

Topic 8, Lesson 1

What is violence?



Note: Discussion and brainstorm.



Topic 8, Lesson 1

What is violence?



The intentional use of **physical force or power** to hurt, damage or harm oneself, another person or group of people.

Note: WHO defines violence as: The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation.



Topic 8, Lesson 1

What could physical violence look like?

When a person:

- slaps, pushes, kicks, throws objects
- uses objects to hurt a person
- damages property or possessions, e.g. smashing, throwing, stealing, hiding



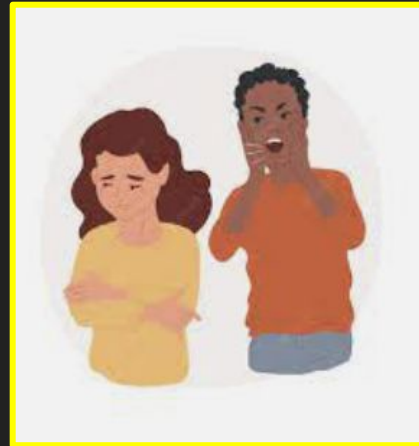
Note:

Topic 8, Lesson 1

What could verbal look like violence?



Saying, writing, posting or texting mean, hurtful or untrue things about a person so as to put them down.



Note:

Topic 8, Lesson 1

What could psychological violence look like?

- deliberately excluding people
- making rude or threatening facial expressions or gestures
- stalking people
- threatening or scaring people
- humiliating, shaming or embarrassing people.



Note: psychological violence could also be called emotional violence



**RESILIENCE
RIGHTS &
RESPECTFUL
RELATIONSHIPS**

Topic 8, Lesson 1

What could sexual violence look like?

- unwelcome and unwanted sexual behaviour or contact that offends, humiliates, intimidates, upsets or hurts a person.
- it can be physical, verbal, written or other conduct.
- it includes behaviour that does not involve actual touching (eg. forcing someone to watch something inappropriate or engage in sexting)



Note:

Topic 8, Lesson 1

What is the difference between meanness, bullying and violence?



Meanness: Being unkind, spiteful or unfair.

Bullying: Ongoing and deliberate misuse of power in relationships.

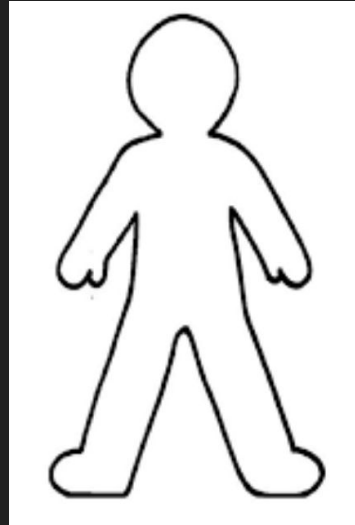
Violence: The intentional use of physical force or power to hurt, damage or harm oneself, another person or group of people.

Note:



Topic 8, Lesson 1

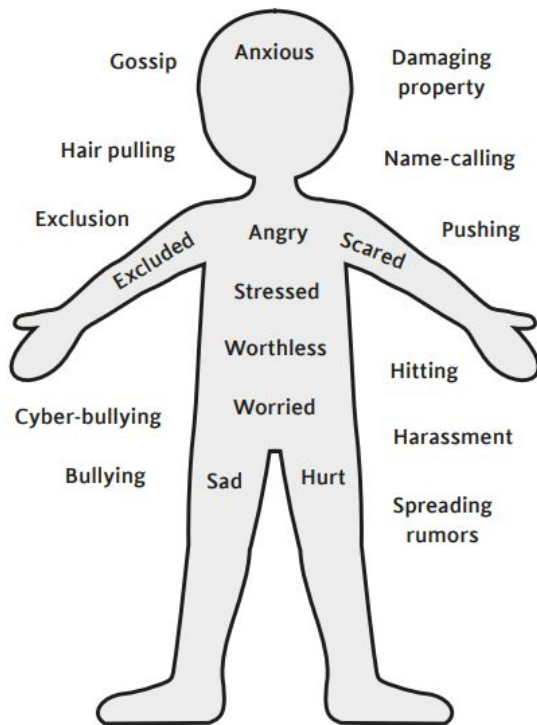
What type of mean behaviour might we see in around the school?



Note: Groups of 4-5 - Outside the body: list types of mean behaviour, inside the body: list effects or mean behaviour.
(see page 94 of RRRR handout)



Types of violence and effects of violence



Topic 8, Lesson 1

In what ways can the witnesses or those closely related to the victim be affected?



Note: Reinforce that the upset, hurt and harm associated with violence can be felt not only by the victim of the act's but also those observers and perpetrators.

**RESILIENCE
RIGHTS &
RESPECTFUL
RELATIONSHIPS**

What is gender-based violence?



Divide students into four groups:

- **Group 1:** Types of violence that boys do to boys
- **Group 2:** Types of violence that girls do to girls
- **Group 3:** Types of violence that boys do to girls
- **Group 4:** Types of violence that girls do to boys



Note: Students will make a list according to the category they have been allocated. They can then rank the types of violence from the most common to least common.



What is gender-based meanness?



Types of violence boys tend do to boys	Types of violence boys tend do to girls
Types of violence girls tend do to boys	Types of violence girls tend do to girls

Note: With the whole class, make a list from the four groups. Discuss - What are the similarities and differences? Why do these differences exist?



Topic 8, Lesson 2

Reflection



What things can you do to reduce gender-based violence at school and in our community?

Note:





What are power relations?

Part 1: Play the **Robot and Controller game** with a partner.

Note: Robot and Controller - the game is played in pairs. One person will be the robot and the other is the controller. The controller stands opposite the robot and raises their hand with palm facing the robot's face. The controller will signal through hand movement where they want the robot to move as they takes the robot for a walk around the room. This should be done without speaking. The controller may move the robot forward or backwards, up or down, as they progress around the room. Swap after 1 minute.



What are power relations?



Discussion:

- What was it like to be the robot in that game?
- When comparing it with real life, what does being the robot remind you of?
- What is it like when others can push us around without considering our needs or rights?
- When comparing it with real life, what does being the controller remind you of?

Note: Discuss the power within a relationship and how people in power have to respect the rights of others with less power.





What are power relations?

Part 2: Play the **Mirror game** with a partner.

Note: Mirror game - sit on the floor with a partner. 1 person will be the leader and the other the mirror. To swap over after 1 minute.



What are power relations?



Discussion:

- What was it like to be the lead in the mirror game?
- What was it like to be mirror in that game?
- In this game, harmony is created through mirroring. In real life, how do we create a sense of harmony and respect in our relationships?
- In real life, what sorts of things could go wrong if friends, or couples involved in a romance, put too much effort into being the same, or mirroring their partner?

Note: Discuss the power within a relationship and how people in power have to respect the rights of others with less power.





What is respect?

Discuss

Note: Showing respect to someone means acting in a way that shows care for a person's feelings and wellbeing. Respect is something we show regardless of how we feel.



What are positive friendship behaviours?

What do good friends do?



Note: Students should use verbs to describe these behaviours.

**RESILIENCE
&
RIGHTS &
RESPECTFUL
RELATIONSHIPS**

Topic 8, Lesson 4



Choose 10 verbs that you would like your friends to demonstrate.

I appreciate it when my friends DO this...

Note: Show students the 100 positive verbs on the next slide (page 102) . Students will choose their top 10 verbs then share in mixed gender groups of 4 people. Students will reflect on what sorts of actions are valued in friendships.



100 POSITIVE VERBS

Agree	Organise	Enjoy	Sympathise
Know	Calm	Respect	Humour
Appreciate	Offer	Forgive	Trust
Laugh	Confide	Reassure	Honour
Assert	Please	Find	Talk
Love	Demonstrate	Rejoice	Heed
Beam	Prepare	Foster	Try
Like	Dedicate	Reward	Imagine
Celebrate	Produce	Fetch	Tell
Listen	Encourage	Remind	Invent
Congratulate	Promise	Gather	Tolerate
Look	Endorse	Remember	Intuit

Commiserate	Protect	Greet	Think
Motivate	Energise	Resist	Insist
Coordinate	Play	Give	Understand
Meet	Enliven	Smile	Invite
Care	Plan	Get	Value
Make	Enthuse	Support	Inform
Consider	Queue	Grin	Volunteer
Nurture	Excite	Surprise	Interpret
Cheer	Risk	Help	Wave
Notice	Entertain	Show	Joke
Clap	Rally	Hear	Wait
Observe	Educate	Settle	Keep
Create	Realise	Hug	Welcome

Topic 8, Lesson 4

Reflection:



What does respect look like in action?
What does respect sound like in action?
What is the opposite of respect?

Note: Focusing on behaviours or on what people can do to show respect can be more empowering than a focus on qualities.



Topic 8, Lesson 5

Sexual Offences



- **Sexual harassment:** This term is used to describe unwanted sexual behaviour that makes a person feel offended, scared or humiliated. It can be something someone says or does to another person.

Note: Examples of sexual harassment: contact such as touching people's private parts without their permission, pulling bra straps or pulling someone's trousers down.

All these offences are against the law.



Topic 8, Lesson 5

Sexual Offences



- **Sexual assault:** includes any form of unwanted or forced sexual behaviour, including unwanted kissing and touching. It can include serious crimes.

Note: All these offences are against the law.



Topic 8, Lesson 5

Sexual Offences



- **Sexting:** is the word used to describe the sending of naked, sexual or indecent photos or words using a computer, mobile phone or other mobile device.

Note: All these offences are against the law.





Sexual offences are not OK



- There are laws and policies that protect us against sexual offences.
- We all have a right to be free from harassment.

Note: Point out there are some people who do not realise how serious it is to sexually harass or sexually assault someone. They might make excuses like, 'I was only mucking around' 'It was only a joke' 'They don't mind' 'Everyone else is doing it.'





What are peer support actions?

These are the actions people can take if they encounter a situation involving sexual harassment or abuse.

Note:





PEER SUPPORT ACTIONS INCLUDE:

- Refuse to join in
- Speak up to say you don't like what is going on
- Send a verbal or non-verbal message of support to the victim
- Distract peers by introducing a different topic or game
- Follow up with the target afterwards to tell them you thought what was happening was not OK
- Ask the target afterwards if they are OK
- Ask for advice from a trusted adult such as a parent or teacher
- Tell a teacher or parent that your classmate is being harassed and needs some help
- Tell a teacher or parent that a classmate is being abusive and needs to be told to stop
- Help a friend to work out who to go to for help
- Go with a friend to report the matter and to seek help
- Go alone to ask a trusted adult to help the target and stop the abuse
- Ask other peers to go with you to report the matter and ask for someone to step in to help the target
- Follow up with the target afterwards and offer to help them report the matter
- Explain that you feel you are breaking a secret and so your friend needs a response that protects their privacy
- Tell the target that to keep the matter a secret may lead to it getting worse or also happening to others
- Reassure the target that change is possible if the right support is found
- Tell the person that it is not their fault that this has happened to them, so not to feel ashamed

Note: Briefly discuss some of these actions. This print out can be found on page 112.

**RESILIENCE
RIGHTS &
RESPECTFUL
RELATIONSHIPS**



In small groups students will read the scenarios and discuss the following questions:

- Who is being harassed?
- Who is doing the harassing?
- Who are the bystanders?
- What could friends do to help?
- Should an adult be informed about this? If so, who?

Note: Discuss what the words harassed and bystander means before starting the activity. Students can use the peer support actions to assist in their answers.





Scenario 1:

Bruno started paying a lot of attention to a girl in his class called Maria. He asked her a number of times to be his girlfriend and each time she said, 'No. I do not want a boyfriend'. He started standing really close to her and leaning against her when waiting in line to go into class. A few times during PE he tried to grab her bra straps under her T-shirt. This made Maria feel uncomfortable. She tried to keep away from him, but for the last week Bruno did something like that every day. Others in the class can see when this is happening. Some people laugh, but others can see that it is making Maria upset.

Note: *Who is being harassed? Who is doing the harassing? Who are the bystanders? What could friends do to help? Should an adult be informed about this? If so, who?





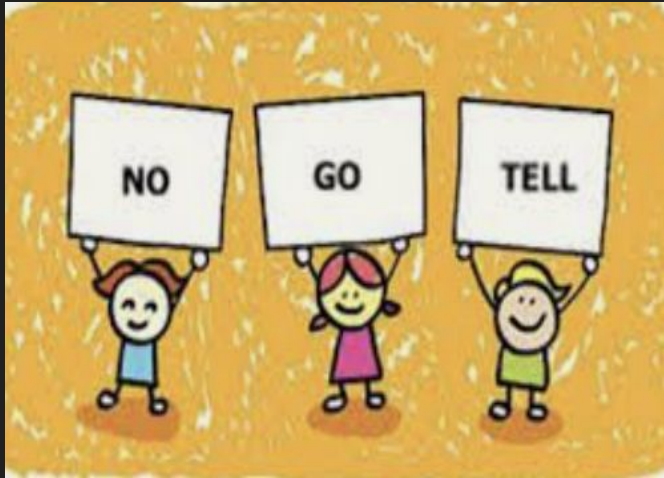
Scenario 2:

Rob and Tim decided that they would like to play kiss chasey with the girls. They collected four other friends and then approached a group of three of their female classmates. First they asked if they wanted to play chasey and the girls said yes. Then they said it had to be kiss chasey. The girls said no – no kissing, but chasey was OK. They started to play, and Rob said he would be ‘it’ first. As soon as they started running, both Rob and Tim went after Wendy. When they caught her they both grabbed her and tried to kiss her. She yelled out for them to stop and her friends came rushing over to help her.

Note: *Who is being harassed? Who is doing the harassing? Who are the bystanders? What could friends do to help? Should an adult be informed about this? If so, who?



Seeking Safety, Seeking Help, Making Change



Note: NO: know when to say NO!
GO: Move away and find a safe play to go.
TELL: Tell a adult you trust.
Plus CHANGE: work for change, being part of a group that does not accept these behaviours.



Making Change

Work for 'CHANGE'
That means, be part of a group that does not accept these behaviours. Be part of a group that speaks up or works with others to stand up against, or works to prevent gender-based violence.



Note: What you could do to make a change?
What could you do to start?



How to seek help?

- Name the problem
- Describe the behaviour
- Describe what happened

Help-seeking is an act of courage.

GETTING TIME TO TALK Some lines to request a conversation	NAMING THE PROBLEM Some lines to help you get to the point
'Can I talk to you in private?'	'I need help.'
'Have you got time to help me with a problem?'	'I am worried about what is happening to X.'
'I don't know who to ask but I need some help.'	'There is a sexual harassment situation we need help with.'
'Can I make a time to see you?'	'Something bad has been happening to X and she needs help.'
'Are you the person I should talk to about a bullying situation?'	'Something bad has been happening to me and I don't know what to do.'
'I am not sure who to go to but I need some help.'	'I am scared about what is happening.'
'Can I talk to you about a personal problem?'	'We've tried but we can't get X to stop Y. Can you help?'

Note: