

## Stage 4 – Unit 2

# Managing change in relationships

The following three units of work for Stage 4 provide suggested activities to facilitate students' understanding of diversity through an inquiry framework. Students engage in activities that promote respect and appreciation of difference through increased understanding and empathy for others. Students also learn about and practise skills and behaviours that protect themselves and others from bullying behaviour.

Note: Teachers should consider and be sensitive to the needs of specific students when planning these activities.

The subject matter includes:

- exploring how relationships can change over time and the importance of effective communication
- practising strategies to reduce and manage conflict and other challenges in relationships
- how to seek and provide support when needed.



### Syllabus links

- Personal Development, Health and Physical Education
- Drama
- Geography
- English
- Mathematics



### Outcomes

**PD4.3** Describes the qualities of positive relationships and strategies to address the abuse of power.

**PD4.11** Selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations.

**PD4.12** Assesses risk and social influences and reflects on personal experience to make informed decisions.

**PD4.16** Clarifies the source and nature of problems and draws on personal skills and support networks to resolve them.

**Drama 4.1.3** Devises and enacts drama using scripted and unscripted material.

**EN4-5C** Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.

**EN4-2A** Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies.

**GE4-6** Explains differences in wellbeing.

**MA419-SP** Collects, represents and interprets single sets of data, using appropriate statistical displays.



## Planned assessment

### Assessment for learning

Students will use strategies such as Think-Pair-Share, Edward de Bono's Thinking Hats, mind maps, graphic organisers, brainstorming and group discussion to identify and expand current levels of understanding.

### Assessment as learning

Students will reflect and analyse current beliefs through journal entries, interviewing community members and providing evaluative feedback throughout the unit.

### Assessment of learning

Students will demonstrate skills in identifying and managing conflict in relationships, selecting appropriate strategies to address issues, promote respectful relationships and implement effective help seeking behaviours.



## Broad focus for an inquiry: Building practical skills and strategies to deal with the complexity of conflict in relationships

### Generative questions

- What is the range of skills young people need to manage change?
- What are effective coping strategies young people can use to manage change?
- Why is it important for a young person to have skills and strategies to support their wellbeing?

### Understandings, skills and values

Students will understand that changes in relationships can be challenging (and positive) and that good communication skills are important for managing conflict and different points of view. Identifying and demonstrating a range of practical strategies to address issues will equip students with skills to better manage current and future situations.

## Tuning in

### Relationships can change

Conduct a class discussion to identify friendship and relationship changes that students find challenging. Examine scenarios about change in a relationship or conflict between young people by reflecting on content seen in television shows or movies. Remind students to be respectful, listen carefully to each other and avoid gossip or rumour spreading. The aim is to highlight that managing conflict in relationships is often complex and challenging, and requires specific skills to manage successfully.

### Finding out

#### Practical strategies

A to Z Chart: Students list different skills that young people use when they deal with conflict in relationships, then create an A-Z list of interpersonal and personal skills useful in times of change, such as A – assertiveness, anger management, B – body language, C – communication, calm, D – discuss conflict.

The teacher writes the A-Z skills on the board and provides students with the opportunity to add skills to the list, and to share and explain why they selected their chosen skills.


Students collaborate to create three playground scenarios involving relationship conflicts, then select appropriate skills from the A to Z chart and apply them to the scenario. Discuss the value of the skills selected and the likely impact on each situation.

### Sorting out

#### Reactions can build or damage relationships

\*Note: Students should be trained in providing and receiving peer feedback before this activity commences. See effective feedback to students from Strong Start, Great Teachers, NSW Department of Education.

Conduct a class discussion about helpful and unhelpful approaches to conflict in relationships based on scenarios used previously in the unit.



Using Edward de Bono's Thinking Hats (Appendix 3), allocate students two hats and ask them to approach conflict in a relationship from two perspectives. Students will be able to recognise and process how someone might respond differently to a situation depending on the hat they are wearing.

Students create a poem, drawing or other expressive work that demonstrates productive responses and effective skills to resolve conflict identified during this unit. Students may volunteer to share their work with the class and/or wider school community.

## Going further

### Applying skills and strategies

Provide students with a scene or scenes from a popular television show and discuss the:

- effective interpersonal skills and strategies used in the scene/s
- ineffective interpersonal skills and strategies used in the scene/s
- effective ways to manage conflict and why these are effective strategies
- challenges involved with managing conflict in relationships.

Ask for volunteers to role play the scene/s for the whole class, once without interruption and secondly with opportunities for other class members to suggest strategies to effectively deal with the conflict. Students discuss and evaluate the effectiveness of skills used in the scene/s.

## Concluding and acting

### Taking action

Students create an information poster that highlights four simple strategies their peers can use in response to conflict in a relationship. The strategies could reflect strategies from the A-Z chart and from role-plays in Unit 2. These posters can be presented and promoted at school assemblies, wellbeing meetings, student meetings such as Student Representative Council (SRC) and shared through the school website and newsletters to promote a culture of respect in the wider school community.