

# Middle Years Supplementary Resources



NORTHERN TERRITORY

# Social and Emotional Learning



## Acknowledgement of Country

The Northern Territory Department of Education respectfully acknowledges the Aboriginal people as the traditional owners of the land now known as the Northern Territory.

Aboriginal and Torres Strait Islander people are advised that this material may contain images or names of people who have since died.

## Indigenous Education Strategy

The Northern Territory Department of Education acknowledges the Indigenous Education Strategy for supporting the development and implementation of the Northern Territory Social and Emotional Learning Supplementary Resources.

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# Resilience, Rights and Respectful Relationships learning materials and links to NT SEL Supplementary Resources

## Middle Years

RESILIENCE, RIGHTS AND RESPECTFUL RELATIONSHIPS LEVEL 7–8 AND LEVEL 9–10	MIDDLE YEARS NORTHERN TERRITORY SOCIAL AND EMOTIONAL SUPPLEMENTARY RESOURCES
TOPICS	SUGGESTED ACTIVITIES
Optional Introductory Activities	<ol style="list-style-type: none"> <li>1. SEL skills</li> <li>2. Building student-teacher relationships</li> </ol>
Topic 1. Emotional literacy	<ol style="list-style-type: none"> <li>3. Matching moods to music</li> <li>4. Body language</li> <li>5. Verbal communication</li> <li>6. Appropriate communication</li> <li>7. Communication strategies</li> <li>8. Communicating in different relationships</li> <li>9. Emotions map</li> </ol>
Topic 2. Personal strengths	<ol style="list-style-type: none"> <li>10. Strength in family and community</li> </ol>
Topic 3. Positive coping	<ol style="list-style-type: none"> <li>11. Positive coping</li> </ol>
Topic 4. Problem solving	<ol style="list-style-type: none"> <li>12. Ways to communicate</li> </ol>
Topic 5. Stress management	<ol style="list-style-type: none"> <li>13. Responding to stress</li> <li>14. Facing challenges</li> </ol>
Topic 6. Help-seeking	<ol style="list-style-type: none"> <li>15. Who can help?</li> </ol>
Topic 7. Gender and identity	<ol style="list-style-type: none"> <li>16. Cross-cultural communication</li> <li>17. Other people's perspectives</li> <li>18. Stereotyping ourselves and others</li> <li>19. When is stereotyping helpful?</li> <li>20. When is stereotyping unhelpful?</li> </ol>
Topic 8. Positive gender relations	<ol style="list-style-type: none"> <li>21. Mutual expectations in relationships</li> <li>22. Relationship strategies</li> <li>23. Building relationships</li> <li>24. Relationship strategies for new situations</li> <li>25. Causes of conflict – Part 1</li> <li>26. Causes of conflict – Part 2</li> </ol>

# 1. SEL skills



TIME: 1 HOUR

## Learning intention

- Students are able to identify SEL skills.
- Students can apply SEL skills to different situations.

## Equipment

- pre-cut sets of **SEL SKILLS CARDS**, one set per group of 3–4 students.

## Method

1. Students form groups of 3–4.
2. Distribute one set of **SEL SKILLS CARDS** to each group, and allow time for students to familiarise themselves with them.
3. Go through each SEL skill and discuss the following as a class:
  - What's a SEL skill?
    - Why would you use it?
  - What's the difference between a social and an emotional skill?  
For example:  
Social = relationships  
Emotional = feelings
  - Do SEL skills look and feel the same everywhere?
    - Do SEL skills look and feel different for people of different ages?
4. Explain that you are going to read out different situations. Students will need to decide as a group which five SEL skills would be 'most helpful' for that situation.
  - You have just moved to a new school
  - You don't like sport but you have to do PE
  - Someone tells your best friend you like their boyfriend/girlfriend
  - You see someone with no food for lunch
  - Your friend wants you to fight someone after school
  - Someone hits your younger brother
  - You are doing group work but nobody knows what to do
  - You get an award in assembly and feel really embarrassed.
5. Facilitate a class discussion after each situation to identify:
  - Why groups suggested different SEL skills?
  - How these skills helped in that situation?
  - If there are any other situations those SEL skills would be helpful if they were realistic scenarios?
  - If anyone shared anything that was a surprise?

## Coaching point

Create some of your own scenarios to further reflect student contexts, or ask students to volunteer situations.

## SEL SKILL CARDS

Appropriate eye contact

Be friendly

Show respect

Understand other people

Treat people equally

Listen

Wait

Able to remain  
focussed

Make choices

Take someone  
else's perspective

Ensure everyone  
has a voice

Read faces

Help others

Be proud

Be OK with making mistakes

Read body language

Ask for help

Solve problems

Stay calm

Take time out when  
you need to

Value other opinions

Take everything in

## 2. Building student-teacher relationships



TIME: 30 MINUTES

### Learning intention

- Students can identify relationship strengths that can be used to tackle common relationship issues.
- Students can think about relationship strengths and issues from different perspectives.

### Equipment

- pre-cut **RELATIONSHIP ISSUES CARDS**
- pre-cut **RELATIONSHIP STRENGTHS CARDS**

### Method

1. Ask students to form small groups of 3–4.
2. Distribute each group a set of the **RELATIONSHIP ISSUES CARDS** and **RELATIONSHIP STRENGTHS CARDS**.
3. Thinking about student-teacher relationships, ask students to rank the **RELATIONSHIPS ISSUES CARDS** from a student's perspective.
4. Ask students to do the same for the **RELATIONSHIP STRENGTHS CARDS**.
5. Ask students to repeat steps 3 and 4 from a teacher's perspective.
6. Facilitate a class discussion:
  - Are there any links between the 'issues' and 'strengths' of relationships?
  - Are there differences in responses from a student perspective compared to teacher perspective?
7. The activity can be repeated with another relationship of the students' choice. For example, parents, coach, older/younger siblings.
8. Facilitate a class discussion:
  - Why could this be the case?
  - How can the strengths be used to reduce the issues?
  - What does a strong relationship look like for their chosen relationships?
    - Does this differ from student-teacher relationships?

### Review

Ask students to reflect on the learning intentions to identify which aspects of the activity were most helpful for them to recognise different relationship strengths and how they can be used to address relationship issues.



**RELATIONSHIP ISSUES CARDS**

Having nothing in common

Bullying

Differing opinions

Unequal treatment of people

Cultural differences

Talking rudely

Not keeping promises

Miscommunication

Don't listen  
to each other

Online communication

Not telling the truth

Being disrespectful

Not engaging/taking part

Being judgmental



**RELATIONSHIP STRENGTHS CARDS**

Sticking up for others

Being friendly

Understanding  
different cultures

Understanding  
each other's views

Sorting things out  
face to face

Being respectful

Keeping your word

Listening to each other

Communicating online

Telling the truth

Being reliable

Engaging in the  
conversation/activity

Putting your own  
opinions on hold

Not judging others

## 3. Matching moods to music



TIME: 30 MINUTES

### Learning intention

- Students are able to identify moods.
- Students explore how different types of music affect mood.

### Equipment

- device to play music
- paper and pens/markers.

### Method

**Before the activity:** select some age and content appropriate songs/music for each of the emotions in the table below:

Angry	Anxious or worried
Excited	Sad or upset
Happy	Chilled or relaxed

Write these moods on the board for students to refer to.

1. Play the class a short snippet (2–3 minutes) of each of the songs you have selected.
2. Supply students with equipment. Ask them to copy down the moods you have written on the board.
3. Ask students to work individually to write the song they think best matches each of the moods as you replay them.

You can facilitate a class discussion about their choices for each song if necessary.

4. Invite students to share their choices.

Facilitate a class discussion:

- Could you use music to change your mood?
- Do you have a song that helps change your mood when you are feeling
  - angry
  - excited
  - happy
  - anxious or worried
  - sad or upset
  - chilled or relaxed?
- Do you think music could be helpful to change your mood in the future?

### Coaching point

Use this information about your students to improve the mood of your class by playing different music during different learning experiences.

For example, classical music to encourage calm or upbeat songs to uplift.

## 4. Body language



TIME: 1 HOUR

### Learning intention

- Students can identify appropriate body language to express emotions.
- Students understand body language can be interpreted by others differently.

### Equipment

- internet access or magazines with images of people
- paper, card or poster paper.

### Method

1. Brainstorm with students what 'body language' means.

For example:

- communicating without words
- using body positioning
- facial expressions.

2. Ask for student volunteers to demonstrate.

For example 'angry' could be demonstrated by hands on hips, arms folded, wide stance, frowning and flared nostrils.

3. Ask students to form pairs and find an image of a person (via internet or magazines) they feel is demonstrating an emotion through their body language. They can print or cut the image out and place it on poster/card paper. Position these around the room.

They should NOT label their picture with the emotion.

4. Ask all the pairs of students to move around the room. On each poster, write one thing they think the person in the picture is feeling.
5. Students go back to their own poster to review the comments and see if they match their original thoughts on the body language of the person.
6. Ask students to share their results and comments on whether their picture and ideas match the comments of others.

7. Read out the questions below one by one. Explain that students are to move and stand next to the poster/ picture they think best answers each question.

Facilitate a discussion as to what informed students' assumptions each time.

- Who is the hardest to read?
  - What is it about their body language that makes you think this?
- Who do you want to get to know?
  - What is it about their body language that makes you think this?
- Who looks like the hardest to get to know?
  - What body language is telling you that?
- Who looks like they would be the funniest?
  - Mostly friendly?
  - Most unfriendly?

### Review

Invite students to reflect on the learning intention and comment on which parts of the activity helped them to recognise emotions through body language. How was this activity useful in helping them understand how body language can be interpreted differently by others?

### Coaching point

Leave the posters on the walls to stimulate further discussions about body language.



## 5. Verbal communication



TIME: 40 MINUTES

### Learning intention

- Students are able to identify how tone of voice and emphasis affect verbal communication.

### Equipment

- computer with internet access (optional)
- projector (optional)
- **SENTENCE SETS (1 and 2)** cut into individual sentence strips.

### Method

#### Optional video

Find a 'bad lip reading' video to play online.

For an example of 'bad lip reading', see video:  
These pretzels are making me thirsty.

<https://www.youtube.com/watch?v=EC26RI-Ria8>

Or type 'bad lip reading' as a search.

1. Ask students to reflect on the difference ways the characters said the same sentence.
2. Invite seven volunteers to stand at the front of the class.
3. Give each volunteer a sentence strip from **SENTENCE SETS (1)**.
4. Volunteers read their sentence aloud, emphasising the bold word.
5. Facilitate a class discussion:
  - What do you think the actual meaning is?
  - Are there other ways to say that?
  - How do you think someone would respond if you said it like that?
  - Is emphasis more important than word choice?
  - Does everyone understand this the same way?

6. Move students into groups of 4–5 and distribute each group a set of **SENTENCE SETS (2)**.
7. Each student in every group takes turns choosing a strip and reading it aloud, emphasising the underlined word.
8. In their groups, students then discuss what they believe the meaning is.
9. Facilitate a class discussion where all groups share ideas on:
  - What do you think the actual meaning is?
  - Are there other ways to say that?
  - How do you think someone would respond if you said it like that?
  - Is emphasis more important than word choice?
  - Does everyone understand this the same way?

### Coaching point

Ask students to further explore important factors that can affect verbal communication.

For example:

- the speed we speak at
- accents and pronunciation
- how clearly we speak
- the volume we speak at.

## SENTENCE SETS

## SET 1

I didn't say you stole my money

I **didn't** say you stole my money

I didn't **say** you stole my money

I didn't say **you** stole my money

I didn't say you **stole** my money

I didn't say you stole **my** money

I didn't say you stole my **money**

## SET 2

**She** isn't driving to town tomorrow

She **isn't** driving to town tomorrow

She isn't **driving** to town tomorrow

She isn't driving **to** town tomorrow

She isn't driving to **town** tomorrow

She isn't driving to town **tomorrow**

## 6. Appropriate communication



TIME: 1 HOUR

### Learning intention

- Students are able to identify appropriate and inappropriate communication strategies in different contexts.

### Equipment

- SPEAK UP CARDS** pre-cut, 1 set per 3 or 4 students in envelopes
- EFFECTIVE COMMUNICATION TABLE**
- paper, pens and markers.

### Method

- Move students into groups of 3–4 and distribute each group an envelope of **SPEAK UP CARDS** and an **EFFECTIVE COMMUNICATION TABLE**.
- Explain that you will read out some different scenarios. Their task is to decide which ways of communicating are ‘appropriate’ and ‘inappropriate’ by placing the **SPEAK UP** cards on the **EFFECTIVE COMMUNICATION TABLE**.

For example:

Your Nan is walking in front of you, and she’s about to step in horse poo.

INAPPROPRIATE	APPROPRIATE
Look into her eyes	Yell out
Phone her	Use noises
Send a Snapchat	Use your hands (for example, point.)

- Select several of the following scenarios or develop more appropriate ones.

### Scenarios

- You see a stranger about to back their car into a tree.
  - You want to ask out someone in your class.
  - You want to break up with your boyfriend/girlfriend.
  - A snake is slithering towards your little brother’s bed.
  - You overhear year 10s being really rude to a teacher.
  - Your uncle is on the other side of the river and you want to tell him something.
  - You want to wake your baby sister.
  - You need to ask your cousin about footy tomorrow.
  - You want your mum to know that you’re angry at her...but you’re both in the school library.
  - You’ve just started a job, and a customer is really rude.
- After each scenario, facilitate a class discussion:
    - How did you decide which was appropriate or inappropriate?
    - Does a person’s culture or values change what is appropriate or not appropriate?
      - Why?
      - When could this happen?
    - Does a person’s gender/age change what is appropriate or not appropriate?
      - Why?
      - When could this happen?

**EFFECTIVE COMMUNICATION TABLE****APPROPRIATE****INAPPROPRIATE**

APPROPRIATE

INAPPROPRIATE



## SPEAK UP CARDS

Yell really loud

Whisper in their ear

Leave a voicemail

Ask someone else  
to tell them

Get advice from  
a friend first

Get advice from  
an adult first

Tell them over  
the phone

Say you don't want  
to tell them

Tell someone else to pass the  
message on

Send a text message

Say nothing

Put it on social media

## 7. Communication strategies



TIME: 1 HOUR

### Learning intention

- Students are able to identify and use different communication strategies.

### Equipment

- writing paper and poster paper
- pens/markers
- print simple line drawings, enough for one per student.  
Such as:
  - house
  - apple
  - sun

### Method

#### Part 1

1. Ask students to pair off and sit back to back. Students nominate as either Partner A or Partner B.
2. Provide Partner A with one of the printed images and Partner B with drawing equipment.
3. Partner A provides instructions to Partner B by describing their picture in as much as detail as possible to Partner B, without saying what it is.

For example:

A house:

- Draw a square.
  - Draw two smaller squares inside the first square.
  - Draw a triangle on top of the first square.
4. Partner B tries to draw it.
  5. Ask partners to swap and repeat with a different image.
  6. Facilitate a class discussion about the importance of using effective verbal communication when giving instructions.
    - What instructions helped?
    - What instructions made things confusing?
    - When did you misunderstand your partner?
    - What could this game teach us about how to speak to each other?

#### Part 2

1. Designate one side of the room as 'true' and the other side as 'false'.
2. Read through the following list of questions, asking students to move to 'true' or 'false' each time. Students who choose to pass or 'don't know' can be in the middle or stay seated.
  - It's easy to misunderstand a text when you can't hear how they're saying it.
  - Being friendly sounds the same for everyone.
  - Sometimes people think you're speaking rudely when you don't mean to.
  - When I try to be funny, some people get upset.
  - The way someone says something tells you how they really feel.
  - Respect means treating everyone in the same way.
3. Provide opportunity for students to come up with their own statements that they would like to hear their classmates' opinions on.
4. Facilitate a class discussion on the similarities and differences in people's opinion.

### Review

Invite students to reflect on the learning intention. Which aspects of the activity helped them understand different communication strategies. Ask them to reflect on why different people may have different opinions on communication strategies.

## 8. Communicating in different relationships



TIME: 30 MINUTES

### Learning intention

- Students can identify appropriate and inappropriate ways people communicate in different relationships.

### Equipment

- paper and pens
- sticky tape or BluTak™
- **COMMUNICATION CARDS (1 and 2).**

### Method

**Before the activity:** create relationships posters using pictures from magazines or the internet, depicting at least six different kinds of relationships and display the posters around the room.

For example:

- family group
  - romantic couple
  - community members
  - close friends
  - teacher and students
  - an adult and a child
  - sports team.
1. How could you describe these examples?
    - Are there any relationships missing?
    - Clarify student understanding where necessary.

2. Move students into pairs and invite them to select one **COMMUNICATION CARD**.
3. Ask pairs to stand next to a poster for which their communication card is inappropriate for that relationship.

Remind students that there are no right or wrong answers.

For example:

RELATIONSHIP POSTER	INAPPROPRIATE COMMUNICATION CARD
Teacher and student	Send a Snapchat
Sports team	Kiss

4. Facilitate a class discussion using the following prompts or similar:
  - In which relationships are you most likely to communicate online?
    - Via text?
    - Via telephone?
  - What makes something appropriate/inappropriate?
    - Who decides?
    - When might culture change our decision?
5. Distribute remaining **COMMUNICATION CARDS** so that each student has one.
6. Explain that the students will now place their communication card on the relationship poster that they think is the most appropriate way to communicate in that relationship.
7. Facilitate discussion using the following prompts or similar:
  - Are there some ways of communicating that apply in all relationships?
    - Are there any that only apply to one kind of relationship?

### Review

Invite students to comment on whether they think the class met the learning intention. Ask volunteers to summarise appropriate and inappropriate ways to communicate in different relationships. Ask students if this learning might be useful to apply in the future.



## COMMUNICATION CARDS

PAGE 1

Tease

Shake hands

Yell

Email

Send a text

Send a Snapchat

Write a letter

High five

Talk to them  
face to face

Kiss

Ignore

Hug

Hold hands

Post on Facebook wall

## COMMUNICATION CARDS

PAGE 2

Cuddle

Follow on Instagram

Laugh

Talk on phone

Whisper

Swear at

Send a selfie

Send a letter

Share a video

Shoot a video

Cry

Wink

Laugh at

Smile at

## 9. Emotions map



TIME: 1 HOUR

### Learning intention

- Students are able to identify how daily events can affect different people.

### Equipment

- **EMOTIONS MAP** (enough for students to work in pairs)
- **CHARACTER CARDS** (enough for one card per pair)
- drawing materials.

### Method

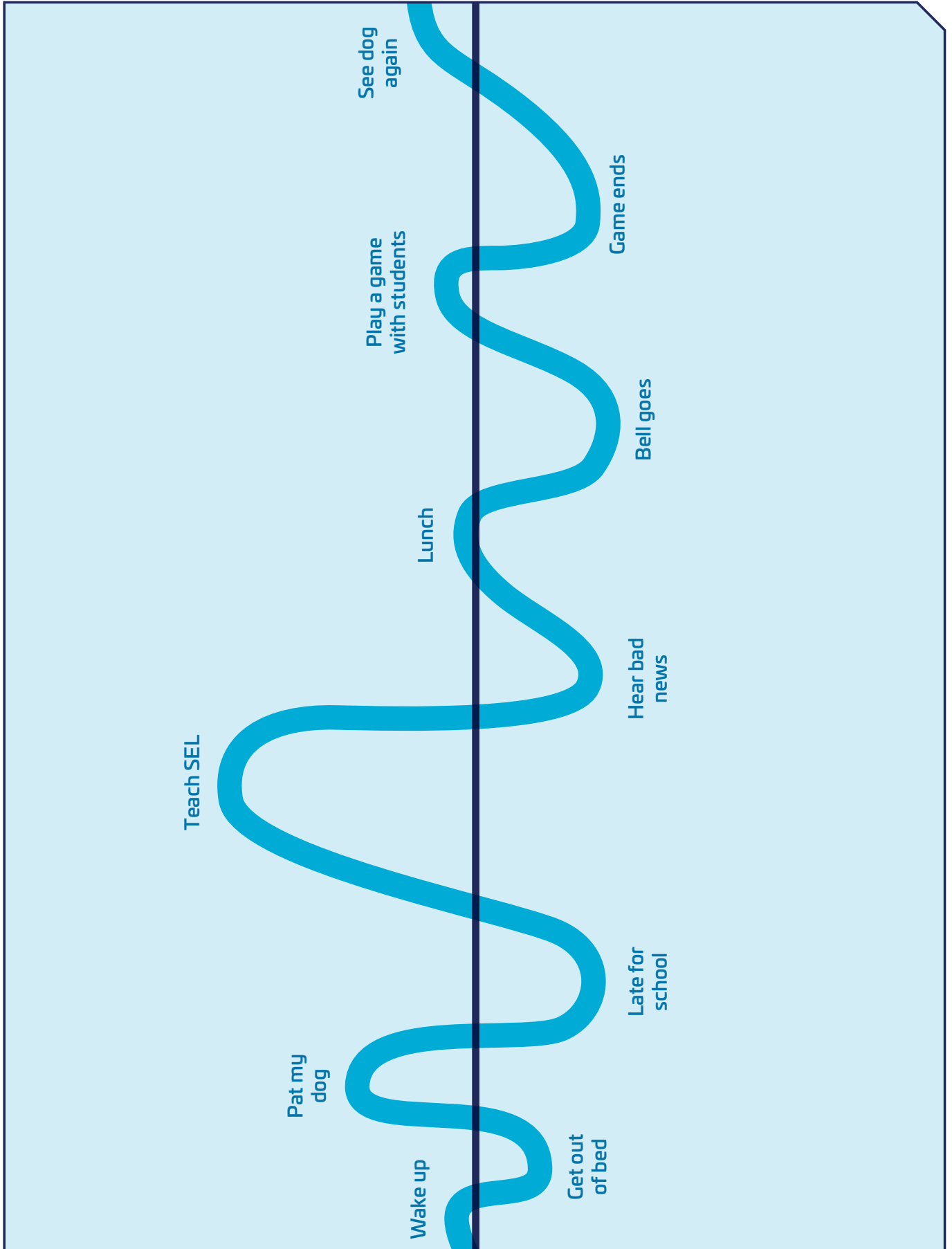
1. Ask students to find a partner, and distribute the **EMOTIONS MAP** handout.
2. Emotion maps are a way to reflect on changing emotions over the course of a school day. Ask students if they have used something similar before.
3. Model an example for a teacher (or similar) on the whiteboard (see example on the following page).
4. Explain that this activity will ask students to think about how someone else might feel about different events during the school day.
5. Distribute the **CHARACTER CARDS**.
6. Give students time to read them, and clarify understanding as necessary.
7. Explain that you are going to read through things that might happen over a day at school.
8. Pairs will need to draw a line, like the one modelled, of how they think their character would feel about the following:
  - Your character slept in, and their parents woke them up.
  - Your character leaves for school and gets on the bus.
  - As your character arrives at school, a group of students are looking at them and laughing.
  - School starts with an assembly. Your character gets called up to the stage for an award.
  - At lunch, your character gets a text from someone they don't know.
9. Adjust or add events as appropriate to your context and cohort.
10. Facilitate a class discussion:
  - Why do you think your character may have responded in that way to the different daily event?
  - Was your character's emotional map similar to anyone else's?
    - Why do you think this would be?
  - Did you find it difficult to map the emotions of somebody other than yourself?
    - Did you and your partner have different opinions?
    - Why do you think that occurred?
  - Did your character respond in ways you think you would?

### Coaching point

Ask students to complete their own emotions map. Students can then compare their characters' emotion map with their own to identify similarities and differences.

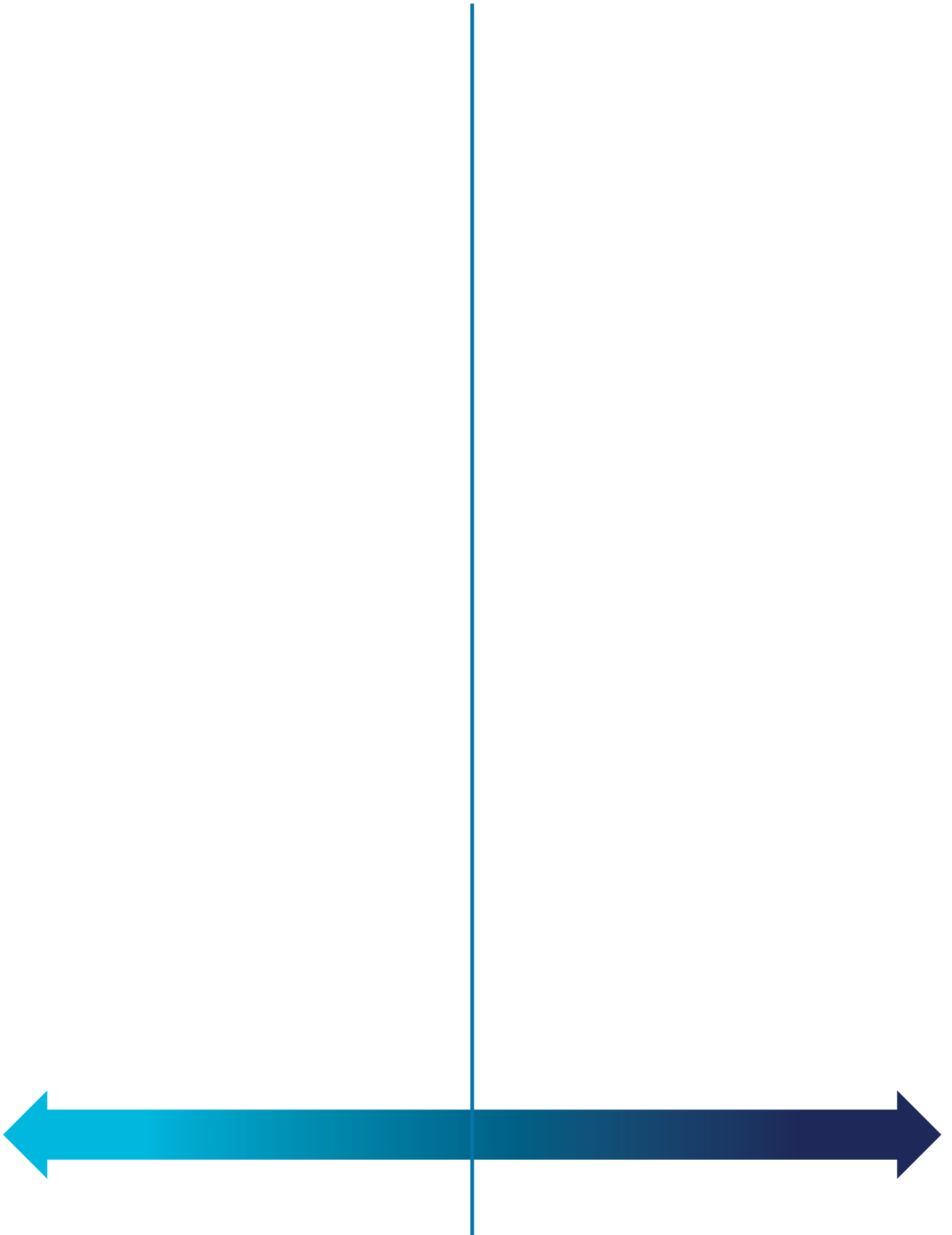
Students could also create emotion maps for different characters.

### Emotions map example





EMOTIONS MAP



## CHARACTER CARDS

You have a lot  
of friends

Your parents are fighting

You're back at school after a  
funeral

You are a  
great footy player

You are always in trouble

Some kids from  
another school want  
to bash you

You snuck out  
of home last night

You were bullied in primary  
school

You are new  
to the school

You like maths  
but hate sports

You are new to Australia

You are the  
class clown

You are good at sport and  
school work

You have a disability

## 10. Strength in family and community



TIME: 1 HOUR

### Learning intention

- Students reflect on how family and cultural identity gives them strength.
- Students give examples of strengths/qualities they see in their community.

### Equipment

- whiteboard and markers
- paper, pens/pencils
- internet access and ability to project video with audio  
My Grandfather-

<https://www.kidsmatter.edu.au/atsi-resources/aboriginal-animations/my-grandfather>

### Method

#### Part 1

1. Facilitate a brainstorm with the class:
  - What does strength mean to you?
  - What are personal strengths?
  - How can you identify someone's personal strengths?
  - Can you think of some of the personal strengths in:
    - yourself
    - your friends
    - your family
    - your community
    - other?
2. Explain that this activity will involve watching a short video and discussing strengths that can be identified in the video.
3. Play 'My Grandfather'.
4. Facilitate a class reflection of the video using the following prompts or similar and scribe student responses.
 

What can the video tell us about strengths?

  - What strengths did the grandfather have?
  - What strengths did the boy have?
  - How did the grandfather help the boy feel strong?
    - How could other members of the boy's community also help him feel strong?
5. Ask students to think of their own family or community member that helps them feel strong (for example: parent, grandparent, sibling, uncle/aunt, cousin, coach).
6. In pairs, students can discuss their identified person.
  - What strengths does their person have?
  - How does the person make them feel strong?
    - What words and/or actions does the person do to help students feel strong?
7. Invite volunteers to share with the class.
8. The activity can be repeated, thinking about a family and/or community group and/or activity. For example: sports/community/youth/cultural/spiritual groups.
  - What strengths/qualities does the group have?
  - What words, actions and activities do they do to help members/the community feel strong and positive?

## Part 2

1. Choose another animation from KidsMatter

<https://www.kidsmatter.edu.au/atsi-resources/aboriginal-animations/animations-and-themes>

Suggested animations:

- **Window shopping** (cultural identity, belonging)
- **The walk of life** (family)
- **Thank you** (community)
- **Snap shots** (family)
- **My father's words** (family, resilience).

Think, pair, share:

- Think: independently reflect on the question
- Pair: discuss with a partner
- Share: feed back to the whole class.

2. Guide students to think, pair, share about the messages in the videos:

- maintaining relationships with important people in your life
- being proud of your own and other people's achievements and culture
- learning from school, family, community and own culture
- giving, caring and being a positive role model
- seeking guidance/help.

## Review

Ask students to summarise the strengths from family and community they feel contribute to their own strengths.



# 11. Positive coping strategies



TIME: 1 HOUR

## Learning intention

- Students can identify a range of positive coping strategies.

## Equipment

- whiteboard and markers
- paper, pens, pencils.

## Method

### Part 1

1. Facilitate a class brainstorm asking students to think of all the things they do to cope with difficult situations or stress. For example, walk away, listen to music, talk to someone.
2. Scribe all the responses on the whiteboard.
3. Explain to students they are now going to create their own positive coping reminder chart.
4. Each student should have a piece of paper and pen/pencil.
5. Ask students to mark their piece of paper into four equal parts (for example: quarters or columns).
6. Label the four parts: **up, down, social, shift**.
7. Explain and discuss with students these terms:
  - **Up** – energetic things (squeeze or kick a ball)
  - **Down** – calming things (deep breaths)
  - **Social** – things with friends/family (talk to someone)
  - **Shift** – thinking about/doing something else (watch television, play a game).
8. Ask students to look at all the responses they came up with in the brainstorm and think about which quarter or column each might belong to. Explain that many strategies might crossover into multiple categories. For example:
  - playing sport is energetic, social and requires thinking about something different.
9. Ask students to fill out their chart with any of the things from the brainstorm that helps them cope with difficult situations.

10. Provide opportunity for students to add further ideas to their own chart.
11. Once students have completed their charts, facilitate a class discussion to share ideas and consider the following:
  - What were some of the common strategies identified?
    - Do most students use energetic or calming things to cope?
  - Were there any strategies students hadn't heard/ thought of before as a good way to cope?
  - What types of strategies would students like to try more of?
12. Ask students to identify on their chart their common 'go to' strategies and some 'try more of' strategies.
13. Charts can be decorated and placed on student desks or close by for further use/reminders.

### Part 2

1. Students could make their own coping strategies cards to use and communicate their needs in class.
2. Students choose two of their preferred coping strategies that would be appropriate for use in a class environment and make these into cards.
3. When students feel they need to use one of these strategies to cope with a situation, they can present that card to the teacher or peers to communicate why/ what they are doing.
4. Students can develop new cards over time to accommodate and explore different ways of coping.

## Review

Ask students to identify two coping strategies they will use in class and one strategy they prefer to use in other settings.

## 12. Ways to communicate



TIME: 30 MINUTES

### Learning intention

- Students discuss ways people communicate.
- Students identify when it is appropriate to communicate in different ways.

### Equipment

- sticky notes
- A3 paper
- pens/markers.

### Method

1. Begin a class brainstorm and record the students' responses to the following questions:
  - What different ways do people communicate with each other?
  - What are the three most common ways that you communicate with others?
2. Ask students to form small groups and think about things they communicate with others.  
Write/draw them on an A3 sheet of paper.  
For example:
  - asking a question
  - organising where to go on weekend/after school
  - family stuff (what's for dinner, can I go out?)
  - submitting assignments to a teacher
  - photos.
3. Write these headings on the board.
  1. Communicate in person where possible.
  2. Communicate online where possible.
  3. Communicate in any way you like.
4. Ask students to write their favourite example for 1, 2 and 3 on a sticky note and then bring them to the front and stick them on the board under the matching heading.

5. Discuss and move any sticky notes with consensus of the class. Use review questions below for discussion.
  - Was this task challenging?
    - Why?
  - Why did we move some of our answers?
  - Is communicating online safe?
  - Why are some things important to communicate in person?
  - Can some conversations move from online to in person or the other way around?
  - What is the best way to communicate with friends/family/teachers?

### Review

Invite students to comment on whether they think the class met the learning intentions. Ask students if this learning might be useful to apply in the future.

## 13. Responding to stress



TIME: 1 HOUR

### Learning intention

- Students are able to identify different ways to respond to stress and reflect on positive responses and actions they can take to reduce stress.

### Equipment

- smartboard/computer with projector, internet access and speakers
- paper and markers
- video: The fight flight freeze response

[https://www.youtube.com/watch?v=jEHwB1PG\\_-Q&feature=youtu](https://www.youtube.com/watch?v=jEHwB1PG_-Q&feature=youtu)

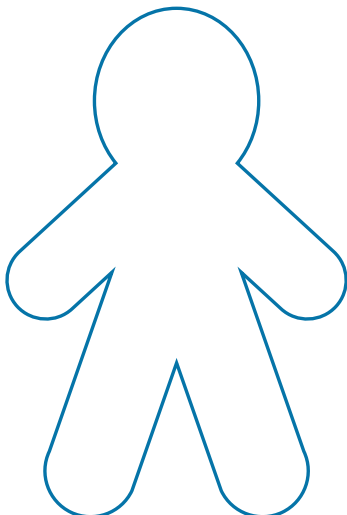
### Method

- Watch the video with students. Facilitate a discussion with students about their thoughts on the video.
- On the board, compile a list of what students consider to be positive effects of stress, and what they consider to be negative effects of stress.

For example:

POSITIVE EFFECTS	NEGATIVE EFFECTS
<ul style="list-style-type: none"> <li>Run from a predator</li> <li>Freeze to hide</li> <li>Protect ourselves</li> </ul>	<ul style="list-style-type: none"> <li>Focus on negative thoughts</li> <li>Distort our understanding of facial expressions</li> </ul>

- Ask students to draw a body outline like the one below:



Students are to use information from the video, a class brainstorm or individual reflection to draw/write what stress feels like in their body.

For example:

- sweating on the head and hands
- feeling sick in the stomach
- feeling dizzy
- tight chest/heart beats really fast.

- Ask the students to brainstorm as a class actions they can take to reduce their responses to stress.

For example:

- breathing exercises
- go for a walk.

Students can then write the ones they like around their body templates.

### Review

Invite students to review the learning intention. Ask students to reflect on how the activity helped them to identify ways we respond to stress. Ask students if this learning might be useful to apply in the future.

### Coaching point

Place the posters around the room as prompts for students when they need to identify or reduce stress.

## 14. Facing challenges



TIME: 1 HOUR

### Learning intention

- Students understand ways to solve group problems.

### Equipment

- **CROSSROADS HANDOUT** (enough for students to work in groups of 3 or 4)
- pens/markers.

### Method

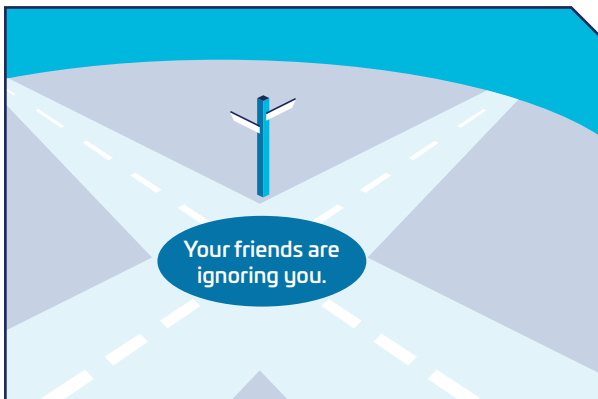
1. Ask students to sit in groups of 3–4.
2. Explain that thinking tools are a common practice in group decision making to help make each other's perspectives visible.
3. Brainstorm the common causes of conflict and write these on the board, phrasing them as scenarios where possible.

For example:

- your friends are ignoring you,
- you've been told there's a rumour about you
- your parents are fighting, and you're stressed.

4. Distribute a **CROSSROADS HANDOUT** to each group.
5. Allocate each group a scenario, and ask them to write it in the middle of the roads:

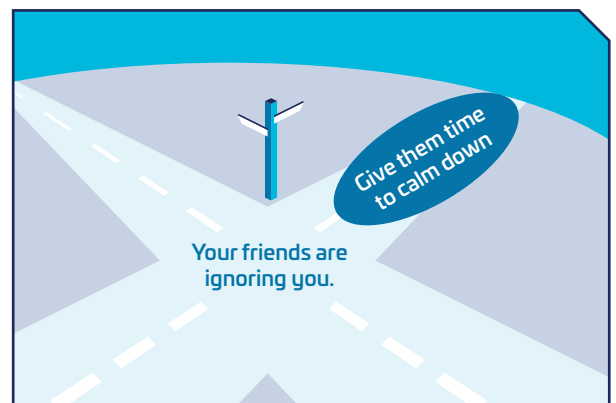
For example:



6. Ask students to think about common responses to their scenario and possible helpful responses.
7. Students are to write/draw four ways (helpful or not) to respond in the roads.

For example:

- give them time to calm down
- confront them as a group
- speak to one friend individually.





8. Write/draw the possible outcomes of those decisions at the end of the roads.

For example:

- they might get over it
- there could be drama
- they might be willing to talk.

Encourage students to think about more than one outcome for each response. There are many different ways situations like this can unfold.



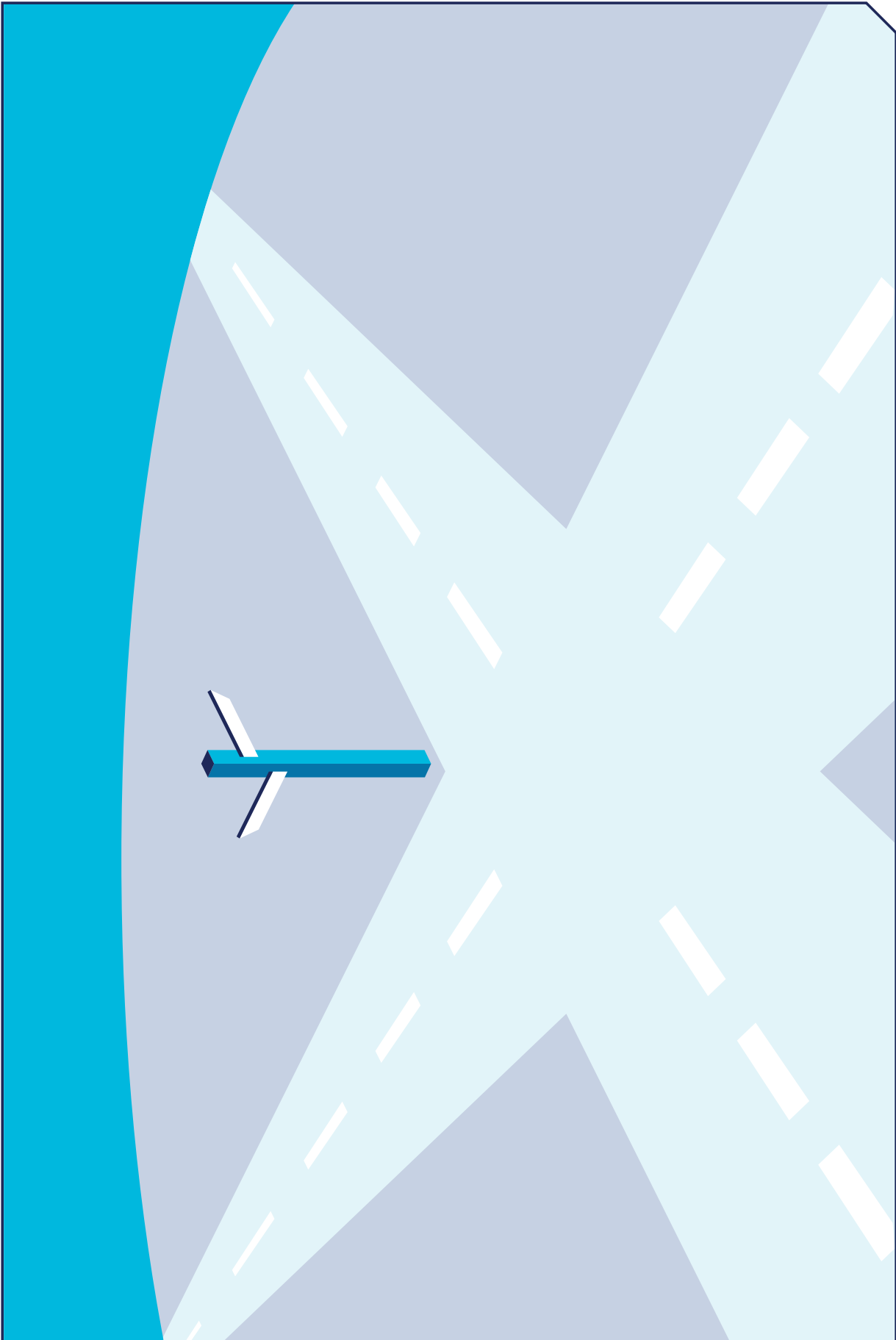
9. When students have finished, ask groups to share back with the class.
- Were there any common strategies the groups thought of?
  - How important is it to resolve problems?
  - Is it easier to solve problems with certain people?
    - Why?

Allow time for questions, and ask the class to vote on the response they think will have the best outcome for each scenario.

## Review

Invite students to review the learning intention. Reflect on how the activity helped them to respond to problems.

## CROSSROADS HANDOUT



## 15 .Who can help?



TIME: 1 HOUR

### Learning intention

- Students identify who can help them in school and community settings.

### Equipment

- whiteboard and markers
- paper, pens/pencils.

### Method

**Before the activity:** teacher to organise appropriate guest speaker/s from school community.

For example: counsellor, nurse, Aboriginal and Torres Strait Islander staff, principal.

Teacher to organise appropriate guest speaker/s from the wider community.

For example: cultural leader, sport coach, police.

Some prompts for what guests can talk about include:

- What is your name?
- What is your role in the school or community?
- How can you help students?
- How can students access your help?
  - Where can students find you in the school/community and contact details?

### Part 1

1. Facilitate a brainstorm where students think of all the adults they know of in the school and community. Scribe student responses on the board.
2. On a piece of paper, students then draw an outline around both their hands and label one hand '**school**' and one hand '**community**'.
3. Using the fingers of each hand, students think of five responsible people they would go to for help.

For example:

School	Teacher, counsellor, nurse, principal
Community	Coach, health worker, family member

4. Facilitate a class discussion where students contribute their ideas and decide each week/term on an adult from around the school or community they would like to meet and would like to know more about.
5. Teacher to enquire/organise school visits by these guest speakers if possible.

## Part 2

1. Explain students will be introduced to guest speaker/s from around the school/community.
2. Explain they will be meeting these different school and community members to increase their awareness and knowledge of people they can go to for help.
3. Introduce the speaker.
4. Ask students what they already know about the guest speaker.
5. Facilitate a class discussion between students and the speaker using the following prompts or similar:
  - What's their story?
  - What's their role/job?
  - What types of problems or issues might they deal with? Be good at helping others with?
  - Where are they located? How can students contact them?
  - Do some speakers have double roles? Maybe they work at the school but are also community leaders or coach a sport/activity.
  - Encourage students and speakers to ask any other questions of interest.
6. Where possible/appropriate, organise for the class to visit the guest speaker's location so students become familiar with where/how to seek their help.  
For example visit the counsellor's room, community/sports centre, police station.

### Coaching point

**Students can continue building awareness and knowledge of helpful adults from school and community by regularly inviting new guests. Inviting the same guests regularly can also be of benefit as students become more comfortable and familiar with them. For example counsellor, police, principal, nurse, community leader.**

## 16. Cross-cultural communication



TIME: 40 MINUTES

### Learning intention

- Students can brainstorm what culture means.
- Students know there are differences in how to communicate with people from other cultures.
- Students are able to identify strategies to use when communicating with people from other cultures.

### Equipment

- paper and writing materials
- **PROFILE CARDS.**

### Method

1. Facilitate a class discussion to identify their understanding of culture.

For example:

- What is culture?
    - language
    - beliefs
    - country of origin
    - values
    - customs
    - location
    - status.
  - How does a person's culture affect how they communicate with others?
2. Write the list of strategies below on the board and ask students to decide which communication strategies might be useful for communicating between people from different cultures.
    - listen carefully
    - notice body language
    - yell words loudly
    - ask, 'do you mean...'
    - speak clearly and calmly
    - ask, 'I think you are saying...is that what you mean?'
    - use kind words
    - smile and laugh a lot
    - use hand or body gestures
    - grunt and use other sounds.
  3. Ask students to keep the helpful strategies and wipe off the board the unhelpful ones. Give students the opportunity to write their own strategies.

4. Ask students to form pairs, and provide each student with a **PROFILE CARD**. They will then need to find a partner who does not have the same card. Go through the profiles as a class to ensure understanding of the cultural characteristics that may affect their character.
5. In pairs, students will need to consider the helpful communication strategies from the board that could be useful for their two profile characters to better communicate.
6. Ask students the following questions to prompt a whole-of-class discussion:
  - Do you think your two characters would find it easy or difficult to communicate?
  - What might they have in common?
  - What might they not understand about each other?
    - Why?
  - Would they be likely to be friends?
  - What helpful communication strategies would be useful for these two characters?
    - Would either character need to adapt the way they communicate in order to interact with the other character?
  - Can you think of other communication strategies that could be used by the characters?

### Review

Invite students to comment on whether they think the class met the learning intentions. Ask students if this learning might be useful to apply in the future.

## PROFILE CARDS

A student who moved to Australia 2 years ago.

A student who was born in Australia and whose parents were born in another country.

A student from a remote community who has just moved to a city.

A student who has a step parent and step siblings.

A student who has lived in the same town their whole life.

A student who speaks limited English.

A student who wears cultural clothing to school.

A student who cannot eat certain foods.

A student who has hearing loss.

A student who has no siblings.

A student with a single parent.

A student who lives with their grandparents.

## 17. Other people's perspectives



TIME: 30 MINUTES

### Learning intention

- Students are able to think from other perspectives and show empathy.

### Equipment

- **MY SHOES CARDS** (enough sets for 1 per student) teachers could create more relevant examples to use for this activity
- paper.

### Method

1. Shuffle all sets of **MY SHOES CARDS** together, and asking the students to not show anyone, walk around and give one to each student. It won't matter if there are a few of the same cards in each group—this will lead to richer conversation later.
2. Explain that students need to think from the perspective of somebody else. They will be walking 'in the shoes' of the person described on their card. Clarify if necessary.
3. Explain you are going to read through some 'true' or 'false' statements. Students:
  - stand if they think the person on their card would think the statement is true
  - sit on the floor if they think it is false
  - stay on their chair if they don't know/it doesn't apply
  - there are no right or wrong answers, and they will not have to reveal their cards if they don't choose to.
4. Read through the following statements or similar:
  - You're feeling happy to be at school.
  - You are keen to hang out with other people.
  - You would be happy to speak at assembly.
  - You are glad when school is over.
  - You get teased after school by some older students but laugh it off.
  - You care about the homework/work you have to do after school.
5. Facilitate a class discussion using the following prompts or similar:
  - Was it easy to guess how your character would respond?
  - What made it easy/hard?
  - What other things might happen during a normal day that would be hard for your character?
  - What's a good thing someone could do for your character?
    - What's a bad thing?
  - How could you help someone like your character going through that?

### Review

Invite students to comment on whether they think the class met the learning intentions. Ask volunteers to explore the concepts of perspectives and empathy.



## MY SHOES CARDS

You were told you can't play footy at school because you were suspended last term.

You are addicted to gaming and don't sleep.

Your parents are fighting.

You got a great report.

This is your first day at school.

Your friends haven't talked to you all week. You don't know why.

You are a new teacher, and you had a really bad lesson yesterday.

Your teacher called home to say how proud she is.

Your pet is really sick.

The bus came on time and you arrived at school early.

You were running late to work and think you may have got a speeding fine.

You are worried about your best friend.

You forgot your lunch and didn't eat breakfast.

Your team won the final on the weekend.

You worry a lot.

You feel happy most of the time.



## 18. Stereotyping ourselves and others



TIME: 1 HOUR

### Learning intention

- Students are able to define and describe different stereotypes and how they can influence the views of ourselves and others.

### Equipment

- writing paper and poster paper
- pens/markers/scissors/glue
- magazines/images (optional).

### Method

1. Explain you are going to give students one minute to either draw or write all the words they can think of to depict the average Territorian.
2. Ask students to form groups of four, or if appropriate, count students off into random groups to support the development of relationships across the class.
3. Provide each group with the relevant equipment.
4. Students work together to draw/collage and write different words that describe their average Territorian.
5. When students have completed the task, support groups to share their posters with the class using some of the following prompts:
  - What characteristics seem to be the same/similar in everyone's poster?
    - Different?
  - What leads us to have different ideas of the same character?
  - Do you think others see you as this character because you live in the Northern Territory?
    - Is that always true?
  - In what ways could assumptions be offensive?
  - How could it be useful?
6. Explain that the drawings/words represent 'stereotypes', opinions that people already have about others, sometimes without knowing it.
 

Teachers are encouraged to summarise what the students have discovered during the lesson and discuss the following:

  - What did we discover about stereotypes?
  - How can stereotypes give an incorrect view of ourselves and others?
  - What other stereotypes can you think of that relate to
    - you
    - other people (such as age, gender, culture, ethnicity, religion, sexuality, etc.)

## 19. When is stereotyping helpful?



TIME: 1 HOUR

### Learning intention

- Students can recognise stereotypes.
- Students understand stereotyping can be used in helpful ways, such as identifying groups of people.

### Equipment

- writing paper and poster paper
- pens/markers.

### Method

1. Explain this activity involves playing 'Who am I?'. Read out the following clues, slowly, one by one, giving students time to think and try to guess who is being described.
2. Ask students to simply put their hand up when they think they know who the character may be, but continue reading the clues until all students think they know, or the end of the clues is reached.

Who am I? Clues:

- wears glasses
- has grey crazy hair
- wears a white coat
- wears gloves
- carries a test tube
- works in a lab

Answer: a scientist.

Who am I? Clues:

- wears hoop earrings
- has a pet bird
- carries a sword
- only has one good eye
- only has one good leg
- has a hook for a hand

Answer: a pirate.

3. Facilitate a class discussion that explores positive and negative aspects of stereotyping:
  - Who found it easy/difficult to correctly guess the characters?
  - Who needed a few/all the clues to guess?
  - What clues were the most helpful?
    - Why?
  - What did the clues do?
    - Did they describe?
    - Make judgements?
  - Were the clues positive or negative?
  - Was using/recognising stereotypes in these clues helpful?
    - Positive?
    - Or disrespectful/negative?
  - When is using stereotypes OK?
    - When is it not OK?
4. After the discussion, ask students to create their own 'Who am I?' taking into consideration what is an appropriate way of using a stereotype. Clues should be limited to 8.
5. Provide opportunity for students to share and conduct the game within groups or with the whole class, using their own 'Who am I?' creations.

### Review

Invite students to comment on how the activity helped them to recognise what stereotyping is and how it can be used both positively and negatively to identify groups of people.

## 20. When is stereotyping unhelpful?



TIME: 1 HOUR

### Learning intention

- Students can reflect on different stereotypes and their beliefs around how they are viewed by others.

### Equipment

- writing paper and poster paper
- pens/markers
- magazines, electronic devices (optional).

### Method

**Before the activity:** what is a meme?

Familiarise yourself with what a meme is. In this activity, students will be asked to create a particular type of meme: What People **Think** I Do / What I **Really** Do (you can conduct an internet search to provide examples for the class).

This type of meme is a visual chart that demonstrates a range of preconceptions people have about how they are seen by others in comparison to how they see themselves.

#### Part 1

1. Explain that questions will be asked that students may agree or disagree with.
2. Direct students to stand on one side of the room if they agree or the other side if they disagree (teachers could create a sign to designate sides of the room agree/disagree).
3. Call out the statements or ask a student to read them out one at a time allowing students time to make a choice and then asking for reasons why people made their choice.
  - ALL middle school students are lazy!
  - Parents NEVER listen!
  - Football is the best sport!
  - People with big feet run fastest!
  - ALL middle school students are kind!
  - School is the BEST place to learn!
4. At the end of the activity, ask the students to discuss the following:
  - Did these statements make assumptions?
  - Are assumptions a way that people stereotype others?
  - Why do we do this?
  - How could we change our perceptions about these statements?

#### Part 2

1. Facilitate a discussion with the class:
  - What is a meme? (Provide examples)
  - Where do you see memes?
  - Why do people create memes?
    - Target audiences
  - Are all memes appropriate?
  - Do all memes send a positive message?
    - Do they send negative messages?
    - Can they be offensive?
  - What do these particular type of memes communicate?
  - How do they use stereotypes to communicate?
2. Ask students to now create their own meme from four points of view:
  - How I think people see me.
  - How I hope people see me.
  - How I really am.
  - How I want to be!

### Coaching point

If students prefer, they could create the meme with somebody else in mind.

They can draw, cut out images from magazines or use devices to do this. They could just use statements if they can't find the image they want.

Remind students of the viewing audience and how within a school setting it is important to be respectful with the images that are chosen. Encourage students to consult with staff if they need support choosing or deciding on images.

Depending on the class, you may like to give students an opportunity to display these in the classroom or share their ideas about their memes in a discussion or as a personal response.

## 21. Mutual expectations in relationships



TIME: 30 MINUTES

### Learning intention

- Students are able to reflect on expectations across different relationships.

### Equipment

- **RELATIONSHIPS CARDS**
- paper and pens.

### Method

1. Explain that this activity will look at 'expectations': what people in relationships can expect from the other person.
2. In pairs, provide students with **RELATIONSHIP CARDS**.
3. Ask all pairs to sit down together.
4. Read out from the **EXPECTATION STATEMENTS**, and ask partners to decide whether:
  - Both people in the relationship can expect that of each other. In which case, both students stand up.
  - Neither people in the relationship can expect that of each other. In which case, neither student stands up.
  - Only one person in the relationship can expect that of the other, it goes one way. In which case, only one student stands up.
5. Facilitate a class discussion for each expectation statement using the below prompts or similar.
  - Was it hard to decide?
  - What sort of reasons did you talk about?
  - Does it depend on the particular person, not the relationship?
6. Allow students the opportunity to come up with their own examples of relationship expectation statements for the class to use.

### Review

Ask students to reflect on the learning intentions to identify which aspects of the activity were most helpful for them to recognise different relationship expectations.



## RELATIONSHIP CARDS

Parent and child

Sister and brother

Coach and player

Teacher and student

Friends

Aunty and nephew

Granparent and niece

Parents

Mother and aunty

People that have  
never met before

Boss and employee

Principal and teacher

Principal and student

Teacher and parent

Assistant teacher and student

Uncle and aunty

School counsellor and student

Assistant principal and student

Special Education Support  
Assistant (SESA) and student

Special Education Support  
Assistant (SESA) and teacher

## EXPECTATION STATEMENTS

- They should be able to tell each other when they are doing something wrong
- They should be able to ask each other for help
- They should protect each other from a bully
- They should leave each other alone when they need some time out
- They should listen to each other's problems
- They can get mad at each other
- They should help each other be the best person they can be
- They should care for each other no matter what
- They should protect each other from being hurt
- They should help each other
- They should share with each other

## 22. Relationship strategies



TIME: 20 MINUTES

### Learning intention

- Students are able to identify the status of different relationships they have with others.
- Students can discuss strategies to improve relationships with others.

### Equipment

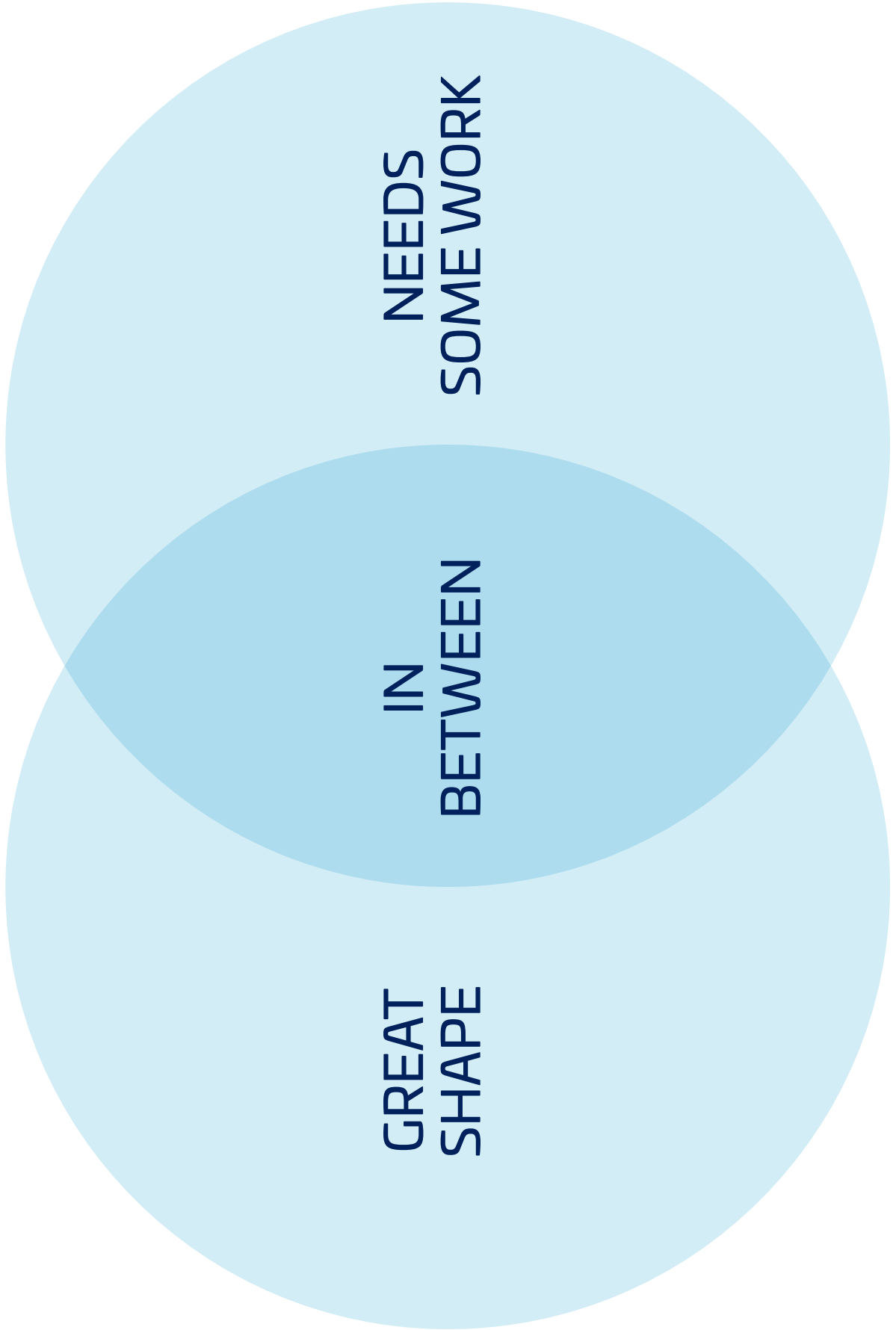
- pens or writing materials
- **MY RELATIONSHIPS** Handout.

### Method

1. Explain that students are going to complete a quiet reflection, you won't be collecting their work, it is for their eyes only.
2. Distribute the **MY RELATIONSHIPS** handout to each student and ask them to write (using shorthand or code if they want to) or draw different relationships they have 'in great shape', 'needs work' or 'in between'.  
For example:
  - teacher relationship – in between
  - brother relationship – in great shape
  - friends at footy – needs work.
3. Once they have identified different relationships, ask students to discuss 'helpful' strategies they can apply in different relationships.
4. Create a list of ideas of the 'helpful' strategies for improving relationships.
5. Students could record some of the strategies on their handout.
6. Facilitate a class discussion:
  - What was the best strategy you think will help a relationship that 'needs some work'?
  - Which strategy could you try to help improve relationships that are 'in between'?
  - Can you think of something that you do in a 'great shape' relationship that really works to keep the relationship great.
    - Could you apply it to your other relationships ('in between' and 'needs work')

MY RELATIONSHIPS

Strong Relationships





## 23. Building relationships



TIME: 1 HOUR

### Learning intention

- Students can identify positive and negative qualities and actions that impact on friendships.
- Students can identify ways of repairing compromised friendships.

### Equipment

- **BRICK TEMPLATE**
- **WRECKING BALL TEMPLATE**
- strips of paper
- pens/pencils.

### Method

#### Part 1

1. Write the question, 'How do we choose our friends?' on the board, and ask students to do a quick 'think', 'pair', 'share':
  - Think: independently reflect on the question
  - Pair: discuss with a partner
  - Share: feed back to the whole class.
2. Facilitate a class discussion where students share their different reasons for choosing friends and reflect on whether they are good reasons.

#### Part 2

1. Model some examples and/or facilitate a brainstorm of qualities, attributes, activities or behaviours that students think are important in a good friendship. This could be framed as what a good friend does or is.

For example:

- kind
  - generous
  - funny
  - forgiving
  - understanding
  - listens
  - cheers you up.
2. Distribute a **BRICK TEMPLATE** to each student and ask them to write or draw one of the brainstormed examples onto the brick.

3. Once students have labelled their brick, ask all students to lay their bricks next to each other on the floor and build a 'brick wall' together.
4. Facilitate a class discussion, reflecting on the qualities that have been identified:
  - Which qualities appear the most frequently/least?
  - Which are most/least important for a friendship?
  - What if a particular quality (for example the most common quality) brick was taken away, what would happen to the friendship?

#### Part 3

1. Distribute to each student a **WRECKING BALL TEMPLATE**.
2. Model some examples and/or facilitate a brainstorm of qualities, attributes, activities or behaviours they think could damage a friendship.  
For example:
  - jealousy
  - gossiping
  - being aggressive
  - saying hurtful things on social media.
3. Ask students to write or draw one of the brainstormed examples onto the wrecking ball.
4. Cover the bricks, one by one, with the wrecking balls.
5. Facilitate a class discussion:
  - Which qualities appear the most/least?
  - How does this help us understand the power of behaviours that can damage friendships?
  - Are some behaviours more damaging than others?

## Part 4

1. Distribute to each student a strip of paper. Explain the strips of paper represent 'mortar' (the concrete that holds bricks together in a wall).
2. Ask students to label the mortar strips with things friends do to help 'rebuild' walls or friendships that have started to fall down.

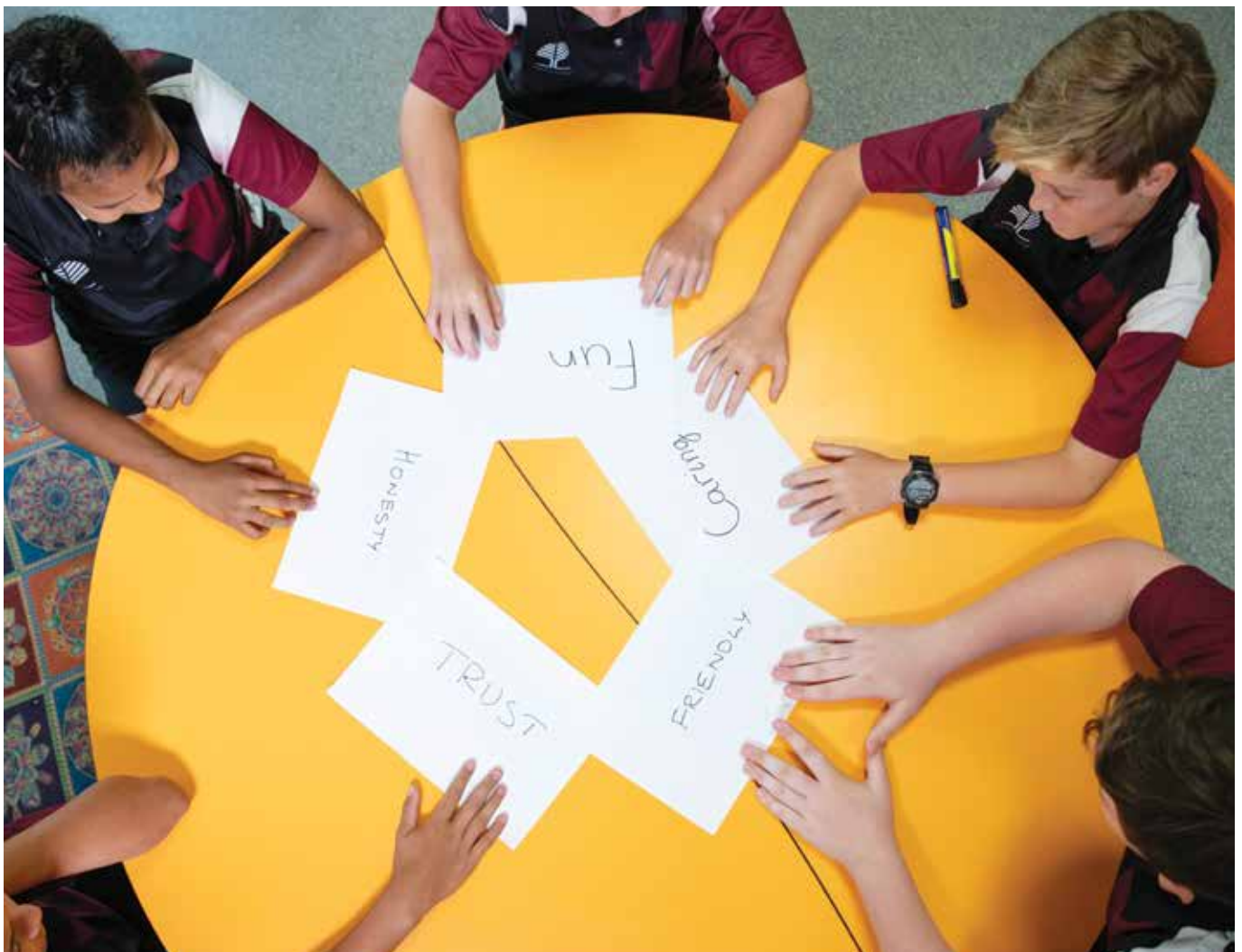
For example:

- say sorry
  - ask if they're okay
  - do something nice for them
  - listen to them.
3. Ask students to 'rebuild' the wall by removing the wrecking balls and adding the mortar.
  4. Facilitate a discussion using the following prompts or similar:
    - What 'mortar' paper strips acts/actions are easy/hard to do?

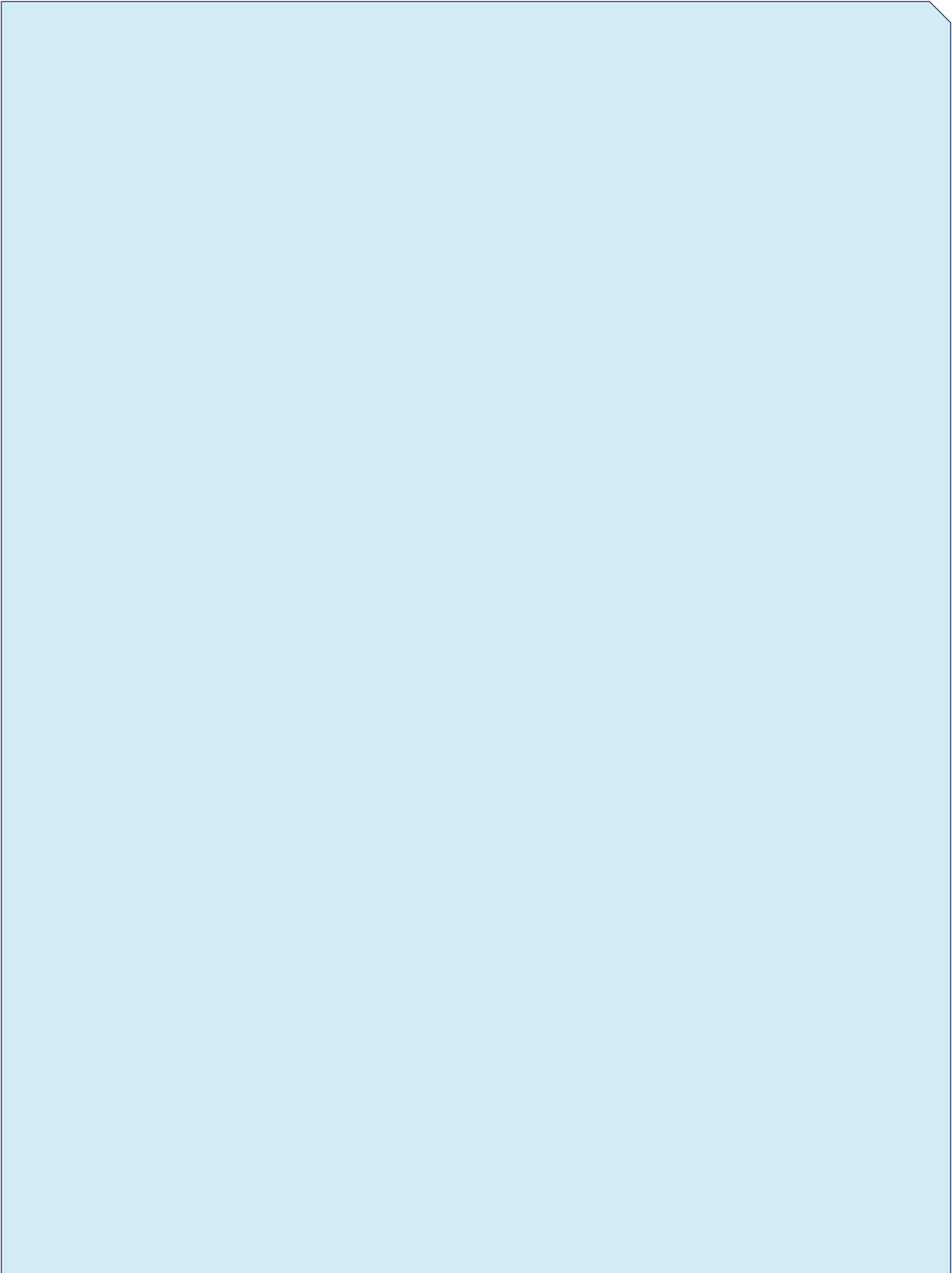
- Will the same 'mortar' work for everyone/all friendships/all problems?
- When might saying sorry not be enough?
- Is a relationship ever so broken that you can't fix it?
- Can you always fix it straight away?

## Review

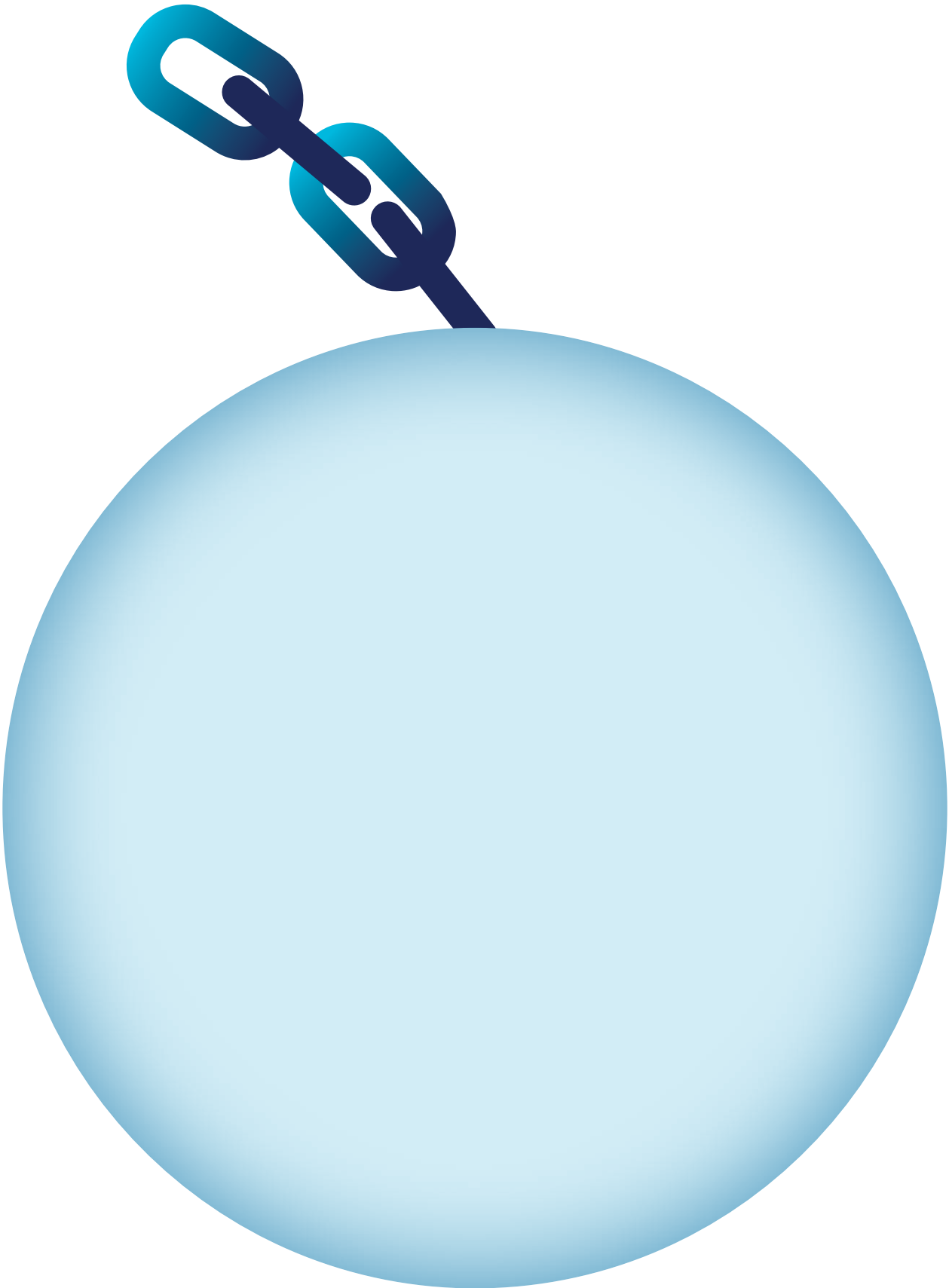
Review the learning intentions by asking students to comment on what positive and negative friendship qualities they have learned about in this activity. Ask which aspects of the activity were most useful in helping practice and reflect on re-building relationships.



BRICK TEMPLATE



WRECKING BALL TEMPLATE



## 24. Relationship strategies for new situations



TIME: 1 HOUR

### Learning intention

- Students suggest strategies for starting conversations in new relationships.

### Equipment

- nil.

### Method

1. Facilitate a brainstorm with students about times they need to talk to people that they don't know very well or form new relationships. Write suggestions on the board.  
For example:
  - starting at a new school
  - interschool activities
  - meeting your parents' friends or colleagues
  - meeting your friends' friends or relatives
  - joining a new sporting club or out-of-school activity.
 Add any other student suggestions.
2. Ask students to form small groups and select a situation from the brainstorm list.
3. Nominate half the groups as 'helpful' and the other half of the groups as 'unhelpful'.
4. Ask groups to develop a role play using their chosen situation and helpful/unhelpful perspective. The role play should show someone starting a conversation and should include:
  - how the person approaches the situation
  - how others react in the situation.

5. Invite groups to share their role-plays with the class. The class guesses the situation from the list on the board.

Discuss the following:

- Did the role play demonstrate a helpful or unhelpful way to have a conversation?
- What additional strategies for each situation could be more helpful?

6. Invite the groups to try some of the new strategies to see how they feel.
7. Facilitate a brainstorm of helpful conversation starters.

For example:

'Hello. You look like you need some help...'

### Coaching point

**Make a class poster of the brainstormed helpful conversation starters to hang on the wall as a reminder/prompt.**

## 25. Causes of conflict - Part 1



TIME: 40 MINUTES

### Learning intention

- Students are able to identify different causes of conflict and possible responses.

### Equipment

- **CAUSES OF CONFLICT CARDS**  
(enough for 1 set per groups of 3 or 4)
- **SEL SKILLS CARDS**  
(enough for 1 set per groups of 3 or 4).

### Method

1. Facilitate a discussion with the class around their understanding of the term 'conflict'.
2. Ask students to move into groups of 3–4.
3. Distribute sets of **CAUSES OF CONFLICT CARDS** and explain that their task is to sort the cards from 'most common' to 'least common' reasons middle school students experience conflict.
4. When the students are finished, facilitate a class discussion around their choices to create a whole-of-class consensus listing the 'most common' to 'least common' causes of conflict.

Prompts to facilitate this discussion could include:

- What were the most common reasons identified as being causes of conflict?
    - What led you to identify these as the most common causes?
    - Were there any causes your group disagreed about?
  - Were there any causes you felt were missing?
  - Do you think your most common causes of conflict are true for middle school students everywhere?
5. Distribute a set of **SEL SKILLS CARDS** to student groups.
  6. Ask students to rank these from things middle school students are 'good at' to things they feel they 'need help with'.

7. Ask students to match the 'good at' SEL skills with the causes of conflict list created in step 4.
8. Facilitate a class discussion that identifies strategies on how students feel they could improve or reduce the common causes of conflict with the SEL skills.

### Review

Invite students to comment on whether they think the class met the learning intentions. Ask volunteers to summarise the concept of conflict and identify what SEL skills they feel could address common causes.



**CAUSES OF CONFLICT CARDS**

They are tired

Jealousy

Rumours

Someone overreacts

Family fights

Misunderstanding

Cultural differences

Sexism

Issues related to romance

Someone feels shamed

Asking for help

## SEL SKILLS CARD

Work well with others

Calm down

Cope with stress

Solve problems

Work independently

Help other people

Understand your feelings

Know what you're good at

Deal with arguments

Be a strong leader

Set goals

Understand how others feel

Solve disagreements (conflict)

Listen to others

Be respectful

Explain how you feel

Know how you learn

Ask for help when you need it



## 26. Causes of conflict - Part 2



TIME: 40 minutes

### Learning intention

- Students can identify common causes of conflict amongst their peers.

### Equipment

- **HOW OFTEN CARDS**  
(1 set per groups of 4).

### Method

1. Explain that this activity involves thinking about causes of conflict and how often these might apply to middle school students.
2. Ask students to form groups of four, and distribute the **HOW OFTEN CARDS** to each group.
3. Go through the cards, and check for understanding, providing some examples as necessary.

For example:

- Do we have maths all the time, sometimes or now and then?
  - Do we have sports days all the time or never?
4. Read through the following list one at a time. For each, students are to discuss in their group how often they think the factor causes conflict in their cohort (class/ year level/school). Give adequate time for groups to discuss and reach consensus before sharing back with the class. Class/group responses can be tallied as you go.
    - things that start online
    - jealousy
    - rumours
    - cultural differences
    - sexism
    - teachers having favourites
    - boredom
    - things that don't seem important
    - stress
    - peer pressure
    - family fights.

5. Provide students the opportunity to come up with additional factors they think are more relevant or are more likely to be causes of conflict.
  - How often do these cause conflict? Add responses to the tallied list.
  - How could we address the causes to lessen how often conflict occurs?

### Review

Invite students to review the learning intention. Ask students to reflect on how the activity helped them to identify common causes of conflict.

## HOW OFTEN CARDS

All the time

Sometimes

Now and then

Never



