PDHPE

Stage 4: Child Protection Education

Unit of work

Using my personal power positively

NSW GOVERNMENT

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Contents

Introduction

It is mandatory to teach child protection education in every stage of learning from Kindergarten to Year 10 as part of the NSW Education Standards Authority (NESA) [Personal Development, Health and Physical Education (PDHPE) K-10 syllabus](#).

Senior students in NSW government schools extend their learning about respectful relationships, protective strategies, power, abuse and violence as part of the mandatory 25 hour [Life Ready](#) course.

The Child Protection Education curriculum support materials are designed to guide teachers through syllabus implementation using effective teaching and learning approaches for sensitive content. The teaching and learning units provided are optional support materials for the implementation of child protection and respectful relationships education as part of the mandatory PDHPE K-10 syllabus.

Materials should be reviewed in full and endorsed by the school principal before use.

For effective child protection education, it is important to:

- [create a supportive learning environment](#)
- [inform parents and carers](#)
- [use suitable teaching strategies](#)
- [prevent public disclosures.](#)

It is important that teachers are prepared to use [protective interrupting](#) if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the [Child Protection Policy: Responding to and reporting students at risk of harm](#). The [Mandatory Reporter Guide](#) (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the [Child Protection website](#).

Teaching and learning resources, planning, programming and policy advice, school based considerations and professional learning can be accessed on the Department of Education's [PDHPE curriculum website](#).

Unit description

Through this unit, students will investigate types of power and how power can be used in relationships in both positive and negative ways. They will discuss the influence of family, media, and peers on power in relationships. Students will develop and apply a range of interpersonal and self-management skills through this unit. For example, they will devise a range of help-seeking strategies to respond to abuse of power in relationships, identify techniques to persuade people to seek appropriate help in a range of situations and apply and evaluate communication skills to ask for help.

Students will focus on gender as a determinant and influence on power. Specifically, the influence of gender stereotypes on rights and responsibilities in relationships and how expectations based on gender can lead to tension in relationships. Gender is an influential factor in abuse and violence situations and should be investigated to build awareness and challenge assumptions to prevent violence in the home and community. This unit provides teaching and learning activities around Child Protection education.

Students will investigate the essential question: How can I use my strengths to know when to seek help and support others to keep safe?

Skills in focus

Self-management

Decision-making and problem-solving

- information-gathering
- finding solutions to problems
- analysis

Help-seeking

- recognising when help is needed
- accessing support and support networks.

Interpersonal

Communication

- verbal and nonverbal communication
- expressing feelings

Propositions

Throughout this unit, the propositions are embedded as follows:

Educative purpose

Students are provided with opportunities to develop the knowledge and skills required to recognise positive and negative use of power in relationships. They will investigate how family, media and peers influence expectations related to use of power in relationships. Students will discuss the considerations of supporting others via face-to-face and text/online and will practise giving constructive advice via text/online.

Strengths-based approach

Activities in this unit are designed to allow students to recognise their personal power when exploring ways to respond to different types of abuse that can occur at school, home, online or in the workplace. This is achieved by encouraging students to draw on their knowledge and understanding of abusive situations and the skills and strategies they can use safely to help them respond to unsafe situations.

Develop health literacy

Students are provided with opportunities to review and update the own support networks and will devise a range of help-seeking strategies to respond to abuse of power in relationships. They will assess a range of sources of help to determine their appropriateness in different situations.

Critical inquiry

Students will explore the impact of gender stereotypes on rights and responsibilities in relationships. They will learn to challenge stereotypes to promote equality in the home, reducing tension that can lead to domestic and family violence. They will also have the opportunity to identify a range of reasons young people give for not seeking help and will practise communication strategies to assist with overcoming these barriers.

PDHPE Syllabus outcomes and learning focus

Outcomes	Unit learning goals	Evidence of learning
PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others	• Devise a range of help-seeking strategies to respond to abuse of power in relationships • Identify barriers preventing young people from seeking help • Create a communication strategy to ask for help • Assess a range of sources of help to determine appropriateness in different situations	Students will: • review their own support networks • identify a range of reasons young people give for not seeking help • review a range of sources of help to assess their appropriateness for a range of scenarios • discuss the considerations of supporting others via face-to-face and text/online • practise giving constructive advice via text/online • explore the What's up at home? to gather information and skills about what to do in situations related to family violence • develop a detailed safety plan in response to a scenario based on family violence
PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships	• Describe behaviours that show empathy and respect for the rights of others • Discuss the types of power and how they can be used positively and negatively in relationships • Discuss the influence of family, media, and peers on power in relationships • Describe different forms of abuse of power • Explain the impact of abuse on health, safety and wellbeing	• identify positive and negative use of power in different situations and relationships • describe how family, media and peers influence expectations related to use of power in relationships • recognise signs that indicate abuse of power • explore the impact of gender stereotypes related to completing household chores • identify situations where abuse of power can occur such as school, home, online and in the workplace • identify how abuse can impact the health, safety and wellbeing of people

Outcomes	Unit learning goals	Evidence of learning
PD4-9 demonstrates self-management skills to effectively manage complex situations	• Discuss how expectations based on gender can lead to tension in relationships • Identify techniques to persuade people to seek appropriate help in a range of situations	• describe how tension related to rights and responsibilities can lead to family and domestic violence • practise statements that challenge reasons young people give for not seeking help • practise a strategy to use when communicating the need for help
PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts	• Demonstrates actions that support the rights and feelings of others • Assess the influence of gender stereotypes on rights and responsibilities in relationships • Demonstrate advocacy and assertiveness in relation to challenging gender stereotypes in the home	• challenge gender expectations to promote equal rights and responsibilities in relationships in the home

PDHPE Syllabus content

Key inquiry questions	Syllabus content
What skills and strategies can be used to manage change, challenges and seek help?	• practise and apply skills and strategies to seek help for themselves and others (ACPPS072) 　— propose individual support networks and external support services **S** 　— practise communication techniques to persuade someone to seek help in different situations, eg mental health concerns, drug use, relationship or family and domestic violence **S I** 　— identify barriers to seeking help and propose strategies to overcome these barriers **S**
What skills and strategies can be used to promote inclusivity, equality and respectful relationships?	• describe how rights and responsibilities contribute to respectful relationships 　— discuss how gender stereotypes can have an impact on rights and responsibilities in relationships, eg control of decision-making **I** • discuss the impact of power in relationships and identify and develop skills to challenge the abuse of power 　— discuss the influence of family, media and peer attitudes to power in relationships 　— describe forms of bullying, harassment, abuse, neglect, discrimination and violence and the impact they have on health, safety and wellbeing, eg family and domestic violence, homophobic and transphobic bullying, racism, cyberbullying, discrimination against people with disability **S** 　— devise help-seeking strategies that address imbalance of power in relationships, eg contacting the police and other external organisations, staying with a family or at a friend's place **S** 　— identify behaviours that display the positive use of power in relationships 　— develop skills to challenge the abuse of power **S I**
What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community?	• examine factors that influence health and wellbeing 　— explore the role gender plays in a variety of social contexts, eg family and domestic violence, alcohol use, road use • recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations: 　— recognise forms of bullying, violence, harassment and discrimination and discuss safe and supportive upstander behaviours to promote the safety and wellbeing of themselves and others **I**
How can I effectively manage my own and support others' health, safety, wellbeing and participation in physical activity?	• propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing (ACPPS073) 　— practise ways to communicate concerns about health, safety and wellbeing to a variety of support people **I**

1 Influences on power in relationships

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.

Learning goals

- Describe behaviours that show empathy and respect for the rights of others (PD4-3)
- Demonstrates actions that support the rights and feelings of others (PD4-10)

Success criteria

Students will:

- identify positive and negative use of power in different situations and relationships
- describe how family, media and peers influence expectations related to use of power in relationships

Resources

- Types of power teacher notes.
- Type of power cards
- Meet Jane and Jim cards
- Jane and Jim Step inside thinking routine (formative assessment – collect from students)

Switch on

Introduce the learning goals and discuss them with the class.

Introduce the Question Box to the class.

The question box allows for anonymity and establishment of student prior knowledge in relation to PDHPE concepts. Allowing students to ask questions in an anonymous manner will increase student access to reliable information. Even though anonymous, it is expected that teachers will reasonably be able to work out the identity of a student should a disclosure be made, so a child protection response can be provided. If it is a large group or the teacher is not familiar with students' work, they could invite students to add their name, if

they wish, saying it will not be shared with the group. Although not all students will, this should assist with identification, if it is needed. The box should be a material item such as a shoe box, bowl, or hat.

Explain to students:

- The question box can be used to ask questions that they want to know but don't want to ask in front of everyone.
- The question box is anonymous, but you might choose to add your name if you wish.
- Everyone will be given a blank piece of paper at the end of each lesson.
- Everyone must record something on their piece of paper whether it is a question or something else, for

example, last night's dinner to ensure the questions remain anonymous or a drawing.

- They must place their own paper into the question box.

- Questions will be answered at the next lesson.

Inform students that they will be focusing on what influences people's use of power in relationships.

Google the 'definition of power':

Power

The ability or capacity to do something or act in a particular way.

The capacity or ability to direct or influence the behaviour of others or the course of events.

As a class, discuss:

- What do you see as the difference between definition 1 and definition 2? Suggested response may include: Number 1 is about how a person or group chooses to act or the decisions they make. Number 2 is about how a person or a group can influence others to act or decisions they make, or the way a situation evolves.

Students find a partner. One person nominates as A and one as B.

- Person A – brainstorm all of the words, thoughts, feelings and phrases that come to mind when you read definition 1.

- Person B – brainstorm all of the words, thoughts, feelings and phrases that come to mind when you read definition 2.

- Share with your partner and look for similarities and differences.

- Swap with another pair and circle words that reflect positive use of power and words that reflect negative use of power.

- Students share some of the examples they listed with the class. Create a class bank of positive and negative uses of power for reference throughout the unit.

Brainstorm and discuss.

- Name places or positions where people have power?

- To what extent does a person have the same power in different places?

- To what extent does a person have the same amount of power over different people in different circumstances?

- Why is it important for people to be aware about how people use power?

Understand

Types of power

Explain to students that sometimes when power is discussed people often think of strength, knowledge, or position. Inform students that there are other types of power they need to be aware of.

Explain the different types of power (see types of power teacher notes), to build student understanding of the definitions and examples.

Students work in 8 groups, distribute one set of the Type of power cards to each group.

Students work together to come up with just one example for the type of power they have been allocated. For example, Type. Connection. Who? Basketball coach. Where? Basketball game. How? Not subbing his son off at all during the game.

Rotate the Type of power cards in a clockwise direction, students read the examples already listed before contributing another example. Continue until each group has contributed an example for each type of power.

Ensure each group reads all the examples that have been contributed on the type of power they started with.

Distribute a highlighter to each group and ask them to highlight the examples that show positive use of power. Display for the class to see throughout the unit.

Understand

Influences on power in relationships jigsaw

Explain to students that there are influences on the attitudes we form about how power is used in relationships. We may not realise it, but we are constantly receiving messages from all around us about acceptable uses of power in relationships.

Students brainstorm examples of influences on use of power as a class. Record on the board.

Guide students to group them together into broader categories.

Inform students that the next activity will focus on the following influences:

- A. Family
- B. Media
- C. Peers

Students form a 'home' group of three and nominate one member as A, B, or C.

The As, Bs, and Cs join together in 'expert' groups. Distribute a piece of A3 paper to each.

Each group must record the relevant heading at the top of the paper. Use a T chart as a graphic organiser to enable students to list, compare or contrast two concepts. In this instance, each group records positive at the top of one column and negative at the top of the other.

Next, they sit in a circle and go around one at a time to suggest examples of how the influence they have been allocated can influence how people use power in relationships. Both positive and negative examples should be included.

Students then return to their home group and share their new knowledge with the other members.

Act and apply

Meet Jane and Jim

Introduce the class to Jane and Jim.

> Jane is 14 years old and lives with her Mum, Dad, older brother, and one younger sister. She goes to a co-ed school.
>
> Jim is 14 years old and lives with his Mum, Dad, older brother, and one younger sister. He goes to a co-ed school.

Students find a partner. One imagines they are Jane the other is Jim.

Distribute a set of Meet Jane and Jim cards to each pair and instruct students.

- Pretend you are the character you have been allocated.
- Read each of the cards, place in a pile family, media, or peers, after you decide where the influence on power in relationships is coming from.

Students complete a Step inside thinking routine from either Jane or Jim's perspective with a focus on the examples in the family pile.

> **Formative assessment opportunity.**
> By collecting this work, students can demonstrate evidence towards outcomes PD4-3, identifying types of power, and how they can be used positively and negatively in relationships.

- What can Jane/Jim see, observe, or notice?
- What might Jane/Jim know, understand, hold true or believe? What makes you say that?
- What might Jane/Jim care deeply about? Provide reasons why.
- What might Jane/Jim wonder about or question? Justify your answer.

Swap your answers with your partner.

As a class, discuss the following:

- What were the main differences between the Jane and Jim Step Inside responses?
- How was Jane expected to act in the family?
- How was Jim expected to act in the family?
- What was the main message you will take away from the activity?

The abuse of family power – forced marriage

The following case study has been provided by the Attorney-General's Department. It will be referred to throughout this unit to explore the issue of forced marriage. Schools Source

[My Rights – My Future-forced marriage](#) A kit of learning & teaching materials and support documents for Australian secondary schools.

Case study – Ayla

Ayla is a 17-year old high school student in Australia. Ayla's teacher notices that Ayla seems depressed and has taken a lot of time off school for overseas travel. Her teacher also observes that Ayla's family seem to be very strict and controlling. Ayla always has someone with her outside school hours and the teacher has heard from Ayla's classmates that she isn't allowed to go out with friends without a family member going with her.

When the teacher asks Ayla if she is okay, Ayla says that her parents took her to visit relatives overseas. When they arrived, her parents told Ayla that she would only be able to go back to Australia if she agreed to marry her cousin, whom she had never met. With no passport or money, Ayla was forced to marry her cousin overseas so that she could return to Australia. Ayla's parents have also told her that, when she turns 18, she will have to sign migration papers for her cousin so that he can come to Australia to live with her.

Ayla tells her teacher that she feels like a slave and never wanted to marry her cousin. Ayla says that she feels trapped and is scared about what might happen if she tries to leave. Ayla asks her teacher for help.

Ayla's teacher contacts the Australian Federal Police (AFP) for help. Although Ayla does not want her parents or 'husband' to be prosecuted, the AFP is able to help her access support, including safe accommodation, financial support, legal advice and counselling. As a result of this assistance, Ayla is able to work towards establishing the future she wants for herself.

As a class, read the case study.

- Who in the case study demonstrates power? Explain your answer. For example, the teacher, Ayla's parents, Ayla's friends, the Australian Federal Police, Ayla.
- Use a T chart and identify the positive uses of power seen in the case study and the negative uses of power seen in the case study. Refer to the bank created by the class earlier if required.

- Explain how Ayla's power changes at home versus at school. What influences and supports this change of power?

It is important that teachers are prepared to use protective interrupting if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the Child Protection Policy: Responding to and reporting students at risk of harm. The Mandatory Reporter Guide (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the Child Protection website.

2 The impact of abuse of power on health, safety, and wellbeing

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

- Describe different forms of abuse of power (PD4-3)
- Explain the impact of abuse on health, safety, and wellbeing (PD4-3)

Success criteria

Students will:

- recognise signs that indicate abuse of power
- identify situations where abuse of power can occur such as school, home, online and in the workplace
- identify how abuse can impact the health, safety and wellbeing of people

Resources

- People make choices about using the power they have (image)
- Guess my category Types of abuse group sheet
- Guess my category Types of abuse teacher notes
- A3 paper
- Impact on health, safety, and wellbeing scenarios

Switch on

Introduce the learning goals and discuss them with the class.

Explain to students that they will be exploring the impact of abuse of power on the health, safety, and wellbeing of individuals.

Display the image People make choices about using the power they have. Students suggest examples where people have used their power in a positive way and where they have abused their power.

Show the short YouTube clip Funny Seesaw.

Discuss the following:

- Who had power in the clip?
- What type of power did they have?
- How did they use their power?

- How could power have been used in an equal way?
- What could the clip be a metaphor for?

Explain to students that people can be harmed when others abuse their power in relationships.

Understand

Types of abuse – guess my category

Students form groups of three.

Explain to students that they are going to participate in a challenge to assist them with being able to recognise the types of abuse.

Distribute the Guess my category Types of abuse group sheet and instruct students.

- First read through the long list of examples of types of abuse.

- Work together to come up with the six headings they could be categorised under.

- When you think you have them correct, call the teacher over to check your suggestion.

Once a group gets them correct or students have had enough time to engage with the examples, list the types of abuse on the board.

- Physical

- Emotional

- Sexual

- Financial

- Digital

- Stalking

Each group reviews the list and records which category the example belongs in (recording the first letter will suffice).

As a class, discuss the following:

- Where are some places these forms of abuse are most likely to occur? Explain why these places are higher risk places for abuse of power than other places. For example, home, school, workplace, public places. They are the places frequented by people and young people most often. Abuse can be hidden. Power imbalances are most likely due to different roles and expectations in these places. A person's status may influence their behaviour and their use or abuse of power.

- In what types of relationships could abuse of power most likely occur? For example, where expectations are unclear, where communication breaks down, where someone is seeking higher status than someone else, where trust has been broken, where gender expectations result in power imbalance.

Understand

Effect of abuse of health, safety, and wellbeing

Explain to students that abuse of power can include bullying, harassment, abuse, neglect, and violence. More specific examples are family and domestic violence, homophobic and transphobic bullying, racism, cyberbullying, and discrimination against people with disability.

Review students' understanding of the following terms.

Health: A state of complete physical, social, emotional, mental, and spiritual wellbeing, and not merely the absence of disease or infirmity. It includes the ability to lead a socially and economically productive life.

Safety: The condition of being protected from or unlikely to cause danger, risk, or injury

Wellbeing: A sustainable state characterised by predominantly positive feelings, attitudes, and relationships.

Divide the class into six groups and allocate one of the following to each group:

- bullying at school

- harassment online

- abuse in the workplace

- neglect in the home

- violence in the home

- forced marriage.

Distribute a piece of A3 paper to each group, students record or paste the scenario they have been given at the top of the paper. Draw three columns and record the headings 'health', 'safety', 'wellbeing' at the top.

2 The impact of abuse of power on health, safety, and wellbeing

Students read their scenario as a group and list how the example of abuse of power impacts on the health, safety, and wellbeing of people involved.

Ask each group to swap their example with the group next to them in a clockwise direction. Students read the existing examples and add any further ideas. Keep rotating until each group has read all six scenarios.

Act and apply

Students form groups of three and answer questions about the Impact on health, safety, and wellbeing scenarios. Students answer below for each scenario.

- Who has power?

- What type of power do they have?

- How are they using their power?

- What type/s of abuse are happening? Give examples.

- What is the impact of the abuse on the health, safety, and wellbeing of the people involved? (Look back at the definitions)

3 Impact of gender on rights and responsibilities in the family

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

- Assess the influence of gender stereotypes on rights and responsibilities in relationships (PD4-10)
- Discuss how expectations based on gender can lead to tension in relationships (PD4-9)

Success criteria

Students will:

- explore the impact of gender stereotypes related to completing household chores
- describe how tension related to rights and responsibilities can lead to family and domestic violence
- challenge gender expectations to promote equal rights and responsibilities in relationships in the home

Switch on

Introduce the learning goals and discuss them with the class.

Explain to students that they are going to consider the impact of gender stereotypes on rights and responsibilities in relationships based in the home.

Show the short clip about the analysis of the Household, Income and Labour Dynamics in Australia (HILDA) Survey 2018.

Key data from the clip.

- Australia's workforce: 47% women 53% men
- Hours of housework per week: men 13 hours, women 20 hours

- Paid work per week: men 36 hours, women 25 hours
- Child and relative care per week: men 5 hours, women 11 hours
- A recent study conducted by The Organisation for Economic Co-operation and Development (OECD), found Australian women spend two hours and 19 minutes more than men everyday doing housework. (2018)
- Men typically spend two hours and 52 minutes each day doing housework while women spend five hours and 11 minutes each day in unpaid work, including housework, childcare and "routine shopping".

Students suggest what the data tells us about expectations and gender roles in homes in Australia.

Students find a partner and follow the three steps of a Circle of viewpoints thinking routine about unpaid work in the home. One student explores a female's perspective and the other a male.

Female

1. "I am thinking of unpaid work in the home from the point of view of a female"

2. "I think unpaid work in the home... (describe from a female's viewpoint) ... because ... (explain your reasoning) ..."

3. "A question or concern I have from a female's viewpoint is..."

Male

1. "I am thinking of unpaid work in the home from the point of view of a male"

2. "I think unpaid work in the home ... (describe from a male's viewpoint) ... because... (explain your reasoning) ..."

3. "A question or concern I have from a male's viewpoint is ..."

Students swap their response with their partner, read, then discuss any similarities and differences.

Individually, students reflect on the activity and record how the data represents and reflects their household or expectations in their family.

Understand

Read out the following statements and ask students to raise their right arm for men, left arm for women, both arms for both.

- Who is responsible for working and making income?

- Who is responsible for cooking most of the meals?

- Who is responsible for doing the dishes and emptying the dishwasher?

- Who is responsible for doing the laundry?

- Who is responsible for ironing the clothes?

- Who is responsible for doing the grocery shopping?

- Who is responsible for cleaning the home?

- Who is responsible for being the main carer of the child/ren?

- Who is responsible for doing the school run?

- Who is responsible for deciding how to spend money?

- Who is responsible for deciding what the family does socially?

As a class, discuss the following:

- What influenced your decision when raising your arms? For example, their own experiences, social expectations.

- To what extent is it ok for someone to make the choice to be responsible for doing one or some of the household chores? For example, people can make their own decisions. Work should be balanced and negotiated. Someone may enjoy cooking or not mind doing the washing and may choose to do that chore. Expecting someone to do a household chore against their will is a breach of their right to choose. Discussing and negotiating the sharing of responsibilities in the home is important to create balance, respect each person in the family and to reduce tension in the relationship.

In pairs, discuss the following statement "whoever makes the largest contribution to the household should have more rights in a relationship". Encourage students to unpack what the term contribution means (emotional, financial, social, physical) and consider what more rights looks like. Allow 5-6 minutes for pairs to discuss.

3 Impact of gender on rights and responsibilities in the family

As a class, invite pairs to share some of their discussion points. Emphasise the need for balance, equality, and equity in relationships. Income should not be considered more important than caring for children or managing the home. Each responsibility and role brings with it challenges and benefits for the family. Explain that in some homes tension may lead to family and domestic violence.

Act and apply

Show the short clip Pull 'ya head in. (Source: Sutherland Shire Family Services 2015)

Students record a response to the following questions:

- What types of power did the male use in the clip? Suggested response should include position and strength.
- What types of abuse happened in the clip? Give specific examples. Suggested response should include emotional and financial.
- What do you think are the rights and responsibilities of the male in this family?
- What do you think are the rights and responsibilities of the female in this family?

Students share their responses with a partner.

Next, show the short clip Domestic Violence in Australia. (Source: MACE SMC Central Victoria 2015)

Students record a response to the following questions:

- What types of power did the male use in the clip? Suggested response should include position and strength.
- What types of abuse happened in the clip? Give specific examples. Suggested response should include emotional and physical.
- What do you think are the rights and responsibilities of the male in this family?
- What do you think are the rights and responsibilities of the female in this family?

Students share their responses with a different partner.

Finally show the short clip Because why … assume who does what? (Source: Our Watch 2018)

Students record a response to the following questions:

- What do you think are the rights and responsibilities of the male in this family?
- What do you think are the rights and responsibilities of the female in this family?

Students share their responses with a different partner.

As a class, discuss the following:

- How much influence did gender stereotypes have on each of the scenarios?
- Were there any expectations based on gender stereotypes?
- What were the consequences of the expectations not being met?
- To what extent does gender play a role in family and domestic violence?

4 Help-seeking strategies to respond to abuse of power

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

- Devise a range of help-seeking strategies to respond to abuse of power in relationships (PD4-2)

Success criteria

Students will:

- discuss the considerations of supporting others via face-to-face and text/online
- review their own support networks
- practise giving constructive advice via text/online
- explore the What's up at home? to gather information and skills about what to do in situations related to family violence
- develop a detailed safety plan in response to a scenario based on family violence

Resources

- Timer
- My people speed chat questions
- My people support texts (formative assessment – collect from students)
- What's up at home? Handout (formative assessment – collect from students)

4 Help-seeking strategies to respond to abuse of power

Switch on

Introduce the learning goals and discuss them with the class.

Explain to students that it is very important for people to know who they can turn to and where they can go if they are in a situation where there is an abuse of power.

Re introduce Eli to the students and inform them that they are going to imagine they are Eli when completing the following activities.

> Eli's parents were always arguing. It would start with the usual bickering and his mum's partner complaining. After a few drinks his mum's partner would start pushing his mum around. He said she deserved it because she was a 'stupid twit' and a 'lousy cook'. Sometimes his mum would get really hurt and she couldn't go out because of the bruises. Eli heard her crying a lot and wished there was some way of stopping his mum's partner. Eli's mum said, 'it was a family matter and not to tell anyone.' Eli's mum worried that if the police were involved that her partner would lose his job or break up the family.

Ask students:

1. What might be Eli's behaviours at school that would indicate there are problems at home?
2. What might these behaviours look like, sound like, and feel like? Students should use a Y chart to organise their thoughts.
3. Would Eli's behaviours online be different to in person? What might be some similarities and differences?

Understand

My people (Adapted from Help-seeking strategies ReachOut.com)

Explain to students that supporting others and having the support of others is one of the key elements in building respectful relationships. Building a network of support can assist us when we are going through tough times and encourage us to seek help when needed. Being part of a support network means it's important that we practise the skill of recognising when our friends are not okay.

Inform students that they are going to discuss some questions about Eli in a speed chat activity.

- Students form two circles, one inside the other.
- Position students facing each other, in pairs. One person indicates they are Person A: the other, Person B.
- Read out below about Eli.

> Eli's friends at school have noticed that he looks really tired lately. He's been really quiet, and says he "can't be bothered" when the guys try to get him to shoot hoops with them, like he used to love doing. He also doesn't reply to messages or contribute to group chats anymore.

- Person A asks questions 1, 3, 5, and 7.
- Person B asks questions 2, 4, 6, and 8.

Students are provided with the My people speed chat questions (see below) and ask their first partner question 1. Each pair has one minute to discuss their responses.

Student A moves one space to the left. Student B remains in the same place and their new partner reads out the next question, which Student B answers. This process is repeated until all the questions are answered.

My people speed chat questions

1. What indicators are there that Eli isn't okay? Include examples of what he may look/sound like online and in face-to-face contexts.

2. What barriers may Eli be facing with sharing his feelings?

3. What qualities and characteristics do people need in order to be part of a network of support?

4. What are the strengths of using text/online chat to ask if Eli is okay?

5. What are the weaknesses of using text/online chat to ask if Eli is okay?

6. What threats arise from using text/online chat as forms of communication to ask if Eli is okay?

7. Discuss a situation where you have asked a friend if they are okay. How did you ask?

8. What immediate support is available for you and a friend at school and online if you or they are not okay?

Distribute a copy of the My people support texts to each student.

Students write or record what they would reply to each of the messages ensuring they include supportive advice.

Formative assessment opportunity.
By collecting this work, students can demonstrate evidence towards outcomes PD4-2, devising a range of help-seeking strategies to respond to abuse of power in relationships.

Understand

Explain to students that it is very important to be aware of a range of help-seeking strategies that can be used to address the imbalance of power in relationships.

Direct students to the What's up at home? page of the What's ok at home? website.

Explain to students that this section of the website is aimed at providing information and support about family violence for young people aged between 10 – 13.

Inform students that they will be given time to explore each tab, listed below, on the left-hand side of the website.

- What's up at home?
- What should I do?
- Staying safe
- Talk to someone
- How to deal
- Where to find help
- Frequently asked questions
- True stories

Students must use the information on each page to complete the activities on the What's up at home? handout

Formative assessment opportunity.
By collecting this work, students can demonstrate evidence towards outcomes PD4-2, examining a source of help.

As a class, discuss the following.

- When should someone call triple 0?
- Is the website helpful to people your age?
- Is the information only relevant to dealing with family violence?
- How could the website be used to support someone in need of help?

4 Help-seeking strategies to respond to abuse of power

Act and apply

Students find a partner.

Explain that Eli's situation has deteriorated. Read the following to students:

> Eli knew there was going to be trouble when his mum's partner got home from the pub. His mum had made dinner already as it was getting late. Eli's mum's partner wasn't impressed with what was on offer, so he picked up the plate and smashed it on the ground. He was furious, screaming at Eli's mum, right up in her face. Suddenly, he picked up a knife that was sitting on the sink. Eli needed to act … quickly.

Inform students that they need to develop a detailed safety plan for Eli which includes what he should do:

- At the time of the incident? For example, call the police-triple zero 000, remove themselves from the situation with the assistance of a trusted adult such as a family member, teacher, sports coach, staying with a trusted family member or a friend, if they can't hide at the time, find a safe place in the house to hide.

- After the incident? For example, tell a trusted adult, seek information about external support services.

- In the future? For example, contact support services for alternative accommodation, attended counselling and support groups, connect in with friends and extended family/kinship groups.

Students form a group of three.

Instruct students as follows:

- one student imagines they are Eli, and the others are two of Eli's friends.

- students draft an online group chat that flows on from this original message from Eli.

> Bros. My mum's partner was pretty wasted when he got home from the pub last night. Had to call the cops because he had a knife at mum. Dunno what to do?

Explain to students that they must include supportive advice in their chat.

Ask each trio to swap with another trio to compare and give feedback on the advice given.

> It is important that teachers are prepared to use protective interrupting if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the Child Protection Policy: Responding to and reporting students at risk of harm. The Mandatory Reporter Guide (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the Child Protection website.

5 Getting help when you need it

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.

Learning goals

- Identify barriers preventing young people from seeking help (PD4-2)
- Identify techniques to persuade people to seek appropriate help in a range of situations (PD4-9)
- Create a communication strategy to ask for help (PD4-2)
- Assess a range of sources of help to determine appropriateness in different situations (PD4-2)

Success criteria

Students will:

- identify a range of reasons young people give for not seeking help
- practise statements that challenge reasons young people give for not seeking help
- practise a strategy to use when communicating the need for help
- review a range of sources of help to assess their appropriateness for a range of scenarios

Resources

- Sources of help handout
- Impact on health, safety, and wellbeing scenarios
- Time to act handout (formative assessment – collect from students)
- Give 3-feedback routine

Switch on

Introduce the learning goals and discuss them with the class.

Show the short clip Healthy relationships. (Source: Department of Premier and Cabinet Victoria 2017)

As a class, discuss the following.

- Why didn't Kiah didn't reach out for help?
- What signs told Jas Kiah needed her support?
- How did Jas reach out to Kiah?

Explain to students that they are going to explore reasons why young people don't reach out for help and how they can overcome these barriers.

5 Getting help when you need it

Understand

I don't want to ask for help

Explain to students that asking for help can be hard sometimes.

Students brainstorm the reasons they think young people may not ask for help.

Set up a continuum in the classroom from Strongly agree to Strongly disagree. Read out each of the examples from the Kids Helpline and ask students to stand along the continuum in response to how they feel about the statement.

1. They don't really believe that talking about it, counselling or therapy will help

2. They or other people see it as a sign of weakness

3. They don't like to rely on others and prefer to do things themselves

4. There is no one around that they feel able to talk to

5. They're not sure who they can trust and if they will keep what they say confidential

6. They've tried asking for help in the past, but it didn't go very well, and it put them off

7. It's hard to know when it's ok to cope by themselves or when they really need help

8. They justify their feelings or make excuses to themselves in order to avoid asking for help

9. It's too expensive or they don't have the right service in their neighbourhood

10. They've never done it before and feel scared or worried about what might happen

11. They're embarrassed or ashamed.

Ask students which of the above applied to Kiah in the clip? Suggested answer: Number 8 and 11.

Students find a partner. Randomly allocate one of the above statements to each pair. They must make up something someone could say that reflects the statement and a comeback to encourage the person to change their mind. For example, reason number 1. "I don't reckon the counsellor will have any idea about how I feel, she's an old lady!" "I think you should give her a chance, at least go and have one chat. She might have some good tips for you."

Each pair role-plays their statement and comes back to the rest of the class.

Explain to students that asking for help can bring up a lot of negative thoughts and feelings such as:

- a sense of failure
- a loss of independence
- feeling weak or inadequate
- fear that you aren't measuring up to expectations
- doubting your own ability
- feeling disappointed or bad about yourself.

Source: Kids Helpline

The best way to get good at asking for help is to start small and practice.

Overcoming barriers to help

Review the Ayla forced marriage case study from earlier in the unit.

> **Case study – Ayla**
>
> Ayla is a 17-year old high school student in Australia. Ayla's teacher notices that Ayla seems depressed and has taken a lot of time off school for overseas travel. Her teacher also observes that Ayla's family seem to be very strict and controlling. Ayla always has someone with her outside school hours and the teacher has heard from Ayla's classmates that she isn't allowed to go out with friends without a family member going with her.
>
> When the teacher asks Ayla if she is okay, Ayla says that her parents took her to visit relatives overseas. When they arrived, her parents told Ayla that she would only be able to go back to Australia if she agreed to marry her cousin, whom she had never met. With no passport or money, Ayla was forced to marry her cousin overseas so that she could return to Australia. Ayla's parents have also told her that, when she turns 18, she will have to sign migration papers for her cousin so that he can come to Australia to live with her.
>
> Ayla tells her teacher that she feels like a slave and never wanted to marry her cousin. Ayla says that she feels trapped and is scared about what might happen if she tries to leave. Ayla asks her teacher for help.

> Ayla's teacher contacts the Australian Federal Police (AFP) for help. Although Ayla does not want her parents or 'husband' to be prosecuted, the AFP is able to help her access support, including safe accommodation, financial support, legal advice, and counselling. As a result of this assistance, Ayla is able to work towards establishing the future she wants for herself.

Answer the following questions in groups of 3:

- What are some barriers to asking for help in Ayla's scenario? Suggested answers include: her family are the abusers of power and she risks losing them, she feels shame, her community might disown her if she goes against her family.

- How does Ayla access help? Suggested answers include: her teacher identifies an issue and contacts the AFP who offer her the support she needs.

- What can young people do if they do not have access to 3 trusted adults in their immediate circle or family? For example, access a friend's family, speak up at school with a counsellor, search the internet for online help services.

- Describe Ayla's physical and emotional response to accessing and receiving help.

Understand

What can I say? (Adapted from Resilience, Rights & Respectful Relationships: Level 7 – 8 DET Victoria 2018)

Explain that we often hope people will offer help when we need it. Sometimes we think people should just notice our needs or be mind-readers. Sometimes we give hints, and think this is the same as asking, but it is not. Also, people don't offer help sometimes

5 Getting help when you need it

because they are afraid of intruding. The next activity is about developing help seeking skills. These are skills for life. People need them in their relationships, at school, when they travel, and in their working lives.

Introduce the following three step help-seeking formula. It is an assertive way of asking for help. If the first step does not seem useful, it can be dropped, but the second two steps are essential. In some situations, it is the emotional level that is most important, but in other situations, where practical help is needed, it might not be as important.

Display the three-step help-seeking formula.

- Step 1: Explain how you feel
- Step 2: Name the problem
- Step 3: Make a request for help.

Students form groups of three.

Ask students to think back to Kiah and Jas. Show the clip Healthy relationships (Source: Department of Premier and Cabinet Victoria 2017) again if required.

Instruct students as below:

- Imagine you are Kiah in the scenario. Decide on the two people she will ask for help.
- Draft what she will say using the three-step help-seeking formula.
- Inform each group that they will need to role play their scripts to another trio where they will be critiqued as to how well they followed the three-step help-seeking formula.

Understand

Where can I get help?

Explain to students that it is important a person chooses the best type of help for the situation they are in. For example, if their safety is under immediate threat it is best to call 000.

Distribute a copy of the Sources of help handout.

Inform them that they will need to assess the questions below for each source listed:

- Is it easy to use or travel to?
- Can it help if I am in immediate danger?
- Do I feel OK using this source?
- Does it give me personal advice?
- Will I be taken seriously?
- Will I have to say who I am?
- Will what I say be kept confidential?
- How reliable is it?

Ask the class if they feel Kiah accessed the best source of help for her situation? What makes you say that?

Act and apply

Time to act

Distribute a copy of the Time to act handout.

> **Formative assessment opportunity.**
> By collecting this work, students can demonstrate evidence towards outcomes PD4-2, persuading people to seek appropriate help when needed, demonstrating a communication strategy to ask for help, suggesting a source of help.

Students select one of the five Impact on health, safety, and wellbeing scenarios.

Students will complete the activity for their scenario.

- Identify reasons why the character may not be seeking help.
- Suggest ways they could be encouraged to overcome these barriers.
- Imagine you are the character in the scenario. Decide on the two people they will ask for help. Why did you choose those people?
- Draft a script of what they will say using the three-step help-seeking formula.

- Next pretend you are a friend of the character and draft what you will say in response to them asking for help.
- Recommend the most appropriate sources of help and draft a timeline of actions for them. Be specific and include websites.

Students can swap their work with a partner and complete a Give 3-feedback routine, see below.

Positive

Record one positive sentence about your partner's piece of work.

Sentence stems include:

- I really like the way_____, because_____.
- I noticed that _____. I think this is effective because _____.
- _____ really highlights how you have met the success criteria
- Your choice of words in _____really made _____.

Further explanation

Record one sentence about a part of the work that needs further explaining.

Sentence stems include:

- This part confused me because _____
- Can you tell me why _____?
- What do you mean by _____?
- Tell me more about _____?
- Why is _____?
- _____was not clear to me because _____.

Improvement

Record one sentence about how your partner might improve their piece of work.

Sentence stems include:

- Moving forward I think this need _____.
- To make your work better, I would suggest _____.

Now share and discuss your feedback with your partner.

Finally apply the feedback you received to your work before submitting it to your teacher.

Ensure students submit their Time to act handout.

Evaluation

Use the following questions to complete an analysis of the teaching and learning in the unit of work. Sample questions to address include:

- Did all students demonstrate an understanding of the key concepts?

- What concepts within the unit will I need to revisit to ensure understanding?

- When will I/ can I revisit these concepts?

- Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?

- Which activities and tasks were most engaging and effective?

- Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?