

LESSON 3 RESPECTFUL RELATIONSHIPS

Learning Intentions

Students will understand that relationships can be healthy and unhealthy, and where they can seek help.

Success Criteria

By the end of this session, students will be able to:

- 1 use 3 words to describe a respectful behaviour in relationships
- 2 use 3 words to describe disrespectful behaviour in relationships
- 3 name at least 2 places where they can access information or support.

Teacher background information

- 1 [Group agreement guidelines](#)
- 1 Dealing with [disclosures and protective interrupting](#)
- 2 [Video scripts \(p. 4\)](#)

This lesson may involve any combination of the following videos that explore respectful relationships.

Title	Link	Length
Youth yarn about... What makes a healthy relationship	https://youtu.be/5Y1FR_e_tJw	3:50 mins
Youth yarn about... What jealousy does to a relationship	https://youtu.be/_OLbktpUUjc	3:02 mins
Young Deadly Free: I'm going to be the best dad	https://youtu.be/pEvunuq4hPc	2:01 mins
Talkin' True: Football hero	https://youtu.be/Y3EWSOki1ZU	0:41 secs

TIME	ACTIVITY	RESOURCES
00:00–05:00 (5 mins)	<p>WELCOME AND GROUP AGREEMENT</p> <p>Display and remind students of the <i>Group agreement</i> created in lesson 1.</p> <p>Question box: Answer questions from previous session.</p> <p>Explain that today the class is going to explore intimate relationships and what respect in intimate relationships looks like.</p>	<p><i>Group agreement</i> created in lesson 1 + Group agreement guidelines</p> <p>Question box</p>
05:00–10:00 (5 mins)	<p>ACTIVITY 1—EXPLORING RESPECT</p> <p>Explain that before you get started with the videos, we need to make sure we all have a shared understanding of what respect is. It's a word people use a lot, but that we don't often think about in detail.</p> <p>Brainstorm with the whole class what "Respect" looks like and how someone would know if they are being respected. Remember to talk about how respect feels. You may also include things people think or say to themselves when they are feeling respected.</p> <p>(HINT: Try using a Y chart)</p>	<p>Handout 3.3 Y Chart (p. 7)</p>

10:00–20:00 (10 mins)	<p>Explain that you are now going to play two videos. These videos feature young people from a range of different communities across Australia who are sharing their ideas about respectful relationships and relationships that don't have respect. Ask students to write down key words they hear as the videos are playing. They can use these words to assist them when discussing the videos after. Play both <i>Youth Yarn about...</i> videos. (total 7mins). You may find Handout 3.1 Video scripts useful.</p>	<p>Projector/Screen/Smartboard</p> <p>Videos on USB or link</p> <p>Handout 3.1 Video scripts (p.4)</p>
20:00–30:00 (10 mins)	<p>Discuss the diverse opinions and experiences from young people. Encourage students to share what they agreed or disagreed with in the videos.</p> <ol style="list-style-type: none"> 1 Could ask students to write keywords (or teacher writes on the board during the video or during discussion after the video). These words can guide deeper discussion about respectful behaviour. 2 Word list can then build vocabulary about what words mean in English—how those behaviours are described in Aboriginal languages? Make a list of positive / negative behaviour (English/Aboriginal)—write it down. 3 Draw / cartoon / act out how people look / sound / feel in scenarios with positive / negative behaviours. 4 What can people do to support each other. If disrespectful behaviour happens in relationships what can individual, family, friends, community do in response? (its everyone's business) 5 Then watch video <i>I'm going to be the best dad</i>. Discuss 'intentions' when in relationship and becoming a parent. Discuss intention / dreams and reality (Jesse's intentions are different to the reality). Discuss / explain that 'intentions' or 'dreams' are based on personal values and ideas of 'right' and 'wrong'. Perhaps small group discussion of a behaviour line of acceptable / unacceptable behaviour as partner or parent (What the group thinks is respectful behaviour as a partner / or as a parent, and what is unacceptable behaviour as a partner / parent?). These are your group's 'intentions', your 'dreams'. They are based on your values of right and wrong. 6 Then watch <i>Football hero</i> video. Cheating between men and women. Ask students what they think? What is it? Who does it?... always men? ...mostly men? both men and women equal? What does the video suggest? What is the message? Why is 'cheating' not good for relationships? 	<p>Projector/Screen/Smartboard</p> <p>Videos on USB or link</p>

30:00–40:00 (10 mins)	<p>ACTIVITY 2—RESPECTFUL RELATIONSHIP STORIES</p> <p>Break students into small groups. Hand out the <i>Handout 3.2 Respectful relationships scenario cards</i>.</p> <p>Hand out scrap paper or butcher's paper and markers.</p> <p>Explain to the students that in their small groups someone is to read out the story. Together they must then discuss the questions below and write their group's responses on the butchers' paper.</p> <ol style="list-style-type: none"> 1 Do you think this is a respectful relationship? 2 Who is being disrespectful? 3 How do you think the characters in your story are feeling? <ol style="list-style-type: none"> 1. 2. 4 What could your characters have done differently to make this relationship more respectful? 5 If things don't change in this relationship what do you think will happen? 6 If these people were in your community, where could they go to for help and support?
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[Handout 3.2 Respectful relationships scenario cards \(p. 6\)](#)

40:00–45:00 (5 mins)	<p>QUESTION BOX AND CLOSING DISCUSSION</p> <p>Question box: Recap how the question box works and ask students to write questions to be answered in the next session. Collect questions.</p>
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Question box
Scrap paper
Pens

Handout 3.1 Video scripts

TITLE: Youth yarn about... What makes a healthy relationship

MONTANA: And there has to be fun and actual love in the relationship, and not just ownership. I think a lot of people get mixed up with ownership and a relationship. But in a relationship you get to do what you want to do with that other person respecting what your wishes are, and yeah it's supposed to be love not ownership.

LARISSA: Wherever that person or you are going to be it's your home that makes you comfortable with who you are.

ANDREA: I'd be able to talk to someone without any sort of judgement or abuse. You shouldn't be able to be frightened or afraid to talk to your partner about anything what-so-ever.

CALLUM: Respectful is like when you both have, when it's consensual on both ends. Where you are just like having fun, making memories and just enjoying each other's company.

SHAUNTA: Like if you don't have respect, and if your partner doesn't respect you then why are you sticking around, cos it's not good for yourself, you need to put your health first and I don't think, if you're not in a respectful relationship then you're not being the best that you can be. I think you know if you're being respected because you're not constantly feeling sad, you're not constantly feeling you're worthless, you're not constantly feeling like why am I here, sort of thing.

JESSE: Just appreciate her and make her feel good and stuff. I get her gifts and stuff. I like to look after her and stuff. Sometimes when I make food for myself I always have something on the side for her to take to her when she's hungry, I always do that every time.

ELI: From my age category, looking for someone would be someone who has all the morals and same values as myself. Someone who is adventurous and down to earth, respectful, trustworthy, and openly when it comes to questions that are unanswerable or just questions that most people don't like to talk about.

ANDREW: Yeah, not insecure about each other, where each other will be or always thinking about where the other one, the other partner is or what are they doing. Just being honest with each other.

QUINTON: Stuff that you find awkward with some people can be more comfortable with some one else because you trust them, you can tell them anything.

RONELLE: If you do stick to one partner it's good, to be faithful to just that one person if you love that one person you only have to love that one person.

AIESHA: My ideal relationship is where I want someone to care for me as much as I care about them and not all that jealousy stuff, to respect me for who I am so I don't have to change for anyone. Just be myself really.

TITLE: Youth yarn about... What jealousy does to a relationship

MARJORIE: Jealousy is not a good part of a healthy relationship because it can pretty much destroy it in the end, turn people against each other, disengage one person from their family and friends, it can do all sorts of things that can destroy the relationship. It's not a very good thing to have in a healthy relationship, or a relationship in general.

LARISSA: Jealousy, I would definitely, I would just walk away, and I'm like, I just take that as a positive thing for me to get out of the relationship and just say you know what, if this is what you think of how I'm doing it, I'll just move along, I don't need the negative things, I would rather just have positive things. It's not, it's just hurting yourself inside, hurting the other person, and the people around you, the community.

ANDREW: It doesn't mix well with alcohol so just gets out of hand sometimes. Pretty bad, especially with domestic violence, most jealousy ends up down that way, domestic violence and you know it just becomes worse after that.

APRIL: Jealousy does play a big part of a young person's relationship, as I've experienced in being young and in a relationship, it was a huge factor. Just the, I don't know what it is, like it's just the thought of them just being with another person, there are so many people out there that maybe they're less attracted to you but they're attracted to you but then it's a huge part, I think.

MARJORIE: The advice I would give to someone in a relationship that was experiencing jealousy would be to confront them about why they are being jealous even though that can be a sensitive thing to do as well. But in the end if it's gotten worse from when it started then it's probably a good idea not to be in a relationship with that person.

TITLE: Young Deadly Free: I'm going to be the best dad

I always wanna be a dad.

I wanna be a great dad that my kid can trust.

I'll teach him how to play footy.

When he wakes up at night I'll be there to change his nappies.

And I'll be there when he's crying.

I'll look after my women.

I want to be the best partner ever.

Jessie, I think my water just broke.

Water, yeh, I'll get her water.

I'll get her anything she wants.

Jessie! I got contractions.

Aahh, Jessie.

Aahh yer, she used to say that to me all the time.

Aahh yer, Jessie

Aahh yer

Aahh hurry up Jessie.

Oh we used to do it all the time.

But that's cool, she's growing my baby.

I been going to all the checkups with her.

I know what's going on.

Aahh...

Even though I'm not getting much sex these days...

I'm not going to cheat on my queen,

I don't want to be picking up any STIs

and passing it on to my women or my unborn baby.

I'm gonna be the best dad and I want a healthy child.

For f@#*s sake Jessie let's go, we gotta go, snap out of it.

You and your partner pregnant? Protect your baby, make sure you both get tested for STIs throughout your pregnancy.

TITLE: Talkin' True: Football hero

Real men don't cheat in the game and real men don't cheat on their women.

Handout 3.2 Respectful relationships scenarios cards

Jase has been dating Jules for 3 months. Jules doesn't like Jase's mates. Jules runs down Jase's mates and tells him that they are all bad influences on him. Jules won't let Jase invite his mates to hang out with them. Jules invites her own friends to come hang out with her and Jase which Jase doesn't mind, however, Jase wishes his mates could come hang out with all of them too. Jase is suddenly feeling very alone as he hardly spends any time with his mates anymore.

Avery and Riley broke up 2 months ago. When they broke up Avery immediately deleted Riley from all their social media accounts. Avery started messaging Riley and asking lots of questions about what Riley was doing. Riley was feeling uncomfortable so asked Avery to stop. When Avery didn't stop, Riley blocked Avery. Avery became angry about this. Riley then noticed that they couldn't log into their social media accounts and friends told Riley that it looked like someone had hacked their accounts—strange status updates were appearing, and the profile picture had been changed. When Riley confronted Avery about it, Avery admitted to hacking into Riley's social media accounts.

Harley and Harriet are both 17. They have been in a relationship for the past year. In that time, Harriet has smashed Harley's phone 3 times when they have been arguing. Harriet thinks Harley deserved it because Harley had been talking to other people on Facebook and Harriet was jealous about this. Harriet often asks to go through Harley's phone and social media accounts and deletes people that she thinks Harley shouldn't be talking to.

Gia and Ali have been dating for 6 months. Gia's friends and family have noticed that Ali often runs Gia down in front of them. Ali says things like "Don't be so stupid", "You're so lazy" and "You are being so crazy right now". Ali has even sworn at her in front of friends and family. They are worried about how Gia is being treated when they aren't around if Gia gets treated this badly in public.

Jye and Jessie talk on social media. They live in different communities. They know each other through other friends but they haven't actually met in person yet. They have been talking every day for a few weeks. Jye is coming to Jessie's community for the sports carnival. They are both excited to finally meet. Jye gets into town and goes looking for Jessie. Jessie is talking to some other people when Jye finally finds them. Jye gets out of the car and runs up to the people talking to Jessie and starts pushing them, yelling at them "Jessie is mine, back off". A fight starts between Jye and the group.

Fin and Frankie are 16. They have been going out for 6 months and having sex for about a month. Fin usually enjoys sex, but sometimes doesn't feel like having it. At those times Frankie often says things like "If you really loved me, you would want it" or "If you don't have sex with me, maybe I'll have to find someone else who will". Fin doesn't want to lose Frankie, so often gives in and has sex.

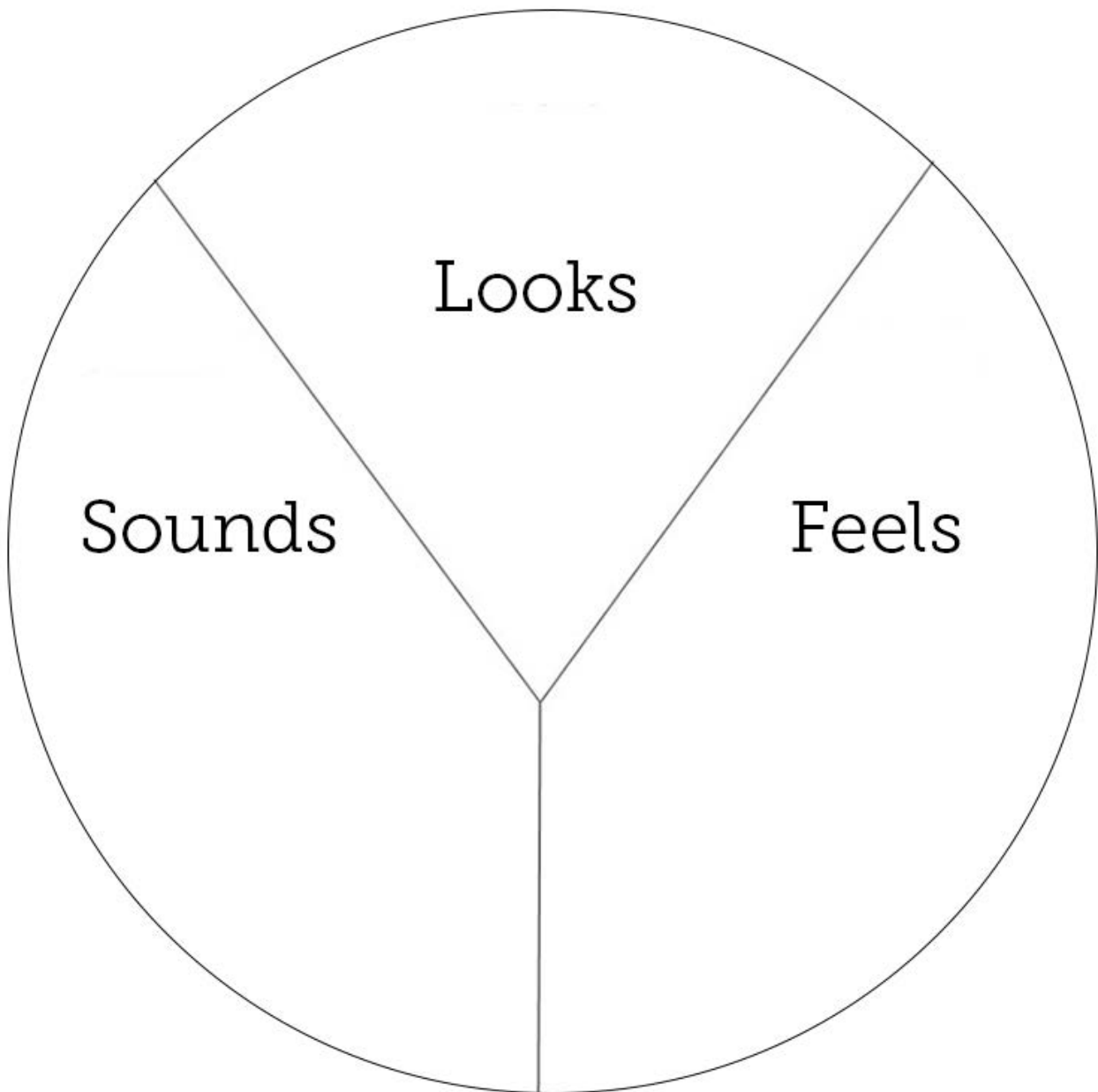
Handout 3.3 Y Chart

The aim of the Y Chart is for students to think about environments from three perspectives.

Looks: what do you see when you are looking at two people who are in a respectful relationship? (use action verbs/doing words)

Sounds: what types of things do people who are being respectful say to each other?

Feels: when you are being respected by someone how does it make you feel?



For more information about *The Y Chart* see [Thinking and mind tools](#)