



Curtin University



## Sexuality and relationships education for students with special educational needs

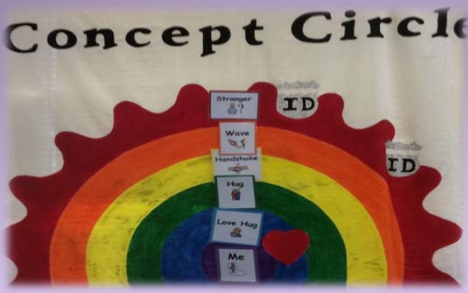


growing & developing healthy relationships

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# Teacher Development Schools (TDS)

## Protective Behaviours Monitoring Tool



**Concept Circle**

Rebecca Whiteley  
[Rebecca.whiteley@education.wa.edu.au](mailto:Rebecca.whiteley@education.wa.edu.au)

Tamarra Rekman  
[tamarra.rekman@education.wa.edu.au](mailto:tamarra.rekman@education.wa.edu.au)

Ailsa Williams  
[ailsa.williams@education.wa.edu.au](mailto:ailsa.williams@education.wa.edu.au)

## Why do we need to teach a Protective Behaviours Program?

96% of abused children are abused by someone known and trusted by them rather than a stranger

Source: Australian Institute of Health and Welfare 2000-2001

1 in 4 girls and 1 in 7 boys are sexually abused in Australia before they reach the age of 18

Source: Australian Institute of Criminology 2004

Children with disabilities are 3.4 times **more likely** to be sexually abused compared to children without disabilities.

Source: Australian Institute of Health and Welfare: Child Protection Collection 2012.

6,973 children were sexually abused in Australia in 2014-2015

Source: Child wise 2016

## What is the aim when teaching Protective Behaviours?

- To strengthen the resilience of children as they grow and develop; focusing on giving children life skills to protect themselves from abusive situations as well as encouraging children to develop a support network.



## How we run PB @ Riverside?

- PB posters and colours are visible in all classrooms



## How we run PB @ Riverside?

- PB is taught by the classroom teacher



## How we run PB @ Riverside?

- One explicit Protective Behaviours lesson each week

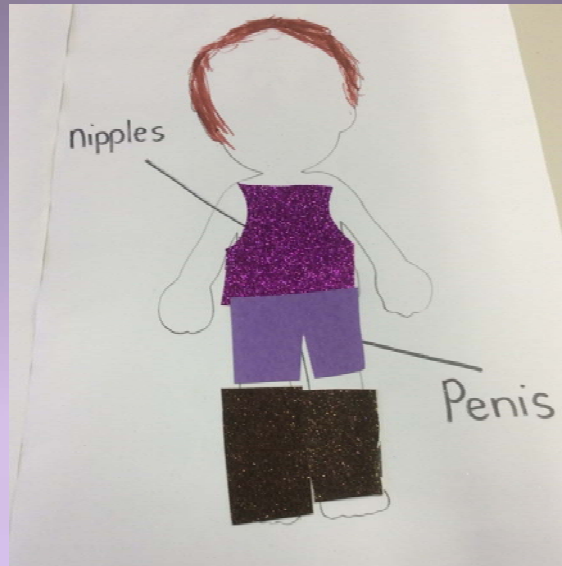


## How we run PB @ Riverside?

- One PB embedded cross curricular lesson each week



## The reality of 'Stories from the field'



## What are we selling?



# Protective Behaviours Scope & Sequence Document

Order	ACC Code	L/A	Strand	Sub Strand	Theme	SKILLS
1	ACHGK002	HASS	G	GPU	1S	Responds to name
2	ACHHK001	HASS	H	HKU	2	Identify self in single photo
3	ACHHK001	HASS	H	HKU	2	Identify self in group/ class photo
4	ACHGK002	HASS	G	GPU	1S	Communicates name
5	ACHHK001	HASS	H	HKU	2	Identify family members
6	ACHHK001	HASS	H	HKU	2	Identify familiar staff members
7	ACPPS005	HPE	PSCH	CIHW	1EWS	Recognise common uncomfortable feelings i.e. sad, angry
1EWS	Recognise common uncomfortable feelings i.e. sad, angry		PSCH	CIHW	1EWS	Recognise common comfortable feelings i.e. happy, surprised, excited
1EWS	Recognise common comfortable feelings i.e. happy, surprised, excited		PSCH	BHSA	1S	Identify me circle (purple)
1EWS	Identify public and private places at home		PSCH	BHSA	1S	Identify love hug circle (blue)
1EWS	Identify public and private places at school		PSCH	BHSA	1S	Identify quick hug circle (green)
1EWS	Identifies public and private places in the community		PSCH	BHSA	1S	Identify public body parts
1EWS	Identify public and private clothing		PSCH	BHSA	1S	Identify private body parts
1EWS	Identify early warning signs		PSCH	BHSA	1S	Demonstrates use of me circle
1EWS	Can identify helpful strangers		PSCH	BHSA	1S	Demonstrates use of hug circle
20	ACPPS003	HPE	PSCH	BHSA	1S	Demonstrate safe behaviours in class (self)
21	ACPPS003	HPE	PSCH	BHSA	1S	Demonstrate safe behaviours in the playground (self)
22	ACPPS003	HPE	PSCH	BHSA	1S	Demonstrate safe behaviours in class (towards others)
23	ACPPS003	HPE	PSCH	BHSA	1S	Demonstrate safe behaviours in the playground (towards others)
24	ACPPS019	HPE	PSCH	CIHW	2	Identify handshake circle (yellow)
25	ACHGK002	HASS	G	GPU	1EWS	Identify wave circle (orange)

## How does it work?

Identify self in group/ class photo	4	4	4	4	4
Identify family members	4	4	4	4	4
Identify familiar staff members	4	4	4	4	4
Identify what is a friend	2	2	4	2	2
Identify relevant community members i.e. doctor, police	2	2	4	2	2
Identify five people they can trust (at home & school) - network hand	3	3	3	3	3
Demonstrates No, Go, Tell	2	2	2	2	2
Demonstrate the different levels of 'NO'	2	2	2	2	2
Can identify emergency contacts and when it is appropriate to use them	2	2	2	2	2
- Police	2	2	2	2	2
- Fire	4	4	4	4	4
- Hospital	3	3	4	4	3
Persistent No, Go, Tell					
Recognise common uncomfortable feelings i.e. sad, angry					
Recognise common comfortable feelings i.e. happy, surprised, excited					
Identify public and private places at home					
Identify public and private places at school					

0	No Concept
1	Physical Prompt
2	Verbal Prompt
3	Visual Prompt
4	Independent

# What information does it hold?

**Protective Behaviours: Exploring skills for life**  
Kindergarten and Foundation Year

**Protective Behaviours: Synthesising skills for life**  
Years 9 and 10

**Overview**

## Individual student data

0	No Concept
1	Physical Prompt
2	Verbal Prompt
3	Visual Prompt
4	Independent

Responds to name	4
Communicates name	4
Identify me circle (purple)	4
Identify love hug circle (blue)	4
Identify quick hug circle (green)	4
Identify public body parts	4
Identify private body parts	4
Demonstrates use of me circle	4
Demonstrates use of hug circle	4
Demonstrate safe behaviours in class (self)	4
Demonstrate safe behaviours in the playground (self)	4
Demonstrate safe behaviours in class (towards others)	4
Demonstrate safe behaviours in the playground (towards others)	4
Identify handshake circle (yellow)	4
Identify wave circle (orange)	4
Demonstrates use of handshake circle	4
Demonstrates use of wave circle	4
Identify safe feelings	2
Identify unsafe feelings	2
Identify stranger circle (red)	4
Communicate when they feel unsafe	2
List occupations of people who care for different parts of our body i.e. dentist, doctor	2
Communicates address	1
Communicates phone number	1
Communicates age	4
Communicates D.O.B.	1
Demonstrate safe behaviours in the community (self)	2
Demonstrate safe behaviours in the community towards others	2
Identify a safe activity	2
Identify a 'fun to feel scared' activity	2
Identify a 'risk on purpose' activity	2
Identify an unsafe activity	2

## Whole Class data

Identify the concept circles	2	2	2	2	2	2
Identify me circle (purple)	4	4	4	4	4	4
Identify love hug circle (blue)	3	3	3	3	3	3
Identify hug circle (green)	3	3	3	3	3	3
Identify handshake circle (yellow)	4	4	4	4	4	4
Identify wave circle (orange)	3	3	3	3	3	3
Identify stranger circle (red)	3	3	3	3	3	3
Demonstrates use of me circle	4	4	2	2	2	4
Demonstrates use of hug circle	2	2	2	4	2	4
Demonstrates use of handshake circle	4	4	4	4	4	4
Demonstrates use of wave circle	4	4	4	4	4	4
Knows own personal details	2	2	2	2	2	2
Knows name	4	4	4	4	4	4
Knows address	2	2	2	2	2	2
Knows phone no	1	1	1	1	1	1
Knows age	4	4	4	4	4	4
Knows D.O.B., BIRTHDAYMONTH	4	4	4	4	4	4
Identify public body parts	3	3	3	3	3	3
Identify private body parts	3	3	3	3	3	3
Identify public/private places inside the home	3	3	3	3	3	3
Identify public/private places at school	2	2	2	2	2	2
Identifies public/ private places in the community	2	2	2	2	2	2

0	No Concept
1	Physical Prompt
2	Verbal Prompt
3	Visual Prompt
4	Independent


## Next Professional Learning

- For Principals, Deputies, Teachers & Education Assistants
- Now on PLIS Calendar – 9<sup>th</sup> September 2016



- Enrolment for this event is available at  
<https://plis.det.wa.edu.au/?eventID=12138>






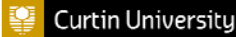
The whiteboard is titled "My Early Warning Signs" and features a paper doll of a girl named Erica. The doll is surrounded by several cards illustrating different health signs: "Dry Mouth", "Fast Heartbeat", "Fever", "Wobbly, Limpy & Slow", "Butterflies in Stomach", "Nausea", "Headache", "Faint", "Level of Alertness" (with a checklist), and "Tired".

## Questions?

- Professional Learning?
- Content?
- Access?
- Contact?



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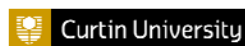
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# Sexuality Concepts Resource App

SECCA

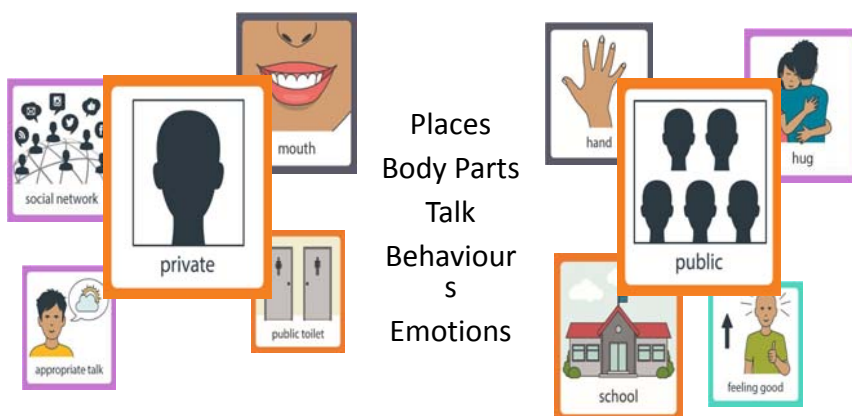


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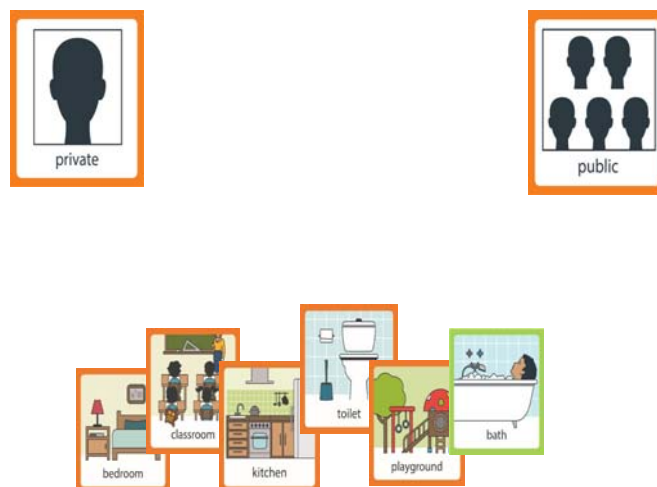


**S**  **CCA** Ability  
Relationships  
Sexuality

## Public and Private: A Core Prerequisite to Sexuality Education

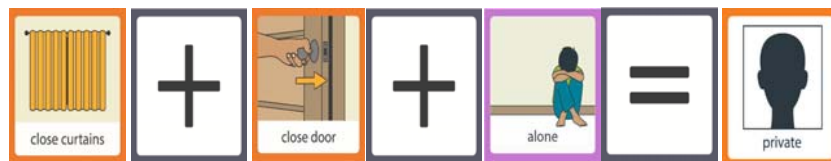


## Teaching Modes in the SECCA App: Sorting



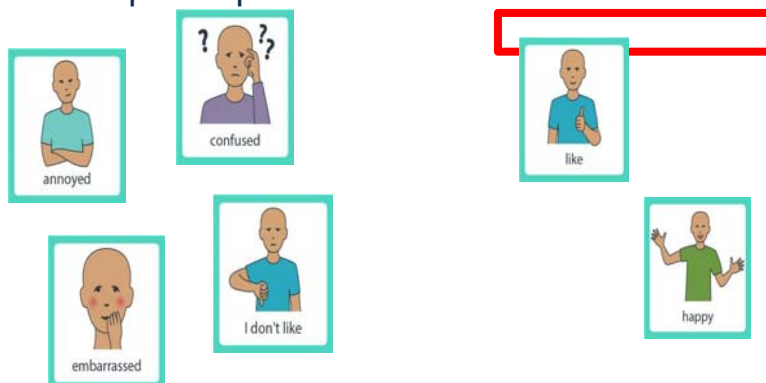
## Teaching Modes in the SECCA App: Picture Sentences

Q: What do you need to do to make your bedroom private?



## Teaching Modes in the SECCA App: Flipsides

Q: How do people feel when you have a private talk in a public place?



## Teaching Modes in the SECCA App: Consequences

Q: What happens if you talk about private things  
in the playground?



## Teaching Modes in the SECCA App: Labelling

Q: Which of these bedrooms is a private space?



## Other Lessons...



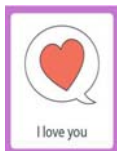
Using tiles as talking points

Expressive Labelling

Sequences

Matching

Customising tiles for individual learners





Red Ginger Services

## Act Up!

### Mindful Drama Program

#### Jordina Quain

Bachelor of Arts (Performance Studies); Graduate Diploma Sexology (currently studying)

Youth Program Facilitator




## Overview

- Who, What, When Where & Why?
- Act Up! Program Structure
- Results
- Going Forward
- Questions



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## Who, What, When, Where...

**Who** – 2 classes of Year 15-17 year olds


**What** – Pilot Mindful Drama Program

**When** – 1 hr per week for 9 weeks  
Term 2, 2016

**Where** – Mirrabooka SHS – ESC



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## ... & Why?

**Why** – To increase the critical thinking capabilities and confidence in dealing with common scenarios faced by young people with special needs, through the provision of dialogue and strategies, in a fun, interactive and engaging way

*Learning by doing*

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# Act Up!

## Mindful Drama

### Program

- Interactive
- Multiple Modalities
  - Skits
  - Improvisation
  - Brainstorming
  - Self-Reflection Activities
  - YouTube videos



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# Act Up!


## Mindful Drama

### Program

- Aims
  - Challenge Stereotypes
  - Promote Safe & Healthy Relationships
  - Encourage Critical Thinking about Influences on Wellbeing
  - Develop Media Savvy




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# Act Up!

## Mindful Drama Program

- Week 1 – Social Media
- Week 2 – Cybersafety
- Week 3 – Sexting
- Week 4 – Cyberbullying
- Week 5 – Bullying (*in person*)
- Week 6 – Drugs & Alcohol
- Week 7 – Positive Mental Health
- Week 8 – Resilience
- Week 9 – Respectful Relationships



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# Results

- Act Up! Mindful Drama Program
- YouTube video clip

[https://www.youtube.com/watch?v=bLcOfUz\\_6\\_4](https://www.youtube.com/watch?v=bLcOfUz_6_4)






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## Results

### Pre & Post Program Evaluations

- 83% felt that participating in the program will help them deal with real life situations (compared with 50% pre-program) 
- Google  as a source of questions, (17% to 6%) and both school psych/nurse (33% to 50%) and headspace (17% to 33%) 
- 94% reported feeling that they had learnt something useful

***“I liked everything and I want to keep doing it.”***

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## Going Forward

### Act Up... Take


### 2!

- Term 3, 2016
- Strengths Based Program
  - Character Strengths
  - Acknowledging Strengths in Others
  - Acknowledging Our Gifts
  - Self-Reflection
  - Self-Respect
  - Consent
  - Achieving Balance
  - Dreams & Aspirations



**Stay Tuned!**


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Red Ginger Services

**Jordina Quain**  
B.A (Perf. Arts)  
YOUTH PROGRAM FACILITATOR  
+61 467 335 818  
Jordina.Quain@redginger.net.au  
www.redginger.net.au


**Questions?**



Red Ginger Services

**Christina Self**  
BSc., MM (HRM), Cert IV TAE, Resus.  
FOUNDER  
+61 407 420 068  
Christina.Self@redginger.net.au  
www.redginger.net.au

**Want more information?**



**Red Ginger Services**

**Baby Think it Over**



**Angharad Omodei** Bcrimnlg, JuvJust.  
Youth Program Manager




# Overview

- Who, What, When Where & Why?
- Baby Think it Over Program Structure
- Results
- Going Forward
- Questions



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# Who, What, When, Where...

**Who** – 1x class of 15-17 year olds


**What** – Baby Think it Over Program

**When** – Term 4, 2015

**Where** – Mirrabooka SHS – ESC



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# ... & Why?

- An inclusive virtual parenting and sexual health awareness program for young people.
- Particularly suitable to those with special needs, as this unique and specialised experience allows early exploration of the demands of becoming a parent.

## Learning by doing

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**Baby Think it Over**

Baby Think it Over is a virtual parenting and sexual health awareness program for young people. This unique and specialised experience allows exploration of the demands of becoming a parent.

**AUSTRALIA**

It's an engaging and interactive way to explore sexual health awareness in a safe and supportive environment.

**"Should be compulsory."**


Participating student, Lake Ave Catholic College

"The program speaks about real life situations which definitely made it very real for my students."

Teacher, Charislands BHS

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# Sexuality Education

## Baby Think it Over

- Based on a model of empowerment, choices and consequences.
- Educates young people on how to access local health services.



*“The presenters spoke about real life situations with definitely made it very real for my students”*  
*-Teacher, Churchlands SHS*

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# Sexuality Education

## Baby Think it Over





**THREE TIERED APPROACH:**

1 hour fun and interactive session delivered by experienced sexuality educators includes such topics as local youth sexual health epidemiology, contraception and STIs.

EDUCATION

1

2

INTERACTION

Participants are given a 'Virtual Baby' for two days and nights, which are programmed to cry randomly across a 24 hour cycle, whilst they are still at school.


Day and single night options available

REINFORCEMENT

3





1 hour storytelling session with participants, who are encouraged to reflect on situations, thoughts and feelings they experienced whilst caring for the baby.

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## Results

### Pre & Post Program Evaluations

-  70% of participants agreed that participating in this program can help to avoid unplanned pregnancies
-  40% decreased confidence in their ability to care for a baby right now
-  90% reported feeling that they had learnt something useful
-  70% of participants were satisfied with the program and another 70% would recommend the program to a friend

*“I have learnt I'm not ready for kids”*  
*“I felt really good about doing the Baby Think It Over. I loved it”*

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## Going Forward

### Baby Think it Over

- Mirrabooka Senior High School Term 3, 2016
- Combined Class
  - Education Support Centre
  - Mainstream High School



*Stay Tuned!*

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**Angharad Omodei**

B.Criminology, Juv. Just.  
YOUTH PROGRAM MANAGER  
+61 425 122 060  
Angharad.Omodei@redginger.net.au  
www.redginger.net.au

**Questions?**



*Red Ginger Services*

**Christina Self**

BSc., MM (HRM), Cert IV TAE, Resus.  
FOUNDER  
+61 407 420 068  
Christina.Self@redginger.net.au  
www.redginger.net.au

**Want more  
information?**

