



Wellbeing

Behaviours and consequences

This topic will develop students' awareness of the consequences of their behaviour and develop their interpersonal skills.

This topic is made up of seven parts. You can present them one at a time or follow on depending on the needs of your students and the time you have available.

Learning Intentions

When students have finished this topic, they will be able to:

- identify the ways you can respond to other people's behaviour
- act assertively when interacting with other people
- be aware of their own and other people's non-verbal communication
- deal constructively with anger and conflict
- be aware of helpful and unhelpful behaviours

They will learn these skills by:

- Participating in group discussions
- Watching a video
- Completing worksheets
- Doing a survey
- Brainstorming possible solutions and strategies

	What the students will do	What you will need before you start
Part 1 <i>‘What are behaviours? What are consequences?’</i>	Video and activity	<ul style="list-style-type: none"> • Butcher’s paper, whiteboard or Smartboard • Computer with internet connection to show video from the Be Deadly Online campaign: ‘That’s not team spirit’ • More resources can also be found on the website: https://www.esafety.gov.au/education-resources/classroom-resources/be-deadly-online • Copy of graphic organiser for each student
Part 2 <i>‘Why do we behave the way we do?’</i>	Video and activity	<ul style="list-style-type: none"> • Computer with internet connection to show video: ‘Satellite Boy’ • Butcher’s paper, whiteboard or Smartboard • Paper and pens for students to use in groups
Part 3 <i>‘How do we communicate without words?’</i>	Group activity	<ul style="list-style-type: none"> • Computer with internet connection to show presentation • Copies of graphic organiser for each student • Non-verbal communication presentation from website • Butcher’s paper, whiteboard or Smartboard • Non-verbal communication cards • Copies of the non-verbal communication survey for each group

<p>Part 4</p> <p><i>‘What are the different types of behaviour?’</i></p>	<p>Video and group activity</p>	<ul style="list-style-type: none"> • Computer with internet connection to show Satellite Boy • A copy of graphic organiser per student • Behaviour Types presentation from website • Butcher’s paper, whiteboard or Smartboard • Paper and pens for students to use in groups • Copy of the Behaviour Types circle handout
<p>Part 5</p> <p><i>‘What are helpful and unhelpful behaviours?’</i></p>	<p>Video and group activity</p>	<ul style="list-style-type: none"> • Computer with internet connection to show video • Butcher’s paper, whiteboard or Smartboard • Copies of graphic organisers for each student
<p>Part 6</p> <p><i>‘How do we act assertively?’</i></p>	<p>Group activity</p>	<ul style="list-style-type: none"> • Computer with internet connection to show presentation • ‘How to act assertively presentation’ from website • Copy of graphic organiser for each student • Copies of scenario cards • Paper and pens for students to use • Butcher’s paper, whiteboard or Smartboard
<p>Part 7</p> <p><i>‘How do we deal with anger and conflict?’</i></p>	<p>Video and activity</p>	<ul style="list-style-type: none"> • Computer with internet connection to show video • Video of Yolngu Boy: full length can be found here on the Leadership website: http://leadership.opencourses.net.au/category/leading-1/wellbeing/behaviours-and-consequences/

		<ul style="list-style-type: none">• Short clips can be found here (links are also on the Leadership website: http://aso.gov.au/titles/features/yolngu-boy/clip1/• http://aso.gov.au/titles/features/yolngu-boy/clip2/• Butchers paper, blackboard or whiteboard
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Word list

behaviours = the things people do, their actions (as well as speaking, listening and body language)

consequences = what happens after, as a result of, or following on from people's actions or behaviours

aggressive = when you use your power to do whatever you like in a way that hurts others – you might fight, get angry, 'have-a-go' at them, hurt people, hit or yell or put people down with your words

passive = when you do whatever others want in a way that hurts yourself – you might give in, agree with, or accept something when you really don't like it or want to

assertive = when you stand up for yourself in a respectful way – you might listen to something, think about it from both sides, then say what you need or want in a clear calm way so that no-one gets hurt

indirect aggressive = when you say 'yes' but you really mean 'no' (and then you still do whatever you want) – you might just ignore or pretend something isn't a problem

Part 1: What are behaviours? What are consequences?

Objective – What do we want the students to know?

Students will learn what behaviours and consequences are

Overview – How will they learn this?

Students will watch a short animation, which will help them to make a list of the actions of the two main characters, Sharlise and Bud. They will talk and think about the consequences of Sharlise and Bud's actions, drawing a behaviour/consequence map for both.

Resources – What will I need?

- Butcher's paper, whiteboard or Smartboard
- Computer with internet connection to show video from the Be Deadly Online campaign: [‘That's not team spirit’](#)
- More resources can also be found on the website: <https://www.esafety.gov.au/education-resources/classroom-resources/be-deadly-online>
- Copy of graphic organiser for each student

Lesson plan – What do I need to do?

1. Introduce students to today's lesson:
What: what we mean when we talk about behaviours and their consequences
How: watch a short cartoon and then identify what the characters did and the consequences of their actions
Why: knowing what the consequences are likely to be to your actions helps you to make the right decision about how to act
2. Hand out the graphic organiser worksheets to students.
Depending on the literacy level of students, students can complete individually or in pairs.
3. Tell them that Bud is one of the best footballers in the game and that Sharlise is one of the main people watching the game. Ask

them to pay special attention to what Sharlise and Bud do. Show students the video. After they have watched the video, ask them “What did Bud and Charlise do in the video?”

Possible answers:

- *arrived at the oval*
 - *played football*
 - *took a great mark*
 - *slid into a pile of dog crap*
 - *took off a shirt*
 - *got a new shirt (off screen)*
 - *watched football*
 - *gave some praise ‘deadly’*
 - *shared a mobile number*
 - *sent an inappropriate text*
 - *shared an inappropriate text*
 - *got into a fight.*
4. Write down student observations on the board or butcher’s paper. Point out that these are things people can do, they are actions or behaviours.
 5. Explain consequences: a consequence is something that follows on from a behaviour or action. Think about throwing a ball against a wall – it will bounce right back at you – that’s a consequence. (Or, if you throw a rock at a window, the consequence is a broken window. Or, if you get really angry with someone, the consequence might be a fight.).
 6. Ask the students to talk about the consequences of Sharlise sending the photo to Bud and Bud’s decision to send the photo to the rest of the team.
 7. Discuss Sharlise and Bud’s behaviour. Did the characters think about or expect any consequences from their behaviour? Did Sharlise expect Bud to show the rest of the team her photo? Did Bud expect Johnno to get angry when he shared the photos with the team?
 8. Summary: end the lesson summing up that our behaviours are what we do and consequences are what happen as a result of our actions.

Part 2 (option 1): Why do we behave the way we do?

Objective – What do we want the students to know?

Students will learn about the way relationships influence the way we behave

Overview – How will they learn this?

Students will examine the relationships and the ways people behave towards each other in *Satellite Boy* by creating a relationships map.

Resources – What will I need?

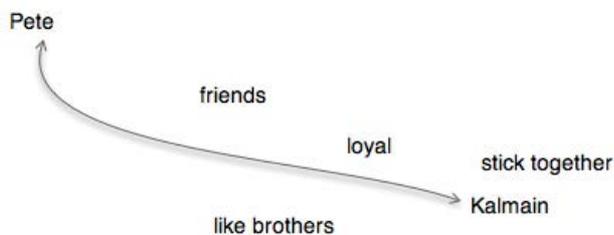
- Computer with internet connection to show *Satellite Boy*
- Butcher's paper, whiteboard or Smartboard
- Paper and pens for students to use in groups

Lesson plan – What do I need to do?

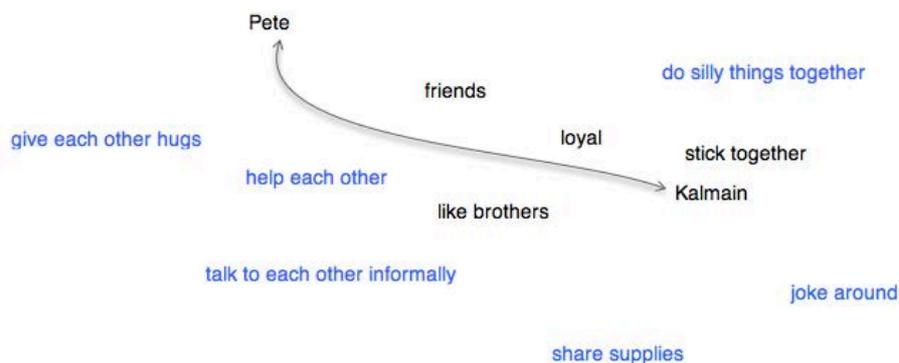
1. Introduce students to today's lesson:
What: four different types of behaviours
How: look at the relationships between characters in *Satellite Boy* in groups
Why: being aware of what influences our behaviour lets us have more control over it
2. Tell students that a lot of our behaviours are dictated by our relationships with people. Give an example such as showing respect to parents or elders, being less formal with people our own age etc.
3. Introduce the first activity today: creating a map of the relationships between characters in *Satellite Boy*.
4. Ask students to list the main characters in *Satellite Boy*. They can find answers in the graphic organisers they completed when watching the movie in (refer to lesson plan here). Write the name of the characters on the board so that each name is in a separate space like the diagram below



- Draw student's attention to Pete and Kalmain. Play the first scene with Kalmain and Pete in it (7:19 MINUTES in from the start of the film) Ask students to describe the relationship between these characters. Record their input in a link between the characters like the diagram below



- Ask students to describe the way the boys behave towards each other. How do they talk to each other? What body language do they use? How does this differ from the way they act towards adults? Add this information to the diagram in a different colour.



Explain that students will be filling in these details for all of the different characters. Note that not all of the characters are linked.

7. Break the group up into smaller groups. Give each group a piece of butcher's paper and pens. Assign each group certain relationships to investigate.
8. When the groups are finished, bring everyone back together. Create a master relationship map on paper by asking each group for their input and collating this on to the class map.
9. Explain that the way we behave towards different people is often influenced by our relationships with those people. Pete and Kalmain use different language and act differently towards people that are older than them, their family and each other. Use examples from the relationship map to illustrate the point (calling the stockman 'uncle' in Kununurra).
10. Ask students what would have happened if Pete had asked the stockmen for directions in a disrespectful way? If he had sworn at him? Or shoved the stockmen to get his attention?
11. Ask students to think about how they change the way they act and speak to people they know, depending on their relationship with them. How do they speak to their parents, friends, extended family, teachers, coach etc?
12. Explain that knowing the appropriate way to communicate with other people, depending on who they are and your relationship with them, is very important. It makes it easier to talk to them and you are more likely to get a positive outcome.

Part 2 (option 2): Why do we behave the way we do?

Objective – What do we want the students to know?

Students will learn about the way relationships influence the way we behave

Overview – How will they learn this?

Students will examine the relationships and the ways people behave towards each other in *Satellite Boy* by creating a relationships map.

Resources – What will I need?

- Computer with internet connection to show *Satellite Boy*
- Butcher's paper, whiteboard or Smartboard
- A copy of the Pete-Jubi timeline worksheet for each student

Lesson plan– What do I need to do?

1. Introduce students to what they are going to discuss today: what influences the way we behave.
2. Explain that one of the main things that influence the way we behave towards each other is our relationship with that person. If we have a positive relationship, we are much more likely to treat them well and with respect.
3. Introduce the activity: we will now examine the relationship between Pete and Jubi throughout the movie.
4. Show students the Pete-Jubi timeline provided. Ask students “How did Pete treat his grandfather at the start of the movie. How did he act around Jubi? How did Pete talk to his grandfather? Write student input on the board.
5. Ask students “How did Pete's relationship with Jubi change during the movie? How did he behave around his grandfather at the end of the movie?”
6. Ask students “What changed for Pete? His relationship with his grandfather was much better at the end. Why did it improve?”

7. Explain to students that because Pete felt a lot better about staying with his grandfather, his relationship changed for the better. When his relationship improved, he began to speak and act more respectfully to his grandfather. They got on better and Pete was much happier.
8. Introduce the next activity: students will work through one or more stories, where they will choose the best way for a character to respond.
9. Students work either in groups or individually through one of more of the provided scenarios on the computer. They can choose to explore more than one option for the character.

Part 3: How do we communicate without words?

Objective – What do we want the students to know?

Students will learn about non-verbal communication and explore how different people perceive body language.

Overview – How will they learn this?

Students will watch a short presentation on non-verbal communication. They will then interview school and wider community members about the way they interpret the non-verbal communication they see in supplied cards. Groups will then present their findings to the class.

Resources – What will I need:

- Computer with internet connection to show presentation
- Non-verbal communication presentation from website
- A copy of graphic organiser for each student
- Butcher's paper, whiteboard or Smartboard
- Non-verbal communication cards
- A copy of the non-verbal communication survey for each group

Lesson plan – What do I need to do?

1. Introduce students to what they are going to discuss today:
What: understanding non-verbal communication
How: watch a short presentation, then survey people in the school about their reactions to different forms of non-verbal communication
Why: understanding the way people react to non-verbal communication helps you to understand how people are responding to you. Great for job interviews
2. Hand out the graphic organiser worksheets to students.
Depending on the literacy level of students, students can complete individually or in pairs.

3. Show students how to use the graphic organiser. Point out the key points in the presentation you want the students to look for. Look at the first point, which has been completed for students and identify the kind of writing (short notes, not complete sentences).
4. Show Non-verbal communication presentation.
5. Ask students “What is non-verbal communication?” Write students definitions on the board.
6. Ask students for some examples of non-verbal communication. You can look at non-verbal communication that communicates specific emotions (anger, sadness) or a message (over there, come here)
7. Introduce the activity: students will get a pack of cards, each one shows a form of non-verbal communication on them (Angry gestures, sad body language, tense expression etc). Explain that sometimes people perceive non-verbal communication differently. Students will complete a survey, asking a wide variety of people from the school community how they respond to the non-verbal communication on the cards.
8. Hand out copies of the surveys to each group. Explain the questions on the survey and what they mean. Model asking questions from another teacher or student and recording this on the survey. Show students how you have recorded the person’s answers.
9. Students go out and interview people around the school community (at least five) about how they react to the cards. They record the results on the worksheet.
10. Students return to class and present their findings. Create class master set which includes all of the different responses.
11. With the students, identify differences and similarities. Do they notice any cultural, gender or age trends to explain the differences?
12. Summary: end the lesson explaining that non-verbal communication is the way we communicate through our pose, expression and gesture.

Lesson plan – What do I need to do?

1. Introduce students to what they are going to discuss today: knowing what non-verbal communication is appropriate for different situations
2. Ask students how do they know what non-verbal communication to use at home, school or work? Explain that we are taught non-verbal communication by our parents when we are babies and we learn the appropriate communication style for the culture we grow up in. As we get older though, we might run into trouble when we communicate with people who grew up in a different culture to our own. The rules for polite communication might be different and we can sometimes offend or put off the person we are communicating with
3. Ask students, “If people have different ways of communicating politely with each other, how do we know what is the right way to communicate with people we don’t know or belong to a culture that is different to ours?”
4. Discuss strategies with students. Primarily, the best strategy is to get more information. Asking the person you are communicating is a great way, but can be difficult. Talking to other people in the community can be an easier way around this.
5. Optional: this activity can be linked to Part 5 of *Communication Skills*, where students get feedback on their non-verbal communication from trusted people.
6. Summary: end the lesson explaining that non-verbal communication is the way we communicate through our pose, expression and gesture.

Part 4: What are the different types of behaviour?

Objective – What do we want the students to know?

Students will learn about aggressive, assertive, passive and indirect aggressive behaviours.

Overview – How will they learn this?

Students will examine the relationships and the ways people behave towards each other in *Satellite Boy* by creating a relationships map. They will watch a presentation introducing the terms aggressive, assertive, passive and indirect aggressive. They will decide which label(s) apply to the behaviours of characters in a selection of scenes from the film.

Resources – What will I need? :

- Computer with internet connection to show *Satellite Boy*
- A copy of graphic organiser per student
- Behaviour Types presentation from website
- Butcher's paper, whiteboard or Smartboard
- Paper and pens for students to use in groups
- Copy of the Behaviour Types circle handout

Lesson plan – What do I need to do?

1. Introduce students to what they are going to discuss today:
What: the different types of behaviours
How: watch a presentation, then some scenes from *Satellite Boy*.
Make a decision about what kind of behaviour is in each scene
Why: Learning how to act assertively rather than aggressively or passively, helps you to get your needs met without hurting other people
2. Explain that most of people's behaviours towards other people can be labelled as aggressive, assertive, passive or indirect aggressive.

3. Hand out the graphic organiser worksheets to students. Depending on the literacy level of students, students can complete individually or in pairs.
4. Show students how to use the graphic organiser. Point out the key points in the presentation you want the students to look for. Look at the first point, which has been completed for students and identify the kind of writing (short notes, not complete sentences).
5. Show Behaviour Types presentation.
6. Draw up the following table on the board:

	Aggressive	Passive	Assertive	Indirect aggressive
What this might look like (their body language)				
What this might sound like (their words and their tone of voice)				
What this might feel like for the other person				

7. Ask students what aggressive behaviour looks like. Add input into the far left hand column.
8. Ask students what each of the behaviours look like. Fill in the table so you have a class definition. You can use the following questions to help students define each behaviour:
 - What did they do?
 - What did they say?
 - What might they have thought?
 - What did they not say?

- What did they not do?
- What did they not think about?

9. Possible answers:

	Aggressive	Passive	Assertive	Manipulative	Indirect aggressive
What this might look like (their body language)	Leaning forward, chin jutting out, frowning, snarling mouth, glaring eyes, pointing finger	Head down, shoulders hunched, body curled up, shifting weight.	Good eye contact, body looks 'open', comfortable, relaxed but strong.	Face looks 'sooky' or sad, head might be on the side, body might look tired.	Not looking that interested. Busy doing other things.
What this might sound like (their words and their tone of voice)	'I'm starving, where's the tucker!' 'Just give me the keys!' Many sentences 'judge' or put people down and start with 'you' 'You'd better'	'Ok, fine' 'Sure, if you like' (Voice is hesitant, soft or even silent)	'I can't loan you the car, it belongs to my work.' 'I'm tired; I'm going to get some sleep.' (Voice is steady and strong) Most sentences start with	'But I can't get there without the car...' 'But I've got no money to feed the kids...' (Voice is pleading, whining or 'sooky')	'Uh-huh' 'Sure' (Does not ask any questions.)

	<p><i>'If you don't watch out'</i></p> <p><i>'Come on'</i></p> <p><i>'You should'</i></p> <p><i>'You @#&'</i> (bad, sexist or racist) (Voice is hard, loud or angry – 'aggro')</p>		<p><i>'I think</i></p> <p><i>I feel</i></p> <p><i>I want</i></p> <p><i>Let's</i></p> <p><i>How can we resolve this?</i></p> <p><i>What do you see?</i></p>		
<p>What this might feel like for the other person</p>	<p><i>Like you have no power or control. You might feel anxious or afraid.</i></p>	<p><i>Like you have all of the power. Like you can ask them for anything.</i></p>	<p><i>Like they have heard you and they want you to hear them too.</i></p>	<p><i>Like you have to help or else you will make them too sad.</i></p>	<p><i>Like you're not sure if they heard you properly or if they will do it.</i></p>

10. Play the following scenes: Pete talking to the police at the start of the film (13:48-14:18), Kalmain pulling the gun at the mine (1:05:26-1:06:16), Pete asking the stockmen for directions (1:01:37 – 1:02:05), Pete burning his grandfather's chair(14:40 – 15:26)

11. Ask students to classify the behaviour of Pete and/or Kalmain in each clip.
12. Introduce students to the Behaviour Types circle. Explain each of the four qualities with reference to the boy behaviours.
Kalmain threatening the miners with the gun: Aggressive. Didn't care if he frightened the miners, just wanted to help Pete
Pete with the police: Passive. He's scared of the police so he goes along with what they say. It's not a safe place for him to express his feelings.
Pete asking for directions from the stockmen: Assertive. He confidently asks for what he needs: directions, but is also careful to be respectful of the men by calling them 'uncle.'
Pete burning his grandfather's chair: Indirect aggressive. Pete destroys his grandfather's chair because he's frustrated with his grandfather for telling him his mother isn't coming back. He doesn't yell at him or get into fight, instead he destroys his grandfather's chair when he's not there.
13. Summary: end the lesson saying that our behaviours towards others can often be described as aggressive, assertive, passive or indirect aggressive

Part 5: What are helpful and unhelpful behaviours?

Objective – What do we want the students to know?

Students will learn to identify helpful and unhelpful behaviours in response to difficult events.

Overview – How will they learn this?

Students will watch the Insight video “Young Mob.” They will identify some of the stressors each of the young people interviewed had experienced and some of the helpful and unhelpful ways the young people have dealt with these stressors.

Resources – What will I need?

- Computer with internet connection to show video
- Butcher’s paper, whiteboard or Smartboard
- Copy of graphic organiser for each student

Note:

This video contains interviews with several Indigenous young people from Alice Springs. It references substance abuse, fighting, death and other serious issues. You’ll need to gauge whether or not this is an appropriate video to show to your students as some of the issues discussed could be problematic.

Lesson plan – What do I need to do?

1. Introduce students to what they are going to discuss today:
What: about helpful and unhelpful ways to behave.
How: watch some interviews with kids from Alice Springs and identify their behaviours
Why: learning to use helpful behaviours rather than unhelpful ones helps you to deal with stress and conflict better
2. Explain that people behave in a lot of different ways to stressful events in their lives. Some behaviours, like talking with friends,

getting support or doing something constructive like going for a run are helpful. This is because we feel better after we have done them and they don't cause any long term problems. Other behaviours like underage drinking and fighting are unhelpful. They cause short term and long term problems. We can get hurt when fighting (short term) and face going to court or jail (long term) if convicted of assault.

3. Introduce the activity: students will record the stressors each of the young people experienced on the graphic organiser and the ways they dealt with their problems. Once the video is completed, the class will decide which behaviours are helpful and which are unhelpful.
4. Hand out the graphic organiser. This can be completed in groups or individually depending on student's literacy level.
5. Watch video. This may need to be done over several sessions due to its length or you may choose to watch only sections of it.
6. Draw up the following table on the board:

Name	Events in their life they found difficult to cope with	Behaviour	+/-	Helpful or unhelpful?
Terazita	Family conflict Getting angry			
Jesse	Living away from his parents			
Trevor	Getting hassled by other Aboriginal			

	people			
Rhiannon	Fighting with her brother			
Kyle	Brother's accident Deaths in the family			

7. Ask students what are some of the ways the people in the film dealt with stress in their lives. Add this information to the Behaviour column.
8. Choose a few of the behaviours to look at. These could be some of the ways students in your class deal with stress. Ask students whether they think each behaviour is helpful or unhelpful. Model the process of answering the question by identifying a helpful and unhelpful behaviour, explaining why you think it is helpful/unhelpful and adding this information to the table.
9. Discuss the short term and long term benefits or drawbacks of some of the helpful and unhelpful behaviours.
10. Ask students to come up with some more helpful ways people can deal with the same problems. Record these on the board.
11. Summary: end the lesson reiterating that helpful behaviours help us to feel better in the short and long term and unhelpful behaviours often cause short term and long term problems.

Part 6: How do we act assertively?

Objective – What do we want the students to know?

The purpose of this lesson is develop students ability to act assertively

Overview – How will they learn this?

Students will watch a presentation that explains how to act assertively. They will then be given a scenario to problem solve as a group, aiming to come up with an assertive solution.

Resources – What will I need?

- Computer with internet connection to show presentation
- ‘How to act assertively presentation’ from website
- Copy of graphic organiser for each student
- Copies of scenario cards
- Paper and pens for students to use
- Butcher’s paper, whiteboard or Smartboard

Lesson plan – What do I need to do?

1. Introduce students to what they are going to discuss today:
What: how to act assertively
How: watch a presentation, then work in groups to think of assertive solutions to a problem
Why: acting assertively means you can get your own needs met without hurting anyone else
2. Remind students that acting assertively is a way to behave that respects other people’s needs and your own.
3. Hand out the graphic organiser worksheets to students.
Depending on the literacy level of students, students can complete individually or in pairs.
4. Show students how to use the graphic organiser. Point out the key points in the presentation you want the students to look for. Look at the first point, which has been completed for students and identify the kind of writing (short notes, not complete sentences).
5. Show How to act assertively presentation.

6. Discuss the use of 'I' statements when being assertive. Use an example: Say what the problem is: 'I don't want to drink any grog'
Say how it makes you feel: 'It makes me feel sick and scared'
Say why it makes you feel like that: 'It makes me think of what happened to (someone else)'
Give a suggestion: 'You can drink if you want but not with me.'
7. Introduce the activity: students will move into groups and be given a scenario. They will try to find an assertive way to deal with the scenario. They will share their solutions to the class when finished.
8. Hand out a scenario per group and allow them to move into their groups. You may need to visit each group and help them make sure their solution is assertive, not aggressive or passive.
9. When students are ready, bring them back to the main group. Ask one group to read out the scenario or summarise the scenario they had to deal with. Ask the group to present their solution to the problem. Ask the rest of the class, "Is their solution aggressive, assertive, passive or indirectly aggressive?" Have the rest of the groups present their solutions to the class.
10. Summary: end the lesson reiterating the assertive behaviours respect your needs and the needs of other people and are the most effective way to behave.

Part 7: How do we deal with anger and conflict?

Objective – What do we want the students to know?

The purpose of this lesson is investigate the ways people can deal constructively with anger

Overview – How will they learn this?

Students will watch an excerpt of Yolngu Boy, where the protagonist reacts very destructively to his anger. Students will discuss other ways for Botj to deal with his anger more constructively.

Note:

You can show the whole movie, Yolngu Boy, or just the two short scenes from the Australia Screen archive. If you use the short clips, make sure you show the first film clip as a way to introduce the characters and understand the stories a bit better.

It is also strongly advised that you pre-watch and gauge the suitability of this video for your students. It features scenes of substance abuse and suicide. Consulting with assistant teachers, counsellors and community is important and it is advised not to show the whole film if a suicide has happened recently in the community.

Resources – What will I need?

- Computer with internet connection to show video
- Video of Yolngu Boy: full length can be found here on the Leadership website:
<http://leadership.opencourses.net.au/category/leading-1/wellbeing/behaviours-and-consequences/>
- Short clips can be found here (links are also on the Leadership website):
 - <http://aso.gov.au/titles/features/yolngu-boy/clip1/>
 - <http://aso.gov.au/titles/features/yolngu-boy/clip2/>
- Butchers paper, blackboard or whiteboard

Lesson plan – What do I need to do?

1. Introduce students to what they are going to discuss today:
 What: dealing constructively with anger
 How: watch part of a movie, identify the way the character deals with anger, then try to find a more helpful way for him to deal with his anger
 Why: learning how to deal constructively with anger is important. It helps you to get through feeling angry without hurting other people or yourself
2. Introduce the activity: Students will watch the movie/clips from the movie Yolngu Boy. They will watch how the character Botj reacts to the events in the movie and specifically how he behaves when he is angry.
3. Draw the following table on the board or butcher's paper.

What made Botj angry?	What did Botj do?	Was he aggressive, assertive, passive or indirect aggressive?	How could Botj have dealt with the situation more assertively?	What could he say? (Using the 4-part 'I' statement)

4. Show students the video or video clips.
5. Once they have watched the clip, ask students whether they think Botj had a right to be angry. The aim here is to get students to give their opinions and then explain their answers (why he does/doesn't have a right to be angry).
6. Explain that anger is a normal emotion that everyone feels some times. It's the way we react to anger that can be a problem. Acting aggressively can hurt or upset the people around us, acting passively can hurt ourselves as we don't get our needs met.

7. Ask students, “What made Botj angry?” Record answers on board or butcher’s paper.
8. Ask students, “What did Botj do when he was angry?” Record answers on board or butcher’s paper.
9. Ask students if they think Botj’s reaction to feeling angry is aggressive, passive, assertive or indirect aggressive. Aim to get students to explain their answers. Record their answers on the board or butchers paper
10. Possible answers:

<i>What made Botj angry?</i>	<i>What did Botj do?</i>	<i>Was he aggressive, assertive, passive or indirect aggressive?</i>	<i>How could Botj have dealt with the situation more assertively?</i>	<i>What could he say? (Using the 4-part ‘I’ statement)</i>
<ul style="list-style-type: none"> • <i>Went to jail</i> • <i>Mum doesn’t want to see him</i> • <i>Dad didn’t visit him when he was locked up</i> • <i>Not allowed to attend ceremony</i> 	<ul style="list-style-type: none"> • <i>Sniffed petrol</i> • <i>Felt alienated (cut off) from his family and the community</i> • <i>Reacted to seeing his totem, rejected his culture and smashed up the Women’s Centre</i> • <i>(Accidentally) set fire to the Women’s Centre</i> 	<ul style="list-style-type: none"> • <i>Indirect aggressive</i> • <i>Passive</i> • <i>Aggressive</i> • <i>Passive</i> 	<ul style="list-style-type: none"> • <i>Talked to his Mum and tell her how he feels and what he needs.</i> • <i>Talked to his uncle and tell him he needs his help.</i> • <i>Talk to the people involved and ask them what he needs to do to attend ceremony.</i> 	<ul style="list-style-type: none"> • <i>Say what the problem is: ‘I want us to get on ok again like when I was young’</i> • <i>Say how it makes you feel: ‘When you won’t see me, it makes me feel alone and no good.’</i> • <i>Say why it makes you feel like that: ‘If my mother won’t see me, it makes me think I’ll</i>

				<p><i>never be any good or belong.'</i></p> <ul style="list-style-type: none"> • <i>Give a suggestion: 'I want to make a change. Will you help me?'</i>
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11. Explain that being assertive can be a way to get our needs met, yet still respect the other person. Ask students to think of more assertive ways Botj could have reacted to being angry and list in final column. You could focus on how Botj could assertively deal with his mum, or Dawu specifically.
12. Summary: Anger is a normal feeling. It is the body's way of telling us that something is not right. Anger can become a problem when we 'react' to something (or act too quickly) in an aggressive way. Acting assertively means:
 - thinking it through slowly
 - taking time to respond (go for a walk, talk when you are calm)
 - using the four 'I' statements:
 - say what the problem is
 - say how it makes you feel
 - say why it makes you feel like that
 - give a suggestion.
 - we can get our needs met and still respect the other person.

Extension activity:

If you have the resources, you can have students have a go at creating a video/poster/artwork/other with an anti-violence message like this example:

<http://vimeo.com/6277841>.