



## PUTTING OUR HEADS TOGETHER

YEARS 10–12

### Aim

Students will learn about what is respectful behaviour and how it contributes to building a safe school community.

### Description

Respectful behaviour towards others increases our sense of connection and belonging with others across the school community.

Feeling a valued part of a school community increases the safety for each one of us.

### Resources

Six posters with questions prepared

Poster paper or recording technology

### Activity steps

#### 1 Introduction

Divide the class into pairs. Inform students they will need to describe respectful behaviour towards another person. They need to consider:

- what respect looks like between the two people
- what respect sounds like between the two
- what respect feels like for respectful and the respected
- the thoughts each may be having.

Assign one aspect to each student pair

Ask for contributions from the student pairs around the class to construct a class picture about respect.

Consider drawing up two human figure outlines as a way to place the ideas as they are contributed. The figures can represent the person showing respect and the person being respected.

#### 2 Class ways of working based on respect

Tell the students that they will now use these class ideas on respect to develop protocols or ways of working.

- Have the same pair groups suggest statements or ideas for change.
- Select one or two pairs to act as the selection panel and scribe for the ideas



for the class pair groups.

- Ask the panel to show respect for the effort of each pair by including as many ideas as they can.
- Display the final ideas on the class notice board or in an accessible share document.

### 3 The six-question respect circuit

- a) Divide students into six groups and move each to an allocated location. Each location has a question posted. The six questions are:
  - What is one important rule to remember about staying safe online (including on your phone)?
  - What is one piece of advice about maintaining friendships?
  - What is one way you could support someone being bullied either face-to-face or online?
  - What is one way you can show respect to others?
  - What is one way you can show respect to teachers?
  - What is one feature of a safe school in which students feel safe and supported?
- b) Describe how the classroom circuit will work and the time for each question. Remind students that the time allocation will be less for every new station as ideas will build up.

Inform students that first poster they work on will be their 'home' location or home page for the group.

Within each group assign roles for each person. Take the time to clarify the role of each person. The roles in the handout include:

- Reporter
- Decision coordinator
- Time coordinator
- On-topic observer.

Include multiple roles so each group member has a role.

- c) Remind each group that ideas added need to be treated with respect. Mention that respect can be shown by ticking ideas or adding to them, but not criticising or removing them.

Observe examples of respectful behaviour within and between groups.

- d) Home group summaries

Have groups elect a spokesperson to summarise the ideas from their 'home' question poster.

Ask students to mention a respectful moment they observed when working together.



e) Reflection

Give students the opportunity to note any ideas they heard of any of the safety topics.

Enquire if respectful brainstorming has added to the level of ideas in the classroom.

Remind students that showing respect can increase people's contributions and assist their learning because they feel respected and part of the group.

# PUTTING OUR HEADS TOGETHER

## Purpose

The aim of this activity is to help you develop and expand your ability to understand a topic.

## Summary

Working as a group, negotiate to decide on your responses to six questions. These questions have been written on large sheets of paper and organised as a circuit around the room with six stations. On a given signal, move to the next station. Each group, using a different colour, will write responses to the questions that are different to responses already written by other groups.

## Group roles

<b>Reporter</b>	Reads out all of the answers written on their group's home sheet at the end of the activity.
<b>Decision coordinator</b>	Helps the group to decide on their best answer after checking with everyone. Ensures that everyone feels included and heard.
<b>Time checker</b>	Makes sure the task is done in the given time.
<b>Sheepdog</b>	Makes sure (in a friendly and non-bossy manner) that the group moves quickly to the correct next station when the timer goes.

## Circuit station questions

Each group copies a different question onto poster paper and attaches the poster to the wall at its home station.

1. What is one important rule to remember about staying safe online (including on your phone)?
2. What is one piece of advice about maintaining friendships?
3. What is one way you could support someone being bullied either face-to-face or online?
4. What is one way you can show respect to others?
5. What is one way you can show respect to teachers?
6. What is one feature of a safe school in which students feel safe and supported?

Reproduced with permission from Toni Noble & Helen McGrath 2010, Hits and hots: teaching + thinking + social skills, Pearson Australia