards. (See sheet.) Each child takes a turn at being the timer, card giver and speaker. Once the feeling card has been given, that child has 20 seconds to share a time when they have experienced that feeling/emotion. Rotate roles until all cards have been used.

TW: Explain to the children that our lives are full of different experiences which allow us to feel a variety of emotions. As a class, discuss why people don't always follow Jesus' word by loving others and themselves. Often people do things that they know will hurt others' feelings. Brainstorm why people do this. (This usually happens when one or more of their basic needs are not being met.) For example, they may lash out if they feel left out at lunchtime (the need to belong is not being met). They may not allow someone to play their game on the playground, to assert their power (the need for power is not being met).

TW: Some emotions make us feel good but some emotions don't. This is normal and natural. It is important to share how you feel with others so we learn to cope with emotions that are not always easy to deal with on our own. Students identify situations in which they were angry and share with the class.

Students complete the Anger and Me Activity. Students share their responses with the class. As a class, students create a Retrieval Chart for Expressing Anger that outlines acceptable ways of expressing emotions and dealing with conflict.

HOME TASK: Students complete the Sometimes I feel different emotions worksheet and discuss their responses with their parents/carers.

Resources
- Feelings Cards Template (game)
- Anger and Me Activity
- Sometimes I Feel Different Emotions Activity

Assessment
Student work sample of Anger and Me Activity
<table>
<thead>
<tr>
<th>Happy</th>
<th>Angry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lonely</td>
<td>Proud</td>
</tr>
<tr>
<td>Frustrated</td>
<td>Sad</td>
</tr>
<tr>
<td>Embarrassed</td>
<td>Love</td>
</tr>
<tr>
<td>Frightened</td>
<td>Hurt</td>
</tr>
<tr>
<td>Excited</td>
<td>Relief</td>
</tr>
</tbody>
</table>
We all get angry for different reasons. Think of a time when you were angry and analyse the situation.

1. Set the scene: __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. What happened: _______________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. I wanted: ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

4. The other person wanted: _________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. I was angry because: _________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

6. Next time I will try and manage my anger by: ________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
### Sometimes I Feel Different Emotions

Read the following situations and describe how you feel. Explain why you feel this way.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Emotion</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your older sister is moving away from home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your best friend is having a party for her birthday and hasn’t invited you.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your best friend’s grandfather died. Your friend has to move to another state to help care for his grandmother.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal congratulated you for your role in the school play.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your coach has asked you to be the reserve for the grand final soccer game.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At lunchtime the other children will not let you join in the game.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 9  What makes a good friend?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.1 Positive relationships, rights and responsibility enhance wellbeing.</td>
<td>IRS2.11 Describes how relationships with a range of people enhance wellbeing</td>
<td>• Explains how positive relationships are developed</td>
</tr>
<tr>
<td></td>
<td>COS2.1 Uses a variety of ways to communicate with and within groups</td>
<td>• Discusses the benefits of friendship and how to maintain them</td>
</tr>
<tr>
<td></td>
<td>INS2.3 Makes positive contributions in group activities</td>
<td>• Participates in group discussions</td>
</tr>
<tr>
<td></td>
<td>V1 Refers to a sense of their own worth and dignity</td>
<td>• Values themselves as an important member of various groups</td>
</tr>
<tr>
<td></td>
<td>V3 Enjoys a sense of belonging</td>
<td>• Appreciates the need to belong to various groups</td>
</tr>
</tbody>
</table>

KidsMatter SEL Focus: Major - Relationship Skills – Communication; Minor - Relationship Skills – Building Relationships; Self-Awareness - Recognising Strengths; Responsible Decision Making - Respecting others

Suggested Learning Experiences

Students imagine that they have a new student in the class. Choose one of the following options to introduce yourself to the new student. IT presentation (eg. Powerpoint, Photostory), Prepare an introduction speech. Points to include:

- Name
- Age
- Suburb where they live
- Favourite foods, TV show
- Hobbies
- Family members
- Other friends
- Interests
- Strengths
- Positive Qualities

Upon completion, students introduce themselves to the class or a classmate using their IT presentation or prepared speech.

Students view the video segment "You and Me - relationships and friends": REDI "One and All" Activity 1.2, pp 14.

TW: - Students list qualities that they desire in a friend, eg sense of humour, sense of fun, loving, reliable, respectful of my decisions (see assessment sheet). Then complete the venn diagram to:

- Record ways friendships can be MADE, eg. Sharing your interests, likes and dislikes.
- Record ways friendships can be MAINTAINED, eg. Being a good listener, being a good sport, being trustworthy, honest, respecting others and forgiving.

Discuss how maintaining positive relationships with your friends requires you to treat them as you would like them to treat you. (Make reference to Mt 7:12: ‘In everything do to others as you would have them do to you; for this is the law of the prophets.’

Resources

- Computers with a publishing program
- REDI "One and All"
- Powerpoint, Photostory or video.

Assessment

What Makes A Good Friend?
What Makes a Good Friend?

This task provides students with the opportunity to demonstrate their standard of achievement of the following outcomes:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
<th>Working towards</th>
<th>Achieved with support</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS2.1 Uses a variety of ways to communicate with and within groups</td>
<td>Identify qualities needed to make friendships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IRS2.11 Describes how relationships with a range of people enhance wellbeing</td>
<td>Recognises how positive relationships are maintained</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TASK:**
Students list the qualities of friendship. Students complete the venn diagram, recording the how to make and maintain friendships.

**Important Qualities to Have in a Friend**

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  

Ways to make friends  
Ways to maintain friends
Lesson 10  How do my peers influence me?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.1 Positive relationships, rights and responsibility enhance wellbeing.</td>
<td>IRS2.11 Describes how relationships with a range of people enhance wellbeing</td>
<td>• Recognises behaviours that are threatening and identifies people who can help</td>
</tr>
<tr>
<td>E.4 Life-giving values of the Gospel underpin our relationships and decisions.</td>
<td>INS2.3 Makes positive contributions in group activities</td>
<td>• Identifies a range of responses to conflict situations</td>
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<td></td>
<td>V2 Respects the right of others to hold different values and attitudes from their own</td>
<td>• Appreciates the similarities and differences between themselves and others</td>
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<td></td>
<td>DMS2.2 Makes decisions as an individual and as a group member</td>
<td>• Consider feelings and needs of others in making decisions</td>
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KidsMatter SEL Focus: Major – Social Awareness - Appreciating Diversity, Social Awareness - Perspective -Taking

Suggested Learning Experiences
As a class, read Whoever You Are. Students discuss and celebrate the similarities and differences between class members and identify the importance of tolerance and acceptance of differences.

Students listen to the excerpt from the Read Along tape/CD of The Lion King when Simba and Nala are attacked by the hyenas and Mustafa appears and rescues the young lions by fighting the hyenas. Teacher asks students to consider why the hyenas attacked Simba and Nala – consider the 5 basic needs (belonging, power, freedom, survival and fun) discussed in lesson 7 and 3. Identify whether the Mustafa resolved the conflict using passive, aggressive or assertive strategies.

TW: Students brainstorm and role play ways that one hyena (a bystander) could convince the others not to attack the young lions. Consider assertive strategies, the basic needs of the others involved and the need to love others and ourselves. Students include in their role play an assertive response by Simba and Nala to the situation.

Students discuss the effect of the bystander and peer influence on bullying and group membership. Students write and complete the following statements:
• I can use my power in a group to stop bullying by __________
• I can use my power to support victims of bullying by __________
• If I am being bullied, I can _______
• My friends can influence me by __________
• I can be a peace maker by _______

Resources
- Tape recorder/CD player
- The Lion King Read Along tape/CD or video Walt Disney Company

Assessment
Student role plays related to peer influence and the hyenas
### TEACHER REFLECTION - UNIT EVALUATION

#### A. EVIDENCE
To what extent does the assessment evidence provide:

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<th>Poor</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
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1. A valid and reliable measure of the targeted outcomes/enduring understandings?

2. Sufficient information to support inferences about each student’s understanding/level of achievement?

3. Opportunities for students to demonstrate their understandings through authentic learning tasks?

#### B. LEARNING EXPERIENCES AND INSTRUCTION
To what extent did students:

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1. Achieve the outcomes and the enduring understandings of the unit (the big ideas as opposed to basic facts and skills)?

2. Know where they were going and why (in terms of unit goals, requirements, and evaluative criteria)?

3. Deepen their knowledge and understanding of the outcomes & big ideas of the Unit (through inquiry, research, problem solving, and experimentation)?

4. Receive explicit instruction on the knowledge and skills needed to equip them for the required performances?

5. Have opportunities to rehearse, revise, and refine their work based on feedback?

6. Self-assess and set goals prior to the conclusion of the unit?
1. What did students learn? (What knowledge and skills did they learn to deepen their understanding of the outcomes/big ideas of the unit?)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. How do you know what they learnt? (What evidence do you have to support your judgement?)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. What would you refine to improve student learning outcomes?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**Student Unit Reflection**  
**Stage 2**

**Student Name:** _________________________________  
**Class:** _______________

**Unit/Topic:** _________________________________

<table>
<thead>
<tr>
<th>One important thing I have learnt about/learnt to do during this unit is...</th>
<th>What I learnt will help me in my life because...</th>
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<tr>
<th>A question about this unit that I asked in class was...</th>
<th>Something that still puzzles me is...</th>
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<table>
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<tr>
<th>A question about this unit that I asked at home was...</th>
<th>If I wanted to research more about this unit I could...</th>
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<tr>
<th>Something I am going to value/appreciate more about myself because of what I have learnt in this unit is...</th>
<th>I think the effort I put into my learning in this unit was:</th>
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(Circle one number)

- **No effort** 0 1 2 3 4 5 6 7 8 9 10  
- **Most effort**