



Health and Physical Education: Health Education

Teaching, learning and assessment exemplar

Year 10

Respectful relationships



Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Background

This Teaching and Learning Exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – <https://k10outline.scsa.wa.edu.au>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian Curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

The Health and Physical Education curriculum

The mandated curriculum is presented in the year level curriculum documents.

The Health and Physical Education curriculum delivers a sequential and age-appropriate progression of learning with the following key elements:

- a year level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required in the next year.



This exemplar

This Year 10 Health Education exemplar articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar demonstrates a sequence of teaching and learning, including suggested assessment points, for 10 lessons.

The Health and Physical Education curriculum has been shaped by five interrelated propositions that are informed by a strong evidence base. The Health Education exemplar has been informed by these same propositions:

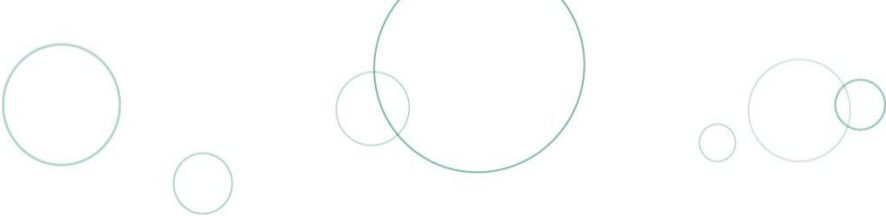
- Focus on educative purposes
- Take a strengths-based approach
- Value movement
- Develop health literacy
- Include a critical inquiry approach.

Consistent with a strengths-based approach, a successful Health and Physical Education program is where teachers select ongoing contexts that are accessible and meaningful to students as a focus for building on their strengths and interests.

While the exemplar has been written for one hour per week, school systems/sector, including the Department of Education, Catholic Education Western Australia, and the Association of Independent Schools of Western Australia, may have programs additional to the Western Australian Health and Physical Education curriculum that are taught in schools.

Catering for diversity

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.



Using this exemplar

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:

- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, sample assessment tasks and marking keys
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video, has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.



Best practice

Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

Teachers may find opportunities to incorporate the General Capabilities and the Cross-curriculum Priorities into the teaching and learning program.

Ways of teaching – teachers can locate additional information on the Ways of teaching from the School Curriculum and Standards Authority (the Authority) website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-teaching/health-and-physical-education-ways-of-teaching>.

Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year level achievement standard. Teachers are best placed to make decisions about whether the suggested assessment/s are used as formative or summative assessment and/or for moderation purposes.

Ways of assessing – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-assessing/health-and-physical-education-ways-of-assessing>.

Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

Teachers may choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.



Respectful relationships

The teaching and learning sequence aims to develop students' understanding of the skills and strategies to promote respectful relationships, with a particular focus on dating relationships.

Students are provided with opportunities to explore the characteristics of healthy and challenging relationships, to increase awareness of the rights and responsibilities of young people and how to take action if relationships become disrespectful or abusive. Students will analyse the implications that emotions have on relationships and how to skilfully recognise and manage emotions in order to minimise harmful conflict.

Through engaging in these learning experiences, students will be well prepared to address the key requirements of the assessment task at a level suitable for their current ability.

This exemplar presents a teaching and learning sequence that will develop students' awareness and understanding of the components which help to create and maintain respectful and healthy relationships. Students learn to recognise the fundamentals of healthy and safe behaviours and what action to take to maintain positive interactions, including how and where to access help, advice and support.



Year level description

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

Health and Physical Education provides opportunities for students to refine their understanding of how they can contribute to individual and community health and wellbeing. Students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

In Year 10, students develop health literacy skills to evaluate health information and messages in the media and evaluate their impact on personal identity and the health of the broader community. They continue to develop and refine communication techniques to enhance interactions with others, including situations where the giving or denying of consent is required. Students develop skills and strategies to promote respectful relationships, and an understanding of how emotional responses impact relationships.

In continuing to improve performance, students transfer learned movement skills with increasing proficiency and success across a variety of contexts. They use feedback to improve performance and critically evaluate movement responses based on the outcome of previous performances. Students create plans to enhance or maintain levels of lifelong physical activity to improve fitness, health and wellbeing. They investigate skills, such as leadership and apply these to motivate participation and contribute to effective team relationships and performance. Students are also provided with opportunities to apply fair play and ethical behaviour to influence the outcome of physical activities.



Achievement standard

By the end of the year:

Health Education

Students explain the impact of social and cultural influences on personal identity and health, safety and wellbeing. They analyse images and media messages about health, and examine choices that support the development of respectful relationships. Students evaluate the impact of strategies to promote respectful relationships.

Physical Education

Students select, use and evaluate individual movement skills and sequences and implement tactics appropriate to the physical activity context, based on the outcome of previous performances. They apply appropriate technique while performing skills that increase in complexity. Students describe ways to measure perceived exertion in response to physical activity. Students demonstrate ethical behaviour, fair play and teamwork in various contexts and apply skills and strategies to improve team performance toward inclusive, lifelong participation.

The background features several overlapping circles of varying sizes and shades of green. A solid dark green horizontal bar is positioned in the lower-left quadrant. The text 'Lessons 1-10' is written in white, bold font within this bar, underlined.

Lessons 1–10



Lessons 1–2: A recap about relationships

The Western Australian Curriculum content addressed in these lessons is below.

Interacting with others

- Skills and strategies to promote respectful relationships
-

Learning intentions

- Defining relationships and understanding the different types of relationships young people may experience.
- Understanding the characteristics of a healthy and challenging relationship.
- Reflecting and analysing personal relationships.

Support notes

Definition of a relationship:

- a bond or connection between people.

Common characteristics of a healthy relationship are:

- honesty
- communication
- respect
- trust
- sense of fun
- caring/love
- equality.

Common characteristics of a challenging relationship are:

- disrespect
- dishonesty
- belittling
- jealousy
- manipulation
- blaming
- controlling.

A balanced relationship is fair and equitable, whereby neither person has more control over the other, and boundaries and negotiation are achieved through respect and compromise.

Imbalance in a relationship could be a result of:

- one person having more power
- one person taking too much control
- one person having more influence
- inequity
- unfair expectations
- judgement
- threats.



Focus questions

- What is a relationship?
- Identify the different types of relationships a young person may experience.
- How and why do relationships change over time?
- What is the role of adolescence in this shift in relationship types?
- What are some of the characteristics of a healthy relationship?
- What are some of the characteristics of a challenging relationship?
- What behaviours might you see in a challenging relationship?
- What is a balanced relationship and why is it important?
- What factors could cause a relationship to become imbalanced?
- What strategies could be implemented to bring a relationship back into balance?

Teaching and learning experiences

Starter activity

- Recap the topic of relationships. Ask students what they understand by the term, 'relationship', and ask them to create a spider diagram to represent all the different relationships they currently have in their own life. For example, best friend, daughter, son, sister, brother, boyfriend, girlfriend, grandchild.
- Ask students to consider how their relationships have changed over the years. They are to identify which friendships or relationships have become more or less important and what kind of new relationships have developed over time. This can be discussed, or students could visually draw a timeline to represent changes in their relationships over the years. For example, the changes in relationships from Kindergarten to Year 10.
- Encourage students to focus on the growing importance of friendships and how dating relationships grow and change as they mature. Identify this as an increase in close or intimate relationships, resulting from the transition through adolescence into adulthood.

Teaching

- Use information to introduce students to the concept of the relationship spectrum and the characteristics of healthy, challenging and abusive relationships.
 - Love is respect – Relationship spectrum
<https://www.loveisrespect.org/healthy-relationships/relationship-spectrum/>
- Draw the relationship continuum on the board, labelled from healthy to challenging to abusive, and explain that relationships exist on this continuum. Emphasise that a relationship can be placed on a continuum to help determine if the connections in our lives are respectful and healthy.
- Ask students to think of two relationships in their life (this does not have to be a close or intimate relationship) and identify where these relationships would fit on this continuum. Please be sensitive to any difficult relationships within the class during this discussion.
- Emphasise that all relationships have certain characteristics. These characteristics are common to healthy, challenging and abusive relationships.



Learning

- Students draw three thinking clouds and label them healthy, challenging and abusive dating relationships.
- Individually, or in pairs, students brainstorm all the characteristics of healthy, challenging or abusive dating relationships and list them around each thinking cloud.
- Students share their responses to create a class brainstorm.

Teaching

- Show students a list of 10 signs of a healthy relationship.
 - One Love – 10 signs of a healthy relationship
<https://www.joinonelove.org/signs-healthy-relationship/>
- Click on the slideshow and go through each of the characteristics with the class.
- Compare this list to the list created by students during their brainstorms.
- Students add any additional characteristics to their brainstorm from the list provided.
- Repeat the process for challenging relationships.
 - One Love – 10 signs of a challenging relationship
<https://www.joinonelove.org/signs-unhealthy-relationship/>
- Students can access the previous activity as a video, which can be watched to summarise content at the end of the lesson or used instead of the slideshows.
 - One Love – 10 signs of a healthy and challenging relationship
<https://www.joinonelove.org/relationships/>

Learning

The following activity can be completed individually, or as a class.

- Students complete a quiz to see if they can identify where certain behaviours and situations might be found on the relationship continuum. Students determine if the behaviour or situation is healthy, challenging or abusive. For each behaviour or situation, the quiz will automatically reveal where it sits on the continuum, giving reasons for this decision.
 - Love is respect – Relationship spectrum, quiz
<https://www.loveisrespect.org/quiz/relationship-spectrum/>
- Students note down any behaviours or situations which they found surprising or confusing.
- Discuss responses as a class.

Teaching

- Ask students to complete the Creating a balanced relationship worksheet (Appendix A).
- In small groups, ask students to discuss the causes of imbalance in a relationship and devise a group list of strategies that could be implemented to bring a relationship back into balance.

Concluding activity

- Use the focus questions to revisit the content and assess students' understanding of the learning intentions.
- Students could use quizzes to assess if their relationships are healthy, and whether or not they are a good partner. Explain to the students that if they do not have a partner, they could use quizzes to analyse their friendships.
 - Love is respect – Is your relationship healthy?
<https://www.loveisrespect.org/quiz/is-your-relationship-healthy/>
 - Love is respect – Am I a good partner?
<https://www.loveisrespect.org/quiz/am-i-a-good-partner/>



Lessons 3–4: Rights and responsibilities in a relationship – identifying challenging and abusive relationships

The Western Australian Curriculum content addressed in these lessons is below.

Interacting with others

- Skills and strategies to promote respectful relationships

Learning intentions

- Understanding what rights and responsibilities are, and why they are important in a healthy relationship.
- Understanding the implications of not upholding rights and responsibilities in relationships.
- Understanding how to take action if a relationship is not respectful.
- Appropriate bystander behaviour in physical and online interactions.
- Understanding when a challenging relationship becomes abusive.
- Signs of dating abuse.

Support notes

Definition of rights

- The basic needs and freedoms that an individual is entitled to.

Examples

Some examples of children’s rights include:

- being treated fairly
- receiving an education
- having access to food and clean drinking water
- having access to health services
- expressing their views and opinions.

Pass the pen activity


- Hand out 5–6 markers and ask students to write their ideas on the whiteboard. The pen is then passed to the next student to add their ideas to the board.

Definition of dating abuse

- Dating abuse can be viewed as behaviours that intentionally cause harm to a partner. The abuse is used to exert power and control over another.

Examples of different types of abuse

- Physical abuse can include physically hurting someone through hitting, kicking, punching etc.
- Emotional abuse is usually more difficult to see and includes behaviours designed to negatively affect self-esteem. For example, belittling, threatening comments, manipulation, intimidation etc. can all be forms of emotional abuse.
- Sexual abuse is when someone is forced into sexual acts without their consent.



Focus questions

- What are the rights of a child?
- Why is it important for young people to know their rights?
- What are responsibilities?
- What is the link between rights and responsibilities?
- What rights does a person have in a relationship?
- What responsibilities does a person have in a relationship?
- What is dating abuse?
- Name three types of abuse.
- What are the key characteristics of an abusive dating relationship?
- What is meant by physical, emotional and external warning signs?
- What advice and support is available for people in abusive relationships?

Teaching and learning experiences

Starter activity

- Discuss with students what their rights are, and why it is important to know what rights a young person has.
- As a class, decide on a suitable definition (Support notes).
- Students complete a Pass the pen activity on the board (Support notes), writing down what rights they think a young person is entitled to.
- Show students the Australian Human Rights Commission website.
 - Australian Human Rights commission – Child-friendly version of the Children’s Rights Report 2019
<https://humanrights.gov.au/our-work/childrens-rights/publications/childrens-rights-report-2019>
- Discuss the different types of rights students have identified and include any additional rights from the Human Rights website to the information on the board.
- Ask students what it means to have responsibilities. Create a class definition and discuss how responsibilities are linked to rights.
- Using the examples provided in the previous activity, in pairs students work to link a basic human right to a responsibility. For example, every child has a right to express their views and opinions, but they have a responsibility to ensure they do so with courtesy and respect for all.



Teaching

Note: some of the content in this section could be of a sensitive nature to some students. Make sure all students feel comfortable in the discussions and provide a suitable strategy to enable students to remove themselves from the lesson, or access support if required. Teachers to monitor students throughout the discussion and provide opportunities for them to take a break or excuse themselves from the lesson if required.

- Explain to the class that the purpose of knowing our rights and responsibilities as young people is important so individuals are always treated fairly with dignity and respect. Knowing these rights and responsibilities can make it easier to understand how they can be applied to relationships.
- Students work in pairs and draw a T-chart showing the rights a young person has in a close, intimate relationship in one column, and responsibilities in a relationship in the second column. Each pair shares their ideas with the class.
- Direct the class to information about relationship rights and responsibilities.
 - Respect me – Relationship Rights & Responsibilities
<http://respectme.org.au/relationship-rights-responsibilities/>
- Ask students to reflect on their current relationships and consider whether they are aligned with the rights and responsibilities listed.
- Show students this audiovisual clip:
 - Psych2Go: 12 Signs You're in a Healthy Relationship
<https://www.youtube.com/watch?v=kCQIDvEnrTg>
- Summarise and reaffirm some of the key signs that students should look for in a healthy relationship.
- Explain that sometimes rights and responsibilities are abused, leading to a challenging, or even abusive relationship.
- Discuss what is meant by the term, 'dating abuse'. Create a definition (Support notes).
 - Emphasise that a relationship becomes abusive when there is an intent to harm, control or have power over another. Abuse can be physical, emotional or sexual.
- Ask students to provide at least two examples of each type of abuse. Find some general information relevant to young people at the following website:
 - Nemours Teens Health – Abusive Relationships
<https://kidshealth.org/en/teens/abuse.html>
- Discuss the characteristics that could be seen in an abusive dating relationship. These would be similar to the characteristics that were identified in the previous lesson.
- Students create a checklist of 10 warning signs to look out for in a relationship.
 - Love is respect – Warning signs of abuse
<https://www.loveisrespect.org/dating-basics-for-healthy-relationships/warning-signs-of-abuse/>
- Explain that it is sometimes difficult to determine some behaviours are harmful early in a relationship. However, usually there are warning signs that could be recognised earlier if students know what these could be.
- Discuss the importance of recognising the physical and emotional indicators (e.g. a gut feeling) that things do not feel quite right.



An additional activity

- To help students understand the physical, emotional and external factors and warning signs that could be used to assess how safe a situation/relationship is, students can use:
 - Student wellbeing hub – Warning signs and emergency
<https://studentwellbeinghub.edu.au/educators/resources/warning-signs-and-emergencies/>
 - DayOneNY – Sunshine – Don't Confuse Love & Abuse – Day One
<https://www.youtube.com/watch?v=1L6HB97lbrQ>

Learning

- In pairs, or small groups, students create a relationship continuum to demonstrate a timeline which tracks the behaviours of the couple who begin dating. Students may need to access the audiovisual clip in the previous activity (DayOneNY – Sunshine – Don't Confuse Love & Abuse – Day One) to re-watch and pause when required.
 - Students plot the early characteristics of the relationship at the start, the middle and the end, clearly showing what behaviours were shown by the male character.
- Discuss and ask students to answer the following questions.
 - How were these early warning signs interpreted at the start by the female character?
 - What would you consider to be the main warning signs?
 - Explain the meaning behind the car filling with water, the descent into the water and being trapped in the maze?
 - Why does the size of the image of the male character keep increasing?
- Students give their responses to the class.
- Continuing in pairs or small groups, students reflect on three reasons the female may not have ended the relationship.
- Ask students to imagine they were a good friend of this girl. Ask students to outline what advice they would give to her in this situation.

Concluding activity

- Use the focus questions to assess students' understanding of the learning intentions.
- Students complete the following sentences.
 - In any relationship, I have a right to ...
 - In any relationship, it is my responsibility to ...



Lessons 5–6: Emotional responses and resolving conflict

The Western Australian Curriculum content addressed in these lessons is below.

Interacting with others

- Skills and strategies to promote respectful relationships
 - Managing the effects of emotional responses on relationships
-

Learning intentions

- Understanding the role of emotional responses in relationships.
- Identifying the role of conflict and how to manage conflict in a relationship.
- The role of assertive communication in maintaining positive relationships.

Support notes

Strong emotional responses can often be triggered by some of the following:

- anger, hurt, betrayal, past experiences, lack of resilience/coping strategies, jealousy, feeling threatened, stress.

Definition of conflict


- A state of tension or a disagreement between one or more people.

Characteristics of healthy conflict are:

- active listening
- mutual respect
- trust
- understanding/broad perspective
- assertive communication.

Characteristics of harmful conflict are:

- not listening
- blaming
- needing to be right
- assuming
- generalising/exaggerating
- being defensive
- lack of perspective
- lack of empathy
- aggression.



Focus questions

- What is an emotional response?
- What factors could trigger a strong emotional response?
- What impact could strong emotional responses have on a relationship?
- What could be the short-term impact on individuals of strong emotions in relationships?
- What could be the long-term impact on individuals of strong emotions in a relationship?
- What is conflict?
- What are the characteristics of healthy conflict?
- What are the characteristics of a harmful conflict?
- What are the key components for successful conflict resolution?

Teaching and learning experiences

Starter activity

- Begin the class by telling students they have a test today and watch the emotional responses that come from the students in reaction to this statement. How did they react? What did they say?
- Explain to students they do not really have a test; the statement was used to observe their different responses.
- Ask students how they felt. For example, some students may have been annoyed, nervous, unconcerned etc. List all the emotions that were identified on the board.
- Ask students to reflect on their own responses and ask them to rate their responses as positive, unpleasant, mixed or indifferent.
- Discuss and explain that people respond in different ways, although certain factors may influence a particular response.
- Explain that emotional responses to different situations will impact individuals and the people around them. Explain that it is useful to reflect on the way you respond to a variety of situations and become more aware of what causes you to react in an unpleasant way.

Teaching

- Hand out a copy of, and explain, the Rate your emotional response worksheet (Appendix A).
- Students complete the worksheet.
- Discuss each of the scenarios and the students' responses to each scenario.
- Students brainstorm all the factors that could trigger a strong emotional reaction in people; for example, emotional state, the influence of people around you, the impact of past experiences (Support notes).
- Introduce the #behindthepost campaign by One Love.
- Discuss what the campaign might be about, then show students the following audiovisual clip. Note: check the videos first to check suitability for the class. Each clip is about 30 seconds long.
 - One Love – Behind the post | Highlight reel
<https://www.joinonelove.org/act/behind-the-post/>
- Refer to the warning signs of a challenging/abusive relationship and discuss the role social media plays in making life and relationships appear more positive than they actually are in reality. Social media can often hide major issues that occur within a relationship.



Learning

- Students watch the audiovisual clip.
 - One Love – Behind the Post | Guilting
<https://www.joinonelove.org/act/behind-the-post/>
- Students discuss in pairs or small groups what may have influenced the emotional reaction that was observed.
- Students complete the questions on the Guilting worksheet (Appendix A) outlining their views on the emotional responses of the boy and the girl in the clip.
- Students create a T-chart, labelling one side 'boy' and one side 'girl'.
- Students explore the other warning signs of challenging relationships, such as belittling, betrayal, deflecting responsibility etc. by watching audiovisual clips available at:
 - One Love – Behind the Post
<https://www.joinonelove.org/act/behind-the-post/>
- Students discuss their feelings about each clip and then list on their T- chart the following for the boy and the girl:
 - short-term impact of these emotional responses on the individual and the relationship
 - long-term impact of these emotional responses on the individual and the relationship.
- Ask students to decide what they would do in this situation.
- Ask students to give their responses to the rest of the class.

Teaching

- Discuss the types of conflict that were seen in the Behind the Post audiovisual clips.
- Create a class definition of conflict (Support notes).
- Discuss the main reasons conflicts occur; for example, differing values, opinions and beliefs, needs not being met etc.
- Ask students to decide if they see conflict as a positive or negative part of a relationship.
- Explain that conflict plays a role within relationships and can have a positive influence. However, harmful conflict can be destructive and create lasting issues within the relationship and with the people involved.
- Show students both parts of the following two-part audiovisual clip.
 - Deana Harper – Conflict Resolution Demonstrated by 'Friends'
https://www.youtube.com/watch?v=f_9eH8Ox-eU
- Ask students the following questions in a class discussion, in groups or as a written activity.
 - What led to the argument between Rachel and Monica? Students identify the cause of the conflict and how that relates to the definition of conflict previously discussed.
 - What actions/characteristics and behaviours of harmful conflict can be identified? Students list all the behaviours and responses that both Rachel and Monica demonstrated that would have caused the conflict to escalate.
 - What strategies does Phoebe use to resolve the conflict? Students identify the key positive ways that Phoebe uses to help resolve the conflict.
 - Discuss responses.



Learning

- Students work in small groups or pairs.
- Each group researches either the key characteristics of a harmful conflict or a healthy conflict (teacher to allocate).
- Once each group has decided on the characteristics, they are to devise a short role-play that demonstrates a scenario highlighting the characteristics. This can be done in a narrated story style or performance style according to the students' preference.
- Ask students to present their role-play to the class. While students are watching the scenarios, they are to:
 - identify the type of conflict and name the characteristics/behaviours that are being demonstrated which made the conflict harmful, or
 - identify how the characteristics/behaviours made the conflict more positive, which allowed the situation to resolve.
- Using the information from the previous two activities and additional research, students devise a five-point conflict resolution plan to help people develop positive steps to resolving conflict.

Teaching

- Ask students to share their conflict resolution plans.
- Highlight key information, such as:
 - remaining calm (removing yourself to calm down if necessary)
 - establishing boundaries
 - listening/communicating effectively
 - showing empathy and understanding
 - looking for a compromise/agreeing to disagree
 - seeking support/using a mediator if necessary.
- Emphasise that it is important that both parties are heard, and their needs are acknowledged and met. It is essential to establish what the issue is and be able to speak openly.

Concluding activity

- Summarise the learning intentions and check students' understanding using the focus questions.
- Encourage students to implement some of the strategies covered in the lesson if conflict arises in their own life.



Lessons 7–8: Skills and strategies to promote respectful relationships

The Western Australian Curriculum content addressed in these lessons is below.

Interacting with others

- Skills and strategies to promote respectful relationships
 - Managing the effects of emotional responses on relationships
-

Learning intentions

- Taking action to address disrespectful and inappropriate behaviour in relationships.
- Recognising when to leave a challenging relationship.
- Helping and supporting others in disrespectful relationships.
- Obtaining help and support.

Support notes

Boundaries are rules or guidelines that are set between people so expectations are clearly outlined.

Example of physical boundaries:

- the right to say no and/or change your mind.

Example of emotional boundaries:

- to have the opportunity to speak openly about feelings.

Example of digital boundaries:

- not feeling comfortable sharing passwords.

Types of communication are:

- aggressive
- passive (passive-aggressive)
- assertive.

Focus questions

- Why is it often difficult for people to leave challenging relationships?
- What are the warning signs of a challenging/abusive relationship?
- What advice could be given to people experiencing relationship issues?
- What support services are available to support people in challenging/abusive relationships?
- What are boundaries?
- Why are boundaries important in a relationship?
- Name three types of boundaries that could be set in a relationship.
- Name three types of communication.
- What is assertive communication and why is it useful to learn this style of communication?



Teaching and learning experiences

Starter activity

- Introduce the students to some of the campaigns that have been established to promote respectful relationships, including:
 - One Love – #ThatsNotLove campaign
<https://www.joinonelove.org/relationships/>
 - Department of Premier and Cabinet Victoria – Healthy Relationships
<https://www.youtube.com/watch?v=UL4fPxW-nBQ>
- Discuss the campaign.
- Ask students to reflect on the effectiveness of the campaign.
- Explain that sometimes it is necessary to take action to address disrespectful or inappropriate behaviour and develop key skills and strategies to promote positive and respectful relationships.
- Discuss with students that taking action can be difficult.

Learning

- Students complete a two-minute challenge, writing down as many reasons they can think of as to why people do not leave challenging/abusive relationships?
- Students give their responses to the two-minute challenge by creating a class brainstorm on the board, collating their ideas

Teaching

- Discuss the reasons people find it difficult to leave challenging/abusive dating relationships.
- Explain to students that it is important to be able to recognise the warning signs and have the confidence to trust in themselves when leaving a challenging relationship, but also to know where to get help, support and advice when required.
- Introduce the next activity by outlining how important it is to have accurate and reliable information available to be able to access help and support if required. It is also important to know where to access help if trying to support others.

Learning

- Students complete a seeking support research activity by collating useful and relevant information that could be shared to young people who are experiencing difficulties within their current relationships – this can be all types of relationships, not just intimate relationships.
- A proforma and scenario have been provided which can be used to structure this activity (Appendix A).
- For this activity students collate advice and the contact details of support agencies that could provide help and advice to young people.
- Students summarise the services of each agency or piece of advice.
- If time permits, ask students to collate the contact details onto a small card, to keep for future reference if required.



Teaching

- Outline the importance of learning specific skills and strategies to ensure all relationships are healthy, now, and in the future.
- Introduce the concept of setting healthy boundaries.
- Ask students what a boundary is and why it is an important part of building a healthy relationship?
- Create a class definition (Support notes).
- Ask students what types of boundaries may be useful to set in a relationship.
- To assist in discussing boundaries use the information on this website:
 - Love is respect – What are my boundaries?
<https://www.loveisrespect.org/resources/what-are-my-boundaries/>
- Explain that there are different types of boundaries. The areas of focus will be physical, emotional and digital boundaries. Provide examples for each (Support notes).

Learning


- Students consider a real or anecdotal relationship in their life and create a list of personal boundaries which they would be comfortable with. Boundaries should link to personal needs, values and beliefs. For example, I want to spend time with my partner (or friend), but I also need time with my other friends.
- Create a list of the main boundaries that are viewed as important, taking into account physical, emotional and digital boundaries.
- This list is private, and students do not need to share it unless they are comfortable to do so.

Teaching

- Ask students, ‘Why is it difficult to set boundaries?’
- Explain that you have to know yourself to understand what your values and beliefs truly are. Explain that sometimes having the confidence to express these views can be very difficult, especially when you are just getting to know someone.
- Lead the discussion into effective communication. Ask students to recall the main types of communication (Support notes).
- Provide examples of each type of communication. Students can explore the information on this website:
 - Nemours Children’s Health – Assertiveness
<https://kidshealth.org/en/teens/assertive.html>
- Ask students to recall the types of communication that led to conflict and problems in a relationship. Which categories of communication could be seen as problematic?

Learning

- Students complete an assertive communication task to practise voicing their views in a confident, yet compassionate manner.
- Students are to create five scenarios that might happen in a relationship. For example, Billy is concerned that Jo is texting too many times a day and it is too hard to respond to all the messages, but Jo gets upset if Billy does not respond.
- Each student then gives their scenarios to another student, who creates an assertive response to the first scenario, then passes it on. This continues until all scenarios have been completed.

- 
- Students read out the responses and the rest of the class decide if the response is suitable, and/or provide an alternative suggestion.

Teaching

- Use the focus questions to consolidate learning.
- Emphasise that it is important to be able to communicate effectively in all areas of life, to fully meet your needs and requirements.
- If time permits, students can explore aspects, such as asking someone out on a date, and appropriate ways to end a relationship.

Concluding activity

- Summarise the key learnings from the lesson sequence, highlighting the importance of recognising the early warnings in a relationship and trusting in your own feelings in response to the behaviours of others.
- Provide an opportunity for students to ask questions relating to relationship issues. Conclude by showing the students this audiovisual clip, then discuss the impact of the clip:
 - One Love – Because I Love You – Delete
<https://www.joinonelove.org/relationships/>
- Ask students to identify the key components of a loving relationship.



Lessons 9–10: Summative assessment

The Western Australian Curriculum content addressed in these lessons is below.

Interacting with others

- Skills and strategies to promote respectful relationships
 - Managing the effects of emotional responses on relationships
-

Learning intentions

- Introduce the Summative assessment (Appendix B).

Support notes

Things to consider during the assessment lessons:

- the task is adequately scaffolded to ensure all students can access the content
- students are provided with relevant examples which clearly demonstrate the requirements of this task
- a checklist for students to track their progress and ensure the deadline is achieved.

Teaching and learning experiences

Teaching

- Introduce the assessment task.
- Hand out the student assessment task sheet, planning sheet and marking key.
- Follow the instructions to teachers (Appendix B).

Learning

- Student-directed activity.

Assessment Lesson 1

- Introduction to the task.
- Begin planning and organising information.

Assessment Lesson 2

- Complete the information booklet and submit it for review
- Teacher monitors students' progress throughout, giving meaningful guidance and feedback as required.



Appendix A

Resources

Resources

Lesson	Resource information	Link
1–2	Love is respect Provides information about the relationship spectrum	Love is respect – Relationship spectrum https://www.loveisrespect.org/healthy-relationships/relationship-spectrum/
	One Love Foundation Slideshow outlining the characteristics of a healthy relationship	One Love Foundation – 10 signs of a healthy relationship. https://www.joinonelove.org/signs-healthy-relationship/
	One Love Foundation Slideshow outlining the characteristics of an unhealthy relationship	One Love Foundation – 10 signs of an unhealthy relationship https://www.joinonelove.org/signs-unhealthy-relationship/
	One Love Foundation Videos to summarise the healthy and challenging characteristics of a relationship	One Love Foundation – The 10 signs https://www.joinonelove.org/relationships/
	Love is respect Online quiz to identify where behaviours and situations in relationships might be found on the relationship spectrum	Love is respect – Relationship spectrum https://www.loveisrespect.org/quiz/relationship-spectrum/
	Love is respect Online quiz to examine how healthy a relationship is	Love is respect – Is your relationship healthy? https://www.loveisrespect.org/quiz/is-your-relationship-healthy/?%3E
	Love is respect Online quiz to examine if someone is a good partner	Love is respect – Am I a good partner? https://www.loveisrespect.org/quiz/am-i-a-good-partner/
3–4	Australian Human Rights Commission Background information for teachers on children rights	Australian Human Rights Commission – Children’s Rights Report 2019 https://humanrights.gov.au/our-work/childrens-rights/publications/childrens-rights-report-2019
	Respect me List of rights and responsibilities that should be present in a healthy relationship	Respect Me – Relationship Rights & Responsibilities https://respectme.org.au/relationship-rights-responsibilities/
	12 signs you’re in a healthy relationship – Psych2Go You Tube video (4:51 minutes)	Psych2Go – 12 Signs You’re in a Healthy Relationship https://www.youtube.com/watch?v=kCQIDvEnrTg
	Nemours Teens Health Background information and examples of different types of abuse	Nemours TeensHealth – Abusive Relationships https://kidshealth.org/en/teens/abuse.html
	Love is respect Warning signs of an abusive relationship	Love is respect – Warning signs of abuse https://www.loveisrespect.org/dating-basics-for-healthy-relationships/warning-signs-of-abuse/

Lesson	Resource information	Link
	Student Wellbeing Hub Activities to support the understanding of physical, emotional and external factors that can be used to assess the safety of a relationship or situation	Student Wellbeing Hub – Warning signs and emergencies https://studentwellbeinghub.edu.au/educators/resources/warning-signs-and-emergencies/
	Sunshine – Don't confuse love and abuse – Day one YouTube video (2:45 minutes)	DayOneNY – Sunshine – Don't Confuse Love & Abuse – Day One https://www.youtube.com/watch?v=1L6HB97lbrQ
5–6	One Love Foundation Campaign demonstrating the reality of a relationship behind the social media profile	One Love Foundation – Behind the Post https://www.joinonelove.org/act/behind-the-post/
	One Love Foundation Guiltting – YouTube video highlighting the impact of emotional responses in relationships (1:00 minute)	Join One Love – Behind the Post Guiltting https://www.youtube.com/watch?v=qYrwTn3dEek
	Conflict resolution demonstrated by 'Friends' YouTube video (3:48 minutes)	Deana Harper – Conflict Resolution Demonstrated by 'Friends' https://www.youtube.com/watch?v=f_9eH8Ox-eU
7–8	One Love Foundation #ThatsNotLove campaign – One Love Example of a video campaign to promote respectful relationships	One Love Foundation – The 10 Signs https://www.joinonelove.org/relationships/
	Department of Premier and Cabinet Victoria Healthy Relationships social media campaign. Example of a video campaign to promote respectful relationships amongst young Aboriginal people	Department of Premier and Cabinet Victoria – Healthy Relationships https://www.youtube.com/watch?v=UL4fPxW-nBQ
	Love is Respect Background information for discussions about setting boundaries in relationships	Love is respect – What are my boundaries? https://www.loveisrespect.org/resources/what-are-my-boundaries/
	Nemours Teens Health Information about different types of communication	Nemours TeensHealth – Assertiveness https://kidshealth.org/en/teens/assertive.html
	One Love Foundation The most important gift of all #loveBetter Demonstrates the components of a healthy, loving relationship	One Love Foundation – Because I Love You – Delete https://www.joinonelove.org/relationships/

Lessons 1–2 | Creating a balanced relationship



What is a balanced relationship?



How could a balanced relationship be achieved?



What factors could cause a relationship to become out of balance?



Create a list of strategies that could be used to bring a relationship back into balance.

Lessons 5–6 | Rate your emotional response

Read the scenarios below and rate whether you believe your emotional response would be positive, unpleasant, mixed or indifferent.

Scenario	Positive	Unpleasant	Mixed	Indifferent
You get top in your maths test.				
You are late for an important appointment.				
Your partner ends the relationship with you via text message.				
Your beloved pet passes away.				
You lose your mobile phone on a night out.				
Your partner cheats on you with your best friend.				
You win a major sports competition.				
Your exam results were lower than expected, despite working really hard. However, you are told that you are lazy.				
Your best friend gets the part-time job you had applied for.				
You suffer a bad fall resulting in a broken leg.				



How would you describe your overall emotional response to the scenarios listed?

Why do you think it is important to understand the impact of emotional responses?



Lessons 5–6 | Guilt

Watch the following clip about guilt and then answer the questions.

- One Love – Behind the Post, Guilt
<https://www.joinonelove.org/act/behind-the-post/>

Identify all the emotions shown by the couple during the clip.

1. (a) The emotional responses from the boy:

(b) The emotional responses from the girl:

2. How do you feel about the emotional response demonstrated by the boy?



3. Why do you think he reacted like that?

4. What strategies would you suggest in this situation for the boy and the girl?



Lessons 7–8 | Seeking support research mission

You notice that a good friend is experiencing issues in their relationship. Their partner is extremely possessive and jealous, constantly checking up on them and looking through text messages and emails to see who they have been talking to.

Collate **five** pieces of advice that you would give to your friend.

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

Research **five** different support agencies that provide reliable support and guidance for young people involved in challenging relationships.

- 1. _____
- 2. _____
- 3. _____
- 4. _____



Appendix B

Assessment task (summative)

Building respectful relationships – The
ultimate teen guide to healthy dating



Task details

Title	Building respectful relationships – the ultimate teen guide to healthy dating
Description	Students create an information booklet, titled <i>Building respectful relationships – The ultimate teen guide to healthy dating</i> .
Type of assessment	Summative
Purpose of assessment	To enhance one’s skills and strategies to promote respectful relationships by understanding how our emotional responses can impact these relationships and discover and analyse community health services that could provide support and guidance to ensure safer behaviours.
Assessment strategy	Inquiry based research and informative booklet style presentation.
Evidence to be collected	Information booklet
Suggested time	Two lessons, in class

Content descriptions

Interacting with others

- Skills and strategies to promote respectful relationships
- Managing the effects of emotional responses on relationships

Key concepts

Skills and strategies to promote respectful relationships by understanding the appropriate emotional responses and the effect of these emotions can have, taking action when relationships are not respectful, develop understanding of appropriate bystander behaviour and what can be implemented and evaluate key community health services for support to ensure safer behaviours.



Task preparation

Prior learning

In Year 9, students covered the following syllabus points regarding relationships:

- characteristics of respectful relationships and how these can prevent violence and abuse and managing emotional responses and resolving conflict in family or social situations.

Students have been provided with opportunities to learn the syllabus content for Year 10 in Lessons 1–8.

Assessment task

Assessment conditions

In class, with teacher supervision.

Differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their readiness to learn and their need to be challenged. Where appropriate, teachers may scaffold or extend the scope of the assessment tasks.

Resources

- instructions and planning sheet
- access to the internet research purposes
- digital device for research
- physical copy or digital copy (using a device) for final booklet



Building respectful relationships – the ultimate teen guide to healthy dating

This summative assessment task is designed to assess the students' understanding and application of skills and strategies that promote respectful dating relationships. Students research, design and create an information booklet that could be given to young people as a guide to healthy, respectful relationships as they begin to embark on closer, dating interactions.

The task provides the opportunity for students to explore:

- skills and strategies to promote respectful relationships
- the rights and responsibilities of a young person in a relationship
- appropriate behaviours as a bystander
- community health services to ensure safer behaviours
- abuse and power in a relationship.

Students research the appropriate skills and strategies which can be applied to:

- how to promote and manage respectful relationships
- resolution strategies when in confronting situations
- enhance communication skills for better interactions
- raise awareness of the impact of emotions on relationships.

Students provide appropriate and relevant advice to young people about:

- what respectful and mutual relationships look like
- awareness of external influences that may impact and place pressure on relationships
- what action to take if young people find themselves in a challenging or abusive relationship.

Refer to the learning intentions in Lessons 1–8 for content that could be included in the assessment task and ensure students have access to this information.

Lesson plan

- Provide students with the instructions outlining the requirements of the task, the marking key, the student instructions and a copy of the planning sheet.
- Review and reinforce the lesson content relevant to the assessment task and ensure the lesson sequence classwork is available for the students to access.
- Explain to students the structure of the assessment task. Provide examples of what an information booklet might look like and how to potentially present the booklet.
- Go through the marking key and refer to the student instructions so the expectations and requirements are clear, and students understand the level of detail needed to get all the marks available.
- Encourage students to use the checklist provided to ensure they have covered all the set criteria.
- Students have two lessons to complete the assessment task.
- Students hand in their information booklet at the end of the second lesson.
- Provide feedback to the students about their progress in the task and possible areas for improvement throughout the implementation process.
- Following completion and review, show students an exemplar of the task and ask them to reflect on any areas of the assessment they could improve on.



Instructions to students – building respectful relationships

Respectful relationships – the ultimate teen guide to healthy dating

This assessment task requires you to:

- create an information booklet designed to demonstrate your knowledge and understanding of the skills and strategies used to promote respectful dating relationships.

Your booklet should provide accurate, appropriate and relevant information, guidelines and advice to young people as they begin to explore respectful relationships. Your information should provide teenagers with the ultimate guide to healthy dating for building respectful relationships, now and in the future.

Task requirements

Using your classwork from this lesson sequence and your own additional research, you are required to respond to the listed criteria below about creating respectful relationships. Present your information in an engaging, easy to read information booklet suitable and relevant to teenagers.

You have two lessons to complete the following criteria.

- Consolidate your understanding of the task.
- Plan sections 1–3 using the task outline on the planning sheet provided.
- Consider how you will present your booklet – physical or digital copy.
- Use a checklist and the marking key to ensure you have covered all the relevant criteria in adequate detail.
- Submit your information guide for marking and review.



Planning sheet

The information booklet is divided into three sections. Complete each section with an overview of the content you plan to include in each section of your information booklet.

Section one – introduction

Introduce your booklet to your readers. Include all the following information.

1. An introduction to outline what the booklet is about. (2 marks)
2. A definition of what a relationship is. (1 mark)
3. Identify **five** different types of relationships that teenagers may have. (5 marks)
4. Explain rights and responsibilities that people have in a relationship and provide **one** example of each. (6 marks)

Section two – main information

This section of your booklet should provide key information about dating relationships that would be useful in helping young people identify healthy or challenging relationships in their life. Include the following information.

1. Explain what a healthy relationship should look like. Provide **two** examples of behaviour that would be demonstrated in a healthy relationship. (4 marks)
2. Explain what a challenging relationship may look like and identify **two** signs that would indicate a challenging relationship. (4 marks)
3. Explain how emotions may impact relationships and **two** possible consequences of when one fails to recognise these emotions in others. (4 marks)
4. Explain how conflict may occur in a relationship and provide **two** examples of situations that may cause conflict. (4 marks)



Section three – advice, skills and strategies

This section of your booklet should provide relevant advice, skills and strategies that young people could use to ensure their relationships are healthy and respectful. Help and advice should be presented to help support young people in times of need. Make sure you have included all the following information.

1. A definition of conflict resolution (1 mark)
2. A five-step plan that could be implemented to resolve conflict (5 marks)
3. **Two** communication skills to enhance interactions in a relationship, including an outline of each skill (4 marks)
4. An explanation of how emotions can impact relationships (2 marks)
5. An action plan of **five** strategies or steps a young person could take if they find they are in a challenging or abusive relationship (5 marks)
6. A summary of the key advice and information on how to create and maintain respectful relationships. Provide **two** reliable sources of help, support or online advice in the local community. (4 marks)

Marking key

Description	Marks
Section one - introduction	
1. An introduction to outline what the booklet is about.	
The introduction is clear and outlines what the booklet is about in a concise and appropriate way	2
The introduction is simple in an attempt to outline what the booklet is about	1
Subtotal	/2
2. A definition of what a relationship is.	
Provides an accurate definition	1
Subtotal	/1
3. Identify five different types of relationships that teenagers may have.	
Provides five different types of relationships	1–5
Subtotal	/5
4. Explain rights and responsibilities that people have in a relationship and provide one example of each.	
Clear explanation of what rights are and makes links to relationships	2
Simple explanation of what rights are and makes minimal links to relationships	1
Clear explanation of what responsibilities are and makes links to relationships	2
Simple explanation of what responsibilities are and makes minimal links to relationships	1
Provides two examples	1–2
Subtotal	/6
Section one total	/14

Marking key

Description	Marks
Section two – main information	
1. Explain what a healthy relationship should look like. Provide two examples of behaviour that would be demonstrated in a healthy relationship.	
Comprehensive explanation of what a healthy relationship is	2
Simple explanation of what a healthy relationship is	1
Provides two examples of behaviour that would be demonstrated in a healthy relationship	1–2
Subtotal	/4
2. Explain what a challenging relationship may look like and identify two signs to look out for that would indicate a challenging relationship.	
Comprehensive explanation of what a challenging relationship is	2
Simple explanation of what a challenging relationship is	1
Provides two signs to look out for that would indicate a challenging relationship	1–2
Subtotal	/4
Provides some evidence to explain why this would be a challenging relationship.	
	1
3. Explain how emotions may impact relationships and two possible consequences of when one fails to recognise these emotions in others.	
Comprehensive explanation of how emotions impact relationships	2
Simple explanation of how emotions impact relationships	1
Provides two possible consequences of when one fails to recognise these emotions in others	1–2
Subtotal	/4
4. Explain how conflict may occur in a relationship and provide two examples of situations that may cause conflict.	
Comprehensive explanation of how conflict may occur in a relationship	2
Simple explanation of how conflict may occur in a relationship	1
Provides two examples of situations that may cause conflict	1–2
Subtotal	/4
Section two total	/16

Marking key

Description	Marks
Section three – advice, skills and strategies	
1. A definition of conflict resolution.	
Provides an accurate definition	1
Subtotal	/1
2. A five-step plan that could be implemented to resolve conflict.	
Outlines each of the five steps of the conflict resolution plan.	1–5
Subtotal	/5
3. Two communication skills to enhance interactions in a relationship, including an outline of each skill.	
For each of two communication skills (2 x 2 marks)	
Identifies two communication skills.	1–2
Outlines each of the two communication skills.	1–2
Subtotal	/4
4. An explanation of how emotions can impact relationships.	
Provides a detailed explanation of how emotions can impact relationships.	2
Provides a simple explanation of how emotions can impact relationships.	1
Subtotal	/2
5. An action plan of five strategies or steps a young person could take if they find they are in a challenging or abusive relationship.	
Outlines each of the five strategies of the action plan.	1–5
Subtotal	/5
6. A summary of the key advice and information on how to create and maintain respectful relationships. Provide two reliable sources of help, support or advice online in the local community.	
Comprehensive description of key advice or information	2
Simple explanation of key advice or information	1
Provides two reliable sources of help, support or advice	1–2
Subtotal	/4
Section three total	/21
Total	/51



Acknowledgements

Lesson sequence

Lessons 3–4

Support notes (Examples) information from: UNICEF. (n.d.). *The convention on the rights of the child: The children’s version*. Retrieved March, 2022, from <https://www.unicef.org/child-rights-convention/convention-text-childrens-version>

Appendix A

Emotional barometer ‘Take a moment to check in’ graphic created in Canva.

