

RELATE

RESPECTFUL RELATIONSHIPS EDUCATION



STAGE 3

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First published in 2016.

Second edition 2018

RELATE: Stage 3 was originally published under the title *RELATE 10*.

SHQ

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Suggested citation: Dimitrijevič, S 2018, *RELATE: Stage 3*, Perth, SHQ, WA.

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ACKNOWLEDGEMENTS

The following resources were used in the development of *RELATE: Stage 3*

International Sexuality and HIV Curriculum Working Group (2009). *It's all one curriculum: Guidelines and activities for a unified approach to sexuality, gender, HIV, and human rights education*. New York.

Legal Service Commission of South Australia (2015). *Trusted moments*. South Australia.

Sincere thanks to:

- Ocean Reef Senior High School HPE staff from 2012 to 2014 for their generous and invaluable feedback for the pilot of the *RELATE* program for Years 8, 9 and 10
- Legal Services Commission of South Australia (2013) *Trusted moments DVD and Study guide* for generously allowing WA to use their resources
- Jean McKenzie, School Nurse and Calandra Smith, HPE teacher for their enthusiasm and commitment to the development of *RELATE*
- the many teachers, students and academics that supported the development of *RELATE*
- *SHQ* for their ongoing support for the *RELATE* project.

HOW TO USE *RELATE*

RELATE has been designed to assist schools and teachers to implement a good practice Respectful Relationships Education program.

RELATE has been designed to assist students to:

- increase awareness of, and respect for, diversity
- increase understanding of the impact of gender expectations and social norms on relationships and sexual health
- increase understanding of, and skills for, ethical behaviour in the context of relationships
- increase skills to establish and maintain positive, equitable and respectful relationships
- increase capacity to identify and address disrespectful behaviour
- increase digital literacy skills
- increase critical analysis skills
- increase knowledge of, and ability to access, a range of support people and services.

Retrieved April 21, 2016, from <http://www.education.vic.gov.au/>

ABOUT *RELATE*

RELATE is a Respectful Relationships Education program of 8 sessions and is designed to be used sequentially with each session building on and applying the knowledge, understanding and skills developed in previous sessions and in previous years. While it is the ideal that teachers implement Stages 1,2 and 3 consecutively it is not essential.

By completing the 8 sessions students will have addressed many of the descriptors listed in the links to WA HPE Curriculum. All curriculum links are provide in the beginning of each *RELATE* manual.

The prerequisite knowledge is listed in each year level. Research shows that young people want more than biology, anatomy and physiology: *RELATE* aims to address the the social and emotional aspects of relationships.

As with all curriculum materials, it is essential that the teacher previews the resources, including the video that each *RELATE* uses, in order to be prepared for possible questions that might arise. Session plans include processing questions and possible

answers to help teachers tackle potentially challenging questions. Retrieved April 21, 2016, from <http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/guidelines/use-of-non-print-texts-in-schools.en>

RELATE has been developed using the Principles of best practice: Relationships and sexual health (page 5) and the Health promoting schools framework (page 81).

A comprehensive Glossary can be found in the Appendix as well as fact sheets, links to websites for school newsletters, links to websites for teachers and students, background information and further reading for teachers.

RELATE assists schools to implement Key Action 5 of Priority 2 of the WA Government's Freedom from fear action plan 2015 – respectful relationships education in primary and secondary schools. Retrieved June 22, 2016, from <https://www.dcp.wa.gov.au/CrisisAndEmergency/FDV>

Hyperlinks can be accessed on the pdf version of *RELATE*. Please contact RELATE@shq.org.au if any links are no longer functioning.

aitsl (Australian Professional Standards for Teaching) have been referenced in each section to aid teachers in preparing evidence for certification. Further standards can be met by attending *RELATE* professional learning which is available on request. Email RELATE@shq.org.au

Each manual uses a film stimulus for some of the sessions. Each of the resources are available here:

Stage 1 – *Photograph* – DVD included in the purchase price. Additional copies of *Photograph* can be purchased here <http://theeducationshop.com.au/dvds-and-other-media/photograph-dvd-rom>

Stage 2 – *Tagged* – free film available here <https://www.esafety.gov.au/education-resources/classroom-resources/tagged/watch-the-film>

Stage 3 – *Trusted Moments* – a free resource that can be accessed here <http://www.trustedmoments.com.au/#!/watch-film/c1jik> (NB: Please ensure you access this full version and not the shortened version available on YouTube)



RELATIONSHIPS AND SEXUAL HEALTH EDUCATION: 12 PRINCIPLES OF BEST PRACTICE

RELATIONSHIPS AND SEXUAL HEALTH EDUCATION SHOULD:

include the development of lifelong skills, clarification of values and acquisition of knowledge to empower students to make informed, safe and healthy decisions

use an approach that is supportive, non-judgemental and works towards reducing potential risks when developing sexual relationships

offer a positive and open view of relationships and sexuality in the context of respect, intimacy, readiness and love

be delivered early before young people go through puberty and develop sexual relationships

be respectful of diversity, including different cultures, religion, sexuality, gender and family values

be appropriate and relevant to the development and maturity of young people

be delivered within a safe, supportive environment

recognise and respect the importance of family as a source of sexual health information, education and values

be delivered by the classroom/health teacher

encourage young people to delay sexual activity and recognise and respect the right of young people not to be sexually active

be of sufficient duration and intensity to produce change

be sensitive and responsive to the issues for those young people who may have had unwanted and/or abusive sexual experience.

Learning about relationships and sexual health will help me now and later in life.

I've learnt a lot about respecting myself and others.

It's great! I know more about my body, keeping myself safe and where to go for help.

Adapted from SHineSA
with permission

I feel more confident to be myself.

I believe it's important to discuss sexual health issues with my parents.

I now understand what's important in a respectful relationship.

And it's good that we can talk about it.

RATIONALE FOR THE *RELATE* PROGRAM

RELATE aims to provide teachers and students in secondary schools with a comprehensive, evidence-based, good practice curriculum that promotes respectful relationships and sexual health using a whole school approach.

Gender analysis is core to the approach of the *RELATE* program. Gender inequality and gendered expectations in relationships are understood as key issues underpinning the occurrence of relationship violence and poor sexual health outcomes. Gender is explored by considering individuals within the context of relationships, communities and society. This is extended using a human rights framework, that considers not only gender but includes race, ethnicity, class, sexual orientation, disability, religion and culture.

Further reasons for integrating respectful relationships into comprehensive relationships and sexuality education:

- Young people consistently advocate for sexual health education to be positioned within the complexity of their real-life experiences, including alcohol and other drugs, relationships, peer influence, assertiveness and sexual assault and consent.
- Unwanted sex has been experienced by a quarter of all sexually active young people (28% females and 19% males)*. Being too drunk or pressure from their partner were the most common reasons given. Skills to manage their social world must be central, and sex and substance use must be considered together.

The key outcomes for young people are improved knowledge, attitudes, skills and behaviour to recognise and engage in respectful relationships. This includes:

- increased awareness of, and respect for, diversity
- increased understanding of the impact of gender expectations and social norms on relationships and sexual health
- increased understanding of, and skills for, ethical behaviour in the context of relationships
- increased skills to establish and maintain positive, equitable and respectful relationships
- increased capacity to identify and address disrespectful behaviour
- knowledge of, and ability to access, a range of support people and services.

It provides opportunities for young people to explore attitudes and peer, gender, social and cultural influences that impact on behaviour in relationships; identify perceived and actual peer norms and rectify incorrect perceptions; examine their expectations and the value they place on different behaviours within relationships as well as develop skills and confidence to carry out desired behaviours (self-efficacy).

A strengths-based approach acknowledges and builds on existing capacities and develops new skills for respectful relationships in both young men and young women. The whole school approach promotes a school culture supportive of respectful relationships and gender equality.

*5th National Survey of Australian Secondary Students and Sexual Health 2013 (April 2014)

<http://apo.org.au/node/39558>



PRIOR KNOWLEDGE - RELATE PEDAGOGY

RELATE has been pedagogically designed to scaffold learning within the 8 sessions and from Stage 1-3. Knowledge, skills and attitudes are built upon so that students have the tool-kit to discuss more sensitive issues as the sessions progress. Stage 1 begins by looking at a variety of kinds of relationships before building up to romantic and sexual relationships in Stage 3. Although the stages can be delivered in isolation, they are best taught sequentially. This overview is to help you decide what stage is best suited to your students and what prior knowledge is required to gain the most from the RELATE program.

| SESSION | STAGE 1 (SUGGESTED YEAR LEVEL 7/8) | STAGE 2 (SUGGESTED YEAR LEVEL 8/9) | STAGE 3 (SUGGESTED YEAR LEVEL 9/10) |
|---------|---|---|---|
| 1 | <ul style="list-style-type: none"> Establishing a group agreement Establishing common language | <ul style="list-style-type: none"> Establishing/revising a group agreement Know/Want to know/Learnt – revision and formative assessment | <ul style="list-style-type: none"> Establishing/revising a group agreement Revising characteristics of respectful relationships |
| 2 | <ul style="list-style-type: none"> Difference between sex and gender | <ul style="list-style-type: none"> Difference between sex and gender Gender stereotypes | <ul style="list-style-type: none"> Gender stereotypes in romantic relationships Myths and misconceptions about gender stereotypes Consent (non-sexual context) |
| 3 | <ul style="list-style-type: none"> Gender stereotypes and gender issues Critical analysis | <ul style="list-style-type: none"> Respectful/disrespectful relationships Non-consensual image sharing | <ul style="list-style-type: none"> Viewpoints and perspectives Clear, assertive and respectful communication |
| 4 | <ul style="list-style-type: none"> Qualities of a respectful relationship | <ul style="list-style-type: none"> Considering safety and respect in non-consensual image sharing situations | <ul style="list-style-type: none"> Disrespectful and unethical behaviours in relationships Consent (sexual context) |
| 5 | <ul style="list-style-type: none"> Characteristics of different types of relationships | <ul style="list-style-type: none"> Impact of online behaviour on individuals and others Emotional safety | <ul style="list-style-type: none"> Sexual assault Safety and respect in risky situations |
| 6 | <ul style="list-style-type: none"> Personal responsibility for choices and decisions Sexting and non-consensual image sharing Bystanders | <ul style="list-style-type: none"> Reflecting on personal communication styles | <ul style="list-style-type: none"> Decision making and impact on outcomes Sexual assault support services |
| 7 | <ul style="list-style-type: none"> Social, emotional and legal consequences of sexting | <ul style="list-style-type: none"> Ethical bystanders Applying knowledge to non-consensual image sharing situation. | <ul style="list-style-type: none"> Positive and negatives of romantic relationships Managing conflict in romantic relationships |
| 8 | <ul style="list-style-type: none"> Applying knowledge to decision making process | <ul style="list-style-type: none"> Help seeking Critically analysing website content | <ul style="list-style-type: none"> Respect for diversity Applying previous knowledge Possible assessment task |

The following topics from the HPE Syllabus (2007) and Scope and Sequence (2017) are not specifically covered in RELATE and would complement the program to ensure a comprehensive RSE program was being delivered: puberty – physical, emotional and social changes, reproductive systems, alcohol and other drugs, conception, pregnancy and birth, contraception, caring for healthy bodies, STIs and BBVs and safety at home/school/community.

WA CURRICULUM GUIDING PRINCIPLES

SUMMARY OF KEY AREAS RELEVANT TO *RELATE*

(Adapted for *RELATE* with permission from School Curriculum and Standards Authority (SCSA) January 2016)

VALUES

<http://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/values>

Respect and concern for others and their rights - sensitivity to and concern for the wellbeing of other people and respect for life and property. Each student is encouraged to be caring and compassionate, to be respectful of the rights of others and to find constructive ways of managing conflict. This includes the right to learn in a friendly and non-coercive environment.

Pursuit of knowledge and commitment to achievement of potential - the lifelong disposition toward the quest for knowledge as each student strives to understand the social and natural worlds and how best to make a contribution to these worlds. Each student is encouraged to achieve his or her potential in all respects and, through critical and creative thinking, to develop a broad understanding of his or her own values and world views.

Self-acceptance and respect of self - the acceptance and respect of self, resulting in attitudes and actions that develop each student's unique potential - physical, emotional, aesthetic, spiritual, intellectual, moral and social. Encouragement is given to developing initiative, responsibility, ethical discernment, openness to learning and a sense of personal meaning and identity.

Social and civic responsibility - the commitment to exploring and promoting the common good and meeting individual needs without infringing the basic rights of others. This includes encouraging each student to participate in democratic processes, to value diversity of cultural expression, to respect legitimate authority, to promote social justice and to support the use of research for the improvement of the quality of life.

TEACHING AND LEARNING

<https://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/teaching-learning-and-assessment-principles>

Opportunity to learn – learning experiences should enable students to observe and practise the actual processes, products, skills and values.

Connection and challenge – learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.

Action and reflection – learning experiences should encourage both action and reflection. They should involve a conscious intention to make sense of new ideas or experiences and improve upon their own knowledge and capabilities.

Motivation and purpose – learning experiences should be motivating and have a clear purpose. Activities should be relevant and stimulate thought, inquiry and enjoyment.

Inclusivity and difference – students have a variety of past experiences shaped by their language, culture, health, location, values, abilities and disabilities, and previous education. Teaching must be highly adaptive, acknowledging, respecting and accommodating the diverse background experiences students bring to the classroom.

Independence and collaboration – students need to experience regular opportunities for both individual and collaborative learning. Learning experiences should be structured so that students can learn from immediate peers, teachers, family, community members and people from other parts of the world.

Supportive environment – the school and classroom setting should be safe and conducive to effective learning. Students should feel challenged and able to take sensible risks in their learning. The school and classroom should be a cooperative atmosphere, free from harassment such as teasing, sarcasm or remarks that stereotype or denigrate students or their efforts. Difference and diversity should be respected and sensitivity shown to matters of gender, cultural difference, social class, ability and disability, family circumstance and individual difference.

STUDENT DIVERSITY

<http://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/student-diversity>

All students from Kindergarten to their final year of secondary schooling in Western Australia have a right to an education that is equitable and embraces diversity. This right is enshrined in the United Nations Conventions on the Rights of the Child. It is also a feature of the Melbourne Declaration on Educational Goals for Young Australians which is central to the Australian Curriculum. The Authority is committed to working in ways that promote the interests and rights of students in schools and home education contexts.

This education must be inclusive of students' individual strengths and needs. Differences in terms of characteristics such as ethnicity, language (linguistic background), culture, gender, socioeconomic status, disability, sexual orientation or geographic location should not be allowed to detract from a student's access to the high-quality education that is their right. The materials the Authority produces and the policies and procedures it follows seek to promote inclusivity.

GENERAL CAPABILITIES

<https://k10outline.scsa.wa.edu.au/home/teaching/general-capabilities-over/general-capabilities-overview/general-capabilities-in-the-australian-curriculum>



- Students learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. These are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas of school and their lives beyond school.
- Examples of thinking skills - interpreting, analysing, evaluating, explaining, sequencing, reasoning, comparing, questioning, inferring, hypothesising, appraising, testing and generalising.
- Responding to the challenges of the twenty-first century – with its complex environmental, social and economic pressures – requires young people to be creative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully.

- Learn to understand themselves and others, manage their relationships, lives, work and learning more effectively. Recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.
- Supports students in becoming creative and confident with a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing with a sense of hope and optimism.
- Form and maintain healthy relationships.
- The more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish and maintain positive relationships.

- Identifying and investigating the nature of ethical concepts, values and character traits, and understanding how reasoning can assist ethical judgement.
- Building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviours have on others.
- Development of honesty, resilience, empathy and respect for others and the capacity to act with ethical integrity.
- Exploring values, rights and responsibilities to assist them in justifying their ethical positions and in engaging with the positions of others.
- The processes of reflecting on and interrogating core ethical issues and concepts – including justice, right and wrong, freedom, truth, identity, empathy, goodness and abuse.
- As cultural, social, environmental and technological changes transform the world, the demands placed on learners and education systems are changing. Complex issues require responses that take account of ethical considerations such as human rights and responsibilities.

WHERE *RELATE* FITS WITHIN THE HPE SYLLABUS

SUMMARY OF KEY AREAS (Adapted for *RELATE* with permission from School Curriculum and Standards Authority (SCSA) January 2016)

HPE RATIONALE

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/rationale>

In Health and Physical Education, students learn how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. *RELATE* contributes to the achievement of the aims of WA HPE Syllabus and addresses many of the content descriptors from Years 7 to 10. *RELATE* offers students an experiential program that is contemporary, relevant, challenging and enjoyable.

RELATE helps students develop the knowledge, understanding and skills to make decisions and take action to strengthen their sense of personal identity and autonomy, build resilience, manage risk and develop satisfying, respectful relationships. They learn to take a critical approach to questioning health practices and to use inquiry skills to research factors that influence the health, safety, and wellbeing of themselves, individuals, groups and communities.

As students grow and mature, they learn to access, analyse and apply a variety of resources for the benefit of themselves and the communities to which they belong.

The curriculum has been shaped by five interrelated propositions of which *RELATE* fits into the following:

- 1) Focus on educative purposes
- 2) Take a strengths-based approach
- 4) Develop health literacy
- 5) Include a critical inquiry approach.

HPE AIMS

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/aims>

RELATE aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and apply appropriate information and resources to take positive action to protect, enhance and advocate for their own and others' health and wellbeing across their lifespan
- develop and use skills and strategies to promote a sense of personal identity and wellbeing, and to build and manage respectful relationships.

HPE ATTITUDES AND VALUES

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/organisation>

RELATE provides opportunities for students to develop positive attitudes and values about their own health and wellbeing, as well as respect for the rights and values of others. Through structured learning experiences, students examine their own attitudes and values and the level of influence they have on their own and others' health. Although attitudes and values are not specified in the syllabus content, students learn to reflect on their own and others' attitudes and values, and consider how they impact on behaviour.

HPE ORGANISATION

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/organisation>

***RELATE* fits under the strand Personal, social and community health. This strand is organised into 3 substrands.**

BEING HEALTHY, SAFE AND ACTIVE

The content focuses on supporting students to make decisions about their own health, safety and wellbeing. The content develops the knowledge, understanding and skills to support students to be resilient. It also enables them to access and understand health information and empowers them to make healthy, safe and active choices. In addition, the content explores personal identities and emotions, and the contextual factors that influence students' health, safety and wellbeing.

COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING

The content develops knowledge, understanding and skills to enable students to critically engage with a range of health focus areas and issues. It also helps them apply new information to changing circumstances and environments that influence their own and others' health, safety and wellbeing.

CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES

The content develops knowledge, understanding and skills to enable students to critically analyse contextual factors that influence the health and wellbeing of communities. The content supports students to selectively access information, products, services and environments to take action to promote the health and wellbeing of their communities.

STUDENT DIVERSITY

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/student-diversity>

All students are entitled to rigorous, relevant and engaging learning that take account of the range of their students' current levels of learning, strengths, goals and interests, and make adjustments where necessary. The three-dimensional design provides teachers with flexibility to cater for the diverse needs of students and to personalise their learning. The Health and Physical Education curriculum uses the principles of the Universal Design for Learning framework to ensure the curriculum is inclusive of all learners and values diversity by providing multiple means of representation, action, expression and engagement.

STUDENTS WITH DISABILITY

- In some cases, curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Western Australian Curriculum: Health and Physical Education. Teachers can draw from content at different levels along the Pre-primary – Year 10 sequence. Teachers can also use the general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

- Students for whom English is an additional language or dialect (EAL/D) enter Western Australian schools at different ages and at different stages of English language learning, and have various educational backgrounds in their first languages.
- These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.
- In Health and Physical Education, it is important to be aware of cultural sensitivities when teaching some aspects of content.

GIFTED AND TALENTED STUDENTS

- Teachers can enrich students' learning by providing students with opportunities to work with learning area content in more depth or breadth (e.g. using the additional content descriptions); emphasising specific aspects of the general capabilities learning continua (e.g. the higher-order cognitive skills of the critical and creative thinking capability); and/or focusing on cross-curriculum priorities.
- Teachers can also accelerate student learning by drawing on content from later year levels.

WAYS OF TEACHING

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/ways-of-teaching>

To support students' learning *RELATE* contributes to a program to ensure:

- students develop a health literacy approach to their learning
- students work both individually and collaboratively to explore, reflect and adapt skills and strategies
- teaching and learning experiences related to the Personal, social and community health strand reflect school policies and protocols. Specific content may be sensitive to cultural and/or religious groups.

To engage students, *RELATE*:

- draws on students' personal interests, real-life experiences or uses stimulus materials to create meaningful linkages to the outside world
- includes current and/or recent health, issues or 'hot topics' that are relevant to young people to exemplify content
- uses new and emerging technologies to engage students and facilitate the development of critical health literacy skills
- provides opportunities for research and investigation which support the development of critical inquiry skills such as generating evidence-based arguments and proposing actions/solutions to real-world health challenges and issues
- involves students in learning outside the classroom through exposure to authentic experiences and the facilitation of connection points with local and wider community.

RELEVANT FOCUS AREAS

Adapted from <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/organisation>
http://www.acara.edu.au/verve/_resources/HPE_-_Focus_Areas.pdf

THE FOLLOWING FOCUS AREAS ARE ADDRESSED TO SOME EXTENT IN *RELATE*

RELATIONSHIPS AND SEXUALITY

Addresses physical, social and emotional changes that occur over time and the significant role relationships and sexuality play in these changes. The content supports students to develop knowledge, understanding and skills that will help them to establish and manage respectful relationships. It also supports them to develop positive practices in relation to their reproductive and sexual health and the development of their identities. In doing so, students will gain an understanding of the factors that influence gender and sexual identities.

- People who are important to them.
- Strategies for relating to, and interacting with others.
- Assertive behaviour and standing up for themselves.
- Establishing and managing changing relationships (offline and online).
- Bullying, harassment, discrimination and violence (including discrimination based on race, gender and sexuality).
- Strategies for dealing with relationships when there is an imbalance of power (including seeking help or leaving the relationship).
- Practices that support reproductive and sexual health (contraception, negotiating consent, and prevention of sexually transmissible infections and blood-borne viruses).
- Changing identities and the factors that influence them (including personal, cultural, gender and sexual identities).
- Celebrating and respecting difference and diversity in individuals and communities.

MENTAL HEALTH AND WELLBEING

Addresses how mental health and wellbeing can be enhanced and strengthened at an individual and community level. The content supports students to develop knowledge, understanding and skills to manage their own mental health and wellbeing and to support that of others.

- The impact of physical, social, spiritual and emotional health on wellbeing.
- Resilience, and skills that support resilient behaviour.
- Coping skills, help-seeking strategies and community support resources.
- Networks of support for promoting mental health and wellbeing.

SAFETY

Addresses safety issues that students may encounter in their daily lives. The content supports students to develop knowledge, understanding and skills to make safe decisions and behave in ways that protect their own safety and that of others.

- Safety at school.
- Safe and unsafe situations at home, school, parties and in the community.
- Strategies for dealing with unsafe or uncomfortable situations.
- Safe practices when using information and communication technologies (ICT) and online services, including dealing with cyberbullying.
- Managing personal safety.
- Relationship and dating safety.

ALCOHOL AND DRUGS

Addresses a range of drugs, including prescription drugs, bush and alternative medicines, energy drinks, caffeine, tobacco, alcohol, illegal drugs and performance-enhancing drugs. The content supports students to explore the impact drugs can have on individuals, families and communities.

- The effect of drugs on the body.
- Impact of drug use on individuals and communities.
- Making informed decisions about drugs (assertive behaviour, peer influence, harm minimisation and awareness of blood-borne viruses).

GENERAL CAPABILITIES RELATED TO HPE

LITERACY



- Introducing specific terminology used in health.
- Understand the language used to describe health status, products, information and services.
- Develop skills that empower them to be critical consumers who are able to access, interpret, analyse, challenge and evaluate the ever-expanding and changing knowledge base and influences in the fields of health and physical education.
- Learn to comprehend and compose texts related to Health and Physical Education. This includes learning to communicate effectively for a variety of purposes to different audiences; express their own ideas and opinions; evaluate the viewpoints of others; and express their emotions appropriately in a range of social and physical activity contexts.

NUMERACY



- Interpret and analyse health information using statistical reasoning, identifying patterns and relationships in data to consider trends, draw conclusions, make predictions and inform health behaviour and practices.

ICT



- Effectively and safely access online health information and services to manage their own health and wellbeing.
- Further develop their understanding of the role ICT plays in the lives and relationships of children and young people.
- Explore the nature of ICT and the implications for establishing and managing relationships in the 21st century.
- Develop an understanding of ethical online behaviour, including protocols and practices for using ICT for respectful communication.
- Use ICT as key tools for communicating, collaborating, creating content, seeking help, accessing information and analysing performance in the Health and Physical Education field.

CRITICAL AND CREATIVE THINKING



- Think logically, critically and creatively in response to a range of health issues, ideas and challenges.
- Learn how to critically evaluate evidence related to the learning area and the broad range of associated media messages to creatively generate and explore original alternatives and possibilities.
- Critical and creative thinking skills are developed through learning experiences that encourage them to pose questions and seek solutions to health issues by designing appropriate strategies to promote and advocate personal, social and community health and wellbeing.
- Use critical thinking to challenge societal factors that negatively influence their own and others' health and wellbeing.

PERSONAL AND SOCIAL COMPETENCE



- Development of personal and social capability for all students.
- Develop personal and social skills, as well as an appreciation of their own strengths and abilities, and those of their peers.
- Develop a range of interpersonal skills, such as communication, negotiation, teamwork and leadership, and an appreciation of diverse perspectives.
- The curriculum provides opportunities for students to explore their own identities and develop an understanding of factors that influence and shape who they are.
- Recognise, understand, validate and respond appropriately to their own emotions, strengths and values.

INTERCULTURAL UNDERSTANDING



- Focuses on the importance of treating others with integrity, fairness and compassion, and valuing and respecting diversity and equality for all.
- Students examine ethical principles and codes of practice appropriate to different contexts, such as at school, at home, in the community, in relationships, on the sporting field, in the natural environment and when using digital technologies, such as social media.
- Students explore concepts and consequences of fair play, equitable participation, empathy and respect in relationships, they develop skills to make ethical decisions and understand the consequences of their actions. They also develop the capacity to apply these skills in everyday situations.

ETHICAL BEHAVIOUR



- Recognise and respect different ways of thinking about personal, family and social health issues. They also learn about different individual, group and intergroup participation in health practices.
- Appreciate that differences in beliefs and perspectives may affect how some people make health choices.
- Recognise occasions when tensions between individuals and groups are based on cultural differences, and learn to act in ways that maintain individual and group integrity and that respect the rights of all.
- Examine stereotypical representations of various social and cultural groups in relation to community health issues.
- Gain an understanding of how culture shapes personal and social perspectives and interactions.
- Gain an understanding of what is valued, in terms of health, within their families, social groups and institutions, and within other cultures in the broader community.

RELATE AND THE WA CURRICULUM (HPE): YEAR 7-10

YEAR LEVEL DESCRIPTIONS

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

| IN YEAR 7 | IN YEAR 8 | IN YEAR 9 | IN YEAR 10 |
|--|---|---|---|
| <p>The content expands students' knowledge, understanding and skills to help them achieve successful outcomes in personal, social, and online situations. They learn how to take positive action to enhance their health, safety and wellbeing by applying problem-solving and effective communication skills, and through a range of preventive health practices.</p> | <p>The content provides opportunities for students to further examine changes to their identity and ways to manage them. They continue to develop and refine decision-making skills and apply them to a range of situations, as well as in online environments. They investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information. Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play, and contribute to positive team cohesion.</p> | <p>The content provides for students to broaden their knowledge of the factors that shape their personal identity and the health and wellbeing of others. They further develop their ability to make informed decisions, taking into consideration the influence of external factors on their behaviour and their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships. With a focus on relationship skills that promote positive interactions, and manage conflict. Opportunities are provided for students to refine and consolidate skills and strategies for effective leadership and teamwork, and consistently apply ethical behaviour across a range of (movement) contexts.</p> | <p>The content provides students with the opportunity to begin to focus on issues that affect the wider community. They study external influences on health decisions and evaluate their impact on personal identity and the health of the broader community. Students continue to develop and refine communication techniques to enhance interactions with others, and apply analytical skills to scrutinise health messages in a range of contexts. Students self-assess their own and others' leadership styles and apply problem-solving approaches to motivate participation and contribute to effective team relationships.</p> |

ACHIEVEMENT STANDARDS

| IN YEAR 7 | IN YEAR 8 | IN YEAR 9 | IN YEAR 10 |
|---|---|---|---|
| <p>At Standard, students identify strategies to promote their own and others' health, safety and wellbeing in different situations and across different environments. Students apply appropriate protocols in face-to-face and online interactions and understand the importance of positive relationships on health and wellbeing.</p> | <p>At Standard, students identify skills and strategies to manage change, and promote all aspects of their own and others' health, including making informed decisions, using assertive responses, and making contingency plans to avoid and prevent risks to health. Students identify the impact of negative behaviours on relationships and describe a range of factors and their impact on a person's emotional response and behaviour.</p> | <p>At Standard, students identify and apply relevant criteria to determine reliability of online health information and whether it is suitable for use in a particular context. Students evaluate a range of characteristics of respectful relationships, such as showing respect for self and others, and personal differences and opinions. They describe and apply appropriate skills and strategies to resolve and manage conflict within different environments.</p> | <p>At Standard, students explain the impact of social and cultural influences on personal identity and health, safety and wellbeing, including stereotypes and gender, diversity and cultural differences. They analyse media messages about health, and propose and evaluate interventions to improve individual and community health and wellbeing. Students evaluate the impact of emotional responses on relationships and apply skills and strategies to promote respectful relationships, such as taking action to address disrespect or other inappropriate behaviour.</p> |

SCOPE AND SEQUENCE

SCSA – HEALTH EDUCATION – SCOPE AND SEQUENCE 7-10

(Adapted for relationships and sexuality education resource RELATE created by SHQ 2016). The following content descriptions set out the knowledge, understandings and skills that are addressed in RELATE: Stage 1, 2 and 3

| | | YEAR 7 | YEAR 8 | YEAR 9 | YEAR 10 |
|---------------------------------------|--------------------------------|--|---|---|---|
| ATTITUDES AND VALUES | | Students identify attributes and values for a healthy, active lifestyle and demonstrate values consistent with the prevention of ill-health, the acceptance of personal responsibility for their health and physical activity levels, respect for social justice principles and a commitment to personal achievement. The Health & Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle. | | | |
| PERSONAL, SOCIAL AND COMMUNITY HEALTH | BEING HEALTHY, SAFE AND ACTIVE | <ul style="list-style-type: none"> Feelings and emotions associated with transitions; and practising self-talk and help-seeking strategies to manage these transitions (ACPPS070) Strategies to promote safety in online environments (ACPPS070) Management of emotional and social changes associated with puberty through the use of: <ul style="list-style-type: none"> coping skills communication skills problem solving skills and strategies (ACPPS070) Help-seeking strategies that young people can use in a variety of situations (ACPPS072) Strategies to make informed choices to promote health, safety and wellbeing (ACPPS073) | <ul style="list-style-type: none"> The impact of physical changes on cultural and sexual identities (ACPPS070) Ways in which changing feelings and attractions form part of developing sexual identities (ACPPS070) Strategies for managing the changing nature of peer and family relationships (ACPPS071) Communication techniques to persuade someone to seek help (ACPPS072) Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as: <ul style="list-style-type: none"> assertive responses stress management refusal skills contingency plans online environments making informed choices (ACPPS073) | <ul style="list-style-type: none"> Factors that shape identities and adolescent health behaviours, such as the impact of: <ul style="list-style-type: none"> cultural beliefs and practices family societal norms stereotypes and expectations the media body image (ACPPS089) Skills to deal with challenging or unsafe situations: <ul style="list-style-type: none"> refusal skills initiating contingency plans expressing thoughts, opinions, beliefs acting assertively (ACPPS090) Actions and strategies to enhance health and wellbeing in a range of environments, such as: <ul style="list-style-type: none"> responding to emergency situations identifying and managing risky situations (ACPPS091) Impact of external influences on the ability of adolescents to make healthy and safe choices relating to: <ul style="list-style-type: none"> sexuality alcohol and other drug use risk taking (ACPPS092) | <ul style="list-style-type: none"> The impact of societal and cultural influences on personal identity and health behaviour, such as: <ul style="list-style-type: none"> how diversity and gender are represented in the media differing cultural beliefs and practices surrounding transition to adulthood (ACPPS089) Skills and strategies to manage situations where risk is encouraged by others (ACPPS091) Analysis of images and messages in the media related to: <ul style="list-style-type: none"> alcohol and other drugs body image relationships (ACPPS092) External influences on sexuality and sexual health behaviours, including the impact decisions and actions have on their own and others' health and wellbeing (ACPPS092) Examine the impact of changes and transitions on relationships (ACPPS090) |

| | | YEAR 7 | YEAR 8 | YEAR 9 | YEAR 10 |
|---------------------------------------|--|--|---|--|--|
| PERSONAL, SOCIAL AND COMMUNITY HEALTH | COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING | <ul style="list-style-type: none"> ▪ The impact of relationships on own and others' wellbeing: <ul style="list-style-type: none"> » the benefits of relations » the influence of peers and family » applying online and social protocols to enhance relationships (ACPPS074) ▪ Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075) ▪ Evaluate health information and communicate their own and others' health concerns (ACPPS076) | <ul style="list-style-type: none"> ▪ The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others (ACPPS074) ▪ Personal, social and cultural factors influencing emotional responses and behaviour, such as: <ul style="list-style-type: none"> » prior experience » norms and expectations » personal beliefs and attitudes (ACPPS075) ▪ Sources of health information that can support people who are going through a challenging time (ACPPS076) | <ul style="list-style-type: none"> ▪ Characteristics of respectful relationships: <ul style="list-style-type: none"> » respecting the rights and responsibilities of individuals in the relationship » respect for personal differences and opinions » empathy (ACPPS093) ▪ Strategies for managing emotional responses and resolving conflict in a family, social or online environment (ACPPS094) ▪ Skills to determine appropriateness and reliability of online health information (ACPPS095) | <ul style="list-style-type: none"> ▪ Skills and strategies to promote respectful relationships, such as: <ul style="list-style-type: none"> » appropriate emotional responses in a variety of situations » taking action if a relationship is not respectful » appropriate bystander behaviour in physical and online interactions (ACPS093) ▪ Effects of emotional responses on relationships, such as: <ul style="list-style-type: none"> » extreme emotions impacting on situations or relationships » the consequences of not recognising emotions of others (ACPPS094) ▪ Critical health literacy skills and strategies <ul style="list-style-type: none"> » evaluation health services in the community » examining policies and processes for ensuring safer behaviours (ACPPS095) |
| | CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES | <ul style="list-style-type: none"> ▪ Preventive health practices for young people to avoid and manage risks (ACPPS077) ▪ Investigate the benefits to individual and communities of valuing diversity and promoting inclusivity (ACPPS079) | <ul style="list-style-type: none"> ▪ Health promotion activities which target relevant health issues for young people and ways to prevent them (ACPPS077) ▪ Benefits to individuals and communities of valuing diversity and promoting inclusivity, such as: <ul style="list-style-type: none"> » respecting diversity » challenging racism, homophobia, sexism and disability discrimination » researching how stereotypes and prejudices have been challenged in various contexts (ACPPS078; ACPPS079) | <ul style="list-style-type: none"> ▪ The implications of attitudes and behaviours on individuals and the community, such as: <ul style="list-style-type: none"> » prejudice » marginalisation » homophobia » discrimination (ACPPS098) ▪ Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096) | <ul style="list-style-type: none"> ▪ Health campaigns and/or community-based activities designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community (ACPPS096; ACPPS097) ▪ Social, economic and environmental factors that influence health, such as: <ul style="list-style-type: none"> » level of education » income/employment » social networks and supports (family, friends and community attachment) » housing » access to services (ACPPS098) |

*7-10 Health and Physical Education Additional Content – WA School Curriculum Standards Authority

Reference: https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/Health-and-Physical-Education_HPE_P-10_Scope-and-Sequence_March_2016.PDF

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/Health-and-Physical-Education-P-10-Additional-Content.pdf>

ELABORATIONS YEAR 7/8

ELABORATIONS YEAR 9/10

Investigate the impact of transition and change on identities (ACCP5070)

- examining the impact of physical changes on gender, cultural and sexual identities
- investigating how changing feelings and attractions are part of developing sexual identities
- identifying feelings and emotions associated with transitions, and practising self-talk and help-seeking strategies to manage these transitions and associated responsibilities
- examining how traditions and cultural practices influence personal and cultural identities
- examining online profiles and identities and developing strategies to promote safety in online environments

Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACCP5071)

- assessing health information and services that support young people to effectively manage changes and transitions as they grow older
- investigating the changing nature of peer and family relationships and proposing strategies to manage these changes
- analysing how roles and responsibilities change and evaluating strategies for managing these increasing responsibilities
- evaluating and practising coping, communication and problem-solving skills to manage changes and emotions associated with puberty and getting older
- developing and evaluating strategies on use of social media, phones and the internet to remain safe and protect and respect the privacy of self and others

Practise and apply strategies to seek help for themselves or others (ACCP5072)

- examining scenarios to highlight how emotions, dispositions and decision-making can affect outcomes
- collaborating with peers to suggest strategies they could use in emergencies
- practising different communication techniques to persuade someone to seek help
- exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation
- discussing emotional responses to interactions within relationships, and proposing strategies to seek help

Investigate and select strategies to promote health, safety and wellbeing (ACPP5073)

- investigating reasons why young people choose to use or not use drugs, and proposing strategies to make informed choices
- proposing and practising strategies for celebrating safely, including assertiveness, refusal skills, planning travel arrangements and contingency plans
- examining strategies for safe practices in different environments, including transport and aquatic environments

Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACCP5089)

- analysing how societal norms, stereotypes and expectations influence the way young people think about their bodies, abilities, gender, sexuality, food, physical activity, sexual health, drugs and/or risk-taking behaviours
- examining how diversity and gender are represented in the media and communities, and investigating the influence these representations have on identities
- analysing the role of family, friends and community in supporting an individual's identities, and proposing strategies to enhance their own and others' wellbeing
- investigating how cultural beliefs and practices surrounding transitions to adulthood differ between cultures

Examine the impact of changes and transitions on relationships (ACCP5090)

- practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans
- asserting their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others
- assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions

Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk (ACCP5091)

- proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks
- critiquing the appropriateness and effectiveness of help and support services available for young people in the local community

Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACCP5092)

- critiquing images and messages in the media that portray what it means to have a good time and be fun to be around, and evaluating how these images can be interpreted
- exploring external influences on sexuality and sexual health behaviours, and recognising the impact that decisions and actions can have on own and others' health and wellbeing
- evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing

| COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING | ELABORATIONS YEAR 7/8 | ELABORATIONS YEAR 9/10 |
|--|--|--|
| | <p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACCP5074)</p> <ul style="list-style-type: none"> examining how individuals, family and peer groups influence people's behaviours, decisions and actions understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to inappropriate online content analysing how their relationships influence behaviours and actions analysing how behaviours, actions, and responses to situations can change depending on whether they are by themselves, with friends or with family recognising the impact bullying and harassment can have on relationships, including online relationships exploring skills and strategies needed to communicate and engage in relationships in respectful ways <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACCP5075)</p> <ul style="list-style-type: none"> investigating personal, social and cultural factors that influence the way individuals respond emotionally to different situations exploring different viewpoints, practising being empathetic and considering alternative ways to respond recognising and interpreting emotional responses to stressful situations and proposing strategies for managing these responses exploring the impact of different ways of communicating, how these impact on emotions and can show respect (or not) for self and others <p>Evaluate health information and communicate their own and others' health concerns (ACCP5076)</p> <ul style="list-style-type: none"> analysing the credibility of health messages conveyed by different sources in terms of bias, reliability and validity and applying credible information to health-related decisions practising ways to communicate concerns about their health to a variety of support people proposing ways to support others who are going through a challenging time developing health literacy skills while exploring and evaluating online health information that is aimed at assisting young people to address health issues | <p>Investigate how empathy and ethical decision making contribute to respectful relationships (ACCP5093)</p> <ul style="list-style-type: none"> investigating the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful comparing own decisions with those of others and acknowledging others' right to act differently and to change their mind demonstrating and advocating appropriate bystander behaviour when participating in online interactions, for example, in situations where another person's photo has been tagged without permission, sexting and posting explicit content practising skills to deal with challenging situations such as communicating choices, expressing opinions and initiating contingency plans <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACCP5094)</p> <ul style="list-style-type: none"> proposing strategies for managing emotional responses and resolving conflict in a family or social situation or online environment evaluating situations where an individual may react with extreme emotion and reflecting on the impact that this response may have on the situation and/or their relationships analysing interactions where emotional responses may not be immediately apparent and reflecting on the possible consequences of not recognising the emotions involved <p>Critically analyse and apply health information from a range of sources to health decisions and situations (ACCP5095)</p> <ul style="list-style-type: none"> critiquing and selecting the most suitable and reliable sources of health information according to the decision that needs to be made examining actions to take greater responsibility in relation to their own health critiquing services that provide advice and support on health-related issues, and investigating ways to store and share contact information of these services with other young people evaluating strategies and actions to increase personal safety and planning to promote these in the school and community |

| CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES | ELABORATIONS YEAR 7/8 | ELABORATIONS YEAR 9/10 |
|--|--|---|
| | <p>Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACCP5077)</p> <ul style="list-style-type: none"> investigating preventive health practices relevant to young people, and designing and implementing health promotion activities targeting these practices examining how different cultures value the contribution of the mind-body-spirit connection to health and wellbeing <p>Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACCP5079)</p> <ul style="list-style-type: none"> exploring how kinship and extended-family structures in different cultures support and enhance health and wellbeing investigating how respecting diversity and challenging racism, sexism, disability discrimination and homophobia influence individual and community health and wellbeing examining values and beliefs about cultural and social issues such as gender, race, violence, sexuality and ability and how resisting stereotypes can help students be themselves researching how stereotypes and prejudice are challenged in local, national and global contexts developing strategies to challenge narrow views of gender, race, violence, sexuality, gender diversity and ability to contribute to inclusive communities | <p>Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACCP5096)</p> <ul style="list-style-type: none"> creating and evaluating visual and multimodal health campaigns in print-based and digital environments to promote health and wellbeing in their community developing and implementing proposals to enhance the wellbeing of staff and students in the school investigating community-action initiatives young people have instigated that have had a positive influence on the health and wellbeing of their communities <p>Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACCP5098)</p> <ul style="list-style-type: none"> examining social, cultural and economic factors that influence the health behaviours of people in their community investigating community health resources to evaluate how accessible they are for marginalised individuals and groups, and proposing changes to promote greater inclusiveness and accessibility analysing the implications of attitudes and behaviours such as prejudice, marginalisation, homophobia, discrimination, violence and harassment on individuals and communities, and proposing counter-measures to prevent these behaviours critically analysing messages about being male or female in popular culture and considering the impact these might have on individual and community health and wellbeing critiquing media representations of diverse people and analysing what makes (or could make) the representations inclusive |

Reference: <http://www.australiancurriculum.edu.au/health-and-physical-education/curriculum/f-10?layout=1#level7-8>

CLASSROOM ENVIRONMENT

Many sensitive issues arise in the class when teaching relationships and sexuality education. Teachers and students must be sensitive to these issues. In order to maximise the effective delivery of relationships and sexuality education, a safe and supportive class environment needs to be established for students to be able to communicate their own values and understandings.

Awareness of **diversity** is also important when planning and presenting learning material. Teachers are encouraged to examine these activities and modify or devise new learning experiences where necessary in order to meet the diverse needs of their students.

GROUP AGREEMENT

Developing a group agreement (sometimes known as 'group rules') at the commencement of any lesson helps to ensure that the class environment is safe for the student. In order for the teacher and students to participate in relationships and sexuality education in a safe and non-threatening way, it is important for both the teacher and student to discuss information in the third person and not to reveal any personal information. For example, "My friend told me...", "Someone I know...", etc, rather than "I have...", "My sister..."

The activity in Session 1 is about establishing a group agreement. It is important that teachers revisit and remind students about their group agreement at the beginning of each lesson and negotiate changes or additions according to the needs of the group.

DEALING WITH SENSITIVE ISSUES

It is important for teachers to recognise that there may be students within a group who have been directly or indirectly involved in difficult, disrespectful or harmful relationships or situations. Talking about relationships and sexuality can raise a range of issues, concerns and emotions.

During a relationships and sexuality education activity, topics that may arise include:

- same sex attraction
- gender and sexual diversity
- intoxicated sex
- domestic violence

- mental health issues
- abuse
- sexual assault
- unplanned, unwanted and unsafe sex
- pregnancy
- sexually transmissible infections (STIs), human immunodeficiency virus (HIV) and blood-borne viruses (BBVs)
- criminal behaviour.

A young person who is affected by one of these issues may become distressed during the class and disclose information about their experience. Therefore, teachers need to be proactive and be aware of their students' backgrounds and experiences wherever possible. If a student begins to disclose or become distressed, it is important to take the necessary steps to protect the student, minimise any negative consequences and provide them with the appropriate support and referral as needed.

Protective interrupting is a strategy used to interrupt or stop a potential or actual unsafe situation. It requires sensitivity and use of protective and redirecting statements. The teacher needs to acknowledge that the student has been heard and that they are able to discuss the issue at a more appropriate time. Make sure that the issue is followed up and a connection has been made with the student, ideally straight after the session. For example, "It sounds like you have something important to say and I'm really interested to hear you. Let's talk after class."

When issues arise that are beyond the teacher's knowledge, level of expertise or responsibility they need to follow school policy and refer the student to appropriate professionals (see Session 1).

Creating a "comfortable" classroom environment

[https://www.teachingchannel.org/videos/building-a-comfortable-classroom.](https://www.teachingchannel.org/videos/building-a-comfortable-classroom)



WAYS TO FORM INSTANT GROUPS



STEPPING OUT

Take 7 (at least 5, less than 25) steps in any direction and stop. Make a pair/group of 3, etc with the person/people nearest to you.



NUMBERING

Have everyone number off, from 1 to 5, or any number depending on the total number in your room and what size you want each group. After each person has a number, ask all the ones to hold up 1 finger, twos- 2 fingers, etc. while everyone finds their respective groups.



COMPANION ANIMALS

Ask students who have pet dogs to go to one side of the room, and everyone who has pet cats to go to the other side. Anyone who has both to go to the centre of the room, and those who have neither to go to another area, etc.



BIRTHDAYS

Ask students to find others who have birthdays in the same month. This is to be done in order and in silence. (A strategy that uses skills of problem-solving, team work, communication, leadership.) This may give you 12 groups however if you want to divide groups further, you can divide those whose birthdays are in the first half of the month by those in the last half of the month.



HOUSE NUMBERS

Students hold up the number on their fingers of the first digit of their address (or last digit of their phone numbers, etc.) and find others who are holding up the same number. This can also be done by forming a line from smallest to largest and then dividing into groups from there. This is to be done in silence.



NAME

Ask students to find their group by identifying those whose first name starts with the same letter as theirs. Name tags are suggested.



COMMONALITIES

Ask students to find someone (or more) wearing the same colour top/trousers, shoes or who have the same eye or hair colour. Form pairs or groups of different numbers depending on what you require.



ROOM LOCATION

Ask students to walk around the room while the music is playing. When the music stops, they are to stop and go to the closest corner of the room to form four teams.



PREFERENCES

If you are more like an apple than an orange, go to this side of the room. If you more like a sports car than a truck, go to that side of the room.



PICK A STICK

As students walk into the room they choose a popstick (different coloured popsticks or ones that have numbers or shapes on them). Preparation: set of popsticks – different colours, numbers or shapes so that they form groups of similar colours, numbers, shapes, etc.

SESSION FORMAT OVERVIEW

Session number. → SESSION 3

Title of session. → WHAT'S THE MESSAGE? GENDER AND THE MEDIA

Why we are doing the lesson. → PURPOSE

Preparation required BEFORE lesson. → PLANNING AND PREPARATION

References and symbols can be found in the session plan to draw your attention to relevant notes in the side panel on the right side of the page. → RELATE THEMES

Step by step session guide for teachers. → PROCEDURE

Questions to ask during the session. → PROCESSING

Symbols are used to indicate the type of resource (see Key). Student activity sheets can be found at the end of each session section. These are numbered to correspond with the session plan for easy reference. → [Activity icons]

The italics section after each question is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion. It is NOT a CHECKLIST or EXHAUSTIVE list. → *Please note, processing information in italics is not an exhaustive list of answers – it is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion.*

50 MINUTES

WHAT'S THE MESSAGE? GENDER AND THE MEDIA

PURPOSE

To develop an understanding of gender stereotypes and discuss gender issues.
To critically analyse advertisements which focus on gender stereotypes.

PLANNING AND PREPARATION

- Poster 3.1 *Male and female signs* – 1 set per group
- Activity 3.2 *Stereotype cards* – 1 set per group of 5
- Collection of different advertisements (may be from print or TV media) – 1 ad for each group
- Activity 3.3 *What's the message?* – 1 per student

PROCEDURE

1. Revise the group agreement.
2. Revise the difference between 'gender' and 'sex' and display definitions from the last session.
3. Brainstorm, "What influences the development of stereotypes? What encourages continuing stereotypes?" (*'Media' should be a common answer along with family, culture, religion, friends.*)
4. On preferred media write the purpose of the lesson, i.e. Develop an understanding of gender stereotypes and discuss gender issues and how 'the media' often reinforces gender stereotypes.

PROCESSING

Possible pointers for answers to processing questions.
Please note, processing information in italics is not an exhaustive list of answers – it is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion.

1. Ask one group to read out their cards under 'Female'. Ask other groups if they had anything different. Discuss why.
2. Ask another group to read out their cards under 'Male'. Ask other groups if they had anything different. Discuss why.
3. How easy or difficult is it to agree where to put the cards? Why?
4. *Everyone has different personalities as well as ideas, opinions, values, beliefs and attitudes on lots of things in life – especially about "stereotypes" of what it is to be a "man" or a "woman". People are influenced by lots of things including culture, religion, family, friends, media, environment, experiences and beliefs.*
5. *Agreeing is not as important as listening to other people and respecting their ideas. You do not have to agree with someone but you do need to respect their right to have their own ideas and understand where your own ideas come from and why you think what you think.*
6. Are there some words that could be in both lists? Yes
7. Why was it initially put under one heading rather than the other?

RELATE THEMES

- Exploring gender and identity
- Developing respectful relationships
- Communicating effectively

GENDER STEREOTYPES

Media are among the most influential forces in the lives of young people. Images portrayed in magazines, TV, movies, online and advertising are often unrealistic and stereotypical and may have a negative impact on the way people see themselves.

It is important for young people to develop the skills to become critical media consumers and to be able to analyse the sexualised and often stereotypical images that are part of their everyday life. Empowering young people with skills and knowledge enables them to challenge what they see and the underlying messages and strategies used by the media.

People can challenge gender stereotypes by:

- being respectful of everyone
- allowing everyone, including themselves, to be genuine in expressing who they are
- not pressuring others to be something they are not
- not making assumptions and generalisations
- confronting each other when stereotyping occurs
- being an individual and developing their own skills and interests
- being confident and assertive
- promoting equality for all
- promoting respectful relationships for all.

BLANK STEREOTYPE CARDS

A set of blank cards have been included in Activity 3.2 for teachers to add/update any stereotypes that may be more prevalent or suitable for their community. For example, you may wish to include a stereotype that relates to current social media – 'wants to be an Instagram model'.

KEY

| | |
|-----------|----------------|
| ACTIVITY | POSTER |
| | |
| DVD | TEACHING NOTES |
| | |
| QUESTIONS | DISCUSSION |
| | |
| EQUIPMENT | |
| | |

SESSION FORMAT OVERVIEW

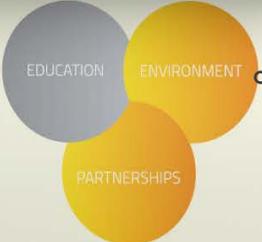
SESSION 3 50 MINUTES

● People think differently depending on the influence of things including culture, religion, family, friends, media, environment, experiences and beliefs.
? Can you see any problems if some people think some of these words fit under only one heading and yet they could be in both?
● Reinforcing gender stereotypes can limit people's choices and decisions.
Lots of media continually portray gender stereotypes and many people copy what they see in magazines, on TV, in movies, etc. which all strengthens people's assumptions and generalisations about how men and women SHOULD look, act and dress. Media portrayal of gender stereotypes is so embedded in our culture that we often don't even recognise the stereotypes. Gender stereotypes greatly influence social expectations and behaviour.
? Give some examples.
● There are many male nurses. Many men change nappies. Lots of men enjoy cooking.
Many women mow lawns and may have a lawn mowing or gardening business.
Many women excel at maths and are accountants, engineers, bankers, etc. Many men are not so good at maths.
Who decided blue is for boys and pink is for girls? Many girls like blue, many don't like pink and vice versa.

ACTIVITY
Give each group an advertisement and each student an activity sheet. Using one of the advertisements, model how to complete the activity sheet. Ask students to discuss the questions on the activity sheet and record their individual responses.
When students have finished their responses, ask for a volunteer from each group to show the class their advertisement and give a brief summary of their discussion.
Ask students what they think is the message of this session (reinforce their understanding using the take home message).

TAKE HOME MESSAGE
Media images often reinforce the gender stereotypes which can limit people's choices and decisions.

HEALTH PROMOTING SCHOOLS STRATEGY
eSmart Schools help schools create a cultural norm of smart, safe and responsible use of digital technologies.
esmartsschools.org.au/Pages/default.aspx
The SeeMe Media Literacy website is an interactive web based resource with five teaching and learning modules designed to promote positive body image and tackle the impact of young people's internalisation of idealised media portrayals of beauty and gender stereotypes.
seeme.org.au/gender-stereotypes.html
The media often perpetuates gender stereotypes through the use of body images. For fact sheets and resources on body image and eating disorders go to thebutterflyfoundation.org.au
The ReachOUT website has information for young people on body image and self esteem. Body image issues are becoming very important to address with young males.
au.reachout.com/What-is-body-image



RELATE © 2018

This is the description of the activity that the students will complete in the session.

This is the most important message for students to understand. If the lesson deviates or does not go to plan, refer back to this message to ensure that students have gained the most important point of the lesson.

This section offers whole school activities that relate to the content of the session. Refer to appendix 'What is a Health Promoting School?' for further information.

This is the Health Promoting School Framework. The orange circles are the ones that are most relevant to these activities.



SESSION
PLANS

- Exploring gender and identity
- **Developing respectful relationships**
- **Communicating effectively**



GROUP AGREEMENT

Group norms are established to set boundaries and increase the comfort level in the classroom. Setting group agreements enables inappropriate language or behaviour to be addressed. Group agreements also provide students with the opportunity to refrain from offering an opinion if they find issues personally confronting.

Each group needs to create their own group agreement in order to have a sense of ownership.

Confidentiality is an essential group agreement for both teacher and students in creating a safe classroom environment and should always be included.

Confidentiality means that teachers AND students:

- should not ask personal questions about behaviour
- should not tell personal stories or use real names
- talk in the 3rd person.

A group agreement is a very useful tool for behaviour management. Referring back to the agreement reminds participants of how 'they' agreed to behave.

SETTING THE SCENE: ESTABLISHING GROUP AGREEMENT

PART 1: ESTABLISHING A GROUP AGREEMENT (APPROXIMATELY 15 MINUTES)



PURPOSE

To provide students with an opportunity to explore and discuss factors that make for a safe and supportive learning environment for all.



PLANNING AND PREPARATION

 Choose appropriate media for sharing with whole group e.g. butcher's paper/whiteboard/interactive whiteboard/Word document/data projector



PROCEDURE

1. On preferred media, write the purpose of the lesson, i.e. To find out what makes for a safe and supportive learning environment for everyone in this group.
2. Remind students that they should be used to working in this way but it is important to re-establish a *group agreement* at the beginning of each term or subject so that everyone in the group has heard the same messages. Brainstorm the factors that make for a safe and supportive learning environment as a whole group and record on preferred media for whole class viewing.
3. Ask students to list how they would like the group/class to behave so that everyone feels safe and supported. The expectations should guide behaviour to ensure that everyone is respected and there is cooperation.

4. Get agreement from the whole class on each group norm.
5. Check that important issues are covered and add any that have been missed. Each class will come up with a different list but some examples are listed below. The first three in **bold** are essential for all groups.
 - a. **Respect others and their opinions. Respect does not necessarily mean agreement.**
 - b. **Confidentiality – do not ask personal questions, do not tell personal stories. Talk in the 3rd person.**
 - c. **Everyone has the right not to offer an opinion or participate in an activity. Everyone has the right to pass.**
 - d. No 'putdowns' or 'dobbing in'.
 - e. Each person is responsible for his/her own learning.
 - f. Everyone has the right to speak.
 - g. Only one person speaking at a time.
6. Record the list and display in the classroom for the term.
7. Tell students that this list will be revisited at the beginning of every session (this is a useful tool for behaviour management).

PART 2: RELATIONSHIP PYRAMID (APPROXIMATELY 35 MINUTES)



PURPOSE

- To revise concepts of *RELATE: Stage 2*.
- To remind students of the importance of using appropriate language.
- To recognise prior knowledge and understanding.



PROTECTIVE INTERRUPTING

Teachers need to be prepared to protectively interrupt, that is, to stop a student from divulging personal information during a lesson that might be harmful to themselves and others. Students need to know they can talk privately after the lesson. Teachers need to be aware of their legal responsibilities regarding Mandatory reporting of sexual abuse and the implementation of prevention/preventative programs.

<http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/policies/child-protection.en?oid=au.edu.wa.det.cms.contenttypes.Policy-id-3782806#Policy Statement>

PLANNING AND PREPARATION

 Activity 1.1 *Relationship pyramid cards* - 1 set per group of 4

 Activity 1.2 *Relationship pyramid* – 1 per student

 Scissors/glue/blu tac

PROCEDURE

1. Ask students what they remember about the 3 *RELATE* concepts they learnt about in *RELATE: Stage 1 and 2*. Display concepts i.e.
 - Exploring gender and identity
 - Developing respectful relationships
 - Communicating effectively

to remind and focus students. Ask students what they remember of using appropriate language and reinforce expectations of appropriate behaviour and language.
2. Remind students of how to use the question box See  *Tips for using a question box*
3. Use a grouping strategy to form groups of 4.
4. Give **each group** a set of  Activity 1.1 *Relationship pyramid cards* and **each student** a copy of  Activity 1.2 *Relationship pyramid*.
5. Explain that each group has a set of cards that show some of the characteristics of romantic relationships. Ask each student to read the cards silently and then, on the blank pyramid, record **THEIR OWN** personal pyramid starting with the least important (to them) on the bottom 5 blocks of the pyramid building up to the most important characteristic (to them) on the top. There are no right or wrong answers to this – everyone has different values and places a different level of importance on these elements. Say, “Think about your values and what is important to you.”



TIPS FOR USING A QUESTION BOX

- Collect questions anonymously. Give opportunities for everyone to write a question at the same time to help with this.
- Encourage students to write questions in the third person
- Invite students to post questions at the end of the lesson – it gives you time to prepare answers for the next session. It is OK not to have all the answers
- Answer questions simply and respectfully
- You can decide what questions to answer directly or let students know you will cover them as the issue arises.

For more information about using a question box and answering questions go to

<http://gdhr.wa.gov.au/-/question-box?inheritRedirect=true>

6. Give 4 minutes for students to complete this individually. Encourage silence for thinking and reflecting on their own opinions and values. (Some blocks have been left blank if students wish to write their own characteristics.)
7. Use a grouping strategy to form groups of 3. Ask groups to now see if they can come to a consensus (an agreement that people in your group can 'live with' even if it is not exactly what they had) and use the cards to build a group relationship pyramid. Encourage them to share their ideas, opinions, attitudes and values as they negotiate where each card will go. Ask students to explain and justify their thinking.
8. Once most groups have finished, ask 1 group to call out their pyramid ranking. Ask for comments from other groups about whether this was the same as, similar to or different from theirs. Discuss why this may be. Use the processing questions below to debrief this activity.



PROCESSING

Possible pointers for answers to processing questions.

Please note, processing information in italics is not an exhaustive list of answers – it is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion.

- How easy was it to complete the first activity – ranking the characteristics by yourself? Why? What made it easy or difficult for you?
- How easy was it for your group to come to a consensus? Why do you think this was? What made it easy or difficult? What skills did you use in this activity?
- Please justify and explain why the cards were placed in the order they were.
- It is important to emphasise there is no right or wrong. People have different reasons (often due to experiences, upbringing and own and family values) for what they think is important.*

 ACTIVITY

Conduct a *Thumbs voting* activity. Read the following statements and ask students to agree that this is an example of consent by showing thumbs up; disagree by showing thumbs down and if they are unsure, showing their thumbs at 90 degrees to their body. (N.B. This activity is designed to allow teachers to gauge students' prior knowledge and understanding of consent and therefore no explanation of terms should be given initially.)

Statements

- Your sister asks to borrow your pen. *(Consent)*
- Your brother uses your bike. *(Not consent)*
- Your friend takes some chips off your plate and you don't mind. *(Not consent)*
- You know your friend loves your music so you offer to let them listen to it for a day. *(Consent)*
- Your friend takes your phone to listen to your music because you let them have it last week. *(Not consent)*

 **What does consent mean?**

 *Consent means to agree to; give permission; express a willingness for something. We are constantly giving consent (agreeing) to many things.*

Ask students what they think is the message of this session (reinforce their understanding using the take home message).

**TAKE HOME MESSAGE**

I already have some knowledge about respectful relationships, gender, communicating and sexting but I can always learn more.
People have different values and attitudes and these come from my experiences, my family, my peers, culture and community.

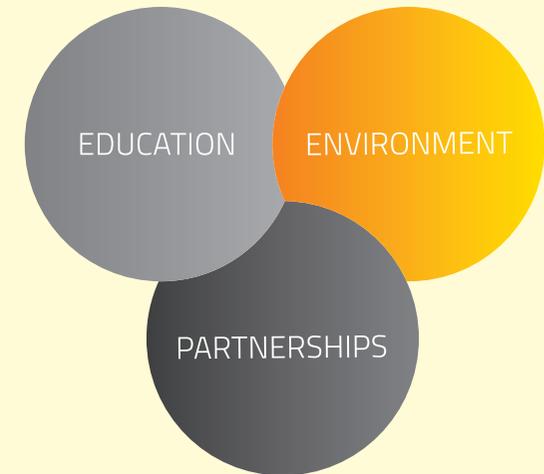
HEALTH PROMOTING SCHOOLS STRATEGY

Consider how the creation and maintenance of a safe and positive learning environment and the development of processes for the effective management of student behaviour supports the health curriculum in your school.

WA Department of Education Behaviour Management in Schools Policy

<http://det.wa.edu.au/policies/detcms/navigation/school-management/#toc2>

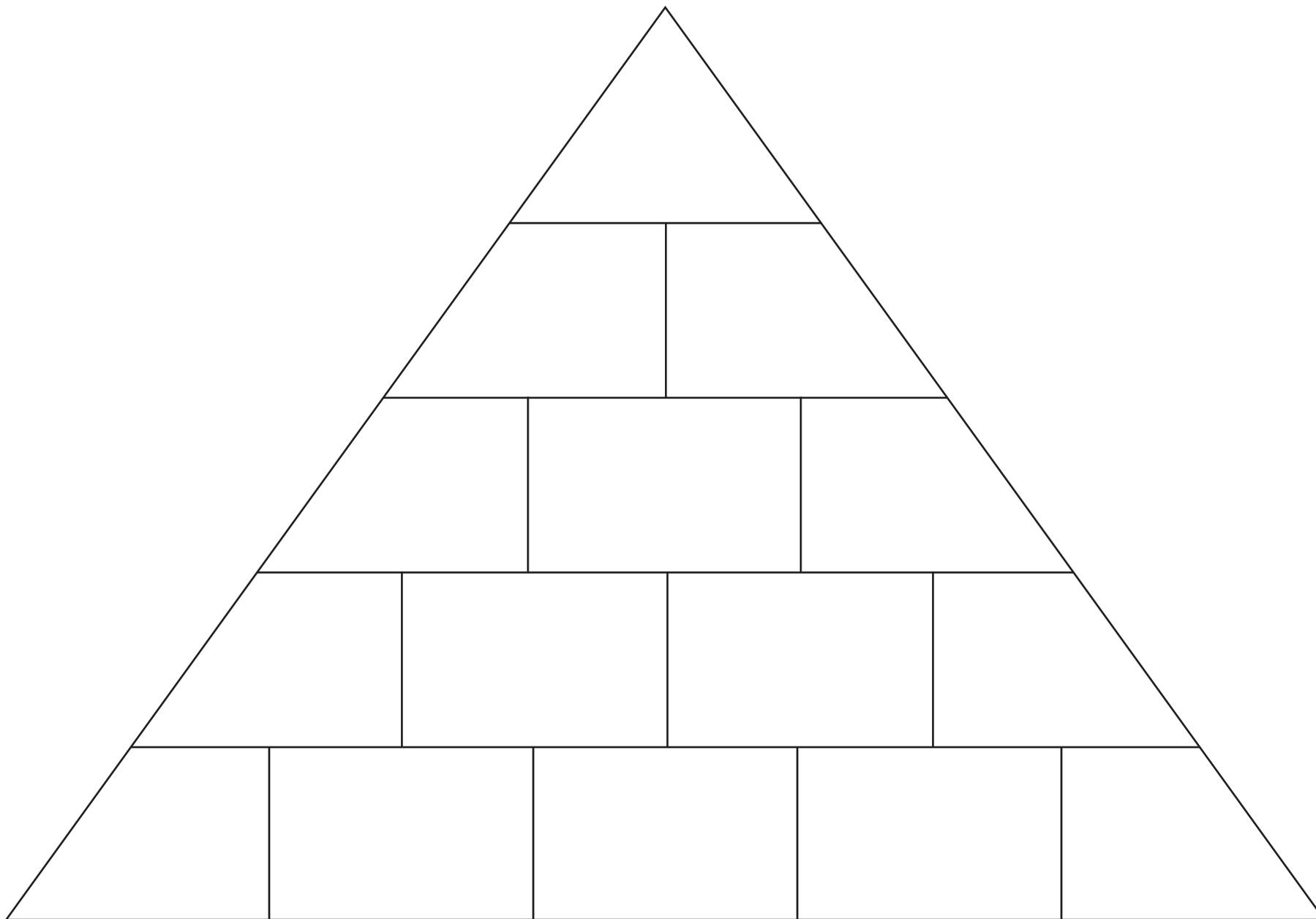
Share this information with your wider school community by publicising your school's behaviour management policy on your website or in the newsletter.



ACTIVITY 1.1

RELATIONSHIP PYRAMID CARDS

| | | |
|---------------------------------------|-----------------------------------|--|
| Has a good body | Is a good laugh | Has lots of friends |
| Listens to me | Has a brain | Is good looking |
| Does not talk behind my back | Someone who I am proud to be with | Is not afraid to show me how they feel |
| Chooses to spend time with me | Does not show off to friends | Cares what I think |
| Makes an effort with personal hygiene | Someone I can trust | Someone my friends like |
| Likes all my FB posts | Good in bed | |



- Exploring gender and identity
- Developing respectful relationships
 - Communicating effectively

WHAT DO YOU THINK?

★ PURPOSE

- To recognise gender stereotypes as expressed and demonstrated in some romantic relationships.
- To identify myths and misconceptions about gender stereotypes.
- To apply knowledge of consent to scenarios.

📌 PLANNING AND PREPARATION

Please read  *Consent and the law in WA and the Important teaching note 2 at the end of this plan when preparing to present this session.*

-  Choose appropriate media for sharing with whole group e.g. butchers paper/whiteboard/interactive whiteboard/Word document/Data projector
-  Choose appropriate media for displaying the sentence stems
-  Large 'gingerbread person' outlines of male and female
-  Poster 2.1 (a & b) *Sex vs gender*
-  Poster 2.2 (a – e) *Kinds of gender stereotypes*
-  Activity 2.3 *Personality trait stereotype cards* - 1 card per student (30 cards)
-  Activity 2.4 *Stereotype behaviour cards* - 1 card per student (18 cards)
-  Poster 2.5 (a & b) *Consent: Ready, willing and able*
-  YouTube clip of *Throw like a girl* <https://www.youtube.com/watch?v=XjJQBjWYDTs>

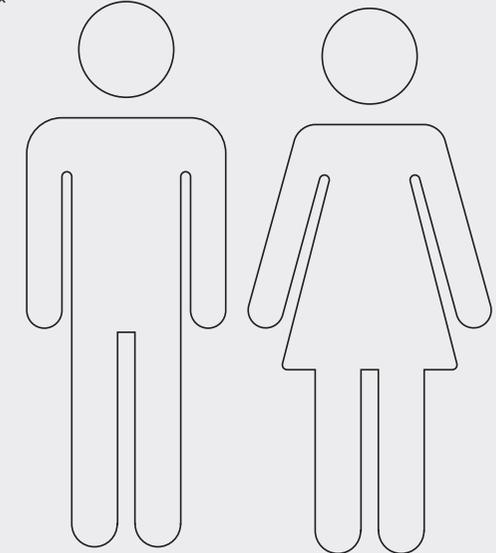


CONSENT AND THE LAW IN WA

<https://www.legalaid.wa.gov.au/InformationAboutTheLaw/treatment/Pages/Rightsforyoungpeople.aspx#whenamioldenoughtohavesex>



GINGERBREAD PERSON





PROCEDURE

1. Revise the group agreement.
2. On preferred media, write the purpose of the lesson, i.e. To recognise gender stereotypes that can be seen in some romantic/intimate/sexual relationships and to find out more about consent.
3. Explain that this session will consist of short activities that are intended to revise concepts covered in *RELATE: Stage 1 and 2*. (N.B: If these concepts were not covered in previous years, these activities will require more time.)
4. Revise concepts of 'sex' and 'gender' using  Poster 2.1 (a & b) *Sex vs gender*.



ACTIVITY 1

5. Show  YouTube video of *Throw like a girl*
<https://www.youtube.com/watch?v=XjJQbjWYDTs>



PROCESSING

Ask students to complete a *3 Minute pause* activity reflecting on the  YouTube video *Throw like a girl*. Students write for 3 minutes (without discussing anything) to complete the following sentence stems:

- I changed my attitude about...
- I became more aware of...
- I was surprised about...
- I felt...
- I related to...
- I empathised with...



GENDER STEREOTYPES

Roles, responsibilities and expectations are learned from family, friends, communities, opinion leaders, religious institutions, schools, the workplace, advertising and media. They are also influenced by custom, law, class, ethnicity and individual or institutional bias.

Explain that sex has to do with biological and genetic matters, whereas gender refers to socially constructed roles, responsibilities and expectations of males and females in a given culture or society. The definitions of what it means to be female or male are learned, vary among cultures and change over time.

These generalisations and stereotypes may lead to assumptions and often these assumptions are incorrect. Generalisations and stereotypes ignore individual differences and treat groups of people as all being the same.

Stress that stereotyped ideas about female and male qualities can be damaging because they limit our potential to develop the full range of possible human capacities. By accepting these stereotypes we restrict our own actions and lose the ability to determine our own behaviour, interests and skills.

Ask for volunteers to share what they wrote and why with the whole group.

6. Ask, "What is this (video) an example of?" *Stereotyping*
7. Explain: "A stereotype is a widely accepted judgment or bias regarding a person or group — even though it is overly simplified. Stereotypes about sex and gender can cause unequal and unfair treatment because of a person's sex. This is called **sexism**."
8. Ask for some words often used to describe masculinity and femininity.
9. Display  Posters 2.2 (a - e) *Kinds of gender stereotypes*
10. Explain that, in *RELATE: Stage 1 and 2* we looked at gender stereotypes particularly to do with domestic behaviours, occupations and physical appearance. In this session we are interested in gender stereotypes to do with **personality** traits – those that can be seen in some relationships, especially romantic, boyfriend/girlfriend relationships.
11. Ask for 2 examples of gender stereotypes to do with **personality** traits that can be seen in some romantic relationships. Allow time for students to think of something themselves before giving a suggestion - some examples are provided in the table below.
12. Give each student a card from  Activity 2.3 *Personality trait stereotype cards*.
13. Invite students to place their card on the male or female outline according to whether they think it is a traditionally masculine personality stereotype or feminine personality stereotype. Have students give a brief reason why. (You may choose to use all or only some of these words depending on class numbers and timing.)
14. Discuss which cards have been put where and why.

| | MASCULINITY | FEMININITY | |
|----------------------------------|--|--|--|
| Words often used to describe ... | <ul style="list-style-type: none"> ▪ <i>independent</i> ▪ <i>unemotional</i> ▪ <i>aggressive</i> ▪ <i>tough-skinned</i> ▪ <i>competitive</i> ▪ <i>clumsy</i> ▪ <i>experienced</i> | <ul style="list-style-type: none"> ▪ <i>strong</i> ▪ <i>active</i> ▪ <i>self-confident</i> ▪ <i>hard</i> ▪ <i>sexually aggressive</i> ▪ <i>rebellious</i> ▪ <i>headstrong</i> | <ul style="list-style-type: none"> ▪ <i>dependent</i> ▪ <i>emotional</i> ▪ <i>passive</i> ▪ <i>sensitive</i> ▪ <i>quiet</i> ▪ <i>graceful</i> ▪ <i>innocent</i> |
| | | <ul style="list-style-type: none"> ▪ <i>weak</i> ▪ <i>flirty</i> ▪ <i>nurturing</i> ▪ <i>self-critical</i> ▪ <i>soft</i> ▪ <i>sexually submissive</i> ▪ <i>accepting</i> | |

- Give each student a card from  Activity 2.4 *Stereotype behaviour cards*. Explain that these cards describe gender stereotyped **behaviours** that are sometimes found in romantic/intimate/sexual relationships. Have students place their card on the male/female outline.
- Discuss why each card has been put where and why.

| | MALE | FEMALE |
|--|--|---|
| Gender stereotypes behaviours found in some romantic/intimate/sexual relationships | <p>----- don't cry</p> <p>The ----- should pay for everything</p> <p>----- always want sex</p> <p>----- always think about sex</p> <p>----- need to do the asking out</p> <p>-----are players</p> <p>----- don't remember important dates and events</p> <p>Muscles are sexy</p> <p>----want lots of different sexual partners</p> | <p>----- dressing in a sexy manner are 'asking for it'</p> <p>----- just need to be persuaded to engage in sexy behaviour</p> <p>----- are worried about their weight</p> <p>----- wear makeup to be attractive to -----</p> <p>Skinny is hot</p> <p>All ----- want a relationship</p> <p>----- are content with one partner</p> <p>Showing lots of skin is hot</p> <p>Sex is more emotional for ----</p> |

PROCESSING

-  Is it possible that some PERSONALITY cards could have gone on both the male/female outline?
-  *All of the cards could go on both male or female.*
-  Was there any uncertainty in placing each of the BEHAVIOUR cards on the male/female outline? Why?
-  *Probably not much. These are assumed behaviours and are very common stereotypes in our Western culture – they may not be in another culture or society. Just because they are common doesn't mean to say they are correct.*
-  What do these sorts of stereotypes do to some people?
-  *Stereotyped ideas about female and male qualities can be damaging because they limit our potential to develop the full range of possible human capacities.*



What can happen when people make generalisations about how males and females act in relationships?



Incorrect assumptions can be made; communication can be misinterpreted or misread, leading to misunderstandings and disagreements or arguments; myths can be reinforced.

All of these generalisations that people often make because of stereotyping can lead to confusion and problems when it comes to consent.



ACTIVITY 2

17. Say, "Last week we talked about consent. Who remembers what consent in a general sense means?"
(*Consent means to agree to; give permission; express a willingness for something.*)
"But it also means more. Giving consent to sex means agreeing to engage in sexual activity. What is the legal age of consent for sex in WA (it is different in other states)?" *16 years*
"Giving consent to sex is about being *Ready, willing and able*. What does this mean?"
Show  Posters 2.5 (a & b) *Consent: Ready, willing and able*
18. Say, "Consent is a very important part of a respectful and ethical relationship. We will be looking at the ethical, respectful and legal aspects of consent in relationships in more detail for the rest of this term. Consent is equally important for males and females."
19. Remind students of the *Thumbs voting* activity from last week. Have students show whether they believe the following situations to be examples of 'consent', 'no consent', or 'unsure'. (In this case there will be right and wrong answers.)
20. Read out the following situations, allow students time to think and then vote with their thumbs. Explain the reason for each situation being classified as 'consent' or 'no consent' (written in italics) after each statement.
 - a. Snapping someone's bra strap. (*No consent; no conversation; disrespectful; is sexual harassment.*)
 - b. Insisting on showing someone a sexy video on their phone when the other person says they are not interested. (*No consent; person said they didn't want to see it.*)
 - c. Asking a couple of mates if they want to see a sexy music video clip. (*Consent; asked permission.*)
 - d. Two people having sex at a party while intoxicated. (*No consent; not legally able to consent when intoxicated; age is another factor to consider – need to be 16 or over.*) **If students have more questions say that this will be covered in more detail in following sessions.**
 - e. Two 17 year olds 'hooking up' at a party. (*Unsure - probably consent; if they talked about having sex and both agreed; they are over 16; they are not intoxicated.*)
21. Say, "Over the next few sessions we will be looking at different aspects of consent."



PROCESSING



What are 2 new things that you learnt today? (These can be recorded if desired)



Ask for *volunteers* to read out what they have written. Affirm and thank students for their contributions.

Ask students what they think is the message of this session (reinforce their understanding using the take home message).



TAKE HOME MESSAGE

Consent is a really important consideration in a respectful relationship. In order to give consent for sex everyone must be *Ready, willing and able*.

HEALTH PROMOTING SCHOOLS STRATEGY

Challenging sexuality and gender-based bullying in schools

A national study that found 80 per cent of sexuality and gender-based bullying happens in schools.

In 2012 the Equal Opportunities Commission published a set of three information sheets. They contain information about:

- sexual orientation discrimination
- sexual harassment and how it relates to sexuality and gender-based bullying
- who to contact if you or someone you know is being bullied in this way
- personal anecdotes
- myth busting section to educate people about sexuality and gender diversity.

For a link to add to your school website or e-newsletter go to <http://www.eoc.wa.gov.au/your-rights>

Sexuality and gender-based bullying in schools. Equal opportunity fact sheets for **students, teachers and parents.**

<http://www.eoc.wa.gov.au/community-projects/safe-schools-wa/resources>

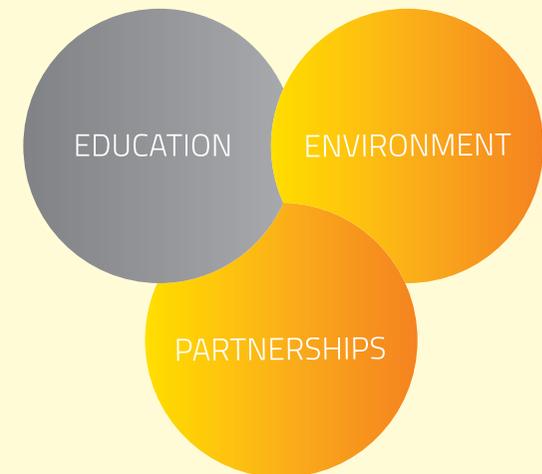
Fact sheets can also be downloaded and printed. Copies of these facts sheets can be found in the appendix of this resource for ease of photocopying.

Guidelines for supporting sexuality and gender diversity in schools: Sexuality discrimination and homophobic bullying

<http://www.eoc.wa.gov.au/community-projects/safe-schools-wa>

Guidelines for supporting sexuality and gender diversity in schools (Guidelines) was created to assist schools, in both public and private education sectors, to effectively address bullying specific to sexuality and gender diversity, to create greater awareness, and to encourage a whole school and community approach to this issue.

Aligned with the principles of the *National Safe Schools Framework*, the *Guidelines* aim to draw on the strengths of school communities to create teaching and learning environments where all members feel, and are, safe from discrimination, bullying and harassment. Australia has both national and state legislation that underpins the respect, fairness and safety expected in school environments. **Student Wellbeing Hub** <https://studentwellbeinghub.edu.au>



IMPORTANT TEACHING NOTE 2: TEACHING STUDENTS HOW TO SAY 'YES' TO SEX...MAY BE LESS PROBLEMATIC THAN ONLY TEACHING THEM TO SAY 'NO...'

Boskey, E 2017. Retrieved January 15, 2018 from <https://www.verywell.com/sexual-agency-3132581>

The following is an opinion piece, not based in research. Therefore, it has not been medically reviewed.

I firmly believe that we do young people, both men and women, a disservice by only teaching them how to say 'no' to sex. Even a lot of comprehensive sex education <<http://std.about.com/od/prevention/tp/toptencompsexed.htm>> provides contraceptive and safe sex <<http://std.about.com/od/sextips/a/How-To-Have-Sex-Safely.htm>> information primarily as a slightly second class alternative to saying no, rather than as unbiased information about skill development. Part of that is because of the high level of moral panic around the notion that talking to kids about sex<<http://std.about.com/od/teenagesexuality/f/sextalk.htm>> may encourage them to have it, a notion that extensive research has conclusively proven to be incorrect. However, I think that our focus on 'no' also reflects greater problems in our society, specifically widespread lack of interest in encouraging personal responsibility and fighting the gender and sex role stereotypes that contribute to rape culture.

Rape Culture refers to the group of cultural attitudes, expectations, and behaviours that promote sexual violence -- in particular, sexual violence against women. One example of this is how culture both subtly and explicitly encourages young men to feel entitled to sexual access unless they receive a clear, unambiguous 'no'. Another is how, when a person gets someone they're sexually interested in to loosen their inhibitions by getting them drunk enough to either consent or fail to remember how to say 'no',

we blame the person who has been assaulted for drinking rather than the person who has encouraged the drinking for an assault.

I've spoken about this issue before when writing about how adults should be looking for enthusiastic consent<<http://std.about.com/od/dating/a/Embracing-The-Notion-Of-Enthusiastic-Consent.htm>> in their sexual encounters. However, I'd also like to encourage parents and educators to think about the potential problems with only teaching young people to say 'no' to sex, and never teaching them how and when they might want to say 'yes'.

5 disadvantages of only teaching young people to say 'no' to sex

1. It makes having sex the default option any time two sexually compatible people are alone with motive and opportunity.
2. It makes young people, young men in particular, believe that it can't be sexual assault if they haven't heard a clear 'no', rather than believing that they shouldn't have sex unless they get a clear 'yes'.
3. It risks their assuming you know nothing about their lives, particularly when that 'no' is couched in advice like, "until marriage" <<http://std.about.com/od/stdsinthemedial/a/marriedstds.htm>> or "until you're really in love."
4. It takes away young people's agency <<http://std.about.com/od/A-B/g/Sexual-Agency.htm>>, by making them feel like the only way they can control their sexuality is to deny it.
5. It doesn't encourage young people to look for positive ways of connecting intimately with their partners, just to set up roadblocks to sex.

In contrast, if we were to start teaching young people that it's okay to say 'yes' to sex -- when they're ready, if they've thought about the potential risks and consequences -- then we simultaneously give them the skills to say 'no'. Furthermore, we may even encourage them to do so without implying that saying 'yes' isn't also a valid choice. In other words, teaching young people that there are times when they might want to say 'yes' to sex also gives them the opportunity to explore the many times when they might not.

5 advantages of teaching young people how and when they might choose to say 'yes' to sex

1. It teaches them that sex isn't something that 'just happens,' that instead it is something that should only occur when both people want to be there and are ready to explore. It also encourages discussion about STD testing <<http://std.about.com/od/gettingtested/a/talkabouttesting.htm>> and having sex safely.
2. It allows them to acknowledge that wanting sex isn't wrong. It also teaches them that there can be good reasons to want sex and still decide not to have it... at that moment, with that person, or until they are both sober <<http://std.about.com/od/riskfactorsforstds/f/Is-It-Dangerous-To-Mix-Drinking-And-Sex.htm>> and are certain they're willing.
3. It discourages gender essentialist <<http://std.about.com/od/G-L/fl/What-is-gender-essentialism.htm>> assumptions such as 'men always want sex' or 'women are just saying 'no' because they've been told to' and allows people of all sexual orientations and gender identities <<http://std.about.com/od/C-D/g/CisGendered.htm>> to explore their own levels of need and desire both on their own and in the context of their relationships. It neither shames women for wanting to be sexual nor men for choosing not to be.

4. It improves young people's agency by telling them that they can decide what they want in their lives, rather than just denying what they don't
5. It allows people to acknowledge sexual desire and seek out intimate connection at times and places where specific forms of sexual expression might be inappropriate or unwise.

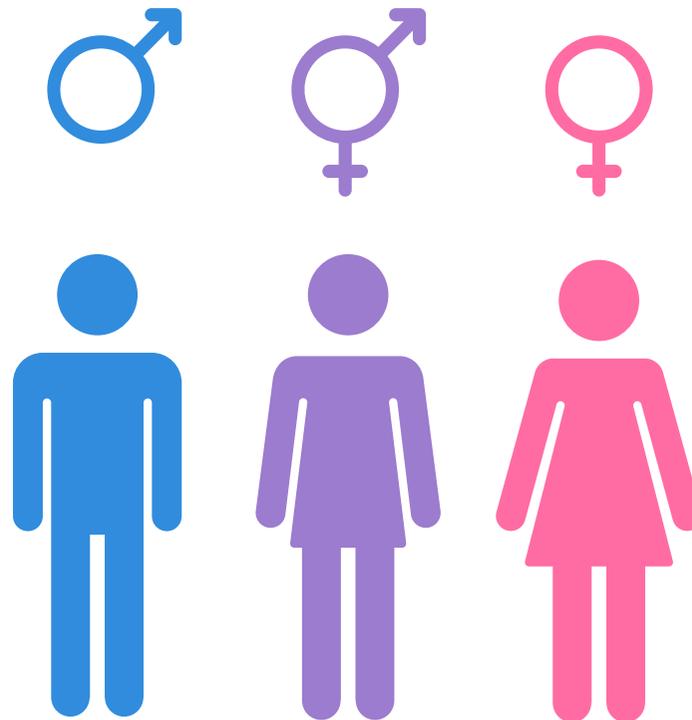
How this plays out in the adult realm

In the past, I've talked about a friend who used to say that it would be disrespectful to her husband for her to be alone in the room with a man, because sex might happen -- or someone might assume that it had. When we discussed her beliefs about the matter in more detail, I learned that she felt powerless to keep from having sex with someone she felt attracted to if an opportunity to do so presented itself. She worried she might want to say 'yes,' and even though she knew she wouldn't, she also wasn't certain she could say 'no'. In her world, all it took for infidelity to occur was a lack of active resistance. It had never occurred to her that sex shouldn't be happening except at times that she had actively chosen to say 'yes'.

I honestly believe that the world would be a better place if people asked their partners if they wanted to have sex and waited for them to say 'yes'. Think about it this way. Do we really want to continue living in a society where the expectation is that it's okay to do what you want to another person as long as they haven't yet gotten around to saying 'no'?

SEX

The biological features a person is born with that are used to determine whether they are male or female.



GENDER

Different roles and expectations that families, cultures, society, religion and media give to men and women.



4 BASIC KINDS OF GENDER STEREOTYPES

- **Stereotype** – a widely accepted judgement or bias regarding a person or group, even though it is overly simplified
- **Stereotypes about sex and gender can cause unequal and unfair treatment because of a person's sex – called SEXISM.**

PERSONALITY TRAITS

Example: Women are often expected to be passive and submissive, while men are usually expected to be self-confident and aggressive.

A stereotype?

Yes or No?



DOMESTIC BEHAVIOURS

Example: Caring for children is often considered best done by women, while household repairs are often considered best done by men.

A stereotype?

Yes or No?



OCCUPATIONS

Example: Until very recently most nurses and secretaries were usually women, and most doctors and construction workers were usually men.

A stereotype?

Yes or No?

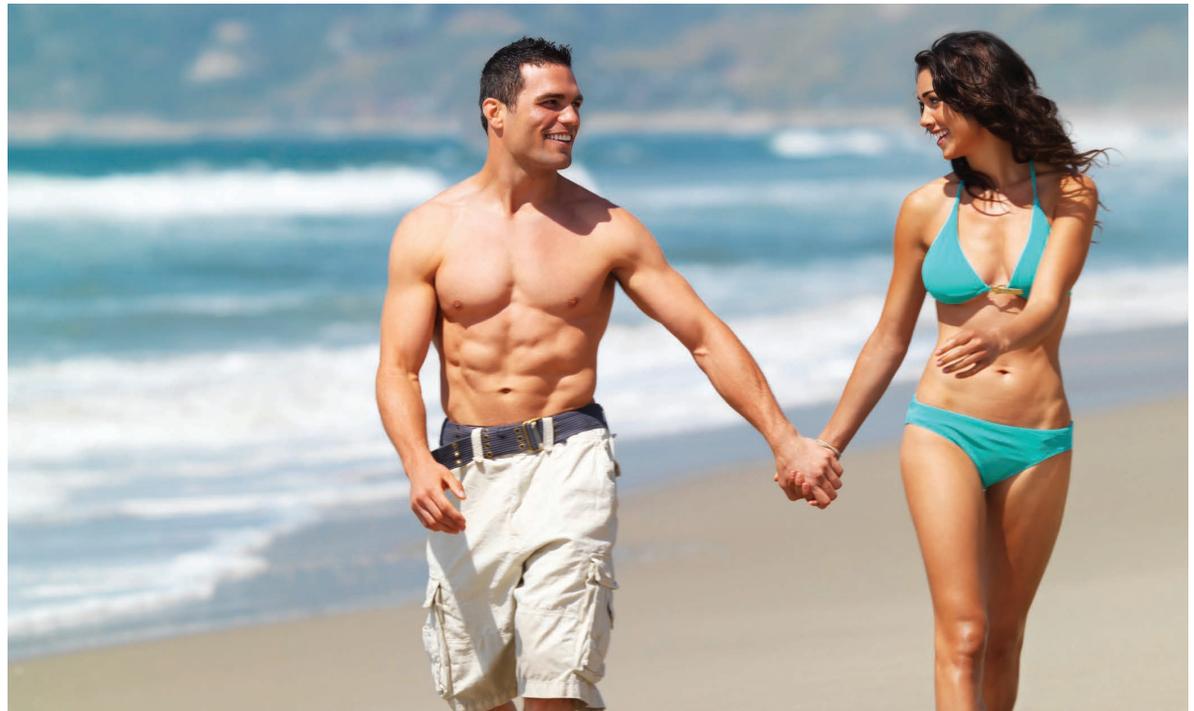


PHYSICAL APPEARANCE

Example: Women are expected to be small and graceful, while men are expected to be tall and broad-shouldered.

A stereotype?

Yes or No?



| | | |
|-------------|---------------|---------------------------|
| Unemotional | Emotional | Passive |
| Competitive | Quiet | Graceful |
| Strong | Weak | Flirty |
| Hard | Self-critical | Soft |
| Headstrong | Accepting | <hr/> (write your own) |

| | | |
|----------------|---------------------|---------------------------|
| Independent | Dependent | Aggressive |
| Tough-skinned | Sensitive | Clumsy |
| Experienced | Innocent | Active |
| Self-confident | Nurturing | Sexually aggressive |
| Rebellious | Sexually submissive | _____ (write your own) |

ACTIVITY 2.4

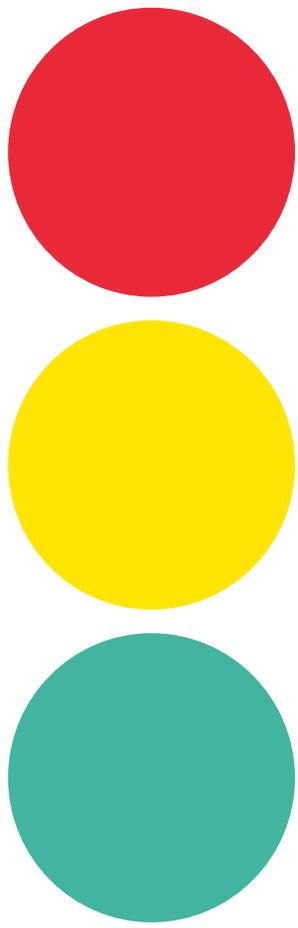
STEREOTYPE BEHAVIOUR CARDS

| | | |
|---|--|---|
| <p>-----dressing in a sexy manner are 'asking for it'</p> | <p>----- just need to be persuaded to engage in sexy behaviour</p> | <p>----- are worried about their weight</p> |
| <p>----- wear makeup to be attractive to -----</p> | <p>Skinny is hot</p> | <p>All ----- want a relationship</p> |
| <p>----- are content with one partner</p> | <p>Sex is more emotional for -----</p> | <p>Showing lots of skin is hot</p> |

ACTIVITY 2.4

STEREOTYPE BEHAVIOUR CARDS

| | | |
|---|-------------------------------------|---|
| ----- don't cry | The ----- should pay for everything | ----- always want sex |
| ----- always think about sex | ----- need to do the asking out | ----- are players |
| ----- don't remember important dates and events | Muscles are sexy | -----want lots of different sexual partners |



CONSENT
JUST ASK

Ready, willing and able

SEX & CONSENT

READY

You must be over 16 and feel emotionally and physically ready within yourself.

WILLING

You get to choose who you have sex with and what sexual acts you are comfortable with.

ABLE

You must be able to give consent.

You cannot give consent if you...

- are stoned or drunk
- have had your drink spiked
- you are unconscious, for whatever reason
- if you are sick physically or mentally and if you don't understand what's going on.

GOT
CONSENT?



If a person is not willing or able to give consent then it is considered a sexual assault and is against the law.

- Exploring gender and identity
- Developing respectful relationships
 - **Communicating effectively**

DIFFERENT POINTS OF VIEW



PURPOSE

To identify different viewpoints and perspectives of the same event.

To understand the need for clear, assertive and respectful communication.

To identify clear, assertive and respectful communication.



PLANNING AND PREPARATION

Please read the *Important teaching note 3* at the end of this plan when preparing to present this session.



Posters 2.5 (a & b) *Consent: Ready, willing and able*



Poster 3.1 (a & b) *What is a respectful relationship?*



Activity 3.2 (a & b) *Kate's story and Josh's story* - 2 copies



Activity 3.3 *Questions about Josh and Kate* – 1 question per group of 4 - 6 students



PROCEDURE

1. Revise the group agreement.
2. Using preferred media display the purpose of the lesson i.e. To identify different viewpoints of the same event.
3. To review what was covered in the last session about consent, ask students what they remembered about consent (*Ready, willing and able*). Display Posters 2.5 (a & b) *Consent: Ready, willing and able*.



SEX AND CONSENT

Sex is never an obligation – each partner has the right to say no. If a partner asks you to stop you must respect this.

<http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=243&np=291&id=2180>

Are you ready for sex?

<http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=243&np=291&id=2170>

4. Explain that in *RELATE: Stage 1 and 2* we learnt a lot about respectful relationships. This year we are going to be looking at respectful and ethical sexual relationships. Display  Posters 3.1 (a & b) *What is a respectful relationship?* (Ask, "**What does 'agreeing on the use of protection for safe sex' mean?**" *Use of condoms for protection against STIs and unplanned pregnancy*).
5. Ask for 2 volunteers, one male and one female. Give the female  Activity 3.2a *Kate's story* and the male  Activity 3.2b *Josh's story*. Give the volunteers time to read through their sheets several times and think about how that individual would sound in that situation. Ask them to dramatically read Kate's story and Josh's story taking turns (i.e. the female reads 1a then the male reads 1b, then the female reads 2a, male reads 2b and so on. This illustrates the two different perspectives on the same event – how two different people can see the same event so differently).
6. Use a grouping strategy to put students into mixed sex groups of no more than 6. Give each group questions from  Activity 3.3 *Questions about Josh and Kate* to discuss (more than one group may have the same questions depending on numbers).
7. Ask groups to share their answers and discussions. Emphasise the key messages about sexual assault, consent and being ready, willing and able and check for the students' understanding.
8. Brainstorm as a whole group and record on preferred media different ways people say 'NO' to going further in a sexual relationship.
(Suggestions may include: *I have a boyfriend/girlfriend; I'm not in the mood; Rub my back instead; This isn't what I had in mind; Let's wait; Stop NOW!* etc.) See  *Communicating* for reminders that assertive communication is about 'being 100% there'.
9. From the list compiled ask students to identify and record the 3 most effective ways of saying 'no' **for them**.
10. Students can role play their responses in pairs making sure their body language and tone matches their words (they are '100% there').



COMMUNICATING

Expression of attitudes, feelings and meanings

Some research says that:

- only 7% of the meaning is conveyed by the WORDS we say
- 38% is how we SOUND (our tone)
- 55% is how we LOOK (our gestures, posture and facial expressions)

SO

we need to be **100% there** to communicate effectively.

Therefore, we need to

- LOOK and
- SOUND like
- WHAT we are saying!



PROCESSING

Possible pointers for answers to processing questions.

Please note, processing information in italics is not an exhaustive list of answers – it is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion.



What is consent? Is it always easy to tell if consent has been given/taken away?



Consent is about saying YES OR NO. Being respectful in a relationship means asking for consent; listening to the answer and responding appropriately. The safest thing to do is not to assume anything. Be clear, assertive and respectful in asking and answering. Say what YOU want and listen to what your PARTNER wants. If you are unsure – ask!

Ask students what they think is the message of this session (reinforce their understanding using the take home message).



TAKE HOME MESSAGE

I feel confident to communicate my consent clearly. I understand the importance of checking that I have consent from my partner.

HEALTH PROMOTING SCHOOLS STRATEGY

Ensure school staff, students and parents are aware of the legalities of sexual relationships and sexual activity for young people, and reliable sources for this information.

Legal Aid WA

Sex and consent

<https://www.legalaid.wa.gov.au/InformationAboutTheLaw/treatment/Pages/Rightsforyoungpeople.aspx#whenamioldenoughtohavesex>

Youth Legal Service WA

Sex & my body (Fact sheets)

<http://youthlegalserviceinc.com.au/fact-sheets/>

Age of consent & sexual behaviour

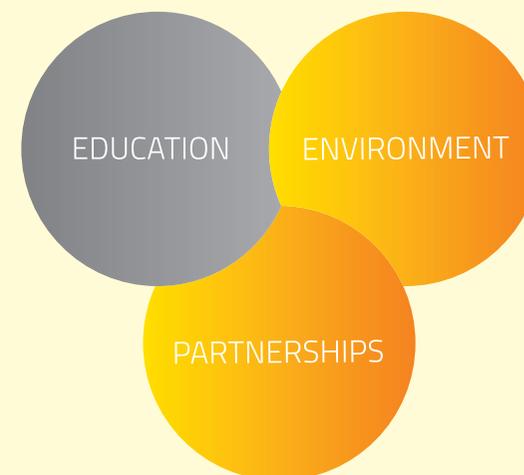
Consequences for sex offences

What age can I terminate a pregnancy?

What age can I consent to my own medical treatment?

What age can I get a body piercing?

What age can I get a tattoo or brand?



IMPORTANT TEACHING NOTES 3: EXPLANATION OF TERMS

Sexual activity

<https://www.getthefacts.health.wa.gov.au/sex>

http://www.kemh.health.wa.gov.au/services/sarc/what_is.htm

Sex and the law

<https://gdhr.wa.gov.au/-/sex-and-the-law>

Sexual harassment

<http://au.reachout.com/sexual-harassment>

Sexual assault

http://www.kemh.health.wa.gov.au/services/sarc/what_is.htm#whatis

<https://www.getthefacts.health.wa.gov.au/relationships/sex-and-the-law/sexual-assault>

<http://au.reachout.com/what-is-sexual-assault>

Date rape / intimate partner violence

<https://www.getthefacts.health.wa.gov.au/relationships/sex-and-the-law/date-rape>

<http://www.ourwatch.org.au/understanding-violence/facts-and-figures>

What is a respectful (sexual/romantic/ intimate) relationship?



A respectful (sexual/romantic/intimate) relationship has:

- both people are willing and able to give consent
- neither person is being coerced, forced or feeling pressured to have sex
- both people agreeing on the use of protection for safer sex.



- 1a. Josh and I had been dating for a few months. He was really cool and easy going, he didn't put pressure on me to have sex like some guys do. I really trusted him and I didn't think he could hurt me.
- 2a. The night of the party my sister lent me one of her favourite dresses. It was beautiful, a little flashier than I normally wear but it was really flattering.
- 3a. I was having a great time at the party but I drank a little bit too much.
- 4a. I decided I needed to lie down for a bit and I thought it would be weird to leave Josh on his own so I asked him if he wanted to come with me.
- 5a. The next thing I knew he was all over me, forcing me to have sex with him.
- 6a. It was horrible, I tried to fight him off but I didn't want to scream and make a fool of myself with all those people in the next room.

- 1b. Kate and I had been dating for three months. We hadn't slept together yet but I had made it clear that I was attracted to her and expect to have sex with eventually.
- 2b. We were going to a party together. Kate looked amazing in a very sexy dress and I thought she was dressing sexy because she was ready to have sex.
- 3b. We both drank alcohol at the party and Kate got very flirty and clingy.
- 4b. Kate wanted to go and lie down, and for me to snuggle with her. Obviously she wanted to have sex.
- 5b. She did grumble a little when I started to undress her but I figured she wanted to be persuaded. Lots of girls feel like they can't be too forward about sex otherwise they are seen as being easy or slutty. Girls want guys to take responsibility for sex.
- 6b. We had sex and it was fine. Kate didn't really talk to me much after but I thought she felt awkward. I took her home from the party and I thought everything was ok. Ever since that night Kate refuses to talk to me or go out with me. I thought she really liked me.

Adapted with permission from Carmody, M (2009) *Sex & ethics: The sexual ethics education program for young people*. Palgrave Macmillan: Melbourne.

After hearing and reading Josh and Kate's stories, discuss and answer the following questions:

Group 1

1. Did Josh seem to think it was okay to have sex with Kate? Why do you think this?
2. Give examples of his behaviour and thinking.

Group 2

1. Did Kate consent to having sex? Why do you think this?
2. What were Josh's beliefs about girls that made him think he could have sex with Kate without her consent?

Group 3

1. How could this situation have been avoided?
2. What could Josh have done to ensure Kate had consented to sex?

Group 4

1. Is this sexual assault? Why do you think this?
2. Is any of this Kate's fault? Why do you think this?

- Exploring gender and identity
- **Developing respectful relationships**
- Communicating effectively

TRUSTED MOMENTS

PURPOSE

To identify disrespectful and unethical behaviours in a variety of relationships.

To view and discuss the  DVD *Trusted moments*.

PLANNING AND PREPARATION

 Computer and data projector OR TV/DVD Player

 Posters 2.5 (a & b) *Consent: Ready, willing and able*

 Poster 3.1 (a & b) *What is a respectful relationship?*

 DVD *Trusted moments* (8 mins) <http://www.trustedmoments.com.au/#!/watch-film/c1jik>

 Activity 4.1 *Key moment 1, 2 and 3 question cards* – 1 per group of 4 students

 Appropriate media for recording discussions

PROCEDURE

1. Revise the group agreement.
2. Using preferred media, display the purpose of the lesson i.e. To identify disrespectful and unethical behaviours in a variety of relationships.
3. Review what was covered in the last session about consent. "What do you remember about consent from the last session?" (*Ready, willing and able*)
4. Revise  Poster 3.1 (a & b) *What is a respectful relationship?*

CONFIDENTIALITY

Confidentiality is an essential group agreement for both teacher and students in creating a safe classroom environment and should always be included.

Confidentiality means that teachers AND students:

- do not ask personal questions about behaviour
- do not tell personal stories or use real names
- talk in the 3rd person.

A group agreement is a very useful tool for behaviour management. Referring back to the agreement reminds participants of how 'they' all agreed to behave.

PROTECTIVE INTERRUPTING

Teachers need to be prepared to protectively interrupt, that is, to stop a student from divulging personal information that might be harmful to themselves and others during a lesson. Students need to know they can talk privately after the lesson. Teachers need to be aware of their legal responsibilities regarding Mandatory reporting of sexual abuse and the implementation of prevention/preventative programs. <http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/policies/child-protection.en?oid=au.edu.wa.det.cms.contenttypes.Policy-id-3782806#Policy Statement>

5. Introduce the video  *Trusted moments*. Tell students that they are going to watch a video that is about respectful and disrespectful behaviours and about decisions people make that can put them in unsafe situations. They will be working with the story for the next few weeks. Remind students of what has been discussed over the last 2 weeks about respect in any and all relationships. Consider all the disrespectful and unethical behaviours that can be seen in this story.
6. Display the focus question: *What examples of disrespectful and unethical behaviours do you see in Trusted moments?*
7. Watch  *Trusted moments* (8 minutes). Students can record brief notes as they view the video.
8. In pairs, ask students to discuss their responses to the focus question.
9. Ask for volunteers to share some of their examples with the whole group. (Do not discuss at length as there will be time for more discussion in the next activity.)
10. Say, "There are 3 key (most important or significant) moments in this story. These are moments where a different decision could have been made, or a different action taken that would have resulted in a different, possibly better and safer outcome. We are going to watch this again and I want you to put your hand up when you think a key moment occurs".
11. IF students do NOT recognise the key moments stop the video and explain that it is a key moment.

Key (significant) moment 1 (00:25 – 01:23)

The interaction between Bianca and Mel, when Bianca encourages Mel to take her top off.

Key (significant) moment 2 (06:20-06:53)

The reaction of party guests to Reece's film of Krystal in the toilet.

Key (significant) moment 3 (07:30 – 08:00)

When Nick closes the door behind him after following Mel into the bedroom.

12. Divide class into small groups of no more than 6 and give each group 1 of the 3 moments from  Activity 4.1 *Key moment 1,2,3 question cards*. Allow sufficient time for each group to discuss and record their discussion before reporting back to the whole group.



DISCLOSURES

Know your school's procedures for dealing with disclosures BEFORE you do this session.

Sometimes a student may disclose sexual abuse in a session about relationships. If a disclosure occurs, ensure that you believe, listen and respond. If the disclosure happens within the class setting, protectively interrupt and address the person one on one at an appropriate time.

Know your role as a Mandatory Reporter of Child Sexual Abuse and the policies you must follow. See the Child Protection Policy <http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/policies/child-protection.en?oid=au.edu.wa.det.cms.contenttypes.Policy-id-3782806#PolicyStatement>



WHAT DO YOU NEED IN ORDER TO HAVE ETHICAL SEX?

- You need to know and be **comfortable with your own body**. This helps you to determine what you are comfortable consenting to, and gives you an understanding of what you might like from your partner.
- You need to be comfortable with your own sexuality and **be able to experience sexual pleasure without guilt or shame**. If you're ashamed of being sexual, you might not plan ahead for sex or might be less respectful of your partner and her or his sexuality. This works against having both protected and respectful sex.
- You need to be **assertive about your sexuality**. If you aren't able to be assertive about what you would like to do and what you would not like to do, it's harder to have truly consensual sex.
- You need to have **respect for other's values**. Your



PROCESSING

Possible pointers for answers to processing questions.

Please note, processing information in italics is not an exhaustive list of answers – it is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion.



Was it easy to recognise disrespectful behaviours in Trusted moments? How? Why?



Disrespectful behaviours can be difficult to recognise for a variety of reasons – students' understanding of what is respectful/disrespectful; recognising that people we know/trust may be disrespectful at times.

Some examples of disrespectful behaviours in Trusted moments are:

- *Bianca pressuring Mel to wear less clothes*
- *Nick looking Mel up and down*
- *One of the party guests pressuring Reece to pull his pants down lower for the photo*
- *Nick gesturing behind Mel's back*
- *Reece taking a picture of his genitals on Bianca's camera*
- *Bianca telling Mel "don't go frigid on him" and not listening to what she has to say*
- *Nick saying Mel needs 'gentle persuasion'*
- *Reece setting up camera in toilet; sharing video*
- *Nick following Mel to the room when she asked him to "wait here a minute".*



How do you think those people being treated disrespectfully felt?



They may not even know that they have been disrespected. They may feel sad, upset, angry, embarrassed, ashamed, hurt, depressed, suicidal, isolated, devastated, or they may not be worried or care at all.

partner may not share the same values or beliefs about sex as you do, and she or he may be more or less comfortable with different ways of expressing sexuality due to those values. To have respectful sex, you need to respect those values.

- You need to **understand your own needs and your partner's needs**. Understanding your own needs helps you express them to your partner, allowing her or him to be respectful of you, and understanding your partner's needs allows you to respect those needs and thus be respectful of her or him.
- You need to **understand what you're looking for in a sexual experience**. Are you having sex because you care about the other person, because you want sexual pleasure, because you want the other person to care about you, or for some other reasons? Part of respectful sex is being respectful to yourself by acknowledging what you want and honestly evaluating whether sex is the best method to obtain it. Depending on your goal, you might also need to think about whether acting on that goal through sex is respectful to your partner.
- You need to **be able to communicate with a sexual partner** in sexual terms. If you aren't comfortable talking to your partner about protection and other aspects of sexuality, it's harder for the sex to be well protected and also harder for it to be respectful.
- You need to **be able to express your sexuality without exploiting others** or being violent towards others. Being violent towards someone is never ethical sex. If you aren't able to listen to your partner and respect what she or he is comfortable with, then you can't have consensual or respectful sex.
- You need to **be able to protect yourself and your partner from sexually transmitted infections (STIs)**. If you don't have both knowledge about STIs and ways to protect yourself from STIs (such as condoms or dental dams), you can't have protected sex.

<http://www.pamf.org/teen/abc/sex/ethicalsex.html>

-  **Do you think it is easy to do something about being treated disrespectfully? Why?**
-  *It may be very difficult to do something if you were disrespected by a friend or trusted person. You may lose a friendship or cause further conflict. You need to have assertive communication skills.*
-  **How realistic do you think this story is? Explain your answer.**
-  *Answers will vary depending on experiences of students. All answers should be accepted but encourage students to explain and justify their answers. See  Gender stereotypes*
-  **Share (with partner, small group, or whole class)**
- 1 thing you have learnt (Think)
 - how are you feeling (Feel)
 - what you are going to do as a result of today's session. (Do)

Ask students what they think is the message of this session (reinforce their understanding using the take home message).



TAKE HOME MESSAGE

Everyone has the right to be safe and respected at all times.

There are key (significant) moments in all situations where I can make different decisions that will help keep me safer.



LEGAL IMPLICATIONS

Currently, if a person under the age of 18 takes a sexualised 'selfie', or asks someone else (under the age of 18) for a nude picture, it is a Commonwealth offence as it is considered to be creating 'child pornography'. The person who receives this photo can be charged for being in possession of child pornography. If the picture is shared, they can be charged with publishing and/or distributing child pornography, even if the person receiving the image is also a minor. They may also be placed on the child sex offender register.

<https://www.legalaid.wa.gov.au/InformationAboutTheLaw/treatment/Pages/Socialmedia-becarefulwhatyousayorsend!.aspx>



GENDER STEREOTYPES

It is important to address the issues of gender stereotyping in such settings.

It is not always the male who is sharing explicit images without consent. Further discussion could be generated by posing the question, 'What if Reece was played by a female character?'

HEALTH PROMOTING SCHOOLS STRATEGY

The sharing of photos and videos can have a huge impact on young people, families and schools.

Useful links for schools and parents dealing with these issues:

<http://www.thinkuknow.org.au>

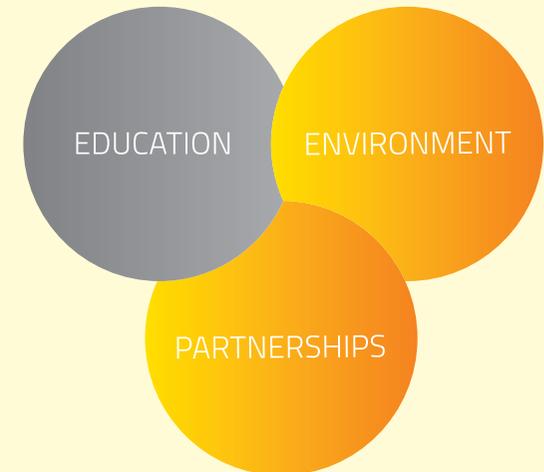
<https://esafety.gov.au/education-resources/classroom-resources>

<https://parents.au.reachout.com/>

The *Sex and ethics program* provides young people with opportunities to learn new ways of negotiating sexual intimacy based on a sexual ethics framework. For more information go to www.sexandethics.net.

The Sexual Assault Resource Centre (SARC) provides services people 13 years and over who have been sexually assaulted or sexually abused.

<http://www.kemh.health.wa.gov.au/services/sarc/yp.htm>



KEY (SIGNIFICANT) MOMENT 1 (00:25 – 01:23)

The interaction between Bianca and Mel, when Bianca encourages Mel to take her top off.

- Describe what you see happening when Bianca encourages Mel to take her top off.
- Mel is clearly uncomfortable about taking her top off, what pressures do you sense she is under? Why does she not act on her 'gut instinct'? Is our own 'gut instinct' often a good guide for us on how we should behave or react?
- What responsibility do we have towards a friend's feelings and wellbeing? Do you think Bianca was aware, or cared about how vulnerable Mel was feeling without her top on?
- How could Mel have responded differently towards Bianca's suggestion? Does Mel's response to this incident impact on her confidence during the party?

KEY (SIGNIFICANT) MOMENT 2 (06:20 – 06:53)

The reaction of party guests to Reece's film of Krystal in the toilet.

- Do you think Reece knew it was wrong to take a film of Krystal in the toilet? If so, why then did he take it? What pressures might he have been under?
- There are several different responses from the party guests upon seeing the film. What would be the most respectful thing that anyone could do?
- What do you think you would do if placed in this situation?
- How do you think this incident could impact on Krystal?
- What are the legal implications of taking the film and sending it out to others?

KEY (SIGNIFICANT) MOMENT 3 (07:30 – 08:00)

When Nick closes the door behind him after following Mel into the bedroom.

- We do not know what goes on behind the bedroom door, but do you believe Nick's interaction with Mel leading up to this scene has been respectful?
- Give examples of his behaviour that indicate the respect (or lack of respect) he has shown for Mel.

- Exploring gender and identity
- **Developing respectful relationships**
- Communicating effectively



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A group agreement is a very useful tool for behaviour management. Referring back to the agreement reminds participants of how 'they' all agreed to behave.



PROTECTIVE INTERRUPTING

Teachers need to be prepared to protectively interrupt, that is, to stop a student from divulging personal information that might be harmful to themselves and others during a lesson. Students need to know they can talk privately after the lesson. Teachers need to be aware of their legal responsibilities regarding Mandatory reporting of sexual abuse and the implementation of prevention/preventative programs.

<http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/policies/child-protection.en?oid=au.edu.wa.det.cms.contenttypes.Policy-id-3782806#Policy Statement>

WHAT REALLY HAPPENED?



PURPOSE

To apply a framework for considering the safety and respect of people in a risky situation.



PLANNING AND PREPARATION



Computer and data projector OR TV/DVD



DVD *Trusted moments* (8 mins) <http://www.trustedmoments.com.au/#!/watch-film/c1jik>



Poster 5.1 *Characters*



Poster 5.2 *4 Possible outcomes* – 1 set



Activity 5.3 *Scenario question cards* – 1 per group



Poster 5.4 *4 Questions* – 1 to display and 1 per student



PROCEDURE

1. Revise the group agreement. See  *Confidentiality, Protective interrupting, Disclosures.*
2. Using preferred media, display the purpose of the lesson i.e. To apply the *4 Questions framework* for safety and respect.
3. Watch  *Trusted moments* again. Display the focus question, "What do you think really happened?"
4. Display  Poster 5.1 *Characters*. Leave displayed for the session.

5. Review the focus question and brainstorm the possible options for what may occur between Mel and Nick. (Do not discuss at this point, just record all suggestions).
6. Have  Poster 5.2 *4 Possible outcomes* to label each of the 4 corners of the room. Read each outcome and display in one of the 4 corners of the room. See  *4 Possible outcomes*.
7. Ask students to 'vote with your feet'. Explain that they are to move to the corner of the room that shows the outcome they wish to explore further. Ask students to talk to the people who are standing in their corner about why they are standing there. What influenced their choice?
8. Ask for volunteers to briefly say why they are standing where they are standing.
9. It is important to look at the **consequences** of all these options. Make each group even in numbers and give each group a copy of the  Activity 5.3 *Scenario question* card that corresponds with their scenario. Ask students to discuss the questions and record their responses.
10. Groups report their key points from their discussion to the whole group.
11. Voting with your feet again. Say, "Now that you have explored each of these scenarios in more detail. Move to the corner that you think is the most **likely and realistic** outcome in this situation. Talk to the people near you and tell them why they think this. Did you change your thinking? Why or why not?"
12. Facilitate discussion. Students return to seats.
13. Display the  Poster 5.4 *4 Questions* and remind students that they learnt about this framework in *RELATE: Stage 2*. Read the questions on the poster and check their understanding.
14. Each student to have a copy of  Poster 5.4 *4 Questions*. Ask students to individually apply this framework to the Mel and Nick scenario. Students individually record their responses to each question.
15. Discuss in pairs, small groups or as a whole class.



DISCLOSURES

Know your school's procedures for dealing with disclosures **BEFORE** you do this session.

Sometimes a student may disclose sexual abuse in a session about relationships. If a disclosure occurs, ensure that you believe, listen and respond. If the disclosure happens within the class setting, **protectively interrupt** and address the person one on one at an appropriate time.

Know your role as a Mandatory Reporter of Child Sexual Abuse and the policies you must follow. See the Child Protection Policy

<http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/policies/child-protection.en?oid=au.edu.wa.det.cms.contenttypes.Policy-id-3782806#Policy Statement>



4 POSSIBLE OUTCOMES

'Sex occurs. Mel and Nick have sex, but Mel didn't really want to.'

Previous versions of this manual used the wording, 'Mel doesn't say no to sex with Nick, but she really didn't want to.' The wording has been changed because we don't want to suggest that the absence of a 'no' means 'yes'. 'Sex occurs. Mel and Nick have sex, but Mel didn't really want to.' This new wording opens up the discussion of the 'grey area' and provides the opportunity to discuss, 'How can you be sure that consent is given?' *Important teaching notes 3* has further explanations around consent and sexual assault.

16. Say, "The 'Sunlight test' is a way of looking at a situation and thinking about whether people will feel OK about their actions in 'the light of day'. People can ask themselves:
- Would this decision or behaviour stand up to being exposed in the light of day, especially to those people whose opinion of me is most important?
 - Would I like my behaviour written about or filmed and put on social media or the national news?"

PROCESSING

Use the processing questions to find out what students thought and discussed.

Possible pointers for answers to processing questions.

Please note, processing information in italics is not an exhaustive list of answers – it is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion. 

 **What are some indicators that you may not be feeling physically or emotionally safe?**
Think about some things you noticed in Mel.

 *Butterflies in stomach, sweating, shallow breathing, feeling nervous, anxious, worried, frightened.*

 **What sort of 'influence' (often called 'peer pressure') can friends and groups use?**

 *Peer influence can be positive as well as negative.*

 **Is 'peer pressure' always obvious?**

 *Consider 'internal pressure' – pressure that you put on yourself about what you THINK other people are thinking about you and/or your actions. People may feel a need to conform to the group. People may influence without any spoken word – just by their actions.*

 **How can people feel about their actions afterwards?**

 *May be happy, satisfied, unhappy, embarrassed, sad, disappointed, guilty, etc.*



'SUNLIGHT TEST'

The concept of the 'Sunlight test' as applied to ethical sex has been taken from Sex and ethics by Moira Carmody. For more information go to <http://www.sexandethics.net>

-  There is often a lot of coverage in the media of people who probably didn't consider the 4 Questions framework and the impact their actions may have had on, not only themselves, but other people around them. Can you think of any recent examples?
 -  *Some Olympic and local, national and international sports stars, media personalities, pop stars, etc.*
-  How do you think their parents, partners, best friends, peers, fans felt when they heard about their behaviours?
 -  *Hurt, disappointed, angry, embarrassed, disbelieving, ashamed, devastated.*
-  What effect could this attention have in the future for these people?
 -  *Damage relationships, hurt employment prospects, future earnings negatively affected, damage reputation, change people's perspectives of the person.*

Ask students what they think is the message of this session (reinforce their understanding using the take home message)



TAKE HOME MESSAGE

There are 4 questions that I need to think about when making decisions to keep myself safe.

HEALTH PROMOTING SCHOOLS STRATEGY

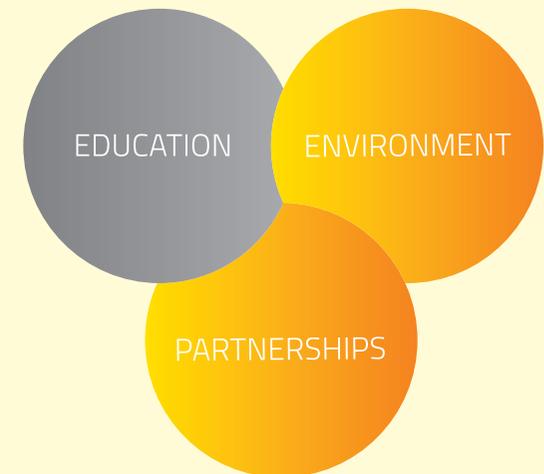
Publish the following links in a parent newsletter.

Teenage relationships

http://raisingchildren.net.au/articles/relationships_teenagers.html/context/1101

Talk soon. Talk often. A guide for parents talking to their children about sex.

http://healthywa.wa.gov.au/Articles/S_T/Talk-soon-Talk-often



TRUSTED MOMENTS



BIANCA (Birthday Girl)



MEL (Bianca's friend)



CODY (Bianca's cousin)



NICK (Cody's friend)



REECE (mobile phone boy)



KRYSTAL (filmed in the toilet)

Sexual assault occurs.

**Nick decides to touch
or have sex with Mel
without her consent.**

Sex occurs.

**Mel and Nick have
sex, but Mel didn't
really want to.**

Nick realises Mel is not interested in sex. He respects her decision.

Consenting sex occurs. Nick and Mel agree to have sex and there is no pressure.

1. SEXUAL ASSAULT OCCURS. NICK DECIDES TO TOUCH OR HAVE SEX WITH MEL WITHOUT HER CONSENT

- Do you think Nick believes his behaviour is OK?
- What may have led Nick to thinking that this behaviour is OK?
- What are the legal implications for Nick?
- What do you think might be the impact on Mel? If Mel experienced a sexual assault, where could she go for support?

2. SEX OCCURS. MEL AND NICK HAVE SEX, BUT MEL DOESN'T REALLY WANT TO.

- Why might this occur?
- What pressures might Mel be under?
- What could Mel, Nick, Cody, Bianca or others at the party have done to avoid this happening (short or long term)?

4. CONSENTING SEX OCCURS. NICK AND MEL AGREE TO HAVE SEX AND THERE IS NO PRESSURE.

- Was there any indication in their previous interactions that this would be the likely outcome? (Consider body language, communication)

4 QUESTIONS



RELATIONSHIP? MY DECISION?

Can the people in this situation trust each other?

Can the people in this situation be sure that they are making their decision for themselves without any pressure?

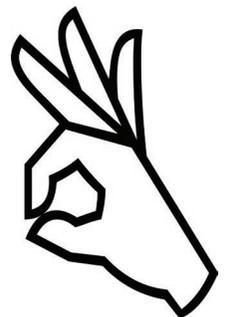


SAFE?

Is this situation physically and emotionally safe for the people involved?

FEEL OK?

Will the people in this situation feel OK about their actions afterwards?



- Exploring gender and identity
- Developing respectful relationships
- Communicating effectively

WHAT DO I KNOW?

PURPOSE

1. To review and apply the concepts of
 - gender and identity
 - respectful relationships
 - effective communication
 as addressed in previous sessions.
2. To understand that different decisions can be made to change the outcome of a situation.
3. To be aware of Sexual Assault Resource Centre (SARC) and its services.

PLANNING AND PREPARATION

-  Computer and data projector OR laptops/iPads/tablets
-  Internet access
-  *Party scene: Tiana and Ben* YouTube clip <https://www.youtube.com/watch?v=vGkvwexNUIA>
– Students can access individually or watch as a class.
-  Activity 6.1 *Putting it all together* – 1 per student



PROTECTIVE INTERRUPTING

Teachers need to be prepared to protectively interrupt, that is, to stop a student from divulging personal information that might be harmful to themselves and others during a lesson. Students need to know they can talk privately after the lesson. Teachers need to be aware of their legal responsibilities regarding Mandatory reporting of sexual abuse and the implementation of prevention/preventative programs.

<http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/policies/child-protection.en?oid=au.edu.wa.det.cms.contenttypes.Policy-id-3782806#Policy Statement>



PROCEDURE

1. Revise the group agreement.
2. Using preferred media, display the purpose of the lesson i.e. To apply what you have learnt about respectful relationships to a scenario.
3. Each student requires a copy of  Activity 6.1 *Putting it all together* to complete.
4. Students work individually or in pairs to complete  Activity 6.1 *Putting it all together*.



PROCESSING

-  **What have you learnt about key moments and decision making in many different sorts of situations?**
-  *There are many key moments where a slight change in behaviour or a different choice could have major impacts (both positive and negative) on possible outcomes. There are many things that influence our decision making – influence of peers, alcohol and other drug use, social acceptance, expectations of self and others, etc.*
-  **What do you know about SARC?**
-  *It provides services to people aged 13 years and over who have been sexually assaulted or sexually abused. Services include a free 24 hour emergency services for people who have been sexually assaulted/abused in the past 2 weeks and free counselling.*
-  **Share with someone else how you think you could apply what you have learnt today in your life, now or in the future.**



DISCLOSURES

Know your school's procedures for dealing with disclosures BEFORE you do this session.

Sometimes a student may disclose sexual abuse in a session about relationships. If a disclosure occurs, ensure that you believe, listen and respond. If the disclosure happens within the class setting, protectively interrupt and address the person one on one at an appropriate time.

Know your role as a Mandatory Reporter of Child Sexual Abuse and the policies you must follow. See the Child Protection Policy

<http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/policies/child-protection.en?oid=au.edu.wa.det.cms.contenttypes.Policy-id-3782806#PolicyStatement>



MYTHS AND FACTS ABOUT SEXUAL ASSAULT

Please see the Appendix - Sorting the facts from myths about sexual assault.

Ask students what they think is the message of this session (reinforce their understanding using the take home message).



TAKE HOME MESSAGE

There are always key moments when different decisions can be made that can result in a safer outcome. If something goes wrong for me or my friend I know I can get help from SARC as well as other places.

HEALTH PROMOTING SCHOOLS STRATEGY

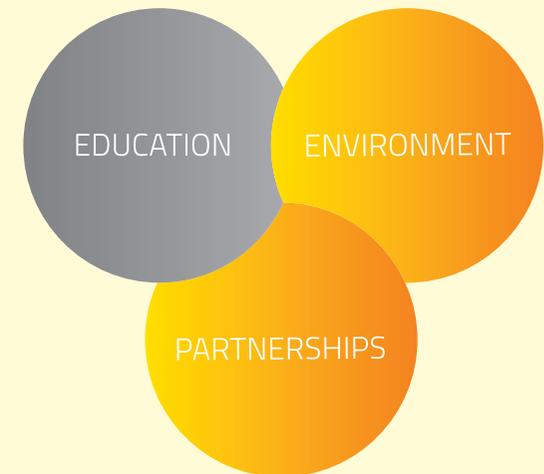
Organise a staff presentation by the Sexual Assault Resource Centre (SARC) about responding to disclosures of sexual assault. If someone discloses a sexual assault or sexual abuse to you, it may be the first time they have spoken about the event. How you respond is vital.

SARC offers a 60 minute presentation covering:

- » definitions of sexual assault and sexual abuse
- » prevalence of assault & abuse in Australia
- » the issue of consent
- » cyber-safety
- » common myths
- » the many impacts of sexual assault
- » responding effectively to a disclosure
- » SARC services.

Contact SARCTraining@health.wa.gov.au

An e-learning package *Responding to disclosures of sexual abuse* is available at http://www.kemh.health.wa.gov.au/services/sarc/elearning/story_html5.html



ACTIVITY 6.1

PUTTING IT ALL TOGETHER

Access <http://www.respectme.org.au/respect-ed/?type%5B%5D=quiz&subject=relationships> and take the *Respect me* quiz.

Record your score _____ What did you think about your score? Why? _____

Watch the video  *Party scene: Tiana and Ben* <https://www.youtube.com/watch?v=vGkvwexNUIA> (6.29 mins).

Complete the activity about Tiana and Ben. Present the information in an interesting and creative manner.

Tiana and Ben

There was a number of key moments in this situation where different decisions could have been made by both Ben and Tiana. Identify 3 **key moments** and describe a different decision that could have been made by Ben and Tiana. Predict a possible outcome for each.

| Key moment | A different decision by Ben | Possible outcome | Different decision by Tiana | Possible outcome |
|---|---|---|--|---|
| <i>e.g. At the very beginning of the party where the group decided to play drinking games</i> | <i>Not engaged in drinking alcohol at all or in the drinking game (games encourage binge drinking).</i> | <i>Wouldn't have been intoxicated. Later decisions would not have been affected by alcohol so might have made less risky choices.</i> | <i>Not engage in drinking alcohol at all or in the drinking game (games encourage binge drinking).</i> | <i>Wouldn't have been intoxicated. Later decisions would not have been affected by alcohol so might have made less risky choices.</i> |
| | | | | |
| | | | | |
| | | | | |

ACTIVITY 6.1

PUTTING IT ALL TOGETHER

Describe 3 assumptions and gender stereotypes that you think their friends (the guy and the girl) made of Tiana and Ben after Ben left Tiana in the bedroom.

Give 2 examples of where and how their friends (both the guy and the girl) could have acted as ethical bystanders.

What is one website, organisation or agency that you would recommend for either Ben or Tiana? Justify your choice.

Go to SARC http://www.kemh.health.wa.gov.au/services/sarc/have_you.htm

What is SARC's phone number? _____

When can a person call SARC? _____

What services does SARC offer? _____

In your opinion, what are 2 important factors about SARC's services?

ACTIVITY 6.1

PUTTING IT ALL TOGETHER – POSSIBLE ANSWERS

Possible pointers for answers to processing questions.

Please note, processing information in italics is not an exhaustive list of answers – it is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion. 

Tiana and Ben

There was a number of key moments in this situation where different decisions could have been made by both Ben and Tiana. Identify 3 **key moments** and describe a different decision that could have been made by Ben and Tiana. Predict a possible outcome for each.

| Key moment | A different decision by Ben | Possible outcome | Different decision by Tiana | Possible outcome |
|---|---|--|---|--|
| <i>e.g. At the very beginning of the party where the group decided to play drinking games</i> | <i>Not engaged in drinking alcohol at all or in the drinking game (games encourage binge drinking).</i> | <i>Wouldn't have been intoxicated. Later decisions would not have been affected by alcohol so might have made less risky choices.</i> | <i>Not engage in drinking alcohol at all or in the drinking game (games encourage binge drinking).</i> | <i>Wouldn't have been intoxicated. Later decisions would not have been affected by alcohol so might have made less risky choices.</i> |
| <i>Later on in the party when the other guy stopped drinking</i> | <i>Stopped drinking when the other guy stopped.</i> | <i>Would have been less intoxicated and might have made less risky choices.</i> | <i>Stopped drinking when the guy stopped.</i> | <i>Would have been less intoxicated and might have made less risky choices.</i> |
| <i>When they went into the bedroom</i> | <i>Not asked Tiana to go off alone and see his bedroom.</i> | <i>Not been in the position of possibly sexually assaulting Tiana. Not been in the position of being perceived by others as taking advantage of Tiana (reputation of both).</i> | <i>Not gone with Ben when he asked her to go and see his bedroom.</i> | <i>Not been in the position of possibly being sexually assaulted by Ben. Not been in the position of being perceived by others as having been taken advantage of by Ben (reputation of both).</i> |
| <i>Ben leaving the room</i> | <i>Ben taking advantage of Tiana being drunk.</i> | <i>Ben being accused of sexually assaulting Tiana.</i> | <i>Tiana not capable of making a decision because she was so out of it – not capable of giving consent.</i> | <i>Tiana being sexually assaulted by Ben.</i> |

Describe 3 assumptions and gender stereotypes that you think their friends (the guy and the girl) made of Tiana and Ben after Ben left Tiana in the bedroom.

That Ben would take advantage of Tiana.

That Tiana didn't want to have sex/didn't pressure Ben into having sex.

That two people in a closed bedroom must have had sex.

Give 2 examples of where and how their friends (both the guy and the girl) could have acted as ethical bystanders.

Encouraged Tiana to stop drinking.

Checked on Tiana sooner.

What is one website, organisation or agency that you would recommend for either Ben or Tiana? Justify your choice.

SARC; Kids Helpline; SHQ – Sexual Health Helpline.

Go to SARC http://www.kemh.health.wa.gov.au/services/sarc/have_you.htm

What is SARC's phone numbers? *6458 1828 24hours 1800 199 888*

When can a person call SARC? *When they have been sexually assaulted/had something bad happen to them/something sexual that they didn't want to happen.*

What services does SARC offer? *Counselling, medical (doctors), STI checks, emergency contraception.*

In your opinion, what are 2 important factors about SARC's services? *Free, confidential service for people over 13 years, experienced counsellors and doctors.*

- Exploring gender and identity
- **Developing respectful relationships**
- **Communicating effectively**

TEACHER NOTE

These fact sheets cover the recommended topics. Other fact sheets or webpages from the recommended websites on pages 125-127 can be used to suit your class or if any of these become unavailable.

RELATIONSHIPS – A ROLLERCOASTER RIDE



PURPOSE

To identify some of the positives and negatives of romantic relationships.

To consider how to manage conflict in romantic relationships in a respectful manner.



PLANNING AND PREPARATION



Internet access, computer and data projector or interactive whiteboard



Headspace: Relationships

<https://www.youtube.com/watch?v=BMWOUPIPERE>

(4 min)



Activity 7.1 *Yes or no to sex* – 1 per person



Activity 7.2 *Placemat* – 1 per group of 4 students



Fact sheet 7.3 *Choosing to have a relationship*

<http://au.reachout.com/choosing-to-have-a-relationship>



Fact sheet 7.4 *Dating*

<https://kidshelpline.com.au/young-adults/issues/dating>



Fact sheet 7.5 *Managing pressures in a relationship*

<http://au.reachout.com/managing-pressures-with-your-boyfriend-or-girlfriend>



Fact sheet 7.6 *Breaking up: the nice way*

<http://stayteen.org/article/breaking-nice-way>

 PROCEDURE

1. Revise the group agreement.
2. Using preferred media, display the purpose of the lesson i.e. To identify some of the positives and negatives of romantic relationships and to think about how to manage conflict in romantic relationships in a respectful manner.
3. Give each student a copy of  Activity 7.1 *Yes or no to sex*. Ask students to complete the activity individually. Once they have completed their sheet they will be able to share their ideas with others.
4. Before discussing their responses ask: "What sort of things did you think of when you were completing this activity?" *(The word 'sex' may mean different things to different people and it is important that there is an understanding of what people mean by 'having sex'. The word 'sex' in this resource includes everything that involves sexual touching. See 'Important teaching notes 3' from session 3 for more information.)*
5. Discuss that the choice to have or not to engage in sexual activity is very individual and needs to be carefully considered. *(Deciding whether you want to have sex or when, is a decision that only **you** should make when it feels right for **you**. In a respectful, ethical relationship your partner respects your decisions – even when they don't like those decisions.)* Some of the responses will be reasons for people to HAVE sex while that same response may be a reason for others NOT to have sex.
6. Say, "There are many things to consider about relationships and we are going to look at 4 different aspects today:"
7. Use a grouping strategy to form groups of 4 students.
8. Allocate a Fact sheet to each group. Give each group a copy of  Activity 7.2 *Placemat* and each student a copy of the allocated Fact sheet. Each group will address a different aspect of relationships -
 -  Fact sheet 7.3 *Choosing to have a relationship*
 -  Fact sheet 7.4 *Dating*
 -  Fact sheet 7.5 *Managing pressures in a relationship*
 -  Fact sheet 7.6 *Breaking up: the nice way*



NO ASSUMPTIONS

State that no assumptions will be made about an individual's sexual activity. "Just because a person knows things doesn't mean to say they've done it". Remind students of their group agreement and personal privacy.

Remind students of their Group agreement to be respectful of diversity including different beliefs and values.

9. Individuals in each group read their Fact sheet. Each student completes one quadrant of the placemat by answering the following (display on preferred media for easy reference by students):
 - Choose the 3 most important pieces of information that you want to share with a friend.
 - Write 2 True or False statements from the information in your Fact sheet.
 - Write 1 complex question knowing the answer is in your Fact sheet.
10. In the centre of each placemat ask students to write the title of their Fact sheet.
11. Discuss and share in small groups. If there are 2 or more groups with the same Fact sheet, combine those groups to share findings and ask questions.
12. Each combined group to share their findings with the rest of the class.



PROCESSING

Possible pointers for answers to processing questions.

Please note, processing information in italics is not an exhaustive list of answers – it is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion. 💬

Show  YouTube *HeadSpace: Relationships* (4 minutes)

<https://www.youtube.com/watch?v=BMWOUPIPErE>

? Why do you think some people use healthy/unhealthy and others respectful/disrespectful when talking about relationships? Is there a difference? Which do you prefer and why?

💬 *Healthy/unhealthy can have connotations of physical health and is more subjective and harder to define. Respectful/disrespectful seems to relate more directly to specific behaviours that can be modified. All relationships can have times where they are disrespectful (i.e. during an argument), this does not mean that the whole relationship is 'unhealthy'.*

? What are the common elements coming through in all of this discussion about relationships?

💬 *Relationships are very complex and involve many factors. All relationships (of all ages and types) are not respectful ALL of the time. Assertive communication skills are required to help maintain a respectful relationship.*

-  Is this relevant to you in your current life? If not, do you see it being relevant in the future.
-  *It is relevant for everyone as there are many different types of relationships – they are not all intimate/sexual relationships (e.g. teacher/student, parent/child, friends, etc.).*
-  On pieces of paper, students record something new they have learnt about relationships in this session. Fold the paper and put into a box. Students take turns at having a 'lucky dip' and reading out an anonymous reflection.

Ask students what they think is the message of this session (reinforce their understanding using the take home message).



TAKE HOME MESSAGE

Having romantic/intimate/sexual relationships is a normal part of growing older. Like any relationship, they involve risk taking. There are decisions and behaviours people can make to feel safe, respected and respectful.

HEALTH PROMOTING SCHOOLS STRATEGY

Share this resource with your school community:

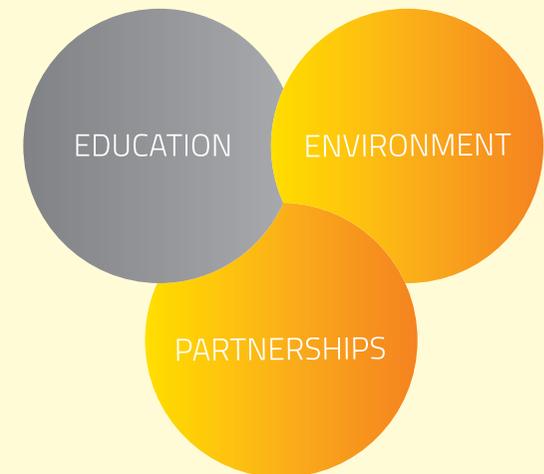
<http://www.theline.net.au/parents>

- Talking to kids about gender and stereotypes
- Talking to kids about sexting
- Talking to girls about sex and consent
- Talking to boys about sex, consent and respect
- Gender vs sex: Expectations, myths and models

Share this resource with your colleagues:

<http://www.theline.net.au/teachers>

- Discussing gender stereotypes with students
- Challenging gender stereotypes in the classroom
- Encouraging bystander action in students
- Are you a gender equitable teacher?



ACTIVITY 7.1

YES OR NO TO SEX

Highlight the reasons why people might **choose to have sex** when they are in a relationship in one colour and the reasons why people might **choose NOT to have sex** in a different colour.

| | |
|--|---|
| They think they're in love | As a sign of commitment |
| Feel informed and have thought it through | Curious and want to experiment |
| Don't have a condom | Media influences |
| Intoxicated | Forced or coerced to |
| It's a new relationship | Too soon |
| Cultural or religious beliefs | Not feeling comfortable or ready |
| Feel emotionally ready to be sexually active | Haven't found the right person |
| Feeling more anxious than excited | Not legally able to consent |
| Nowhere to be alone | Not wanting to lose their partner |
| Worried about STIs | Not sure |
| It feels good | There is trust |
| Think it might be fun | They think all their friends are 'doing it' |
| Feel prepared and ready to practise safer sex | Not interested |
| Don't have the knowledge to practise safer sex | Afraid of a pregnancy |
| Not wanting to respond to pressure from partner | |
| Can you think of other reasons? Write them here. | |
| | |
| | |

Can any of these be reasons for yes for some people and no for others? Put an * next to those and make sure you can explain your thinking.

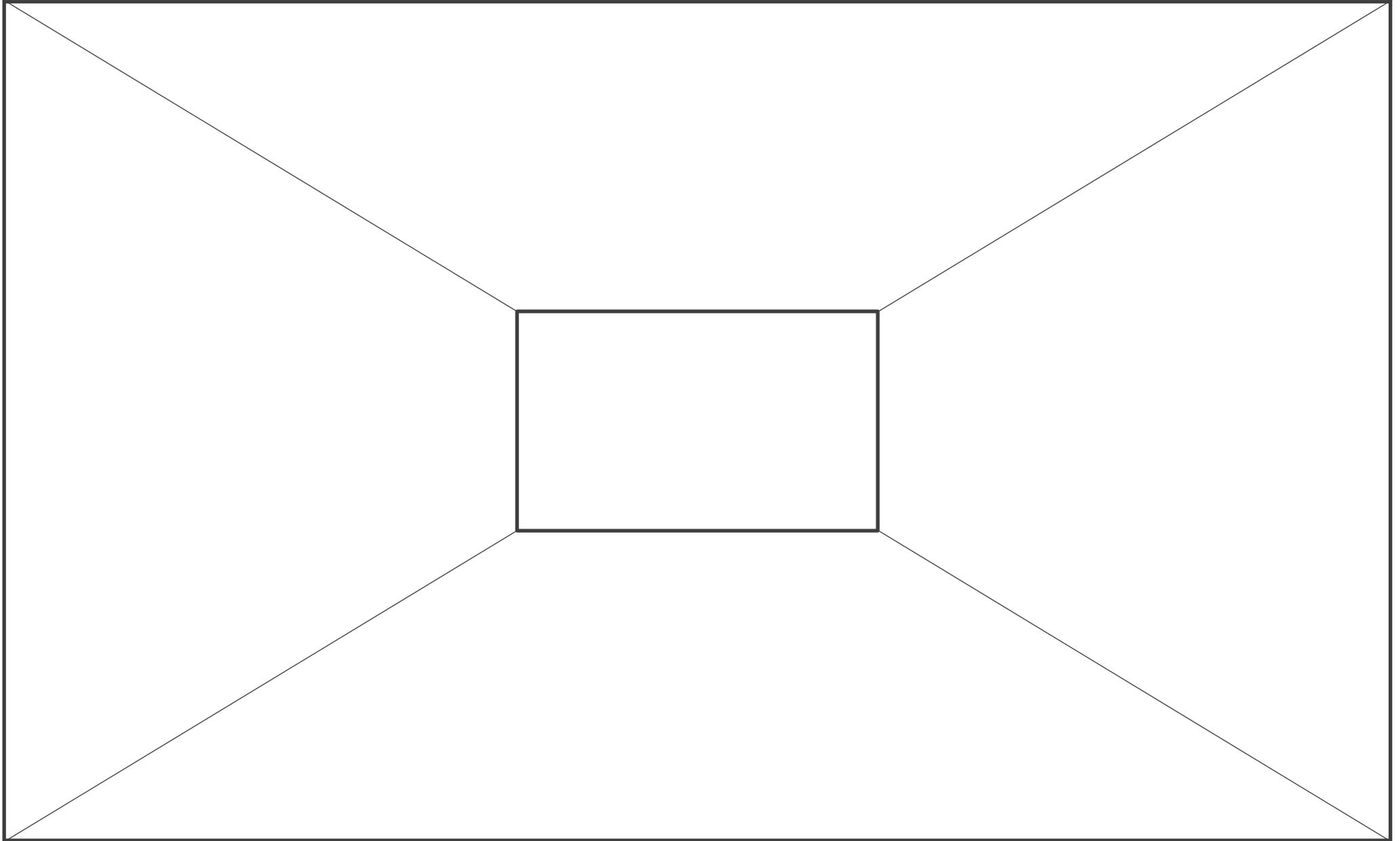
ACTIVITY 7.1

YES OR NO TO SEX – POSSIBLE ANSWERS

Yes or no to sex Teacher notes

| Why might people choose to have sex when they are in a relationship? | Why might people choose NOT to have sex when they are in a relationship? |
|---|---|
| <p><i>Think it might be fun</i></p> <p><i>They think they're in love</i></p> <p><i>It feels good</i></p> <p><i>As a sign of commitment</i></p> <p><i>Feel emotionally ready to be sexually active</i></p> <p><i>Feel informed and have thought it through</i></p> <p><i>Feel prepared and ready to practise safer sex</i></p> <p><i>Curious and want to experiment</i></p> <p><i>They think all their friends are 'doing it'</i></p> <p><i>There is trust*</i></p> <p><i>Media influences*</i></p> <p><i>Intoxicated*</i></p> <p><i>Forced or coerced to*</i></p> <p><i>Not wanting to lose their partner *</i></p> | <p><i>It's a new relationship*</i></p> <p><i>Cultural or religious beliefs*</i></p> <p><i>Not sure*</i></p> <p><i>Too soon</i></p> <p><i>Not feeling comfortable or ready</i></p> <p><i>Haven't found the right person</i></p> <p><i>Feeling more anxious than excited</i></p> <p><i>Don't have the knowledge to practise safer sex</i></p> <p><i>Don't have a condom</i></p> <p><i>Afraid of a pregnancy</i></p> <p><i>Worried about STIs</i></p> <p><i>Not wanting to respond to pressure from partner</i></p> <p><i>Not legally able to consent</i></p> <p><i>Nowhere to be alone</i></p> <p><i>Not interested</i></p> |

The reasons with an * MAY be given as answers for both columns.



- Exploring gender and identity
- Developing respectful relationships
- Communicating effectively

SO WHAT DO YOU THINK?

PURPOSE

To identify a range of opinions and values about romantic relationships.

To demonstrate respect for diversity.

PLANNING AND PREPARATION

 Video making technology– 1 per group of 4 students

 Activity 8.1 *Vox pop cards* - 1 question card per 4 students

PROCEDURE

1. Revise the group agreement.
2. Using preferred media, display the purpose of the lesson i.e. To identify what other people believe about respectful relationships.
3. Use a grouping strategy to put class into groups of 4 students.
Explain that students will be making a 3 minute 'Vox pop' video clip in their small groups. (Vox pop means 'voice of the people' or popular opinion.)
4. Give each group a question from  Activity 8.1 *Vox pop cards*
5. Ask students to:
 - think about what they have learnt about respectful/intimate/romantic/sexual relationships - no silly responses
 - justify or be able to explain what they are saying
 - every answer must be more than 3 sentences
 - rehearse their answer. Be confident– don't read it.

6. Give students time to think about, discuss and write their answers within their groups before filming.
7. Each group to present their 'Vox pop' video to the class.
8. Ask each group to give comment on and constructive feedback of their peers' presentations.

PROCESSING

Use the processing questions to find out what students thought and discussed.

Possible pointers for answers to processing questions.

Please note, processing information in italics is not an exhaustive list of answers – it is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion. 

 **What skills did you use in this activity?**

 *Negotiation, delegation, team work, leadership, assertive communication, respect for other opinions, explanation, justification, etc.*

 **How did you demonstrate respect for others?**

 *Listened actively, respected other people's opinions, didn't talk over people, allowed other people to have input into the discussion, etc.*

 **How easy or difficult was it to formulate your answer to the question and then to justify it to other people? Why?**

Ask students what they think is the message of this session (reinforce their understanding using the take home message).



TAKE HOME MESSAGE

It is important that people in romantic relationships are respectful of themselves and each other.

HEALTH PROMOTING SCHOOLS STRATEGY

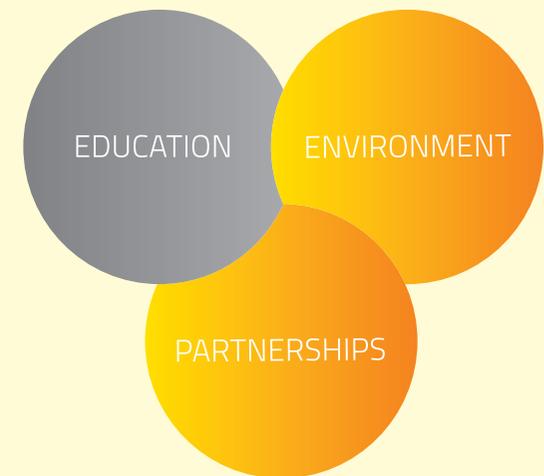
Another resource for further development of respectful relationships education.

Building respectful relationships: Stepping out against gender-based violence, takes into account the key findings around effective violence-prevention strategies in schools proposed in a report.

It provides teaching and learning activities planned around key themes of gender, power, violence and respect as well as advice around a whole-school approach to violence prevention.

Access the complete *Building respectful relationships* resource here

<http://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=H9WQYK>



What do you want in a boyfriend/girlfriend?

**What do you think makes a respectful
romantic relationship?**

How does technology affect romantic relationships?

What would you like to tell other young people about romantic relationships?

What do you think is a respectful way to break up with someone?

What do you wish someone had told you about romantic relationships?



APPENDICES

WHAT DOES A HEALTH PROMOTING SCHOOL LOOK LIKE?

PRINCIPLES OF A HEALTH PROMOTING SCHOOL

A HEALTH PROMOTING SCHOOL:

1. promotes the health and wellbeing of students
2. enhances the learning outcomes of students
3. upholds social justice and equity concepts
4. provides a safe and supportive environment
5. involves student participation and empowerment
6. links health and education issues and systems
7. addresses the health and wellbeing issues of all school staff
8. collaborates with parents and the local community
9. integrates health into the school's ongoing activities, curriculum and assessment standards
10. sets realistic goals built on accurate data and sound scientific evidence
11. seeks continuous improvement through ongoing monitoring and evaluation.

A Health Promoting School is one that uses a health promoting schools approach. The Health Promoting Schools Framework is one which considers the broad health needs of all school community members.

These health needs are addressed collaboratively using a combination of strategies linked to the three interrelated components of:

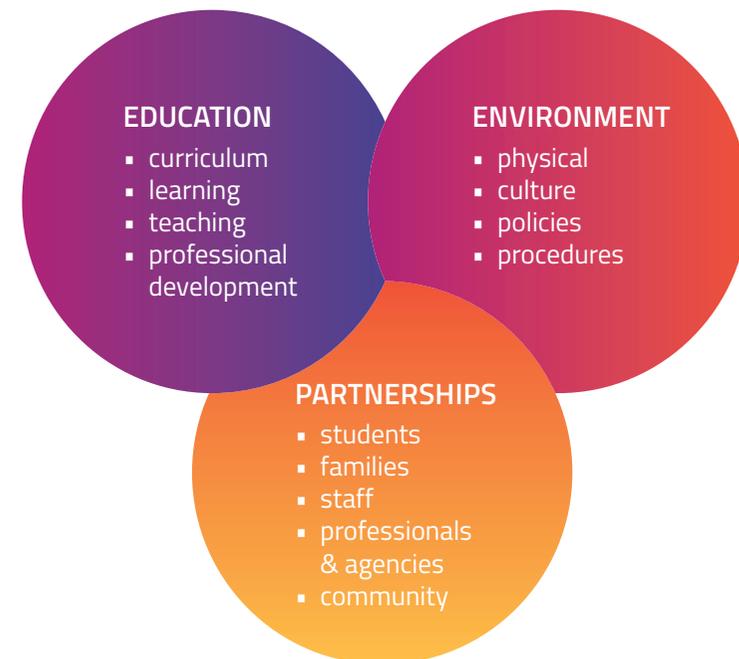
- curriculum, teaching and learning
- school organisation, ethos and environment
- partnerships and services

to make up the Health Promoting Schools Framework.

The **education** considers the formal content of teaching and learning approaches, key issues, the developmental and sequential nature of the program, and resources.

The school **ethos and environment** considers the school policy and philosophical support for the health curriculum, approaches to health and wellbeing, school community relationships and the school's physical environment e.g. school grounds, canteen amenities.

School **partnerships** includes family consultation and involvement, community based programs and the development of strong



WHAT DOES A HEALTH PROMOTING SCHOOL LOOK LIKE?

WHY BECOME A HEALTH PROMOTING SCHOOL?

Young people today grow up in an environment that increasingly encourages negative risk-taking behaviour through negative role models, peer influence, ambiguous role expectations and media influence amongst other factors. Young people develop these risk behaviours in varying degrees which may impede their educational progress. For young people, education and health are inextricably connected; therefore efforts to improve school performance also need to include improving the health status of children and adolescents.

The most serious and threatening health problems in society today relate primarily to personal decision-making and lifestyle. The behaviours and lifestyles that lead to these preventable health problems are almost always developed and/or sustained during the early years of life, especially school years.

The school is uniquely placed to respond to students' basic need for health education. After the home, the school has the greatest capacity to intervene to benefit each student. Research indicates that healthier students are better learners. Intervention strategies within the school are effective in reducing a number of risk behaviours as well as reinforcing and maintaining positive health behaviours for most students.

For more information go to www.wahpsa.org.au



POSSIBILITIES FOR SCHOOLS IN RELATIONSHIPS AND SEXUALITY EDUCATION

EDUCATION

- Model interactive attitudes and values strategies for collaborative learning and for staff
- Plan whole school subject focus
- Photographic display highlighting positive relationships and youth
- Reports from health studies students at assemblies
- Network with neighbouring schools
- Make use of SHQ library for resources
- Presentation by students on sexual health information for student and parent information
- Panel discussion organised by students
- Utilise positive peer role models
- Integrate across curriculum
- Staff notice board for health education strategies, resources and information
- Increase funding for health committee/resources/PD
- Timetable changes – increases for health education
- Show links between religious education and relationships education
- Inventory of health resources within school and promotion of available resources.

ENVIRONMENT

- Professional development for staff
- Set up a health 'hang out' room – displaying health messages
- Collaborative health policies with district high school and feeder schools
- Parent and student health quiz
- Critical incident plans
- Healthy news snippets in newsletter or school website
- Personalised directory of services as relevant for each local area
- School based health budget.

PARENT & COMMUNITY

- Stall at fetes/festivals providing 'show bags' with information about various health issues including relationships, STIs, HIV, BBVs, safer sex and support agencies
- Building healthy relationships camp funded by community organisations
- Health conference for students making use of outside agencies/presenters
- Model some of strategies from the *RELATE* program at parent sessions
- Parent health information box in office – emphasis on communication with your child
- Parent survey on current relationships and sexuality knowledge with attached invitation to parent session
- Add useful websites to school newsletters or to school/class webpages (See list of websites in Appendix).

GUIDELINES FOR GUEST SPEAKERS

Enlisting the help of others within the community can benefit and value-add to your school/classroom program. However, before inviting a guest speaker to your school ensure that you know exactly what you want to gain by having the guest speaker. Regardless of the topic being addressed, a 'one off' isolated school presentation can have little impact on a student's health behaviour. To help assess whether a guest speaker is relevant for your program consider the following points.

Have the following questions been considered?

- What is the purpose of the presentation?
- What will have occurred in the curriculum in terms of respectful relationships and sexuality education prior to this session?
- Have the learning outcomes of the proposed session been clearly outlined?
- Will the presenter enhance rather than replace the role of the class teacher?
- How will the presenter be briefed on the health program into which this respectful relationships presentation fits?
- How will parents be informed of the presentation?
- Is there an information session available for parents?
- Will the presentation be part of an ongoing respectful relationships and sexuality education program?
- Are the materials and information appropriate to the developmental level of the students?
- Which staff will preview the resources before being used with students?
- Do the resources reflect current best practice relationships and sexuality education?
- Do the resources reflect the philosophy of your school?
- What follow up will be done with the students and by whom?
- What school staff will be present during the session?
- Have there been any recent incidents in the school that have sparked the interest for having a guest speaker? How will this impact on the student/s involved?
- Are there any students/staff that may be affected by the content being covered by the guest speaker? What precautions will you take?

SEX AND THE LAW IN WA

Laws are designed to protect young people from harm and abuse. Laws differ in each state/territory.



- Have sex if both partners consent and are 16 or over
 - Consent means you are:
 - » **Ready** – you must be 16 or over and feel emotionally and physically ready within yourself
 - » **Willing** – you get to choose who you have sex with and what sexual acts you are comfortable with. You must do so freely and without being forced or tricked
 - » **Able** – you must be able to understand what you are agreeing to (i.e. not be mentally impaired, ill, unconscious, drunk, drugged or asleep)
- Change your mind about sexual activity at ANY time
- Say 'yes' to some sexual activities and 'no' to others
- Ask that condoms are used during sexual activity
- Refuse to take/send sexual images of yourself
- Not be discriminated against because of your sexual preference or gender identity.



- Touch someone in a sexual way or have sex with someone without their consent
- Continue sexual activities with someone who has changed their mind (i.e. withdrawn consent)
- Force, trick, threaten or coerce someone into sexual activity
- Touch someone in a sexual way or have sex with someone who is drunk, drugged or asleep (they CANNOT give CONSENT)
- Have sex with someone if they are under 16
- Have sex with someone under 18 if you are in a position of authority (e.g. youth worker, coach, teacher, doctor, etc.)
- Have sex with a member of your family
- Take, send, receive or forward sexually explicit images of someone under the age of 18*
 - The law still applies if the young people are in a relationship and consent to taking/receiving the pictures/texts
 - Charges can be made and young people can be put on the child sex offender register which can affect travel/job opportunities for life.

*For further information see: http://www.lawstuff.org.au/wa_law/topics/

Sexuality and gender based bullying in schools

An equal opportunity fact sheet for staff

What is sexuality and gender based bullying?

Everyone knows about bullying in schools. But what if the bullying behaviour is sexual in nature?

All schools have a duty of care to their students and bullying should not be tolerated.

“Everyone has the right to be educated in a safe environment free from discrimination, harassment and bullying.”

WA Equal Opportunity Commissioner Yvonne Henderson.

But does this zero tolerance extend to bullying behaviour that is sexual in nature, and does it apply to sexuality and gender diverse students at your school?

Sexuality and gender based bullying can be similar to sexual harassment or sexual orientation discrimination.

It can be suggestive comments or jokes, insults or taunts, pictures, emails or texts sent by the bully and intrusive questions about a student’s private life.

It can even be use of language such as another student saying, “that’s so gay”.

Is it against the law?

Yes, sexuality and gender based bullying can be against the law.

If the bullying behaviour is sexual in nature it can be sexual harassment.

Just as it can be sexual orientation discrimination if a student has been treated less favourably by staff or students because of their sexuality or their presumed sexuality.

If a student feels they have been harassed or discriminated against they can lodge a complaint to the EOC or the Australian Human Rights Commission,

which can be a drain on emotions, time and resources for everyone involved.

Staff need to be aware of their behaviour and attitudes and the behaviour and attitudes of their students to prevent this kind of bullying from existing in schools.

“When so many people tell you how disgusting you are, you start to feel disgusting and at many times in my life, I know I have wanted to turn my back on the person looking at me in the mirror.” Aiden, 18.

What is my responsibility under the Act as a staff member?

As a staff member you need to be aware of the harassment and discrimination laws that apply to you, your students and your school.

Equal opportunity education and training for staff members is an important part of this process.

The EOC Education and

Training section offers state-wide training for staff and students about discrimination and harassment under the *Equal Opportunity Act 1984*.

It is also important for staff to educate students about discrimination and bullying so that all students treat each other fairly.



“My teachers’ silence gave the homophobes the okay,” Stephen

What can I do?

Teach everyone

Whether you are teaching about abstinence or safe sex, make it clear your message applies to gender and sexuality diverse students.

Challenge comments and jokes

Don't laugh at homophobic or transphobic jokes as by doing this you may be seen as encouraging unlawful behaviour.

Consider publicly

challenging a comment to signal a caring attitude and zero

tolerance to bullying. If publicly challenging students is against your school policy, perhaps

privately challenge a comment or introduce a class

activity later discussing racist, sexist, homophobic and transphobic terms and stereotypes and the effects they have on people in the community.

Be a safe school

Sexually and gender diverse students often do not have support at home like other minority students and because of this they can be extremely vulnerable. They need to know there is an adult in the school who is safe to approach and they can trust. Aim to create a safe classroom environment respectful of difference.

Myth Busting!

MYTH: Homosexuality can be changed

FACT: Psychologists agree that trying to change a person's sexuality is harmful. People cannot be 'cured' from being gay just as they cannot be 'recruited' to be gay, lesbian, bisexual or heterosexual.

MYTH: Gay men & lesbians don't have long-term relationships.

FACT: Gay, lesbian and bisexual people can be in long term relationships, be a member of a loving family and a part of the wider community.

MYTH: Bisexuals just can't make up their mind.

FACT: The point is they have! Sexuality is a range between exclusively gay and exclusively heterosexual, and many people are naturally in between. Being bisexual doesn't mean you cannot be

in a committed relationship with one person either!

MYTH: Trans people are confused about their gender.

FACT: Trans people feel very sure about what gender they are. If they weren't, they wouldn't risk exposure to bullying to live as that gender.

MYTH: If a person is with another person of the same sex they must be gay.

FACT: Sexuality can be fluid and some people experiment with their sexuality, this does not mean they are necessarily gay.

MYTH: All gay men are 'flaming' or effeminate and all lesbians are butch.

FACT: Lesbians and gay men have the same range of gender expression as heterosexual people

Glossary of Terms

gender - The sense of self associated with cultural definitions of masculinity and femininity.

sexuality - Sexuality is a central aspect of being human throughout life and encompasses sex,

gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction.

sexually - Sexual in nature.

diversity - State of being diverse or different.

sexual orientation - A person's sexual identity in relation to the gender to which they are attracted.

trans - An umbrella term including transsexual and transgender.

transgender - A term used to describe a broad

range of gender identities and/or behaviours. This

usually includes all trans people, but some transsexual or other gender diverse people prefer not to use this term.

transsexual - A person who lives as the opposite sex to the one assigned at birth and who may choose to undergo hormone therapy or surgery.

intersex - A person born with reproductive organs, genitalia, hormones and/or sex chromosomes that are not exclusively male or female.

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EQUAL OPPORTUNITY COMMISSION

ADDRESS: LEVEL 2, 141 ST GEORGE'S TERRACE PERTH WA 6000

TELEPHONE: 08 9216 3900 FREECALL: 1800 198 149

WEBSITE: www.eoc.wa.gov.au

Sexuality and gender based bullying in schools

An equal opportunity fact sheet for students

What is sexuality and gender based bullying?

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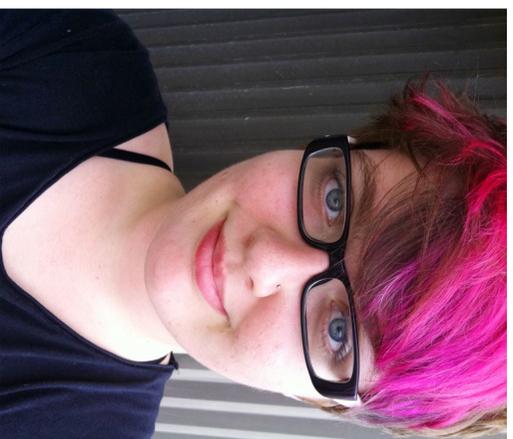
Yes, often it is!

If the bullying behaviour is sexual in nature it may be sexual harassment.

Just as it may be sexual orientation discrimination if someone has been treated less favourably by staff or other students because of their sexuality or their perceived sexuality.

If you feel that you or someone you know has been harassed or discriminated against you should talk to a staff member you can trust.

If this doesn't work, you or the person being bullied can lodge a complaint with the EOC or the Australian Human Rights Commission.



"It can be really hard to be out at school. When my girlfriend and I were bullied, it helped to talk about it with my mum and teachers." Alex

Where can I go for help?

Your school

Approach a staff member you can trust

Freedom Centre

www.Freedom.org.au

info@freedom.org.au

PH:(08)9228 0354

AIDS Council PH:(08)9482 0000

Equal Opportunity Commission

www.eoc.wa.gov.au

eoc@eoc.wa.gov.au

PH:(08)9216 3900

TTY:(08)9216 3936/ Toll Free:1 800 198 149

Australian Human Rights Commission

www.hreoc.gov.au

complaintsinfo@humanrights.gov.au

Telephone: (02) 9284 9600

Complaints Infoline: 1300 656 419

Parents, Family & Friends of Lesbians & Gays (PFLAG)

pflagwa@hotmail.com

Helpline (08)9228 1005

WA Gender Project

info@wagenderproject.org

www.wagenderproject.org

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FACT: Lesbians and gay men have the same range of gender expression as heterosexual people



"Be proud of who you are!" Claire



"My teachers' silence gave the homophobes the okay." Stephen

Glossary of Terms

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Sexuality and gender based bullying in schools

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But does this zero tolerance extend to bullying behaviour that is sexual in nature, and does it apply to sexuality and gender diverse students at your child's school?

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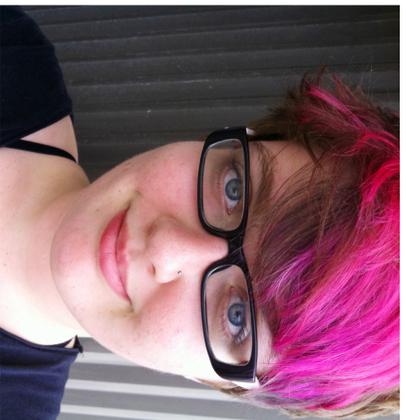
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Is it against the law?

Yes sexuality and gender based bullying can be against the law.

If the bullying behaviour is sexual in nature it can be sexual harassment.

Just as it can be sexual orientation discrimination if a student has been treated less favourably by staff or students because of their sexuality, their perceived sexuality or the sexuality of their family or friends.



"It can be really hard to be out at school. When my girlfriend and I were bullied, it helped to talk about it with my mum and teachers." Alex

What can I do about it?

Speak to a school staff member

Every school has an anti-bullying policy and procedure that may include gender and sexuality diverse bullying, so make sure you ask the principal or staff about the school's complaint procedure, this way you can bring the bullying behaviour to the attention of the school which has the responsibility to make sure the behaviour doesn't continue.

"As a parent of a lovely daughter who is also in a committed lesbian relationship I know just how special that relationship is to my daughter and myself. I would urge all parents to support their gay children."
John Wilson

Lodge a complaint with the EOC

If your child or you feel you have been harassed or discriminated against you can lodge a complaint to the EOC or the Australian Human Rights Commission.

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SORTING THE FACTS FROM THE MYTHS ABOUT SEXUAL ASSAULT

? MYTH

Only women can be sexually assaulted

! FACT

Both men and women can be sexually assaulted. A perpetrator (the person responsible for the assault) can be any gender, and of any sexual orientation.

? MYTH

Women often falsely accuse men of sexual assault in order to get attention

! FACT

The majority of sexual assault is truthfully reported. In fact, a lot of women and men do not report sexual assault for fear of not being believed.

? MYTH

Most rapists are strangers

! FACT

The reality is that most perpetrators of sexual assault are actually known by the person assaulted.

? MYTH

It's not sexual assault if you're in a couple or married

! FACT

Unwanted sexual activity in any relationship is assault.

? MYTH

If you're drunk or wearing a certain style of clothing, you're partially responsible for your assault

! FACT

Sexual assault survivors are never responsible for somebody choosing to assault them, under any circumstances.

? MYTH

Rapists are strangers

! FACT

Most sexual assault victims know the offender. It is often someone they are or were in a relationship with.

In a recent survey more than 80% of victims knew the offender. Most often the sexual assault took place at home (ABS, 2005).

? MYTH

Men are the perpetrators of sexual assault not the victims

! FACT

The majority of sex offenders are men. However, men are also the victims of sexual assault. Both straight and gay men are raped and statistics show that victims AND offenders are more likely to be straight than gay. Those who commit sexual assault are motivated by the desire for power over others, not based on sexual preference.

SORTING THE FACTS FROM THE MYTHS ABOUT SEXUAL ASSAULT

? MYTH

Sexual assault is uncommon

! FACT

1 in 3-4 girls and 1 in 7-8 boys will have experienced sexual assault by the time they are 18 years old. Sexual assault is very common in our society.

? MYTH

Women “ask for it”

! FACT

No woman ever wants or asks to be sexually assaulted. The idea that women deserve to be raped because they dress or behave “provocatively” shifts responsibility away from the offender and onto the victim. It reinforces the idea that “good” women aren’t raped and that “bad” women are. Every woman has the right to dress and behave as she chooses without having to fear sexual assault.

? MYTH

Only young “attractive” women are raped

! FACT

Women under the age of 24 are at the greatest risk of sexual assault. However, men, women and children all experience rape and sexual assault. This includes people of any nationality, sexuality, culture and religion.

? MYTH

People make up stories about sexual assault

! FACT

Very, very few people make up stories of sexual assault. It is a difficult and personal thing to talk about if you have been sexually assaulted. Reporting sexual assault will involve interviews with police, doctors and nurses, sexual assault counsellors and others. The process of reporting this type of crime can be very invasive and challenging. In reality, sexual assaults tend to be under-reported - it is estimated only 1 in 10 are reported to police.

? MYTH

Rapists are mad or sick

! FACT

The vast majority of people who rape others are ordinary people. They come from across all professions, socio-economic groups, cultures and age brackets. Rapists do not suffer from psychological disturbance and they are not the victims of uncontrollable sexual urges. In fact, most sexual assaults are premeditated and planned.

? MYTH

Domestic violence only occurs within working class families

! FACT

Domestic violence occurs across all cultures, socio-economic groups and occupations. Families from middle socio-economic backgrounds with access to more resources may be better able to hide the abuse.

SORTING THE FACTS FROM THE MYTHS ABOUT SEXUAL ASSAULT

? MYTH

Men who inflict domestic violence cannot control themselves

! FACT

This is an excuse, not a reality. People who inflict domestic violence demonstrate their control by:

- only being violent in private or when others are not around
- only inflicting physical injury on parts of the body which do not show to other people (eg. torso or under the hairline)
- planning their violence

? MYTH

Domestic violence is caused by alcohol

! FACT

Alcohol is a contributing factor in up to 50% of domestic violence incidents and 40% of sexual assaults. However, many perpetrators also commit violent acts when they are sober. Alcohol is a factor in escalating violence in frequency and severity but it is not the CAUSE of violence. People cause violence.

? MYTH

If women don't like it they can leave

! FACT

There are many factors which can make it difficult for women and men to leave a violent relationship. These can include:

- Fear of increased violence
- Lack of financial resources to leave
- Having nowhere to go

- Threats of violence against loved ones
- Feelings of guilt
- Promises of reform by offender – “It won't happen again”

? MYTH

Domestic violence does not happen often

! FACT

Domestic violence happens regularly in communities across Australia. The Australian Bureau of Statistics states that over 1 million Australian women have experienced violence by an intimate partner (ABS, 1996). NSW crime statistics indicate that approximately 70 cases of domestic violence are reported every day (BOCSAR, 2004). As domestic violence is a crime which is often not reported, the number of actual incidents of domestic violence is likely to be much higher.

? MYTH

Violent men have mental health problems

! FACT

The majority of people who commit violent crimes are NOT suffering with any form of mental health condition. To the contrary, people who inflict these forms of violence often plan their attacks indicating that they are in full control of their actions. This control is also reflected in the reality that domestic violence occurs in private and without others knowing.

<http://au.reachout.com/What-is-sexual-assault>

<http://www.casa.org.au/assets/Documents/SA-myths.pdf>

<http://www.rape-dvservices.org.au/Portals/0/Users/003/03/3/Factsheets%20and%20Brochures/Factsheet%20-%20Myths%20of%20sexual%20assault%20-%20PDF%20-%20June%202015.pdf>

Accessed 21 March 2016.

LINKS FOR PARENT NEWSLETTERS

Beyond Blue aims to empower young people 12-25, their friends and those who care for them, to respond to anxiety and depression.

<https://www.beyondblue.org.au>

Marie Stopes provides caring and non-judgemental services including contraception, STI checks and abortion. *Ask Dr Marie* is a searchable library of answers to the most frequently asked questions about their services and sexual and reproductive health.

<https://www.mariestopes.org.au>

Get the facts is a WA Government website offering advice and information on relationships and safer sex.

<http://www.getthefacts.health.wa.gov.au/relationships/parents>

Headspace is the National Youth Mental Health Foundation, providing early intervention mental health services to 12-25 year olds. It can be hard as a parent to know the difference between normal behaviour, such as moodiness, irritability and withdrawal, and an emerging mental health problem. These resources are designed to help families.

<http://headspace.org.au/friends-and-family>

It's time we talked. Parent tip sheets on talking to young people about porn. <http://www.itstimewetalked.com.au/resources/parent-tip-sheets/>

Kids Helpline provides confidential counselling for parents in each state of Australia to help build confidence, express emotions of parenting and grow a stronger family.

<https://kidshelpline.com.au/parents/parentline-services>

Raising Children Network. This Australian parenting website contains resources to help parents of teens make informed choices on a range of topics, including teen depression, cyberbullying, social media, handling disrespectful or risky behaviour, puberty, autonomy and independence.

<http://raisingchildren.net.au/teens/teens.html>

ReachOut.com provides practical tools and support to help young people get through everything from everyday issues to tough times.

<http://au.reachout.com/>

SARC offers young people resources for dealing with sexual assault and sexual abuse. There is information about online risks, sexting, partying and consent, and going to SARC.

<http://kemh.health.wa.gov.au/services/sarc/yp.htm>

Sexuality education for parents, written by the Victorian State Government, provides information for parents about their child's sexuality education, advice on how to deal with sensitive issues, addresses the parents' role in sexuality education, and provides website links to resources.

<http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/physed/Pages/forparents.aspx#link4>

Sexual Health Helpline is a free and confidential service that covers all aspects of sexual and reproductive health for men and women.

<http://shq.org.au/services/sexual-health-helpline/>

SHQ offers specialist services in sexual and reproductive health – free counselling for under 25's, STI testing, contraception, unplanned pregnancy support, etc.

<http://shq.org.au/>

Somazone provides an anonymous question and answer service, topical fact sheets and a searchable directory of Australian youth services.

<https://youthpoint.com.au/somazone-youth-website/>

Talk soon. Talk often. A guide for parents talking to their kids about sex.

http://healthywa.wa.gov.au/Articles/S_T/Talk-soon-Talk-often

The good, the bad and the ugly is a website for young people that provides stories and advice about relationships.

<http://lovegoodbadugly.com/>

The line provides articles for parents on how to talk to kids about topics such as consent, gender stereotypes, sexting, etc.

<http://www.theline.org.au/parents>

ThinkUKnow is a free cyber safety program for parents, carers and teachers.

<http://www.thinkuknow.org.au>

WEBSITES

N.B. IT IS ESSENTIAL THAT TEACHERS REVIEW THESE WEBSITES AND ARE AWARE OF THE CONTENT BEFORE REFERRING STUDENTS TO THEM.

Marie Stopes

Marie Stopes provides caring and non-judgemental services including contraception, STI checks, counselling and abortion.

<https://www.mariestopes.org.au>

Get the facts

<http://www.getthefacts.health.wa.gov.au>

This site (by the Department of Health WA) gives young people advice and accurate information on relationships and safer sex. Read information pages, check out the animations, have questions answered confidentially by a health professional and listen to true stories.

Headspace Mental Health Support

<http://www.headspace.org.au>

12 to 25 year olds can get health advice, support and information from headspace. With more than 60 centres around Australia, headspace can help with:

- general health
- mental health and counselling
- education, employment and other services
- alcohol and other drug services.

Kids Helpline Phone & Online Support

<http://www.kidshelp.com.au>

Kids Helpline is a counselling service for Australian children and young people aged between 5 and 25 years.

Lifeline 24-Hour Phone Support

<https://www.lifeline.org.au/Home>

Lifeline is a national charity providing all Australians experiencing a personal crisis with access to 24 hour crisis support and suicide prevention services.

Love: the good, the bad and the ugly

<http://lovegoodbadugly.com/>

This website gives information and advice from the personal relationship experiences of other young people who have been there... people who have experienced 'the good, the bad and the ugly'. Supported by Domestic Violence Resource Centre Victoria (DVRCV) in Melbourne, Victoria.

Need Help Now

<https://needhelpnow.ca/app/en/>

If you (or a friend, peer or sibling) have been negatively impacted by a sexual picture/video being shared by peers, we are here to help. The NeedHelpNow website is designed by Canadian Centre for Child Protection (Inc) to provide youth (13 to 17 years old) with practical steps to regain control over the situation. This includes information about contacting websites/online services to request a picture/video be removed, dealing with peers who may have seen or be sharing the content, the importance of emotional support and information on certain criminal offences. The site also provides resources for parents and safe adults who are assisting youth involved in these types of instances.

Our WATCH (End Violence against Women and Their Children)

<https://www.ourwatch.org.au>

WEBSITES

Our WATCH has been established to drive nationwide change in the culture, behaviours and power imbalances that lead to violence against women and their children. Provides research, ideas and resources for working in Respectful Relationships Education in schools.

Respect me

<http://www.respectme.org.au/>

Respect Me is all about helping young people create healthy, happy relationships whilst decreasing sexual & intimate partner violence. Respect Me answers young people's questions about relationships, sex, porn, abuse and more through quizzes, polls, videos, blogs and information. Respect Me is an initiative of VPG, a community organisation supported by the Australian Government Department of Social Services.

R U Legal

<http://www.legalaid.wa.gov.au/LegalResources/Pages/RULegal.aspx>

Created by Legal Aid WA, this website offers a set of online, interactive legal education resources ideal for staff professional development as well as young people. The resources focus on key areas that may affect young people such as texting.

ReachOut Youth Mental Health

<http://au.reachout.com/>

ReachOut.com is Australia's leading online youth mental health service, where you can get the help you need, where and when you need it. For people under 25 this website tackles everything from finding motivation to getting through really tough times. ReachOut.com is designed so that any young person can take something away that benefits their mental health and wellbeing. Target groups include all young people, young people in need of help and professionals who work with young people.

SARC (Sexual Assault Resource Centre WA)

<http://kemh.health.wa.gov.au/services/sarc/yp.htm>

Information, video clips, quizzes, fact sheets and more about online risks, sexting, partying and consent, going to SARC and emergency telephone contacts.

Sex 'n' stuff

<https://sexnstuff.ansellcondoms.com.au/>

A La Trobe University and Ansell website for young people. Includes information about masturbation, safe sex, intimacy, first time sex and same sex attraction. Has a Q&A section for commonly asked questions.

SHQ (Sexual Health Quarters)

www.shq.org.au

Provides information and resources through the Resource Centre, education and training, clinical and counselling services.

Somazone

<https://youthpoint.com.au/somazone-youth-website/>

A safe space for young people to ask questions, share stories and get help for mental health issues, sexual health, relationships, abuse, body image, and drug use. Somazone aims to empower young people to address their physical, emotional and social health needs in a way that is relevant and non-judgmental, by providing free and anonymous access to reliable health information. Somazone is made by young people for young people, and managed by the Australian Drug Foundation.

The line

<http://www.theline.org.au>

WEBSITES

Most people are pretty united about what it takes to create happy and healthy relationships. While everyone agrees that violence in a relationship is crossing the line, sometimes the line can be blurry. Explore the site and Facebook page and find a whole heap of stuff that will help decide what is respect and what is crossing the line.

ThinkUKnow

<http://www.thinkuknow.org.au>

ThinkUKnow Youth Site for 11 to 17 year olds. One of the goals of ThinkUKnow Australia is to promote a dialogue between parents, carers and teachers and the young people in their care. Discussing the information provided in this website will help young people to stay in control whilst using the Internet and other technologies.

Tune In Not Out Youth Health Information

www.tuneinnotout.com

Australia's multi award winning youth health portal. TINO features videos, stories, blogs, music and factsheets from services right across Australia, brought together in one central location. For teachers and youth professionals, TINO is a great spot to access information to assist you in discussing youth issues, there is also a Video Production Guide to assist in creating videos with the young people.

Youth Beyond Blue

www.youthbeyondblue.com

beyondblue's youth program, Youthbeyondblue, aims to empower young people aged 12–25, their friends and those who care for them to respond to anxiety and depression.

Youth Health Network

<http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=243&np=293&id=2358>

Youth Legal Service

<http://youthlegalserviceinc.com.au/fact-sheets/>

Fact sheets for WA audiences on a variety of general legal information including sexting, consent and relationships.

Reachout

<https://au.reachout.com/relationships/romantic-relationships>

Information about choosing to have a relationship, being single, coping with a break-up, and managing the pressures of a relationship.

Links to information for young people about being ready to have sex

- <http://www.avert.org/am-i-ready-sex.htm>
- <http://www.cyh.com/healthtopics/healthtopicdetails.aspx?p=243&np=291&id=2170>
- <http://lovegoodbadugly.com/quiz-am-i-ready-for-sex-2/>
- http://www.casahouse.com.au/index.php?page_id=164#partner_ready
- <http://www.sexualityandu.ca/sexual-health/how-do-i-know-i-am-ready-for-sex>

Retrieved January 15, 2018.

GLOSSARY

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| Accomplice | A person or people who support or encourage violence (2). |
| Advocacy | The process of arguing in support of a cause or position or speaking out and acting on behalf of yourself or another to ensure that your or others' interests are taken into account. |
| Assertiveness (assertive behaviour) | Communicating an individual's needs or wishes in a confident and direct manner, while maintaining a level of respect for all involved. |
| Attitude | The way in which an individual thinks or feels about another individual, object or situation. Often reflected in an individual's behaviour. |
| Belief | Acceptance that something is true even if there is no proof. |
| Bystander behaviour | Conduct displayed by individuals who are present but not directly involved in an incident or event. |
| Bisexual | A person who is emotionally and romantically attracted to multiple genders. (4) |
| Bullying | When a person or a group of people repeatedly hurts or make someone feel bad. These people are called bullies. In general, bullies hurt someone whom they judge to be weaker or different. Bullying often involves repeated name-calling; frightening; damaging or taking away possessions; causing harm and falsely blaming someone for things going wrong. Bullying is a form of violence. |
| Change | External conditions or situations that become different, e.g. stages in a young person's life, including puberty and adolescence; moving from primary school to secondary school on a different site; moving between different cultures defined by different behavioural expectations. |
| Communities | Groups of people who may share certain characteristics. These include beliefs, needs, living or work environment, and identity. Various kinds of communities exist. As members of a community, people have both rights and responsibilities for how they treat each other. |
| Contingency plans | A set of actions designed to deal with, or respond to, changing situations or emergencies. |
| Coping skills | Ways in which people manage and adapt in order to reduce stress or deal with difficult situations as they occur. |
| Critical inquiry approach | To question the social, cultural and political factors that influence health and wellbeing. This involves critical analysis and critical evaluation of health and physical activity knowledge to make informed judgements and take appropriate individual and collective action. Students explore matters such as inclusiveness, power inequalities, assumptions, diversity and social justice and develop strategies to improve their own and others health and wellbeing. |
| Cultural diversity | The existence of a variety of cultural or ethnic groups within a society, including differences in race, ethnicity, language, nationality and religion. |

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| Cultural identity | The feeling of belonging to nationality, ethnicity, religion, social class, generation, locality and any kind of social group that has its own distinct culture. |
| Cultural influence | Historical, geographical and familial factors that affect an individual's ideas, beliefs, values, and knowledge based on that person's nationality, ethnicity, religion, social class, generation, locality and any kind of social group |
| Cyber bullying | <p>Cyber bullying occurs when the internet, email or mobile phones are used to deliberately and repeatedly engage in hostile behaviour to harm or upset someone. Cyber bullying can result in those involved experiencing social, psychological and academic difficulties.</p> <p>Cyber bullying behaviours include:</p> <ul style="list-style-type: none"> ▪ sending abusive texts or emails ▪ posting unkind messages or inappropriate images on social networking sites ▪ tagging unflattering, private or offensive images with a person's name to discredit or hurt them ▪ impersonating others online ▪ excluding others online. |
| Digital reputation | Digital reputation, like any other form of reputation, refers to the generalised view others take of a person's identity. The digital component refers to the evidence of a person's interactions. Comments and behaviours online and how this combines to form a whole impression of an individual. A digital reputation is as real, lasting and important as an individual's general reputation. It affects a person's image and how their identity and beliefs are understood. |
| Dimensions of health | Variables that influence an individual's level of overall health. Frequently referred to as physical, social, emotional, mental and spiritual dimensions. |
| Discrimination | <p>The unjust or prejudicial treatment of an individual or group of individuals. Often with regard to, e.g. race, gender, homophobia, transphobia.</p> <p>Discrimination is the exclusion or unfair treatment of one particular person or group of people based on different traits such as sex, gender, religion, nationality, ethnicity (culture), 'race', or other personal characteristics. People who experience discrimination are prevented from enjoying the same rights and opportunities as other people. Discriminating goes against a basic principle of human rights that all people are equal in dignity and entitled to the same fundamental rights. (2)</p> |
| Dispositions | Enduring habits of mind and actions, tendencies to respond in characteristic ways to situations, for example maintaining an optimistic outlook, being willing to persevere with challenges, actively engaging in regular physical activity. |
| Diversity | State of being diverse or different. (1) |
| Drug | Any substance (excluding food, water and oxygen) that, when taken into the body, alters its function physically or psychologically. |

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| Emotional health | The ability to recognise, understand and effectively manage emotions and use this knowledge when thinking, feelings and acting. |
| Empathy | The ability to identify with, or experience, the thoughts, feelings or attitudes of another individual. |
| Ethical behaviour | The way in which an individual behaves that demonstrates honesty, fairness and equity, and respects the diversity and rights of others. |
| Gay | A person who is primarily attracted to and/or has sex with someone of the same gender. Commonly used for men, some women also use this term. |
| Gender | <p>Those characteristics of women and men that are socially constructed. It is complex and involves a number of components, including biological sex, i.e. male or female; gender identity, i.e. the psychological sense of being male or female; and social sex role, i.e. adherence to cultural norms of feminine and masculine behaviour.</p> <p>The attitudes, beliefs and behavior identified with being male or female. Not everyone fits into male or female gender; there is a continuum of variation, just as there are many different kinds of families.</p> <p>Gender comes from family, culture and society, is different in different groups and perceptions change over time. Gender is a deep part of who we are, how we see ourselves, how we behave and how we relate to other people. Generally, we are not consciously aware of this.</p> <p>Attitudes to gender start early, shape relationships throughout life. From birth, children continuously absorb and learn from us about our beliefs and attitudes about being male or female. This is part of them as they grow up. (5)</p> |
| Gender diverse | <p>Refers to all people who fall outside the typical range of masculinity or femininity with regard to gender identity and/or physical sex characteristics. These individuals include many different groups, such as transsexual, transgender, androgynous, people without sex and gender identity, and cross-dressers.</p> <p>A broad term that can refer to all forms of gender identity and gender expression and includes people who may identify as for example trans, transgender, genderqueer or gender questioning. It refers to people whose gender expression or identity differs from the gender identity associated with the sex assigned them at birth or society's expectations. The person may identify as neither male nor female, or as both. (4)</p> |
| Gender equality | The equal valuing by society of all people regardless of gender, and equal conditions for realising full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. (2) |
| Gender expression | How a person communicates one's gender to others including clothing, hairstyle, voice, behaviour and the use of pronouns. (2) |

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| Gender identity | <p>How a person identifies as being a man, woman, neither or both, or a combination, which may or may not correspond to the sex assigned to them at birth. Unlike gender expression, gender identity is not visible to others. (2)</p> <p>Gender identity refers to a person's sense of being masculine or feminine, or both or neither. Gender identity does not necessarily relate to the sex a person is assigned at birth. Rather, a person's gender expression is made up of the outwards signs they present to the world around them. This could include their choice of name and preferred pronoun (which may include using no pronoun), their style of dress and appearance, and/or their mannerisms. (4)</p> <p>Where possible, avoid using gendered terms. For example, use words like 'workforce' instead of 'manpower', and 'police officer' instead of 'policeman'. Phrases like 'ladies and gentlemen' or 'boys and girls' should be avoided. (4)</p> |
| Harm minimisation | A strategy that aims to lower the risks and harmful consequences associated with drug use and other high-risk behaviours, rather than simply promoting abstinence. |
| Health literacy | The ability to selectively access and critically analyse information, navigate community services and resources, and take action to promote personal health and the health of others. |
| Health messages | Any message or advertising related to the health and wellbeing of people. These can be in the form of TV or magazine advertisements, media articles, product labelling, or portrayal of 'healthy' choices in the media. |
| Help-seeking | Help-seeking involves communicating with other people to obtain help in terms of understanding, advice, and general support in response to a problem or distressing experience. Help-seeking relies on other people and is therefore often based on social relationships and interpersonal skills. |
| Heterosexism | Views or behaviours that assume everyone is, or should be, heterosexual and that other types of sexuality or gender identity are unnatural or not as good as being heterosexual. People with differences in their physical sex characteristics may experience heterosexism too. This may include elements of discrimination based on limited ideas about what is 'normal' and 'not normal'. (4) |
| Holistic health | A field of alternative medicine in which the body, mind and spirit, or the physical emotional/mental and spiritual aspects of the 'whole person' are the focus, not just the condition. |
| Homophobia | The fear or intolerance of people who identify as lesbian, gay, bisexual or same sex attracted, usually linked with hostility, verbal and physical abuse, or discrimination. Homophobia also includes institutional and cultural bias and structural inequality. (4) |
| Human rights | The basic protection and entitlements due to every human being. These rights are inalienable. That is, they cannot be taken away from anyone. A partial list includes the rights to: food and shelter; education; health care; civic participation and expression; equal treatment before the law; and treatment with respect and dignity. People's ability to fully exercise their human rights affects virtually every aspect of their lives. Governments have responsibilities to respect, protect, and fulfill these rights. Most governments have endorsed international agreements to that effect. People, in turn, have the right to demand that governments uphold these obligations and responsibilities. People also have the right to make sure that governments fulfill these obligations. |

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| Identify | The way people think of themselves, or describe themselves to others. The way that others perceive someone's appearance or behavior does not necessarily match that person's own sense of his or her identity. For example, a person can identify as a boy, Christian, and also as a student. Identity can come from belonging to a community. The way people identify themselves may change over time. ("Identity" may also refer to formal recognition of a person by the state, such as having a name, birth registration, and nationality.) |
| Identities | Individual characteristics (including ideas, feelings and attitudes towards self-worth) and capabilities of a person, or characteristics of a social group. |
| Intersex | <p>Term relating to a range of innate biological traits or variations that lie between 'male' and 'female'. An intersex person may have the biological attributes of both sexes, or lack some of the biological attributes considered necessary to be defined as one or the other sex. Intersex is always congenital and can originate from genetic, chromosomal or hormonal variations. Historically, the term 'hermaphrodite' was used.</p> <p>The term used to categorise those who are born with some unclear or mixed male and female internal and/or external anatomical sexual characteristics. An intersex person may identify as male or female or as neither. Intersex status is not about sexual orientation or gender identity. Intersex people experience the same range of sexual orientation and gender identities as non-intersex people. (2)</p> |
| Lesbian | A woman who is attracted to and/or has sex with other women. A lesbian can also be asexual, transgender, queer, etc. (2) |
| Marginalisation | The process of reducing the importance of a person or group which could lead to that person or group becoming excluded from a variety of situations, or being ignored. |
| Men who have sex with men | Men who have sex with men, regardless of whether or not they have sex with women or have a personal or social gay or bisexual identity. (2) |
| Mental health | An individual's cognitive and thinking processes, such as their capacity to think coherently, express thoughts and feelings, and respond constructively to situations. |
| Misgendering | Misgendering occurs when people are addressed using language that does not match how the person describes their own gender, identity or body. This can be avoided by using inclusive language and choosing correct pronouns such as 'he', 'she' or 'they'. (4) |
| Online environments | The connection of computers/mobile devices to one or more computer/mobile device or network, such as the Internet. |
| Online safety | A range of measures and strategies aimed at protecting people from becoming vulnerable to harmful content and malicious and illegal online activities. |
| Persistence | The ability to continue with an opinion or action despite opposition or difficulty. |
| Prejudice | <p>A preconceived opinion or feeling that is not based on prior knowledge, reason or experience.</p> <p>Unreasonable feelings, opinions, or attitudes generally formed without knowledge, thought, or reason often of a hostile nature, regarding a racial, religious or other group. (2)</p> |

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| Power | Power can be positive or negative. Positive power is seen when we use the power we have within ourselves to change our surroundings for the better. Negative power can be seen when on group pof peoples uses their cultural advantages to control another group. Gender inequality is closely linked to the unequal power between women and men. (2) |
| Preventative health | Measures which direct resources to the prevention of ill-health, the promotion of individual and community health and the reduction of health inequalities. |
| Preventative health practices | Practices intended to protect, promote or maintain health and well-being and at the same time helping to prevent disease, disability or death. |
| Protective behaviours | Behaviours which enable children to recognise situations in which their personal space and sense of safety may be compromised. |
| Refusal skills | Skills that assist children and adolescents to avoid high risk behaviours such as sexual activity, crime, drug use or violence. |
| Reproductive health | A state of physical, mental and social wellbeing in all matters relating to the reproductive system, at any stage of life. |
| Resilience/resilient | Able to deal constructively with change or challenge, allowing the person to maintain or re-establish their social and emotional wellbeing in the face of difficult events. It involves thoughts, feelings and actions. |
| Respect | A feeling of understanding and appreciation for all human beings and creatures in the world. (2) |
| Same-sex attracted | A term used to describe someone who is attracted to a person of their own sex, whether or not sexual behaviour is involved. |
| Self-efficacy | An individual's belief in their ability to succeed in reaching a specific goal or completing a task, such as maintaining healthy and active habits; acquiring a new movement skill; or meeting a personal challenge. |
| Sense of place | A physical, social, emotional and/or spiritual connection to a place which shapes personal and social identities, perspectives and interactions. |
| Sense of self | An individual's perception of their own personality and characteristics, and how they perceive their place in the world in relation to a range of others' personal characteristics, and cultural norms and expectations. |
| Sex | The biological features a person is born with that are used to determine whether they are male or female. |
| Sexting | Sexting refers to the sending of provocative or sexual photos, messages, or videos, generally using a mobile phone. It can also include posting this type of material online. While sharing sexually suggestive images or texts messages may be seen as innocent flirting or amusement for young people, sexting can have serious personal, social and legal consequences. Under current Australian law, young people may be committing a crime when taking, receiving or forwarding sexual images of themselves or friends who are minors. This applies even if all participants are willing. These acts can represent the production or distribution of child pornography. |
| Sexual assault | Any sexual behavior without consent that causes humiliation, pain, fear or intimidation. This includes unwanted kissing, touching and behavior that does not involve actual touching. (3) |

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| Sexual health | A state of physical, mental and social wellbeing in relation to sexuality. It requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free from coercion, discrimination and violence. |
| Sexual identity | How individuals identify their own sexuality (usually based on sexual orientation).(2) |
| Sexual orientation | A person's sexual identity in relation to the gender to which they are attracted. (1) Emotional and sexual attraction to another person or other people who may be the opposite gender, same gender or another gender identity. (2) |
| Sexuality | A central aspect of being human throughout life. It encompasses sex; gender identities and roles; sexual orientation; pleasure, intimacy and reproduction. It is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors. The sexual knowledge, beliefs, attitudes, values and behaviours of individuals. Its dimensions include the anatomy, physiology and biochemistry of the sexual response system; sexual identity, orientation, roles and personality; and thoughts, feelings and relationships. Its expression is influenced by ethical, spiritual, cultural and moral concerns. (2) |
| Social health | Social health is concerned with how individuals interact with the people around them, social institutions and social values and norms. |
| Social justice principles | Principles that guide the rights of all people in a community which are considered in a fair and equitable manner. They may include things like access, e.g. to goods and services, equity, rights and participation. |
| Social skills | Skills used to interact with other people which can involve both verbal and non-verbal communication. |
| Societal influences | Factors that can have the capacity to have an effect upon an individual's thoughts, feelings, attitudes, or behaviours that result from interaction with another individual or group within a society. |
| Societal norms | Behaviours, values, beliefs or attitudes generally held by a society or group. |
| Stereotypes | A standard/conventional image used to categorise a number of people based on such characteristics as gender, sexuality, culture or physical appearance. A generalised and over-simplified idea about people based on one or a specific set of characteristics. Stereotypes are usually untrue and often lead to prejudice and discrimination. (2) |
| Stigma | Severe social disapproval based on an individual's personal characteristics. It may also arise when a person's beliefs or actions do not comply with social norms. For example, in some places people face stigma because of their weight, sexual behavior, religion, or health status. An opinion or judgement held by individuals or society that negatively reflects a person or group. When stigma is acted upon, the result is discrimination that may take the form of actions or omissions. (2) |

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| Strengths-based approach | An approach that focuses on the capacities, competencies, values and hopes that all students, regardless of their current circumstance, will optimise their own health and that of others. |
| Trans | An umbrella term including transsexual and transgender. (1) |
| Transgender | A term used to describe a broad range of gender identities and/or behaviours. This usually includes all trans people, but some transsexual or other gender diverse people prefer not to use this term. (1) An umbrella term for people whose gender identity or expression differs from the sex assigned at birth. Transgender identity is not dependent on medical procedures. Includes, for example, people assigned female at birth but who identify as a man (female-to-male or trans man) and people assigned male at birth but who identify as a woman (male-to-female or trans woman). (2) |
| Transsexual | A person who lives as the opposite sex to the one assigned at birth and who may choose to undergo hormone therapy or surgery. (1) |
| Transphobia | Fear, discomfort, intolerance or hatred of sexually diverse people. Prejudic or discrimination based on a person being, or perceived as being, transgender or gender diverse. Transphobia can be expressed through hostility, verbal and physical bullying or discrimination. Transphobia also includes institutional and cultural bias and structural inequality. (4) |
| Values | The relative worth, merit or importance regarding what is good or bad. A person's values will often be reflected in their behaviour or decision-making processes. |
| Wellbeing | The state of being satisfied, happy and/or healthy. Relates to effective social functioning and spiritual health, and the dispositions of optimism, openness, curiosity and resilience. |

All definitions are from SCSA or ACARA glossaries unless otherwise referenced.

<https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/glossary>

<http://australian-curriculum.org/health-and-physical-education/glossary>

EOC – Parent/Staff/Student handouts <http://vivid.blob.core.windows.net/eoc-sitefinity/default-document-library/2012-teachers-fact-sheet.pdf?sfvrsn=2>

1. *Connect with respect: Preventing gender-based violence in schools* <http://unesdoc.unesco.org/images/0024/002432/243252E.pdf>
2. *Lawstuff WA* http://www.lawstuff.org.au/wa_law/topics/sexual-assault-and-sexual-harassment/sexual-assault
3. *Safe Schools Coalition* http://www.lawstuff.org.au/wa_law/topics/sexual-assault-and-sexual-harassment/sexual-harassment



SHQ is on Whadjuk land. We acknowledge the traditional owners of country across Western Australia.

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