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.
Stage 4 – Unit 1 – Relationships and wellbeing

Broad focus for an inquiry: Types of relationships, feelings, thought, emotions and positive communication

Generative questions

- How and why do relationships change over time?
- Why is it important to build and maintain strong relationships?
- How do relationships impact on wellbeing?

Understanding, skills and values

Students will understand that relationships with friends and family are dynamic and can impact on personal behaviour, decision-making, self-awareness, values, emotions, feelings and their social environment. Activities will examine different types of relationships and how behaviour choices can enhance positive relationships.

Tuning in

What is a relationship?

Post-it note activity

Students working in pairs, reflect on a range of relationships and record examples on post-it notes. The teacher displays post-it notes on the board and facilitates a discussion on different relationships and how and why they can change.

Concentric circles:

- Students form two circles, one inside the other, with students in pairs facing one another.
- Students on the inside circle will be themselves while students on the outside circle will be allocated a relationship role such as brother, aunty or teammate (see Appendix 1).
- Students reflect on the type of relationship represented and how it may change over time.
- Allocate new roles and rotate the outside circle to form new pairings and continue (alternate role allocation between inside and outside circles).

Teaching note: Prior to starting the activity, ask students to think about the dynamic of the relationships, how they can develop and change over time and how crisis and conflict can impact on these relationships.
Students create a personal journal or blog:
- The teacher sets a minimum and maximum word count, and asks students to date all entries.
- Each student provides their personal perspective on:
  - different types of relationships they have observed
  - similarities and differences between relationships
  - components of successful relationships
  - whether they think relationships are constantly changing and why
  - questions they may want to investigate through this unit.

Finding out

Exploring relationships
Students work in pairs to discuss one of the relationships from the previous activity and answer the following questions:
- How or why did this relationship develop? What is the basis of this relationship?
- What are the strengths and weaknesses of this relationship?
- How are the parties alike and how are they different?
- How can this relationship be strengthened?
- What feelings or emotions are involved in this relationship?

Conflict in relationships
The teacher facilitates discussion on conflict, what it is and how it can influence a relationship. Using the relationship examples from the previous activity, brainstorm with the class and answer the following:
- Describe a situation where these people may fall into conflict.
- What are some strategies they could use to resolve the conflict?
- What strategies did you choose and why?

Complete the Triangle, Square, Circle template (Appendix 2):
- Triangle – What three important points have you learned?
- Square – What is something that agreed (or squared) with your thinking?
- Circle – What is something still circling in your head?
Sorting out

Role of communication
Students work in small groups to design a questionnaire survey for teachers, parents and peers on the importance of communication in developing relationships and the strategies they use to maintain respectful relationships. Include questions to explore what people do to strengthen and repair relationships that have been damaged.

Students continue writing their personal journal or blog, reflecting on how a relationship can be strengthened through respect, trust and clear and honest communication.

Going further

Investigating strategies
Students work in pairs to write a newspaper article for students in Year 6 about how their relationships at home and school may change when they transition to high school. The content should include:

- a catchy title
- examples of changes and challenges they may face with family and friends
- feelings and emotions that may be part of the transition
- positive ways to communicate with family and friends
- how to seek further information at home, at school or beyond school.

Students continue making entries in their personal journal or blog throughout this unit with examples of positive relationship changes they have observed or experienced. They should include comments on the factors that influenced changes and how and why relationships are important.
Stage 4 – Unit 2 – Managing change in relationships

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?

Understanding, 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.

Stage 4 – Unit 3 – Seeking support

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?

Understanding, 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 beh
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.

Appendices
Appendix 1: Relationship examples for role play activities.

Appendix 2: Triangle Square Circle template.

Appendix 3: Description of activities: Edward de Bono’s Thinking Hats; Know, Want to know, What I’ve learnt chart; Think-Pair-Share.

Appendix 4: Seeking help.
### Appendix 1 – Relationship examples for role place activities

<table>
<thead>
<tr>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stepfather</td>
<td>Stepmother</td>
</tr>
<tr>
<td>Grandfather</td>
<td>Grandmother</td>
</tr>
<tr>
<td>Aunty</td>
<td>Uncle</td>
</tr>
<tr>
<td>Older brother</td>
<td>Older sister</td>
</tr>
<tr>
<td>Younger brother</td>
<td>Younger sister</td>
</tr>
<tr>
<td>Step brother</td>
<td>Step sister</td>
</tr>
<tr>
<td>Cousin</td>
<td>Favourite teacher</td>
</tr>
<tr>
<td>School principal</td>
<td>New teacher</td>
</tr>
<tr>
<td>Casual teacher</td>
<td>Tutor</td>
</tr>
<tr>
<td>School friend</td>
<td>Best friend</td>
</tr>
<tr>
<td>School friend’s parent</td>
<td>Next door neighbour</td>
</tr>
<tr>
<td>Online friend</td>
<td>Boss at work</td>
</tr>
<tr>
<td>Stranger</td>
<td>Team-mate</td>
</tr>
<tr>
<td>Old school friend</td>
<td>Weekend friend</td>
</tr>
<tr>
<td>Sports coach</td>
<td>Work friend</td>
</tr>
</tbody>
</table>
Appendix 2 – Triangle Square Circle Activity

What three important points have you learned?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What is something that squared or agreed with your thinking?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What is something that is still circling in your head?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Appendix 3 – Description of activities used in inquiry based units Stage 4

Edward de Bono’s Six Thinking Hats
Developed by Edward de Bono, this approach uses different coloured hats to engage students in different types of thinking.

Red hat: describe how they feel about something (feelings).

Yellow hat: consider the positives about something (strengths).

Black hat: identify potential problems or difficulties (weaknesses).

Green hat: speculate what is possible or where the concept can lead (new ideas).

White hat: access the facts about something (information).

Blue hat: consider what thinking is needed to understand or move forward (thought).

Know, Want to know, What I’ve Learnt Chart
This graphic organiser helps students to list what they know about a topic before, during and after a lesson or unit of work. Teachers may present students with a prepared handout or students can create their own chart with headings as shown below.

<table>
<thead>
<tr>
<th>Know</th>
<th>Want to know</th>
<th>What I’ve learnt</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you know about the topic?</td>
<td>What do you want to know about the topic?</td>
<td>What did you learn about the topic?</td>
</tr>
</tbody>
</table>
Think Pair Share
This strategy encourages students to share and discuss ideas around a particular topic, issue or problem. It can be used to gauge student understanding and encourage reciprocal peer learning.

Think – Students think individually about a topic (1-3 minutes).
Pair – Students discuss their thoughts with another student (2-5 minutes).
Share – Students share their ideas with the rest of the class.

Appendix 4 – Help seeking supports

Examples of websites
NSW Anti-bullying website: https://antibullying.nsw.gov.au
Office of the eSafety Commissioner: www.esafety.gov.au
Bullying. No Way!: www.bullyingnoway.gov.au
Kids Helpline: www.kidshelpline.com.au
Beyond Blue: www.beyondblue.org.au

Examples of telephone supports
Office of the eSafety Commissioner: 1800 880 176
Kids Helpline: 1800 55 1800
Beyond Blue: 1300 22 4636

Examples of support from other people
Year or stage advisor
Class teacher
Parent
Friend