



## Loveability: The Empowered Girl's Guide to Dating and Relationships

Dannielle Miller and Nina Funnell

### Book Summary

The must-have guide for girls looking to steer their way through the murky waters of teen relationships

### Curriculum areas and key learning outcomes

*Loveability* is an excellent resource for year Seven onwards and could be used for the following subjects:

#### Personal Development, Health and Physical Education

It could also be used to achieve the following learning outcomes:

- Stage 4 Personal Development, Health and Physical Education
- Strand 1: Self and Relationships
- Stage 5 Personal Development, Health and Physical Education
- Strand 1: Self and Relationships

### Appropriate Ages:

12+

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Notes By Rachel Ford



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## Introduction

*Loveability* focuses on supporting young women to develop their sense of self and positive relationships. The themes, discussion topics and affirmations in this text, while focused on young women and their personal relationships, can apply to all the various relationships in a woman's life. The same advice and discussions also apply to young men.

Using this text and the accompanying teachers notes offers a logical progression through the syllabus requirements. (See page 1.) The notes have also been designed to include literacy, ICT and critical thinking activities.

## About the Authors

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# Chapter Analysis

## Pre-Reading and reading Strategies

Students can find working with texts difficult at times, especially in a subject that they consider should be more practical than theoretical. By providing the student support through pre-reading and reading strategies, students are better able to engage and work with texts. These strategies also help to support the development of the student's literacy skills.

The following strategies use **prediction** and **reflection** to help students connect the text with their prior ideas and knowledge as well as engage with the new knowledge and information they will gain from the text.

**Activity:** The text is called *Loveability* and features a young, woman on the cover. Ask students to reflect on what they think this tells the reader about the text before they begin? As they read the text, students keep a journal in which they reflect on and analyse what they are learning about relationships, themselves and their sense of self.

As students encounter and use the affirmations, they also reflect on and analyse any feelings or ideas associated with the affirmation. This could be done in writing, visually, verbally or any other appropriate form of communication.

Students will be introduced to a number of new terms and ideas throughout the text. The majority of these terms and ideas can be found in the break out boxes. Students should keep a personal dictionary\* of these.

**\* A personal dictionary is one where the students define the terms in their own words and provide personal anecdotes/examples**

## Chapter One: Planet Romance — what to pack

The first chapter introduces the skills required to develop healthy relationships. While aimed at dating and personal relationships, the discussion in the chapter and the activities can be applied to most relationships in the student's life.

**Pre-reading Activity:** Looking at just the heading, predict what the chapter is going to be about. Brainstorm the topic and group themes together as a class. Label each theme with one word for example: happiness, beauty, individual etc.

**Reading Activity:** Students summarise the chapter as they are reading by writing one key



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word in bold and then a short description either verbally or pictorially after the word. For example: Debunk – proving myths and ideas that permeate society that aren't true.

**Post reading Activity:** Individually, students compare the themes and words from the pre-reading activity to the words in the reading activity. Students reflect on the similarities or differences between the words in the pre-reading activity with the reading activity in a paragraph.

**Activity: Pages 12-13** list the reasons that boys date. Read the reasons to the students, without identifying that the reasons belong to boys (make sure you don't read the word "Boys" if you read the description as well as the reason.)

Ask students to identify who they thought wrote the reasons to date and vote as a class. Students read the section "Assume, and you will make an 'ass' out of 'u' and 'me'".

As a class discuss and analyse the student's perceptions towards relationship advice and the reasons for a relationship.

**Activity: Pages 17 – 18** contain a **relationship checklist activity** that focuses on who the student wants to be in a relationship. Students complete the checklist. Once students have completed the checklist and have their top five, students create a multi-modal text on the top five qualities.

**Activity: Communication** is a key component of effective relationships. Communication, like any skill, needs to be explicitly taught and practiced. Using the information contained in the section entitled **The Real Communication Dos and Don'ts** students create a checklist of the verbal and physical cues that represent good communication.

**Activity:** Giving and receiving compliments is not always a natural process and it can be very difficult to break the habit of rejecting a compliment and/or giving insincere compliments. Students write down three to five people that they feel they have a close relationship to.

Next to these people they list one quality that they value about this person. Over the course of a week, the students should practice giving genuine compliments by telling the people on their list the quality in them that they value. Students may write these down and practice them before they give the compliment. If the student receives a compliment, they should practice accepting the compliment without rejecting them.

## Chapter Two: The loveability myth: pretty and hot = loveable

Chapter 2 explores the link between mistaking external validation and the truly being loved.



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The chapter also explores many beauty myths including those that border on self-inflicted mutilation.

**Reading Strategy:** Students engage in paired silent reading as they read the chapter.

Students read for five minutes in silence. At the end of the five minutes, the students stop and discuss what they have learnt so far, any key terms and points of interest. After completing the discussion, students read for another five minutes and then discuss what they have read. This is repeated until the students complete the chapter.

**Activity:** Reread the section **Beauty Myths: The bizarre, the dangerous, the controlling** In small groups, list each of the myths and techniques mentioned under the headings “bizarre, dangerous and controlling”.

After listing all the myths and techniques in the text, students add any other myths and techniques that they may be aware of. Using a **think, pair, share** strategy, students swap their chart with another group and discuss.

## Chapter Three: Crushing dilemmas: what happens when the feelings are not mutual?

Chapter 3 deconstructs the myth of the “perfect” relationship. The theme of unrequited love, both directed towards the reader and directed from the reader towards another is examined and students are given both communication strategies for dealing with unrequited love, and a relationship checklist to investigate if they are in healthy or toxic relationships.

**Reading Strategy:** Think aloud reading involves students discussing what they have read as they are reading it. Doing this in small groups allows students to take it in turns to read and also support each other as they are reading and encounter new words and concepts.

**Activity:** As a class, brainstorm all the fairy tales, romantic images, music etc. that show society what a “perfect” couple looks like. Group these images into “healthy” and “toxic” or “realistic” and “unrealistic.” Students use this activity as the basis for a reflection piece entitled “Popular culture has influenced my perception of romance by...”

**Activity:** Pages 50 – 52 contain a reality check list for effective and respectful relationships. In pairs or small groups, students use the checklist to discuss any important relationship in the student’s lives.



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**Activity:** Using “I” statements can help students communicate effectively in all of their relationships. In small groups students practice a range of situations where they can use “I” statements, for example, letting someone know they do not reciprocate their crush or letting someone know they do not want to be their friend.

### Chapter Four: Deal makers and deal breakers

The chapter begins by exploring “romanticised violence,” which is present in many romantic films, texts and also fairy tales. After identifying the toxic and inappropriate representations of romance that is in popular and sometimes traditional culture, the chapter progresses to identifying the features of healthy and toxic relationships.

**Reading Strategy: Reciprocal reading** involves students taking it in turns to read and listen. The first student reads a paragraph while the second student listens. When the paragraph has been read, the second student summarises what they heard. Students reread any information that they had difficulty. The activity then repeats until the text has been completed with the students alternating between the role of reader and listener.

**Activity:** Make an **AVD (Annotated Visual Diagram)** or multi-modal text based on the signs of a good relationship. After creating the AVD or multi-modal text, students write 1 – 2 paragraphs that describe what a good relationship is. They can do this in any genre for example exposition, song, prose etc. Using a **compare and contrast (see below)** chart, list the features of a good relationship and a toxic relationship.

**Activity:** After reading the section “How to get the love you deserve: the traffic light system”, students source quotes from famous people or important people in their lives that reflect the green yellow and red lights. Students annotate each quote with a short paragraph that explains why they quote were chosen. Extension: students add an image, in any style, that reflects the quote.

### Chapter Five: So you're dating, now what?

Chapter five deals with the considerations for people when they are in a relationship including boundaries and ethical behaviour.

**Reading Strategy: Visualisation and creating visuals** can assist students with the content they have read. After reading chapter five students create a visual representation of



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the content in any medium they choose.

**Activity:** After reading the chapter, students define what boundaries are and why they are important in relationships. Students reflect on a time in their life when they had effective and healthy boundaries and how they enhanced the relationship, or a time when they had ineffective and unhealthy boundaries and how these were detrimental to the relationship.

Setting boundaries is an important skill and requirement for a relationship. Students may believe that setting boundaries are impolite and may make their partner feel like they do not love and respect them. Individually, students brainstorm the other places/relationships where boundaries are important. Using a **think, pair, share** strategy students work in pairs to discuss their lists. Students report their findings back to the class.

Key areas of consideration when setting boundaries for an intimate relationship include: money, time privacy, emotions and physical considerations. These are also important considerations for any relationship. Using a **compare and contrast chart** (or similar), students list the important considerations for intimate relationships and relationships in general. Using a **think, pair, share** strategy, students discuss their two lists and group together any similar ideas. Students reflect on the overlap and write a short essay on the importance if one of the areas, for example

money, in their relationships.

The skills covered in the section “relationship reset”, especially the “I” statements can feel unnatural when students first begin to use them. In small groups, students brainstorm situations in their relationships that are causing them stress or anxiety, for example: their boyfriend always wants to be with his friends, their parents spend more time with their sister or their friend is always comparing the two of them. As a group, students write a series of “I” statements as if they were going to hold a conversation with this person. Students then practice their “I” statements by role-playing the situation with another group. Role-playing with another group means the students can practice a conversation as they would in real life.

## Chapter Six: Your body, your rules: Sex, power and consent

Chapter six begins by looking at the pressure to have sex and the rules of consensual sex. As well as exploring the rules of consent and manipulation of power, this chapter looks at the importance and role of ethical bystander behaviour.

**Reading Strategy:** Predicting by the headings involves students reading the headings throughout the chapter and predicting what the content will be. Students can do this using a prediction chart or by making a list and





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brainstorming their ideas.

**Activity:** There are no grey areas when it comes to consenting to have sex, but students and young people can often feel pressured to do things they do not want to, or to accept situations in which they are not comfortable. Using the information in the section “yes means yes, no means no” students create a multi-modal text based on the rules of consent.

**Activity:** All constructive, positive and ethical communication requires practice and support when students first engage with it. As a class, brainstorm situations where a student may engage in ethical bystander behaviour for example: if a friend is at a party and not in control of themselves, if a new student starts at school and experiences racism or if the student witnesses sexist behaviour. As a whole class, discuss the conversations that students could engage in as ethical bystanders. If appropriate, role-play these situations.

## Chapter Seven: Healing heartbreak

Healing Heartbreak looks at the stages of grief and identifies strategies to help students understand and cope with loss. It also examines the importance of “negative” emotions such as anger and the importance of resilience.

**Reading Strategy:** KWL charts are most commonly used to help students to organise and connect their learning. This graphics organiser can also be used to help students as they read by helping them focus on what they know (making connections to prior learning), what they want to know and what they have learnt. After reading the chapter title, students complete the “K” section before they read the text. Using a **think, pair, share** strategy, students complete the “W” section. After reading the text, students complete the “L” section of the chart.

Throughout their lives, students will experience grief in response to a number of different situations. Knowing a range of strategies to support themselves and others when experiencing grief will help the students throughout their lives. Using the stages of grief and the strategies listed in the text students create text in any genre they choose that lists the stage of grief and effective strategies that they can apply for themselves as well as strategies to support other significant people in their lives.

Define resilience and describe why it is an important life skill.

Evaluate the statement “Grief, anger and anxiety are all important emotions to experience and we need them for guidance.” (page 139)

Create an **AVD (Annotated Visual Diagram)** for the six steps to help mend a broken heart.



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Students create their own lifeline as outlined on pages 152 – 154.

### Chapter Eight: Single? In a Relationship? Who cares? I'm Awesome!

This chapter helps students to learn that being single or being in a relationship is less important than being a fulfilled and happy individual. The chapter also debunks the myths surrounding single women such as the “crazy cat lady” myth and the idea that being in a relationship will bring instant gratification and love.

**Reading Strategy: Reciprocal teaching** allows the students to become an expert in a topic and to share their expert knowledge with their peers. Divide the students into small groups and allocate each group a section of the text. The groups read the text and create a summary. Students use the summary to teach each other about the text that they have been allocated.

**Activity:** After reading the chapter, students reflect on their favourite books. As they reflect, students write a response entitled “my favourite book tells me XX about relationships”. Students repeat this exercise for their favourite TV shows, films and music. In small groups, students discuss and evaluate how the different media have influenced their sense of self and their ideas in regards to positive relationships.

Students create a positive fairy tale, song or synopsis for a TV series that incorporates strong female and male characters as well as the value statements that they have formed during the course of working with *Loveability*.

## Compare and Contrast Chart

How are they alike?	How are they different?

## KWL Chart

What I Know	What I Want to Know	What I learnt	Notes

# Prediction Chart

Heading	Prediction pre-reading	Post-reading summary	Notes

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## About the Author of the Notes

Rachel Ford began her professional career as teacher after completing a double degree in Arts and Teaching. Rachel also has a Master of Education and is currently studying a Master of Business Administration. Rachel has worked as a teacher and publisher in Melbourne and Sydney. She currently lives in Sydney where she works as a freelance writer and publisher.