

RELATE: Respectful relationships program - Stage 2

Learning objective



A one term respectful relationship program consisting of 8 scaffolded sessions covering - creating a group agreement, assessing prior knowledge, difference between gender stereotypes and expectations, respectful relationship qualities, non-consensual image sharing, decision making frameworks, communication techniques, ethical bystanders and critical analysis of websites.

Each stage can be delivered in isolation but is best delivered sequentially.

Stage 2 is suggested for Year 8 or 9 but may be suitable for lower or higher year groups depending on student demographics.

Take Home Messages

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Curriculum Links

RELATE has been designed to improve students' knowledge, attitudes, skills and behaviours to recognise and engage in respectful relationships. This includes increased:

- awareness of, and respect for, diversity
- understanding of the impact of gender expectations and social norms on relationships and sexual health
- understanding of, and skills for, ethical behaviour in the context of relationships
- skills to establish and maintain positive, equitable and respectful relationships
- capacity to identify and address disrespectful behaviour
- digital literacy skills
- critical analysis skills
- 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).

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.

RELATE Stage 2 covers all of the Personal, social and community health descriptors in the Year 8 and Year 9 Health and Physical Education Syllabus. See [RELATE 2 WA Curriculum Mapping \(63KB\)](#) for descriptors mapped to individual session plans.

[Image](#)

Curriculum Links

Key understandings

Session 1: Part 1 - Establishing a group agreement.

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

It is important to follow the class agreement so that everyone feels safe to learn and share their ideas.

Session 1: Part 2 - KWL (Know, Want to know, Learnt)

Purpose: to revise concepts of RELATE: Stage 1, to remind students of appropriate language; recognise prior knowledge of students; to give students an opportunity to record what they would like to find out about gender, respectful relationships, communication and sexting.

I already have some knowledge about gender, respectful relationships, communicating and sexting but there is a lot more to learn and understand.

Session 2: Gender NOT sex

Purpose: To help students understand the difference between 'sex' and 'gender' and to recognise gender stereotypes.

'Sex' describes the biological features that a person is born with that are used to determine whether they are male or female. 'Gender' describes the roles and expectations that families, culture, society, religion and the media assign to what it is to be a 'man' or a 'woman'.

Gender stereotypes can be damaging if they limit people's behaviours, interests, skills or relationships.

Session 3: Respect - What's OK and What's not OK?

Purpose: To revise what a respectful relationship is; To identify examples of respectful and disrespectful relationships in the film Tagged.

Everyone has the right to respectful relationships both face-to-face (in person) and online at all times.

Session 4: 4 Questions

Purpose: To identify a framework for considering the safety and respect of people in a situation.

There are 4 questions I can ask myself when I need to consider choices, consequences and safety of

my actions. Relationship? Safe? My decision? Feel OK?

Session 5: What's the status?

Purpose: To identify the impact of online behaviour on individuals and others in relationships; To apply the 4 Questions framework in situations regarding online messages.

How I respond to people online, messaging and face-to-face can influence both positively and negatively how they feel about themselves and their relationships with others. Online messages can be easily misunderstood.

Session 6: Who said what?

Purpose: To revise and apply knowledge of communication styles; to reflect on personal communication styles.

Being assertive is an important skill that I can practise so that I can communicate respectfully and effectively with others.

Session 7: Telling stories

Purpose: To review and apply the concepts of being an ethical bystander, respectful relationships, assertive communication, 4 questions framework.

By being an ethical bystander, I can help to positively influence the choices, decisions and actions of others.

Session 8: Helpful websites

Purpose: To determine the appropriateness and reliability of online health information; to critically analyse a health website.

Being critically aware of the information I read is important so that I can determine if it is accurate, reliable and useful.

Materials

- See RELATE Stage 2 pdf in the resource section for full program including lists of materials required for each session

Learning Activities

Sample session plan pages and activity sheets:

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See [RELATE Stage 2 full program \(18MB\)](#) for the entire package of lesson plans including lists of materials required for each session, posters, activity sheets and teaching notes.

Sexual Health Quarters (SHQ) conducted the research and original development of RELATE (1st and

2nd edition). SHQ has had no involvement with any subsequent updates or editions of RELATE.

Learning Activities

Assessment tasks

Assessment task - teacher instructions

Assessment task - student instructions

Assessment task - marking key

Assessment task - marking key excel spreadsheet

Consent: Assertive and respectful communication

Learning objective

Students learn how consent is communicated across various relationships and the underpinning elements that make consent assertive and respectful.

Take Home Messages

- Consent exists in all healthy relationships
- How we give consent changes across relationship type and scenarios
- There are assertive and respectful ways to give or deny consent.
- There are assertive and respectful ways to receive a "no".

Materials

- Butchers paper
- Coloured pens
- Whiteboard and whiteboard pens
- Ball of wool - for reflection activity

Before You Get Started

- Revise or create a class [group agreement](#)
- Read background teaching note: [Consent](#)

Learning Activities

Consent in different relationship types 30 minutes

1. Ask class to name 6 different types of relationships (e.g. coach/player, teacher/student, parent/child, romantic partners, friends etc.)
2. Split class into 6 groups and assign one relationship type per group
3. Each group is given a piece of butcher's paper. Ask group to create 3 columns on the page.
 1. For each column, write a consent scenarios that may occur in that relationship type (e.g.

asking to borrow a t-shirt (sibling), asking if they can play a different position (coach) etc.)

2. For each scenario, list a way to respectfully respond and a way to disrespectfully respond.
4. Ask groups to switch paper with another group.
5. As a group, choose one respectful and one disrespectful scenario response to expand on.
6. Break down what makes the response respectful or disrespectful - wording, body language, relationship type etc.

Learning Activities

Developing assertive and respectful responses 20 minutes

9. Ask groups to develop an assertive and respectful response to the below scenarios:
 - Your boss asks you to stay at a shift longer but you know they often do this without extra pay that you're entitled to...
 - Your coach keeps you on the bench for most of the games even though you go to training more than other team members...
 - You give your brother permission to use your camera on Saturday but it's Sunday and he hasn't returned it yet...
 - You tell your friend a secret and they tell the rest of your friendship group...
10. Ask groups how they decided how they would respond to the scenarios? What personal values did you have to assess or discuss to get to a conclusion?
11. What are the main criteria that you've noticed that makes a response assertive and respectful?
12. How would you respond if your response was dismissed or ignored? What could you do and who could help?

3-2-1 Reflection

Spaghetti reflection

- In a circle, pass a ball of wool around by holding on to the wool before throwing the ball of wool to the next person so that it creates a web of wool (that looks like a bowl of spaghetti).
- Ask each student to name a respectful action/phrase that can be used when giving/receiving consent related scenarios i.e. "that's okay we don't have to" "is there something else you'd like to do?" "is there anything else you wanted me to know?" "thank you for telling me" etc.