Stage 4 – Unit 3
Seeking support

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: Skills to seek help and build awareness of supportive networks

Generative questions

- Where can you access help and support?
- What are the barriers to seeking help and support?
- How do you develop, practice and apply help seeking skills?

Understandings, skills and values

Students will understand the importance of seeking help and support when they need it and the benefits of seeking help and support, and where help and support is available. Activities will also explore what enables someone to seek help, barriers to help seeking and approaches to address these barriers.

Tuning in

The what and where of help

Using a 'Know, Want to know, What I've learnt' chart (Appendix 3) students work in groups to brainstorm what they already know about where to access help and support when they need it. Display the chart in the classroom and encourage students to add to the column 'Want to know' as the unit progresses.

Finding out

Barriers to seeking help

Students investigate some of the reasons people may avoid seeking help when relationships with others become problematic, for example, when bullying behaviours are involved. The relationship roles in Appendix 1 could be used to prompt discussion. For example, where could a 12-year-old seek help when being bullied by their sibling, or an online friend or a teammate. What factors may influence the 12-year-old's decision about whether or not to seek help and support? Discussion should include examples of where people can go to seek help and support (Appendix 4).

In pairs, summarise the key points and include them in a comic strip, animation or story board format and share with the class.

Sorting out

Selecting and practising strategies

As a class, create an inventory of effective strategies to use in response to bullying behaviour. Encourage students to look for effective strategies online to find evidence-based options, including on the department's anti-bullying website at: https://antibullying.nsw.gov.au/.

Discuss why different responses are effective in different situations and some possible reasons for this occurrence. Also discuss the types of situations students are more or less likely to seek help and support and why. What are some easily accessible places to find assistance? What are some of the barriers you may face in response to bullying behaviour?

Going further

Consolidating knowledge

Re-form groups from the **Tuning in** section to review and update the 'What I've learnt' column on the Know, Want to know, What I've learnt chart and establish what has been covered from the 'Want to know' column. Add any new questions that have been generated.

Groups report back to the class and explain the understandings they have formed of how and why people do or do not seek help and support when they experience bullying behaviours.

Use Think-Pair-Share activity (Appendix 3) to reflect on what has been learnt from the activities in this unit. As a whole class, brainstorm and list:

- strategies to practise and apply in response to bullying behaviour, both personally and/or when supporting a peer
- barriers young people often have to seeking help and support for bullying behaviour
- places to find help and support for bullying behaviour

Concluding and acting

Theory into practise

Groups collaborate to write a script about how to persuade a friend to seek help if they are experiencing physical, verbal or online bullying. The script should set the scene of the bullying behaviour (for example, on the playground, bus or on social media). It should also include dialogue between the person experiencing the bullying behaviour, the bystander who sees the bullying behaviour and the person engaging in the bullying behaviour.

Students rehearse and present the scripted scenarios during class time. Consider other opportunities to present the scenarios, for example, at a school assembly.

Teaching Note: Students can seek help through websites, telephone contacts, or via other people. See Appendix 4 for examples.

Inquiry based framework adapted with the permission of Kath Murdoch 2017.