



**Student
Wellbeing Hub**

Respect in groups

Lesson plan for years 7 and 8





Respect in groups.....	3
Australian Curriculum links	4
Activities.....	5
Activity 1: Pre-assessment	5
Activity 2: Apply ideas	6
Extension Activity: The steps to a cohesive community.....	7
Additional resources	9
For students	9
For teachers.....	9
References	9

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Respect in groups

The following teaching sequence has been adapted from the Tasmanian Department of Education's [Respectful Relationships Teaching and Learning Package](#) with the aim of supporting understandings of how groups function, how people respond under stress and what helps create a cohesive society.

It has been adapted to include questions which support a culturally responsive curriculum, an extension activity and some additional links.

It is designed for use with students in Years 7 and 8.

Before you start



Working with cultural differences requires sensitivity. Download and view the presentation [Culturally responsive teaching \[pptx, 13.3mb\]](#). It's designed to help teachers to think about how to respond to a range of perspectives.

Culturally responsive curriculum: Considerations

- What does respect look like in different cultures? What can be observed? What happens below the surface? Who gets respect? How do participants effectively manage difference?
- Are there any questions or activities that may provoke tension for students? What can you do to ensure that students feel safe and comfortable in participating?
- What happens if students provide examples that you may see as debatable? For example, in some cultures, it might be seen as respectful for women to eat after men have eaten. In some cultures, lateness is not considered to be rude. In some cultures, it is considered polite to sniff rather than blow your nose into a tissue/hanky. In some cultures it is customary to look down or away when speaking to another person. These examples are unlikely to be raised in a school context but what can you predict about your student cohort?

If you would like additional resources to support your thinking in this area, explore the following links:

- [Advice for schools when teaching about cultural diversity](#)
- [Promoting respect for cultural diversity in the classroom](#)

Please be mindful that it may not be easy for all students to share openly about their heritage or family background. Exercise professional judgment when using the activities in this lesson plan.



Australian Curriculum links

Health and Physical Education

- Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing ([ACPPS074](#))





Activities

Focus question

What are my responsibilities for ensuring my relationships are respectful?

Activity 1: Pre-assessment

Where are they at? Before proceeding with lesson plans, take some time to understand your students beliefs around their responsibilities in maintaining respectful relationships.

Step 1

Small group discussion

Divide the class into small groups and provide each group with butchers paper and pens and facilitate a discussion using the following questions:

- what respect means to students in their own family and culture
- reasons for differences and similarities

Ask groups to draw a picture of what respect and respectful relationships look like in their school community. Display posters around the room.

Step 2

Explore

Ask students to think about the various relationships they have where respect might be expected (give scenarios relevant to their own context such as family, school, sporting teams, clubs, friends, relatives).

- How is respect demonstrated?
- Can respect be demanded, or must it be earned? Why?
- Is respect the same in all situations or with all people?
- What happens when people abuse the respect they are given?





Criteria for success

What to look for? Can students:

- describe respect in their own context of family/culture?
- portray what respectful relationships look like within the school context?
- examine how respect is demonstrated differently in different contexts and with different people?

Activity 2: Apply ideas

The Tasmanian Department of Education's *Respectful relationships teaching and learning package* suggests that students participate in a series of challenge activities, initiative games, and games to explore the importance of relationships in physical activity contexts. Those that work best are activities that challenge students, especially in terms of group functionality.

The following activities are based on the Department's *Respectful relationships* package.

Step 1

Choose an activity

Choose a team building exercise from your Health and Physical Education curriculum or from sites such as:



- [12 awesome groups building games your groups won't hate](#)
- [Five-minute competitive exercises](#)

Step 2

Practice

Allocate half of the students to participate in the activities and the other half to be observers. Observers report back to groups on the skills they observed, and describe what was working and what wasn't working within the groups.

Alternatively, students could film each group undertaking the activities on their smartphones. View video footage to discuss the elements of group work and interpersonal skills that supported successful outcomes.

Step 3

Discuss

Following each of the practical activities, use the following questions to explore student learnings:





- How is being in a group an example of a relationship?
- What positive things did you do to support people in your group?
- What didn't go so well? Why?
- What do you think happens to a group's performance if the relationships in the group are not working well? Why? What are the group dynamics at play?
- How can members' emotions and feelings affect how the group functions in an activity?
- When was it the most fun to be part of your group? Why?
- What do you think makes a great group member?

Step 4

Conclude

Discuss the importance of relationships in a group context. Create a list of the skills needed to be successful in each of the activities (eg listening to each other, keeping calm, negotiating and compromising). Discuss which of these skills are also needed in maintaining respectful relationships.

Step 5

Revisit

You may wish to return to the pre-assessment activity and discuss how respect might be demonstrated differently in different contexts and with different people.

Extension Activity: The steps to a cohesive community

Remembering Srebrenica

The [PSHE association](#) set of teaching resources are aimed at helping students understand the behaviours and influences around them that can either build or damage a cohesive community.



[Download resources](#) [Requires free registration]

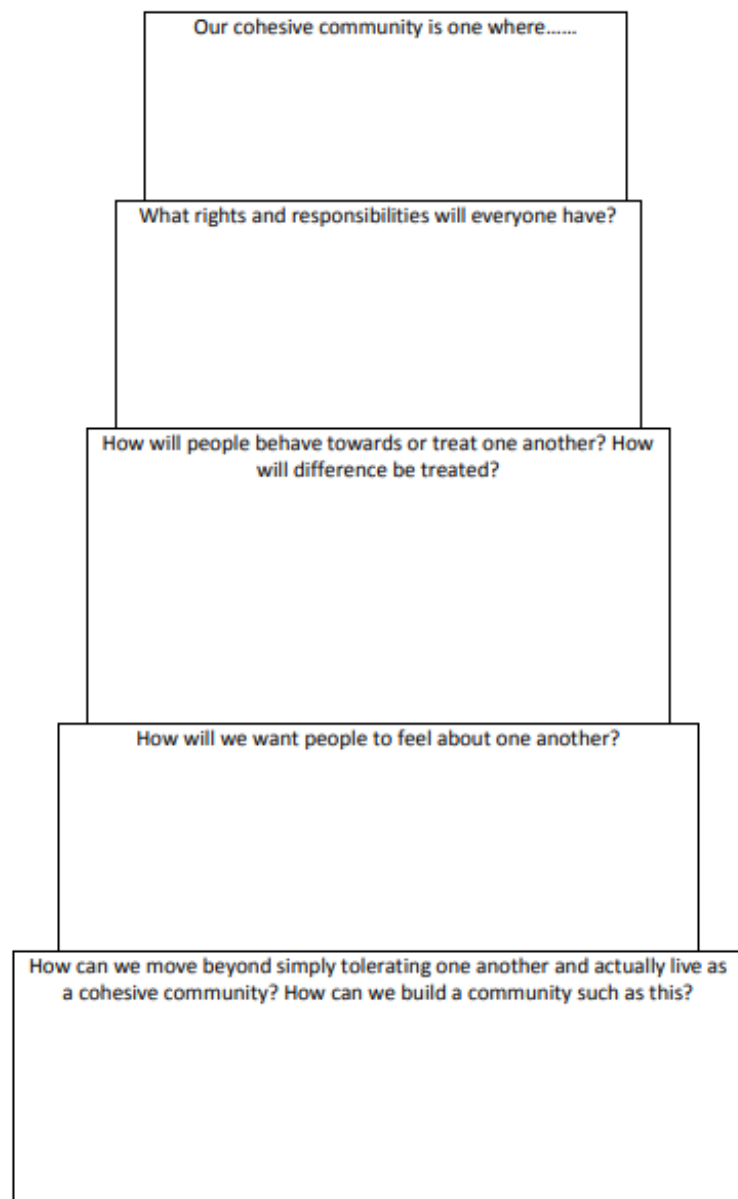


Review Remembering Srebrenica ‘Session 6 – How to build a cohesive community’ (pp 43–46).

The resource extends the thinking about the qualities that create a respectful environment by exploring the difference between a ‘tolerant society’ (a society that merely ‘tolerates difference’) and a ‘cohesive society’ (where difference is recognised as something to be celebrated and where protecting individuals’ right to be different is a responsibility willingly embraced by all). It also explores concepts such as leadership, individual rights and how difference is ideally treated.

Use the diagram to further explore qualities that create respectful communities. Ask students to think about what respect and respectful relationships might look like in a school context. In particular, tease out the difference between working in a group where members tolerate each other in comparison to one which is cohesive.

Diagram: The steps to a cohesive community



Download [printable diagram](#)

Source: <http://www.srebrenica.org.uk/resources/education-packs/>





Additional resources

For students



[Everyone needs a friend like #50](#)

For teachers



[RightsEd: Tackling racism in Australia](#)

[People like me](#)

[People like them](#)

[First impressions](#)

[Identity and cultural diversity](#)

References

Department of Education & Atkins, J, 2017, [Respectful Relationships Teaching and Learning Package](#), State of Tasmania,

