

Stage 5 – Unit 1

What influences respectful relationships?

The following three units of work for Stage 5 provide suggested activities to facilitate an understanding of diversity, inclusion and equality through an inquiry framework. Students engage in activities that promote respect for 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 behaviours.

The subject matter includes:

- key influences on community perspectives
- impact of discrimination on building respectful relationships
- positive contributions of diverse groups
- promotion of respectful relationships and social harmony in Australia.



Syllabus links

- Personal Development, Health and Physical Education
- English
- History
- Mathematics



Outcomes

PD5.1 Analyses how they can support their own and others' sense of self.

PD5.3 Analyses factors that contribute to positive, inclusive and satisfying relationships.

PD5.11 Adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasing complex situations.

PD5.15 Devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively.

PD5.16 Predicts potential problems and develops, justifies and evaluates solutions.

EN5.5C Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.

HT5.3 Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.

MA5.1-12SP Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media.



Planned assessment

Assessment for learning

Students will use a variety of evaluation strategies including class discussions, mind maps, jigsaw activities and cooperative learning strategies.

Assessment as learning

Students will reflect on and revise previous knowledge, examine their current beliefs and feedback to peers about new learning.

Assessment of learning

Students will develop individual and group responses to the unit content and demonstrate perspectives that promote inclusion and respectful relationships.



Broad focus for an inquiry: Media, culture, practical skills to influence positive relationships

Generative questions

- Why is it important for young people to develop skills for respectful relationships?
- What are some factors that influence the development of respectful relationships?
- How does the media shape perceptions about relationships?

Understandings, skills and values

Students will understand and value individual differences, recognise and challenge inequity and identify how community and individual perspectives are influenced by social and mass media.

Tuning in

What makes a good relationship?

Students discuss what respectful relationships look like.

Develop a mind map of why it is important for young people to develop skills for respectful relationships.

Write student responses on the board and discuss as a class why it is important to develop these skills. For example, to strengthen relationships, build social skills and develop trust.

Finding out

Exploring respectful relationships

Students discuss responses to the question, “What are some factors that influence the development of respectful relationships?” Examples may include trust, power, equality, respect, good communication and negotiation.

In pairs students are given a scenario (Appendix 1) and are asked to assess the dynamics of the relationship.

- Identify any potential misuse of power in the relationship.
- Write a short story about the relationship, incorporating the use of skills discussed in the previous activity.

Sorting out

How are relationships defined?

Students discuss responses to the question, “What examples of diverse relationships have you observed in Australia?” For example, parent-child, teacher-students, athlete-coach, friends, business colleagues.

In pairs, students research and discuss what defines some of these relationships, how they differ, and their complexity, including:

- What makes them distinct? For example, “My friend moved to Australia 5 years ago from Germany”. “My mum is the first female manager of the company she works for”.
- What challenges have they faced in developing relationships? For example, “My friend spoke very little English before moving to Australia”.

Students share their findings with the class and discuss.



Going further

The influence of the media

In small groups, students pick a diverse group in Australian society and investigate how they are portrayed in the media. Students use two media pieces (either print or multimedia), one recent and one from over 10 years ago and answer the following questions.

- How are this group currently portrayed in mainstream media?
- Has this portrayal changed over time?
- Did you find more positive or negative examples in mainstream media?
- What challenges, if any, does this group face in building respectful relationships within the community?

Concluding and acting

How can we promote positive relationships?

Following the previous activity, students are to develop an advocacy program for their chosen group. The advocacy program must include a poster, factsheet (including statistics) and a slogan that promotes respectful relationships.

Students are to present their advocacy programs to the class and discuss the process and reasoning that led to the final product.