

Respectful vs disrespectful relationships

Learning objective

Students develop an understanding of respectful relationships using fun interactive games, and identify the characteristics of respectful and disrespectful relationships.

Take Home Messages

- Decisions about sex, gender, respect and relationships are personal and different for different people.
- Decisions may be affected by beliefs, faith, culture, friends, age, gender and a desire to fit in.
- The choices we make can change depending on who we are and what's happening around us.
- We experience many different kinds of relationships and love.
- It is important to be able to identify aspects of respectful and disrespectful relationships.

Curriculum Links

[WA Curriculum](#)

- [\(ACPPS089\)](#): Differing cultural beliefs and practices surrounding transition to adulthood
- [\(ACPPS093\)](#): Skills and strategies to promote respectful relationships

[International technical guidance on sexuality education](#)

- Relationships
- Values, rights, culture and sexuality

Materials

- Teaching Resource: [Relationship cards](#) [3 cards per student]
- Sticky tape
- Butcher's paper
- Teaching Resource: [Relation-ship board game pieces](#) [photocopy one set per group]

Before You Get Started

- Teachers should know and understand the [protective interrupting](#) technique and what, why, when and how it is needed and used before facilitating this activity. It is important that teachers are familiar with the [Dealing with disclosures](#) Guide and have a risk management strategy in place.
- Refer to the Guides: [Adolescent relationships](#) and [Healthy relationships: Gender, power and consent](#) for further content information related to this activity.
- Provide students with a copy of [Relationships, Sex and Other Stuff](#) to take home and read and discuss with their family.

Learning Activities

Relationship values

Relationship Values

20 minutes

Students share values about sexual relationships and identify qualities that they value in a relationship through negotiation process to simulate real-life relationships.

Read the statements below about sexuality and gender roles or develop your own statements that are likely to create a difference of opinion. Using signs spread across the floor to create a four-point continuum ('strongly agree', 'agree', 'disagree', 'strongly disagree'), ask students to physically move to the position which best reflects their view. A piece of rope or string on the floor, or a chalk line drawn on the floor, can also be used so students can actually stand on the line. Remind them of the ground rules they have developed and demonstrate what this actually means, i.e. to listen, show respect etc.:

- Boys always put pressure on girls to have sexual experiences.
 - Having sex should be something that both people want to do.
 - If you love your boyfriend/girlfriend/partner you have to have sexual experiences with them.
 - Beliefs about gender vary from one culture (or society) to another.
 - Cultural norms affect laws and policies about sexuality.
 - Contraception is a girl's responsibility.
 - It's hard for same sex attracted people to come out at our school.
 - Young people should experiment with sexual experiences.
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- Sexual intercourse should only be with someone you love.

Ask:

1. How do you think you developed your position/s [on this statement]?
2. If you asked your parents to do the same activity, where do you think they would position themselves?
3. What differences do you think there might be if we did this with only girls or with only boys?
4. What differences do you think there might be if we did this with a group of same sex-attracted young people?
5. What differences could strong beliefs have on how young people would position themselves?

Explain that we have many different kinds of relationships and many different kinds of love. There are many different ways to love somebody. People may feel love for members of their immediate or extended family, for close friends, and for their partners or spouse of the same or the other sex. The terms 'true love' or 'real love' often refer to an intimate partner bond that has moved beyond the 'falling in love' or infatuation stage. Sorting out feelings of affection, romantic love, sexual desire, and 'true love' is often difficult and confusing. Everyone receives messages from their culture about what love is, whom we should (or should not) love, and how we should express (or not express) our love.

Have students work in small groups to develop their own definitions of love, sexual desire and intimacy and whiteboard common findings. For instance: Love: A deep feeling of affection, attachment for another person. Sexual desire: A wish, longing or craving, especially for sexual activity. Intimacy: The capacity to relate to another person in an emotionally open, equal, and caring way – feeling free to express your inner most feelings.

Learning Activities

Relationship Qualities 20 min1. Draw a boat on the board called a 'Relationship'.

2. Ask students to nominate one quality that they would value in a romantic relationship that they would like to bring on board. Record these suggestions on the board.

3. Give each student three relationship cards from the Teaching Resource: Relationship cards. Allow 10 minutes for students to bargain and trade their cards with other students for cards with attributes that they value the most in a relationship.

4. Ask students to report on what cards they have and their experience of negotiating with other people for cards that they wanted.

- What cards do you have?
- What cards did you want?
- Was it difficult or easy to get the cards that you wanted?
- How is this similar to a family relationship?
- Discuss that sometimes the positive qualities that we bring to our relationships can also be negative. For example, honesty can be a good quality but it can also be hurtful. Ask students to reflect on this and think about how their qualities could be either positive or negative.

Alternative activity: Place students into small groups. Laminate the cards and place a magnet on the back of each one. Provide each group with a pile to scatter face down. Students can make fishing lines out of their pencils with a piece of string and a magnet on the end. Students each start off with 3 cards and can take turns fishing for better cards, trading as they go. For each turn they must explain why they decided to either keep or trade their card.

Learning Activities

Graffiti Sheet Brainstorm 30 minutes

Students explore positive and negative aspects of a romantic relationship.

1. Have students use [graffiti sheets](#) (butcher's paper) or the board to [brainstorm](#) examples of positive or negative romantic relationship situations (e.g. your boyfriend/partner puts pressure on you to do something you don't want to do; or your girlfriend/partner calls you to wish you good luck for your music exam).
2. Ask students to work in groups of four to construct their own board game called 'Relationship' that deals with romantic relationship situations. Use the Teaching Resource: Relationship board game pieces to assist students.
 1. Explain that each group of four is to construct a set of 24 game cards that describe positive or negative actions that affect a relationship.
 2. Each card will need to outline a positive or negative relationship situation and the amount of spaces that the player moves forwards or backwards if he/she were to experience this situation. Some examples are 'Your boyfriend/partner asks you to come to a family dinner - forward two places' or 'You have a huge shouting match with your girlfriend/partner on the way to school – move back one place'.
 3. Discuss the need to have appropriate rewards and penalties for different relationship situations.
3. Each group's cards are shuffled and given to another group. They should then be placed in the middle of the game board. Each student has a token that represents him/her and they take it in turns to select a card and move around the board. After all cards are used they are re-shuffled

and the game continues. The aim is to be the first person to get to the treasure chest.

Whole class alternative: If time permits, write relationship situations on the board, dividing the board into four squares. Have students read the situations on their group's cards and stick each relationship situation card under one of the following headings – family, personal, friendships and acquaintances. Encourage students to discuss if they agree or disagree with the 'placement' of the situation.

1. Discuss how relationships vary depending on which category (family, personal, friendship, acquaintance) they relate to.
2. Allocate specific relationship categories (and the associated situations) to pairs of students and ask them to discuss how to either avoid a negative outcome or enjoy the benefits of a positive outcome.
3. Have students suggest and demonstrate the use of assertive and active listening and speaking skills to improve each relationship situation.

3-2-1 Reflection

Reflection

1. Explain that just because you're in love does not necessarily mean you are ready to have sex. Because love is different for everyone, there is not a checklist for you to go through to make sure this is the real thing. However, there are some indicators, such as: trusting the person; knowing that even when you're not together there is an emotional attachment; being able to be yourself when you're together; sharing some common values and interests; and enjoying each's company.
2. Students discuss and/or write responses to:
 1. What are some of the best strategies you have used to maintain the quality of a relationships with your:
 1. family?
 2. friends?
 3. boyfriend/girlfriend/partner?
 2. How does the type of relationship (e.g. family, friends, or boyfriend/girlfriend/partner) change the way that we act?
 3. Which types of relationship problems can be the most challenging to deal with? Why?
 4. What are some things you can do to improve your relationships with family and friends?
 5. What are some things you can do to improve your relationships with your boyfriend/girlfriend/partner?
 6. Given there are some negatives to loving someone, why do people take the risk of falling in love?
 7. How might you be able to lessen the impact of the negatives? For example, if one of the negatives is breaking up, how might that occur with as little impact/sadness as possible?
 8. Where can people get help if they are having difficulties in their relationship?
 9. If you were in a respectful relationship, how do you think you might feel?
 10. If you were in a relationship that was not respectful, how do you think you might feel?

Safer sex - condoms

Learning objective

Students use the Laugh and learn video to initiate discussions around safer sex. They develop an

understanding of the term 'safer sex' and the importance of using condoms to prevent STIs and pregnancies by brainstorming the reasons why people choose or choose not to use condoms and listing life skills and strategies needed for condom negotiation and use.

Take Home Messages

- 'Safer sex' means using a condom to prevent STIs and unintended pregnancies.
- Being able to communicate with your partner about using condoms is part of a respectful sexual relationship.
- To encourage better (and more) use of condoms we need:
- knowledge about how and why to use condoms
- positive attitudes and values towards using condoms
- life skills, including being able to communicate with a partner about having safer sex.

Curriculum Links

[WA Curriculum](#)

- [ACPPS092](#): External influences on sexuality and sexual health behaviours, including the impact decisions and actions have on their own and other's wellbeing.
- [ACPPS095](#): Critical health literacy skills and strategies: evaluating health services in the community; examining policies and processes for ensuring safer behaviours.

[International technical guidelines on sexuality education](#)

- The human body and development
- Skills for health and wellbeing

Materials

- [Laugh and learn video - condoms](#) (2min 23sec)
- Attitudes and values_teacher answer sheet (1 for teacher)
- Life skills_student activity sheet (1 per pair) - electronic or hard copy
- Life skills_teacher answer sheet (1 for teacher)

Before You Get Started

- [Protective interrupting](#) - Teachers need to know and understand how to use this technique to prevent students from potentially disclosing sensitive information or abuse in front of other students.
- [Dealing with disclosures](#) - Teachers must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- [Exploring my own values](#) - Consider your own thoughts, feelings, attitudes and values on this topic and be aware of how they may influence the way you present this activity.
- [Question box](#) - Have a question box available in every lesson to allow students the opportunity to ask questions that may be too embarrassing or unsafe for them to ask openly in class. See [Setting up the question box](#) and [Types of questions](#) for further information. For ways to answer some of the curly questions, see [Student FAQs](#).
- Preview the [Laugh and learn - condoms](#) (2min 23sec) video to determine suitability for your students.
- Before facilitating this lesson ensure you are familiar with the laws about sexual consent in WA. For essential information about consent, safer sex and taking selfies go to:
 - [Youth Law Australia - Consent](#) (external site)
 - [Get the Facts - Sex and the law](#)

Learning Activities

Group agreement

10 minutes

Teaching tip: A group agreement must be established before any RSE program begins to ensure a safe learning environment. Read [Essential information: Establishing a group agreement](#) for tips on how to create one and what to include.

1. Revise the class [group agreement](#).
2. Remind students that throughout the lesson they can write any questions down and add them to the question box at the end of the lesson (if they do not wish to ask them during the lesson). See [Essential information - Setting up a question box](#).

Trigger warning

3. Say:

"This lesson covers topics that can sometimes be difficult for people. If you feel uncomfortable, you may like to take a break from the room.

Before we start, let's check that everyone knows where to go for help if you want to check anything that this lesson raises for you."

4. Ask students:

Who are some trusted adults you can talk to?

(Possible answers: parents, grandparents, teacher, older siblings, doctor, other family members, etc)

Teaching tip: It is important not to tell students who their trusted adults are or should be. You can offer a list of suggestions of who they might be. For some students, some of the people you suggest, may not be people that are safe for them to talk to. Students should not be made to share their list of trusted adults publicly unless they wish to do so.

Who are some people at this school that you can talk to?

(Possible answers: class teacher, other teachers, school psychologist, community health nurse, youth workers, etc)

What services and online support is available?

(Possible answers: [Sexual Assault Resource Centre \(SARC\)](#), [Kidshepline](#), [Headspace](#), GPs, [Sexual Health Quarters](#), [Beyond Blue](#), [Lifeline](#), [1800 Respect](#))

5 minutes

Introduction

3. Using the [One minute challenge](#) teaching strategy students complete this sentence, "To me, safe sex is.....".

4. Share in small groups.
5. Ask for volunteers to share with the class. (Some of the answers may be humorous and that's ok!)
6. Say:

"What we will be covering in this session may not be new to many of you. But I am sure that you will all find at least one new and different piece of information – if not more! Everyone needs reminders at different times about keeping ourselves and others safer."

7. Explain:

"The terms 'safe' and 'safer' are often used interchangeably. In this video the term 'safe' is used however the more accurate term is 'safer' as no sexual activity is 100% safe. Safer sex means protecting the health of both ourselves and others. This means preventing sexually transmitted infections (STIs) and unintended pregnancy."

For more detailed explanation see [What is safer sex?](#) (external link) and [Get the Facts - Safer sex](#).

10 minutes

Laugh and learn video - condoms

8. Watch [Laugh and learn video - condoms](#) (2min 23sec).
9. Ask the following questions:

Why do you think humour is used in this video?

(e.g. negotiating condom use can be difficult and embarrassing; lots of people have negative thoughts and myths about condoms; sex can be embarrassing and people use humour to cope with their embarrassment and/or lack of knowledge)

Does it help get information across? How?

What is the main message/information you got from this video?

Seriously, what is 'safer sex'?

(Using a condom (male or female condom) to reduce the risk of STIs and pregnancy.)

Remember, safer sex really starts right at the beginning – talking to your partner and being sure that you both want to have sex and are ready.

10 minutes

Survey statistics

10. Say:

"Some of you may have already had some sessions in the past about condoms. Today we are going to revise that and also look at some other issues associated with condom use and safer sex."

11. Ask:

"Who thinks that 100% of young people know that using condoms reduces the risk of unplanned pregnancies and STIs?"

In 2018, what percentage of Western Australian Year 10 – 12 students do you think say they always use condoms? Take some answers.

(37%)

And what % said they often used them? Take some answers.

(22%)

If most people know that it is important to use condoms, why do you think that 63% of those students surveyed said they didn't always use them?

(e.g. Too embarrassed; condom not readily available when required; partner didn't want to use; didn't think about it; didn't think they would have sex at that moment; not prepared; I don't like them; my partner doesn't like them; I trust my partner; we've both been tested; I know my partner's sexual history; it's not my responsibility; we both haven't had any sexual activity with anyone else before.)"

(Reference: [WA Survey of Secondary Students and Sexual Health](#))

Say:

"Did you know: Some STIs can be passed on through oral sex. External condoms (sometimes referred to as male condoms) can reduce the risk of STI transmission during oral sex. [Dental dams](#) (external link) can also be used. This is a piece of latex (or polyurethane) that can be used between the mouth and vagina or mouth and anus during oral sex.

[Internal condoms](#) (sometimes referred to as female condoms) are another contraceptive that prevents both STIs and unintended pregnancy."

10 minutes

Attitudes and values

12. Say:

"It's important to understand that knowledge alone isn't always enough for people to make the safest or healthiest choices. They need to believe that the behaviour is really important and they need to value the outcome – whether that is not getting an STI or having an unplanned pregnancy.

And then people need specific skills to be able to put into practice their knowledge and attitudes and values.

So, Knowledge + Attitudes/Values + Skills (might) = Healthier/safer behaviour."

13. Say:

"Let's think about using a condom.

We already know that you have lots of knowledge about how to use condoms and why they should be used.

Let's look at attitudes and values.

Working in pairs make a list of attitudes and values, beliefs, feelings and opinions that might underlie why some people (especially young people) may choose to use or not use condoms."

Show students the headings and provide an example.

People value _____ so might use condoms	People value _____ so might NOT use condoms
not getting an STI	family (e.g. they may want to have a baby)

Teaching tip: It is important to consider diversity of sexual identity and sexual behaviours when discussing sexual health topics like condom use. Some people may have sexual experiences with people of the same sex and not identify as lesbian, gay or bisexual.

14. Discuss answers as a whole group. See [Values and attitudes teacher answer sheet](#) for possible answers.

Point out that different people have different values and individuals have values that may change depending on their stage of life.

Teaching tip: It is important to unpack responses around valuing reputation and relationship as reasons to choose not use condoms. Lead discussion about the importance of respectful relationships and gender expectations (refer to background note [Respectful Relationships](#)). Example questions include:

- Are the expectations around buying condoms the same for everyone? (Typically it is an expectation for men and less expected for women)
- Are the potential reputation impacts of carrying condoms the same for everyone? (Typically the seen as a positive for men ('stud') and negative for women ('slut') in line with gendered expectations about sex and relationships)
- What are important features of respectful relationships? Are these present when a partner is feeling pressured to not use condoms? (Feeling safe. trust, honesty. being valued and cared for, being able to disagree and say no without fear of being unsafe or hurt. No, pressure to not use condoms is not respectful)

10 minutes

Life skills

15. Say:

"Just because people have knowledge about the correct way to use a condom, and they think that it is important to use condoms, people still need a variety of skills in order to use condoms properly, consistently and respectfully."

16. Display [Life skills Student activity sheet](#) or provide as a handout for students to complete (1 per pair).
17. Working in pairs, ask students to suggest examples of the life skills being practised when negotiating condom use and using condoms. See [Life skills - answers sheet](#) for possible answers.
18. Ask for volunteers to give their examples.

3-2-1 Reflection

19. Ask for volunteers to respond to the question:

What skill is the most important to you and why?

20. Remind students that [Get the Facts](#) has a completely confidential 'ask a question' service that they may wish to use. All questions are answered by a qualified health professional within a week.

Health Promoting Schools

Background teacher note: [Health promoting schools framework](#).

Partnerships with parents

- [Talk soon. Talk often: a guide for parents talking to their kids about sex](#) is a free resource that can be bulk ordered by schools. Send a copy home to parents prior to starting your RSE program. The booklet offers age and stage appropriate information so that parents can reinforce the topics covered in class. ([How to order hardcopies](#).)
- Run a parent workshop prior to delivering RSE lessons so that parents can see the resources used, ask questions and find out how to support the school program by continuing conversations at home.
- Add the [Get the Facts](#) and [SECCA app](#) links to your website/e-news for parents.

Partnerships with school staff

- Invite the school health professionals and pastoral care staff (school nurse, school psychologist, chaplain, boarding house master, etc) to a class or an assembly to introduce them to the students and let them know what their roles are and how they can help the students. For example:
 - If you have concerns about relationships, you can go to...
 - If you have more questions about sexual health, you can go to...

Power to manage relationships

Learning objective

Students explore skills needed when dealing with challenging relationships and unsafe situations.

Take Home Messages

- Adolescence is a period of dramatic physical, social and emotional change involving many new feelings and experiences.
- Sexual feelings are a normal part of adolescent change.
- Sexual activity has physical, social, emotional and legal implications.
- Individuals are responsible for the decisions and choices they make regarding their sexual behaviour.
- People have different attitudes, values and beliefs towards sex and sexuality.

Curriculum Links

[WA Curriculum](#)

[ACPPS093](#): Investigate how empathy and ethical decision making contribute to respectful 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.

[International technical guidance on sexuality education](#)

- Relationships
- Violence and staying safe
- Skills for health and wellbeing

Materials

- Teaching Resource: [Sexuality cards](#) [one class set]
- Teaching Resource: [Respect and Consent Quiz](#) [one quiz per student and one teacher answer sheet]
- Teaching Resource: [He said, she said party script](#) [one 2-sided copy per group]

Before You Get Started

- Self-esteem and confidence of some students may be an issue during this activity. Be reassuring and support students as they develop the ability to practise assertive “no” statements. This will also help students with their development of resilience and emotional wellbeing. See the Guide: [Resilience and life skills](#) for more information.
- It is possible that a student may have been involved in a traumatic experience relating to sexual abuse. Teachers should know and understand the [protective interrupting](#) technique and what, why, when and how it is needed and used before facilitating this activity. It is important that teachers are familiar with the [Dealing with disclosures](#) Guide and have a risk management strategy in place.
- Refer to Guides: [STIs/BBVs](#), [Establishing ground rules](#) and [Healthy relationships - Gender, power and consent](#) for further content information related to this activity.

Learning Activities

Sexuality card icebreaker10 minutes

The following activity is intended to be used as an ice-breaker exercise to provide an opportunity to introduce some sexuality and relationships terminology that may be used and/or referred to throughout the lesson.

1. Before the lesson prepare a class set of the Teaching Resource: Sexuality cards.
 1. Note: There is space provided to add in other words that are relevant to the class or words that have been brought up and discussed before.
 2. Make sure the additional words are relevant to the activity and remove those that may not be appropriate for the group.
2. Have the whole class sit in a large circle.
3. Outline the rules of the activity:
 1. Review the class ground rules, or if there are none, propose the following as a discussion in establishing a set all students will agree to before proceeding:
 1. no put downs - Everyone has the right to their beliefs, values and opinions
 2. no personal questions
 3. everyone has the right to pass (not to answer questions)
 4. all questions are good questions (even if they are provocative!)
 5. listen when other people are speaking
 6. respect the opinions of others
 7. use correct terminology
 8. use inclusive language
 9. maintain confidentiality - What is said in the room stays in the room (apart from the exception of the teacher's duty of care regarding mandatory reporting).
 10. no identifying information - If a student is telling a story about a friend they should not include their friend's name or any identifying information. Students should be encouraged to talk in the third person i.e. 'a person I know'
 11. Refer to Guide: [Establishing Ground Rules](#)
 2. The first student selects the top card from the deck of sexuality cards. They say the first word that comes to mind relating to the word on the card, for example, naked = sex; tolerance = acceptance; flirting = fun etc.
 3. Students place their card to the bottom of the 'deck'. This continues around the circle.
 4. It's important to remind students that they are allowed to 'pass' if they don't feel comfortable speaking about their word (refer to class ground rules). Discuss with students the importance of respecting and supporting the choices of others and their own values and beliefs.
4. Sit in the circle with the class. Model the first selection.
 1. Remind the class that although there are likely to be words mentioned that we may not say or talk about at school, we need to make sure that the words used are not offensive to other students.
 2. Emphasise that some words can have different meanings for different people, so it is important to communicate more about these topics if needed, to create a shared understanding.
5. When everyone has had a turn with a card, ask students to reflect on the activity. Pose the questions:
 1. Why is it important to know about words relating to sexuality and relationships?
 2. What is the problem, if at all, if we all have different understandings of and meanings about these words?

Respect and consent quiz

15 minutes

1. The following activity will provide important information to remind students about respect, consent and consent and the law.

2. Give each student a copy of the Teaching Resource: Respect and Consent Quiz (alternatively, display the Quiz electronically and ask students to note their own True/False responses in their notebooks).
3. Have students complete the activity independently and then go through the correct answers with the whole class. (there is additional information for the teacher in the Teacher Guide).
4. Determine if the class is ready and there is time to proceed with the 'He said, she said' Party Script Activity based on their level of understanding about consent.

Learning Activities

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- Have students complete the activity independently and then go through the correct answers with the whole class. (there is additional information for the teacher in the Teacher Guide).
- Determine if the class is ready and there is time to proceed with the 'He said, she said' Party Script Activity based on their level of understanding about consent.

'He said, she said' party script 25 minutes

Note: The small group Party Script activity should not be attempted before the Year 9 activity [Sexual consent and the law](#) has been completed. The script will form the basis of discussion as students review and extend their existing knowledge of sexual consent. Students learn a range of skills and understand when to use and apply them if dealing with challenging or unsafe situations.

1. Ask students to get into pairs or small groups of four.
2. Provide each group with a copy of the Teaching Resource: He said, she said party script and ask them to focus on Party Script A.
3. Give groups an opportunity to read through Party Script A and briefly discuss.
4. Show the following questions on a white/interactive board. Ask each group to respond to the question prompts as a whole class or discuss in small groups:
 1. Did Emma give consent to have sex with Jacob? Where in the script does it support your answer?
 2. What were some of the factors that influenced how both Emma and Jacob behaved? E.g. they were in an established relationship, alcohol, partying/celebration, location, trust, respect, body language, readiness, communication.
 3. How could Jacob have responded differently? E.g. Checked to see if Emma was giving clear consent and was ok to have sex before going ahead.
 4. At what point of the story could Jacob have done something differently? E.g. At Scene 7, Jacob could have asked Emma's friends to go and lie down with her/check on her instead and talk to her later about why he didn't think it was a good idea OR provide a

couple of other scenarios

5. Did Jacob and Emma have consensual sex? Teaching point: Giving consent means that everyone involved can clearly and freely agree to the sexual activities that will occur. If everyone is not willing or not able to give consent (such as if someone is asleep or under the influence of drugs or alcohol) then the sexual activity would be an assault and as such would be against the law. The law requires a person to be 16 years or older to provide consent to engage in any sexual activities.
 6. Was it sexual assault? Teaching point: Sexual assault can be a violent, unexpected, traumatic and sometimes life threatening event or series of events, even if the person has 'passed out'. Sexual assault is ANY unwanted sexual act or behaviour which is threatening, violent, forced or coercive and to which a person has not given consent or was not able to give consent.
5. Ask students to focus on Party Script B. In their small groups discuss where in the script the characters acted differently.
 6. Ask students to underline or highlight where in the script the characters demonstrated the following skills when they had to deal with an emotional, social and physically challenging situation (there may not be examples to find showing these skills):
 1. Refusal skills
 2. Communicating choices
 3. Acting assertively
 4. Expressing thoughts opinions & beliefs
 5. Initiating contingency plans

A new script, a new ending

1. Students apply their knowledge, skills and understanding of respect and consent to create a new script. It does not have to be a party script.
2. If time is limited, students can edit the existing party script from Scenes 7 – 10 only. The following criteria must be met:
 1. The script demonstrates respectful behaviour and consent between the two characters.
 2. At least two of the following skills are included in the script (refusal, communicating choices, acting assertively, expressing thoughts opinions & beliefs and/or initiating contingency plans).
 3. At least two of the following questions are included in the script.
 1. What do you want to do?
 2. Are you ready to do this?
 3. Is there anything that you're not comfortable doing?
 4. Do you want to stop?
 5. Are you happy to go further?
3. Join pairs or small groups together. Each pair/small group reads through their new script. The other group members should be actively listening to ensure the set criteria have been met.

Alternate activity: Students create their new script as a short play or electronic presentation.

3-2-1 Reflection

Students watch a YouTube clip: Partying and consent (https://youtu.be/YoUPqH_i_Qs) [6:29min]. The clip shows young people at a party drinking and dancing. Two of the characters go into the bedroom but the young male involved decides to walk away and not try and have sex with a very intoxicated young female.

Ask students to reflect on the storyline presented with the following question in mind:

- How does this clip demonstrate respect and consent?

3-2-1 Reflection

External related resources

[The practical guide to love, sex and relationships](#)

A teaching resource from the Australian Research Centre in Sex, Health and Society, La Trobe University.

[Topic 1 - Introducing Love, Sex and Relationships](#)

- Ethical framework for love, sex and relationships
- Decision making
- Sexuality timeline- what is the average of: first sexual feelings, falling in love, identifying as gay/straight/bisexual, drinking alcohol, learning about sex at school, etc.

[Topic 2 - Love, etc](#)

- Elements of healthy relationships

Consent: Communication and safety in sexual situations

Learning objective

Students explore legal, physical, social and emotional safety, and respectful relationships using a placemat strategy and the Laugh and learn video as a stimulus.

Explores the importance of communicating with a partner about readiness for sex, consent and

Take Home Messages

- Communicating with your partner about readiness for sex, consent, STI prevention and contraception before sexual activity is essential.
- Keeping yourself and your partner safe in sexual situations means thinking about all aspects of safety and wellbeing including physical, emotional, social and legal.
- It is important for partners to communicate about their expectations before sexual activity.

Curriculum Links

[WA Curriculum](#)

[ACPPS093](#): Skills and strategies to promote respectful relationships

[International technical guidance on sexuality education](#)

- Violence and staying safe
- Skills for health and wellbeing

Materials

- [Laugh and learn video - keeping safe](#) (2min 8sec) (external link)
- Student activity sheet: [Placemat activity sheet keeping safe with sexual activity](#) (1 per group of 4 students enlarged to A3 size)
- Teacher resource: Placemat [activity answer sheet](#) (1 for teacher)
- Optional: [Take home activity reliable RSE websites](#)

Before You Get Started

- It is beneficial to complete the following lessons prior to this lesson, or ensure students have the appropriate knowledge:
 - [Sexual consent and the law](#)
 - [Safer sex - condoms](#)
 - [Sexting: To send or not to send](#)
- [Protective interrupting](#) - Teachers need to know and understand how to use this technique to prevent students from potentially disclosing sensitive information or abuse in front of other students.
- [Managing disclosures](#) - Teachers must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- [Exploring my own values](#) - Consider your own thoughts, feelings, attitudes and values on this topic and be aware of how they may influence the way you present this activity. Be aware of your own self-care and support networks
- [Question box](#) - Have a question box available in every lesson to allow students the opportunity to ask questions that may be too embarrassing or unsafe for them to ask openly in class. See [Setting up the question box](#) and [Types of questions](#) for further information. For ways to answer some of the curly questions, see [Student FAQs](#).
- Preview [Laugh and learn - keeping safe](#) (2min 8sec)
- Background teacher notes/guides provide content knowledge for teachers prior to lesson delivery: [Respectful relationships](#); [Safer sex and contraception](#); [Sex and alcohol and other drugs](#); [Sex and the law](#); [Discrimination](#)
- Visit these external sites for further essential information on consent, safer sex and taking selfies:
 - [Sex and the Law | Get the Facts](#) (external link)
 - [Sex & Dating | Legal Support in Western Australia | Youth Law Australia](#) (external link)
 - [King Edward Memorial Hospital - Sexual Assault Resource Centre \(SARC\)](#) (external link)

Learning Activities

Laugh and learn video - safer sex 30 minutes

1. Say:

"In this video there are some words and phrases that need some thinking about and discussing before we get to see the video."

6. Divide the class into groups to discuss the following questions. Ask for responses from each group.

What do you think 'ramification' means? Use a dictionary if you don't know.

(Consequence, result, aftermath, outcome, effect.)

Thinking about the topic of 'staying safe in a sexual situation' - what do you think would be covered in a 'proper talk'?

(e.g., Communicating about individual wants; consent; STI and pregnancy prevention.)

What do you understand 'safe sex' measures to be?

(Using a condom to prevent STIs and/or pregnancy and using a contraceptive method to prevent pregnancy.)

7. Explain:

"The term 'safe sex' and 'safer sex' are often used interchangeably. In this video the term 'safe sex' is used, however, the more accurate term is 'safer sex' as no sexual activity is 100% safe."

For a more detailed explanation see [Safer sex](#) (external link) and [What is safer sex?](#) (external link).

9. Watch [Laugh and learn - keeping safe](#) (2min 8sec)

10. Ask:

What do you think of the use of humour in this video?

Does it help get information across? How?

What is the message/information you got from this video?

(e.g. it is important to talk about safer sex beforehand; both partners need to be ready; the age of consent in WA is 16; partners should be aware of what each other want; consent is vital)

11. Say:

"While humour is useful and we can laugh at some aspects, there is a serious side to keeping safe that we need to look at. We're going to look at some of the important considerations around, and possible 'ramifications' (consequences) of, sexual activity."

Ask:

There were a number of positive key words you may have seen or heard in the video. What were they? (Give clues by writing these words with some letters missing.)

- communicate/communication/talk
- consent
- comfort/comfortable
- conversation
- wants/expectations

So why is it important to talk about safe sex beforehand?

(e.g., ready; comfortable; can be difficult because it is out of comfort zone; both need to be aware of each other's expectations.)

Learning Activities

Placemat: Keeping safe with sexual activity 20 minutes

12. Say:

"There are several aspects to keeping safe in sexual situations that need to be considered.

There are different areas that need to be considered when people are thinking about keeping themselves and their partners safe in sexual situations. As we have discussed, safety and wellbeing related to sexual activity is about more than just STI and pregnancy prevention. It is important to think about the issues and impacts related to all areas:

- physical (including sexual health)
- emotional
- social
- respectful relationship with partner
- the law

Many of the issues and consequences considered in each area overlap and link with other areas.

13. As a whole group, revise the legal aspects of consent in WA (legal age of consent in WA is 16; consent must be mutual, freely given, informed, certain, coherent, clear and ongoing; consent can be withdrawn at any time).

Teaching tip: For essential information about consent, safer sex and taking selfies go to the [Youth Law Australia](#) website (external site) and [Get the Facts - Sex and the law](#) (external site).

14. Teaching strategy: [Placemat activity](#) In groups of 4 students complete [Student activity sheet: Keeping safe with sexual activity](#). Have each group discuss and record possible issues and ramifications associated with different aspects of keeping safe in sexual situations:

1. physical (including sexual health)
2. emotional
3. social
4. respectful relationship with partner
5. the law

15. Have groups share ideas with the whole class. See [Teacher resource: Placemat activity answer sheet](#) for possible answers.

16. Remind students that the Sexual Assault Resource Centre (SARC) is a free service available for people who have experienced sexual assault. Display the [SARC website](#) and crisis line phone numbers (08) 6458 1828 or free call 1800 199 888. Posters can be put up in class and other places around the school.

3-2-1 Reflection

17. Ask students to write one new thing they have learnt from this lesson.

18. Ask for volunteers to share what they wrote.

19. Remind students that Get the Facts has a completely confidential '[ask a question](#)' service that they may wish to use. All questions are answered by a qualified health professional with a

week.

3-2-1 Reflection

Optional: Take home activity

Provide students with the [Take home activity: Reliable RSE websites](#) (electronic copy if possible). Remind them that it is best to use credible Western Australian and Australian websites to answer health questions rather than doing an internet search.

Health Promoting Schools

Background teacher note: [Health promoting schools framework](#).

Partnerships with parents

- [Talk soon. Talk often: a guide for parents talking to their kids about sex](#) is a free resource that can be bulk ordered by schools. Send a copy home to parents prior to starting your RSE program. The booklet offers age and stage appropriate information so that parents can reinforce the topics covered in class. ([How to order hardcopies.](#))
- Run a parent workshop prior to delivering RSE lessons so that parents can see the resources used, ask questions and find out how to support the school program by continuing conversations at home.
- Add the [Get the Facts](#) and [SECCA app](#) links to your website/e-news for parents.

Partnerships with school staff

- Invite the school health professionals and pastoral care staff (school nurse, school psychologist, chaplain, boarding house master, etc) to a class or an assembly to introduce them to the students and let them know what their roles are and how they can help the students. For example:
 - If you have concerns about relationships, you can go to...
 - If you have more questions about sexual health, you can go to...