

# Teacher Resource Pack

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## STANDING OUT

**YOUTH**  
**CHOICES**  
EMPOWERED BY CONSTABLE CARE

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# Teacher Information and In-Class Activity Pack

**Performance Type:** Four actor forum theatre play

**Topic:** Bullying and homophobia

**Duration:** 60-90 minutes, including active interventions after scripted play

**Audience Size:** Maximum of 100 students

**Age Group:** Years 7 to 12

**Content Warning:** Contains strong language and themes of homophobia

## *Synopsis*

Everyone else seems to know exactly who they are - so confident in their identities. But Jez isn't so sure. There is a part of him that he doesn't feel comfortable acknowledging - even to his family and best friends.

Standing Out examines bullying and aggression, especially in regards to LGBTQI+ students. Using interactive Forum Theatre, students are encouraged to examine the impact of bullying on youth mental health, exploring how they can be supportive to their peers, and celebrate diversity.

## *Concepts Addressed*

- Ethical behaviour and responsibility
- Self-acceptance, respect of self, and concern for others and their rights
- Social and civic responsibility, care and compassion for self and others
- Potential consequences of rigid gendered stereotypes and toxic masculinity
- Understanding, tolerance, and inclusion
- Sensitivity to and concern for the wellbeing of other people, and finding constructive ways to manage conflict

# Curriculum Links

Standing Out and the related activities in this resource pack respond to two key elements of the Western Australian Syllabus and Australian National Curriculum. The themes of inclusion, anti-bullying behaviour and diversity are a core component of the Year 8 to 10 Health and Physical Education syllabus. This incursion and the related activities explore the many themes and issues that the syllabus covers, from exploring gender, physical and mental health, to emotional self-regulation, and social risk management. The performance and the activities in this resource pack are designed to engage students in vigorous discussion about complex and confronting issues. Through participating in these processes, students will be exploring and developing a myriad of skills outlined in the National Curriculum's 'General Capabilities' section. The 'General Capabilities' section of the new curriculum emerged from the Melbourne Declaration of Educational Goal's for Young Australians (2008) as a high priority for Australian schools. Our program supports teachers and students in addressing and skill building in the 'Personal and Social Capabilities', 'Ethical Understanding', and 'Critical and Creative Thinking' branches of these General Capabilities.

Area	Year	Link	Activities
Health and Physical Education	7	Strategies to make informed choices to promote health, safety and wellbeing (ACPPS073)	1, 3, 4, 5, 6, 7
		Preventive health practices for young people to avoid and manage risk (ACPPS077)	4, 5, 7
	8	Communication techniques to persuade someone to seek help (ACPPS072)	5, 6, 7
		Skills and strategies to promote physical and mental health, safety and wellbeing in various environments. (ACPPS073)	3, 4, 5, 6, 7, 8
		Sources of health information that can support people who are going through a challenging time (ACPPS076)	Resources
	9	Skills to deal with challenging or unsafe situations (ACPPS090)	2, 3, 4, 5, 6, 7, 8
		Actions and strategies to enhance health and wellbeing in a range of environments (ACPPS091)	2, 3, 4, 5, 6, 7, 8
	10	Skills and strategies to manage situations where risk is encouraged by others (ACPPS091)	5, 6, 7
		Critical health literacy skills and strategies (ACPPS095)	1, 2, 3, 8
		Social, economic and environmental factors that influence health (ACPPS098)	1, 4, 6, 8

Area	Year	Link	Activities
Health and Physical Education	LEVEL 6	Pose questions to critically analyse complex issues and abstract ideas	1, 3, 4, 6, 8
		Assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action	5, 6, 7
Personal and Social Capabilities	LEVEL 6	Assess their strengths and challenges and devise personally appropriate strategies to achieve future success	1, 2, 3, 4, 6, 8
		Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations	5, 6, 7
		Critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts	1, 4, 8
Ethical Understanding	LEVEL 6	Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making	1, 5, 6, 7
		Formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks	3, 5, 6, 7
	LEVEL 6	Distinguish between the ethical and non-ethical dimensions of complex issues	1, 2, 3, 4, 5, 6, 7, 8
		Evaluate diverse perceptions and ethical bases of action in complex contexts	1, 2, 3, 4, 5, 6, 7, 8

## HOW TO USE THIS RESOURCE

**Section 1** should be used prior to the performance. These activities are designed to introduce students to the concepts explored in the play to support their engagement with the performance.

**Section 2** is to be used on the day of the performance, reminding students of key topics and giving them an outline of how the performance will run, focusing them for the interaction with the performers.

**Section 3** is designed as a set of activities to extend the learning after watching the performance. These activities support the learning generated in the performance and solidify student's understanding of the topics.

## PLEASE NOTE

*Constable Care Child Safety Foundation invites schools to participate in pre- and post surveys to determine the impact that our incursion has had on students' knowledge, attitude and behavioural intent. If you would like to participate in this simple, completely anonymous in-class evaluation process, please contact us at [education@constablecare.com.au](mailto:education@constablecare.com.au) and we will send you the materials.*

# 01

## Introducing Key Concepts

In the days leading up to the performance we suggest you talk to students about what they are going to see on performance day as well as providing information to parents about the themes that students will be exploring in this production. Introducing students to the key concepts of the show through one or more of the in-class activities in this section will also help to enhance their understanding and engagement when taking part in the performance itself.

### *Identity*

Developing a sense of identity is a challenging and complex process, yet an important part of growing up and building resilience.

### *Homophobia*

Homophobic behaviours are still prevalent in every day Australian culture and can cause harm to young people.

### *Microaggressions*

Not fitting society's expectations for being 'normal' can create environments that feel unsafe and cause people to constantly assess their safety, with detrimental effects.

### *Heteronormativity*

Heteronormative viewpoints dominate popular culture yet don't reflect the real world and lived experience of a diverse Australian culture.

### *Toxic Masculinity*

Traditional cultural masculine norms that can be harmful to men, women, and society overall.

### *Bullying Behaviours*

Resolving the social issue of bullying is multifaceted. Developing coping strategies for victims, deconstructing actions and intentions of perpetrators and empowering bystanders are all essential elements needed to make change.

# 02

## Before the Show

This section of the resource pack outlines some key activities to complete with students prior to watching the performance. These activities are designed to develop critical discussion around the topic, explore essential themes of the performance, and upskill students so they are ready and able to participate in the interactive performance.

### **In Class Activity One: Focus Questions for Discussion | “Our identity is shaped by what we value.”**

#### *Learning Outcomes*

Students will:

- engage with and reflect on their own, peer and social understandings of equality, toxic masculinity and inclusion
- explore the prevalence of divisive behaviour in Australia and the impact it can have on people in our communities
- develop an understanding of the key ideas around inclusive cultures that enable all people to safely develop their identities

#### *Instructions*

Working with your class, support them to engage in discussion centred around the questions below. This should be seen as a diagnostic activity, developing a clear understanding of students’ current perspectives and assumptions on the topic.

#### *Discussion*

1. What is a personal identity? How are they formed?
2. Are some personal identities acceptable and some identities not?
3. What does it mean to identify outside of society’s expectation of ‘normal’?
4. Why do people react negatively to people who are different? Consider examples from history of minority groups being treated poorly because they are different. Why does this happen?
5. Where do homophobic and transphobic values come from? Where do racist values come from?
6. What are society’s expectations of an ‘ideal man’? What are the consequences of this image?
7. If it is common knowledge that discrimination of minorities is wrong, why does it still occur? How can you remove discrimination from a society?
8. Is a world without discrimination and prejudice possible? How could we achieve that?

The focus questions can be approached in a variety of ways, catering to the needs and learning styles of the class. Example options include:

### *Think Pair Share – Discussion*

1. Students are presented with one question at a time.
2. They are given one minute to think individually about the question and make notes.
3. Students pair up and discuss their thoughts, adding to their notes.
4. Pairs are called upon to share their thoughts with the group.

### *Dot Point Response – Written*

1. Students are given the list of questions and asked to create three key dot point ideas in response to each.
2. A focus on individual work and time for thought should be given to allow students to reflect honestly on their own personal experiences.
3. Students are asked to share some of their ideas for each question.

### *Expert Groups – Written and Discussion*

1. Students are split into small groups (3 – 5) and the questions are divided up between groups.
2. Groups are then given time to research their questions in detail and prepare specific and factual responses to each question.
3. The groups then share their findings for the whole class, demonstrating for the larger group their new expert knowledge. Their answers should be recorded and collected by the teacher, to be used in a follow up activity after watching the performance.

## **In Class Activity Two: Patriarchy vs Feminism | “There is more to being a man than just being tough.”**

### **Learning Outcomes**

Students will:

- engage with and research the ideologies of patriarchy and feminism
- explore the prevalence of both ideologies within contemporary Australian society and the influence these paradigms have on day to day behaviour
- develop an understanding of the correlation between patriarchal values and discriminatory behaviours

### **Instructions**

1. Working in groups, students are to be given the research tasks to complete as the first step. Groups should complete both research tasks.



- a. Research Task 1: Patriarchy  
As a group, ask the students to research patriarchal values. Ask them to find a variety of sources and aim to find a variety of perspectives on the topic of the patriarchy. Their aim is to develop a clear understanding of what this particular ideology values as important and how it manifests in day to day life.
  - b. Research Task 2: Feminism  
As a group, ask the students to research feminist values. Ask them to find a variety of sources and aim to find a variety of perspectives on the topic of feminism. Their aim is to develop a clear understanding of what this particular ideology values as important and how it manifests in day to day life.
2. Once the groups have finished their research tasks, ask them to imagine they are a Year 3 student. Remind the students of a typical primary school practice of creating a list of class rules at the beginning of the year. Perhaps they remember doing this when they were in primary school? Perhaps they do it in high school. With the knowledge, they have gained from their research task, ask the students to imagine this Year 3 class has a new teacher – Mr Patriarchy. The students need to create a list of 10 rules that Mr Patriarchy would want to create if he were the teacher. These rules should represent ideal patriarchal values.
  3. Once they have created their list for Mr Patriarchy, ask them to complete the same process for Ms Feminism.
  4. When groups have completed both lists, ask them to share their lists with the rest of the class. Look to find commonalities and unique rules. Discussion should focus on which rules reflect either patriarchal and/or feminist values.

## **Discussion**

The discussion after the activity should focus on:

- Which classroom is more fair and equal?
- What issues are there with the patriarchal classroom?
- What expectations do patriarchal values place on men and women?
- How can these expectations lead to the isolation and bullying of those who are 'different', or don't fit in?
- Would a shift to a more feminist culture create a kinder, more empathetic school environment?

## **In Class Activity Three: Expectations | "It is not wrong – it is just different."**

### **Learning Outcomes**

Students will:

- develop an understanding of the expectations they have of themselves and others through exploring assumptions of 'typical' roles

- begin to identify individual prejudices they hold and where these expectations may have come from
- develop an understanding of how assumptions of what it means to be a man or a woman influence their sense of identity and drive discrimination of those who are different

### **Instructions**

1. Students work in small groups according to the gender they most associate with.
2. Before starting the group exercise, students should work individually to create a list of their own assumptions of what makes an ideal man/woman (students should write about whichever gender they identify as).
3. Each group is to then create a list of five character traits that describe a 'typical' person of a different gender.
4. Groups then create an image of this character on a large sheet of paper and add the traits to the image.
5. Students add five things that this character would look for in an ideal partner.
6. Then list three examples of role models this character would look up to.
7. Repeat the process by completing a character profile on the gender of their own group. The focus should be on what they assume the opposite gender wrote about them. For example, male students should be listing what they think female students wrote on their list of an ideal male.
8. Once completed, groups should share their character profiles with each other and compare.

### **Discussion**

1. How do the character profiles compare and contrast? Why do you think that is?
2. Where do these assumptions of different genders come from? Can they be changed?
3. How well do you fit in or differ from the typical character profile of your gender?
4. How are people who fit the stereotypes treated compared to those who are different? Why is it that those who are different are treated worse?
5. What could be gained if we looked at these differences as strengths? How would things change if we could connect and benefit from peoples' different skills and abilities? OR would a world where everyone is exactly the same be better?

This section of the resource pack includes some information that should be given to the students before they watch the performance. This information explains how the session will run, what it will cover and what will be expected of the students. Delivering this information to the students empowers them to participate in the session and explore the ideas to the best of their ability.

## Forum Theatre FAQ

### *What is Forum Theatre?*

Forum Theatre is a style of theatre developed in Brazil by Augusto Boal through his form of Theatre of the Oppressed. It began as a social revolutionary movement to empower the citizens in Brazil and South America to rise up against their oppressive governments. The objective of Forum Theatre is to empower the disempowered by breaking down experiences of oppression and generating options for change.

The style of theatre is interactive and revolves around the audience participating in discussion about the choices the characters make and providing new options to create alternate outcomes. It is a tool to create social change and deconstruct power relations in a hope to make positive differences in people's daily lives.

### *How Does Forum Theatre Work?*

Forum Theatre performances are hosted by a person called the 'Joker'. This person facilitates the discussion between the stage and the audience. The company of actors present a short play of scenes that end in a crisis point, where change is desperately needed for the characters. It is here that the 'Joker' will turn to the audience for help, generating discussion and canvassing options for change that exist in the immediacy of the scenes. The Joker will engage the audience in a variety of probing questions and dialogue in order to develop their ideas into action on stage. The audience will influence and re-direct the course of action for the play, generating new endings for scenes. Members of the audience will also have a chance to play their ideas out on stage and discuss the success or failure of each option.

### *What is Forum Theatre Aiming to Do?*

The objective of Forum Theatre is to develop ideas and skills to enact social change in the real world. Forum Theatre acts as a catalyst to generate new conflict resolution ideas and as a medium to practice implementing those ideas. Forum Theatre aims to combat oppression in a community, whatever form that may take.

Forum Theatre does NOT aim to give answers and solutions; rather it creates a platform for the community engaged in the show to build solutions. Forum Theatre is driven by the needs and demands of its audience, being a flexible

and ever-changing show that reflects the responses of the people who engage with it. Forum Theatre rests on a 'need for change' existing in the audience - if there is no desire to change the ending of the crisis point, no solutions can be created.

### ***How Will the Forum Theatre Session Work?***

The scripted performance runs for 15 - 20 minutes, which is then followed by an interactive discussion, exploring the complexity and consequences of mental health issues amongst young people today. The actors and the Joker facilitate the discussion and create the chance for the audience to get up on stage, engage in debate and explore their ideas related to these issues within their community.

At the end of the session the actors will summarize the key concepts identified in this resource pack and encourage students to speak to relevant school staff and/or seek appropriate professional help if they are struggling with any issues related to the performance.

# 04

## After the Show

### **In Class Activity Four: Personal Identity | “How can you love somebody else if you do not love yourself?”**

#### *Learning Outcomes*

Students will:

- begin to develop an understanding of how they view themselves and how they can articulate their identity
- explore a variety of ways to define individuals through a strength and growth-based lens
- explore benefits of articulating personal identity in the process of becoming comfortable with who they are

#### *Instructions*

1. Students should complete the VIA Character Strengths Survey <https://www.viacharacter.org/survey/account/register#youth>
2. Once students have completed the survey, move on to Identity Worksheet 1 and Identity Worksheet 2.
3. Identity Worksheet 1 focuses on self-reflection and personal identification of strengths and values. Students should first complete the Character Strengths survey and then use this as a base to reflect on their own skills.
4. Identity Worksheet 2 focuses on the principle of the Circle of Courage.

[https://dlb.sa.edu.au/mentmoodle/file.php/20/Understanding\\_the\\_Circle\\_of\\_Courage.pdf](https://dlb.sa.edu.au/mentmoodle/file.php/20/Understanding_the_Circle_of_Courage.pdf)

The Circle of Courage is a strengths-based model for personal wellbeing. The model identifies four universal needs that all people need to fulfil in order to thrive. When one of the four quadrants is missing, people seek to fulfil this need somehow – behaviour is our best attempt to get our needs met. The worksheet should guide students to understand where their needs are met and where there is room to grow and meet the need more completely.

- a. Ask students to reflect on what the four needs mean to them and develop a group definition for each.
- b. Inside the circle, ask students to write down where they feel these needs are met in their own life.
- c. Outside the circle, ask the students to identify ways they could meet these needs in their life to add to the already existing ways these needs are met.

### **In Class Activity Five: Problem Solving Scenarios | “You are what you do, not what you say”**

#### *Learning Outcomes*

Students will:

- begin to develop the ability to problem solve challenging social situations that identify discrimination and bullying behaviour based on difference
- work to develop a toolkit of strategies to implement when faced with bullying behaviour in their own lives

### **Instructions**

Working in groups, students should be given the three scenarios listed below. Their task is to develop strategies to assist in conflict resolution, opening up dialogue and decreasing the bullying present.

#### **Scenario 1: Aamir**

Aamir is a dedicated and confident student. He excels academically and at sport. He has lots of friends at school and has a positive rapport with his teachers. Aamir also spends a lot of time using Facebook and Instagram. Recently he has started receiving lots of abusive comments on his posts and photos. It has progressed to the point where a few people humiliate and abuse him for everything he posts. He receives private messages from the same people every day insulting him, threatening him and his family.

**You are Aamir's best friend at school. You are the only person he has spoken to about the abuse. How can you help stop this from happening?**

#### **Scenario 2: Jasmina & Anjali**

Jasmina is a 'popular' girl at school. She has a short temper and often resorts to physical violence to resolve conflict. Anjali is new to the school and is rather shy. She isn't good at making new friends and usually takes a while to adjust to a new school. Anjali has become Jasmina's newest target. Anjali is physically and verbally abused every day by Jasmina, isolating Anjali at school. Anjali has withdrawn from any extra-curricular activities and missed school at least twice in the last week.

**You are Anjali's favourite teacher at school. How can you support her in coming back to school full time and decrease the bullying she experiences?**

**You are Jasmina's sibling in the year above her at school. How can you help Jasmina address her harmful behaviour with Anjali, and resolve this situation in a positive way?**

#### **Scenario 3: Blake & Scott**

Blake and Scott are good mates and have been since primary school. Blake has never had a girlfriend before but has recently started dating someone from another school. Scott finds out and wants to know who he is dating. Blake tells Scott that he is dating a guy.

**You are Scott. How do you respond when Blake tells you about the person he is dating?**

**After telling you, Blake says he wants to tell his parents but does not know how. What advice and support can you give Blake in supporting him through this situation?**

## **In Class Activity Six: Whole School Approach | “Shifting culture creates real change.”**

### **Learning Outcomes**

Students will:

- develop their ability to recognise the role their school community has in developing a culture of acceptance and inclusion
- begin to identify areas of possible changes within their school community to promote respect, empathy and inclusion
- explore their potential to be change makers within their community and work towards reducing the oppression generated by a divisive school culture

### **Instructions**

1. Working in small groups or individually, students are to complete the worksheet “Whole School Approach to an Inclusive Culture”.
2. Once they have completed the worksheet, the class should share their ideas and identify which of the options are possible to achieve.
3. The class should then make an action list, ordering the task they will endeavour to complete, and set a deadline for these actions.

## **In Class Activity Seven: Role Play Scenarios | “The more we ‘do’ empathy, the better we get at it.”**

### **Learning Outcomes**

Students will:

- develop their problem solving and critical thinking skills through further analysing sections from the performance of Standing Out
- develop their empathy through engaging in role play scenarios and having to connect with the characters from the performance
- extend their understanding of inclusive behaviours and develop real world strategies to combat divisive behaviour within their school community

### **Instructions**

1. Working in groups of four, students should be given a copy of one of the script excerpts in Appendix C.
2. Each group should rehearse their version of the scene they have been allocated to share with the class.
3. The group should workshop the scene and focus on the central issue (listed at the top of each excerpt) and develop their own solution to the problem.

4. The group should rehearse a performance of this solution and be ready to share it with the class.
5. Each group should perform their version of the scene to the class as it was written. The teacher should then hold a discussion (just like in the performance of *Standing Out*) focusing on what could be done differently to solve the challenge in the scene.
5. After the discussion, the group should present their solution to the class and discuss how this was effective in reducing the divisive behaviours.

## **In Class Activity Eight: Empathy Research | “When two enemies are talking, they are not fighting.”**

### **Learning Outcomes**

Students will:

- research some historic examples of people tackling issues of prejudice and divisive behaviour
- explore the role that communication, dialogue and listening have in making effective change
- continue to consider how they could create positive change within their community through connection and open-mindedness

### **Instructions**

1. Working in small groups students should research the following initiatives:
  - a. Hello Peace!: a phone service set up in Israel and Palestine that connected people from both sides of the conflict via a free phone line.
  - b. Daryl Davis: an African-American musician who was able to create positive dialogue with a myriad of Ku Klux Klan members and end their connection with the racist organisation.
2. Groups should research the following:
  - a. History and backstory of the conflict they are exploring.
  - b. What the initiative entailed.
  - c. The danger that would have been involved.
  - d. The outcome of the initiative.
3. Groups should pair up with a group who have researched the alternative initiative to them and share what they have found.
4. The class should come back together and discuss the work they have done. The discussion should focus on:
  - a. How did these two initiatives approach difference?
  - b. What was the greatest element of the work that created change?
  - c. Why does a focus on dialogue and connection work to create change?
  - d. Could a similar initiative work in Australia or in your school community?





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### *Skills*

List three skills you believe you have.

1.	2.	3.
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List three skills you want to improve, and below each skill, how you could improve it.

1.	2.	3.
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### *Dreams*

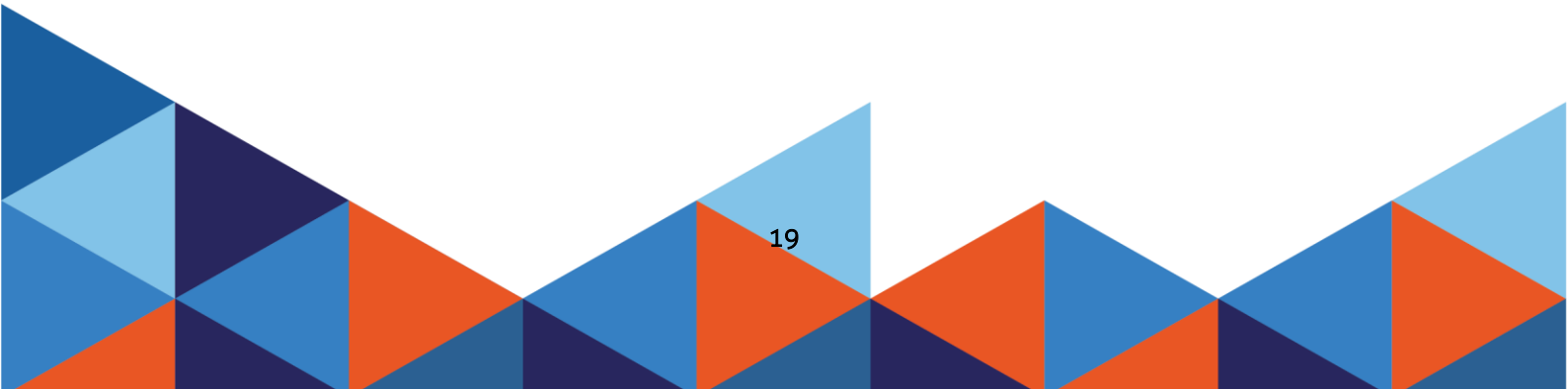
Describe two dreams that you have for your future.

1.	2.
----	----

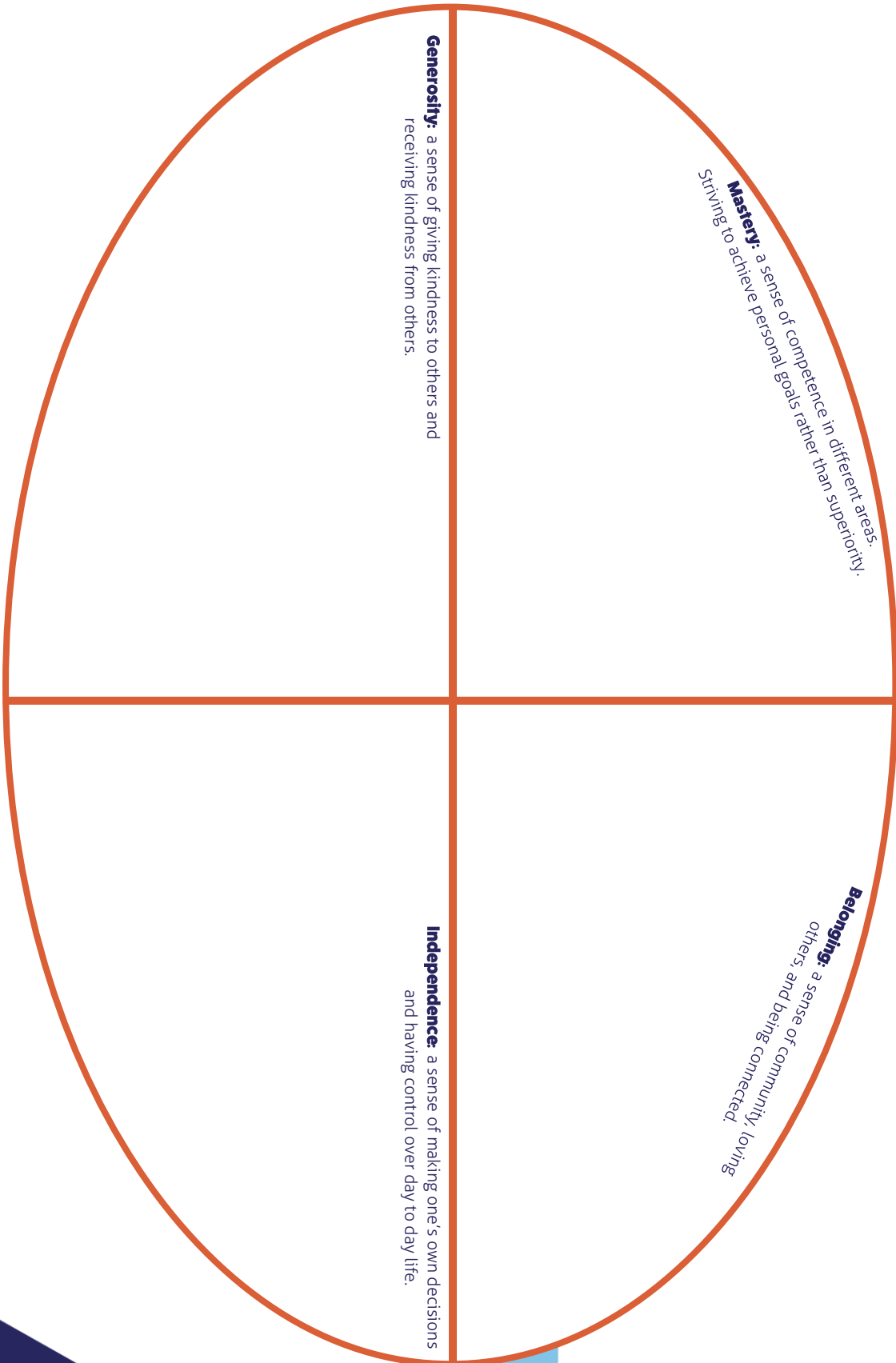
### *Summary*

Reflecting on all of the information on this worksheet, describe yourself in one sentence.

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# Appendix B



# Appendix C

## Script Excerpts

### *Scene: History Class*

#### *Issue: Homophobic Language*

PERKINS – Katherine, Jeremy late again

JEREMY/KAT – Sorry miss.

PERKINS – So new term, new topic. WW2. Heard of it?

ROB – (Walks in late, makes disruptive noises, and talks to his mates)

PERKINS – Robert, pipe down. I want to start with a little exercise, everyone stand up where you are.

*The students stand in front of their seats*

Now I want you to take a seat if you identify with any of the following statements. Sit down if you are Jewish...

okay... (*One or two imaginary students sit*) if you have a Polish Serbian, Slavic, Russian or Ukrainian background,

(*Kat sits down*) if you are a Jehovah witness, a person with a disability, (*more imaginary students sit*) if you are

same sex attracted. (*Class laughter*)

ROB – GAAAAAAY!

*Jeremy freezes, looks visibly nervous but does well enough to hide it.*

PERKINS – Robert. That's inappropriate. Be quiet please. I'm sorry to say that if you are still standing you are the only ones who have survived the Nazi regime. Those of you sitting, my condolences. Last term we learned about the League of Nations and the Treaty of Versailles, that's Chapter 4 in your textbooks...

*Teacher hands out books to the rest of the class while speaking. Jeremy remains frozen.*

PERKINS –Jeremy. Jeremy! Please take a seat. Or do you want to stand for the rest of the class. Make a choice.

Jeremy – Make a choice...

ROB – Sit down gay boy! (*Laughs*)

*Jeremy quickly sits, embarrassed.*

PERKINS – That's it, Robert. Get outside. I'll come and talk to you when I'm ready.

*Robert exits*

PERKINS –Okay, so open your books to page 119 please; we are going to start with how the aftermath of WW1 shaped the beginnings of WW2. Start reading please, quietly. I'll be back in a second (*she exits to deal with Robert*).

## **Scene: Seeking Support**

### **Issue: How to seek support and how to give support**

JEREMY – Hey Mrs Perkins, can I talk to you about something?

PERKINS – Ahhh yep, just can you make it quick; I've got a meeting in five minutes.

JEREMY – Yeah... um... so... *(Pause)*

PERKINS – Five minutes Jeremy, clock's ticking.

JEREMY – Sorry. It's just about that exercise, you know with Robert...

PERKINS – Oh don't worry about Robert, I took care of that.

JEREMY – Yeah, it's just that, he's um...

PERKINS – *(Looking at her watch)* He's what?

*Jeremy can't speak*

PERKINS – Tick, tick, tick! Can you help tidy these up with me? *(Gestures for Jeremy to help collect some books)*

JEREMY – It's just, you're my favourite teacher and...

PERKINS – And you'd be my favourite student if you ever came to class on time.

JEREMY – Yeah, I know. I'm sorry. *(Awkward pause)*

PERKINS – Look, I'm sorry Jez, I really have to go. You know you can talk to your year leader, or the school psych about Robert, I just can't be late for this meeting. I'm sorry.

JEREMY – Oh, it's okay.

PERKINS – *(Leaving)* Alright, see you tomorrow!

*She leaves Jeremy alone in the classroom.*

## **Scene: Lunch Time**

### **Issue: Microaggressions**

*Dan and Charlie are looking at Instagram on their phones, they summon Jeremy over.*

DAN – Jez!

JEREMY – Hey, what's up?

DAN – We are playing 'would you?'

JEREMY – Would you what?

CHARLIE – Its Dan's favourite game, would you bang them?

JEREMY – *(Feeling awkward)* Ha, ha right.

DAN – *(Puts phone in front of Jeremy, arms around his shoulder)* so, would you? I totally would!

CHARLIE – You'd bang anyone who'd let you.

DAN – Not everyone! Jez, What about her?

JEREMY – Umm I dunno

DAN – Oh come on! She’s hot!

JEREMY – What if she’s like a terrible person,

CHARLIE – Yeah, who attacks the elderly or kills puppies or something?

DAN – Who cares?

JEREMY – Well I’d want a connection-

DAN – That’s so gay! It doesn’t matter. ‘Would you’ is only based on looks; personality or homicidal tendencies are not a factor. Jez? Would you?

*Pause*

JEREMY – Nah, she’s not my type.

CHARLIE – What is your type?

DAN – Her?

JEREMY – Nah.

DAN – Her, come on she’s a goddess!

CHARLIE – Wow, yeah she’s actually pretty hot, she’s like a 10.

DAN – Ok, no, THAT’S hot. How bout her Jez, she’d probably go for you, you’re a good looking guy. No homo! No offence Charlie.

JEREMY – Yeah, I guess.

DAN – You guess?! What is wrong with you? Are you blind dude?

JEREMY – No, I just...

DAN – Her then?

JEREMY – I don’t...

DAN – *(jokingly swipes)* What about him then?

CHARLIE – Wow, he’s hot!

JEREMY – *(panicking)* What the... no! *(Indignantly)* NO!

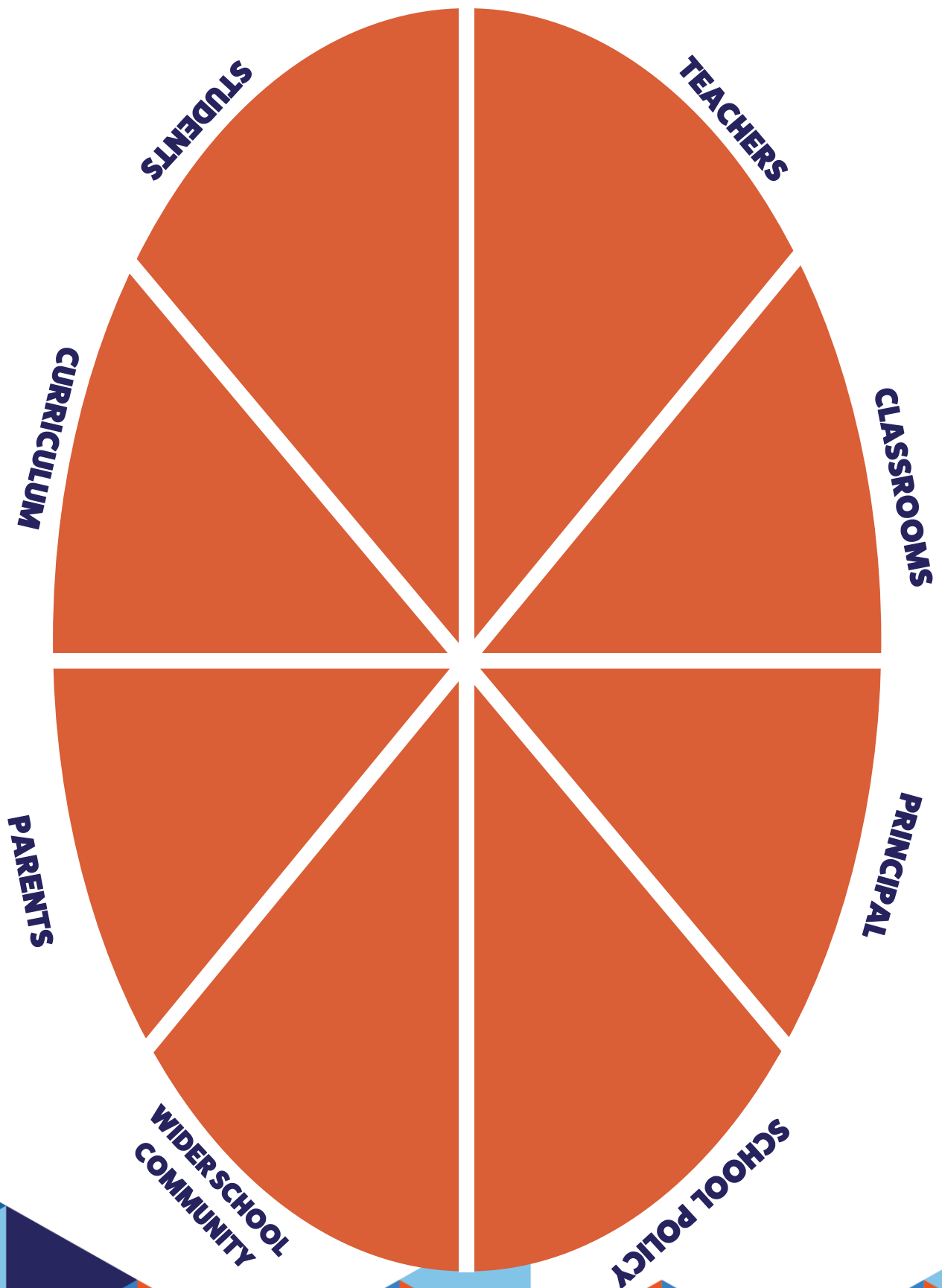
*(Dan laughs)*

*(Angrier now)* Piss off Dan, you dickhead.

DAN – Relax, I’m joking okay.

*The bell goes. Jeremy is a bit shaken up by what just happened.*

# Whole School Approach to an Inclusive Culture





# Additional Resources

## ***Lifeline***

Lifeline has a national number who can help put you in contact with a crisis service in your State  
13 11 14 (24 hours) [www.lifeline.org.au](http://www.lifeline.org.au)

## ***Headspace***

This National Youth Mental Health Foundation provides early intervention mental health services to 12-25 year olds. Many branches in local areas. [www.headspace.org.au](http://www.headspace.org.au)

## ***YEP Crew***

YACWA's Youth Educating Peers (YEP) Project aims to support and educate young people on relationships, sexual health and blood-borne virus (SHBBV) issues.  
<https://www.yacwa.org.au/youth-leadership/yep/>

## ***Friendly Schools***

Friendly Schools is the first Social and Emotional Wellbeing and Anti-bullying Initiative for schools developed through extensive research with Australian children and adolescents.  
<https://www.telethonkids.org.au/our-research/brain-and-behaviour/development-and-education/healthpromotion-and-education/friendly-schools>

## ***The Circle of Courage***

A model of youth development based on the principles of belonging, mastery, independence and generosity, integrating child rearing practices of tribal peoples and modern youth development research.  
[https://dlb.sa.edu.au/mentmoodle/file.php/20/Understanding\\_the\\_Circle\\_of\\_Courage.pdf](https://dlb.sa.edu.au/mentmoodle/file.php/20/Understanding_the_Circle_of_Courage.pdf)

## ***Kids Helpline***

Telephone counselling for children and young people  
Free call: 1800 55 1800  
E-mail and web counselling [www.kidshelp.com.au](http://www.kidshelp.com.au)

## ***All Means All***

Organisation focused on ensuring inclusive education for all Australian children, no matter what diverse abilities they have. <http://allmeansall.org.au/>

## ***Inclusive Ed***

Inclusive Education WA is a resource for WA schools and school staff who want to ensure that their school environment is safe and inclusive.  
<https://waaids.com/item/773-inclusive-education-wa.html>

## ***VIA Institute on Character***

A non-profit organization dedicated to bringing the science of character strengths to the world, by creating and validating surveys of character, using practical strengths-based tools for individuals and professionals, such as therapists, managers and educators.  
<https://www.viacharacter.org/about>

# YOUTH CHOICES

EMPOWERED BY CONSTABLE CARE

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