

Respectful relationships online

Learning objective

Students develop an understanding of cyberbullying and the implications of sharing information online.

Take Home Messages

- Everybody is an individual and deserves respect.
- Making informed choices can make us safer.
- We can help our friends make appropriate online choices.
- People who have been involved in a cyberbullying incident need support from friends, family and school.
- It is important to tell a trusted adult (teachers, parents and police) to help stop cyberbullying.

Curriculum Links

[WA HPE Curriculum](#)

Sub-stand: Staying safe

- Skills to deal with challenging or unsafe situations.
- Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships.

[International technical guidance on sexuality education](#)

Key concept 4.1 Violence

- Sexual abuse, sexual harassment and bullying are harmful and are a violation of human rights

Materials

- A3 paper [one per group]
- Teaching Resource: [Positive bystander tips](#) [one per student]
- Film: [Tagged](#) (14min 30 sec) (external link)

Before You Get Started

- Ensure a [group agreement](#) is established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.
- Communicating sexually online or with a mobile phone is increasingly accessible and socially acceptable for everyone today. It is important that the positive aspects of online communication (such as influencing social development, maintaining long distant relationships with family and friends, forming relationships with like-minded people, documenting events and raising awareness of important issues) are highlighted as strongly as the potential issues. The most important key message for young people is that they know how to be responsible with technology use it safely. Refer to the [Cyberbullying](#) notes for further information.
- It is possible that a student has been involved in a traumatic experience relating to cyberbullying. It is important that teachers are familiar with the Essential Information: [Managing disclosures](#) and have a risk management strategy in place.

Learning Activities

Group agreement

5 min

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

1. Revise or create the class [group agreement](#).

Learning Activities

Cyberbullying quiz

15 min

2. Divide students into groups of four. Provide each group with a blank piece of A3 paper and make a [placemat](#) with the word 'cyberbullying' in the centre. Have students conduct a placemat activity to create a definition on the term cyberbullying.
3. Ask:

- What is cyberbullying?

Cyberbullying are the actions taken by an individual or group intended to embarrass, humiliate or intimidate a target using online technology such as the internet or a mobile phone. Whiteboard this definition.

- What forms can cyberbullying take? (can include a wide range of unacceptable behaviours including:
 - sending abusive messages,
 - posting or sending hurtful images or videos
 - posting or sharing images of someone without their consent
 - imitating others online
 - excluding others online
 - posting contact or other personal information in public forums
 - nasty online gossip and chat
- Cyberbullying typically involves three different people, can you identify who they might be? (perpetrator - the person bullying online; target - the person being bullied; and bystander - someone who witnesses the cyberbullying behaviour)
- What are the differences between cyberbullying and other forms of bullying? (cyberbullying has possibly a much bigger audience, no closure and no escape from the person bullying, and the other people involved may not realise the impact and contribution they make. It can occur any time of the day or night and intrudes into spaces that were previously considered safe. The person bullying can remain anonymous and this can cause the person who is being bullied to distrust many people. Electronic content is hard to control, and the worry of content resurfacing can make it difficult for those who are bullied to move on. Also, a single incident can comprise multiple attacks, where one image is viewed numerous times.)
- Why do you think people bully others? (because they don't understand the harm they are doing; they are reproducing behaviour that has been carried out on them; or to be popular with other people)
- How do you think you would feel if you were being cyberbullied?

- What is a bystander? (a person who is present at an event without participating in it. For example, somebody who sees another person send a bullying message to someone else.)
- What might a positive bystander do? (take safe action to help the target)
- What might a negative bystander do? (choose to do nothing, or actually become involved in cyberbullying, e.g. forward hurtful messages and posts sent by someone else)
- Why do you think someone might choose to be a negative bystander in a cyberbullying situation? (might fear being the next target or losing a friendship; wanting to stay out of 'drama'; not feeling confident to confront the bully; not knowing what to do)
- If you are aware of someone being cyberbullied and do nothing, who are you supporting? (the perpetrator - person doing the bullying)

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Learning Activities

Cyberbullying - thumbs up, thumbs down

10 mins

4. Explain that you will be reading out a list of statements. You want students to give a thumbs-up if they agree this is a form of cyber bullying, and a thumbs-down if it is not.

- (1) Posting an offensive photo of someone online to embarrass that person.
- (2) Creating a poll to embarrass someone.
- (3) Spreading rumours about someone online.
- (4) Creating a fake profile of someone that contains content that is hurtful to that person.
- (5) Making threats to publish material that a person does not want to be made public.
- (6) Not accepting a friend or follow request.
- (7) Sending abusive messages.
- (8) Digitally altering a photograph of someone to humiliate them.

Only (6) is not an example of cyberbullying. (If asked why, explain that people are allowed to control who sees their profile and posts.)

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Learning Activities

Cyberbullying consequences

30 mins

5. View the [Tagged](#) video on the esafety.gov.au website [18:19min].
6. In small groups, students respond to the following focus questions in preparation for a whole class discussion and reflection:
 - Why do you think Kate posted photos of Chloe on her blog?
 - Was it fair for Jack to retaliate by posting the photos of Kate?
 - Why do you think Em chose not to stand up for Kate?

- In what way was Em's behaviour helpful?
- In what way was Em's behaviour unhelpful?
- What are the main messages from this video?
- If you were a friend of one of the characters in Tagged, how could you encourage them to make more appropriate choices? (choose at least two characters)
- What do you think might motivate someone to help a person who is being unfairly targeted online? (e.g. a desire to treat people fairly; empathy for the pain and stress this behaviour may cause)
- What strategies could you think of that might stop cyberbullying if you noticed it occurring?

3-2-1 Reflection

Reflection

5 minutes

6. Stress that helping friends and fellow students who are involved in cyberbullying early on, can save them a lot of pain down the track.
7. Give each student a copy of the Teaching Resource: Positive bystander tips. Students select something positive they could do, or the option that they would feel safest in doing, if they witnessed:
 - A friend receiving repeated abusive text messages from someone you know.
 - A photo of someone in your year group which has received a lot of rude and hurtful comments.
 - A friend repeatedly excluding someone in your friendship group from weekend gatherings and parties posted online.
8. Students record their answers in written form.

Health Promoting Schools

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

Sexual consent and the law

Learning objective

Students analyse sexual consent and the law through real life scenarios.

Take Home Messages

- Consent is the free agreement to do something.
- Sexual consent must be mutual, freely given, informed, certain, coherent, clear and ongoing.
- Sexual consent can be withdrawn at any time.
- Sexual activity without consent is against the law (sexual assault).
- The laws around sex and consent are there to help protect people from harm and abuse.
- Understanding what consent is and the laws around consent is a foundation for respectful relationships and contributes to the prevention of sexual assault.

Curriculum Links

[WA HPE curriculum](#)

Sub-strand: Personal, social and community health

- Skills to deal with challenging or unsafe situations:
 - refusal skills
 - initiating contingency plans
 - acting assertively
- Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships.

[International technical guidelines on sexuality education](#)

Key concept 4.2 Consent, privacy and bodily integrity

- Everyone has the right to be in control of what they will and will not do sexually and should actively communicate and recognise consent from their partners.

Key concept 5.2 Decision-making

- The process of making decisions about sexual behaviour include consideration of all positive and negative potential consequences/

Key concept 5.3 Communication, refusal and negotiation skills

- Good communication is essential to personal, family, school, work and romantic relationships.

Materials

- Item belonging to another person in the class (e.g. pencil)
- Video: [Tea and consent](#) (2min 50sec video)
- 1 x Y chart for each group of 4-6 students (electronic, photocopy or butchers paper)
- 1 x Teaching Resource: [Consent scenarios student activity sheet](#) for each group (or individual)
- 1 x Teaching Resource: [Consent scenarios teacher answer sheet](#) (electronic or photocopy)

Before You Get Started

- Consider the timing of this lesson given the possible triggering content. It may be best delivered before a lunch break or at the end of the day so that students have time to process information before another lesson and have time to seek help if required. Be aware that discussing topics such as sexual consent and sexual assault can be upsetting for people as they reflect on their own experiences or that of people close to them.
- Liaise with the school health team (e.g. Community health nurse, school psychologist) to inform them of the content you will be covering in class. It may be helpful to have these additional adults in these lessons or on standby for any individual or small group work that may need to take place.
- [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. Be aware of

your own self-care and support networks.

- Preview [Tea and consent](#) (2min 50sec video) to determine suitability for your students. NB: There are a number of versions of this video online. Some contain expletives and some are spoofs of the video - please check that you have the correct video before use.

Learning Activities

Group agreement and where to go for support

10 min

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

1. Revise or create 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: Let students know you will be talking about sexual consent. Some suggested wording on this: "Today we are talking about sexual consent sexual assault. Please let me know if you need to take a break as these topics can sometimes be difficult for people."

3. 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.

Who are some trusted adults you can talk to?

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

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)

What services and online support is available?

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

Learning Activities

What is consent?

15 minutes

4. Ask for a volunteer to bring an item belonging to them (e.g. a pencil) to the front of the class to model the following examples of consent/not consent and you would like the class to respond whether consent was asked appropriately and given appropriately.

Teaching tip: You may want to consider printing off this script so it is clear for the volunteer which examples you are demonstrating.

Person 1: "May I borrow your pencil please?" Person 2: "Yes" (hands pencil) Person 1: (takes pencil)

Say: "This is clear, affirmative consent."

Person 1: "May I borrow your pencil please?" Person 2: (no answer) Person 1: (takes pencil)

Say: "Even though, I asked politely, I did not get consent. The absence of a 'no' is not a 'yes'."

Person 1: "May I borrow your pencil please?" Person 2: "No, sorry." Person 1: "Awww, come on. I let you use my pen last week". Person 2: "Errr, hmmm, OK I guess."

Ask: "Is this consent?"

(no, it has been coerced or pressured).

Person 1: "May I borrow your pencil please?" Person 2: (nods head, smiles and hands pencil)

Ask: "Is this consent?"

(yes, non-verbal consent)

Ask: "What if they weren't smiling and nodding?"

(unclear if consent has been given).

Ask: "How could we check to make sure we have consent?"

(ask the person again, ask for clarification, not take the pencil until we are sure).

Ask: "What if they let me borrow their pencil yesterday?"

(Not consent - consent has to be given on each occasion).

Ask: "What if I took the pencil and used it to scratch under my armpit?"

(Not consent. It is unlikely the person understood what they were agreeing to).

Ask: "What if I borrow the pencil and then they change their mind and want the pencil back?"

(consent has been removed and the pencil should be returned).

5. Say:

"The same principles apply to consent in sexual situations. Consent must be certain, clear, informed, freely given, and it can be removed at any time. Consent is important for all people, of all sexualities and in all kinds of relationships. Consent is a fundamental part of respectful relationships. Now we are going to look at consent in more detail"

Optional activity: Video - Tea and consent

6. Say:

"We are going to watch a 3 minute video that uses drinking tea as an analogy for sexual consent"

7. Watch: [Tea and consent](#) (2min 50sec video)

8. Ask:

What did you think about the video?

What were the key messages of the video?

(Possible answers: consent can be removed, you can't make someone consent, you can change your mind, it's ok to change your mind, unconscious people can't consent, consenting last week does not mean consenting this week)

Learning Activities

What does consent look like, feel like, sound like?

10 minutes

9. Divide class into groups of 4-6 using [Grouping strategy: Birthday line up](#)

10. Ask:

How did you communicate your birthday to others?

(Using my fingers, wrote it down, pointed to a calendar /display in the room)

How difficult was it to line up without talking?

Were there any miscommunications?

What would make it easier to check the non-verbal communication?

(Ask them, verbal communication)

12. Say:

"Communication is vital for sexual consent. Consent and communication between sexual partners is the foundation for respectful, safe, mutual sexual experiences. It is everyone's responsibility to check that their sexual partners are enthusiastically consenting to any sexual activities. Let's explore some different ways that consent may be communicated."

13. Use [Teaching Strategy: Y chart](#) to explore what consent looks like, feels like, sounds like.

Teaching tip: Depending on your classroom demographics, you can do this activity as a whole class or separate them into groups. You can use the birthday line-up to help with creating groups if you want to split students up from people they sit with. You may wish to have additional adults assisting with this activity or to do the activity as a whole class if you feel the class require closer guidance.

Possible answers:

Looks like	Feels like	Sounds like
Kissing you back	Everyone involved wants to be there	Enthusiastic 'Yes!'
Touching you back	Pleasurable	"That feels good"
16 years and older	Not drunk or drugged	"Keep going"
Someone voluntarily taking their clothes off	Freely given (not pressured or coerced)	"Sure"
Smiling	Safe	"Do it again"
Looking at you	Them pulling you closer	Clear!
	Happy	Continually checking in by asking:
		Asking 'Is this OK?',
		'Does this feel good?'
		'Would you like to try?'

14. Say:

"It is important to remember that consent is an ongoing conversation. Each of these answers are just examples of things that might help to determine if someone is consenting. It is important to keep checking in with a partner.

When it comes to consent, the absence of no does not mean a 'yes'. Uncertainty, hesitation, umming and ahhing are NOT signs of enthusiastic consent. It's important to be aware of verbal or non-verbal signs from sexual partners.

Saying 'Stop', 'I'm not sure', 'Can we slow down?' or changing the subject are all examples of how people might indicate they are not consenting. A person who is not consenting might give non-verbal signs instead of saying 'no', like not responding to touch, silence, turning away, pushing a partner away, crying or freezing.

Although we can communicate and consent non-verbally, the only way to be sure a partner consenting is to ask. And the best, most clear way to give enthusiastic consent is to say it - 'Yes!'

Without consent, sexual activity is sexual assault. Experiencing sexual assault can have significant impacts on a person's physical and mental health throughout their lifetime. The harm caused by sexual assault impacts individuals, families and communities.

If you are not sure if your partner is consenting but you keep going anyway, it is not only not ok and harmful — it is against the law."

Learning Activities

Sex and the law

10 minutes

15. You can look at the [Youth Law Australia](#) website and demonstrate how to navigate to the WA laws and the section on Sex and consent or discuss these questions as a whole class or ask them to remain in their groups to discuss.
16. Ask:

What is legal age of consent in WA?

(In WA, the legal age of consent is 16. This means when you are 16 years or older, you can have sex with another person aged 16 or older as long as you are both freely consenting. However, it is a crime for a person who is caring for you, supervising you or has authority over you (like a teacher, coach, boss) to have sex with you while you are between the ages of 16-18.)

What do we mean by 'sex' when we are talking about the law?

(According to the law, sexual intercourse means when a penis, finger, object or any part of a person is fully or partially inside another person's vagina or anus. Sexual intercourse also includes any kind of oral sex. A sexual act can include a lot of different sexual activities, not only sexual intercourse e.g., kissing, touching, mutual masturbation, making another person watch pornography, sending and receiving sexual pictures. Consent is required for any sexual act. There are a few different laws about sex and consent and different sexual crimes e.g., sexual assault, indecent assault)

Why are there laws around the age of consent in WA?

(The laws around consent are there to protect people from harm and abuse.)

Discussion can be extended to explore cultural expectations and understandings about teenage sexual relationships:

- How do the laws about consensual sex differ from the unwritten rules or expectations?
 - Do the unwritten rules and expectations around teenage sexual relationships vary with age, e.g. would your parents have different ideas about these rules or expectations?
 - Do these unwritten rules and expectations vary depending on where you are, e.g. at school, at a school dance, at a friend's place, at the park?
 - Do the laws about consensual sex vary with where you are?
 - Where do these unwritten rules and expectations around teenage sexual relationships come from?
17. Stress that regardless of age, if someone has not given consent to sexual activity and it has taken place, it is a crime.

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Learning Activities

Consent scenarios

15 minutes

Students apply their knowledge of sexual consent to scenarios.

18. Provide each small group with a copy of the Teaching Resource: [Consent scenarios student activity sheet](#) and allocate each group a different scenario to work through.
19. Ask students to read the scenario and associated questions they have been given. Ask the

students to identify the key points, discuss whether the situation is consensual or not and provide reasons for their answers.

20. Have each group share their scenario and findings with the whole class.

21. Discuss questions or concerns and clarify any inconsistencies as they arise supported by the Teaching Resource: [Consent scenarios teacher answer sheet](#).

3-2-1 Reflection

5 minutes

22. Students write on a prepared worksheet or in a journal:

3 x Recalls: Write three facts the legal aspects of consent

(Possible answers: legal age of consent in WA is 16, must be willing and want to have sex, must be able to give consent (e.g. not drunk or high))

2 x So what's: write two things about why consent information is relevant and important.

(Possible answers: stops you from hurting someone, important for future relationships, teach other people)

1 x questions: write one question they have about consent.

23. Remind students that you are hurting someone when you sex without consent, and that is considered a crime.

24. Remind students of the trusted adults exercise at the start of the lesson and recommend the following services for extra support: the school psychologist, school nurse, the [Legal Aid WA InfoLine](#), [Aboriginal Legal Service of WA](#), [Sexual Assault Resource Centre](#) or the police.

Health Promoting Schools

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

Partnerships

Families

- [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 and [interactive website](#). Consider sending a copy home to parents prior to starting your RSE program or providing a link to your website/e-news for parents and carers. The booklet offers age and stage related information on sex and relationships so that the topics covered in class can be reinforced at home. ([How to order hardcopies](#).)
- Send copies of [Relationships, sex and other stuff](#) home.

School staff

- Have the school psychologist, youth worker or student support team provide information on what services are available to support students who may be struggling.

Education

Professional development

- Organise [Legal Aid WA](#) to do a presentation around the WA laws for sexual consent prior to delivering this lesson.

Environment

Policy and procedure

- Ensure staff are well-versed in the policies regarding responding to disclosures of abuse and assault.

Choices and consequences

Learning objective

Students watch Kaiyai Girl, an interactive DVD about an Aboriginal girl, Missy, who is faced with many choices and consequences regarding alcohol and other drugs, and sexual health. Students discuss the options and make informed choices to help Missy stay as safe and as healthy as possible.

Take Home Messages

- There are many reasons why people choose to take drugs, or not take drugs.
- With the right strategies, young people can make healthier, informed choices.
- Consuming alcohol and other drugs affects our ability to make informed choices, particularly about sexual activity.
- Making informed choices about sexual activity can help us stay safe.

Curriculum Links

[WA curriculum links](#) HPE: Healthy and active communities

Impact of external influences on the ability of adolescents to make safe and informed choices relating to:

- sexual health behaviours
- alcohol, drugs or other harmful substance use
- risk-taking

[International technical guidance on sexuality education](#) Key concept 6.4 (12-15 year olds)

Friends can influence one another positively and negatively

Materials

- [Kaiyai Girl](#) interactive DVD
- [Kaiyai Girl Teacher's Resource Booklet](#) [optional]
- Teaching Resource: [Placemat template](#) [5 per group]

Before You Get Started

- The Kaiyai Girl DVD is a teaching resource for use with students in early adolescence through to early adulthood. It tackles the issues of drug and alcohol use and its impact on decision-making and personal control. It aims to give participants' knowledge and understanding of these issues, and the self-management skills to cope when faced with choices about drug and alcohol use.

- Copies of this resource should be available in WA Department of Education school libraries. Alternatively email the Health Department of WA to order your copy: SHBBVP@health.wa.gov.au.
- Young people need time and the opportunity to explore their own beliefs and values about these issues in a safe, supportive learning environment. When using this resource it is essential that facilitators are aware of creating a safe environment and consider issues of disclosure, diversity, discrimination and confidentiality.
- Alcohol and other drugs remain predominant in youth culture today. It is important for young people to learn to be responsible when experimenting with alcohol and other drugs, and avoiding sexual intercourse and other risk-taking behaviours while under the influence. Refer to the [Alcohol, other drugs and sex](#) Guide for further details.
- It is possible that a student has been involved in a traumatic experience relating to alcohol and other drugs and sex. It is important that teachers are familiar with the Guide: [Managing disclosures](#) and have a risk management strategy in place.

Learning Activities

Small group decision-making: Drugs and alcohol 30 min

This activity introduces the Kaiyai Girl interactive DVD which addresses issues of drug and alcohol use and its impact on decision-making and personal control.

1. Use the teaching strategy [think-pair-share](#) to identify reasons why young people choose to use or not use drugs. Be prepared for many positive reasons that people use drugs, including young people.
2. Ask:
 - How can alcohol and other drugs affect our moods?
 - How can alcohol and other drugs affect our decision making?
 - How can alcohol and other drugs affect our perception of risk?
 - What are some unsafe things young people might do when they are in a relaxed mood, have poor decision making and have a reduced perception of risk?
 - What are some of the implications of having intoxicated sex?
 - Can these implications be long term as well as short term?
3. Introduce Kaiyai Girl by giving a brief outline of the issues which will be raised in the DVD.
 - Inform the students that at every decision point in the DVD they will be asked to discuss in small groups what they think is the best choice and to explain why.
4. Discuss informed decision-making skills (e.g. weigh up pros and cons, take time, get advice, consider feelings of self and others) and take suggestions from students. Discuss instincts and feelings that may be experienced which raise awareness that a decision may have a negative or positive consequence. Consider physical feelings and how decisions can be made by following head, heart or gut instincts. Stress that considering all three instincts can result in making the safest decisions.
5. Start the DVD. Be ready to stop, start and choose menu options throughout the 30-minute film.

Learning Activities

Placemat decision-making: Sex and drugs 20 min

This activity involves watching Kaiyai Girl. While watching the DVD, students are prompted to make choices for the main character regarding sex and drugs and discuss their personal perspectives on the issues raised.

5. Provide each small group with five copies of the Placemat template (one for each decision point) or have students draw their own placemat depending on the number of students in the group.
6. Use the [placemat](#) strategy for each decision point in the DVD:
 - Allow the students 2 minutes to independently identify and write their decision in their section of the placemat.
 - Have each group discuss their individual choices and decide on a group consensus, to be written in the middle section of the placemat.
 - Identify a choice to select on the DVD through a whole class consensus.

3-2-1 Reflection

7. Ask students to provide a summary of Missy's journey from Kaiyai Girl and the choices and consequences she encountered and then provide an alternative safer choice she could have made at each stage.
8. Students can role-play the alternative choices.
9. Revisit informed decision-making skills and discuss possible challenges with implementing safer choices in a range of scenarios.

Sexting: To send or not to send

Learning objective

Students use the *Laugh and learn* video and a decision mapping process to explore situations where people might be asked to send a sext. Emotional, social, ethical and legal consequences of sending or not sending a sext are unpacked. WA image-based abuse laws and where to go for help are also covered.

Take Home Messages

- Unwanted sexting is disrespectful, harassment and against the law.
- Sharing, or threatening to share, another person's sext/nude without their consent is image-based abuse and is against the law..
- There are actions that can be taken and support available if you receive an inappropriate text messages and/or pictures or if your pictures are shared without your consent.
- Sending sexts/nudes can have emotional, social, ethical and legal consequences.
- It is easy to lose control over who sees a sext/nude.
- It is important to think about potential consequences when making decisions about sexting.

Curriculum Links

[WA curriculum links](#) HPE: Staying safe

Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can

support the development of respectful relationships, including sexual relationships

[International technical guidance on sexuality education](#) Key concept 4.3 (12-15 year olds)

Sexually explicit media and images can be sexually arousing and potentially harmful.

Materials

- [Laugh and learn video - sexting](#) (2 min 12 sec)
- [eSafety - image based abuse video](#) (2 min 30 sec)
- Access to [Youth Law Australia - Sexting](#) web page
- Sticky notes (or small pieces of scrap paper)
- Pens
- A large floor space or wall space to place sticky note flow chart
- Optional: [PowerPoint slides - To send or not to send?](#)
- Optional: [Take home activity sheet - To send or not to send?](#) (1 per student) - electronic or hard copy

Before You Get Started

- Be aware that some students undertaking this lesson may have sent or received a sext. Emphasise that you do not want to know who has or hasn't sent or received a sext.
- [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. Be aware of your own self-care and support networks. Read [The art of safe sexting](#), [How to practise safe sexting](#), [Everything you need to know about sexting](#). Ideally, these and other associated issues need to be covered and extended in more lessons.
- Liaise with the school health team (e.g. Community health nurse, school psychologist) to inform them of the content you will be covering in class. It may be helpful to have these additional adults in these lessons or on standby for any individual or small group work that may need to take place.
- Preview [Laugh and learn video - Sexting](#) (2min 12sec) and [eSafety - Image based abuse](#) (1min 50sec) to determine suitability for your students.
- Teachers should be familiar with the laws on [sexual consent, sexting](#) and [image-based abuse](#).
- Visit [eSafety - sexting](#) for background information on the what, why and how of sexting.
- Sexting definition: Most sexting is done with a mobile phone but it also occurs through social media and other online activities. Sexting can include a range of behaviours and content, from sending flirtatious text messages to more intimate material, like taking and sharing nude photos or videos capturing sexual acts. The term 'sexting' is not often used by young people or in popular culture. 'Nudes', 'naked selfie', 'pic for pic', 'dic pics' are some of the terms young people might use. Other terms include intimate images, sexually explicit images or messages.
- Students may bring up popular media (tv shows and movies) which deal with image based abuse, youth suicide, mental health and other issues faced by teens. Sometimes organisations like and eSafety Commissioner have created resources to support use of popular media in the classroom.
- Optional: Print Department of Justice posters.

Learning Activities

Group agreement 5 mins

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

1. Revise or create 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](#).
3. Trigger warning

Say:

"This lesson covers topics that can sometimes be difficult for people. Please let me know if you feel you need 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)

Say:

"During the lesson we will also be learning about some services and online support that is available."

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Learning Activities

Thumb quiz: Legal, not sure, illegal 10 mins

5. Ask students what they understand by the term 'sexting'?
6. Take answers from volunteers.

Teaching tip: Students need to feel safe and supported in lessons on sensitive topics such as this. They need to know that they will never be called upon to answer questions and that you will only ever ask for volunteers for contributions.

5. Say:

"Sexting refers to using a mobile phone or the internet to take, ask for, receive, send or share intimate text, photos or videos including where someone is naked, partly naked, posing sexually or doing a

sexual act. These are sometimes known as 'nudes', 'sexy pics' or 'noodz' or some of the words that you have already said. They are also known in legal terms as sexually explicit images or messages, or intimate images."

6. Teaching strategy: [Thumbs up/down quiz](#). Ask students to indicate their answers:
 - thumbs up = legal
 - thumbs down = illegal
 - thumbs sideways = not sure.
7. Read and display the following scenarios on the board (See [To send or not to send PP teacher resource - slides 7-18](#)).

Teaching tip: The language in the following scenarios deliberately limits the use of gender pronouns in order to avoid gender stereotyping who sends/shares images and to be inclusive of gender and sexual diversity. Students can make their own decisions about the gender of the individuals in the scenarios.

- An 18 year old girl sends a naked image of herself to an 18 year old guy she likes.

(Legal, but if he didn't want this, it might be sexual harassment depending on circumstances.)

- A 20 year old girl sends a naked image of themselves to their 21 year old partner

(Legal)

- A 16 year old consensually sends a nude to their 16 year old partner.

(Despite being of legal age to have sex, and legal under WA laws, this is illegal under federal laws which override state laws. If a person under 18 takes a naked picture of themselves, it can be considered creating child exploitation material. Sending it to a partner can be considered distributing child exploitation material. These laws are designed to protect children from exploitation however, young people consensually sharing images can still be prosecuted under these laws.)

- A 21 year old shares the image of their partner with several of their friends.

(Illegal if they did not ask for their partner's consent to share the images.)

- A teacher 'follows' students on Instagram and make personal remarks.

(Legal but breaches professional conduct. [Guidelines for the Use of Social Media - The Department of Education](#).)

- After breaking up with their 16 year old partner, a 17 year old threatens to send an intimate image of them to their mates.

(Illegal to threaten to send an intimate image (WA law) and illegal to send an intimate image of a person under 18 years of age (Commonwealth law).

Learning Activities

Laugh and learn video - sexting 5 mins

8. Watch [Laugh and learn - sexting](#) (2min 12sec).

Teaching tip: CaLD students and students with special needs could potentially be confused between pimple popping and sexting. It is important for teachers to decide the suitability of this content for their students and to address any misconceptions that may arise.

9. Ask:

- What are some of the key messages from the video?

(Non-consensual sexting is disrespectful, harassment and against the law; issues can follow you the rest of your life - whether you send, receive or share an intimate picture; it is easy to lose control over who can see an image once it is sent; there are things you can do if you receive an unwanted sext.)

Learning Activities

To send or not to send? 25 mins

10. As a whole class create a 'choose your own adventure' style flow chart using sticky notes. This can be created on the floor, on desks pushed together, on a wall or a window.

Teaching tip: This activity should not be conducted in small groups unless there are enough adults to facilitate each group. This is vital to ensure students adhere to the group agreement (e.g. no sharing personal stories). Ensure all adults facilitating groups are familiar with [protective interrupting techniques](#) and how to [deal with disclosures](#).

11. Provide each students with a small stack of sticky notes (or scrap paper).
12. Guide students through the following steps either using the [To send or not to send PP teacher resource \(Slide 20-33\)](#) or by reading the instructions aloud.
13. Say:

" Describe a scenario in which a person might be asked for a nude. This is to be a hypothetical situation so no names of people we know and no personal stories."

- What are the names of person A and B?
- What are their genders?
- How old are they?
- How do they know each other?
- What app/device are they using to chat?

Teaching tip: It is important to remember that students in the class are likely to have experienced similar situations either directly or indirectly and it is vital for everyone to maintain confidentiality and not to disclose personal stories of their own or others. Offer students the opportunity to talk to you (or another trusted adult) in private if they have any concerns they would like to raise. The [question box](#) is another way of offering students opportunities to raise issues privately. Students can indicate that they would like time with you, the school counsellor/nurse by placing a note in the question box and including their name on the note.

Discuss some of the potential stereotypes:

- Is it always the guy asking for nudes?
- Is it always the girl being pressured?
- Is it always a heterosexual relationship?

14. Write down the scenario and place it on the floor/wall where you will be displaying the 'choose your own adventure' flow chart.

15. Say:

"What might person B's response to this request be? Write it down on your sticky note and place it along side the scenario to show the different ways the conversation might develop."

Ask:

- Do they want to send the nude?
- Do they feel safe?
- Is there trust?
- Do they feel pressured?
- How do they negotiate the situation? (diversion, humour, respectful, disrespectful)
- Do they consensually send the nude?
- Do they send a pic without showing their face or identifying features?

16. Ask:

- What might person A reply?

(anger, humour, pressure, respects answer and doesn't ask again, cuts off conversation, dumps person B, asks for more, call person B names for either sending it or not sending it)

17. Have the students continue the potential responses along the 'choose your own adventure' path.

18. Ask:

- What might happen as a result if they send the nude or if they don't send the nude?
- What are the emotional consequences?

(May feel regret for sending it; may feel mortified if it gets shared with others; may feel OK about sending it; may feel happy/sexy/flirty/etc sending it; may feel scared; etc)

- What are the social consequences?

(Friends/colleagues might judge you; may end the relationship; may start a romantic/sexual relationship; may bring person A and B closer; may cause person A and B to fall out; excluded from friends; family fall out; etc)

- What are the ethical consequences?

(Is it ethical to ask for a nude or should you wait to be asked? Is it ethical to assume a partner would be OK receiving a nude image? If someone has shared nudes with lots of other people, is it OK to share the image? What if there is a large gap in the age of the people sexting? etc)

Learning Activities

What the law says 10 mins

19. Have students read the [Youth Law Australia - Sexting](https://yla.org.au/wa/topics/internet-phones-and-technology/sexting-laws/) webpage (https://yla.org.au/wa/topics/internet-phones-and-technology/sexting-laws/) . This could be as a whole class, on individual devices or printed copies.

Teaching tip: Ensure that the Youth Law Australia website is set to 'Showing laws for WA' so that the information displayed is accurate for WA.

19. Say:

"It is against the law for ANY person to take, keep or share intimate images when it involves someone under 18. It is against the law to share or threaten to share an intimate image of a person of ANY age without their consent. No doubt there are many people - adults and young people alike - who are unaware of these laws. Why do you think not knowing this information could be very dangerous for some people?"

20. Ask:

- What are the legal consequences?

(If under 18, could be charged with creating/distributing child exploitation material; could be put on child sex offenders register; could impact future employment and housing options; could be fined or imprisoned; could be no legal consequences; may be completely legal; etc)

- Who could get prosecuted in each of the scenarios we looked at in Too send or not to send?

(Any that involve people under 18. Any that involve harassment)

- Who would get prosecuted in each of these scenarios?

(It is impossible to tell. Laws are designed to protect young people from exploitation but the laws are still written in such a way that young people can potentially be charged. The laws place the emphasis on non-consensual sharing of images, pressure, harassment and 'sextortion' - threatening to share images)

Learning Activities

Where to go for help 5 mins

21. View [eSafety what is image-based abuse video](#) (2 min 30 sec)

22. Ask:

- Where can a young person go for help in these situations? What can they do?

(Tell a trusted adult, block the person on social media, report it on the eSafety site, contact Headspace, Kidshelpline, a school counsellor)

23. Show students the [eSafety Commissioner website](#) and go through the steps of 'What to do?'

24. Ask:

- What strategies have you seen in this process that you might recommend to a friend who was in a similar situation?

Teaching tip: It is important to keep questions 'a step removed'. Asking students what they would recommend to a friend allows them to think of useful strategies for themselves without having to say, 'I would do this' which could make them feel vulnerable and/or potentially disclose personal information.

3-2-1 Reflection

25. Ask students to share with another person:

- What is the most important thing you have learnt from doing this work on sexting?
- Who will you share this information with?

Health Promoting Schools

Health promoting schools strategies

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

Take home activity

- Ensure students have internet access at home to access the [Youth Law Australia - Sexting](#) website or provide each student with the handout [Western Australia's new intimate intimate laws: Frequently asked questions](#).
- Give each student the [Take home activity sheet: Sexting - To send or not to send?](#)

Partnerships with wider community

- [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 and interactive website. Consider sending a copy home to

parents prior to starting your RSE program or providing a link to your website/e-news for parents and carers. The booklet offers age and stage related information on sex and relationships so that the topics covered in class can be reinforced at home.

- Send copies of the free resources [Relationships, sex and other stuff](#) and/or [Send noods?](#) home or provide in the lesson.
- Run a parent and carer workshop prior to delivering RSE lessons so that parents and carers can see the resources used, ask questions and find out how to support the school program by continuing conversations at home.
- Keep parents informed of the WA intimate image laws by adding these links to your school newsletter/social media/website
 - [Western Australia's new intimate intimate laws: Frequently asked questions](#)
 - [eSafety Commissioner - Sending nudes and sexting \(parents\)](#)