



Barwon  
Health

# The Respect Cup Planning Guide

2022

A community based initiative that supports schools to promote healthy relationships, identify negative relationships and promote bystander intervention

## About this planning guide

The *Respect Cup* planning guide is a practical tool that assists schools engaging with the mandatory requirement to deliver healthy and respectful relationships education through the *Respectful Relationships Education* curriculum.

The Respect Cup supports schools to work with their communities to promote healthy relationships, identify negative relationships, and promote bystander intervention. It was developed in partnership with Barwon Community Legal Service, Headspace, Department of Education and Training, Women's Health & Wellbeing Barwon South West and Netball Victoria.

### Terminology:

In this planning guide the term 'Gender Based Violence' (GBV) is used and defined as 'an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed differences between males and females. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty' <sup>(1)</sup>. The Barwon Respect Cup planning guide extends this definition beyond 'males and females' to include those who may identify outside a binary gender dichotomy. This definition is used to be inclusive of young people's experiences of violence, including but not limited to: dating violence, non-consensual sharing of images, homophobic bullying and sexist comments.

## Acknowledgements

The *Respect Cup* was amended in 2018 to be compatible with, and complementary to the *Respectful Relationships* curriculum, and we acknowledge the contribution of strategies from this program. It was again amended in 2021 to incorporate recommended discussions on the issues of perceived masculinities and sexual consent.

The Respect Cup planning guide has been strengthened by partnerships with Barwon Community Legal Service, Barwon Child Youth Family, Department of Education, Women's Health & Wellbeing Barwon South West, and Netball Victoria.

Thank you to the schools and students across Geelong for promoting respectful relationships within their schools, families and communities.

*This guide was released by the Healthy Communities Unit, February 2022*

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# SECTION ONE:

## Establishing a Respect Cup Event

# Background

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## Introduction

Gender-based violence is recognised as a serious and widespread problem in Australia, with significant individual and community impacts and costs. The most common form of intimate partner violence is perpetrated by a man against their current or former female partner.

One in six Australian women and one in 16 men have been subjected, since the age of 15, to physical and/or sexual violence by a current or former partner <sup>(2)</sup>. On average, one woman in Australia dies every week at the hands of a current or former partner <sup>(3)</sup>.

Gender-based violence takes a profound and long-term toll on our community's health and wellbeing. Intimate partner violence is the greatest health risk factor for women aged 25-44<sup>(4)</sup>. It is also the single largest driver of homelessness for women <sup>(5)</sup>, a common factor in child protection notifications <sup>(6)</sup> and results in a police call-out on average once every two minutes across the country <sup>(7)</sup>. The combined health, administration and social welfare costs of gender-based violence have been estimated to be \$21.7 billion a year <sup>(8)</sup>.

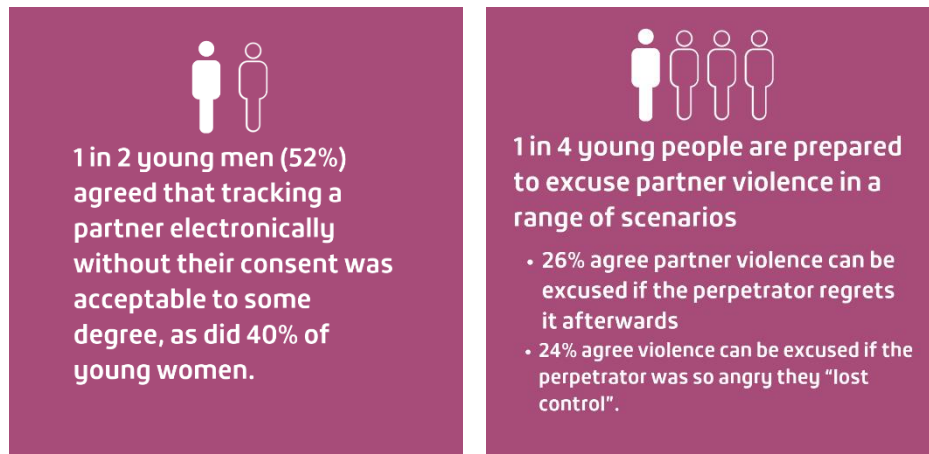


Australia has committed to tackle family violence through the *National Plan to Reduce Violence Against Women and their Children 2010-2022* <sup>(9)</sup> and the *Change the Story Framework* <sup>(10)</sup>. A feature of this plan is the recognition that gender-based violence is preventable. One way to do this is to build gender equality and enhance respectful attitudes and behaviours among young people utilising school and community-wide strategies.

## Young people

The *Young Australians Attitudes towards Violence against Women* survey <sup>(11)</sup> has been conducted periodically since 1995, and presents findings from 1,923 Australians aged 16 to 24. 98% of young people recognise that physical partner violence is a serious matter and against the law. The majority (71%) understand partner violence is perpetrated more often by men, and that women are most likely

to be physically injured (87%). Most agree women shouldn't have to sort out sexual harassment by themselves and that it's not a woman's duty to stay in a violent relationship<sup>12</sup>. However, young people are less likely to recognise the harm of non-physical forms of violence, such as harassment, stalking and controlling behaviours. One in two young men (52%) agreed that tracking a partner electronically without their consent was acceptable to some degree, as did 40% of young women.



Young people are supportive of gender equality in public roles, but less likely to support gender equality in the private sphere. More than one in five young people agree men should take control for decision-making in relationships, compared with just 16% of older Australians and one in five believe that women often say no to sex when they mean yes. These findings are of concern as male dominance in relationships is a known risk factor for partner violence <sup>(13)</sup>.

Research by the World Health Organisation has demonstrated attitudes supportive of violence are linked with broader views endorsing gender inequality. In other words, the less support people have for equal gender relations, the more likely they are to hold attitudes that minimise and excuse men's violence towards women and blame the victims.

Young people have been identified as a priority group by the legal sector for education around areas of law relating to gender-based violence, consent and intimate partner relationships. They are 2.4 times more likely to experience a legal problem compared with older groups, but less likely to seek advice from professionals for their problem <sup>(14)</sup>.

### **Bystander intervention**

A bystander is someone who sees, hears, or has knowledge of a current or potentially harmful event that is happening to someone else but is not directly involved in it. While there are some instances when there are legal obligations for bystanders to take action, in other situations the perception of a moral obligation is what motivates bystanders to become involved. A bystander who takes action of any sort in response to the situation is known as an 'active bystander'.

In the context of preventing violence against women, bystander action refers to the action taken by a bystander to challenge behaviour, attitudes, norms, policies and structures that contribute to and perpetuate gender-based violence. It includes responding across a spectrum of possible situations from hearing a stigmatising/derogatory/insulting comment or sexist joke, through to noticing behaviour that represents possible threats or cues that violence is likely, to noticing behaviour that indicates that abuse/violence has started.

There is growing evidence nationally and internationally to support bystander approaches as a feature of primary prevention of violence against women in Victoria <sup>(15)</sup>. Changes reported consistently support the conclusion that bystander approaches are effective in addressing gender-based violence and promoting gender equity <sup>(16)</sup>.

As a component of an integrated school-based strategy for the prevention of gender-based violence, a focus on bystanders has a number of potential positive outcomes. Bystander approaches can foster social norms that challenge gender-based violence at individual, community and societal levels, as well as promoting a shared sense of responsibility for preventing sexual and intimate partner violence.

## Action

Young people are not only targets *for* change, but also agents *of* change in violence prevention strategies. By increasing their awareness of the statistics; providing them with opportunities to hear from their peers and discuss these issues openly in a supportive environment; challenging their attitudes about gendered roles and expectations; and giving them skills to challenge sexism, harassment, and gender-based discrimination when they see it; we hope to have a positive impact on ending gender-based violence. Respectful relationships education among young people is an essential element in preventing gender-based violence.

By encouraging collaboration across a range of agencies it allows us to take a holistic approach to talking about family violence with young people – the Respect Cup initiative allows us to combine the legal, health, social and emotional elements of gender-based violence and provides information to young people on how to access a variety of available services in community.

This project utilises an innovative approach that engages young people and supports schools and organisations to ensure a whole-of-community, partnership approach to prevention of gender-based violence.

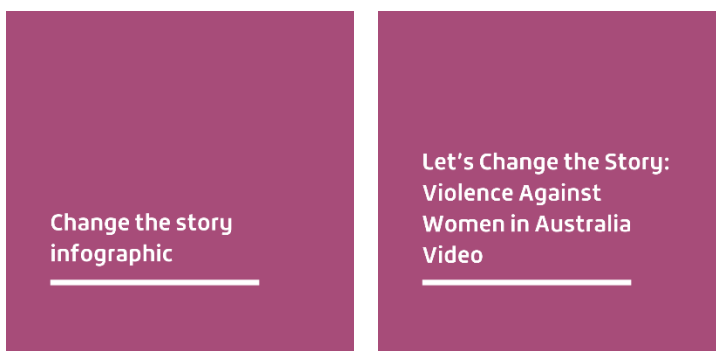
# Guiding Documents

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Many supporting documents underpin our work to reduce gender-based violence, at the national, state, regional and municipal levels.

## National

- Change the Story: A framework for the primary prevention of violence against women and their children (Our WATCH). Also available are:



- National Plan to Reduce Violence against Women and their Children 2010-2022
- The ANROWS National Community Attitudes Survey (NCAS) towards Violence against Women

## State

- Free from Violence: First Action Plan 2018-2021
- Free from Violence: Victoria's strategy to prevent family violence and all forms of violence against women
- Safe and Strong: A Victorian Gender Equality Strategy
- Royal Commission into Family Violence Report and Recommendations

## Regional

All Victorian metropolitan regions have developed prevention and response plans to address family and gender based violence. These can be found online within each region.

## Key organisations

There are nine regional Women's Health Services and three state-wide services: Women's Health Victoria, the Multicultural Centre for Women's Health and Women with Disabilities Victoria. In addition to these there are local response services such as the Sexual Assault and Family Violence centre, and Legal services such as the Barwon Community Legal service in Geelong' Other relevant contacts include:

- Domestic Violence Resource Centre Victoria
- VicHealth
- Victorian Equal Opportunity and Human Rights Commission
- Workplace Gender Equality Agency



# The Respect Cup Initiative

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The *Respect Cup* is an initiative that engages schools to support selected year five and nine students to take the lead in promoting healthy relationships, gender equity and respect.

Students participate in workshops exploring issues of consent, gender roles and equity, the role of the bystander and the impact of attitudes and behaviours on enabling or preventing the incidence of gender-based violence. These workshops are followed by a mixed round robin netball competition.

Evaluation of this initiative has shown that students become more aware of issues relating to gender-based violence, and are more confident and capable to recognise and initiate activities that prevent and respond to gender-based violence.

## History

The cup began in 2013 as a friendly match between two schools to support work to address gender inequity, violence and unhealthy relationships. Over time more schools joined in, and the content evolved to respond to developments in curriculum and state-based initiatives that supported community agencies to work with schools to prevent gender-based violence. The event now focusses as much on the workshops as it does the netball, with students scoring points for their schools across all activities as well as respectful behaviours shown on the day.

The initial partnership between Netball Victoria and Barwon Health has expanded to include a broad range of agencies: Barwon Community Legal Services, Headspace Geelong, Geelong Cats, The City of Greater Geelong youth team, Women's Health and Wellbeing Barwon South West, and the Victorian Department of Education and Training, giving teachers and students a range of services they can access for help and support into the future.

## Aims (Primary)

- ✓ For students to recognise and challenge situations reinforcing gender stereotypes.
- ✓ To encourage students to seek trusted adults in their homes, schools and communities that can support them and others in resolving issues of gender inequity.
- ✓ To give students the opportunity to develop knowledge and skills to implement and promote bystander and positive actions promoting healthy gender-based relationships.
- ✓ For students to leave feeling confident about how they can make a difference in contributing to a safer school and wider communities.

## Aims (Secondary)

- ✓ For students to recognise the early warning signs of relationship and gender-based violence and the factors that enable it
- ✓ To give students the opportunity to practice and implement skills to take bystander action to prevent or intercede in situations of relationship and gender-based violence

- ✓ To provide links to services that can provide support if they or someone they know is experiencing relationship and gender-based violence
- ✓ To increase student confidence to contribute to a safer school environment

## The school context

The 2016 Royal Commission into Family Violence identified the critical role that schools and early childhood education have in creating a culture of respect to change the story of family violence.

To incorporate gender issues and promote the prevention of violence, schools are encouraged to work according to The *Health Promoting Schools* Framework, first developed by the World Health Organisation in 1986, which encourages a whole-school approach to addressing health issues. Applied to gender equity and respectful relationships, the elements of health promoting schools include:

- Policies: e.g. statements that enable healthy relationship practices and discourage stereotyping.
- Physical environment: The buildings, grounds and equipment in and around the school: e.g. accessibility of bathrooms, line of sight and lighting.
- Social environment: Relationships between staff, students, parents and the wider community.
- Individual knowledge and skills: Incorporates both the formal and informal curriculum-based experiences that build competencies to improve health outcomes for themselves and others.
- Community links: Connections between the school and families, local groups and individuals.
- Health Services: Local, regional and state health services, which have a responsibility for the provision and promotion of health care and information to students, families and workplaces.

A health promoting school does not have a beginning and end and is not defined by the presence of special projects. The Respect Cup should be seen as one component of an integrated, sustained approach to teaching, and creating an environment that supports, healthy, respectful behaviours.

## Respectful Relationships curriculum and resource

There is significant scope within school curriculum to incorporate teaching and learning strategies pertaining to gender equity and respectful relationships, particularly within the health and physical education domain, and there is broad scope for schools to find opportunities to place content across a range of domains. Child Safe Standard 7 requires all Victorian schools to explicitly teach healthy and respectful relationships education (including sexuality).

The Department of Education and Training's Respectful Relationships initiative is a whole-of-school curriculum-based initiative that builds the capacity of schools to discuss, promote and model respect and gender equality, and teach students how to build healthy relationships, resilience and confidence. In 2016, respectful relationships education became a core component of the Victorian Curriculum from Foundation to year 10.

The *Respect Cup* complements the Respectful Relationships curriculum as well and allows schools to connect with community services working to reduce gender-based violence.

# Shaping your event

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The Respect Cup lends itself to varying partnerships and formats:

- When choosing a sport code, gender bias and effects need to be considered. For example issues such as physical contact, strength, experience, and opportunities for team-play should be evaluated to ensure there is respectful play
- We present the event over a single day, but it could be broken into smaller time units. Be aware that this may necessitate additional time for a review at the commencement of each unit to ensure recall of earlier information
- We evaluate and reflect on our content and adjust accordingly
- The Barwon Respect Cup is led by a health agency but any of the services at the partnership table could take the lead with the same outcome

While the Respect Cup emerged and changed over time, both: the aims we hope to achieve, and the connection with RRe curriculum remain central to the initiative.

## Identify a lead agency

The first step is to have a lead agency or school to take on the administrative components. They need to identify and engage school contacts, finalise dates and locations, allocate roles, develop materials, prepare content of the presentations, and become familiar with the scoring.

## Develop partnerships

The next step is to develop the partnerships that will allow you to implement the event. The Respect Cup requires support on the day and a good understanding by partner organisations of the aims and actions to be implemented. The partnerships formed shape the final format, and running of the event and this will vary across regions.

The Respect Cup is a cross sector partnership of organisations working together for the prevention of gender-based violence, and the advancement of gender equality and respectful relationships.

Evaluation findings have shown that well-developed partnerships are an effective mechanism to enable and coordinate primary prevention actions (17). Consultation with partners, specialist services and schools informs the development and activities of the Respect Cup, to ensure it is relevant and tailored to the unique needs of students, and responsive to local needs.

Respect Cup partners share work, resources, evaluation data and learnings for shared outcomes and shared impact.

In commencing implementation of the Respect Cup, consider who in your community might assist you in achieving the outcomes of supporting students to implement bystander actions to intervene in or prevent gender-based violence.

Possible partners within the Respect Cup include:

- Netball Victoria (or other sporting agency)
- Local Women's Health service
- The Department of Education and Training Victoria
- Community Legal services
- Health services (including mental health)
- Violence prevention and response agencies
- Youth support services

## Develop a Planning Checklist

For the event to run smoothly it is crucial that there is a thorough and shared understanding of roles, content and documentation. A planning checklist enables a run through of everything, adapting as needed, and ensuring all requirements are met leading in to your event.

Communications with schools should be maintained so that they are updated on progress and given any advice required (see school information) as well as allowing them the opportunity to inform the event content and evaluation.

This event has not required a marketing component as schools have been contacted directly and personally. It is up to each region should they wish to pursue a marketing component.

## Documentation

It is recommended that you have the following items:

- It is valuable to develop a Terms of Reference, and have all partners agree to this early in the partnership. The Respect Cup requires a time commitment from partners in order to be able to coordinate, present, evaluate, and problem solve on the day.
- Partner and School information and invitations
- Working group agenda
- Photographic permission form
- Information for parents (for school newsletters)
- Updates/Helpful hints/Reminder emails for schools

Sample copies of these have been placed in the appendices for your information

# Planning Checklist

- Partnerships and method of invitation
- Event plan - including activities
- Dates
- Appropriate venues (including: number of rooms needed, facilities required such as projectors/internet access, and a designated area for buses to arrive)
- Equipment (including: laptops, projectors, first aid)
- School contacts
- School information
- School invitation
- Communication with school (including: who is responsible for liaising with schools, what information needs to be distributed and how often is communication required)
- Requirements of school. For example, any pre or post learning activities/readings that teachers need to provide students
- Requirements of students. For example, any pre learning activities/readings or post event evaluation
- Presentation: who, what, how
- Scoring: who, what, how
- Evaluation: who, what, how
- Pilot run
- Filming/photography/permission/exception markers
- Student leader roles
- Awards & Presenters
- Goody bags

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Image 1: Sample planning checklist

# How to score

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Schools are scored on a combination of: respectful play during the netball component, their participation in activities throughout the day, their interactions with others, and their results on workshop activities. Netball goals are noted should there be the need for a tie-break, but do not otherwise contribute to outcome.

The scoring component was amended in 2019 to reduce the need for additional staff members. A change was made to provide attending teachers with the event plan and a scoring sheet with scoring guide. This component has been included in this resource and can be found in Appendix 2: Scoresheets.

Their scores were then cross-checked with the two session leaders for validation. It was found that this method maintained the integrity of the outcomes, reduced the work load on session presenters, and engaged the teaching staff more strongly than earlier scoring methods. Teachers commented favourably on this change stating that the students were less conscious of being observed.

However, during the netball component, teachers become very busy supporting their students to participate and therefore independent scorers are required to observe each game.

## Scoring for respectful behaviours

Students are scored for displaying respectful behaviours throughout the day. This includes such behaviours as attentiveness, turn-taking, participation, collaboration and consideration. All activities and the netball are scored against this criteria. During the workshop, teaching staff score using defined terms and a numbered system. These scores are validated with the presenters of each workshop that the outcomes accord with their perception. During the netball respectful behaviours are scored by a cumulative system by independent scorers. Points are lost for such things as poor attention, disrespectful comments, lack of consideration, interrupting and so on.

## Scoring the workshops

**PRIMARY SCHOOLS:** There are two activities scored for responses. The other activities are only scored for Respect (see below). Of the two that are scored for workshop content this occurs as follows:

Activity 4: 'Out of the Box', is scored for number of suggestions written multiplied by the variety of what is written. For instance: one school may make 7 statements but all of them have to do with physical appearance, however another may have made 5 statements but covered topics such as appearance, career opportunities, relationship and role expectations. The first school scores 7 multiplied by 1 category for a total of 7. The second school would score 5 multiplied by 4 categories for a score of 20.

Activity 5: The role play, is scored subjectively by the presenters in each group out of 5. For three of these points they are asked to consider whether the school accurately portrayed the intervention assigned as follows:

- 0 not at all,
- 1 mentioned but incorrectly or incompletely conveyed,
- 2 correct and complete but not clearly or strongly conveyed, and
- 3 a good portrayal of the intervention,

They get two further points if they brought in additional possible actions.

**SECONDARY SCHOOLS:** There are three activities scored for written responses. The second activity ('What is Masculinity?'), Activity 4 ('Crossing the Line') and Activity 5 ('Consent') do not have worksheets for collection and are only scored for Respect (see appendix 2). Of the three that are scored for workshop content this occurs as follows:

Activity 1, 'Facts and Figures', is scored for number of true and false responses correct and totalled out of eight.

Activity 4, 'Types of abuse', is scored for number of healthy relationship behaviours written within each category. As there is no finite number for possible responses here there has been an arbitrary number applied to score against, being 28.

Activity 5, 'Bystanders', is scored for the correctness of the suggestions against each of the four types of bystander intervention. That is, was their suggestion for what might be done under 'direct, indirect, distract, and protocol' a correct example of this intervention? They also receive a point for the reasonableness of their response. For instance a suggestion that someone would physically challenge an aggressor is correct for 'direct' but not reasonable.

The response sheets are collected, collated by school, labelled by activity 1, 4, or 5, for scoring by the central assigned scorer, who places the totals on the summary score sheet.

## The netball

Schools proceed through a round robin. There is **no grand final** as we found that this has led to the conclusion that the winner of this is the 'real' winner of the day, which is not the case. Games are scored simply on the winner of each match. The number of goals are also recorded to be used in the event of a tie. Scoresheets for the netball can be found in Appendix 2: Scoresheets.



# Engaging schools

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A strength of the Respect Cup is that it supports curriculum but is organised and run by community-based organisations. This allows schools to lead all the school-based components (curriculum, environment, policies etc.) in a manner that addresses their specific needs, while enabling a consistent approach to reducing gender based violence and promoting gender equity in their communities.

There are some elements of the Respect Cup that help to integrate it into school activities and these can be raised in discussion:

- It supports mandated curriculum: All schools and early years' centres in Victoria are introducing and implementing the respectful relationships explicit teaching. The Respect Cup enables and extends school discussion and student learning toward respectful relationships.
- It provides schools with the opportunity to meet some of the requirements of Respectful Relationships education – most significantly – linking with community-based organisations that can otherwise be difficult to meet.
- It does not require a whole year level to engage. Rather those students that attend are identified as leaders and selected by the school. Therefore the school can ensure that no student's school progress is compromised, but rather those with the capacity are given the opportunity to develop and implement leadership opportunities.
- It addresses a significant concern of schools. Students develop many relationships within school. As they move through secondary school, romantic relationships will also develop. The school has a responsibility (duty of care) to ensure that students are provided with information that enhances their safety and protects their wellbeing in this area as well as in others.

Initial contact should commence with the principal of the school, and their full support be obtained. A key contact within the school is then identified to implement and manage the processes required. While it is helpful for the key contact to have experience in the field of health and human relations, it is most beneficial simply to have a contact who is enthusiastic and committed to achieving outcomes. We have found that the key contact is most likely the one to attend on the day. Finally, note that the contact is likely to change annually as teachers are assigned different roles within schools frequently.

Once engaged, the school is provided with all written materials they may require such as a letter of introduction, registration form, photo permission form, letter to parents, and regular email updates. These updates can include 'handy hints' that prompt discussion among the students so that they arrive more informed than they otherwise might be.

Following the event, meet with the key contact to complete the evaluation (see appendices) by investigating any impacts within the school, and getting feedback on the event itself.



## Whole-of-school activities

The Respect Cup strongly encourages student-led initiatives emerging from the event of the day. These initiatives can be smaller activities at a peer level, class or year level, or whole-of-school level. Whole-of-school initiatives can be valuable, not only to consolidate what has been learnt at the event, but to promote peer-led healthy changes at your school. Some such activities are listed below.

- Host an event to increase awareness of gender-based violence, gender equity, and respectful relationships. For example, the students that attended could lead their own netball competition, or raise funds for a women's shelter or services.
- Create posters and other signage that increases awareness of gender-based violence, gender equity, and bystander actions.
- Invite the whole school community to 'Orange their profile pictures' to mark their support to stop violence against women. Orange symbolizes a brighter future, free of violence. It also used as the colour of the International Day for the Elimination of Violence against Women.
- Get a speaker from the community legal service to present on student rights and supports when they experience violence.
- Implement an "equity" week at your school. Equity and equality do not mean the same thing. For instance: if student funding at every school was exactly the same - *that's equality*. Providing more for students who have less in order to ensure they can catch up - *that's equity*. **Because: Treating everyone exactly the same is actually not fair.**
- Have a look at the sports fields and open areas – Are the girls using little space? For a week ensure that half of the space is theirs. They may not use it at first because they are not used to having it and have adapted, but see what happens over time.
- Encourage teachers and students to ensure the quieter girls have a chance to speak well before the rest of the class say a word.
- Often girls have not been encouraged to do sports and so their skills are not as good in high school and they lose confidence. An equitable game therefore would see the boys have limitations placed on them that the girls do not (e.g. smaller soccer goal).

## Key Actions

- Encourage schools to participate fully in Respectful Relationships education
- Identify lead staff within the school willing and able to participate in and support the activities before, during and after the Respect Cup event.
- Provide written information about the event, including background, activities and expectations, as well as administrative details.
- Ensure all expectations and activities are transparent for the whole school community.
- Inform the school about all outcomes and results.
- Celebrate school participation and progress.

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# SECTION TWO:

## Respect Cup Primary School (Year 5) Event Plan and Mini-cup

# Pre-work requested prior to the event

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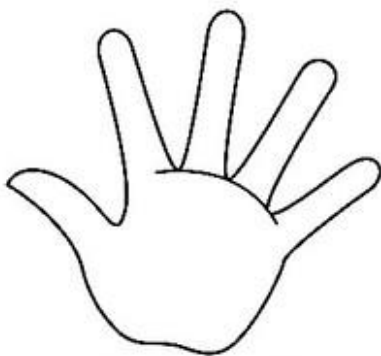
As one day does not allow a full discussion of these issues, it is important that all students arrive with a shared level of knowledge so that discussions can be comfortable and equal. Therefore we ask schools to introduce some of the concepts, and to prepare students for some of the activities, before they arrive.

The following information is sent out up to two weeks prior to the event:

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There are two activities that will happen on the day of the Respect Cup, where it will be of benefit if your students can do some work beforehand.

## 5 fingers of safety



I can use my fingers to name  
5 people I feel safe with.  
These are the people I can turn to for help,  
no matter how big or small  
my problem maybe.  
They will always be there to help keep me safe.

One very brief activity that we touch on, but do not have time to explore, is the “Five people who can help me” task, using fingers. Many schools do this activity. If yours has not, please share this activity with them prior to attending. It is simply a matter of, using their fingers, to think of five people they could turn to if ever they felt unsafe.

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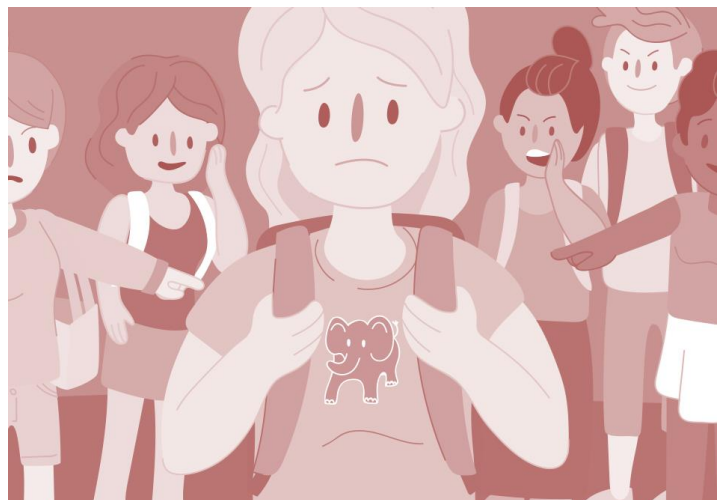
Another activity that we will be asking your students to participate in is a role-play.

We found when we ran this in the pilot the outcomes were truly awesome, but much time was spent organizing the students and allowing them to feel comfortable in role-play. So we would like your assistance in preparing your students for this activity before they arrive.

Firstly – let them know that there will be a role-play around a simple bullying situation. Is someone happy to play the person that is:

- The bully?
- The victim?
- The helper?
- Others can all be the crowd of onlookers.

By discussing and assigning roles beforehand it will overcome any triggering concerns for the students, and allow them to step into their roles more quickly.



# Teacher information and score guide

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Thank you for your participation in the Primary Respect Netball Cup.

We have provided a scoring sheet for you to measure students for respectful behaviours. There is also space for you to write your observations.

During the day we will be available at all times should you wish to raise anything, and we shall follow-up after the event as well.

You are invited to participate in the tasks with the students whenever you would like, or need to.

## How to score

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As teachers, you know your students better than we do, and you are in a better position to judge how they are behaving in regard to 'respect' on the day than we are. Measuring 'respect' is always going to be highly subjective and we acknowledge that there are problems inherent in any system we might use. But you will know if your students have risen above themselves, if they are being respectful to the best of their abilities, etc. and we ask that you score accordingly.

You may have some students that you are concerned about. There may be others where you are hoping their better selves rise to the surface. You may have a group that is ALWAYS amazingly respectful. We realise it is hard to differentiate between these groups, and to judge a group when they are made up of very different individuals, but ask, nevertheless, for you to reflect on your group as a whole - Were they using their skills to the best of their abilities? Did they rise above your expectations?

Here is a rough guide for scoring:

**Exceptional:** The student's displays of respect were way above what you would expect with several clear episodes. Perhaps they listened attentively to everything and then took turns and encouraged others and supported each other or were able to respectfully disagree ... You will be talking about this for weeks!

**Fantastic:** The students were better than expected with a couple of episodes that surprised you. Similar to exceptional, but you will only be talking about this one for a day or so.

**Pleasing:** The students were clearly trying, and had done well. Certainly some in the group were above what was usual for them. Perhaps it was not consistent, or a few students were distracting the team ... Overall you were pleased with them.

**As expected:** No surprises, good or bad, here.

**Hmmm:** You know they can do better. Not concerning enough to speak to them about, you did not have to pull anyone up, but you were hoping for a bit more.

**Disappointing:** You had to step in to manage something or someone.

# Teacher score sheet

Name of school:							Examples of respectful behaviour observed
Activity \ Respect score	Disappointing	Hmmm	As expected	Pleasing	Fantastic	Exceptional	Please note examples of respectful behaviour observed among your students
Introduction and My safety hand							
Warm up – We are all different							
Discussion about stereotypes / video							
Out of the Box							
Being an active bystander role-play							
What would you do?							

# Primary School event content

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Prior to commencement it is recommended that all presenters attend early to run through the event and trouble-shoot any problems that have occurred. All rooms need to be set up and ready, ensuring video links work and all student needs are available.

As each bus arrives it is useful to assign staff to each so that time can be provided to register attendees, provide staff with their event plan and scoring sheet, and show them where the facilities are.

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## 0945 Introduction and organisational issues Presenter

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Welcome & acknowledgement of country

To begin

- Toilets
- Emergency areas & First Aid: Your teacher is your first-aid person if you require help
- Stay with your school group during breaks and between activities
- Define our space (*like all excursions you need permission from your teachers to leave this area*)
- We need to be Covid-safe. That means we will be asking you to make sure you do not share items unless necessary (we have cleaned and provided the netballs), that you practice good hygiene, and that you avoid contact with others unless necessary.
- (If relevant) We have a photographer with us. We will collect permission forms now. If you do not have permission, let us know so we can provide you with arm tape so we can identify who we cannot film.

About today

- We will spend the morning sharing ways you can help create a safer, fairer school.
- You will work in your school groups to complete activities.
- The afternoon will be a round robin netball competition. There is no grand final. We do not expect you all to know how to play netball either.
- You will score points all through the day, for the work you do and your behaviour. There is no winner of the netball. The winner is the school who has scored the highest by being respectful to others and participating in the activities.

Please let your teacher know if you do not understand something, or feel something needs more explanation, time, or work, or if you are uncomfortable or feeling unsafe at all.

How to seek help

We are going to be talking about situations where something unfair or unfriendly has occurred. These situations are all made up. But these examples have been chosen because we feel like they are similar to situations people your age might see. We want to make sure this is a safe place for everybody so I would like to begin by making a couple of safety points:

- Today is about listening and learning – not sharing your personal stories or stories about those you know – that is something to speak to your teacher about.
- If you need help talk to your teacher
- Everyone has a right to be included – but you also have the right to pass

Introduce participating services – each explains their role

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## 0954 Note for parents Coordinator

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Before we begin our activities I am going to speak to the parents in the room just quickly.

Firstly, and most importantly, we want to thank you for being here. Your help and support are valued.

We want you to enjoy this day as much as your children, but keep in mind that the children are both the leaders and the learners. Be guided by your teachers to help when needed, but wait for their guidance and do not jump in too quickly.

If you have any questions or concerns about your child, speak to your teacher. If however the questions or concerns are about the day or the content, please come and see me.

## 0955 Activity 1: My Safety Hand Presenter

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Some of you may have done this activity before but it's good to quickly go over it before we do other activities today.

- It is a good idea to use your hand to think of five people you can go to for help. Depending on the situation they could be different people
- To explain, hold up your hand in front of you. We will begin with one (*Hold up index finger*). Can you think, just in your heads, of one person you trust at home or school who could help you with netball? When you have thought of one hold your hand up in the air.
- Now we will try two (*Make a V like the victory symbol*). Can you think of two people you trust that could help you with maths? When you have thought of two hold both hands up in the air.
- Now take a bit longer to think of two people to help you if you do not feel safe. Eventually we would like you to think of five, but we do not have the time today because for some of you, this will take a bit of thinking. Maybe that is something you can finish at home or at school, if you have not done it before?

If something from today raises questions or upsets you or a friend, you can speak with your teacher that came with you today or one of the people running today

## Workshops

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### 1000 Schools allocated to workshops Presenter

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Now, as we move to the workshops, we will need you to stay in your school unit. If you need a toilet break let your teacher know and please make sure you know which room your school is going to.

<b>Group A:</b>	(Name schools)	Will go with (presenters)	To (location)
<b>Group B:</b>	(Name schools)	Will go with (presenters)	To (location)
<b>Group C:</b>	(Name schools)	Will stay here with (presenters)	



## 1010 Activity 2: Common Ground

### Presenter

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Take the time that is required to settle the group, and then ask participants to form a large circle. Inform the group that this activity is intended to help them become more acquainted with one another, and to appreciate and respect each other for their differences. Explain that you will read statements. As each statement is read, students step into the circle if it is true for them.

- I am naturally an early riser
- I have a parent / carer that was born outside Australia
- I have never had a male teacher in school
- I went to other schools before this one
- Most of my best friends are the same gender as me
- I have not talked about gender or stereotypes with anyone before
- I am a leader at my school \* *teaching moment – you are all leaders whether you have a badge or not. How you present yourself and move through the world sets you as a leader – and leadership can be seen in many small ways (“everyday leadership”) We will come back to this more in another activity*
- This is the first time I have been to the Respect Cup!
- Ask the group members to comment on their experience of this activity with these prompts:
  - What were some similarities and differences?
  - Did anything surprise you?

There is so much more to each of us than what others can see, and how others think we should be. Stress that we will continue to learn about our commonalities and differences and encourage students to be respectful to all others and our differences.

## 1020 Activity 3: Stereotypes

### Presenter

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**Stereotypes** are an over-simplified idea about people based on something about them because of who they are or what they like. Stereotypes are usually untrue (eg. “Everyone in Geelong barracks for the Geelong Cats”) and often lead to people feeling bad about themselves. Sometimes stereotypes limit the choices we make and the things we like (eg. hobbies, sport, jobs) and make it hard for people who are different to the stereotype (eg. girls with short hair or boys who like baking). We want to work towards a world where everyone feels ok to be who they are and to do the things they want to do without feeling this pressure.

**Gender stereotypes** make assumptions and judgements about a person’s personality, behaviour, appearance, skills and interests, based on what sex they were born as. Gender stereotypes are things like “all girls have long hair” or “men are strong”. They get treated differently, learn different things, have different opportunities, and develop a belief about what they can or cannot do. For example, at home, if the girl is expected to look after younger children and the boy is expected to handle the technology and tools, it limits the careers they think are available to them. When boys are told to “toughen up” because they show sadness, or girls are called “bossy” for standing up for themselves, they learn how they are expected to behave. Gender stereotypes in childhood 'grow' into adult attitudes – for instance one in four Australian adults believe men make better political leaders<sup>2</sup> although there is no evidence of that.



Like a girl.mp4

**SHOW VIDEO,** then ask students:

- How do we learn our beliefs of male and female roles?
- What might be some good things and some bad things about these beliefs? (**Write on the board to see the imbalance – discuss**)
- So, if we can see that stereotypes are mostly bad, why do we have them? Who benefits? A small amount of people benefit, and the rest are made to feel not good enough. Which simply isn't true! We are ALL unique, and there is no right or wrong way of being, presenting yourself, things you like etc.
- Let's think back to when we divided the rooms – we could have said "I want all you guys to go to this room". Think about this – we use the word "guys" for everyone – but if we use the word "girls" many boys see it as an insult. What message does that send to girls?

We can take action to change our assumptions and judgements. What you can do

- Be aware of them
- Challenge stereotypes
- Start with being kind and fair
- Be an active bystander.

## 1035 Activity 4: Out of the box

### Presenter

The next activity we will do, we call 'out of the box'. This is because there is a common expression to do with putting people 'in a box'. It doesn't mean you actually put them in a real box! What it means is you make them fit into what you think are the 'rules' about how they should look, or act, or dress, and so on. It means you think that everyone should be just the same and follow the same rules.

We will give you an example. **Get the box – play out the following scene:**

<b>Partner 1 starting in the box and stepping out</b>	<b>Partner 2 gesturing to get back in the box</b>
"I want to shave my hair" "I want to braid my hair"	"NO – Girls are meant to have long hair" "NO – If you do that I will cut it off!"
"I want to be a professional wrestler" "I am going to be a dancer"	"NO – Only boys do that" "NO – Play a sport like 'proper' boys"
"I want to operate a digger" "I want to work in child-care"	"NO – girls aren't meant to get dirty" "NO – boys don't do girl's work"
"I want to make my own toy robots" "I want to learn knitting"	"NO – Girl's aren't technical - here is a doll" "NO – learn how to do 'men's' work instead!"

These rules are not real or true, but they seem to be everywhere – in TV shows and the ads, even in the schoolyard. These sorts of comments keep us in the box, they create stereotypes, and can make us feel bad if we want to do something outside the box. But trying to be the way everyone thinks you 'should' be when you feel like it is not really who you are - is not a healthy way to live.

We also want to be clear that there is nothing wrong with liking or doing the things in the box – Emma might want to keep her long hair, she may not want to wrestle or drive a digger. That is perfectly ok so long as it is what they WANT to do – not what they have been told they HAVE to do.

In a minute, you will be making a large box in your school groups. **Each group has an opened, unfolded box in front of them.**

On the side you see first, we have written down things that belong **in** the box: things that keep that narrow view of the way males or females *should* look, and behave, and sound, and work as, and do ... all the so-called ‘rules’ that are really just made-up.

Before we go further, we want to explain that there are some people who are not sure if they are male, or female, or someone else – which is all ok. Our job today is just to look at what the world tells us about how males and females SHOULD be – not how anyone actually IS.

**Ask participating schools to read (three) sections aloud ... Stereotypes about ...**

<p>How we are expected to behave:</p> <ul style="list-style-type: none"> <li>• Boys are loud, energetic, messy</li> <li>• Girls are ‘lady-like’ including what they say, how they sit.</li> <li>• Kids that don’t fit ‘boy’ or ‘girl’ get bullied</li> <li>• Being rough is excused for boys, not girls.</li> <li>• Chores are decided by gender</li> <li>• Boys help with heavy things</li> <li>• Girls are expected to look after their siblings</li> </ul>	<p>What we should look like:</p> <ul style="list-style-type: none"> <li>• Only girls have long hair</li> <li>• Only girls can wear pink</li> <li>• Only girls can wear skirts</li> <li>• Only girls can wear makeup or use skin-care</li> <li>• A girlfriend should change her appearance if her boyfriend doesn’t like it</li> </ul>
<p>How we express our feelings:</p> <ul style="list-style-type: none"> <li>• Boys should not cry or they get teased.</li> <li>• Girls can’t be angry, or they are called ‘over reacting’</li> <li>• “Man up” means be tough, be unemotional and get through it</li> </ul>	<p>What we say:</p> <ul style="list-style-type: none"> <li>• You often hear things like “the office <b>ladies</b>”, “the IT <b>boys</b>”, “we need someone to <b>man</b> the stalls”</li> <li>• Girls are told to be careful about what they wear and where they go because it could be dangerous, but boys are not.</li> </ul>
<p>Our relationships:</p> <ul style="list-style-type: none"> <li>• Men are expected to be the one that earns the money</li> <li>• Boys get teased if they are friends with a girl</li> <li>• Men are meant to be ‘tough’ and ‘brave’ and be the protectors</li> <li>• A girlfriend always has to ask permission from her boyfriend before doing something</li> <li>• Boys get teased for showing affection to each other</li> <li>• A girlfriend is expected by her boyfriend to spend her time with him and not with other friends or family,</li> </ul>	<p>What we are expected to do:</p> <ul style="list-style-type: none"> <li>• Boys are told that ballet is ‘just for girls’</li> <li>• Superheroes are nearly always men</li> <li>• Girls toys are dolls, kitchen and cleaning things, prams, hair-dressing ... and all pink.</li> </ul>

Once the groups have read through these, ask them to put their box together

On the OUTSIDE of your box you will write all the ways people behave, or look, or do ... when they do **not** have to stay IN the box – when you are free to be who you want to be. Here are some examples:

- Everyone is treated with respect and kindness.
- Diversity is valued (different culture, nationality, gender, etc).
- We use words like: Office staff, flight attendant, I.T. helper, police officer, and so on
- Everyone can express a range of emotions including anger, sadness, kindness, without being teased.
- Anyone can play with a truck; Anyone can play with a doll.
- You never hear things like: “boys will be boys”, or “a woman’s work is never done”
- Everyone can play what sport they like and do the hobbies they enjoy.
- Chores are not decided by gender

We have given you some headings to help you think of ideas.

Off you go 😊

With five minutes to go, ask schools to read out some of their ideas.

If all we could see are the things on the outside of your boxes, we would all be happier and healthier.

**Collect all boxes – to be returned later.**

# EVERYONE CAN LIKE:



## 1120 Activity 5: Being an Active Bystander Presenter

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Let's talk about what we can do if we see disrespectful behaviour in our day to day lives. Some of you may have heard the word 'bystander' before. Some may have heard other words like "upstander" or "positive bystander". We use the term 'active bystander'.

- A bystander is not a good or a bad thing. It simply means anyone who sees, hears or knows about an issue. For example – everyone that drives past someone fixing a flat tyre on their car is a bystander, whether they stop or not.
- An ACTIVE bystander does something to fix the situation.

**Ask:** Why might people not want to do something about people being disrespectful or abusive to someone?

- *They think someone else will do it*
- *They think they are in the minority*
- *They are scared*

There are reasons why it is good to be an active bystander

- It is the right thing to help others
- It feels good to do 'something' when you know something is wrong
- Often everyone else is thinking the same way you are
- If what you have seen is someone being hurt or upset, doing nothing means you accept the bad behaviour as ok

When deciding to step into a situation, there are ways to keep yourself and everyone around you safe. Here are four ways you can act if you see something you think is wrong:

- **Direct action:** Step in, speak up, call out the behaviour and let them know it is not ok. For example:
  - Say "stop it, that's not on"
  - Stand next to the victim and show your support

Sometimes this is the hardest action and sometimes it's not safe to do.

- **Indirect action:** Get support from others, or do/say something later: let them know that you don't think that behaviour or language is ok, or offer support to the target. For example:
  - Afterwards saying:
    - "Hey, that wasn't cool. I don't want to hang out with you if you act like that"
    - And to the other person: "I saw what happened at recess. Do you want to hang out with me at lunch?"
  - Talk to others about how you didn't like what happened and ask them for help, or to be ready to help that person.
- **Distract:** Create a distraction, interrupt the conversation, change the subject, say a teacher is watching or think the bell just went. For example
  - Ask a question "what class do you have now?" or "do you know the time?"
  - Try to redirect the conversation "I feel like going for a walk, do you want to come?"
- **Protocol:** Use rules or school values to call out the behaviour, or report to someone else who can take action For example
  - Use your school rules
  - Tell a teacher/call police



## 1125 Activity 6: What would you do?

### Presenter

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We have packs of cards with a list of possible schoolyard situations. For each one, decide if you think the behaviour is one where you might need to be an active bystander (get help from a teacher, distract them, say something etc). If you would – hold up your pink flag. If you think that situation is fine and can be left alone, point your flag down.

- A group is playing a game which uses nearly all the yard so that others are unable to play
- A girl tells you her best friend is a boy
- On casual dress day, your classmate is teasing a boy for wearing a pink t-shirt
- A boy gives his friend a hug
- A group of boys are standing outside the girls toilets and making it hard for girls to get past.
- A boy in your group refuses to be on a team with girls
- A boy organising a downball game divides the teams by counting “1-2-1-2-1-2”
- A boy who is crying is told to ‘toughen up’
- A group of students call a boy ‘gay’ when he misses a catch
- Your friend says that ‘netball is just for girls’
- A boy is friends with a large group of girls
- A girl is telling a boy that it is his job to move the bin because ‘that’s a boy’s job’
- You see a girl teaching a new male student how to play downball
- A girl in your class comes to school wearing school pants rather than the usual dress
- The basketball court seems to be always used by the boys and girls don’t feel welcome
- You see a boy being teased because he has long hair
- A group of girls won’t let you play handball with them “because you’re a boy”
- A girl comes to school, happily, with her hair cut very short.
- A boy says he is changing his name to Lily
- A boy is being teased because he has 2 dads

Sadly, often people ignore or make excuses for these behaviours, even when they know they are harmful.

The role the bystander can play is extremely important.

**We are going to do a brief activity now.** Here we have a story about something that just happened in your school yard (display).

*A group of friends are playing downball. A group of others are standing around watching. Every time it is Ashley’s turn – one person standing near them constantly pretends to jump in front, or push the ball away. They don’t do it for the others – just Ashley.*

**School A:** we would like you to show how you might do ‘Direct bystander action’.

**School B:** will do ‘Indirect bystander action’.

*If we have time we will ask you to try the other two as well*

**Schools break to work on these scenarios and then present them**

**Conclude with:** It is not always easy to be a bystander. The thing is - if you feel it’s wrong then it probably is, and it’s more than likely others agree with you. Seek their help if you need to. There is strength in numbers.



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## 1105 Lunch Break

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Teachers give worksheets, boxes and score sheets to coordinator – who commences amalgamation of scores.

All netball scorers collect score sheets

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## 1210 Netball: Round Robin

## Netball Vic

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**REMIND STUDENTS** That respect needs to be extended to the netball courts, and provide examples of what this might look like:

- A tall student blocking a shorter one is fine but understand how that feels and respect their effort – never gloat or make disparaging comments
- Cheering and supporting is fine – but be good sports about it – respect a team that is trying their best regardless of their success.

Netball coordinator leads warm-up activities for 10 minutes

### ROUND ROBIN

With the understanding that students may not be equally knowledgeable about netball, we shall commence with a fun, skill-building activity for the students before breaking into pairs to play.

NOTE: It can be challenging to ensure all schools have equal play and it has been our experience that Netball Vic are experienced in organising these components. We recommend you use the sporting expertise available to you to arrange the round robin competitions so that all schools participate equally.

While the netball occurs the coordinator collects and collates the teacher scores and validates these against the observations of each room presenter. They also gather the boxes to award additional scores. This means that, by the time the netball is finished, there is only these scores to consider in order to identify the annual cup recipient.

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## 1400 Finale: Implementing change Presenter

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All schools gather at Netball centre.

There is one last task while we add up the final scores. Think about what you and your fellow students can do back at your schools. We have some ideas about what you might be able to do, and you might think of others. For instance you could:

- Make a poster
- Check out the library. Choose books with leaders and heroes of all genders who are clever, consultative, quiet or fearful. Select books where characters wear non-stereotypical clothing and perform a range of roles Use the 'Mighty Girl' website to help you
- We are all as unique as our fingerprints – and our eyes ... take images of these and enlarge them as a display
- Run your own Respect Mini-Cup – we have a little booklet available for schools that would like to do this here (Display) **Hand one to each school**

## 1410 Let it Snow


### Presenter

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Hand out pens and “snowflakes”

1. Students select an emoji for how they felt during the day.
2. Students write 1 sentence about what they learnt from the day
3. Make a large circle. Crumple the piece of paper, and when the presenter yells “Let it Snow”, they throw these up in the air – picking up and throwing any near them, until the presenter yells “defrost”. Each student picks up one ‘snowflake and two students from each school are randomly invited to read out the sentence in the yellow box. If anyone gets their own they immediately let the presenter know – who then restarts the snowfall.
4. COLLECT ALL SNOWBALLS

**LET IT SNOW!**  
**TODAY MADE ME FEEL ... (circle a face)**



One thing I learned today was

## 1420 Presentation of Respect Cup

### Presenter

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We are **returning your boxes** so that you can show this at your school and explain what you did today. Thank all for their efforts and behaviours across the day. The **Primary Respect Cup winner for year is:** - (Photo opportunities)

## 1430 Schools depart

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# Primary School Mini-Cup

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## Preparation

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It is suggested that schools hoping to run a Respect Cup event in their schools can meet the following recommendations.

### Student considerations

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- Student participation in the Barwon Respect Cup is best situated within a broader approach to healthy and respectful relationships education. The Resilience, Rights and Respectful Relationships is a great resource and, if not already embedded into your school curriculum, some recommended introductory lessons are listed below.

Level	Topic	Activity	Content
3-4	7	1	My individuality: The many facets of me, part 2 My identity wheel
5-6	6	3	Who to turn to and who to thank
5-6	7	2	From words to actions
5-6	8	1	What is violence?

Speak with your Respectful Relationships team from DET if you are not currently delivering a healthy and respectful relationships series of lessons and seek guidance or professional learning opportunities in relation to Resilience, Rights and Respectful Relationships (RRRR) teaching and learning resources.

- We recommend that Year 5 students who have shown leadership and a high level of engagement with healthy and respectful relationships be invited to lead the student components of your Respect Cup. Where possible there should be a mix of genders in the students selected.
- Ensure student presenters have adequate opportunity to allow rehearsal time and allocation of roles.
- Remembering that older children have a significant advantage over younger in all areas, it is up to the school to consider which groups participate in their event, and how, to ensure equity and safety.
- Carefully consider students who may have experiences of gender-based violence, family violence, and mental health, and be negatively impacted by the content. It is your responsibility to be aware of **possible triggers** to their distress within the content, and provide ongoing support if required.
- We encourage the school to provide students at this level with the following information as a minimum:
  - Definitions of the following words: Gender, Stereotypes, Prejudice, Bystander (provided below).
  - With consideration of possible triggers, raise that 'violence' comes in many forms such as: verbal (eg. constant put-downs, trivialising their ideas); emotional (eg. ignoring or threatening someone); physical (eg. pushing someone over, squashing someone); sexual (eg. 'dacking' someone or making them send photos of themselves naked); and financial (eg. making one person pay all the time, 'borrowing' money but never repaying).

## Staff considerations

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- The school will need to identify a lead, and support teachers who are available and comfortable to lead the discussion and events. We recommend that selected staff have the capacity and capability to continue these conversations and learnings within your school after the event.
- As well as staff and students to lead the event, you may require volunteers during the event to score. Whether staff or other senior students, allow them practice time.
- To enable staff to participate in the activities and support their students, we recommend they (staff, not students) complete the following brief pre-learning tasks:
  - Watch a video entitled “man box”: <https://jss.org.au/what-we-do/the-mens-project/the-man-box/>
  - Read information provided online by ‘The Line’ Australia <https://www.theline.org.au/promoting-gender-equity-in-the-classroom>.

## How does the event run?

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The school-based event requires around two hours. Components can be extended as desired.

### Suggested format:

- Morning session – Activities and discussion focused on stereotyping and gender ‘roles’, and being an active bystander.
- Afternoon session – Mixed netball competition. Presentation of (School) Respect Cup.

12.30 Students prepare while other students arrive

12.35 Introduction

12.40 Activity 1 Raise your Hand

12.50 Activity 2 Stereotypes

1.00 Activity 3 Being an Active Bystander

1.30 Lunch

2.30 Round robin netball tournament

*We have allowed for very short games. It is entirely at the discretion of the school to spend more time here s- and extend the games, should they want to do so.*

3.00 Presentation of the (school) Respect Cup

### Scoring:

Work out how you wish to score within your school. This is up to you and your students. Do consider your available help to manage scoring when considering this. Should you wish to use it, a scoring sheet is provided at the end of the event plan. Instructions for use are on the reverse side.

## Definitions

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### Gender

Do not confuse the term ‘gender’ with the term ‘sex’. ‘Gender’ refers to your sense of who you are as a guy, girl or something else, as opposed to what your physical characteristics, genes and hormones indicate. Identifying your gender is more diverse than simply seeing yourself as ‘male’ or ‘female’, and people express their gender in different ways. *ReachOut.com* <https://au.reachout.com/articles/everything-you-need-to-know-about-gender>

### Sex

A person's sex is made up of anatomical (reproductive organs and genitals), chromosomal and hormonal characteristics. Sex is classified as either male or female at birth based on a person's external anatomical

features. However, sex is not always straightforward as some people may be born with an intersex variation, and anatomical and hormonal characteristics can change over a lifespan. – maybe remove the second part in smaller text to simplify the definition. <https://aifs.gov.au/cfca/publications/lgbtiq-communities>

### Stereotypes

A generalised over-simplified idea about people based on one or a specific set of characteristics. <https://fusecontent.education.vic.gov.au/2cb0472f-c903-4c2d-a053-a330df31eefe/RRRR7and8.pdf>

### Prejudice

Unreasonable feelings, opinions or attitudes generally formed without knowledge, thought or reason often of a hostile nature regarding a racial, religious or other group. <https://fusecontent.education.vic.gov.au/2cb0472f-c903-4c2d-a053-a330df31eefe/RRRR7and8.pdf>

### Discrimination

The exclusion or unfair treatment of one particular person or group of people based on different traits such as sex, gender, religion, nationality, ethnicity (culture), 'race', or other personal characteristics. People who experience discrimination are prevented from enjoying the same rights and opportunities as other people. Discriminating goes against a basic principle of human rights: that all people are equal in dignity and entitled to the same fundamental rights. <https://fusecontent.education.vic.gov.au/2cb0472f-c903-4c2d-a053-a330df31eefe/RRRR7and8.pdf>

### Bystander

Someone who sees or knows about bullying or other forms of violence or discrimination that is happening to someone else. **Bystanders can be either part of the problem or part of the solution to address violence and discrimination.** If bystanders are confident to take safe and effective action there is a greater possibility that the bullying will stop. An active bystander will use words and/or actions that can help someone who is being bullied. <https://bullyingnoway.gov.au/NationalDay/ForSchools/LessonPlans/Documents/senior-secondary-definitions-opt1.pdf>

## Pre-work

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### Pre-work for activities 1: Seeing the problem; and 3: Being an active bystander

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Activity 1 has no requirements as the statements can be read directly from this booklet. However, as some will be made into cards for Activity 3, you may find it easier to turn them all into cards, with the five example statements placed on an individual card, to be read out by the lead students, and the group work examples each placed on a separate card. An example, with those of concern (hands are raised) in magenta, is below:

1. The basketball court seems to be always used by the boys, and the girls don't feel welcome
2. A girl tells you her best friend is a boy
3. A boy gives his friend a hug
4. On casual dress day, your classmate is teasing a boy for wearing a pink t-shirt
5. A group of boys are standing outside the girls toilets and not letting the girls get past

Individual cards for the rest of activity one, and for activity three, should be made up for each of the following scenarios. Note that **ONLY THOSE IN MAGENTA are used for Activity 3.**

A group of students calls a boy 'gay' when he misses a catch

A boy in your group refuses to be on a team with girls

Your friend says that 'netball is just for girls'

A boy is friends with a large group of girls

A group of girls won't let you play handball with them "because you're a boy"

You see a boy being teased because he has long hair

A boy tells you that he wants to be called 'Lily' now

You see a girl teaching a boy how to play downhill

A girl is telling a boy that it is his job to move the bin because 'that's a boy's job'

## Pre-work for activity 2: Out of the box

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You will need to make your 'box' if you did not attend the Barwon Respect Cup. You will need student leaders to work on developing this well before the event, allowing ½ hour, for them to understand the idea well enough to convey it to other students.

We call this activity 'out of the box' because there is a common expression to do with putting people 'in a box'. It doesn't mean you put them in a real box! What it means is you make them fit into what you think are the 'rules' about how they should look, or act, or dress, and so on. It means you think that everyone should be the same and follow the same rules, particularly around what it means to 'be a man' and to 'be a lady'. Before we start I want to point out that dividing the world into just men and women is not accurate. There are many different ways to be a man, and to be a woman, and many people do not fit into EITHER of these categories. But for now we will keep it simple.

We will give you an example. **Using a prepared, very large box – play out the following scene:**

<b><i>(a female) starts in the box and tries to step out while saying ...</i></b>	<b><i>Other person gestures for her to get back in the box, saying</i></b>
"I want to operate a digger"	"NO – Girls just aren't good with machinery and all girls hate getting dirty. GET BACK IN YOUR BOX"
"I want to be a professional wrestler"	"NO – Only boys do that. GET BACK IN YOUR BOX"
<b><i>(a male) starts in the box and tries to step out while saying ...</i></b>	<b><i>Other person gestures for him to get back in the box, saying</i></b>
"I want to grow my hair long"	"NO – Boys aren't meant to have long hair. GET BACK IN YOUR BOX"
"I want to play with some dolls"	"NO – Only girls should do that. Boys play with trucks. They aren't meant to like dolls. GET BACK IN YOUR BOX"

These rules are not real or true, but they seem to be everywhere – in TV shows and the ads, even in the schoolyard. They are not just about girls – there are a lot for boys as well: You might hear things like: "boys don't cry" or "come on, be a man". These sorts of comments keep us in the box. They make us feel bad if we do, or like, something outside the box. But trying to be the way everyone thinks you 'should' be when you feel like it is not really who you are - is not a healthy way to live.

Let's be clear. There is nothing wrong with liking or doing the things in the box – (Teacher 2) might want to keep his short hair, (teacher 1) may not want to wrestle or drive a digger. That is perfectly ok so long as it is what THEY wants to do – not what they are told they HAVE to do

**Hand students the prepared box and have them unfold it.**

On the side you see first, we have already written down things that belong **in** the box: things that keep that narrow view of the way males or females *should* look, and behave, and sound, and work as, and do ... all the so-called 'rules' that are really just made-up.

**These statements should be written on separate sides inside the box. Students read these aloud:**

<p>Stereotypes about how we express feelings:</p> <ul style="list-style-type: none"> <li>• Boys should not cry</li> <li>• Girls can't be angry, or they are called 'over reacting'</li> <li>• "Man up" means be tough, be unemotional and get through it</li> </ul>	<p>Stereotypes in what we say:</p> <ul style="list-style-type: none"> <li>• You often hear things like "the office <b>ladies</b>", "the IT <b>boys</b>", "we need someone to <b>man</b> the stalls"</li> <li>• Girls are told to be careful about what they wear and where they go because it could be dangerous</li> </ul>
<p>Stereotypes about what we should look like:</p> <ul style="list-style-type: none"> <li>• Only girls have long hair</li> <li>• Only girls can wear pink</li> <li>• Only girls can wear skirts</li> <li>• Only girls can wear makeup or use skin-care</li> <li>• A girlfriend should change her appearance if her boyfriend doesn't like it</li> </ul>	<p>Stereotypes about our relationships:</p> <ul style="list-style-type: none"> <li>• Men are expected to be the one that earns the money</li> <li>• Boys get teased if they are friends with a girl</li> <li>• Men are meant to be 'tough' and 'brave' and be the protectors</li> <li>• A girlfriend should ask permission from her boyfriend before doing something</li> <li>• Boys get teased for showing affection to each other</li> <li>• A girlfriend is expected by her boyfriend to spend her time with him and not with other friends or family,</li> </ul>
<p>Stereotypes about how we are expected to behave:</p> <ul style="list-style-type: none"> <li>• Boys are loud, energetic, messy Girls are 'lady-like' including what they say, how they sit.</li> <li>• Kids that don't fit 'boy' or 'girl' get bullied</li> <li>• Being rough is excused for boys, not girls.</li> <li>• Girls are expected to look after their siblings</li> <li>• Chores are decided by gender</li> <li>• Boys help with heavy things</li> </ul>	<p>Stereotypes about what we are expected to do:</p> <ul style="list-style-type: none"> <li>• Boys are told that ballet is 'just for girls'</li> <li>• Superheroes are nearly always men</li> <li>• Girls' toys are dolls, kitchen and cleaning things, prams, hair-dressing ... and all pink.</li> </ul>

Now put together your box.

On the **OUTSIDE** of your box you will write all the ways people behave, or look, or do ... when they do **not** have to stay **IN** the box – when you are free to be who you want to be. Here are some examples:

- Everyone is treated equally with respect and kindness.
- Difference is valued (culture, nationality, gender, etc).
- We use words like: Office staff, flight attendant, police officer, and so on
- Everyone can express a range of emotions without being teased.
- Anyone can play with a truck. Anyone can play with a doll.
- Chores and sports are not decided by gender

With five minutes to go, ask students to read out some of their ideas.

Conclude with how the box will be used in the Respect Cup event.



# Event Plan

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## Introduction

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### Teacher notes:

- Prepare who is speaking for each component & make sure each has notes ready
- Prepare other staff members that concerns might be raised by students and ensure they have adequate support to manage this
- Ensure the group is quiet and attentive before introducing the students to commence the activities

### Outline of the day

- Today we are going to do some activities to help us all make our school a safer, fairer, respectful school for everyone.
- At the end we will have a round robin netball competition. There is no grand final because it is not about who wins the netball.
- You will score respect points for your (team) all through the activities. You may place second in the netball, and still win if you are respectful to others.

### Safety points

- Before we begin, it is important that everyone here feels safe right now. Tell a teacher if something is worrying you – but when we do our activities do not share stories about yourselves, your friends or your families with other students. Let someone safe know – in a safe place.
- If you need to leave, please let a teacher know

## Activity 1: Seeing the problem

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### Teacher notes

- *Be wary of permitting altered or new examples*
- *Consider our examples with what you know about your school. You may need to remove or change some. Students delivering this section should understand each statement and the response hoped for.*
- *Teachers should try not to show positive or negative responses to either the examples or the student responses, but it is ok to say something like ‘hmmm, I think that would make someone feel really bad, so I do not think that is ok’*
- *Problem situations are noted in magenta*

We are going to read out a list of 14 schoolyard situations. These are just made up, but you might have seen situations like them. Some of these are perfectly ok. But others might make you feel uncomfortable, and know that what is happening is not right. They are the times you might need to get a teacher to help you.

We will do the first five so that you can get an idea. We will read them out and if we think they are fine – we will show a ‘thumbs up’ (*model the signal*). If we think it is *NOT* ok and we might need to get a teacher, we will put our hands up (*model the signal*). OK.

Here are our five (*It might help if the students model a little chat after their five - like “Oh that one is not a problem” “Well that does not seem fair to me” or “That feels a bit mean” ...*):

- **The basketball court seems to be always used by the boys and girls don’t feel welcome**
- A girl tells you her best friend is a boy
- A boy gives his friend a hug
- **On casual dress day, your classmate is teasing a boy for wearing a pink t-shirt**
- **A group of boys are standing outside the girls toilets and not letting the girls get past.**

Now it is your turn. Raise your hand if you think the behaviour is a problem where you might need to get help from a teacher.

**NOTE:** Students present each sentence but **teachers may** prompt students to respond by also putting their hands up for the first one – there-after delaying to allow the students to decide for themselves.

- A boy in your group refuses to be on a team with girls
- A group of students call a boy 'gay' when he misses a catch
- Your friend says that 'netball is just for girls'
- A boy is friends with a large group of girls
- A girl is telling a boy that it is his job to move the bin because 'that's a boy's job'
- You see a girl teaching a boy how to play downhill
- A girl in your class comes to school wearing school pants rather than the usual dress
- You see a boy being teased because he has long hair
- A group of girls won't let you play handball with them "because you're a boy"

Sadly, people often ignore or make excuses for these behaviours, even when they know they are harmful. However, the role the bystander can play is very important. Let's talk about this some more

**Scoring** Each team is assigned up to five points for displaying respectful behaviours like turn-taking, consideration, respectful listening, and so on.

## Activity 2: Out of the box

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### Teacher notes

- Staff will need to work with groups to ensure this activity moves quickly, has safe content, and stays on track.
- The box will need to have been developed with a group of students before the event. Instructions for this are in the 'Pre-Work' section.

The Respect Cup talks about "living in a box". It doesn't mean you actually live in a box! It means you think that everyone should be the same and follow the same rules about how they should look, or act, or dress, just because you were born as a boy or a girl. Things like 'boys are doctors and girls are nurses'. These rules are not real or true, but they seem to be everywhere – in TV shows and the ads, even in the schoolyard.

You might hear things like "you throw like a girl" or "boys don't cry". These sorts of comments try to keep us in the box and make us feel bad if we do or like something outside the box. But trying to be the way everyone thinks you 'should' be, is not a healthy way to live.

At the Respect Cup (or 'Before today') we made this box to look at how the world looks like from inside the box, **The box is unfolded and (some of) what is written on the inside is read aloud.**

Then we looked at what it would look like if we didn't have to live like that. **The box is put back together and the outside of the box is read aloud.**

We are ALL trying to be who we are, and just be ourselves safely without fear. Every single person is responsible for how they make others feel, and has a role to play in making this a more respectful world. We can take action to change this.

- Start with being kind and fair to everyone
- Whenever you think 'boys should ...' or 'girls should ...' ask yourself if this is true.
- Challenge others who say these things
- Be an active bystander

We have some paper for each of you. We would like you to write just one thing that you think would make our school a fairer, respectful, equal place to play and learn. **Hand out paper & pens. As everyone finishes, ask them to stick their paper on the wall so that it is covered with ideas.**

**Scoring.** Each team is assigned up to five points for displaying respectful behaviours as for activity 1. Extra points can be added for excellent ideas.

### Activity 3: Being an Active Bystander

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#### Teacher notes

- You will need to have pre-made cards ready. Instructions for this are in the 'Pre-Work' section.
- Ensure students presenting this content do not ask students to disclose, in anyway, if they have been a bully or victim. They may ask if anybody has ever seen any violence or discrimination.
- The most important message to convey is that being an 'active' bystander does NOT mean you must intervene at the time or into the situation – safety should be the first consideration. We are trying to promote that there are many ways to be an active bystander.
- The Bullying No Way! Video – 'Our Special Superpower' is a good way of supporting this conversation <https://www.youtube.com/watch?v=7ptoxibPNzU>
- It is recommended that this content be followed up in class after the event to check for understanding.

When you see a situation that is not ok, there are different ways you can respond, and different things you can do to keep yourself and everyone around you safe. We are going to show you some of these:

#### DIRECT ACTION:

Direct action is when you step in, speak up, or call out the behaviour and let them know it is not ok. For example saying "stop it, that's not on", or standing next to the victim to show your support.

Sometimes this is not safe to do - you might get hurt, or you might not feel able to. It's ok to not use direct action if you don't feel safe. You always need to think about safety first.

Here is an example of DIRECT ACTION: **STUDENTS MODEL THE BEHAVIOUR** [*Students tease a girl that she 'looks like a boy'. Note – This may be an opportunity to encourage wider understandings of gender.*]

#### INDIRECT ACTION:

Indirect action is when you get support from others, or do or say something later to let them know that you don't think that behaviour or language is ok, or offer support to the target.

We will now show you an example of INDIRECT ACTION: **STUDENTS MODEL THE BEHAVIOUR** [*An older boy keeps putting his rubbish on a girls desk saying 'cleaning is woman's work'*]

#### DISTRACTION:

Distraction is when you do something like interrupt the conversation, change the subject, say a teacher is watching or say that you think the bell just went. You can ask a question or change the subject "I feel like going for a walk, do you want to come?"

This is an example of DISTRACTION: **STUDENTS MODEL THE BEHAVIOUR** [*A group of girls block the boys toilets, stopping a boy getting past*]

#### PROTOCOL:

This is when you use rules or school values to call out the behaviour or report to someone else who can take action. **STUDENTS MODEL THE BEHAVIOUR** [*Pretend that your school sports teams are all named after famous men but no women*]

It is not always easy to be a bystander but you have a choice to help the situation.

The thing is - if you feel it's wrong then it probably is, and others probably agree with you. Seek their help if you need to. There is strength in numbers.

Just like we did out here, we would like each team to come up with their own very quick skit that shows an example of just one of these ways to intervene when you see a problem.

We have cards from the first activity that we will hand out. In your team, work out how you would respond. We will get each team to then show us what they did.

**Staff will need to work with groups to ensure this activity moves quickly, has safe content, and stays on track**

Hand out the following cards – just one to each participating team

- On casual dress day, two boys are teasing another boy for wearing a pink t-shirt
- A boy pats a smaller boy's head and laughs when he gets upset and then does it again
- Students tease a girl that she 'looks like a boy'
- A boy in your group refuses to be on a team with girls
- A group of students call a boy 'gay' when he misses a catch
- Your friend says that 'netball is a girls' game'

### **Scoring**

*Each team is assigned up to five points for displaying respectful behaviours like turn-taking, consideration, respectful listening, and so on. Extra points can be added for excellent role-plays.*

## **Netball: Round Robin**

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*½ hour = 8 minutes per game plus transitions*

### **Teacher notes**

- *We allow for very short games. It is at the discretion of the school to extend the games.*
- *Staff will need to prepare for the netball games and be available to supervise.*
- *First-aid requirements as for all school activities*
- *Do not get caught up in the rules of netball – give some leeway for novices.*
- *Timekeeping, moving between games and quick clarity of pairing is crucial to keep this part on time.*
- *There will need to be a scorer assigned to each game who scores each team out of five.*
- *WE DO NOT SCORE GOALS. The winners are those that display consideration and respect.*

REMIND STUDENTS that respect needs to be extended to the netball courts, and give examples:

- Never gloat or make rude comments
- Never make someone scared of being hurt
- Cheering is fine – but respect a team that is trying their best regardless of their success.
- We will be scoring not your goals, but how you behave during the games

**Sample Round Robin provided for four teams on two courts:**

Court 1	Court 2
A/B	C/D
A/C	B/D
A/D	B/C

While the games are occurring, one or two staff or students will need to be assigned to total the scores for the activities. The respect scores for the netball (again, out of five FOR EACH GAME) are then added.

## Scoresheets

RESPECT SCORECARD							
Team A		Team B		Team C		Team D	
Activity	Score	Activity	Score	Activity	Score	Activity	Score
Raise your hand		Raise your hand		Raise your hand		Raise your hand	
Active bystander		Active bystander		Active bystander		Active bystander	
Stereotypes		Stereotypes		Stereotypes		Stereotypes	
<b>Total</b>		<b>Total</b>		<b>Total</b>		<b>Total</b>	

NETBALL RESPECT SCORECARD								
Game	Court 1				Court 2			
	Team A		Team B		Team C		Team D	
1	Score		Score		Score		Score	
2	Team A		Team C		Team B		Team D	
	Score		Score		Score		Score	
3	Team A		Team D		Team B		Team C	
	Score		Score		Score		Score	
<b>Total score for each team</b>								
				<b>Team A</b>				
				<b>Team B</b>				
				<b>Team C</b>				
				<b>Team D</b>				

FINAL SCORES	Activities	Netball	TOTAL
Team A			
Team B			
Team C			
Team D			

## Announcement of winners

We would like to thank you all for their effort and behaviour across the day. We are glad you will be there to make sure our school, and your world, might be a safer fairer place in the future.

**You are all winners, but today we will be awarding the (---) Primary School Respect Cup 2020 to ...**

Thank you. When your teachers are ready, you can return to your class.

# SECTION THREE:

## Respect Cup Secondary School (Year 9) Event Plan and Mini-cup

# Secondary School event content

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Prior to commencement it is recommended that all presenters attend early to run through the event and trouble-shoot any problems that have occurred. All rooms need to be set up and ready, ensuring video links work and all student needs are available.

As each bus arrives it is useful to assign staff to each so that time can be provided to register attendees, provide staff with their event plan and scoring sheet, and show them where the facilities are.

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## 0940 Introduction and organisational issues Presenter

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### Welcome & acknowledgement of country

#### To begin

- Mobile phones – off or silent
- Toilets
- Emergency areas & First Aid: Your teacher is your first-aid person if you require help
- Stay with your school group during breaks and between activities
- Define our space (students need permission from teachers to leave this area)
- During lunch and during the round robin the Street Surfer bus will be available please check it out, there is also additional information on support services available there too.
- We need to be Covid-safe. That means we will be asking you to make sure you do not share items unless necessary (we have cleaned and provided the netballs), that you practice good hygiene, and that you avoid contact with others unless necessary.
- We have a photographer with us. We will collect permission forms now. If you don't have permission, let us know so we can give you some arm tape so we can identify who we cannot film.

#### Learning intentions

- To help you recognise the early warning signs of relationship violence
- To give you the opportunity to practice the skills to take preventative action
- For you to leave feeling confident about how you can contribute to a safer school environment
- Provide links to services that can support you if you or a friend is experiencing relationship violence

#### Outline of the day

- We will spend the morning in discussions and activities to support you in your roles as leaders in your schools – increasing respectful relationships. Some of the morning you will all be together and then we will divide you up to complete activities
- The afternoon will be a round robin netball competition. There is no grand final
- You will score points for your team throughout the day. There will be quizzes and activities that will look at how you and your school are working to improve respectful relationships. You may be placed second or third in the netball, and yet still come out on top if you show how much you are trying to make this a better world through promoting respectful relationships.

#### I would like to begin by making a couple of safety points

- We are going to be talking about unhealthy relationships. Our examples are all made up, but were chosen to be similar to situations you might see. If any of these discussions upset you, you may leave the room for a break, but inform your teacher and make sure they are with you or are happy you are safe and well.

- This is not the setting for personal stories. If something comes up where you need to tell someone something you are welcome to seek any of us out away from the group, and we'll help all we can.
- We like everyone to contribute to group discussions. If however there is an issue that makes you uncomfortable, you may pass.

### **Who can offer support?**

- There are many services that offer support if you, or someone you know, is in an unhealthy relationship. It is as simple as ringing them. Remember that the people on the other end are experienced and will be able to help or guide you by asking the right questions – so it does not matter if you do not know what to say. They will not expect you to do anything you are not ready to do. It is also common that people might make several attempts to call before they make any appointment. That is ok too.
- Introduce participating services and student helpers if available

### **Definition of gender-based violence**

- Gender-based violence is violence directed at someone because of their sex or gender identity
- It includes behaviours such as: assault, stalking, homophobic bullying, unwanted sexual acts and sexist putdowns and unwanted sharing of intimate images.
- It is more common to see gender-based violence when someone challenges the norms of what it means to be masculine and feminine. Thus, although most gender-based violence is directed towards women, it includes violence against men, boys, transgender people, and people targeted due to LGBTQI status.
- What we are talking about today concerns each one of you here because we are ALL trying to be who we are, and express ourselves safely without fear. Every single person is responsible for how they make others feel, and has a role to play in making this a more respectful world.
- Promoting gender equality and integrating it into your school-curriculum can prevent gender-based violence.
- We will come back to how to take action when you see gender-based violence later in the morning.

### **Data**

- Since the age of 15, in Australia, each year:
  - 1 in 4 women and 1 in 6 men experience emotional violence
  - 1 in 5 women and 1 in 20 men have been sexually assaulted
  - 1 in 6 women and 1 in 16 men experienced physical or sexual violence at the hands of a current or former partner
  - 1 in 6 women have experienced stalking since the age of 15.
  - 8 out of 10 women are harassed in the street each year
  - People who identify as LGBTIQ experience intimate partner violence at similar rates to those who identify as heterosexual
- 60% occurs / commences by the age of 19
- One woman, on average, DIES every week in Australia – as a result of intimate partner violence
- Sadly many people still blame the victim or find a way to excuse the behaviour (she/he was drunk, what can you expect if you went to their place). But there is no excuse to Justify, Excuse, Trivialise, Minimise or Shift the blame
- People who identify as lesbian, gay, bisexual, trans, intersex or queer (LGBTIQ) experience intimate partner violence at similar rates as those who identify as heterosexual. (ARCHS 2006)



# Workshops

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Each workshop is co-presented by two agencies as available. For instance: representatives from a community legal service, womens services, health services, education services, sports services and so on. Staff representatives, together with the student leaders, are also needed in each workshop to act as scorers and timekeepers. Thus there will be three staff required for every workshop area.

As for the whole-group presentation, all activities are scored for behaviour by two scorers: the independent scorer as well as the inactive presenter. Workshop materials are gathered and results transferred into the score sheets.

The scorers are responsible for collection and collations of all workshop and scoring items so that only the final result is transferred to the lead scorer.

All resources for the workshops, as well as those required for scoring, can be found in the resources section.

## 1000 Schools allocated to workshops Presenter

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*5 minutes to explain and 10 minutes for the entire move, toilet break, snack attack & settle*

As we move to the workshops, please stay in your school units.

This will be your opportunity for a break or quick snack. If you do need a break, please make sure you know which room your school is going to. There will be another short break during the workshops.

**Group A:** (Name schools) Will go with (presenters) To (location)

**Group B:** (Name schools) Will go with (presenters) To (location)

**Group C:** (Name schools) Will stay here with (presenters)

*Schools move to workshops with designated presenters, scorers/timekeepers and student leaders*

## 1015 Re-iterate safety clauses Presenter

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Re-iterate safety clauses:

- Some of our discussions may upset you. If that is the case, and you need a break, you may leave the room but please let your teacher know and make sure they are with you or are safe and well.
- This is not the setting for personal stories. If something comes up where you need to tell someone something you are very welcome to seek any of us out away from the group, and we will help all we can.

We like everyone to contribute to group discussions. If however there is an issue that makes you uncomfortable, you may pass.

*No scoring*

**HANDOUT** True False sheets – one to each group. Groups work their way through with students marking their answers. Give a one minute warning before tying up the activity.

Discuss as follows (the first seven fairly rapidly to allow discussion for the last):

1. Family violence only happens in poor, uneducated or minority families.	<i>Responses to these are provided rapidly in order to save time and opportunity to expand on the last</i>	FALSE - Family violence occurs among all types of families, regardless of income, profession, region, ethnicity, educational level or race <small>Safe Steps Family Violence Response Centre 2018</small>
2. When men are victims of violence - the perpetrator is usually a woman.		FALSE – Women <i>are</i> perpetrators of violence, but rarely physical violence, and when that occurs it is most commonly in retaliation or response to fear, and with less likelihood of medical harm. <small><a href="#">Aust. Inst. Of Criminology 2021</a> Diemer, K. 2015</small> Both women and men are more likely to experience violence at the hands of men. ~ 95% of victims in Australia report a male perpetrator. Women are 3x more likely to experience intimate partner violence. <small>ABS 2017</small>
3. Most young people understand that it is never ok to pressure a girl for sex		TRUE - BUT 1 in 4 young people think it's normal for guys to pressure girls into sex, & 15% think it's ok for a guy to pressure a girl for sex if they're both drunk <small>The Line / Our Watch 2017</small> Nearly a third of young men aged 16-24 years believe many women who've said they'd been raped had instead led the man on and then had regrets. <small>NCAS 2019</small> Around 1 in 7 young Australians believe a man would be justified to force sex if the women initiated it, but then changed her mind and pushed him away. <small>NCAS 2019</small>
4. 20% of 16-24 year olds believe that women often say 'no' to sex when they mean 'yes'		TRUE – The National Community Attitudes (NCAS) Youth report released in 2019 has <b>also</b> found that almost <b>a quarter</b> of young men think women find it flattering to be persistently pursued, even when they have stated that they aren't interested.
5. Intimate partner violence is just as likely to occur in LGBTIQ+ relationships		TRUE <small>ARCHS 2006</small>
6. There's nothing wrong with a sexist joke		FALSE - The most consistent predictor for support of violence by men is their agreement with sexist attitudes. Sexist jokes reflect and reinforce sexist attitudes. If no one speaks up when a sexist comment or joke is made, it sends the message that this behaviour is ok. <small>Our Watch 2017</small>

<p>7. Women could leave a violent relationship if they wanted to</p>	<p>FALSE - A woman faces an increased risk of being killed or seriously injured when she leaves or is separating from an abusive partner <sup>Domestic Violence Resource Centre 2017</sup></p> <p>There are many reasons that make it difficult for women to leave abusive relationships. Some of the more common ones are as follows:</p> <ul style="list-style-type: none"> <li>a) There is often an increased risk factor a woman faces if she leaves an abusive partner - <i>On average, one woman a week is murdered by her current or former partner (AIC 2017)</i>. The 2017 National Homicide Monitoring Program report by the AIC showed that over a 2-year period from 2012/13 to 2013/14, there were 99 female victims of intimate partner homicide. Women continue to be over-represented as victims of intimate partner homicide, accounting for 79% of all intimate partner homicides.)</li> <li>b) Financial reasons (woman cannot support herself, doesn't have her own income or access to funds or been allowed any experience with managing money)</li> <li>c) Isolation. Due to controlling behaviour by the perpetrator, they often do not have (have lost) family or friends or support networks and may have nowhere to go</li> <li>d) Children. Women often worry about the impact leaving would have on their children and do not want to cause them harm or distress</li> <li>e) Distorted thoughts. If a woman has been constantly controlled and traumatised, they are often confused and begin to believe things they are told by the perpetrators such as 'you are worthless'. Over time, some women begin to believe this and blame themselves for the situation believing they are the ones who are making the perpetrators behave the way they are</li> <li>f) Cultural or religious reasons where there can be pressure felt to stay in a relationship even if the partner is abusive</li> </ul> <p>Manipulation where the perpetrator apologises profusely and promises to never act that way again – but this is part of an ongoing cycle.</p>
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**Provide answers.** If time, ask: Did any of these surprise you? Discuss

**RESPECT SCORE:** Teachers note examples of respectful behaviour and 'score' their school on a scale provided

**WORKSHOP SCORE:** Total number correct.

**COLLECT & place by school into folders or plastic pockets**

In every community there is often acceptance that there are just two genders and that there are perceived ways to 'be a man' or 'be a woman'. *\*Write 'to be a man' on a whiteboard inside a box\**. Ask:

1. What do *people* mean when they say "be a man"? How are they expected to speak and act? How are they not supposed to behave? *\*Write answers inside the whiteboard box\**. Look for answers like: *be tough, don't show emotion, be in control, be strong, don't show weakness, 'don't run like a girl'*
2. Where do we get these messages from? When students have provided a range of answers (religions, magazines, online games, movies, parents, schools, peers ...) keep the discussion moving on.

There has been a lot of pressure in our societies for men to behave and act in a certain way in order to be accepted.

3. When men don't act like they are 'supposed' to, what happens? *(they are teased/shamed/bullied)*
4. *How do you think these cultural messages and pressures to 'fit in' affect boys and men? (Poor mental health, poor coping mechanisms, risky decision making, poor communication skills.)*
5. *How might these outcomes affect girls and women? (Disrespectful / abusive behaviour is justified as its just 'boys being boys'. \*Not all men will resort to this behaviour, but research has shown this is where it comes from for the ones that do\**

### **SHOW 'THE MAN BOX' VIDEO.**

Did any of these things surprise you? Had you thought about these things before?

This is not about 'blaming' boys, men or any of the qualities society has deemed "masculine." It is an attempt to point out that having to live up to these qualities **and be in control** makes it really hard for both men *AND* women. It is damaging to your mental health and your relationships. These could be family relationships, friendships and romantic relationships.

Part of the reason we do this work is to improve health outcomes for women because, from the statistics we gave earlier, women are suffering emotionally, sexually, financially and physically. They are being murdered at the hands of a current or former partner at the rate of more than one woman a week.

However we also do this work because it is so damaging for young boys and men.

We want to see better mental health outcomes for all boys and men.

We want more men to seek help when they need it, talk through their problems and not bottle it up, have really great relationships and be excellent communicators.

We want everyone, regardless of gender to be celebrated and valued for their uniqueness.

So, if you see someone trying to put men in a box or you see disrespect towards women, I encourage you to call it out. There are so many ways to be an active bystander as we will discuss later, so hopefully you'll be able to reflect on the strategies and find one that suits you and the situation. Now we are going to move on to the next activity, recognising what makes a relationship healthy or abusive.

Unless you live by yourself on a deserted island, you're involved in all sorts of relationships: with family, friends, classmates, teachers, co-workers... the list goes on. Every relationship, no matter how strong, has its ups and downs, but there is a big difference between this and an abusive relationship.

- Just to yourself - Take a moment to think about a couple in your lives – it could be family members, friends, siblings, whoever – who you think are in a **healthy** relationship?”
- Now think of a couple you'd consider to have an **unhealthy** relationship?

If we described all of these relationships we may not agree about whether they were healthy or unhealthy. That's because we have all received a variety of messages about how people should behave in relationships. These messages have a big impact on whether we see something as healthy, unhealthy – or a mix.

So today we're going to take a look at some things that can happen in relationships – and whether you think these things mean a relationship is healthy or unhealthy.



Violence is not just about hitting. It can take many forms. *Display slide of types of abuse.* We can categorise violence into six groups – here are some examples of each ...

Verbal	Emotional	Technology	Financial	Physical	Sexual
Name calling	Unfair expectations	Sharing private images	Refusing to contribute to shared costs	Hitting	Assault
Rumours	Controlling	Posting false information	Taking \$ or cards	Burning	Rape
Threats	Isolating	Constant messaging	Restricting expenditure	Punching walls	Coercion
Yelling	Withholding affection	Hacking into accounts	Undermining your employment	Slapping	Harassment
Demeaning	Infidelity		Controlling shared assets	Pushing	Not respecting bodily autonomy
Silent treatment	Manipulation		Placing debts in your name	Pinching	
				Throwing things	
				Choking	

Abuse often progresses from verbal and emotional, through financial to physical and sexual violence. If we can recognise it and intervene early, we are more likely to change the culture and prevent violence at every point.

**HANDOUT (A3):** Now let's look at what a healthy relationship might look like. If we have the same headings. How do we recognise a HEALTHY relationship? Hand out worksheets: one per group.

**NOTE: To speed this up divide the headings according to the number of schools in the room (if three schools each do two) and then IF TIME ALLOWS share the answers at the end.**

Students complete paper with headings

Verbal	Emotional	Technology	Financial	Physical	Sexual
Asking permission	Supportive	Asking permission before using tech.	Open budget with equal access to \$	Consensual	Checking in
Validating	Available			Hugs	Consent
Listening	Respectful	Deleting any information sent without consent	Conversations about expenditure are equal	Affection	Respect
Caring	Faithful		Your career is valued.	Respectful actions	Loving
Compliments	Honest	Supporting their access to tech	Debts are agreed		Talking about it
Honesty	Trustworthy				
	Fairness				

Very often, when a relationship is unhealthy, a person may stay even though they know that there is only one or two of these components in the relationship “they never listen / respect me - but they say they love me” or “they encourage me but don’t really listen to me”. Many people ‘settle’ for just one aspect of a relationship when all the others are causing problems, and they do not know when or how to speak up about it.



I am going to give you a scenario:

A couple have a disagreement. We will call them Az and El. Voices are raised. Az tells El they are an absolute idiot. They walk away from each other to calm down. Later, Az apologises for that comment.

A few days later a similar issue comes up and again, they disagree. Again they become frustrated and angry with each other. Az again calls El an idiot.

Later, El asks Az to stop calling them an idiot. But this time, instead of apologising Az says “well your idea was not sensible”. El is frustrated but decides to say nothing until they both calm down. They relax and get on well for a few days.

Then, out of the blue, Az makes a decision for both of them. When challenged by El, their comment is – “yeah but your ideas aren’t worth waiting for”.

Soon after El overhears Az tell their friends that El is one of the stupidest people they know. El is very hurt but knows that Az is insecure around their friends so doesn’t say anything. El does raise it later though, and Az replies that they are making a big deal out of nothing. They were just joking around.

Things already are not respectful and it seems to be getting worse – it probably WILL get worse. My question for you is ... How do you know when the line was crossed and what do you do or say about it?

It is hard to know when to say something, and hard to know what to say, especially when you feel a relationship could be lost. That can be a frightening thought. But not doing anything can be worse.

And sometimes, by the time you DO speak, you are hurt and angry and the way you handle it is to shout and degrade the other person... and then feel ashamed and take the blame for what happened.

Let’s move on to when you see others in a situation that is not safe or respectful.

Arrange groups according to the capacity of the room: you may have:

- *A happy emoji on one side and a red flag on another and ALL students travelling as a whole group, OR*
- *Individual schools with their own space and emojis, OR*
- *Schools stay seated and simply move to indicate their ‘concern’ as follows:*
  - o *Seated with arms down = very happy*
  - o *Seated with one arm up = happy but alert*
  - o *Seated with both arms up = uncomfortable and very alert*
  - o *Standing with arms down = Not happy but not ready to act*
  - o *Standing with one arm up = Very worried and definitely going to say something*
  - o *Standing with both arms up = This is bad news and I’m outta there (or get them out)!*
- *All participants begin by standing nearer to the happy emoji.*

There are many situations where we need to decide when a line is crossed.

You will notice that we have a red flag on one wall, and a happy emoji on the opposite wall. We would like you all to be over near the happy emoji to begin with. We are going to read out a list of relationship situations. After each one, move toward the flag if you think the behaviour is concerning in any way. If you think it is a little concerning but not a lot – just move a little toward that wall. If the task becomes personally challenging – you have the right to pass, and you can seek help from teachers or trained staff in the room.

Teachers – with respect to your students, and with their agreement, you may ask them why they made some of the decisions they did – to stand where they did.

Students – this permission for your teachers is to allow you to share your thoughts if you would like to – but you do not have to!

If time is short, speed this up by avoiding those in lighter type.

Your friend tells you that their partner:

- Is asking them to send nude pictures
- Comments on what they wear. Sometimes it is flattering, but not always.
- Wants to spend a lot of time together, and has been getting emotional about time spent away, hinting at harming themselves if your friend leaves.
- Keeps touching, teasing, etc when asked to stop.
- Blames them for things that go wrong
- Breaks things in anger
- Texts them a lot to ask what they are doing and who they are with
- Won't ever come to your friend's netball game even though the partner wants your friend to always come and support them at their game
- Their partner wants them to spend less time with their other friends, especially you.
- Your friend and her partner have been relaxed about sharing money as needed, but your friend is starting to feel like it is not fair and they are losing money
- Wants access to their social media accounts
- Pressures them for sex

Why do you think people might 'make excuses' for some of these behaviours?

How important is the role of the bystander when they notice these 'flags' in a friend's relationship?

Remember - The line can be slightly different for different people – but most agree when it has been crossed. You have the right to make sure you are safe and respected. You have the right to address that in a relationship. You have the right to, respectfully, leave any relationship.














Let's go back to that last one. Before I continue I need to say that we are going to be discussing consent. If you feel this might cause you distress please speak to your teacher in private and they can decide how best for you to continue, or not. If you need help, please ask your teacher or one of us.

There has been a lot of discussion in the media recently about consent for sex. There are terms being used such as 'coercion'. There are reports of sexual assaults where cis men claim they had consent for sex but the victim states that there was no consent. So let's talk about consent so that you can be clear, and share this with others.

Let's begin with a video: **Clementine Ford**: <https://www.youtube.com/watch?v=03xITp9WvrE>

Before we move on – what are your thoughts about this video?

Let's try this. If you think there is consent put your thumb up. If not, your thumb goes down. If unsure, just leave it where it is. I am not going to use a sexual example to protect anyone in the room who may feel vulnerable about doing so. But I am sure you will get the point.

- Presenter 1: "May I hold your hand?" Presenter 2: "Yes". Person 1: holds hand  
 "Is this consent?"  This is clear, affirmative consent.  
 "What if I then pulled their hand into my armpit?"  Not consent. It is unlikely the person understood what they were agreeing to.
- Presenter 1: "May I hold your hand?" Presenter 2: (no answer) Presenter 1: (holds hand)  
 "Is this consent?"  The absence of a 'no' is not a 'yes'.  
 "What if they didn't stop me?"  They may feel unable to stop you, but that is not consent.  
 "What if we held hands yesterday?"  Consent has to be given on each occasion.
- Presenter 1: "May I hold your hand?" Presenter 2: "No, sorry." Presenter 1: "Awww, come on. We've been dating for ages and everyone else does". Presenter 2: "Errr, hmmm, OK I guess."  
 "Is this consent?"  No, it has been coerced or pressured.
- Presenter 1: "May I hold your hand?" Presenter 2: (nods head, smiles and reaches out)  
 "Is this consent?"  Yes. Clear non-verbal consent with multiple clues  
 "What if they weren't smiling and nodding?"  Unclear - so consent cannot be assumed to have been given.  
 "How could we check to make sure we have consent?" Ask the person again, ask for clarification, and not take the hand until we are sure.  
 "What if I hold their hand and then they change their mind and pull back?"  Consent has been removed and the hand should be let go).

Consent is, essentially, respecting someone's RIGHT to make INFORMED decisions FOR THEMSELVES. You all have that right, ESPECIALLY when it comes to sex and intimacy!

There is a handy acronym for what must be present for there to be consent, it is FRIES:

Let's expand on these:

## CONSENT



Freely Given  
 Reversible  
 Informed  
 Enthusiastic  
 Specific

- Freely given. Agreeing to do something is consent only if it's voluntary. A 'yes' isn't consent if someone is coerced. Examples of coercion are if the person pressures, pesters, threatens, guilt trips, blackmails, intimidates, bullies, or harasses someone. Common coercions include:
  - the pressuring individual claims to 'need' to have another participate in a sexual activity to 'relieve' their 'horniness',
  - an individual is told they need to engage in the sexual activity to 'prove' their love,
  - the (cis)male needs to 'prove' their 'manliness' by achieving sexual 'conquests', and ...
  - threats of shaming.
- Reversible. At any point, people can change their mind and withdraw consent. Consent given in the past doesn't apply to any activities that happen later. Furthermore, consent needs to happen at every change point: one person asks permission for an activity and another person gives it. This conversation needs to continue as the activity continues or changes.
- Informed. Consent is given with a clear understanding of what they're agreeing to. Communication that's not clear or is confusing isn't consent. If there's any uncertainty that someone is agreeing to do something, the person initiating the activity must ask permission and wait until permission is clearly given before proceeding. If something changes you have the right to know WHAT, and CHANGE YOUR MIND. The person who initiates the sexual contact or who wants to change things is responsible for asking for—and clearly receiving—consent before continuing.
- Enthusiastic. Consent is a positive, voluntary, active and conscious agreement to engage in sexual activity. When someone's consenting, they agree and are confident in their decision to consent. Body language and verbal language should both give the same positive message.
  - Silence or not responding isn't consent.
  - Not physically resisting isn't consent.
 People who are drunk, high, sleeping or unconscious can't give consent, either legally or practically. To have clear communication about consent, both people must be sober and alert.
- Specific. Consent can't be assumed or implied.
  - Flirting, clothing, sexual texts or social media communication aren't consent.
  - Consent can't be assumed because people are in a relationship or if there was previous sexual activity. Permission must be asked for and given for an activity to proceed each time.
  - Consent does not transfer to other times, locations, activities or situations.
  - A consent conversation includes asking, answering and negotiating.
  - For consent to happen, a person needs to be given the chance to say 'no'.

Consent requires respect and communication. When there's consent, both people feel safe and comfortable. It is often easy to say what you might do – but everything changes when you find yourself in the situation – so let's talk about that.

- When someone you like wants one answer from you, and you want to say no – how does it feel?
- How do you know it does not feel right?
- What are the factors that actually make you agree when you don't want to at the time?
- How do we fix that?
- Does stopping to check you have consent 'ruin the mood'?

We often feel pressured to not only make a decision, but to make it QUICKLY and that just isn't the case when it comes to any sexual act. It is ok to think about it, it is ok to go slowly or backtrack or simply stop.

## 1145 Activity 6: Being an active bystander

### Presenter

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Not asking for consent is one way we see disrespect. Let's return to how you might respond as a bystander when you see other episodes of disrespect or unhealthy relationships. In your schools, most of you have had a chance to talk about being an active bystander. Let's just quickly review what **we can do** if we see disrespectful behaviour in our day to day lives. We will be putting this into practice later.

Let's begin by clarifying that term:

- A bystander is anyone who sees, hears or has knowledge of an issue.
- An ACTIVE bystander takes action to address the situation

When deciding to step into a situation, there are options you can use to keep yourself and those around you safe. We will touch on four types of intervention you can use if you see something you think is wrong:

- **Direct:** Step in, speak up, call out the behaviour and make sure you let them know it is not ok. Sometimes this is the hardest action and sometimes it's not safe to do so. For example
  - Say "stop it, that's not on"
  - Stand next to the target – show your support
- **Indirect:** Get support from someone else or delay action to a later time. Let them know later that you don't think the behaviour or language was ok or offer support to the target. For example
  - After the event let the target know you saw/heard that and you don't think it was appropriate and offer to help
  - Afterwards let the perpetrator know you didn't want to embarrass them but you don't think that behaviour is ok
- **Distract:** Create a distraction, interrupt the conversation, change the subject, say a teacher is watching or think the bell just went. For example
  - Ask a question "what class do you have now?" or "do you know the time?"
  - Try to redirect the conversation "I feel like going for a walk, do you want to come?"
- **Protocol:** Use rules, school values, policies, guidelines to call out the behaviour or report to someone else who can take action For example
  - Use your school rules
  - Tell a teacher/call police

It is not easy to take on the active bystander role. The key thing is: if you feel it's wrong then it probably is, and it's likely others agree with you. Seek their help if you need to. There is strength in numbers.



We would now like you to work on something by yourself. Here are six scenarios describing a situation to resolve using the Direct, Indirect, Distract and Protocol model. Choose just one – and write your solutions in the columns. Remember that it might be ok to say you would NOT use one if it is not an option under certain circumstances.

**HANDOUT**

1. Rob and Lah Doe are both in your year level, they have been dating for a while. You overhear Rob pressuring Lah Doe to do something he clearly doesn't want to do. Rob ends the conversation with "if you really loved me, you'd just do it" and storms off.
2. You arrive at school on Monday morning to hear everyone talking about a party that happened over the weekend. You hear a few people comment that Amira was 'all over' a boy, Trent, and that Trent and Amira disappeared to one of the bedrooms for a while during the party. "What a slut" you hear a couple of people say. No-one comments on Trent.
3. You are talking with a group of friends when Vanessa approaches. Vanessa tells you quietly that she and Mitch hung out after school yesterday but he has been ignoring her ever since. Mitch, walks up to your group, points to her and loudly says "Guess what we done last night". She goes very red and runs off.
4. One of your friends just got dumped by their girlfriend Adena. Your friend is really upset, but also really angry. They think Adena might like another person in their class, Bay. Your friend has been suspicious of Adena and Bay's friendship for a while. "There is no way she is getting with Bay" your friend says to you. "If she even thinks about it, I will leak all the private photos I have of her. It will ruin her."
5. You're at a party and you see your friend Jamie talking to Dev, initially you're excited as you know that Jamie likes Dev. Jamie has had a few drinks and is falling over, this is out of character for them. You see Dev take Jamie away from the group and walk towards a bedroom.
6. On the school bus you see Michael and Georgie sitting together. They know each other but are not close. Georgie is next to the window looking out and seems unhappy and trying to move away from Michael. Michael however is leaning against her and his hand is touching her leg. She is wriggling as far as she can but there is no more room.

- All room scorers give worksheets and Teacher Score Sheets to Lead Scorer who commences amalgamation of scores.
- Evaluation staff head out to start survey
- Set up Netball centre for 'Implementing Change' activity
- All netball scorers collect score sheets

**REMIND STUDENTS** That respect needs to be extended to the netball courts, and provide examples of what this might look like:

We have been discussing respect all morning. Now is the time to transfer this into real life: that respect needs to be extended to the netball courts:

- Cheering and supporting is fine – but be good sports about it – respect a team that is trying their best regardless of their success. Cheer good play and effort on all sides
- Be aware of what you are saying at all times – things can be misheard and taken badly
- Lose and win with equal grace
- Stay calm and courteous
- Help opponents up if they fall, make sure they are ok if upset.
- Be aware of physical differences. It is possible to be very intimidating without meaning to be. If you are aware of it – you can address it. A tall student blocking a shorter one is fine but understand how that feels and respect their effort – never gloat or make disparaging comments
- Thank the opposition after the game.

We will continue to monitor respectful behaviour throughout the games and will add this to your scores.

*Games assigned to courts and competition by the sporting body.*

*Netball scorers provide results to Chief scorer & event coordinator to be added to the run sheet*

## 1400      **Finale: Implementing Change**

## Presenter

All schools gather at Netball centre.

*Possible inclusion: GUEST SPEAKER: Student representative of last year's winning team.*

“There is one last task while we add up the final scores”

*Hand out pens and “softballs”. Do NOT put your name on this page!*

1. Students write what made the most impact on them today.
2. Students write something they intend to change or do after today
3. Make a long line. Crumple the piece of paper, and when the presenter yells “Softball practice”, they throw these at the containers available – picking up and throwing any that missed, until all are in.
4. Each student then picks out one softball to read the answers and two students from each school are randomly invited to read out the responses on the page. If anyone gets their own they immediately let the presenter know – who then restarts the softball.
5. COLLECT ALL SOFTBALLS



The challenge we all have when we leave here today is how we put this into action. We have the opportunity to take leadership in creating a culture of healthy relationships. Think about what you and your fellow students can do back at your schools.

We have also made a mini-cup event that you could run at school if you would like to.

## 1420      Announcement of winners & presentation of Respect Cup

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Thank all for their efforts and behaviours across the day. Thank teachers and support staff. Special thanks to anyone of note at this point.

If all schools have been highly impressive point this out and stress that they are the leaders of tomorrow. What they have learnt and displayed today will change the culture and safety for everyone ahead. There are frequent requests for 'who came second' but this information is not conveyed.

**ANNOUNCE WINNER AND PRESENT CUP. Take many photos**

## 1430      Schools depart

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- We have a bag of items for each student. These will be given to you as you leave.
- The teacher's bag includes some questions and conversation starters for the bus trip home.

I will call schools to leave just to ensure that those handing out the bags do not have to handle a frenzy. I will begin with the school that has the furthest to travel.

# Secondary School Mini-Cup

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## Preparation

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It is suggested that schools hoping to run a Respect Cup event in their schools can meet the following recommendations.

### Student considerations

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- Student participation in the Barwon Respect Cup is best situated within a broader approach to healthy and respectful relationships education. The Resilience, Rights and Respectful Relationships is a great resource and, if not already embedded into your school curriculum, some recommended introductory lessons are listed below.

Unit	Session	Activity	Content
1	1	2	Respectful Partner
2	4	1	Defining violence, power and consent
2	7	1	Challenging attitudes towards gendered-violence
1	8	1	How to help a friend

Please speak with the Barwon Area Respectful Relationships team from DET if you are not currently delivering a healthy and respectful relationships series of teaching and learning lessons and seek guidance or professional learning opportunities in relation to Resilience, Rights and Respectful Relationships (RRRR) teaching and learning resources.

- We recommend that Year 9 students who have shown leadership and a high level of engagement with healthy and respectful relationships be invited to lead the student components of your Respect Cup. Where possible there should be a mix of genders in the students selected.
- Ensure student presenters have adequate opportunity to allow rehearsal time and allocation of roles.
- Remembering that older children have a significant advantage over younger in all areas, it is up to the school to consider which groups participate in their event, and how, to ensure equity and safety.
- Carefully consider students who may have experiences of gender-based violence, family violence, and mental health, and be negatively impacted by the content. It is your responsibility to be aware of **possible triggers** to their distress within the content, and provide ongoing support if required.
- We encourage the school to provide students at this level with the following information as a minimum:
  - Definitions of the following words: Gender, Stereotypes, Prejudice, Bystander (provided below).
  - With consideration of possible triggers, raise that 'violence' comes in many forms such as: verbal (eg. constant put-downs, trivialising their ideas); emotional (eg. ignoring or threatening someone); physical (eg. pushing someone over, squashing someone); sexual (eg. 'dacking' someone or making them send photos of themselves naked); and financial (eg. making one person pay all the time, 'borrowing' money but never repaying).

## Staff considerations

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- The school will need to identify a lead, and support teachers who are available and comfortable to lead the discussion and events. We recommend that selected staff have the capacity and capability to continue these conversations and learnings within your school after the event.
- As well as staff and students to lead the event, you may require volunteers during the event to score. Whether staff or other senior students, allow them practice time.
- To enable staff to participate in the activities and support their students, we recommend they (staff, not students) complete the following brief pre-learning tasks:
  - Watch a video entitled “man box”: <https://jss.org.au/what-we-do/the-mens-project/the-man-box/>
  - Read information provided online by ‘The Line’ Australia <https://www.theline.org.au/promoting-gender-equity-in-the-classroom>.

## How does the event run?

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The school-based event requires around two hours. Components can be extended as desired.

### Suggested format:

- Learning component– Activities and discussion focused on recognising and responding to abuse within relationships, and being an active bystander.
- Netball component – Mixed netball competition. Presentation of (School) Respect Cup.
  - 12.30 Students prepare while other students arrive
  - 12.35 Introduction
  - 12.45 Activity 1 Types of violence
  - 1.00 Activity 2 Crossing the line
  - 1.10 Activity 3 Being an Active Bystander
  - 1.30 Lunch
  - 2.30 Round robin netball tournament. ***We have allowed for very short games. It is entirely at the discretion of the school to spend more time here s- and extend the games, should they want to do so.***
  - 3.00 Presentation of the (school) Respect Cup

### Scoring:

Work out how you wish to score within your school. This is up to you and your students. Do consider your available help to manage scoring when considering this. Should you wish to use it, a scoring sheet is provided at the end of the event plan.

## Definitions

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### Gender

Do not confuse the term ‘gender’ with the term ‘sex’. ‘Gender’ refers to your sense of who you are as a guy, girl or something else, as opposed to what your physical characteristics, genes and hormones indicate. Identifying your gender is more diverse than simply seeing yourself as ‘male’ or ‘female’, and people express their gender in different ways. *ReachOut.com* <https://au.reachout.com/articles/everything-you-need-to-know-about-gender>



## Sex

A person's sex is made up of anatomical (reproductive organs and genitals), chromosomal and hormonal characteristics. Sex is classified as either male or female at birth based on a person's external anatomical features. However, sex is not always straightforward as some people may be born with an intersex variation, and anatomical and hormonal characteristics can change over a lifespan. – maybe remove the second part in smaller text to simplify the definition. <https://aifs.gov.au/cfca/publications/lgbtiq-communities>

## Stereotypes

A generalised over-simplified idea about people based on one or a specific set of characteristics. <https://fusecontent.education.vic.gov.au/2cb0472f-c903-4c2d-a053-a330df31eefe/RRRR7and8.pdf>

## Prejudice

Unreasonable feelings, opinions or attitudes generally formed without knowledge, thought or reason often of a hostile nature regarding a racial, religious or other group. <https://fusecontent.education.vic.gov.au/2cb0472f-c903-4c2d-a053-a330df31eefe/RRRR7and8.pdf>

## Gender Equality

Do not confuse the term 'equality' with the term 'equity'. The equal valuing by society of all people regardless of gender, and equal conditions for realising full human rights and for contributing to, and benefiting from, economic, social, cultural and political development.

<https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=05140241-6934-4130-97a7-0446282decaf>

## Gender Equity

The process of being fair to people in consideration of unfair impacts based on gender. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent all people from operating on a level playing field. Equity is a means. Equality is the result.

<https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=05140241-6934-4130-97a7-0446282decaf>

## Discrimination

The exclusion or unfair treatment of one particular person or group of people based on different traits such as sex, gender, religion, nationality, ethnicity (culture), 'race', or other personal characteristics. People who experience discrimination are prevented from enjoying the same rights and opportunities as other people. Discriminating goes against a basic principle of human rights: that all people are equal in dignity and entitled to the same fundamental rights. <https://fusecontent.education.vic.gov.au/2cb0472f-c903-4c2d-a053-a330df31eefe/RRRR7and8.pdf>

## Bystander

Someone who sees or knows about bullying or other forms of violence or discrimination that is happening to someone else. **Bystanders can be either part of the problem or part of the solution to address violence and discrimination.** If bystanders are confident to take safe and effective action there is a greater possibility that the bullying will stop. An active bystander will use words and/or actions that can help someone who is being bullied. <https://bullyingnoway.gov.au/NationalDay/ForSchools/LessonPlans/Documents/senior-secondary-definitions-opt1.pdf>

# Pre-work

## Pre-work for Activity 1: Types of Abuse

Activity 1 requires a large sheet of paper, or pre-prepared board that displays the six types of abuse, and examples of each of these as below.

TYPES OF ABUSE					
Verbal	Emotional	Technology	Financial	Physical	Sexual
Rumours Threats Demeaning Silent treatment	Controlling Isolating from friends and family Withholding affection Manipulation	Sharing private images Posting false information Constant messaging Hacking into accounts	Refusing to contribute to shared costs Taking \$ or cards Restricting expenditure Placing debts in your name	Slapping Pinching Throwing things Choking	Assault Coercion Harassment Not respecting boundaries or body autonomy

In addition you will need a large worksheet for each group that they complete together like this:

WHAT DOES A HEALTHY RELATIONSHIP LOOK LIKE?					
Verbal	Emotional	Technology	Financial	Physical	Sexual

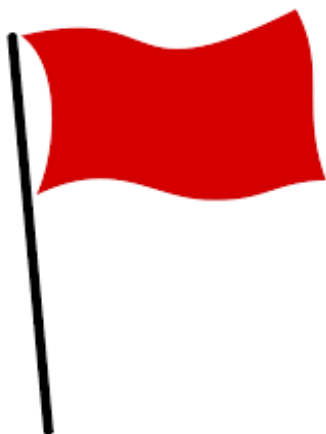
Turning the picture below into a display might add a nice touch.



## Pre-work for Activity 2: Crossing the line

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Activity 2 requires two symbols placed on opposite sides of the yard or room: a red flag, and a happy emoji. These can be found online and enlarged to suit your purpose. All that is then required is for students to read through the list within the event plan.



## Pre-work for Activity 3: Being an Active Bystander

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Activity 3 requires individual cards that can be handed to each group, each depicting a different scenario. You may use these below, or make your own, but do not permit new situations to be added without the guidance of welfare staff.

A boy pats a smaller boy's head and laughs when he gets upset and then does it again

A boy in your group refuses to be on a team with girls

A girl is showing her friends a nude picture of her ex-boyfriend

A group of students calls a boy 'gay' when he misses a catch

Your friend says that 'netball is a girls' game'

# Event Plan

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## Introduction

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### Teacher notes:

- Prepare who is speaking for each component & make sure each has notes ready
- Prepare other staff members that concerns might be raised by students and ensure they have adequate support to manage this
- Ensure the group is quiet and attentive before introducing students to begin the activities.

### Outline of the day

- Today we are going to do some activities to help us all make our school a safer, fairer, respectful school for everyone.
- At the end we will have a round robin netball competition. There is no grand final because it is not about who wins the netball.
- You will score respect points for your (team) all through the activities. You may place second in the netball, and still win if you are respectful to others.

### Safety points

- It is important that everyone here feels safe right now. Tell a teacher if something is worrying you – but when we do our activities do not share stories about yourselves, your friends or your families with other students. Let someone safe know – in a safe place.
- If you need to leave, please let a teacher know

### Definition

Before we begin our activities, it will help if we all understand the definition of *gender-based violence*. It is violence directed at someone because of their gender, or because they do not behave in the way they are expected to for their gender. It includes behaviours such as: assault, stalking, homophobic bullying, unwanted sexual acts and sexist putdowns and unwanted sharing of intimate images.

Although most gender-based violence is directed towards women, it includes violence against men, boys, transgender people, and people targeted due to LGBTQI status.

### Data

- To understand the scale of the problem: Since the age of 15, in Australia, each year:
  - 1 in 4 women and 1 in 6 men experience emotional violence
  - 1 in 5 women and 1 in 20 men have been sexually assaulted
  - 1 in 6 women and 1 in 16 men experienced physical or sexual violence at the hands of a current or former partner
  - 1 in 6 women have experienced stalking.
  - Eight out of ten women aged 18 to 24 are harassed on the street in the past year
- LGBTIQ people experience intimate partner violence at similar rates to these.
- One woman, on average, DIES every week as a result of intimate partner violence
- Using violence is a choice. There is no reason that excuses violence of any form.
  - It is never ok to hit or hurt someone.
  - It is never ok to abuse someone sexually, financially, emotionally or verbally.
  - It is never ok to keep someone away from their friends or family.
  - It is never ok to stalk someone.

## Activity 1: Types of abuse

### Teacher notes

- Ensure student presenters do not ask students to disclose, any private information.
- Consider these examples with what you know about your school. You may need to remove or change some.
- We find students often recognise a problem but cannot name the healthy behaviours. They may require teacher assistance

Violence is not just physical. We can categorise violence into six different groups. We have a few examples of these: Write the following on a board or show a sign you have made. If outside – read through the lists:

Verbal	Emotional	Technology	Financial	Physical	Sexual
Rumours Threats Demeaning Silent treatment	Controlling Isolating from friends and family Withholding affection Manipulation	Sharing private images Posting false information Constant messaging Hacking into accounts	Refusing to contribute to shared costs Taking \$ or cards Restricting expenditure Placing debts in your name	Slapping Pinching Throwing things Choking	Assault Coercion Harassment Not respecting boundaries or body autonomy

Very often, abuse progresses from verbal and emotional, to physical and sexual violence. If we can recognise it early, and intervene, we are more likely to change the culture and prevent violence at every point.

*Take all this down and work with the groups to replace it with signs of healthy relationships below.*

There are many ways of showing respect and this list is not complete. It is always a good idea though to check in on yourself and ask how your behaviour might feel to the other person.

Verbal	Emotional	Technology	Financial	Physical	Sexual
Validating Listening Caring Compliments Honesty	Supportive Available Respectful Honest Trustworthy Fairness	Asking permission before using tech. Deleting any private information shared without consent Supporting their access to tech	Open budget with equal access to \$ Conversations about expenditure are equal Your career is valued. Debts are agreed	Consensual Asking before Hugs Affection Respectful actions	Checking in Clear consent Respect boundaries Talking about intimacy

Sadly people often know what is not ok, but they do not always know what a healthy relationship looks like

*SCORE Each team is assigned up to five points for displaying respectful behaviours like turn-taking, consideration, respectful listening, and so on.*

## Activity 2: Crossing the line

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### Teacher notes

- Be wary of permitting altered or new examples
- Consider the examples provided with what you know about your school, you may need to remove or change some.
- Students delivering this section should understand the statement and what response we are looking for.
- Teachers should try not to show positive or negative emotional responses to either the examples or the student responses, but it is perfectly acceptable to say something like ‘hmmm, I think that would make someone feel really bad, so I do not think that is ok’.
- Problem situations are noted in red.
- Clear the area of furniture and make sure it is set up appropriately.

You will notice that we have a picture of a red flag on one wall, and a happy emoji on the opposite wall. We are going to read out a list of 14 relationship situations. After each one, move toward the picture if you think the behaviour is concerning in any way. If you think it is a little concerning but not a lot – just move a little toward that wall. If the task becomes personally challenging – you have the right to pass, and you can seek help from teachers

*NOTE: Students present each sentence but teachers may prompt students to respond by moving for the first one – there-after delaying to allow the students to decide for themselves*

Your friend tells you that their partner:

- Gets jealous if they talk to someone else
- Constantly accuses them of cheating when they haven't
- Asks what they want to do on the weekend
- Makes an effort to get to know their friends and family
- Compliments them
- Blames them for things that go wrong
- Makes them laugh when they're sad
- Breaks things in anger
- Wants to know where they are at all times
- Pressures them to do things they don't want to do
- Shows interest in the other persons interests or hobbies
- Respects their opinions, even when they are different
- Uses alcohol or drugs as an excuse for their behaviour
- Tries to make them feel crazy or plays mind games
- Makes all the decisions about what the two of them do
- Wants access to their social media accounts

Sadly, people often ignore or make excuses for these behaviours, even when they know they are harmful. However, the role the bystander can play is very important. Let's talk about this some more.

*SCORE Each team is assigned up to five points for displaying respectful behaviours like turn-taking, respectful listening, and so on.*

## Activity 3: Being an Active Bystander

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### Teacher notes

- You will need to have pre-made cards ready. Instructions for this are in the 'Pre-Work' section.
- Ensure students presenting this content do not ask students to disclose, in anyway, if they have been a bully or victim. They may ask if anybody has ever seen any violence or discrimination.
- The most important message to convey is that being an 'active' bystander does NOT mean you must intervene at the time or into the situation – safety should be the first consideration. We are trying to promote that there are many ways to be an active bystander.
- Staff will be required to work with groups to ensure this activity moves quickly, has safe content, and stays on track.

When you see a situation that is not ok, there are different ways you can respond, and different things you can do to keep yourself and everyone around you safe.

There are four ways you can be an active bystander.

**DIRECT ACTION:** is when you step in, speak up, or call out the behaviour and make sure you let them know it is not ok. For example saying "stop it, that's not on", or standing next to the victim to show your support.

Sometimes this is not safe to do - you might get hurt, or you might not feel able to. It's ok to not use direct action if you don't feel safe. You always need to think about safety first.

**INDIRECT ACTION:** is when you get support from others, or do or say something later to let them know that you don't think that behaviour or language is ok, or offer support to the target.

**DISTRACTION:** is when you do something like interrupt the conversation, change the subject, say a teacher is watching or say that you think the bell just went. You can ask a question or change the subject "I feel like going for a walk, do you want to come?"

**PROTOCOL:** is when you use rules or school values to call out the behaviour or report to someone else who can take action.

Imagine this (*students act it out as it is read*): Your friend is being hassled to do something they do not want to do:

- Direct action could be: You could step in and tell the person to stop hassling your friend.
- Indirect action could be: You could talk to them later. Letting one know that it isn't cool to make people do things they don't want to, or letting the other know that you will stand by them if they do not do what they were being made to do.
- Distraction action could be: You could walk up to them and just start a new conversation.
- Protocol use could be: You could talk about the work your school is doing to respect others. You could seek a teacher to support you.

In your (teams) we would like you to spend around five minutes to discuss how you might respond to a situation we have provided on cards. You may use one or more of our Active Bystander actions.

*(Observers listen to discussions and score for solution as well as how respectfully the discussion occurs)*

Hand out the following cards – just one to each participating team

- A boy pats a smaller boy's head and laughs when he gets upset and then does it again
- A girl is showing her friends a nude picture of her ex-boyfriend.
- A boy in your group refuses to be on a team with girls
- A group of students call a boy 'gay' when he misses a catch
- Your friend says that 'netball is a girls' game'

Time is up. We want to finish this activity by saying that it is not always easy to be a bystander but you have a choice to help the situation. The thing is - if you feel it's wrong then it probably is, and others probably agree with you. Seek their help if you need to. There is strength in numbers.

*SCORE Each team is assigned up to five points for displaying respectful behaviours like turn-taking, respectful listening, and so on. An extra point can be added for excellent ideas.*

## Netball: Round Robin

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*½ hour = 8 minutes per game plus transitions*

### Teacher notes

- *We allow for very short games. It is at the discretion of the school to extend the games.*
- *Staff will need to prepare for the netball games and be available to supervise.*
- *First-aid requirements as for all school activities*
- *Do not get caught up in the rules of netball – give some leeway for novices.*
- *Timekeeping, moving between games and quick clarity of pairing is crucial to keep this part on time.*
- *There will need to be a scorer assigned to each game who scores each team out of five.*
- *WE DO NOT SCORE GOALS. The winners are those that display consideration and respect.*

REMIND STUDENTS that respect needs to be extended to the netball courts, and give examples:

- Never gloat or make rude comments
- Never make someone scared of being hurt
- Cheering is fine – but respect a team that is trying their best regardless of their success.
- We will be scoring not your goals, but how you behave during the games

**Sample Round Robin provided for four teams on two courts:**

Court 1	Court 2
A/B	C/D
A/C	B/D
A/D	B/C

While the games are occurring, one or two staff or students will need to be assigned to total the scores for the activities. The respect scores for the netball (again, out of five FOR EACH GAME) are then added.



## Scoresheets

RESPECT SCORECARD							
Team A		Team B		Team C		Team D	
Activity	Score	Activity	Score	Activity	Score	Activity	Score
Raise your hand		Raise your hand		Raise your hand		Raise your hand	
Active bystander		Active bystander		Active bystander		Active bystander	
Stereotypes		Stereotypes		Stereotypes		Stereotypes	
<b>Total</b>		<b>Total</b>		<b>Total</b>		<b>Total</b>	

NETBALL RESPECT SCORECARD								
Game	Court 1				Court 2			
	Team A		Team B		Team C		Team D	
1	Score		Score		Score		Score	
2	Team A		Team C		Team B		Team D	
	Score		Score		Score		Score	
3	Team A		Team D		Team B		Team C	
	Score		Score		Score		Score	
<b>Total score for each team</b>								
				<b>Team A</b>				
				<b>Team B</b>				
				<b>Team C</b>				
				<b>Team D</b>				

FINAL SCORES	Activities	Netball	TOTAL
Team A			
Team B			
Team C			
Team D			

## Announcement of winners

**STUDENTS** announce:

We would like to thank you all for their effort and behaviour across the day. We are glad you will be there to make sure our school, and your world, might be a safer fairer place in the future.

You are all winners, but today we will be awarding the (---) Primary School Respect Cup 2020 to ...

**Thank you. When your teachers are ready, you can return to your class.**



# SECTION FOUR:

## Respect Cup Appendices

## Appendix 1: Terms of Reference (SAMPLE ONLY)

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### 1. Background/Context

- Gender-based violence (GBV) is the most extreme expression of unequal gender relations in society. It is first and foremost a violation of human rights, and a global health issue that cuts across boundaries of economic wealth, culture, religion, age, and sexual orientation.
- GBV disproportionately affects women and girls. Intimate partner violence is the most pervasive form of violence perpetrated against women in Victoria.
- The causes of GBV are complex and include gender inequality and community attitudes toward women and LGBTIQ+ communities.
- Educational institutions are recognised as a key setting to promote healthy behaviours and relationships. Young people spend a significant amount of time at school and the influence of their peers on their behaviour is well documented. Not only does this make schools an important place to promote healthy relationships but it allows for a large number of people from one location to be involved.
- Ending gender-based violence through the development of healthy relationships is a current priority for Victorian schools
- School-based health and wellbeing programs have the potential to reduce risk factors for intimate partner violence through promotion of awareness of inequities, human rights, healthy relationships, and bystander actions.
- Many committed and dedicated persons across a range of services are involved in the prevention of and response to GBV. Within Geelong a number of these have come together to promote healthy relationships for young people, and bystander intervention when they encounter GBV.
- The Respect Cup (RC) provides an opportunity for a range of agencies working in the area of preventing gender-based violence to work together to promote healthy relationships and bystander actions to students throughout the Barwon region.

### 2. Purpose

The RC Working Group (RC-WG) will:

- Provide an annual event for schools, which promotes healthy relationships and bystander intervention in response to GBV
- Be a partnership event such that a number and range of agencies providing services related to GBV are represented in forming and attending the event
- Promote a culture of respect across all genders and all relationships
- Support schools and students to promote healthy relationships and support bystander intervention in response to GBV
- Ensure data and messages are factual and appropriate to this community
- Monitor student and school response to the data and activities provided to ensure they are relevant and engaging to this community
- Identify risks that may impact on this community within the event, and advise on their prevention, mitigation and management
- Recognise barriers and enablers to healthy relationships and bystander actions in response to GBV, and advocate for initiatives to address these

### 3. Definition

The RC-WG has adopted the definition of GBV from the revised Inter Agency Standing Committee Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action which defines it as ‘an umbrella term for any harmful act that is perpetrated against a person’s will and that is based on socially ascribed differences between males and females. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. (2015, Guidelines for integrating gender-based violence interventions in humanitarian action, Inter-Agency Standing Committee.)

### 4. Guiding Principles

The work of the RC-WG aligns with

- Prevention recommendations 189 and 227 from the Royal Commission into Family Violence.
- Victoria’s prevention and response frameworks: Safe and Strong, and Free from Violence
- Australia’s National framework: Our WATCH

The RC-WG is guided by the following principles:

- Inclusivity: The RC is an inclusive space. We implement a participatory approach and do not tolerate discrimination of any kind: sexism, homophobia, transphobia, ableism, racism or any other bias against any person based on their race, religion, gender, sexuality, political views, economic strength or abilities.
- Confidentiality: The RC will ensure processes are in place that promote the confidentiality of survivors, witnesses and information sources are protected. No identifying information will be revealed in data resources, nor during activities nor discussions nor meetings.
- Safety: The RC will prioritize the safety of the survivor, family, witnesses and service providers at all times.
- Respect: actions and responses of all RC partners and participants will be guided by respect for choices, wishes, rights and the dignity of all participants.

Where behaviour is displayed that is at odds with these principles, the BRNC-WG in consultation with, and through the convenor, has the discretion to disqualify the participant, and their agency/school or apply a penalty in whatever way is agreed appropriate.

### 5. Membership

The RC-WG shall be comprised of representatives from a number of sectors working in the area of GBV and Prevention of Violence Against Women (PVAW). Organisations can nominate multiple representatives. The working group welcomes new membership from organisations working in the area of gender-based violence.

- It remains open to current and new agencies working in this space regardless of prior participation on the group.
- Agency representation may change at the discretion of that agency.
- Membership is not bound to any period of time.

Currently this includes:

- Barwon Child Youth Family
- Barwon Health
- Barwon Community Legal Service
- Department of Education and Training (Barwon Area, Respectful Relationships Team)

- Geelong Cats
- Netball Victoria
- Women’s Health and Wellbeing Barwon South West
- At present there is no school representative nor a youth representative

Other (non-member) agencies may be invited to attend upon agreement of the group at earlier meetings or by out-of-session agreement.

### **5.1. Chair/Convenor**

As the lead agency of the RC-WG, the meetings will be convened and chaired by the primary representative of Barwon Health. Meetings will be, at times, under the control of the chair and shall be conducted in accordance with good meeting procedures.

Chair/Convenor proxy will be nominated from the RC-WG should the chair/convenor not be able to attend. Agreed by the group by consensus.

### **5.2. Role of individual group members**

- The role of the individual members of the RC-WG includes:
- Attending regular meetings as required and actively participating in the group’s work
- Representing the interests of their agency, as appropriate
- A genuine interest in the initiatives and the outcomes being pursued in the program
- Being an advocate for the RC purpose and outcomes
- Being committed to, and actively involved in, pursuing the program’s outcomes
- Participating fully on the day of the event, completing roles and documentation, as agreed, to ensure the event requirements are met and goals achieved
- Ensuring others have the opportunity to participate equally on the day of the event. For instance, if two members are co-presenting, to ensure each has equal time and content
- Ensuring that any issue or concern pertaining to the BRNC, is directed to the convenor as soon as possible on the day of the event. The convenor then carries the responsibility to manage and resolve the issue both at the time, and in follow up meetings as required

### **5.3. Proxies to meetings**

Member agencies of the RC-WG will nominate a proxy to attend a meeting if the member is unable to attend. Proxy attendance is expected whenever there is absence of the primary representative. When the primary representative is in attendance, the proxy is not required, but is welcome to also attend meetings should they wish.

There is no need to inform the Chair of proxy substitution prior to the scheduled nominated meeting.

The nominated proxy will represent their agencies’ interests, and provide relevant feedback about the attended meeting to the primary representative of that agency they are representing. They will have full voting rights.

### **5.4. Quorum requirements**

A quorum will be met when the convenor (or their proxy) and at least two other group member agencies meet at a designated RC-WG meeting time, but not outside that time.

## **6. Recording of proceedings**

### **6.1. Agenda items**

Agenda items should be forwarded to the convenor by close of business three business days prior to the

next scheduled meeting. Issues may be raised outside this but will follow completion of listed agenda items pending time available

Where practicable, the agenda together with reports and documents, will be forwarded to members in sufficient time to enable consideration prior to meetings.

## **6.2. Minutes and meeting papers**

The minutes of each BRNC-WG meeting will be taken by any agency that offers on the day. It is expected that agencies will nominate in a rotating manner, to ensure a fair sharing of this role, but it is understood that some may not have been given the time for this. In this case it is expected that the agency representative makes it clear to the group of their inability to take minutes.

Copies of the minutes, including attachments, will be provided to all RC-WG members no later than 10 working days following each meeting.

Out-of-session decisions will be deemed acceptable where the group were informed of these at a prior meeting. Out-of-session decisions include those made when the convenor makes contact via email, series of telephone discussions, or individual meetings, with RC-WG members, and a deadline to respond is provided. No response is indicative of agreement but it should be made clear if this is not the case. Responses are managed by the convenor and the final decision made by the convenor based on member responses. The decision should be recorded in the following meeting minutes.

## **7. Frequency and Location of meetings**

The RC-WG will meet monthly during the development of new components of the Respect Cup. Once these are established the frequency will reduce as agreed by the group.

RC-WG meetings will occur at locations deemed accessible to the majority of members and by offer of member agencies.

## **8. Information management**

All materials produced by the RC-WG are subject to sharing limitations as follow:

- Minutes and meeting documentation are available to share to relevant staff in participating organisations but not beyond that without approval of the group and the convenor.
- All event plans, resources, activities and scoring materials have been produced by Barwon Health and remain the property of Barwon Health. They must not be shared outside the group without permission from the convenor, with the exception of specific and direct line management within contributing organisations.
- Information generated from the group or individual members for the Respect Cup shall not be circulated without agreement of the group
- Communications with schools must provide information and the requirement of schools to provide students with all required information to provide informed consent.

## **9. Review**

These Terms of Reference will be reviewed by the working group annually at the first meeting of the year, or earlier when recommended by a group member

## Appendix 2: Initial information letter for schools

---

Dear \_\_\_\_\_,

On behalf of the Organising Committee for the (year) Respect Cup I would like to invite your school to take part in the promotion of respectful relationships amongst young people in the (location, region). We invite you to participate in the Respect cup to take place on (*Date Here*)

This letter contains information that will facilitate your involvement in our event and enable students who have shown a high level of engagement with healthy and respectful relationships the opportunity to participate in the Respect Cup to celebrate and consolidate their learnings over the past year.

### What is the Respect Cup?

The Respect Cup centres on developing positive bystander actions to support speaking out against gender-based violence and discrimination. It is a call to action and an opportunity for schools to take a leadership role in promoting healthy and respectful relationships.

The event engages young people through combining interactive workshops exploring elements of respectful relationships with a mixed netball competition.

Efforts to promote social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes and subjective wellbeing. It also reduces antisocial behaviours including engagement in gender based violence. Our event aims to engage young people in discussions about healthy relationships and respect, and where to get help if they, or a friend, are experiencing controlling, threatening or violent behaviour.

### Background of the event

The Respect Cup Committee is a collaboration of services from several organisations in the XXXXX region that are taking a proactive approach to promoting respectful relationships.

We are: (*List partners here*)

This event originated in 2013 when Netball Victoria, City of Greater Geelong and Barwon Health organised the first Cup. Thirty Year 9 students from St Joseph's College and Clonard College came together to participate in a mixed netball competition and learn about healthy relationships. In 2016 the event was re-named the *Respect Cup* which the Committee believed better encapsulated the aim of the event: to build respectful relationships in the Barwon region.

The event has grown each year, and that trend continues with ten schools participating in 2018, and schools continuing to grow as leaders in the promotion of respectful relationships amongst young people in the Barwon region. We are so glad you can join us!

### School preparation for the event

#### Responsibilities of the schools involved

- Each school nominates up to 15 year 9 students to be involved in the event.
- School is responsible to transport students to and from the venue.
- Provide teachers to attend and support the event.
- School to support students to partake in an action or event at the school to continue this work.

### Selection and expectations of teachers

- We request that you give consideration to the staff member/s who will accompany students to the event and recommend they have the capacity and capability to continue these conversations and develop these learnings both formally and informally within your school.
- At least one of the staff members attending will need to be first-aid qualified.

### Selection and expectation of students involved

- We recommend that Year 9 students who have shown leadership and a high level of engagement with healthy and respectful relationship be invited to participate in Respect Cup as an opportunity to celebrate and consolidate their learnings over the past year.
- For the co-ed schools, there should be a mix of genders in the students selected.
- Please carefully consider students who may feel triggered by the content in the workshops. It is your responsibility to provide ongoing support and counselling to your students if required.
- We recommend that student participation in the Respect Cup is best situated within a broader approach to healthy and respectful relationships education.
- To ensure your students are best situated to be able to engage in the conversation we ask that prior to attendance they have completed a more comprehensive series of lessons but at a minimum explicit teaching and learning which covers a combination of the following topics:

#### Topic Area:

*Respectful partner*

*Defining violence, power and consent*

*Challenging attitudes towards gendered-violence*

*How to help a friend*

#### Possible Resource for Topic Area:

(BRR unit 1, session 1, activity 2)

(BBR unit 2, session 4, activity 1)

(BBR unit 2, session 7, activity 1)

(BRR unit 1, session 8, activity 1)

Please speak with the Respectful Relationships team from DET for advice and guidance if you are not currently delivering a respectful relationships series of teaching and learning lessons and are seeking guidance or further professional learning opportunities in relation to Building Respectful Relationships (BRR) and Resilience, Rights and Respectful Relationships (RRRR) teaching and learning resources.

After the event students are encouraged to support their school to partake in: the [16 Days of Activism, and the International Day For The Elimination of Violence Against Women \(25 November 2018\)](#)

### Key event details

**Date:** (XXXX)

**Time:** (XXXX)

**Venue:** (XXXX)

<b>Schedule:</b>	9.30am	Students and staff arrive
	9.45am	Introductions
	10am-12pm	Discussions and workshops on gender based expectations and violence, being an active bystander, and investigating healthy relationships
	12-12.30pm	Lunch
	12.30-2pm	Round robin netball tournament
	2pm-2.20pm	Action plan
	2.20-2.30pm	Presentation of the Respect Cup
	2.30pm	Students and staff depart

### How do I sign my school up?

Complete the attached Expression of Interest Form and return to the address provided

### Who do I contact for more information?

XXXXX



## Appendix 3: School registration form

---

**DATE:** \_\_\_\_\_

School Name

Contact person

Position

Contact email

Contact phone

Our school can provide umpires?    Y / N \_\_\_\_\_                      How many? \_\_\_\_\_

Our school can provide scorers?    Y / N \_\_\_\_\_                      How many? \_\_\_\_\_

Signed: \_\_\_\_\_

Print name: \_\_\_\_\_

Position: \_\_\_\_\_

Return Registration Form to:

XXXXX

## Appendix 4: Sample preparedness email for schools

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Hello all,

We are now two months out from the Respect Cup.

It is time for the third hint to your students (who I hope are also brushing up on their netball skills).

### **HINTS**

The two hints provided thus far are:

1. *We can categorise violence into five different groups. Physical violence is one. What are the others?*
2. *What are typical gender stereotypes? How do others react when these are challenged? How would you go about challenging these?*

Today's hint is:

3. *What are some of the early signals of an unhealthy relationship?*

### **UPDATES & REMINDERS**

- Points will be scored during the activities in the workshop, *as well as* during the round robin competition. It is therefore recommended that your team is blended with some that know netball, and some that show strong leadership in respectful relationships.
- Students must bring lunch – none is provided, and leaving the area to purchase lunch (students or staff) is actively discouraged as our timetable is very tight.
- The school must ensure a staff member is first-aid qualified and has all information necessary pertaining to their students' health.
- Please keep in mind that we prefer a 50/50 gender mixed team where possible

### **PHOTOGRAPHY PERMISSION FORM**

I have attached a permission form that enables us to take photos during the day. Each student will need to have this signed for the day. We would appreciate you ensuring these are completed well before the event and brought along on the day. Any student that requests not to be in photos/videos will wear a red arm-band to ensure any shots with them in are not utilised.

So to summarise what needs to be brought on the day:

- ✓ Your team
- ✓ Any additional students for umpiring and scoring
- ✓ Sports gear
- ✓ Warm-up balls
- ✓ Staff with first aid training
- ✓ First aid requirements and health information (remains with you)
- ✓ Lunches for all
- ✓ Water bottles (these can be re-filled on site, and if forgotten there are fountains)
- ✓ Photo permission forms

Let me know if you need any more information or help.

Regards,

## Appendix 5: Consent form for photography, filming and recording

---

### Respect Cup, (date), (location)

The Respect Cup will centre on developing positive bystander actions to support speaking out against gender-based violence and discrimination. It provides an opportunity for schools to take a leadership role in promoting healthy, respectful relationships.

The event engages young people through combining interactive workshops exploring elements of respectful relationships with a mixed netball competition.

In (year) the Respect Cup will involve up to 150 students from up to 10 schools.

### Photographing, filming and recording students at Respect Cup

This notice applies to photographs, video or recordings of students that are collected, used and disclosed by the Respect Cup committee which includes the following organisations- (list).

If you do not understand any aspect of this notice, or would like to discuss any concerns, please contact (name), (role), (phone), (email).

### Use of media for the following expressed purposes only

**With your consent**, photographs, video or recordings of students participating in the Respect Cup may be used in publications that are accessible to the public, including:

- on the social media account for the formal partners of the event
- in a promotional video clip used for the event
- on participating schools' website, social media accounts, school magazines

Your child may be identified by first name only in these images (or not named at all).

### Ownership and Reproduction

Copyright in the images will be wholly owned by (XXX). This means that they may use the images in the ways described in this form without notifying, acknowledging or compensating you or your child.

**Please complete the form below** and return it along with your excursion permission slip to the coordinating teacher for Respect Cup.

I have read this form and **consent** to participating schools and event partners using photos, video or recordings of my child (named below) to appear in the following ways:

- Social media
- Website

<b>Name of student</b>	
<b>Signature of student</b>	
<b>Name of parent/carer</b>	
<b>Signature of parent/carer</b>	
<b>Date</b>	___ / ___ / ___

## Appendix 6: Sample information letter for parents/carers

---

Dear Parents/Carers,

A group of students, selected by your school, will be participating in the Respect Cup on (DATE) at (LOCATION).

This event is run by (ORGANISATIONS)

It supports the work we (SCHOOL) are doing to build respectful relationships at our school. The evidence supporting Respectful Relationships education is overwhelming and comes from respected institutions such as the World Health Organisation and The Royal Commission into Family Violence. By making students aware of the signs of an abusive relationship and giving them the tools to build and nurture healthy relationships, we can not only build students' overall wellbeing, we can develop their understanding that healthy relationships and respect is key to preventing family violence in the future. For further information on this please see our website (LINK. For a wonderful example of this please see the Geelong High School page.)

The event engages young people through combining interactive workshops exploring elements of respectful relationships with a mixed netball competition.

### Key event details:

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**DATE:** [ ]

**TIME:** 9.30 am to 2.30 pm

**VENUE:** [ ]

#### SCHEDULE:

9.30am	Students and staff arrive
9.45am	Introductions
10am – 12pm	Discussions and Workshops focused on gender-based expectations and violence, being an active bystander, and investigating healthy relationships
12 – 12.30pm	Lunch
12.30 – 2pm	Round robin netball tournament
2pm – 2.20pm	Action planning
2.20 – 2.30pm	Presentation of the Respect Cup
2.30pm	Students and staff depart

**PHOTOGRAPHS** may be taken. We have provided selected students with a permission form for this.

### For more information:

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- **The Line** is a national behaviour change campaign for young women and men aged 12 to 20 years. The website includes resources and information for parents: [www.theline.org.au](http://www.theline.org.au)
- **Our WaTCh** has been established to drive nationwide change in the culture, behaviours and power imbalances that lead to violence against women and their children. They are a lead nation-wide online service with many resources and a surfeit of information: <https://www.ourwatch.org.au>
- **The Respect Cup** (LOCAL CONTACT)

Signed

School representative

## Appendix 7: Secondary worksheets

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### Worksheet: True false answer sheet

#### SCHOOL:

STATEMENT	ANSWER (True/False)
On average, one woman a month is murdered by her current or former partner in Australia.	
Family violence mainly happens in poor, religious or aboriginal families.	
When men are victims of violence - the perpetrator is usually a woman.	
Almost half of women aged 18 to 24 were harassed on the street in the past year.	
20% of 16-24 year olds believe that women often say 'no' to sex when they mean 'yes'	
Intimate partner violence is just as likely to occur in LGBTIQ+ relationships	
There's nothing wrong with a sexist joke	
Women could leave a violent relationship if they wanted to	

**Worksheet: Types of abuse**

Note respectful examples of the following aspects of relationships under each heading

**SCHOOL:**

<b>Verbal</b>	<b>Emotional</b>	<b>Physical</b>	<b>Sexual</b>	<b>Financial</b>

## Worksheet: Scenarios – card for group work

(Not included in current plan due to time constraints)

Schools are given a card with one of the following scenarios to work on:

Martus really likes Tamana. Martus sees her talking with other boys sometimes. It makes him feel so jealous he doesn't know what to do. He sees her at recess to tell her that she needs to stop talking with those other boys, especially right in front of him! Tamana refuses and goes to walk away. Martus gets mad and slams his hand against the locker close to her face. She freezes. Immediately he says it was an accident, and he didn't mean to scare her. He just couldn't control himself when he was feeling so angry. You were standing just outside and heard it all.

You and Felix are talking about your classmate Nick – whose girlfriend Saskia has just broken up with him. Felix gets a message on his phone and you see that Nick has sent him a picture of Saskia nude. Nick approaches and they laugh and talk about Saskia being so 'easy'.

Abel and Mike have been dating for some time. Mike is not "out" to his friends or family as yet. Abel is threatening to "out" Mike if he ever breaks up with him. You are the only person Mike has told any of this to. What will you do?

**Worksheet: Scenarios – response sheet for group work**

**SCHOOL:**

Using the Direct, Indirect, Distract & Protocol model – we would apply these: (select one, some, or all of the interventions and list your responses) as follows:

<b>INTERVENTION</b>	<b>HOW WE WOULD APPLY THIS INTERVENTION TO OUR SCENARIO</b>
<b>Direct</b>	
<b>Indirect</b>	
<b>Distract</b>	
<b>Protocol</b>	



## Worksheet: Scenarios – for individual work

Select ONE to work on - on your own.

Write JUST your school. *DO NOT* write your name on this one.

SCHOOL \_\_\_\_\_

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1. Rob and Lah Doe are both in your year level, they have been dating for a while. You overhear Rob pressuring Lah Doe to do something he clearly doesn't want to do. Rob ends the conversation with "if you really loved me, you'd just do it" and storms off.
2. You arrive at school on Monday morning to hear everyone talking about a party that happened on the weekend. You hear a few people say that Amira was 'all over' a boy, Trent, and that Trent and Amira disappeared to one of the bedrooms for a while during the party. "What a slut" you hear a couple of people say. No-one comments on Trent.
3. You are talking with a group of friends when Vanessa approaches. Vanessa tells you quietly that she and Mitch hung out after school yesterday but he has been ignoring her ever since. Mitch, walks up to your group, points to her and loudly says "Guess what we done last night". She goes very red and runs off.
4. One of your friends just got dumped by their girlfriend Adena. They had been dating for over a year. Your friend is really upset, but also really angry. They think Adena might like another person in their class, Bay. Your friend has been suspicious of Adena and Bay's friendship for a while. "There is no way she is getting with Bay" your friend says to you. "If she even thinks about it, I will leak all the private photos I have of her. It will ruin her."
5. You're at a party and you see your friend Jamie talking to Dev, at first you're excited as you know that Jamie likes Dev. Jamie has had a few drinks and is falling over, this is out of character for them. You see Dev take Jamie away from the group and walk him towards a bedroom.
6. On the school bus you see Michael and Georgie sitting together. They know each other but are not close. Georgie is next to the window looking out and seems unhappy and trying to move away from Michael. Michael however is leaning against her and his hand is touching her leg. She is wriggling as far as she can but there is no more room.

I have chosen to work on number  because

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---

**TURN OVER AND COMPLETE OTHER SIDE**

Using the Direct, Indirect, Distract & Protocol model – we would apply these: (select one, some, or all of the interventions and list your responses) as follows:

INTERVENTION	HOW I WOULD APPLY THIS INTERVENTION TO THIS SCENARIO

## Appendix 8: Secondary evaluation sheets (presented over lunch and during

EVALUATION – Task 2: Completed over lunch break and during ‘bye’ games with non-participating teams										
Knowledge & Confidence										
1. How much did you know about gender-based violence <b>before</b> today?	Nothing			A little			A lot			
2. How much did you <b>learn</b> about gender-based violence today?	Nothing			A little			A lot			
3. How much did you know about early signs of unhealthy relationships <b>before</b> today?	Nothing			A little			A lot			
4. How much did you <b>learn</b> about early signs of unhealthy relationships today?	Nothing			A little			A lot			
5. What is your <b>role</b> as an active bystander?	There is always something I can do			I would only act if I knew the person		If there is someone else nearby I’d wait for them to do something		It’s not my business		
6. How <b>confident</b> are you to be an active bystander?	I am confident I would do something			I am not confident I would do something unless I knew the person or the place			I am not confident to do anything			
Service support: Who would you contact?										
Issue	Headspace (or other mental health service)	Sexual assault and family violence centre	Trusted teacher or welfare staff	Doctor	Trusted Friend or Adult	Barwon Child Youth Family	Police	Barwon Community Legal Service	Other	Would not contact a service for this
Your friend’s partner has threatened to put private photos (of your friend) online.										
Your friend tells you their partner calls them ugly, stupid and fat, and now they are not sleeping or eating much and everything seems ‘too hard’.										
Your friend tells you they were forced to have sex by their partner										

## Appendix 9: Scoresheets

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### Scoring plan

#### During introduction and workshops

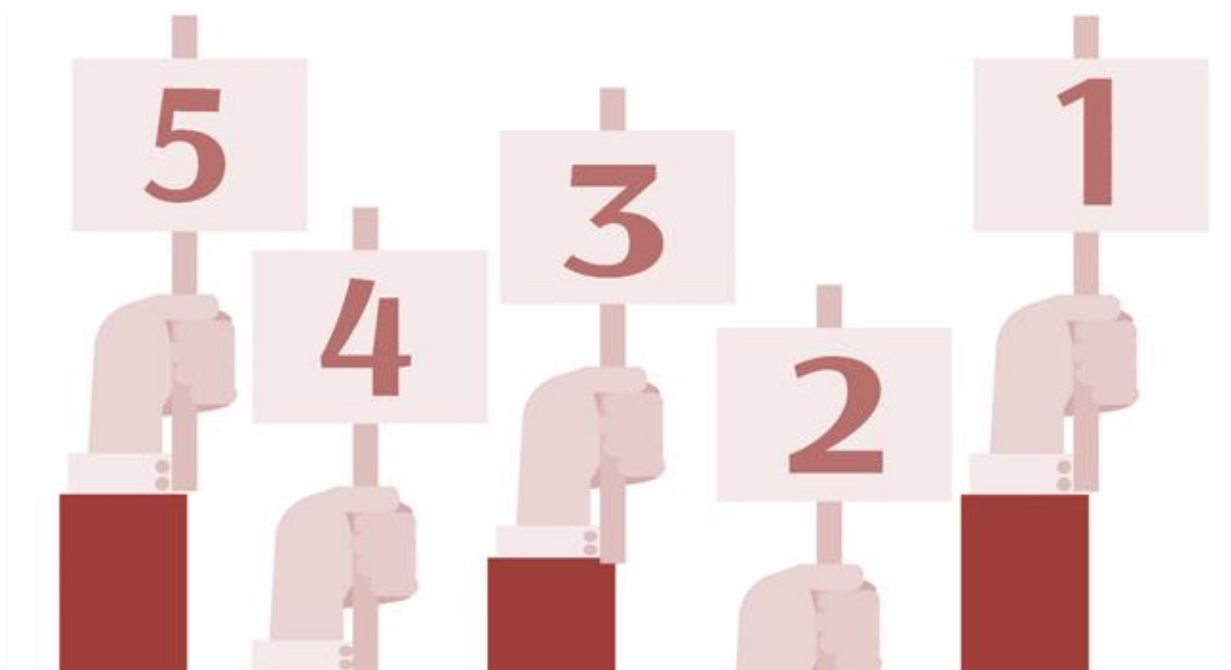
- Teachers score for respect against EVERY activity.
- Workshop materials are collected and collated by school.
- Presenters observe and make notes regarding observations of respectful behaviours.
- At the end of this stage all teacher scoresheets and worksheets are handed to the lead scorer.
- The lead scorer also cross-checks with presenters in order to validate teacher scores.

#### During lunch & netball

- Scorers to the five courts to score for goals and behaviour
- Lead scorer + 1 other to complete scoring
- All RESPECT and WORKSHOP scores for each school are placed into *Score Sheet 3*

#### During snowball / softball component

- Netball and final behaviour scores are added. If there is no clear winner the number of games won can be factored in as a deciding component, or a shared victory may occur as preferred.
- Winner is announced



## Teachers Respect Cup Scoresheet

### How to score

As teachers, you know your students better than we do, and you are in a better position to judge how they are behaving in regard to 'respect' on the day than we are. Measuring 'respect' is always going to be highly subjective and we acknowledge that there are problems inherent in any system we might use. But you will know if your students have risen above themselves, if they are being respectful to the best of their abilities, etc. and we ask that you score accordingly.

You may have some students that you are concerned about. There may be others where you are hoping their better selves rise to the surface. You may have a group that is ALWAYS amazingly respectful. We realise it is hard to differentiate between these groups, and to judge a group when they are made up of very different individuals, but ask, nevertheless, for you to reflect on your group as a whole - Were they using their skills to the best of their abilities? Did they rise above your expectations?

Here is a rough guide for scoring:

- Exceptional:** The student's displays of respect were way above what you would expect with several clear episodes. Perhaps they listened attentively to everything and then took turns and encouraged others and supported each other or were able to respectfully disagree. (5)
- Fantastic:** The students were better than expected with a couple of episodes that maybe surprised you. Similar to exceptional, but you will only be talking about this one for a day – not telling everyone for weeks! (4)
- Pleasing:** The students were clearly trying, and had done well. Certainly some in the group were above what was usual for them. Perhaps it was not consistent, or a few students were distracting the team ... Overall you were pleased with them. (3)
- As expected:** No surprises, good or bad, here. (2)
- Hmmm:** You know they can do better. Not concerning enough to speak to them about, you did not have to pull anyone up, but you were hoping for a bit more. (1)
- Disappointing:** You had to step in to manage something or someone. (0)

**Respect Cup: Primary Teacher Scorecard**

Name of school:							Examples of respectful behaviour observed
Activity \ Respect score	Disappointing	Hmmm	As expected	Pleasing	Fantastic	Exceptional	Please note examples of respectful behaviour observed among your students
Introduction and My safety hand							
Warm up – We are all different							
Discussion about stereotypes / video							
Out of the Box							
What would you do?							
Being an active bystander role-play							

**Respect Cup: Secondary Teacher Scorecard**

Name of school:							Examples of respectful behaviour observed
Activity \ Respect score	Disappointing	Hmmm	As expected	Pleasing	Fantastic	Exceptional	Please note examples of respectful behaviour observed among your students
Introduction							
Facts & Figures							
Masculinity							
Types of abuse							
Crossing the line							
Consent							
Being an Active Bystander							
Scenarios							

## Respect Cup: Netball Scorecard

Court: \_\_\_\_\_

Scorer: \_\_\_\_\_

School:		Total	Total
Goal			
Respect +/-			
School:		Total	Total
Goal			
Respect +/-			
School:		Total	Total
Goal			
Respect +/-			
School:		Total	Total
Goal			
Respect +/-			
School:		Total	Total
Goal			
Respect +/-			

### NOTE

Respectful behaviours are noted with a (+) to a maximum of three. A pink flag is waved to show that something positive has been noticed.

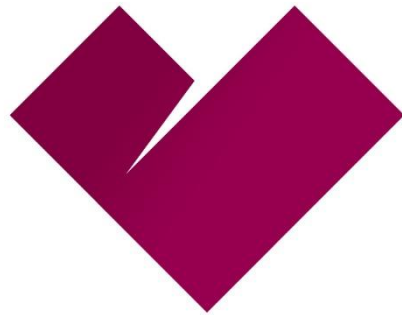
Disrespectful behaviours are noted with a (-).





## Appendix 10: Student leader tasks (for three students)

09.15	<i>IF POSSIBLE</i> Arrive early to familiarize yourselves with the grounds and all the rooms, & help set up banners & St. Mary's
09.30	<b>BUSES ARRIVE</b>
	Students assist setting up Umpires & Netball rooms for workshops Greet each bus, introduce yourself as a student leader, provide them with materials and then take to register before showing them to their (signposted) place
09.45	<b>DURING THE INTRODUCTION</b>
	Students assist coordinator to manage sorting of registrations, pack away greeting resources (sunscreen etc) and prepare materials for future sessions. Then assist school students as required (directions to toilets, providing masking tape to denote any without permission for photos)
10.30	Take a break for your morning tea & loo-break– as you will be needed over theirs
10.40	<b>SCHOOLS DIVIDE TO WORKSHOPS</b>
	Schools will be divided into three groups – Student 1 will go with group A, Student 2 will go with group B, and Students 3 will go with group C.
	Students will be dashing to the loo now and you will be needed to guide them where & how to get back to their room.
	Once the workshop starts you will be required to hand out & collect worksheets and support the presenters
11.30	Leave early to have your lunch break before returning to help each room presenter tidy and return all rooms to order and materials to the coordinator
12.00	<b>SCHOOLS LUNCH BREAK</b>
	All students commence handing out (and collecting) the evaluation task. Student 1 continues this task throughout the round robin.
12.30	<b>NETBALL COMPETITION</b>
	Students 2 & 3 support netball scoring
2.00pm	<b>SCHOOLS SELECT ACTIVITIES TO DO IN THEIR SCHOOLS</b>
	Have a well-earned break
2.20pm	Cheer the winners loudly and congratulate all the teams
2.30pm	DEPART



# Barwon Health