



Identity, Gender
& Relationships

Christian Education for Personal Development

**Identity, Gender &
Relationships**

Levels 7 & 8

APPENDICES

Catholic Education Sandhurst

Personal Profile

1. Name _____
2. Date of birth _____
3. Place of birth _____
4. Family members _____

5. Pets _____
6. Favourite colour _____
7. Favourite vegetable _____
8. Favourite food _____
9. Places I have lived _____
10. Schools I have attended _____

11. Places I have been on holiday to _____

12. Favourite music _____
13. Favourite TV show _____
14. Favourite book _____

- 15.** Favourite movie _____

- 16.** Best memory of growing up _____

- 17.** I play the following sports _____

- 18.** In my spare time, I love to _____

- 19.** My favourite subject/s at school are _____

- 20.** If I could be anywhere but at school today, I would be _____

- 21.** My biggest achievement at primary school was _____

- 22.** My favourite game when I was growing up was _____

- 23.** On my first day at secondary school I felt _____

- 24.** If I had to pick one thing I couldn't live without, it would be _____

- 25.** My favourite prayer is _____
- 26.** Find a picture of yourself:
- as a baby
- now

Personal Profile Discussion Questions

After completing your personal profile and discussing with a class mate, complete the following reflection questions:

1. Describe the factors that impact on how I look? _____

2. Identify ways how I change the way I look? _____

3. Discuss what has led you to have the friends that you now have? _____

4. Identify the factors that have influenced your choice of different activities that you are involved in outside of school? _____

5. Apart from your parents, identify who has had the greatest impact on your life up until now? _____

Rights and Responsibilities

RIGHTS are things that everyone should have. All people have the right to be safe and to be treated fairly, and to have their bodies, thoughts and feelings respected.

RESPONSIBILITIES roles or tasks which are yours to do. Carrying our responsibilities can make sure that rights are met.

Classroom rights and responsibilities.

Everybody has rights as a student in the classroom and responsibilities as a class member.

Label the following as either a right or a responsibility:

1. To learn without being distracted _____
2. To keep my hands to myself _____
3. To put my rubbish in the classroom bin _____
4. To feel safe _____
5. To respect other people's property _____
6. To be treated with respect _____
7. To take care of my own property _____
8. To listen to the opinion of others _____
9. To express my opinion freely in discussion _____
10. To treat others as I would like to be treated _____
11. To work in a clean environment _____
12. To learn in a positive environment _____
13. To do my own work without disrupting others _____
14. To have my personal property left alone by others _____
15. To have my religious beliefs respected _____
16. To allow high achievers to excel _____

Proposed charter of rights and responsibilities for a relationship

Rights	Responsibilities
To be treated with respect	To treat the other person with respect
To raise issues for discussion	To listen
To say no	To believe the person when he or she says no and respect that decision
To be safe	To respect the right of the other person to be safe and take action to support their safety

Rights and Responsibilities in Relationships

In groups of three, design a role play based on one of the scenarios listed below. Some groups should show a positive outcome and others a negative outcome. Discuss each role play.

1. A 13 year old girl wants to go to the movies at night with friends and does not want to be picked up by her parents.
2. You discover from a friend that one of your friends repeated something you told them in confidence and has also been vandalizing your locker. You decide to confront the person and not to be friends with them any longer.
3. You want to go to a fourteenth birthday party that will not be supervised by adults. You try to convince your parents to let you go.
4. Your friend has invited you to stay at their house for the weekend. You are really excited. Your parents have told you that they think your friend is a really bad influence.
5. Two of your friends think that it would be fun to shoplift from the surf shop. You think this is a stupid idea, but you want to try and stay friends with them.

The Gift

A young girl who lived in a small village was troubled because the other children called her unkind names and teased her. One day one of the village elders, an old woman with many children of her own, was walking to the river and noticed the young girl sitting on the river bank, crying bitterly.

The old woman approached the girl "Child, why are you crying?"

"The other children call me names" replied the girl, "They tell me I am stupid and ugly and clumsy at my weaving."

"Come to this place tomorrow, at sunset" said the old woman, and went on her way.

The next day the young girl returned to the river, just as the sun was setting, and found the old woman sitting under a tree, with a small basket of woven reeds on her lap. The young girl sat next to her, and the old woman extended to her the basket. The girl took the basket and, looking into it, saw a necklace of flowers and leaves strung together.

"Would you like to keep the necklace?" asked the old woman.

"Yes, I would" answered the girl "It is most beautiful."

"Take it then, and go" said the old woman. "Come back at the same time tomorrow."

The girl did as she was told and, the next day, at sunset, she returned to the river and again found the old woman sitting under a tree. Once more, she had a woven reed-basket on her lap. When the young girl had sat down, the old woman gave her the basket. The young girl looked in the basket and frowned to see that it contained some old fish heads and a handful of dirt.

"Would you like to keep those?" asked the old woman.

"The young girl's frown remained "No, I would not" she replied finally "They are ugly and unpleasant and I have no use for them."

"Then leave them and go" instructed the old woman. "Come back at the same time tomorrow."

Once more, the girl returned the next day to find the old woman resting by the river, with a reed-basket in her lap. As the girl sat down she was again handed the basket. This time the basket was empty. Puzzled, she looked up at the old woman.

"The basket is full of words" said the old woman. "All the names you have been called, all the unkind remarks, all the teasing things that people have said to you."

Still puzzled, the young girl looked into the empty basket.

"Words," said the old woman, "and names, and opinions or judgements about you are just the same as anything else that someone tries to give you. If the words are not fitting, if they are not things that you would like to keep, then do not keep them. Do not make them yours. Just because someone tries to give you something unkind does not mean you have to accept it."

The young girl kept her gaze on the empty space within the basket.

"Imagine that those cruel and unkind names and words are in there" said the old woman. "And tell me this: Do you wish to keep them?"

After several long moments, the girl shook her head and met the old woman's eyes. "No, I do not. They are ugly and unpleasant and I have no use for them."

The old woman nodded slowly. "Then leave them and go."

Her heart soaring, the young girl carefully laid the empty basket on the ground, turning her back on it as she climbed to her feet and smiled at the old woman.

She was laughing as she ran back to the village.

Thoughts Feelings and Behaviours

Physical and emotional feelings are different and people experience these feelings in different ways. We all have feelings, there are no right or wrong feelings, they just are. People can have several feelings at the same time.

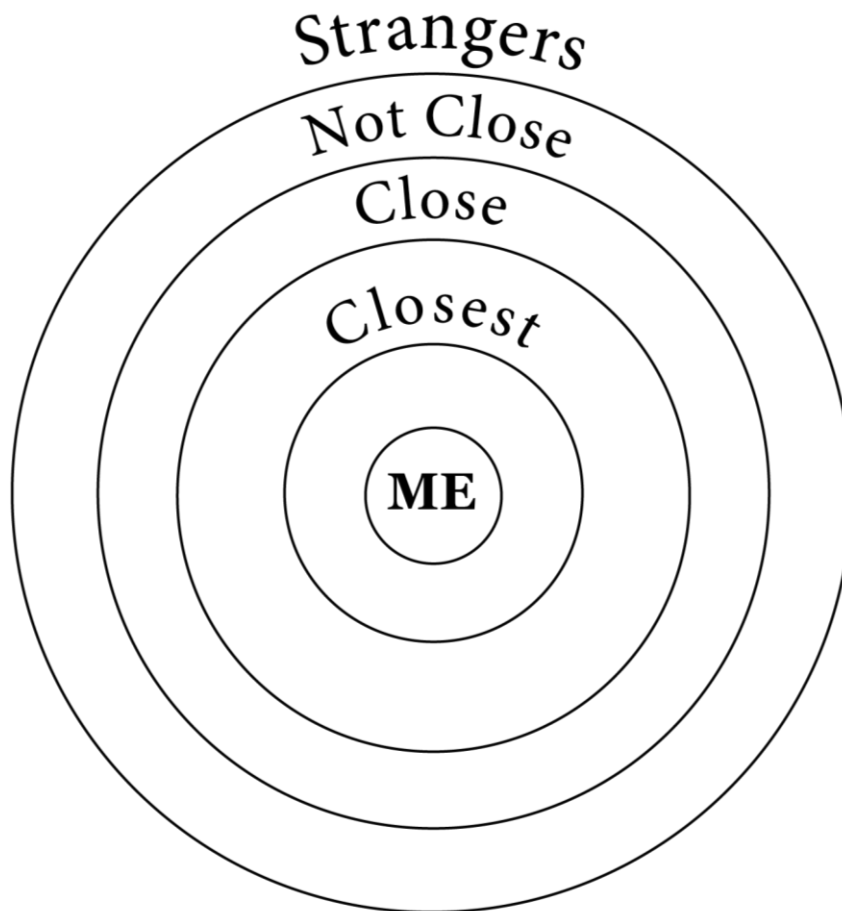
One person's experience of a situation may be different to another's.

We can change our 'self talk' to alter the way we feel.

Situation What is happening for the person?	Physical Feeling What is happening in their body?	Emotional Feeling What is happening with their emotions?	Thoughts or Self talk Is their self talk helpful or unhelpful?
Giving a speech at school assembly	Sweaty palms Heart beats fast	Nervous Scared	I don't want to do this I will stutter and mumble
Giving a speech at school assembly	Heart beats fast Head held high	Excited Proud	It's normal to feel nervous but this is not too bad
First day at a new school			
Did not get picked for a team			
Answering a difficult question in class			
Got an A for a test			
Tried really hard on an assignment and got a D			
Didn't get invited to a party			
Got invited to a party			
You hang around wanting to join in the game of handball but don't get asked to join in.			
A group of older students are wanting you to give them money at the canteen and you are scared of them			

Relationship Wheel

Identify where the people and behaviours from the lists below fit into the relationship wheel and place them in the appropriate circle.



Behaviours

- cuddle
- long cuddle
- kiss on lips
- kiss on cheek
- holding hands
- handshake
- wave
- touch on arm

People

Me
Family
Special Friend
Boy/Girl Friend
school mates
work mates
bus driver
shop keeper
strangers

Now and Then

Think back to the relationships you have enjoyed in your past and complete the following questions:

Me before school (you may have to think back to photos or videos of yourself when you were under 5)

1. My friends were:

2. My favourite toys or games were:

3. I spent most of my time doing:

4. My parents helped me by:

Me in kindergarten

5. My friends were:

6. My favourite toys or games were:

7. I spent most of my time doing:

8. My parents helped me by:

Me at primary school

9. My friends were:

10. My favourite toys or games were:

11. I spent most of my time doing:

12. My parents helped me by:

Me at secondary school

13. My friends are:

14. My favourite toys or games are:

15. I spend most of my time doing:

16. My parents help me by:

17. Concisely describe how your relationships have changed from when you were younger until now:

18. Suggest reasons for the changes that have occurred in your relationships.

19. Suggest how your relationships with those close to you might change in the next ten years.

Developing a Definition of Bullying

Forms of Bullying

	Direct	Indirect
Physical	Hitting Kicking Spitting Throwing stones	Getting another person to assault someone
Non-physical and verbal	Verbal insults Name calling Nasty text messages	Persuading another person to insult someone Cyber bullying Spreading malicious rumours
Non-verbal	Threatening and obscene gestures	Removing and hiding belongings Deliberate exclusion from a group or activity

In practice different forms of bullying often occur together. Physical intimidation is often accompanied by verbal abuse. One is used to reinforce the other, as when a child is repeatedly struck and called names. In bullying we are concerned not only with physical injury: the constant undermining of an individual by taunts, jeers and name calling can be equally devastating.

Advice and Problem Solving

Intention

In this session it is intended that students:

- Problem-solve common scenarios involving bullying or harassment.
- Design ways to address the barriers that people experience in reporting bullying, asking for help or asserting their own rights.

Protection of role

Sometimes young people feel more free to give a range of advice if they are 'playing a role'. In presenting their own personal view they may be constrained by their social role, peer expectations or maybe fear ridicule or stigma.

Resources

- Room set up for a panel out the front.
- Scenario cards.
- Activity sheet: role cards – to denote role of each panel member.

How to

1. Explain to the class that they will be asked to problem-solve and give advice, today, in the format of an 'expert' panel. Four or five students at a time will sit on the panel and give advice on a number of problems. The panel will rotate a number of times to give other people a turn. Each panel member is given a role card from Activity Sheet: Role Cards.
2. Place role cards in front of panel members' seats. These are labelled on both sides so audience and panel members can be reminded of who they are supposed to be.
3. The chairperson takes a scenario from the box and reads it to the panel. The panel members then give their advice according to their assigned role. The audience may ask questions or raise objections.
4. To get a range of advice, give roles to the panel members, for example:

psychologist
peer

principal
new age therapist

parent/carers
lawyer

5. Repeat several times choosing new scenario and allocating roles for new panel members.

Alternatives

A variation of the panel format when working with a smaller group, is to sit in a circle, read the scenario, then spin the bottle or pointer stick. Whoever the stick points to gives their advice and then they spin it to appoint the next person. After a few have commented, and any debate or dilemma has been pursued, the next scenario is read out and the pointer is spun again.

Sample questions

For the panel

- As the psychologist concerned about this person's thoughts and feelings, what advice would you give?
- What might a parent have to say if this was happening to their child?
- What would a peer advise?
- What might the principal have to say about this situation if it was happening in their school?
- What might a lawyer have to say on this matter?
- What advice would the new age therapist give?

For the class

- Having heard this advice, what can that person do?
- How hard would that advice be to carry out in real life? In this school?
- What might stop that person from seeking help?
- What would that person fear might happen?
- What would encourage or support the person to do something about this problem?
- What effect might it have if that person was to continue to put up with this?

Workbook

Students choose one of the following activities:

- Write down one of the scenarios; underneath it write a letter of advice in response.
- Draw a picture or cartoon or comic strip which shows the problem, underneath draw another picture or cartoon or comic to show an action taken to help solve this problem.
- Prepare a role-play which, in one scene, shows the problem, and in the next shows an action taken to help solve this problem.
- Write a letter to the school principal, coordinator or counsellor to tell them what you think should be done to stop a form of harassment or bullying.
- Write a song or poem about the experience of being bullied, or a song or poem which gives advice or reassurance.
- Write a letter to the bully, telling them what you think of their behaviour.

Homework

- Finish the letter/s, picture/s, song/s, poem/s for homework.

Ensure sufficient structures are in place to support staff and students in times of need.

Mental Health Promotion

Role Cards

Psychologist	Peer	Peer
Psychologist		
Principal		
Principal	New Age Therapist	New Age Therapist
Parent		
Parent		
Lawyer		
Lawyer		

Suggested Scenarios

Cut each situation along the dotted line.

A student follows you to school every morning, making jokes about whatever you are wearing.	Your older brother or sister takes all the money you were saving and says if you tell your parents, he or she will make your life miserable.
Someone in your English class insists on copying everyone one of your homework assignments.	Your friend has cerebral palsy which affects his speech. The students in the year above are always mimicking him.
A certain person at school is spreading untrue rumours about you. Now people are starting to give you funny looks.	A friend 'borrowed' a piece of your clothing, wears it all the time, and now denies that you own it.
A student demands that you leave the locker room before you are ready to go.	One person in your group of friends insists that everyone wears a certain brand of jeans. If you don't, they say you will be thrown out of the group.
A student 'accidentally' pokes or trips you every time you pass him or her in the hallway.	A friend had an argument with someone and now insists that everyone else stops talking to this person.
When you buy something at a shop, the young assistant, who lives near you, never gives you all your change.	One person on your basketball team has talked the other team members into not letting you have the ball during games.

Relationship Quiz

If you had a romantic relationship with someone how would you like to be treated?

Qualities	Don't Know	Never	Some times	Always
Give me what I want				
Share everything with me				
Talk all the time				
Tell me I'm great				
Gets jealous when talk to other girls/guys				
Make me happy				
Not listen to me				
Trust me				
Make the decisions				
Like me as a person				
Tell me their feelings				
Be someone who I can tell anything to				
Be a friend when I need one				
Fight with me				
Have other boyfriends/girlfriends				
Pay for me to go places with them				
Like my other friends				
Be liked by my parents				
Have a great body				
Would never lie to me				
Make me feel like I have to watch what I say				
Often put me down or criticise me				
Respect my feelings, opinions and beliefs				
Be ok if I say no to something (including sex)				
Sometimes scare me by being aggressive or violent				
Make me feel scared to disagree or say no to things				
Say sorry or ask forgiveness				

Contraception

ABSTINENCE

Not having sexual intercourse is guaranteed to prevent conception and Sexually Transmitted Infections. This upholds traditional values and delays the emotional and physical commitment to sexual relationships

CONDOMS

A condom is a fine rubber sheath which is worn on an erect (stiff) penis. It collects the sperm and stops them entering the other person's body. Condoms are more effective if used with a 'spermicide'. They can be purchased at supermarkets and pharmacies. They can help protect against Sexually Transmitted Infections but are not 100% safe. Condoms must be used before the 'use by' date as rubber can perish.

ORAL CONTRACEPTIVE / 'THE PILL'

Contain hormones that create the impression that the body is pregnant and so ovulation stops. The pill doesn't protect against Sexually Transmitted Infections. It is only available by prescription from the doctor, family planning centre or a community health centre.

MORNING AFTER PILL

A high dose of oral contraceptive. Most effective if used as soon as possible after intercourse. It may cause nausea and it is not recommended on a regular basis. The morning after pill provides no protection against Sexually Transmitted Infections. It is available from doctors, community health centres and pharmacies.

INTRAUTERINE DEVICE (IUD)

A small coil or loop which is placed in the uterus to prevent contraception. It must be inserted by a doctor. The IUD would mostly be used by women who have finished having children as it can cause infertility.

DIAPHRAM

Thin latex shaped dome with a firmer rim inserted into the vagina so that it covers the cervix. Must be used with spermicide. Different sizes to suit vagina. Not terribly reliable for adolescents. Must be fitted by a doctor to get the right size and needs to be inserted before intercourse and kept on for at least 6 hours after.

Proposed charter of rights and responsibilities for a dating relationship

Rights	Responsibilities
To be treated with respect	To treat the boyfriend/girlfriend with respect
To raise issues for discussion	To listen
To say no	To believe the person when he or she says no and respect that decision
To be safe	To respect the right of the other person to be safe and take action to support their safety

We all have the right
to feel safe
all the
time



Nothing is so
awful that we
cannot talk
about it with
someone
we trust



Parental Role Swap

Narrative Scaffold	
Title	
Orientation (introduce the scenario / set the scene for your story)	
Initiating Event (describe what event you are basing your story around)	
Complication (what occurs to make this story exciting or different from usual)	
Resolution (how do you go about fixing the problem)	
Moral / Concluding Statement	

Networks

Talking Helps

I have networks of people I trust - adult, peer, emergency, holiday etc.

I persist in talking to my network people until my body signals are gone and I feel safe again.

I review my network regularly.

Other people can:

- ❖ See our problem from a different perspective
- ❖ See our problem more objectively
- ❖ Come up with fresh ideas
- ❖ Bring in expertise
- ❖ Care for us

Who will I turn to?

A person who is:

- ❖ Non-judgemental
- ❖ Good listener
- ❖ Easy to talk to
- ❖ Accepting
- ❖ Does not dominate the conversation



Self-Reflection Activity

Look back on your collage that you completed during lesson 1 of this unit.

1. List 5 words or phrases that would accurately describe you now:

2. Identify the changes you have been through in the past two years:

3. Describe ways that your relationships are changing:

a. with your family

b. with your friends

c. with the opposite sex

4. What are your hopes for yourself over the next six years?

5. What are your dreams for the future?

a. Relationship dreams?

b. Career dreams?

c. Family dreams?

d. Other dreams?

6. If you could do one thing knowing that you could not fail, what would it be?

If I Had To Live My Life Over

If I had my life to live over,
I'd try to make more mistakes next time.
I would relax, I would limber up,
I would be crazier than I've ever been on this trip.
I know very few things I'd take seriously anymore.
I would take more chances, I would take more trips,
I would scale more mountains, I would swim more rivers, and
I would watch more sunsets.
I would eat more ice cream and fewer beans.
I would have more actual troubles and fewer imaginary ones.

You see... I was one of these people who lived sensibly and sanely,
Hour after hour and day after day.
Oh, I've had my moments, and if I had to do it all over again,
I'd have more of them.
In fact, I'd try not to have anything else.
Just moments, one after another,
Instead of living so many years ahead of my day.
I've been one of those people who never went anywhere without a thermometer,
a hot water bottle, panadol, a raincoat and a parachute.
If I had to do it all over again,
I'd travel lighter, much lighter than I have.
I would start barefoot earlier in the spring, and stay that way later in the fall.
And I would ride more merry-go-rounds and catch more gold rings,
and greet more people, and pick more flowers and dance more often...
If I had to do it all over again.