
SUITE 1

THIS IS US: CHANGE THE GAME

TOPIC: *HOW CAN I BE THE BOSS OF MY OWN MIND AND BODY?*

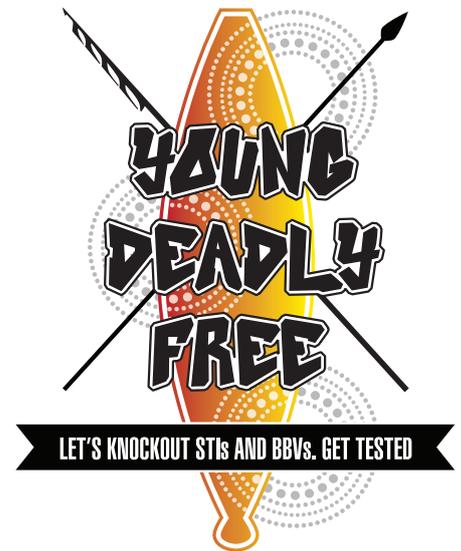
LESSON 3 HEALTHY RELATIONSHIPS BAROMETER

Target age group:

Lower, middle and upper secondary (Year 7–10)

Lesson duration:

45 minutes



Australian curriculum: This lesson plan supports a number of capabilities in the Australian Curriculum, including Information and Communication Technology, Ethical Behaviour, Personal and Social Competence and Intercultural Understanding.

BEFORE COMMENCING LESSONS

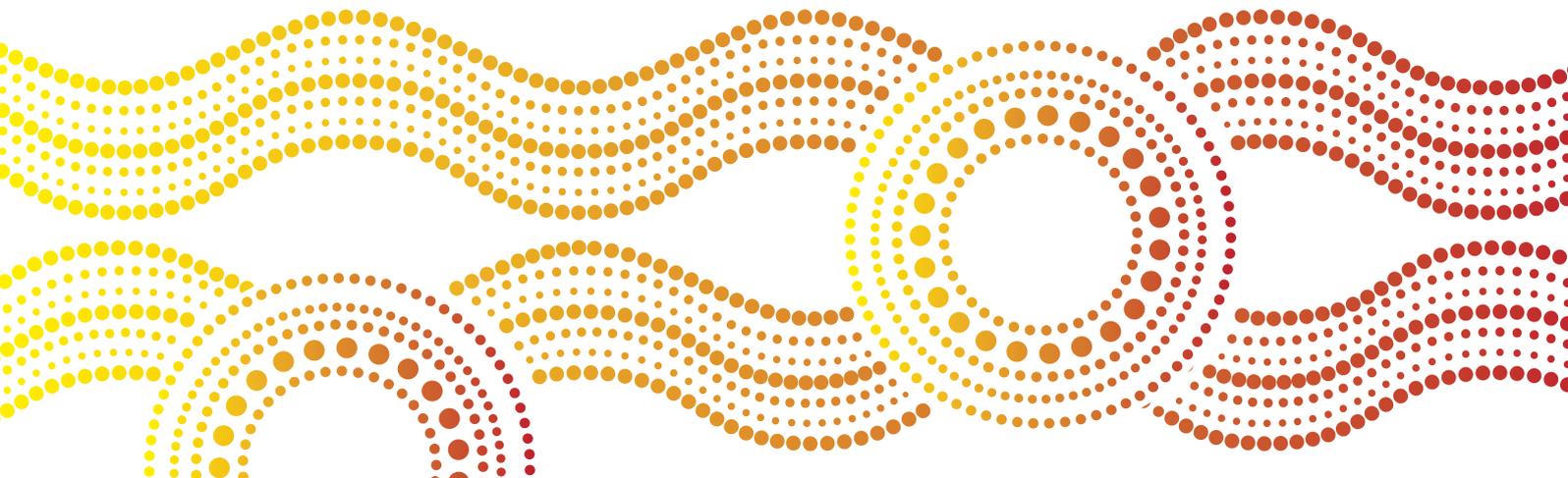
Before running any of these lessons please do the following:

- 1 Pre watch all three videos referred to in this package. <https://www.youtube.com/playlist?list=PLu8z-jO5SOE8oNc6VyYkjkQqI3P0qD0u3>
- 2 Ensure you read about and set up a group agreement with your class to maintain safety of students.
- 3 Ensure you read about and set up the anonymous question box .
- 4 Ensure you have completed and are up to date with your [RAN-EC child protection training](#) (SA only)
- 5 Read your schools procedure for dealing with disclosures of child sexual abuse.

OTHER TRAINING AND SUPPORT

Sexual health training: SHINE SA provide support for schools and training on delivering RSE. Find out more here <https://www.shinesa.org.au/support-for-schools/>

A word about partnerships: While it is recognised that schools play an important role in the delivery of RSE, given the personal and cultural aspects of sexual health, consider partnering with your local Aboriginal community controlled health services (ACCHS) in the delivery of your program. Many ACCHSs have staff who are trained in sexual health and experienced in delivering community education. This partnership may be especially important if your school has limited Aboriginal staff. Alternatively, there may be local sexual health teams in your area who employ Aboriginal staff or can provide specialist sexual health support.



LESSON 3

Time required:
45 minutes

PREPARATION

- Clear table and chairs to make room for the continuum.
- Print signs [Handout 1.6 Respectful & Disrespectful](#) (or make by hand).
- Print 1 copy of [Handout 1.7 This Is Us: Is it respectful or disrespectful?](#)
- It may be useful to google some different understandings of healthy/respectful relationships to support you in the classroom discussions

TAKE HOME MESSAGE

There are a range of different behaviours that can be considered respectful or disrespectful in relationships. People's own values and experiences can shape how they view their behaviours. Knowing what behaviours are and aren't okay for you are an important part of what helps you to stand up for yourself in relationships and be the boss of your own body.

HEALTHY RELATIONSHIPS BAROMETER

Purpose

Regardless of how healthy a relationship is, situations that can cause conflict will inevitably arise. These situations and how we manage them are influenced by our strengths, as previously explored, as well as our own values and previous experiences. Now that we have talked about healthy relationships and positive traits in a partner, the following activity will help us to recognise when a behaviour is a sign of an unhealthy relationship.

Learning goals

In this lesson students will:

- learn how to identify if a behaviour or characteristic is a sign of a health of unhealthy relationship
- learn how to demonstrate active listening and respect of other students' values and opinions.

Procedure

- 1 Designate opposite sides of the room as respectful, and disrespectful with signs *Handout 1.6 Respectful & Disrespectful*. The space in between is the continuum.
- 2 Explain to students that you are going to read out a range of different scenarios. They are required to decide if they think each scenario is respectful or disrespectful.
- 3 Explain that they can stand anywhere on the continuum—so if they think it's really disrespectful, e.g. violence, they might stand right on the wall, if they think its disrespectful but solvable, they can stand further to the middle and so on.
- 4 Read a scenario from *Handout 1.7 This Is Us: Is it respectful or disrespectful?* to students and ask them to move to one of the areas in the room, depending on how they would view the situation.
- 5 Encourage class discussion by asking 1 or 2 students to explain why they chose to stand where they are.
- 6 If discussion is limited, challenge the students by asking questions such as:
 - What should (character) do in this situation?
 - Is there a way to make this respectful?
 - What behaviours need to change in this situation?
 - Should they break up?
 - What if...
- 7 When you have finished reading the scenarios, ask students to sit or stand in a circle and share one thing that makes a relationship respectful. Encourage each student to come up with something different.

HANDOUT 1.6 RESPECTFUL & DISRESPECTFUL

RESPECTFUL

A respectful person is polite and fair and respecting other people's rights. It also includes respecting culture and country.

HANDOUT 1.6 RESPECTFUL & DISRESPECTFUL

DISRESPECTFUL

To disrespect someone is to act in an insulting way toward them. When you disrespect people, you think very little of them.

HANDOUT 1.7 THIS IS US: IS IT RESPECTFUL OR DISRESPECTFUL?

Scenarios from This is Us

- 1 JB grabbing Clarry's phone and teasing him about his girlfriend.
- 2 Henry sticking up for Clarry.
- 3 JB assuming Jen's brother and Jen might have AIDS or Chlamydia.
- 4 Coach talking to the team about relationships and safety.

Additional scenarios

- 5 Frankie grabs Fin's face when they are arguing one night forcing Fin to look at them.
- 6 Frankie often asks Fin for sex. When Fin says no, Frankie respects that choice.
- 7 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.
- 8 When Ali asks for sex, Gia often says things like "If you don't have sex with me, maybe I'll have to find someone else who will".
- 9 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".
- 10 Harley and Lee have been in a relationship for the past year. In that time, Lee has smashed Harley's phone three times when they have been arguing.
- 11 Lee often goes through Harley's phone without Harley knowing.
- 12 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.
- 13 Riley goes through Avery's friends lists on social media and tells Avery who they can keep as a friend and who they need to delete.
- 14 Avery tries to break up with Riley, but Riley threatens to hurt Avery if they break up.
- 15 Jessie has been in unhealthy relationships in the past. When Jessie goes out without Jye, Jessie worries Jye will get jealous. Jye always reassures Jessie that it's okay and encourages them to have fun.