

# What's OK and what's not OK

## Learning objective

Students deepen their understanding of 'what's OK' and what's 'not OK' in friendships/romantic relationships and find examples in the film 'Tagged'.

## Take Home Messages

- Everyone has the right to respectful relationships (online and offline) at all times.
- There are things we can do and places we can go for help if we are being treated disrespectfully.

## Materials

- Student activity sheet 1: [What's OK and what's NOT OK](#) - qualities cut out with at least one quality per student.
- Student activity sheet 2: Tagged - What's OK and what's NOT OK (one per student or group)
- Teacher answer sheet (page 3): Tagged - What's OK and what's not OK
- [Film: Tagged \(14 min 30 sec\)](#) (external link)

## Before You Get Started

- It is important to consider the range of parenting styles, family contexts and cultural backgrounds students may be influenced by and how this contribute to a students values.
- Trauma informed - it is vital recognise the prevalence of adverse childhood experiences and how trauma survivors may respond to our words and actions.
- [Protective interrupting](#) - Teachers need to know and understand how to use this technique to prevent students form 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.
- Watch film: [Tagged \(14 min 30 sec\)](#) to determine if suitable for your students.
- Read background teaching note: [Respectful relationships](#)

## Learning Activities

Group agreement

Whole Class

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](#).

Matching pairs: What's OK and what's NOT OK

Whole Class

2. Give each student a card from [Student activity sheet 1: What's OK and what's NOT OK?](#)
3. Ask students to move to one side of the room if they think their card demonstrates behaviour

that is OK/respectful and the other side of the room if it shows behaviour that is NOT OK/disrespectful.

4. Ask a volunteer with a card from the 'disrespectful' side to read out their card. The student who thinks their card shows the opposite, respectful behaviour reads their card out and they stand together. Repeat until all cards are matched.

Film: Tagged

Independent or Small Group

5. Give each student a copy of [Student activity sheet 2: Tagged - What's OK and what's not OK.](#)
6. Explain that the table on page 1 shows all the examples of OK and NOT OK behaviours that they have just matched and discussed.
7. Say,

"We are going to watch a film that is about some respectful and disrespectful behaviours. This film has issues including relationships, online bullying and sexting.

As we watch the film, I would like you to look for examples of respectful and disrespectful behaviours and language and record them on page 2."

8. Display the focus question:

What examples of OK (respectful) and NOT OK (disrespectful) behaviour and language do you see in Tagged?

9. Watch [Tagged \(14 min\)](#).
10. Students record brief answers on page 2 of [Student activity sheet 2: Tagged - What's OK and what's not OK.](#)
11. If time permits, watch in its entirety, and then go back and watch it again stopping at crucial points to discuss, make notes and help students identify different behaviours. Use [Teacher answer sheet: Tagged - What's OK and what's not OK.](#)

Processing questions

12. Ask:

? Was it easy to recognise respectful and disrespectful behaviours in Tagged? How? Why?

Some may be easy to identify. Others may be difficult. Social norms and individual experiences affect how we determine if something is respectful or not.

? How do you think people being treated disrespectfully feel?

Angry, upset, sad, hurt, frustrated, numb, or they may not recognise that they are being disrespected.

? What could those people being treated disrespectfully do to stop the other person?

Tell them, "It upsets me when you say things like this." Walk away, ignore them, talk to someone (Friend/adult/Kids Helpline).

? Do you think it is easy to do something about being treated disrespectfully?

For many people, it can be very difficult as it requires a lot of confidence and self esteem to challenge disrespectful behaviours. Disrespectful behaviour may come from a friend, loved one, or an adult, and

responding appropriately can be tricky.

### 3-2-1 Reflection

## 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 hardcopy resource that can be bulk ordered by schools and [website](#). Send a copy home to parents prior to starting your RSE program. The booklet offers ages and stage related information on puberty (and other topics) so that parents can reinforce the topics covered in class. ([How to order hard copies](#).) Provide the link to parents on school websites and social media.
- Order copies of [Puberty](#) and [Relationships, sex and other stuff](#) to be sent home for parents. Provide the link to parents on school websites and social media.
- Run a parent workshop and run this activity with parents to model the content that will be covered in your RSE program.
- Run a parent and child evening session, where the children can teach the parents what they have been learning about.

### Partnerships with school staff

- Invite the school nurse to your class to answer some of the question box questions. This serves two purposes - they may be able to answer some of the questions you are unsure of and helps to build a relationships between the students and the nurse.
- The school nurse may like to take small groups of students requiring additional or specialised care to run separate activities with on this topic.

## 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