



# TEACHER RESOURCE BOOKLET

# THE GOOD MAN PROJECT.

PROUDLY COMPILED BY:



SUNSHINE COAST  
GRAMMAR SCHOOL

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# INTRODUCTION

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As teachers, chaplains, educators and community members, it can be difficult and confronting to have conversations about domestic violence with children, and The Good Man Project is a resource to assist in this process.

The Good Man Project is a book for upper primary students which tackles the issue of domestic violence sensitively through the eyes of 12 year old Jake. It explores what it means to be a good man and promotes positive, healthy family relationships.

This comprehensive teaching guide accompanies the book, with activities and projects across the Health and English curricula to help students explore their understanding of positive male role models, gender stereotypes, and what healthy relationships look like.



The teaching guide is a free resource and class sets of The Good Man Project can be purchased at a special rate at [www.sunnykids.org.au](http://www.sunnykids.org.au)



## THE GOOD MAN PROJECT

ACTIVITY	PAGE	RESOURCE	HEALTH	ENGLISH
Who do you think is a 'Good Man'? And why?	3	BLM 1		
Character Traits	4	BLM 2 BLM 3		ACELT1613 ACELT1621
Role Play	5		ACPPSO55 ACPPSO56 ACPPSO75	ACELT1615 ACELA1517
Qualities of a 'Good Man'	6	BLM 4 BLM 5	ACPPSO74	ACELT1621 ACELT1800
The Role of the Media	7	BLM 6	ACPPSO57	
The Impact of Font	8	BLM 7		ACELA1518 ACELT1617 ACELY1801
Friendships	9		ACPPSO75 ACPPSO74	ACELY1620
Stereotypes in 'The Good Man Project'	10		ACPPSO57	ACELY1708 ACELY1714
Stereotypes in Advertising	11	BLM 8		ACELY1713
Culminating Task	12			ACELY1713



# WHO DO YOU THINK IS A GOOD MAN AND WHY?

## LEARNING INTENTION

Students reflect on what they believe the qualities of a good man are and justify this.

- Before reading 'The Good Man Project' Students are asked to **think of their 3 favourite men** and what they **look like** (their actions), **sound like** (their words) and **how this makes the student feel** (how the man's actions and words make them feel).
- In order to engage the whole class, do a '**Think Pair Share**' on one of their favourite men. Students will have one minute to share about their 'Good Man's' actions, one minute to share about their 'Good Man's' words and one minute to share about how these actions and words make them feel.
- Using a Y chart (BLM1), students look at each of their favourite men and the attributes of each of these men.

BLM 1

WHO DO YOU THINK IS A GOOD MAN AND WHY?

**LOOKS LIKE...**  
(Their Actions)

**FEELS LIKE...**  
(How their actions and words make me feel)

**SOUNDS LIKE...**  
(How they speak to me and others)

**NAME:**  
\_\_\_\_\_  
\_\_\_\_\_

BLM 1

# CHARACTER TRAITS

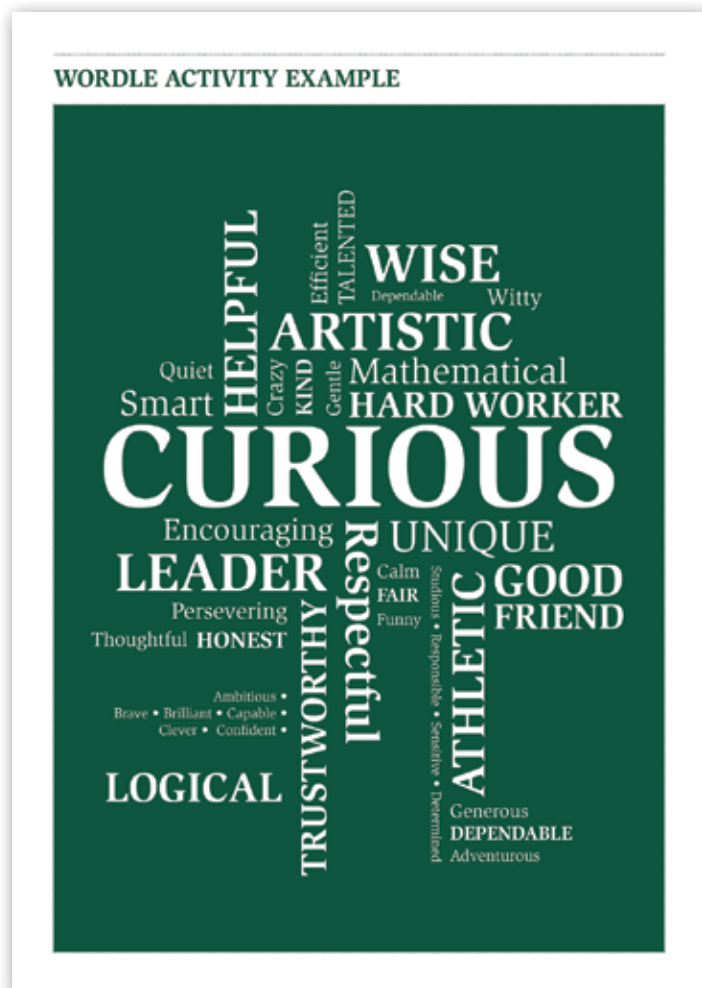


## LEARNING INTENTION

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Students examine the character traits that they feel are important and explore those traits through characters in the book ‘The Good Man Project’.

- Using the Character Traits listed on BLM 2, students are to highlight the top 10 traits that they feel are important to them.
- Next, students are asked to choose one of the main characters from the book; Frank, Jordan, Robby, Jake or Mr Peters.
- Individually, the students choose the image of their character (BLM3) glue the image onto the middle of a sheet of paper. Surround that character with ten words from the Character Traits (BLM2) list that they feel best describes that character.
- Students are then asked to form groups with other students who chose to analyse the same character from the book ‘The Good Man Project’.
- Using Wordle, the groups of students compile all their character traits even if the trait has been previously mentioned. Using this method, the students are able to see the most outstanding character traits of that person. Print and display the Wordles.



# ROLE PLAY



## LEARNING INTENTION

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Students understand the impact of specific language on others' thoughts and feelings.

WHAT LOSER  
DID THAT?

Page 9

DON'T BE  
SOFT, JORDAN

Page 10

TOUGHEN UP PRINCESS

Page 10

YOU ARE THE  
BIGGEST CHICKEN

Page 38

- In small groups, the students are asked to choose one of the scenes above and present it as a role play to the class group.
- As a class, discuss the impact of the language, tone and body language that was used. How might this affect everyone involved?
- Discuss and define the meanings of empathy and sensitivity. Record the student responses on the whiteboard. Share examples of when the students have seen or experienced sensitivity and empathy.
- Show YouTube clip- 'Empathy Can Change the World'- Noah Couser (please view this clip before showing it to your students).  
<https://www.youtube.com/watch?v=aU3QfyqvHk8>
- After viewing the clip, continue to add further understandings about empathy onto the whiteboard.
- Discuss the role play that was seen in the clip (girl eating lunch on her own). Once empathy is shown how does this impact the lonely girl and the girl who shows the empathy.
- How then could this impact the entire friendship group? "Empathy is a wildfire".
- Students move into their original groups. They come up with another role play that shows the same scenario from 'The Good Man Project', however this time the situation is dealt with using sensitivity and empathy.
- As a class, discuss how using sensitivity and empathy makes everyone involved feel.



# QUALITIES OF A GOOD MAN

## LEARNING INTENTION


Students analyse what Jake feels are the qualities of a ‘Good Man’ and compare this to their own ideas. Students understand that a ‘Good Man’ means different things to different people. They use this knowledge to create a strong metaphor for a ‘Good Man’.

- Use pages 56, 57 and 58 from ‘The Good Man Project’ to gather ideas about the important men in Jake’s life. Students are to choose one of Jake’s good men and compare his qualities to one of their own good men (from lesson 1). This can be done using a double bubble (BLM 4).
- Class discussion about the metaphor “Empathy is a wildfire” from the clip Empathy Can Change the World.
  - > What does this mean?
  - > What imagery does it create?
  - > Unpack this metaphor as a class using the layout below (BLM 5).
- Now that the students have a firm idea of the attributes that they feel are important in a ‘Good Man’, they are to create a metaphor that they feel portrays this. The students will be asked to list as many attributes as they can that support their metaphor and show their reasoning.
- This activity can be enhanced by the students writing their metaphor and attributes onto card and then surrounding this with images that they feel support the metaphor.

BLM 5

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QUALITIES OF A  
GOOD MAN

 IS A 1



2

• \_\_\_\_\_  
• \_\_\_\_\_  
• \_\_\_\_\_  
• \_\_\_\_\_  
• \_\_\_\_\_

**1** Complete your metaphor.

**2** List the attributes that support your metaphor and show your reasoning.

BLM 5

# THE ROLE OF THE MEDIA

## LEARNING INTENTION



Students observe and analyse a range of advertisements from both print and screen and identify how the advertisements impact on society's view of what makes a 'Good Man'.

- Students are to look at p33 in 'The Good Man Project'. Discuss how advertising influences society's perceptions about what makes a 'Good Man'.
- Identify from the Stunt Deodorant advertisement (p33):
  - > Who is the audience?
  - > What is the advertisement's purpose?
  - > How does this influence Jake's view of what makes a 'Good Man'?
- Look at the Superbowl website: <http://time.com/3674706/super-bowl-ad-dads-dove/>
- Show the students the advertisements by Dove from 2015 and 2010.
- Have the students work in pairs to complete a PCQ (Pros, Cons, Questions) in relation to the portrayal of what a 'Good Man' is for both advertisements. (BLM 6)



PROS	CONS	QUESTIONS
Enter all the pros, advantages and positives that the advertisement has shown to portray a positive image of what a 'Good Man' is.	Enter all the cons, disadvantages, negatives, weak points and problems that are portrayed in the advertisements.	Generate some questions that the advertisement has raised with you and what it means to be a 'Good Man.' "I wonder..." "What if..." "It would be interesting to know whether..."

\* Please note that teachers may wish to view the 2010 advertisement prior to showing it, to ensure it is appropriate for your school. It is suggested that you may like to play the video from the 3 second mark.



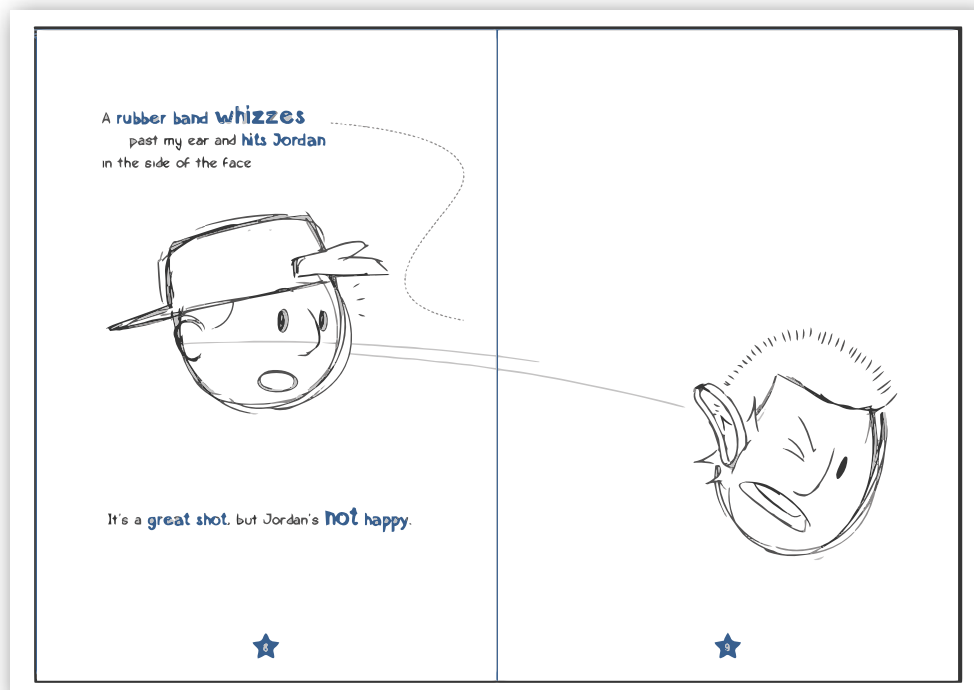
# THE IMPACT OF FONT

## LEARNING INTENTION

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Students explore and evaluate why the author has chosen to use different fonts, sizes of words, colours and placement of words in 'The Good Man Project' and the impact this has on the audience.

- As a class discuss how the use of fonts, colours, size and placement of text impacts the reader and how the characters are perceived. Think Pair Share some examples from throughout 'The Good Man Project' of where fonts have been used creatively.
- Make a group of 4 to share thoughts and findings about this.
- Onomatopoeia is used in 'The Good Man Project' several times. As a class, try to identify these (whizz, zoom, aaaaahh). Discuss how and why they have been written in that way and how this impacts on the reader and the audience and your understanding of the text.
- Look closely at pages 8 and 9.
- Students are given BLM 7. The task is to follow on from page 8, rewriting page 9. They must include a variety of fonts, colours and sounds to depict what is happening on this page. They will have to use few words to great effect.



Page 8 and 9 (BLM 7)

# FRIENDSHIPS

## LEARNING INTENTION



### Students identify the behaviours and qualities that make a good friend.

- In the book 'The Good Man Project', Jake appears to be 'friends' with Frank and Jordan. Do your students agree/ disagree with this statement? Students are to place themselves along a line to show whether they agree or disagree with the statement. Ask the students to discuss with the people on either side of them why they feel this way.
- Take notice of the times in the book, 'The Good Man Project' when Frank or Jordan are not kind to Jake. Tally these up in a table.
- Take notice of the times in the book when Frank or Jordan are kind to Jake. Compare these results and discuss why Jake still feels that Frank and Jordan are his friends.
- Imagine you are on a panel to interview for a new friend. In pairs, come up with a minimum of 5 interview questions that you would ask the prospective friend.

#### *Example:*

- > If you saw someone upset what would you do?
  - > If someone has fallen over and injured themselves, how would you react?
  - > If you saw someone being teased, what would you do?
  - > If you were asked to be the captain of a team, how would you choose your teammates?
- Make a group of 4. Have a pair of students hold a mock interview of the other pair of students.



# STEREOTYPES IN THE GOOD MAN PROJECT.

## LEARNING INTENTION

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**Students identify stereotypes in texts and recognise their impact on the audience.**

- Ask the students to divide a page into two. The students are to draw a scientist on one half and a fashion designer on the other half.
- Compare the results. Discuss male and female stereotypes in our society.
- Class discussion about stereotypes and where the students may have seen or experienced these. Have their lives been affected by stereotypes? Why do some advertisements use this as a tool?
- Re- read the book to the class, this time with the focus on stereotypes.
- On a piece of paper that is divided into two, students will identify the male and female stereotypes that are in the book 'The Good Man Project'. As the teacher reads the book aloud, students are to note down each time they hear a stereotype. They may just note down a key word or two.

*Examples:*

MALE	FEMALE
<ul style="list-style-type: none"><li>• That boys can't be soft and they must be tough (p10)</li><li>• Rough play is boys being boys (P11 and 12)</li><li>• Boys don't enjoy projects (p13)</li><li>• Boys don't cry (17)</li></ul>	<ul style="list-style-type: none"><li>• Girls cry all the time (p12)</li><li>• Dobbers (p12)</li></ul>

\* Please note: The above are found within the text, please encourage students to explore the inferred stereotypical behaviours in the book, 'The Good Man Project'.



# STEREOTYPES IN ADVERTISING

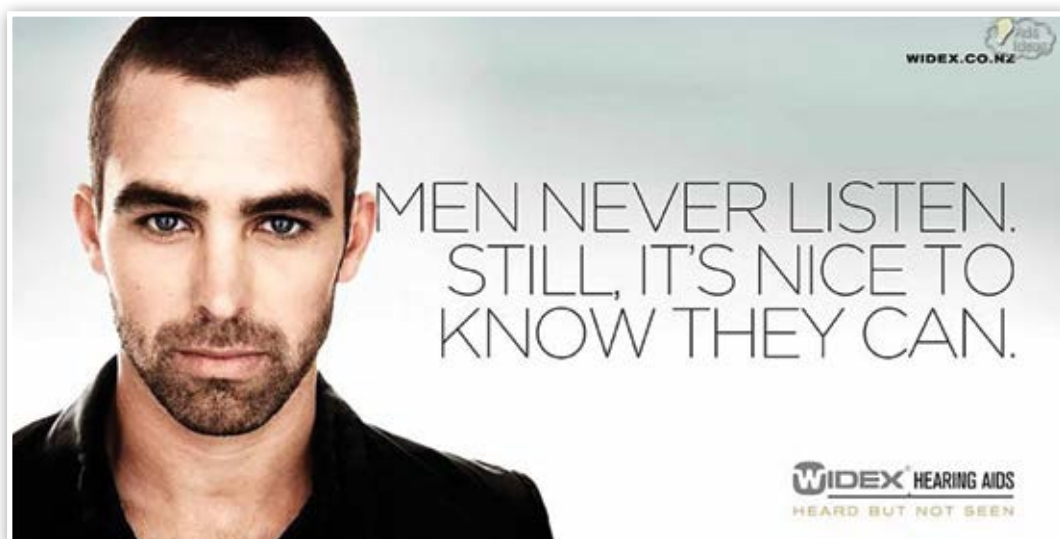
## LEARNING INTENTION

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**Students identify and sort everyday advertising campaigns. Students apply their knowledge of stereotypes to create their own short advertising campaign using print media.**

- As discussed previously, 'The Good Man Project' uses stereotypical language and characters.
- Using BLM 8, students will work in cooperative groups to sort these advertisements into two groups. One group of advertisements will have used stereotypes and the other group will be non- stereotypical.
- Students form into small groups. They can choose one of the advertisements from BLM 8 or an advertisement from elsewhere that they have seen and would like to change.
- Students are required to re-work the advertisement so that it becomes less stereotypical. These can be presented to the class group. Discussion around the impact that the stereotype has on the audience and the product that is being advertised is encouraged.

\* **Please note: This may take 2-3 lessons to complete.**



An example of a stereotypical ad found in BLM 8.

# CULMINATING TASK

## LEARNING INTENTION

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Students apply their knowledge and understandings from the previous lessons to create a presentation of what a 'Good Man' is and how they are represented.

- Using PicCollage, iMovie, Explain Everything, Prezi or another form of presentation, students are asked to show their understandings about what a 'Good Man' is and how they are represented.
- Students are asked to include pictures and words; and footage if making a movie.
- As a stimulus for creating an imovie, please show the ad from the 'Like a Girl' campaign. As always, please preview this before showing to your students.



I THINK THIS IS  
WHAT A GOOD MAN IS ...



- \* **Please note: This may take 2-3 lessons to complete.  
Please allow the students to share their work.**



BLACK LINE MASTERS

THE GOOD MAN PROJECT.

WHO DO YOU THINK IS A GOOD MAN AND WHY?



**LOOKS LIKE...**  
(Their Actions)



**FEELS LIKE...**  
(How their actions and words make me feel)



**SOUNDS LIKE...**  
(How they speak to me and others)

**NAME:**  
\_\_\_\_\_  
\_\_\_\_\_

# CHARACTER TRAITS



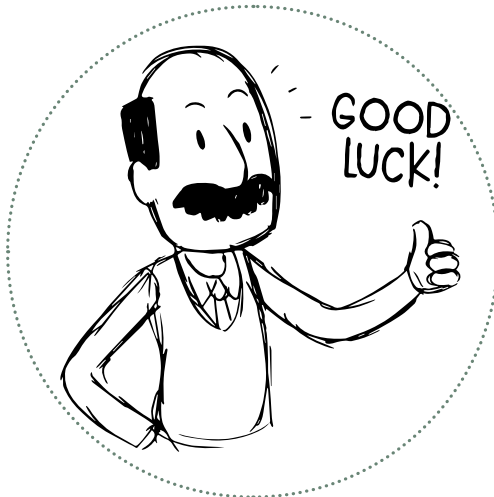
- |               |                |              |              |
|---------------|----------------|--------------|--------------|
| Active        | Dishonest      | Logical      | Sensitive    |
| Adventurous   | Disrespectful  | Lonely       | Silly        |
| Affectionate  | Eager          | Lovable      | Sincere      |
| Afraid        | Easy-going     | Loving       | Skillful     |
| Ambitious     | Efficient      | Loyal        | Sly          |
| Anxious       | Energetic      | Lucky        | Smart        |
| Argumentative | Enthusiastic   | Mature       | Sneaky       |
| Bewildered    | Fair           | Mean         | Snobbish     |
| Bossy         | Faithful       | Moody        | Sociable     |
| Brave         | Fidgety        | Mysterious   | Stingy       |
| Brilliant     | Fierce         | Nervous      | Strict       |
| Calm          | Foolish        | Noisy        | Stubborn     |
| Bully         | Friendly       | Obedient     | Studious     |
| Capable       | Funny          | Obnoxious    | Sweet        |
| Careful       | Generous       | Observant    | Talented     |
| Charismatic   | Gentle         | Optimistic   | Talkative    |
| Charming      | Gloomy         | Peaceful     | Thoughtful   |
| Childish      | Greedy         | Persistent   | Thoughtless  |
| Clever        | Grouchy        | Pessimistic  | Timid        |
| Clumsy        | Happy-go-lucky | Picky        | Trusting     |
| Cold-hearted  | Hateful        | Pleasant     | Trustworthy  |
| Compassionate | Hopeful        | Polite       | Unfriendly   |
| Competitive   | Hopeless       | Proud        | Versatile    |
| Conceited     | Humorous       | Puzzled      | Warm-hearted |
| Confident     | Ignorant       | Quick        | Wise         |
| Conscientious | Imaginative    | Quiet        | Witty        |
| Considerate   | Immature       | Reliable     | Worried      |
| Cooperative   | Impatient      | Respectful   | _____        |
| Courageous    | Impolite       | Responsible  | _____        |
| Cowardly      | Impulsive      | Restless     | _____        |
| Critical      | Independent    | Rowdy        |              |
| Cruel         | Insistent      | Rude         |              |
| Curious       | Intelligent    | Sarcastic    |              |
| Daring        | Jealous        | Secretive    |              |
| Dependable    | Jovial         | Selfish      |              |
| Determined    | Lazy           | Self-reliant |              |



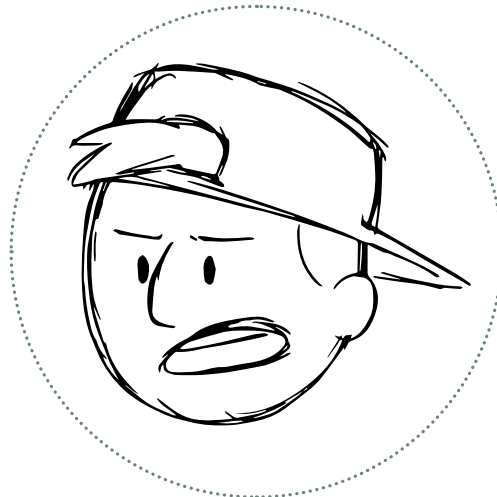
## CHARACTER TRAITS

Choose a character below from the book **THE GOOD MAN PROJECT**.

Cut it out and glue it in the middle of a blank piece of paper. Surround your character's picture with 10 character traits (BLM2) that you feel best suit the character.



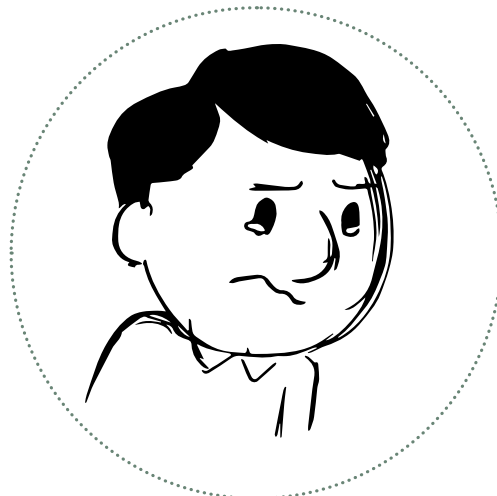
Mr Peters



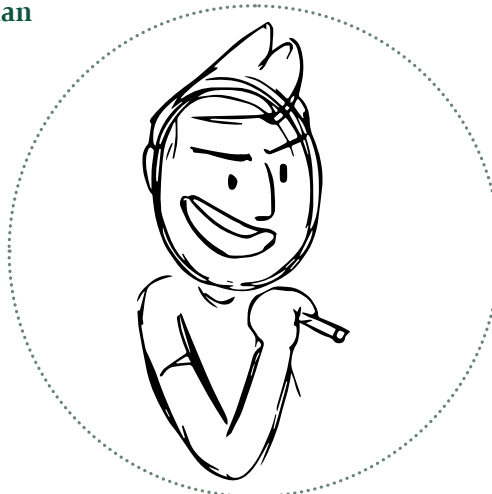
Jake



Jordan



Robby



Frank

# QUALITIES OF A GOOD MAN

**JAKE'S**  
**GOOD MAN**

Name: \_\_\_\_\_  
\_\_\_\_\_

**MY**  
**GOOD MAN**

Name: \_\_\_\_\_  
\_\_\_\_\_

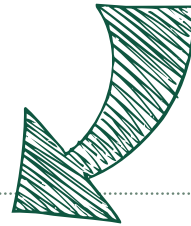
# QUALITIES OF A GOOD MAN



IS A

1

\_\_\_\_\_






2

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**1** Complete your metaphor.

**2** List the attributes that support your metephor and show your reasoning.

# THE ROLE OF THE MEDIA

ADVERTISEMENT		PROS		CONS		QUESTIONS
DOVE 1 2010						
DOVE 2 2015						

# THE IMPACT OF FONT

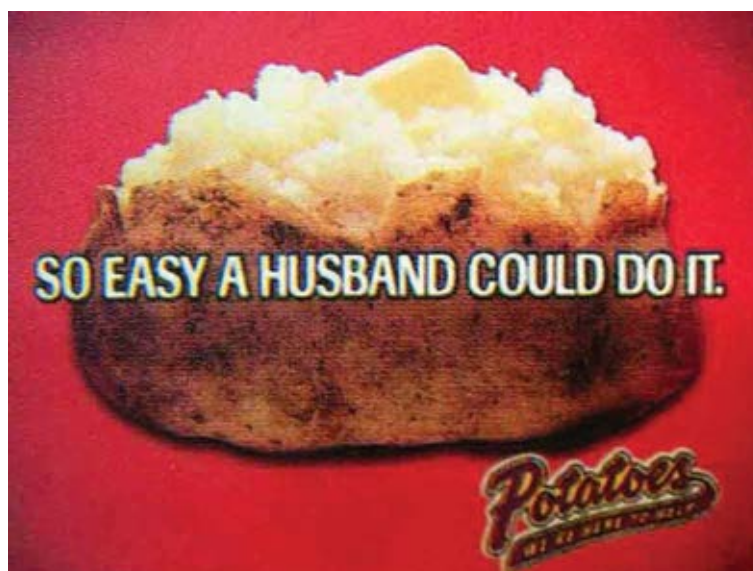
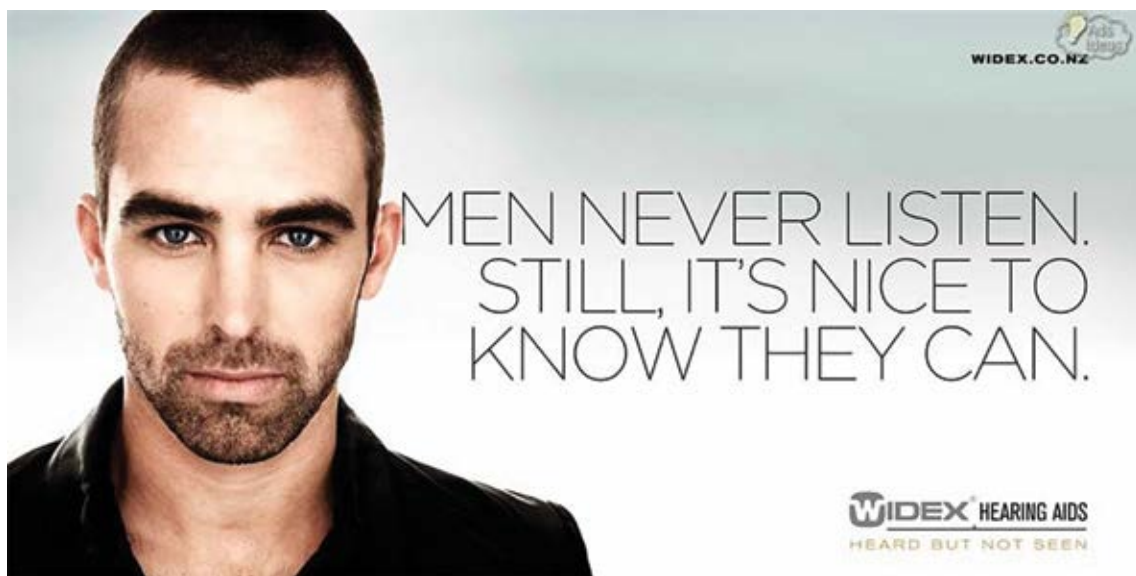
A rubber band **whizzes**  
Past my ear and **hits** Jordan  
in the side of the face



It's a **great** shot, but Jordan's **NOT** happy.



# STEREOTYPES IN ADVERTISING



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**SPARA 50,-**  
**249,90**

130432 **Strykbräda**  
Med ställ för strykjärnet.  
Justera höjden mellan  
57-64 cm. Strykjärn säljs  
separat.  
**149,90**

**Electrolux**

130495 **Dammsugare**  
Med riktig sugfunktion.  
Använder 3 st. B-batterier.  
Ord. pris 299,90

**SPARA 50,-**  
**249,90**

**LÄS MER**

**MAC**  
**STRENGTH**

STRIKE A POWERFUL POSE, STAND OUT AND REDEFINE THE NOTION OF BEAUTY IN A COLOUR COLLECTION TOO IRRESISTIBLE TO IGNORE.

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**Ryan Reynolds, RN** - Cardiac Care Unit, Intensive Care Unit, Health Services, Registered Nurse  
**Matthew Hall, RN** - Gastrointestinal Intensive Care Unit, Public Health, Social Forensic  
**Mark Randall, RN** - Emergency Room, Health Services, Risk Director  
**Shirley Lipp, RN** - Critical Care/Stroke Unit, Intensive Care Unit, Health Services, Social Director  
**Brian Brooks, RN** - Critical Care/Stroke, Emergency Dept, Public Health, Safety

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 - Mother Theresa



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AT [NIKEPLUS.COM](http://NIKEPLUS.COM)



take the  
**gold**

philips #takethestage

TEAM



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Children love to create. Things they've seen before—things they've never seen before. Whatever it is, there's great fun and a feeling of accomplishment in making it come to life.

And when they're finished, and it's just right, they'll come show it to you with pride. That's fun, too. Fun for them. Fun for you.

LEGO® Universal Building Sets give your children the

**Universal Building Sets.**

perfect opportunity to be creative. Building Sets for younger children have colorful bricks and friendly figures for building and playing. Sets for older children have special pieces that build more realistic toys. Toys that almost come to life.

LEGO Universal Building Sets give children something to be really proud of. Themselves.

**744** Ages 7-12

**LEGO** Ages 3-7

**LEGO**

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