

RELATE
RESPECT
CONNECT



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B

A Sense Of Belonging

In *A Show with Bethany*, Ash tries to fit in with another group of kids at school, but he ignores his friend Bethany when he does this. As a result, Bethany feels like she doesn't belong.

Belonging and being a part of a group of friends or community is important to everyone. As people, we feel better and healthier around other people. Ash should not be ashamed of what he did, but it was something he could have handled a lot better.

Think about Bethany and her friends, and think about your own life – then add to the lists below. Try to act on these things to foster a better sense of belonging amongst your friends, classmates and family.

“Those who have a strong sense of love and belonging have the courage to be imperfect.”
- Brene Brown

What gives me a sense of belonging?	How can I make others feel like they belong?
When someone asks me to join them when we have group work in class.	Smile and say good morning to someone I don't usually hang out with.
Being close to home. 	Accept others for who they are.
Being given a role or responsibility.	



A Little Self-Respect

You may have realised that feeling like you belong – to a sports team or friendship group, for example – makes you **feel good** and that you are respected and valued by others. When you feel like you belong, you are more likely to have the confidence to be yourself around others. **We call this feeling “self-respect”.**

Self-respect is something you can improve by doing things for yourself. We have included some suggestions below, but we’d also like you to collect some strategies for developing self-respect from other people. Ask your friends, teachers and family about what they do to feel okay about themselves, and to communicate that they expect to be treated with respect.

WHAT IS SELF RESPECT?

People with self-respect know and accept themselves and treat other people with kindness and respect. They expect others to treat them with respect too. They know their strengths and take steps to keep themselves from harm.

Get involved
in activities
I enjoy.

Be kind and
respectful to
other people.

Spend time with
people who care
about me and
make me feel good
about myself.

“It’s not so much the journey that’s important; as is the way that we treat those we encounter and those around us, along the way.” – Jeremy Aldana

Manifesto For Mutual Respect

A manifesto is a set of values and beliefs that a person or group of people live by. When we understand what it is to have self respect and feel a sense of belonging, we can see that respecting one another is an important part of fostering positive relationships. In her vlog, Bethany shares many stories and ideas about how she learnt to respect and care for family and friends. Complete your own manifesto for developing mutual respect by completing the sentences below.

WHAT IS A CLASS MANIFESTO?

Drawing on everyone's personal manifestos, you could develop a class manifesto that lays out a shared set of values and beliefs for your classroom community.

I will communicate respectfully by

I will demonstrate trust and honesty by

I will respect my home by

I will respect my school and classroom by

I will be accountable to family and friends by

I will respect other people's needs/abilities by

I will manage and resolve conflict by

I will include and make others feel safe and welcome by

*"Respect is a two way street,
if you want to get it, you've
got to give it." - R G Risch*



Helping Friends & Family

You see and interact with your friends and peers a lot - almost every day. This means that you come to know and understand them really well, and might know when it is a good time to help them out, or give them a boost. In this activity we want to help you get on the front foot and think about why helping others is so important.

"No act of kindness, no matter how small, is ever wasted." - Aesop

Think about why these ways of helping might be helpful for your friends and peers.



Things you can do	Why this would help
Smile and greet a different person when you get to school each day.	
Actively make a positive comment online, rather than a negative one.	
Congratulate a classmate who struggles with maths/spelling but did well in their test.	
Help out around the home without anyone having to ask.	
Ask a friend or classmate if they are OK.	
Let your brother or sister make the first choice about what game to play.	
Invite someone new to come and play with your group at lunchtime.	
Help someone who has a problem with the computer game they are playing.	
Organise a whole class activity at lunch or recess.	
Congratulate a teammate who was named best player.	

Promoting R.O.A.R.

The R.O.A.R. acronym has been really helpful for Bethany and her brother Angus - and hopefully for you as well. We'd love you to spread the message and come up with a R.O.A.R. promotional campaign for your school. It could be a pamphlet, a poster, a song, a broadcast over the PA system, or a video. Plan your campaign below, before designing it.

R.O.A.R.
RESPECT yourself and others
OWN your behaviours and actions
ACCEPT others perspectives and experiences
RESOLVE conflict

PLAN YOUR CAMPAIGN:

WHO is your audience?

WHAT key message do you want to share with them?

WHERE will they most likely see/hear your message?

WHEN is the best time to share that message?

WHY will they listen to your message?

HOW will you engage them?

Other details:

What format will you use? (e.g. video, pamphlet, interactive game etc.)

What colours will work best?

What images might work best?

"We are less when we don't include everyone." - Stuart Milk

Be The Boss Of Your Brain

Just like Bethany and Ash, sometimes our emotions are hard to control. Rather than using our brain to make good decisions, emotions like anger or frustration can sometimes cause us to make poor decisions and behave in negative ways with family and friends. This emotional intensity is something that everyone has to learn to manage. It isn't easy, but we all need to practise and improve how we behave when our emotional intensity increases.

Rate the emotional intensity of the scenarios below by circling the word that describes how the situation makes you feel.

A friend said they'd walk home with you after school, but when you get out of class they've already gone.

IRRITATED ANNOYED ANGRY ENRAGED

Your teacher wants you to present your work to the class, even though you said you don't want to.

APPREHENSIVE NERVOUS FEARFUL TERRIFIED

You see one friend pushing around another friend on the basketball court.

DISLIKE HORROR DISGUSTED LOATHING

Your brother/sister keeps going into your room without asking.

IRRITATED ANNOYED ANGRY ENRAGED

A friend you really like says they don't want to be friends anymore.

UNHAPPY SAD MISERABLE DISPAIRING

You want to watch the rest of your favourite TV show, but your dad turns off the TV and says you have to go out with him.

IRRITATED ANNOYED ANGRY ENRAGED

There are many ways to manage your emotions. You can breathe deeply; you can talk to someone about how you are feeling; you can run around and let the energy out; or you can tell yourself positive things. How might you manage your emotions to be the boss of your brain?

"Feelings are like waves, we can't stop them from coming, but we can choose which one to surf."

- Jonathon Martensson

List a strategy for each scenario and emotion below.

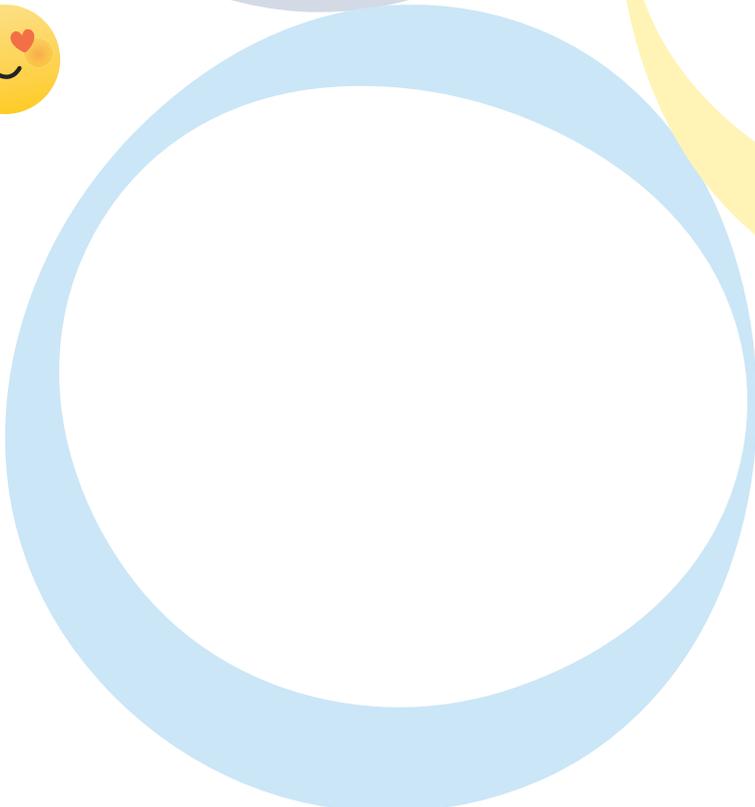
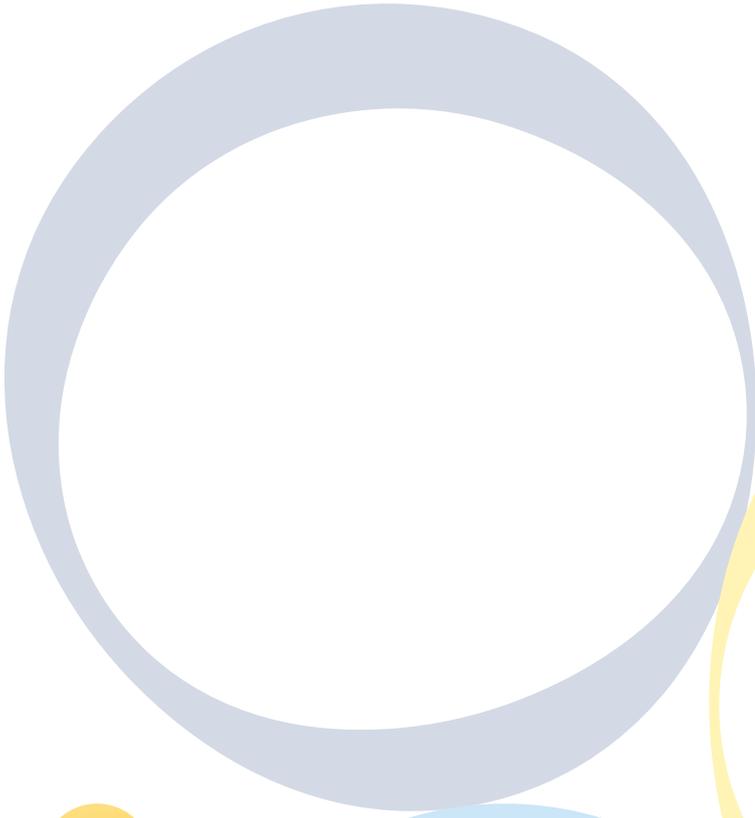
Scenario	Strategy

Chase That Happy

One reason we love spending time with family and friends is that they make us feel healthier and happier. However, relationships aren't always about fun times, sometimes things can become challenging and we have to work on them. Sometimes, **you have to chase that happy.**

HOW CAN YOU CHASE THAT HAPPY?

Chasing that happy is about identifying the things you do with family and friends that strengthen those relationships. In the circles below, write down and draw some activities that you feel have helped your relationships thrive. By remembering these moments, you can chase them down when you feel like a relationship needs some work.



"Family and friends are hidden treasures, seek them and enjoy their riches." - Wanda Hope Carte





B

A Call To Action

In her final vlog, Bethany asks everyone to work on being better friends and better family members. It is a call to not just talk, or watch, or learn about these things - but to do something. It is a call to action. So, what are you going to do to foster and maintain respectful relationships?

Use the boxes below to map out things that you will do. Look back through this workbook to find ideas or actions that you can include. Then, over the coming weeks and months, return to this page and proactively decide to do one of the things you have listed. When you have done it, cross it off.

		Have a conversation with a peer I usually don't talk to.
For one week, try to think about my responses if I get angry or upset.		
		Ask my family what they would like to do on the weekend, and help make it happen.



R.O.A.R. At Home

On this page is an acronym - ROAR - that we have been using to help develop and practice strategies that lead to respectful relationships.

Sit down as a family, have a conversation, and come up with a few strategies under each heading below to help your family foster respect for each other at home.

“Respect yourself and others will respect you.” - Confucius

RESPECT yourself and others

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OWN your behaviours and actions

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ACCEPT others perspectives and experiences

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RESOLVE conflict

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Note to Parents and Carers



Your child has taken part in the Life Education Relate Respect Connect module.

What is it about?

The Relate Respect Connect module focuses on:

- characteristics of positive relationships
- the role that positive relationships play in people's health and wellbeing
- social and emotional learning
- strategies to help maintain positive online and offline relationships
- strategies to respond to unsafe or disrespectful situations online/offline

Why is it important?

Opportunities for students to learn how to treat others with respect helps them to develop pro-social moral values and these, in turn, create a "moral map" for them to use throughout their lives. Engaging in respectful relationships also assists students to create a self-perception of themselves as 'good people'. The skills needed to build positive and respectful relationships, effective communication, and decision making in social situations are fundamental components for promoting resilience and positive mental health as well as future academic and career success.¹

So what's next?

Life Education has provided your child's **teacher** with print and digital resources to use in the classroom.

You can continue the learning and conversations with your children about how to relate, respect and connect by accessing a range of videos, information and other helpful resources for **parents and carers** on our website.

Log onto lifeeducation.org.au

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**Empowering our children and young
people to make safer and healthier
choices through education**

