Respectful Relationships

In this unit you will …

► describe the nature of human rights
► investigate different types of relationships
► explore communication in different contexts
► discuss the impact of power on relationships
► explore the impact of social media
► practise conflict resolution processes.
What are you curious to learn about in this unit?

Links
For a full list of relevant websites, navigate to the web destinations for NSW PDHPE via the Student Lounge at www.pearsonplaces.com.au.

Outcomes
Unit outcomes: PD4.1, PD4.3, PD4.9, PD4.10
For details on the outcomes for this unit, go to the NESA website: http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018

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iStockphoto
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# Unit glossary

Read the definition then write each word in a sentence to show its meaning.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>abuse</td>
<td>to use wrongly or improperly; misuse; to do wrong to; to speak insultingly to</td>
</tr>
<tr>
<td>bullying</td>
<td>behaviour that intimidates or demeans another especially by repeated threats to their body, career or social standing, or by harassment in person or on social media</td>
</tr>
<tr>
<td>communication</td>
<td>the imparting or interchange of thoughts, opinions or information by speech, writing or signs</td>
</tr>
<tr>
<td>compromise</td>
<td>a settlement of differences by mutual concessions; an adjustment of conflicting claims, principles etc. by yielding a part of each; arbitration</td>
</tr>
<tr>
<td>conflict resolution</td>
<td>a process of resolving a disagreement so that a relationship can move forward</td>
</tr>
<tr>
<td>domestic</td>
<td>in the home</td>
</tr>
<tr>
<td>empathy</td>
<td>entering into the feeling or spirit of another person or thing; showing understanding</td>
</tr>
<tr>
<td>ethical relationship</td>
<td>a connection where there is trust and respect for each other as human beings</td>
</tr>
<tr>
<td>negative relationship</td>
<td>unhealthy or damaging connection between people</td>
</tr>
<tr>
<td>negotiate</td>
<td>to arrange for or bring about by discussions and settlement of terms</td>
</tr>
<tr>
<td>positive relationship</td>
<td>healthy emotional connection between people</td>
</tr>
<tr>
<td>power</td>
<td>ability to do or act; capability of doing or effecting something</td>
</tr>
</tbody>
</table>
HUMAN RIGHTS

Human rights recognise the worth, dignity and capabilities of human beings and their responsibility for each other.

The following Commonwealth laws in Australia protect our human rights:

- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Privacy Act 1988

Some basic human rights as outlined by the Human Rights and Equal Opportunity Commission are highlighted below.

**Rights of people with a disability (physical and mental)**

People with a disability have a right to:

- respect and dignity
- assistance to enable them to become as self-reliant as possible
- education, training and work
- protection from discriminatory treatment.

**Civil and political rights**

All people have the right to:

- privacy
- marriage and family
- their own language, culture and religion
- protection of their right to life
- freedom from cruel and degrading treatment or punishment
- equal treatment with others under the law
- effective remedies if rights are violated.
Children’s rights

All children have the right to:
• respect and dignity
• assistance to enable them to become as self-reliant as possible
• education and training
• protection from discrimination.

Racial rights

People of all races and cultures have a right to:
• equal treatment with others
• equal access to public services and places
• freedom of thought
• public health care
• education and training.

Women’s rights

Women are entitled to equal access to:
• employment opportunities and benefits
• education
• public health care
• financial credit (e.g. government benefits, bank loans, mortgages).

Employment rights

It is unacceptable to exclude or give preference to someone on the basis of their:
• race
• gender
• religion
• age
• marital status.
Complete the following quiz. Compare your answers with a partner. Choose the five most important human rights. As a class, share your responses and collate the data.

How many times a day do you ...

- Drink water
- Eat food
- Express your thoughts
- Clean your teeth

How many times a week do you ...

- Go to school
- Sleep in your bedroom
- Participate in a community or sport event
- Do a leisure activity you enjoy

How many times a year do you ...

- Go on holiday
- See a doctor

When you are older, do you expect to ...

- Marry anyone you choose if you choose marriage
- Own a house or property
- Vote for who you choose in elections
- Have personal freedom

Document the most important human rights according to the class's responses.
ANALYSE Comprehension

Compare the infographic below to the answers you provided.

**Children’s Rights**

In Australia there are approximately 5.1 MILLION CHILDREN

- 1.4 million 13 - 17 years
- 2.2 million 10 - 12 years
- 1.5 million 4 years or under

**PERCENTAGE OF CHILDREN (0-14 YRS) IN 2006**

- Aboriginal and Torres Strait Islander population: 38% children
- Non-Indigenous population: 19% children

In 2012, Aboriginal and Torres Strait Islander children were 10x MORE LIKELY to be in out-of-home care compared to non-Indigenous children.

**IN 2011-2012, 1 IN 3 PEOPLE WHO ACCESSED ASSISTED HOMELESSNESS SERVICES WERE 18 AND UNDER**

- 19% were under 18
- 13% were under 10

In 2007, the prevalence of mental disorders among 10-21 year olds was 26%

**2000 RESEARCH INDICATES**

- 19% of cases of the children under 14 yrs were hospitalised as a result of assault. The perpetrator was a parent, carer or other family member.

In 2010 - 2011

- 1 in 14 Australian children aged 0 - 14 yrs had some form of disability

- Around 6,700 children under 14 yrs were the reported victims of sexual assault. Three quarters of them were girls.

**OF STUDENTS ARE Affected by Bullying at SCHOOL, 7% REPORTED Cyberbullying.**

1. What similarities and differences do you see in your responses compared to the data provided?

   **Similarities**

   **Differences**

2. Write two things that concern you most about the information in the infographic.
   
   •
   
   •

3. Why do you think it is important to protect people’s rights?

4. What happens when someone’s rights are not respected?

5. Aside from your own human rights, whose rights do you care about?
How do relationships meet our human needs?

Some essential human needs are met through the relationships in our lives. For example, your best friend might allow you the freedom to speak your mind and your parents might be the ones who provide you with a home and most of your food. Deprivation of these needs can lead to poor physical health, anxiety, fear or pain.

**ANALYSE**

**Survey**

Using the table below survey four class members to find out which relationships meet the following needs for them.

<table>
<thead>
<tr>
<th>Who takes you to the doctor?</th>
<th>Person 1</th>
<th>Person 2</th>
<th>Person 3</th>
<th>Person 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who buys your clothes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who listens to you most?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who do you hang out with most?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who teaches you new things?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who guides your values and beliefs?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analyse your data and identify which relationship is the most common one that meets your classmates’ needs and explain why.
What is a relationship?

Any connection or association we have with other people is called a relationship. Our relationships are an important part of being human—they teach us about ourselves, and the world around us, and fulfill our fundamental need to share with others.

There are many different types of relationships in a person’s life. Each relationship you have is different. The term relationship is used in different ways. Some may be close and loving, while others may be more casual, like the relationship you have with the bus driver.

We can classify each of our relationships into the following categories:

- acquaintance
- classmate
- stranger
- intimate partner
- friends
- domestic (family).

**ANALYSE**

Matching definitions

Match the relationship type with its example.

<table>
<thead>
<tr>
<th>Relationship Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquaintance</td>
<td>Someone I met through a friend for the first time</td>
</tr>
<tr>
<td>Classmate</td>
<td>A boyfriend or girlfriend</td>
</tr>
<tr>
<td>Stranger</td>
<td>A member of my family</td>
</tr>
<tr>
<td>Intimate partner</td>
<td>Someone I hang out with at school who has similar interests as me</td>
</tr>
<tr>
<td>Friend</td>
<td>A person who works in a shop near school</td>
</tr>
<tr>
<td>Domestic</td>
<td>A person I sit next to sometimes but do not really hang out with socially</td>
</tr>
</tbody>
</table>

Which of these relationships would be the most common and which would be the least common? Explain your answer.
Consider the different types of relationships you currently have in your life. What are the benefits you gain from these relationships? Why are these relationships important to you?

<table>
<thead>
<tr>
<th>Relationship types</th>
<th>Benefit</th>
<th>Why is it important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquaintance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classmate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stranger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intimate partner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic (family)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ethical relationships

An ethical relationship is one where there is trust and respect for each other as human beings. It is where both parties wish to protect each other and there is a moral underlying of good in the actions within the relationship.

CASE STUDY

Read the case studies and answer the questions.

**Example 1** Claude has arrived at a new school. He has been buddied up with Sean who is in all the same classes. Sean makes sure that Claude gets to every class on time and, at recess and lunch, introduces Claude to his friends and some other class mates who he thinks have similar interests to Claude.

1. What type of relationship is shown in the case study?

2. Do you think this relationship is ethical or non-ethical? Give examples to support your response.

3. How might this interaction affect Claude's physical, emotional and social health?

**Example 2** Shauna has just started working at a new job. She is the only girl on site and has been told that there is no female toilet. She can either use one of the male toilets on site, not specifically designated to females, or she can head up to the local shops in her lunch break where there is a public toilet available.

1. What type of relationship is shown in the case study?

2. Do you think this relationship is ethical or non-ethical? Give examples to support your response.

3. How might this interaction affect Shauna's physical, emotional and social health?
Relationship rights and responsibilities

Stand up in the centre of the room. Your teacher will direct one side of the room as a YES zone and one side of the room as a NO zone. When you are given a statement by your teacher move to the zone that you feel most represents your view on the statement. Yes to support the statement, No to disagree with the statement. The following are examples of statement types.

- I have the right to be in a healthy relationship.
- It is not my responsibility to know my romantic partner’s limits, values, feelings and privacy.
- I have the right to exert power or control in relationships.
- I have the right to make my own decisions.
- I take action when other people’s rights are ignored.

Share the reasons for your choices throughout the activity.

Attitudes towards relationships

Different people view relationships differently. This can be affected by their religion, culture, personal experience or their upbringing.

As a class, identify and discuss the different messages about relationship issues conveyed by each of the influences in the table.

<table>
<thead>
<tr>
<th>Influence</th>
<th>Dating</th>
<th>Marriage</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why might messages vary on the same topic? Choose one and expand on your opinion below.
COMMUNICATION

Developing healthy and positive relationships involves a range of skills. Maintaining equal and respectful relationships requires us to consider many different factors. Good communication can enhance a relationship.

Communication is a skill and can be improved through practice. Communication skills involve more than just talking and listening. Good communication includes:

- active listening
- showing empathy
- negotiating
- resolving conflict
- being assertive

In order to be effective communicators, we must develop both our speaking and active listening skills.

<table>
<thead>
<tr>
<th>When speaking to someone …</th>
<th>When active listening …</th>
</tr>
</thead>
<tbody>
<tr>
<td>maintain eye contact with them</td>
<td>maintain eye contact with the speaker</td>
</tr>
<tr>
<td>match non-verbal behaviour to the tone of your message</td>
<td>look interested in what they are saying</td>
</tr>
<tr>
<td>question if your message has been understood</td>
<td>ask questions if we do not understand</td>
</tr>
<tr>
<td>use language that is to the point—do not confuse people with jargon</td>
<td>clarify the information being given by repeating it in your own words</td>
</tr>
</tbody>
</table>

In groups of three, practise effective communication skills. Two people will hold a conversation, one being the ‘listener’, the other being the ‘speaker’. The third group member, the ‘observer’, will watch the conversation, and check which communication skills are utilised. Once the observer has given feedback, swap roles until all group members have had a chance to play each role.

<table>
<thead>
<tr>
<th>Shown</th>
<th>Not shown</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains eye contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looks interested in what the speaker is saying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask questions to clarify</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focuses attention completely on the speaker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeats information in own words to ensure understanding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Communication in context

Communication styles will vary depending on the situation. This is because you have different types of relationships that require different communication skills. You might notice that the way you speak to your schoolmates is different to the way you would speak to your family and this might be different again to the way you speak to a teacher.

Your teacher is going to pair you with someone you do not normally sit with in class for this next activity. Sit with your partner and brainstorm the different types of relationships and how communication may look in each context. Write your ideas in the spaces provided. As a class discuss the answers by comparing and contrasting everyone's responses.
Barriers to effective communication

**EVALUATE**

**Reflection**

There are many barriers to effective communication. Can you add any others to the brick wall?

<table>
<thead>
<tr>
<th>Distance</th>
<th>Noise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language barrier</td>
<td></td>
</tr>
<tr>
<td>Assumptions</td>
<td></td>
</tr>
</tbody>
</table>

Which do you think is the greatest barrier to effective communication and why?

**Positive communication techniques**

When we communicate with others in a positive way the results are usually much more effective. Both parties will actively work together because they feel respected and valued, not dictated to.

‘Pick up that rubbish!’ is an example of one-way communication.

‘What do you suggest we do about all this mess?’ is an example of two-way communication.

In your own words, explain the difference between one- and two-way communication from the examples above.

**CREATE**

**Role-play**

Watch the video as a class. Discuss the communication shown in the clip. In a small group re-script the scene as necessary for the communication to be more effective for all parties. Perform your re-scripted scene to the class.

**Planning space**
Communication in the 21st century

The way that we communicate has changed remarkably over the past couple of decades. It’s not unusual now to have multiple devices, and your smartphone can almost do everything.

These new channels for communicating mean that today, we can communicate without even having to pick up a phone and talk to someone.

We can pay our bills and do our shopping online, make a video call, send pictures of ourselves to someone we have never met, and chat to strangers who we perhaps will never meet.

While all this technology can make our lives much easier, these channels of communication can create stress and challenges for people.

**ANALYSE**

**Discussion**

1. **Think**: about the ways you use technology
2. **Pair**: In a pair complete the table below
3. **Share**: Find a new partner to share your thoughts

<table>
<thead>
<tr>
<th>Type of communication</th>
<th>Positive aspects</th>
<th>Negative aspects</th>
<th>My rights</th>
<th>My responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text message</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facebook</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snapchat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twitter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instagram</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EVALUATE Reflection

How has your use of technology changed over the last five years? Explain why it has changed.

EVALUATE Top tips

As a class create ten tips on how to communicate effectively in the twenty-first century. Order them from most to least important, sharing your reasons for this.

Top ten tips

SAMPLE
THE IMPACT OF POWER

Power is the ability to do or make something happen. All relationships involve power. Power dynamics are important within any relationship. At times someone may have more power than the other but overall this should shift between parties so that each party feels respected and cared about. This type of relationship has a power balance that creates a positive relationship.

Types of power in relationships include:

Personal power
Personal power is the degree of control an individual has over his or her own decisions. This could be described as the freedom to make and follow through with your own decisions. An example of this power is being able to choose what to wear to a party or choosing the activities you want to participate in at weekends.

Social power
Social power is expressed in the way different people relate to each other as friends. Examples of this could be being in a sporting club or being part of a particular ‘group’ of kids at school. Sometimes this power may be influenced by financial status, education, race, age or gender. For example, a group of people excluding an individual who they perceive as different is a display of this power.

Physical power
This is exerting force onto a person. This type of power can be helpful when a person is sick or injured and needs physical care. Often this type of power is used in a negative way, for example a child kicking another child in a playground or a spouse hitting their partner.
Emotional power
This is where a person uses the power of language to make a person feel good or bad. Making someone feel good by complimenting his or her new hairdo would be a way of using language in a positive way. Putting a person down by name-calling (e.g. loser, four eyes) is an abuse of language power in order to make them feel bad about themselves.

Financial power
At the moment you are probably not old enough to have a part-time job so you do not have your own money. This means you depend on your family to support you by giving you money (e.g. pocket money or money for birthdays). If the person you are dependent on for money does not allow you to have your basic human rights met (e.g. money for food, clothes, housing) then that is classified as financial abuse.

Institutional power
Sometimes called structural power, this type of power can be seen in schools or workplaces, politics and sport. Some people have authority (power) over others due to their position of responsibility in that environment. Often we accept and trust that those who are in charge will make decisions that are best for us and not abuse their power.
For each example, write the type of power being used and identify if it is a positive or negative use of power.

<table>
<thead>
<tr>
<th>Example</th>
<th>Type of power</th>
<th>Positive or negative use?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A teacher presenting an award to a student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A player making fun of another team mate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A father refusing pocket money until chores are done</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A referee sending a player off for misconduct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choosing to share your opinions with your parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police arresting a shoplifter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A truck driver intimidating a learner driver by driving closely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Year 12 student helping a Year 8 student with homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A father telling his son he ‘throws like a girl’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Prime Minister representing Australia at an international conference</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Choose one type of power and complete the statements below.

Power type

When I think of this power being used in a positive way, I think of .......................................................... .......................................................... .......................................................... ..........................................................

When I think of this power being abused, I think of .......................................................... .......................................................... .......................................................... ..........................................................

Create a simile using ‘like’ or ‘as’ to explain what this power looks like for you.

In my life this power looks like .......................................................... .......................................................... .......................................................... ..........................................................
What influences power?

EVALUATE
Reflection

As a class discuss the following questions.

- How have you used power in a positive way? Why did you choose this way?
- How have you used power in a negative way? Why did you choose this way?

ANALYSE
Your voice

Think about how the following might influence power in a relationship.

<table>
<thead>
<tr>
<th>leadership title</th>
<th>gender</th>
<th>past experiences</th>
<th>race</th>
<th>mental health</th>
<th>fame</th>
<th>religion</th>
</tr>
</thead>
</table>

Many factors can lead to people having power.

For each scenario below identify a factor that allowed that person to have power. There may be more than one appropriate answer.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Possible factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trevor often made the final decision at work as he was the boss.</td>
<td></td>
</tr>
<tr>
<td>The teacher often called on Lucy to demonstrate in school dance class because she was studying a high level of ballet outside of school.</td>
<td></td>
</tr>
<tr>
<td>Karl is baptised so he can go to communion during school mass.</td>
<td></td>
</tr>
<tr>
<td>Leo has just moved to a new school and he is finding it hard to make friends because he suffers from social anxiety.</td>
<td></td>
</tr>
<tr>
<td>The hottest new film star gets fussed over everywhere she goes.</td>
<td></td>
</tr>
</tbody>
</table>
In the space provided create a picture (or names) collage of powerful people (past and present) who exert their power in positive and negative ways.

<table>
<thead>
<tr>
<th>Demonstrates positive power</th>
<th>Demonstrates negative power</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Positive relationship qualities

Positive relationships are easy to identify. They are the ones that make us feel good about ourselves and which lead to positive and constructive social behaviours.

**EVALUATE**

**Discussion**

What are some of the qualities of positive relationships? In pairs, brainstorm what you believe are the qualities of a positive relationship. Decide on the importance of each quality and rank them in order from most to least important. Share your ideas with the class.
As a class, you have collated a list of qualities that describe positive relationships. Your task is to think of four qualities that you personally bring to a positive relationship. Use these four qualities to design your own mandala.

On completion, share your personal mandala with a partner, small group or the class, explaining why these four qualities are important to you.

**LANGUAGE TIP**

A mandala is a circular geometric design containing symbols that represent a person’s ideas. The significance of the objects within a mandala is conveyed by their shape, size and colour.
Negative relationships

A negative relationship is one where the balance of power is uneven. In this type of relationship one person is exerting power over the other in a way that may hurt them emotionally, physically, socially, financially or spiritually.

Types of negative relationships include:

- abuse
- harassment
- bullying
- racism
- discrimination
- neglect
- homophobia.

Walk around the class discussing with as many students as possible what negative relationships look and feel like. You may choose to share relevant experiences or examples that you know of.

Student findings
On the outlines below, group the qualities of a negative relationship.
Inside the brain outline, write negative thoughts and words.
Inside the heart outline, write negative feelings.
Inside the hand outline, write negative actions.
Devide your own case study that depicts a positive or negative relationship. Include the following types of description in your case study:

- different types of relationship
- power within the relationships shown
- factors that influenced the power of different people
- types of communication in different relationships
- rights and responsibilities within the relationships.

My case study

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Relationship abuse can happen to anyone regardless of their:

| Race    | Gender | Age     | Sexual orientation | Level of education | Religion |

There are three main types of abuse: physical, emotional and social abuse. In pairs, brainstorm what types of behaviours might come under each of these headings.

**LANGUAGE TIP**

Relationship abuse is a pattern of controlling behavior over another person, usually a child or spouse.
As a class unpack the statistics outlined in the infographic.

**SINCE AGE 15:**

<table>
<thead>
<tr>
<th>Have experienced physical and/or sexual violence by a current or previous partner</th>
<th>Have experienced emotional abuse by a current or previous partner</th>
<th>Have been sexually assaulted and/or threatened</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 in 6 women</td>
<td>1 in 4 women</td>
<td>1 in 5 women</td>
</tr>
<tr>
<td>1 in 16 men</td>
<td>1 in 6 men</td>
<td>1 in 20 men</td>
</tr>
</tbody>
</table>

Some groups of people are at greater risk of family, domestic and sexual violence.

<table>
<thead>
<tr>
<th>Indigenous women</th>
<th>young women</th>
<th>pregnant women</th>
</tr>
</thead>
<tbody>
<tr>
<td>women separating from their partners</td>
<td>women with disability</td>
<td>women and men who experienced abuse or witnessed domestic violence as children (before the age of 15)</td>
</tr>
</tbody>
</table>

Compare the statistics of women to men. What do the numbers tell you?

Which type of abuse are men most likely to suffer?

What makes women with a disability more vulnerable than able-bodied women?

What factors might lead to Indigenous women having a greater risk of abuse than non-Indigenous women?

Predict how one of these graphics may change in the next five years. Explain why this may happen.
Responding to a negative relationship

If you, or someone you know, is in a negative relationship where harm is being caused socially, emotionally, physically or spiritually, there are ways that you can help.

- Be a good listener.
- Talk to an adult about your concerns.
- Ask a trusted person to stay with you when you think bad things might happen.
- Remove yourself from the situation and stay with a friend.
- Contact the police if needed.
- Contact an external agency online.

**ANALYSE**

Vote with your feet

Your teacher will put pieces of paper numbered 1 to 4 around the room. They will then read a scenario and ask you to choose what you would do to seek help in this situation. Move to the number that matches the choice you think you would make in that situation and explain your choice to the class.

**Scenario 1**

You have noticed some bruises on your friend’s arms lately and today they came to school with a black eye. What do you do?

1. Talk to your friend, tell them what you have noticed and ask them if they need help.
2. Talk to an adult you trust to get advice.
3. Go to the police.
4. Jump on social media and start tagging your friend in everything to do with abuse.

**Scenario 2**

You have noticed a kid who walks to school the same way as you do. His clothes are always dirty and he looks quite skinny. What do you do?

1. Say hello and start talking to him.
2. Bring an extra piece of fruit and offer it to him on the walk to school.
3. Talk to someone at school about it, maybe a counsellor or the person in charge of wellbeing.
4. Start a campaign to have breakfast at school and a free clothes swap where people can bring their old uniforms.
Scenario 3:
In Science, your teacher continually refers to the female students as ‘Girly’. You have personally reminded them a few times politely of your name, but he still answers with things like ‘okay Girly I’m coming to you next’ when you put your hand up in class. Occasionally, you have overheard him make comments like ‘no that’s dumb’ when a female student is seeking advice on their work. What do you do?

1 Yell at the teacher the next time he says ‘Girly’.
2 Talk to a trusted adult and ask for advice.
3 Write an email to the Principal outlining the issue.
4 Walk out of class.

Scenario 4
Your friend Miriam has a new boyfriend. She is 15 years old and he is 21 years old. She says he does not like her ‘kid’ friends, so now she is hanging out with your group less. What do you do?

1 Tell Miriam he is emotionally abusing her by making her feel bad about her friends.
2 Talk to a trusted adult about your concerns.
3 Call the police, it is illegal as she is only 15 years old.
4 Ask her boyfriend why he doesn’t like you.

Scenario 5
When I’m walking between classes there is a group of older kids who shove me against my locker. They don’t say anything they just laugh. It’s always the same kids. I’m starting to get scared to walk to my locker. Yesterday I started crying when I heard the lunch bell because I was scared. What do you do?

1 Go to your locker during class instead.
2 Next time they do it push them back.
3 Ask your friends to walk in a group with you to your locker.
4 Seek help from a teacher or staff member like the school psychologist.
IMPACTS OF SOCIAL MEDIA

Social media is the use of websites and applications to create and share information and communicate thoughts and feelings through a virtual network.

Look at the infographic below.

What factors might influence these statistics?

Rank your use of the most active social media platforms, from 1 being the social media you access the most to 12 being the social media you access the least.

<table>
<thead>
<tr>
<th>Social media platform</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td></td>
</tr>
<tr>
<td>YouTube</td>
<td></td>
</tr>
<tr>
<td>FB Messenger</td>
<td></td>
</tr>
<tr>
<td>Instagram</td>
<td></td>
</tr>
<tr>
<td>WhatsApp</td>
<td></td>
</tr>
<tr>
<td>Snapchat</td>
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<tr>
<td>Skype</td>
<td></td>
</tr>
<tr>
<td>Twitter</td>
<td></td>
</tr>
<tr>
<td>Pinterest</td>
<td></td>
</tr>
<tr>
<td>Google+</td>
<td></td>
</tr>
<tr>
<td>LinkedIn</td>
<td></td>
</tr>
<tr>
<td>Reddit</td>
<td></td>
</tr>
</tbody>
</table>
With a partner discuss the following questions and record your thoughts.

Why do teenagers use social media?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What are the positive aspects of social media?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What are the negative aspects of social media?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

In your opinion, does social media enhance a teenager’s social wellbeing? Provide a reason for your opinion.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What advice would you give to parents who are worried about their children’s social media use?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Social media and the law

In Australia the minimum legal age to join social media sites such as Facebook, Snapchat, Twitter and Instagram is 13.

CASE STUDY

Xanthe opened her first social media account when she turned 11 years old. She mainly wanted to stay connected with people she met through sport. Her friends were starting to create accounts on Snapchat and Instagram. Xanthe went to her mum to chat about creating an account. They talked about the dangers of social media and set ground rules before opening the account. Those rules include her mum checking who is following her, blocking inappropriate followers and taking down photos that her mum does not like. Xanthe made one private account for her friends and family and one public account to showcase her netball skills. Xanthe loves her social media and is really happy that her mum supports her.

1. When did you become aware of social media?

2. Have you joined any social media sites? Why/why not?

3. What discussions have you had with your parents about the use of social media?

4. Do you have rules around your social media use? What are they? Are they fair? Do you abide by them?

5. If your parents did not like a photo you put on social media, would you take it down? Why/why not?

6. How do you (or how would you) manage your social media privacy?

7. In what ways can you identify if another account is ‘appropriate’?
EVALUATE

Debate

A carousel debate is completed in two circles, one inside the other. The person on the inside circle faces the person on the outside circle and conducts the debate. The inside circle then rotates so that everyone has a new partner. Continue the debate for two minutes each. Your teacher will instruct when a new debate topic will begin.

- 13 is an appropriate age for social media.
- Parents should monitor their child’s social media use.
- Social media is a part of everyday life.

Social media etiquette

EVALUATE

Reflection

Consider the rules of social media etiquette shown below. Outline why each rule is important and how you follow/would follow this online.

<table>
<thead>
<tr>
<th>Etiquette</th>
<th>Why is it important?</th>
<th>How do you follow this rule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not post to self-promote.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do not post for sympathy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post things you are not going to regret as an adult.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor who is following you.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do not post things that compromise your values and beliefs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do not post photos of others without consent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do not give out personal information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use a positive tone.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Act in a way that is inclusive and respectful of others’ beliefs and values.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic devices should never take the place of real connections.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Social media and your health

Watch the video demonstrating communication by accessing the relevant link in the Student Lounge for Personal Development, Health and Physical Education at www.pearsonplaces.com.au and answer the following questions.

1. How many different social media accounts do you have?

2. How often have you interacted with social media today?

3. What does your digital identity look like?

4. Do you filter the real you online? Why/why not?

5. In what ways have you noticed others filtering their reality on social media?

6. How does it feel when people like your posts?

7. How does it feel when your post isn't liked or viewed?

8. How does social media affect your body image?

9. Have you ever asked friends or family to like your posts, or purposely shown or tagged a post so that someone will see it and like it?
10 What is your morning routine? In what ways could it be improved to support your mental health?

11 Choose love over likes! In what ways do you (or could you) show others in your life that they mean more to you than social media?

EVALUATE

Oral presentation

Take 10 minutes to plan a short response to the quote ‘the best things in life are real and come without a filter’. Stand in a circle with your classmates and take it in turns to share all or part of your response.

Planning space
Docs warn about Facebook use and teen depression

ADD ‘FACEBOOK DEPRESSION’
TO potential harms linked with social media, an influential doctors’ group warns, referring to a condition it says may affect troubled teens who obsess over the online site.

Researchers disagree on whether it’s simply an extension of depression some kids feel in other circumstances, or a distinct condition linked with using the online site.

But there are unique aspects of Facebook that can make it a particularly tough social landscape to navigate for kids already dealing with poor self-esteem, said Dr. Gwenn O’Keeffe, a Boston-area pediatrician and lead author of new American Academy of Pediatrics social media guidelines.

With in-your-face friends’ tallies, status updates and photos of happy-looking people having great times, Facebook pages can make some kids feel even worse if they think they don’t measure up.

It can be more painful than sitting alone in a crowded school cafeteria or other real-life encounters that can make kids feel down, O’Keeffe said, because Facebook provides a skewed view of what’s really going on. Online, there’s no way to see facial expressions or read body language that provide context ...

Abby Abolt, 16, a Chicago high school sophomore and frequent Facebook user, says the site has never made her feel depressed, but that she can understand how it might affect some kids.

‘If you really didn’t have that many friends and weren’t really doing much with your life, and saw other peoples’ status updates and pictures and what they were doing with friends, I could see how that would make them upset,’ she said.

‘It’s like a big popularity contest—who can get the most friend requests or get the most pictures tagged,’ she said.

Also, it’s common among some teens to post snotty or judgmental messages on the Facebook walls of people they don’t like, said Gaby Navarro, 18, a senior from Grayslake, Illinois. It’s happened to her friends, and she said she could imagine how that could make some teens feel depressed.

‘Parents should definitely know about these practices,’ Navarro said. ‘It’s good to raise awareness about it.’

The academy guidelines note that online harassment ‘can cause profound psychosocial outcomes,’ including suicide.

The widely publicised suicide of a 15-year-old Massachusetts girl last year occurred after she’d been bullied and harassed, in person and on Facebook.

‘Facebook is where all the teens are hanging out now. It’s their corner store,’ O’Keeffe said.

She said the benefits of kids using social media sites like Facebook shouldn’t be overlooked, however, such as connecting with friends and family, sharing pictures and exchanging ideas.

‘A lot of what’s happening is actually very healthy, but it can go too far,’ she said.
1 According to the article, what causes Facebook depression?

2 The article states that Facebook shows a ‘skewed view of what’s really going on’. Explain what is meant by that statement. Do you agree or disagree with this statement and why?

3 Which benefits of social media are mentioned in the article? Which of these benefits have you experienced through social media?

4 Create five useful tips for parents to ensure their teenager's Facebook experiences are positive ones.

5 Imagine your friend is suffering from the negative impacts of social media. Who could they contact for help and support?
With a partner or small group, discuss the impact social media has on the different aspects of a person’s health and wellbeing and identify which type of impact is more common. Write your responses in one colour below. In a different colour, draw lines between any ideas that you notice link to each other or are interrelated.

<table>
<thead>
<tr>
<th>Physical</th>
<th>Emotional</th>
<th>Social</th>
<th>Spiritual</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>
As a class devise a series of guidelines to assist teenagers to balance social media in their lives. Create a poster to present the guidelines to other teenagers in your school.

Guidelines
Cyberbullying

The internet provides a convenient way to talk to friends and perhaps make new friends in chat rooms or through online gaming. Unfortunately, some people use this form of communication to tease and harass others.

The term *cyberbullying* is used to describe when someone is cruel to others online. It is communication deliberately intended to hurt or intimidate another person.

With our lives being more dependent on apps and social media platforms, the access to each other is constant. When the contact is consistently negative this can make the receiver feel embarrassed, upset, angry or afraid.

**EXCLUSION**

This can be intentionally and cruelly excluding someone from an online group. For example, a group of girls at school decide to join a chat room so they can talk at night. Leah has a fight with one of the girls in the group. She finds out that night that she has been ‘blocked’ from the online friendship links of her group.

**IMPERSOATION**

This can be pretending to be someone else and sending or posting material to get that person in trouble, or to damage that person’s reputation or friendships. For example, Nicki logged on to Sandi’s account and sent abusive emails to Sandi’s boyfriend, in the hope that they would split up.
Respectful Relationships

TROLLING
This is purposefully posting topics or comments that cause distress to others. For example, it may be posting an offensive meme about an important and sensitive subject like religion, race, human rights, animal rights. The primary purpose is to cause conflict and debate.

HARASSMENT
This is repeatedly sending nasty, mean and insulting messages. For example, Caleb asks Natasha out at school. When she says she does not want to go out with him, he sends 10 abusive messages to Natasha’s email address that night, accusing her of being a tease.

DENIGATION
This is sending or posting gossip, photos or rumours online about a person to damage reputations or friendships. For example, some girls created a ‘We hate Sabrina’ website where they posted jokes, cartoons, gossip and rumours.

FLAMING
Flaming can be online fights using electronic messages with angry or inappropriate language. For example, Jack and Vlad disagree about the rankings in a posting of the top 100 bands ever and begin to trade insults online.

CYBERSTALKING
This is repeated, intense harassment and denigration that includes threats or creates a significant fear. For example, when Kayla broke up with Stefano, he sent her lots of aggressive emails, spread rumours about her to online friends and posted an embarrassing photo of her with an online discussion group. He also gave out her email address and mobile phone number and encouraged online participants to contact her.

TRICKERY
This is talking someone into revealing secrets or embarrassing information, then sharing it online. For example, Troy sent a message to Mitchell pretending to be his friend and asking lots of personal questions. Mitchell confided in Troy that he was feeling depressed and Troy then forwarded this information onto others with the email title ‘What a Loser’.
The teacher will place eight pieces of paper around the room each with one form of cyberbullying written on each of them.

- Harassment
- Flaming
- Impersonation
- Trickery
- Trolling
- Exclusion
- Cyberstalking
- Denigration.

You are to go to each paper and give an example of that type of cyberbullying.

As a class, discuss the types of cyberbullying you think are most common.

Record the top five responses below.

1
2
3
4
5
Cyberbullying in Australia

In Australian schools, a study commissioned by the federal government in 2015 found that one student in every four has been bullied either online and offline. Cyberbullying is more likely to cause social problems, anxiety and depression than face-to-face bullying. The most common medium for cyberbullying is text messaging, but social networks such as Snapchat, Instagram, Facebook and email are also used.

CASE STUDY
Read the following scenario, then answer the questions below.

Casey is in Year 8 at school, and has been receiving threatening and abusive instant messages and text messages from an unknown person over the past three months. She doesn’t want to read the messages, but worries about what is being said about her and always ends up reading them. Casey is very angry about what is going on and tells her good friend Kim each time she gets a message. There does not seem to be any sign of this cyberbully wanting to leave her alone, and each message is getting more and more aggressive. Casey is now afraid to leave the house.

1 What may be going on in Casey’s mind as she thinks about whether to tell her parents about the threatening communication?

2 You are Kim, Casey’s good friend. What are some things you can do to help Casey?

3 Choose an online support resource available to Casey. What assistance do they provide?
Strategies to combat cyberbullying

Cyberbullies are motivated by the need to have power over their victim. They believe that online they can be anonymous and not get caught. They hide behind an online username and may feel untouchable because they can carry out their attacks from the safety of their bedroom or mobile phone. Often, the online bully is someone known to the victim in real life.

You can protect yourself from cyberbullying by:

• abiding by online etiquette
• staying in forums that are safe and supportive
• not responding to negative comments or trolls
• maintaining a balanced and active lifestyle where you have time to unplug
• keeping screenshots of negative behaviours and reporting them to the service provider
• telling a trusted adult and seeking help from the police if necessary.

You can support others who are being bullied in a number of ways.

• Talk to them and let them know you value them.
• Include them in a social situation away from the online world.
• Stick up for them online if it is safe to do so.
• Seek help from a trusted adult.
In the T-chart below, list the reasons why cyberbullying is so appealing to bullies in the ‘Why do they do it?’ column. Next, consider what you would do if you were experiencing cyberbullying in the ‘What can you do to deal with cyberbullying?’ column. Share your answers with the person next to you, then discuss as a class.

<table>
<thead>
<tr>
<th>Why do they do it?</th>
<th>What can you do to deal with cyberbullying?</th>
</tr>
</thead>
</table>
ASSESSMENT FOR LEARNING ACTIVITY

Select one of the following mediums to show the impact of relationships:

- Art: create a painting/ cartoon series/ poster.
- Research: conduct a survey/ collect and analyse data
- Write: a poem/ story

When completing the task in your chosen medium, ensure that you demonstrate a good understanding of the issues surrounding different relationships by considering:

- types of relationships and issues that impact different relationships
- types of communication
- relationship skills and qualities
- strategies to enhance positive relationships
- where to get help.

Due Date: ..............................................................................................................

<table>
<thead>
<tr>
<th>Marking criteria</th>
<th>A student…</th>
</tr>
</thead>
</table>
| **Advanced**     | • Shows extensive knowledge and understanding of relationships and issues that impact them through the medium chosen  
                    • Integrates outstanding strategies to enhance positive relationships  
                    • Executes an excellent quality presentation with sophisticated fluency of unit related language |
| **Accomplished** | • Correctly identifies most of the issues that impact relationships through the medium chosen  
                    • Integrates clear strategies to enhance positive relationships  
                    • Executes a high quality presentation with a high level of fluency of unit related language |
| **Developing**   | • Identifies some of the issues that impact relationships through the medium chosen  
                    • Integrates some strategies to enhance positive relationships  
                    • Provides a good quality presentation with a standard level of fluency of unit related language |
| **Beginning**    | • Demonstrates limited understanding of the issues that impact relationships through the medium chosen  
                    • Strategies are inconsistent, irrelevant or may not enhance positive relationships  
                    • Provides a poor quality presentation due to limited fluency of unit related language |
CONFLICT RESOLUTION

Conflicts are a normal part of relationships. When conflicts arise in relationships, they must be dealt with for the relationship to continue. This will involve open and honest communication and admitting when we are wrong.

Conflict resolution is the process of solving problems using a process of negotiation and compromise. The process will consist of some of the following, depending on the situation:

- using ‘I statements’ to express thoughts and feelings
- admitting when you are wrong or have misinterpreted a situation
- apologising and accepting consequences for actions
- compromising to find a common ground
- accepting others’ points of view, lifestyle, religious or cultural beliefs etc.
- taking steps to change an attitude or behavior where necessary to avoid future conflict
- moving on from the situation.

APPLY

Problem-solving

Read the scenario and answer the related question.

Lily and Louise are best friends, but for two weeks they have not spoken to each other. Louise believes Lily told other Year 9 students a personal secret: that Louise has a crush on Lenny in Year 11. As it happens, Lily didn’t tell anyone—it was actually Louise’s younger sister who told! Lily has avoided trying to explain this to Louise as she is very angry. Louise will not discuss it with Lily and is pretending that nothing ever happened.

Explain how this conflict can be resolved.
Geoff and Alex are brothers. Geoff is a few years older than Alex and is a very keen sportsman. Alex enjoys playing sport with his friends, but doesn’t like playing in competitions. Alex often borrows Geoff’s sports equipment without asking, which really annoys Geoff. The day before Geoff’s cricket final, Alex accidentally breaks Geoff’s cricket bat while playing with his mates after school. Alex tries to fix the bat himself, then puts it back into Geoff’s cricket kit. When Geoff arrives at his match, he discovers his bat has been wrecked. Now Geoff is upset with Alex and is not talking to him.

With a partner, role-play how Geoff and Alex can resolve this conflict.

The trust, talk, take control model

The ‘trust, talk, take control’ model is one way to deal with abusive situations. It can be applied to a range of situations where action needs to be taken to maintain safety.

- **TRUST**—your thoughts and feelings about a situation.
- **TALK**—to a trusted adult or somebody else in your support network.
- **TAKE CONTROL**—develop and follow your own plan. This plan may differ according to the situation and the environment you find yourself in.
Apply the ‘trust, talk, take control’ model to the following scenarios.

1. You’ve been working hard on a school research project. Someone in your class asks if they can copy your work because they haven’t had time to do the research.

**TRUST**
My thoughts and feelings would be:

**TALK**
I would talk to ________________________ because:

**TAKE CONTROL**
My plan might be/would be to:

2. You have recently changed schools and want to fit in to your new school environment. You’ve been invited to a party on the weekend. The party is at Amanda’s house, but Amanda’s parents will be away and don’t know she is hosting the party.

**TRUST**
My thoughts and feelings would be:

**TALK**
I would talk to ________________________ because:

**TAKE CONTROL**
My plan might be/would be to:

3. Two of your close friends are fighting. Both friends expect you to take their side. One of your friends is putting the pressure on to choose her and no longer sit with your other friend at all during lunch or in classes.

**TRUST**
My thoughts and feelings would be:

**TALK**
I would talk to ________________________ because:

**TAKE CONTROL**
My plan might be/would be to:
Assertiveness

When trying to resolve a conflict you may need to use assertive communication. This is a skill that needs to be practised. Assertive communication involves clearly and confidently stating an opinion using 'I statements' to express thoughts and feelings. It involves the act of listening to and respecting the feelings of others who are also affected by the issue. Assertive communicators are more likely to get what they want while also maintaining happy relationships.

CREATE

Role-play

Work in small groups to create an assertive dialogue to resolve the conflict for one of the scenarios below. Role-play the scenario for the rest of the class.

Scenario 1
You have arranged to go to the movies tonight with an old friend from primary school. A group of friends arrive at your house and want you to go bowling with them. They say that you should stick with them as they are your friends now.

Scenario 2
Your mum has bought you some new clothes. While you can appreciate her effort and the money she has spent, they are totally wrong for you and you would be embarrassed to wear them in public.

Scenario 3
You do poorly on a Math test and your teacher insists you have to come in at lunch otherwise you won’t be able to retest. You have orchestra on at lunch and you can not let the band down but you want a chance to do better on your test.

Scenario 4
There is a new Basketball coach and you are benched every week. You tried to talk to him about it, but he dismissed you without listening and now you are getting really angry at the situation.

Write your assertive dialogue here.

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
Think about a conflict you have experienced in your life that was not resolved effectively. It may be one you are currently experiencing.

1. Explain how the conflict happened.

2. What types of conflict resolution methods did you use?

3. Review the conflict resolution skills in this unit and outline some strategies that might have helped resolve the conflict effectively.

4. In the future, what strategies would you use to avoid conflict?
Complete the true or false questionnaire.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True or False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good relationships have a positive effect on wellbeing.</td>
<td></td>
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<tr>
<td>Active listening means moving around while listening to someone.</td>
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<tr>
<td>Negotiation and compromise are important skills in relationships.</td>
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<tr>
<td>Being assertive is the same as being aggressive.</td>
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<tr>
<td>All relationships have power dynamics.</td>
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<tr>
<td>All teenagers are excellent at conflict resolution and don’t need to practise their communication skills.</td>
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<tr>
<td>Rights and responsibilities are the same.</td>
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<tr>
<td>If you are unsure of a person or situation you should seek help from a trusted adult.</td>
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</tbody>
</table>

What are four types of power? Give an a positive and negative example of each.

1. .................................................................
2. .................................................................
3. .................................................................
4. .................................................................
Find as many words as you can that are linked to the topic just studied that start with each letter of the alphabet.

<table>
<thead>
<tr>
<th>Alphabet challenge</th>
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</thead>
<tbody>
<tr>
<td>a</td>
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<tr>
<td>b</td>
<td>o</td>
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<tr>
<td>c</td>
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UNIT QUIZ

1 List three of your basic human rights.

2 List three different types of relationships.

3 Name three places you could go to seek help with negative relationships.

4 Discuss what an imbalance of power looks like in a relationship.

5 How can social media affect a teenager’s physical, emotional and social health?
   P
   E
   S

6 What is the TTT model of conflict resolution?
   T
   T
   T

7 Describe how to be an active listener.

8 Which of the following is not part of the process of conflict resolution?
   a Acceptance
   b Apologising
   c Changing behaviours
   d Holding a grudge
Personal evaluation

The most important thing I learnt in this unit was ...

The things I liked best in this unit were ...

Improvements that I could suggest for this unit include ...
**TEACHER FEEDBACK**

**Teacher’s comments**

**Student strengths**

**Improvement areas**

<table>
<thead>
<tr>
<th>Teacher’s comments (1 = beginning, 2 = developing, 3 = accomplished, 4 = advanced)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort and application in class ☐ contribution of ideas, listening to others, participation</td>
<td></td>
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<tr>
<td>Quality of responses in workbook ☐ thoughtful and thorough responses demonstrating understanding</td>
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</table>

**Recommendations**