

Gender expectations

Learning objective

Students examine how diversity and gender are often represented in the media and the impact this has on personal identities.

Take Home Messages

- Gender is often stereotyped in the media.
- Media and societal expectations can influence personal identities

Curriculum Links

[WA Curriculum](#) HPE: Personal identity and change

- Factors that shape personal identities and adolescent health behaviours

[International technical guidance on sexuality education](#) Key concept 3.1 (12-15 years):

- Gender roles and gender norms influence people's lives
- Romantic relationships can be negatively affected by gender roles and gender stereotypes

Materials

- Teaching Resource: [Gender expectations signs](#) [one set]

Before You Get Started

- Some teachers may experience difficulties dealing with the polarised attitudes of students during these activities. It is essential that teachers address inappropriate comments that may arise when discussing values or ethical issues. Successful strategies can be found in the [gender stereotyping and expectations](#) educator note.
- 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.
- If possible, have students work in mixed gender groups for the group activities. This will encourage opposing views to be discussed and result in more meaningful conversations.
- Self-esteem and confidence of some students may also be an issue during this activity. Be reassuring and supportive.
- Teachers should know and understand the [protective interrupting](#) technique and what, why, when and how it is needed and used before facilitating this activity.

Learning Activities

Questioning gender values 20 min

1. Prior to the commencement of the lesson, attach the gender expectations signs (Teaching Resource: Gender expectations signs) along a wall in the classroom to create a 'values line'.
2. Read out the following questions to the students (it is also useful to have these questions written on a PowerPoint or large pieces of paper so they can consider them silently while moving along the line). You may not use all these questions for your class.
 1. Is it okay for guys to clean the house and take on household responsibilities?
 2. Is it okay for girls to take on the gardening responsibilities?

3. Is it okay for guys to wear make-up?
 4. Is it okay for girls to play footy?
 5. Is it okay for guys to cry?
 6. Is it okay for guys to do ballet?
 7. Is it okay for girls to run global companies?
 8. Is it okay for guys to do hairdressing and fashion design?
 9. Is it okay for guys to stay at home and look after their children?
 10. Is it okay for a girl to have sex at 16?
 11. Is it okay for a guy to have sex at 16?
 12. Is it okay for guy to put pressure on other boys to have sex with girls?
 13. Is it okay for girls to put pressure on other girls to have sex with boys?
 14. Is it okay for girls to say no to sex?
 15. Is it okay for guys to say no to sex?
 16. Is it okay for guys to have sex with lots of people?
 17. Is it okay for girls to have sex with lots of people?
 18. Is it okay for guys to hug their male friends?
 19. Is it okay for girls to hug their female friends?
3. Ask students to stand on the values line according to their personal views on the topic.
1. Have groups (Yes, No, Maybe) discuss and justify their decisions, then ask a volunteer from each group to explain their own reasoning, not others. Also tell students to not respond to other student's comment when sharing to the whole classroom.
4. Highlight the definition of a stereotype (a widely held and fixed image or idea of a particular type of person or thing) and gender roles (societal expectations about the typical and appropriate behaviour of men and women). This will be explored further in the small group activity.

Ask:

1. Where do we get our ideas about gender from?
 2. Do society's ideas of gender roles change over time?
 3. How do gender roles impact relationships between boys and girls?
 4. Do you think there are double standards for sexual behaviour for boys and girls amongst your friends or in your community?
 5. Do you think that boys are often permitted and sometimes pressured to be sexually active where girls are often discouraged from being sexually active? Is this fair?
 6. Do you think gender equality is a matter of human rights?
5. Use the teaching strategy [think-pair-share](#) to identify some things that are expected of students because of their gender and some things they expect of other people because of their gender.

Learning Activities

Comparing gender in the media 30 min

6. Ask students to explore advertisements from the 1930s to the 1970s
7. Ask students to select one advertisement from their exploration and answer the following questions:
 1. What is the advertisement about?
 2. How are men and women represented? Think about the setting (kitchen, laundry, workplace, etc.), the activities they are engaged in, the language that is used by, and about, men and women, etc.
 3. Who is represented and who is omitted?
 4. How do you feel about the advertisement?

5. What is the literal and implied message of the advertisement?
 6. Who is it aimed at?
 7. How would this advertisement be received today?
 8. What does this tell us about how ideas about gender change over time?
8. Ask students to research current advertisements and identify whether it highlights stereotypical views about gender and whether it affirms diversity. Alternatively, you may want to find and print out recent advertisements for the students to discuss.
1. How is the advertisement achieving this? Consider the roles of the males and females; what do they say, what are they wearing, what is the product promoting?
9. After exploring the historical and modern advertisements, discuss the following question in a small group.
1. To what extent has advertising about boys and girls, and men and women, changed over time?

For additional information go to the [SeeMe: The media, my world and me](#) website. This site promotes positive body image and tackles the impact of young people's internalisation of idealised media portrayals of beauty and gender stereotypes.

3-2-1 Reflection

10. Groups share and discuss their findings using the focus questions from the previous activity with the whole class.
11. Identify similarities and differences and discuss any misconceptions they have as a result of these findings.
12. Discuss the impact the media (e.g. magazines, TV ads) has on our perceptions of gender roles and our expectations about how to behave in society (e.g. because I am female I need to wash the clothes).
13. Discuss the influence of the media and gender expectations on shaping identities. Use the focus questions and comments from the above activity to guide the discussion. Guide students to consider how the advertisements impacted on them personally. How did the advertisement encourage them to participate in something new or different?
14. Iterate with students it is important that we are allowed to express ourselves and who we are. We should not feel pressure from the media or other places to act or look a certain way because the expectations put on us. We also should not pressure others to act or look a certain way because of their gender.

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 3: Freedom fighters](#) (Gender)

- Social expectations and gender expectations: Is it ok for a girl to ask a boy out? Would a girl be called a slut if she had lots of boyfriends? What happens to a boy who is 'different'.

Body Image

Learning objective

Students analyse how beauty is represented in the media through music and magazines and the impact this, and the perceptions of others, have on personal identities.

Take Home Messages

- Beauty can be stereotyped in the media for both males and females.
- Our personal identities can be influenced by the media and other people's perceptions.

Curriculum Links

[WA curriculum links](#)

HPE: Personal identity and change

- Factors that shape personal identities and adolescent health behaviours
- Strategies for managing changes and transitions

[International technical guidance on sexuality education](#)

Key concept 6.4 (12-15 year olds):

- People's feelings about their bodies can affect their health, self-image and behaviour

Materials

- Butcher's paper [6 pieces]
- Old magazines and/or newspapers
- A5 coloured paper
- Video: [Try by Collie Calillat](#) (3 min 51 sec video)

Before You Get Started

- With so many physical and emotional changes occurring during puberty, it is normal for young people to be more self-aware during this time. In [Mission Australia's Youth Survey 2018](#), 30.4% of young people are concerned about body image, and research suggests that less than a quarter of Australian girls and a third of Australian boys are satisfied with their weight². See the Guide: [Body image](#) for more information.
- It is important to highlight the differences between beauty represented in the media and real life. This activity provides an opportunity to discuss and support students' confidence and self-esteem. [Establish a group agreement](#) so students feel safe and respected during classroom activities.

Learning Activities

Character trait brainstorm 20 min

1. Attach 6 pieces of butcher's paper to the walls of the classroom. Label each piece of butcher's

paper with one of the following titles: beautiful, sexy, ugly, handsome, creative, helpful.

2. Allocate a small group of students to each piece of paper.
3. Give students 2 minutes to write things that come to mind when they think of the word that is on their piece of butcher's paper. It might be other adjectives or it might be celebrities. Ensure they do not write names of people they know personally (e.g. other people at school).
4. Move the groups to the next [gallery walk](#) to the right and repeat the process until each group has written on each of the pieces of butcher's paper.
5. As a whole group, discuss what the class has written for each concept.
 1. Discuss similarities and differences.

Learning Activities

Beauty in the media 30 min

6. Watch 'Try' by Colbie Caillat on YouTube (<https://www.youtube.com/watch?v=GXoZLPSw8U8>) [3:51min]
7. Ask students what their thoughts and feelings were after seeing the clip.
 1. What is the key message of the song?
8. Give students old magazines/newspapers.
 1. Students are to explore the magazines/newspapers for what they perceive to be natural beauty.
9. Discuss with the students as a whole group what they perceive natural beauty to be and what assumptions do we make from how someone looks. What impact does the media have on our perceptions of what beauty is and how we perceive ourselves?
10. Ask students to reflect independently and silently for two minutes.
 1. How do they perceive themselves physically?
 2. Do they see themselves differently after seeing the clip?

3-2-1 Reflection

Snowball

11. Give each person in a small group a piece of the same coloured paper. Make sure each small group has a different colour.
12. Each person writes their name on their piece of paper then scrunches it up to resemble a snowball.
13. Teacher says 'snowball' and everyone throws their snowball to the group to the right of them.
14. Each person then picks up or catches a snowball from the group to the left of them.
15. The snowballs are unravelled, and one positive affirmation is written about the person whose name is on the piece of paper (e.g. thank you for being caring).
 1. Ensure the positive affirmations are not about their physical characteristics.
16. The snowballs are then scrunched up and thrown to the right again and the process continues until each person has received their snowball back.
17. Give the students 2 minutes to read and reflect on the positive affirmations other people have written about them.
18. Discuss as a whole group how it feels to receive positive comments about yourself. Do people agree with the comments other people have written about them? What other comments would you write about yourself? Why?
19. Give students 1 minute to add to their own snowball.
20. Discuss as a whole group how the comments from others can impact on our identities positively and negatively.

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 curriculum links](#)HPE: Staying safe

Skills to deal with challenging or unsafe situations:

- refusal skills
- initiating contingency plans
- acting assertively

[International technical guidance on sexuality education](#)Key concept 4.1 (9-12 year olds): Sexual abuse, sexual harassment and bullying (including cyberbullying) are harmful and it is important to seek support if experiencing them.

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

Cyberbullying quiz 15 min

1. 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.
2. 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)

Learning Activities

Cyberbullying - thumbs up, thumbs down 10 mins

3. Is this an example of cyberbullying?

- (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.)

Learning Activities

Cyberbullying consequences 30 mins

4. View the [Tagged](#) video on the esafety.gov.au website [18:19min].
5. 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

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.

Porn: The who, what, where, when, how, why and why not

Learning objective

Students use the graffiti wall strategy and the Laugh and learn to develop an understanding of what porn is, how people may come across porn, why people access porn and its possible harms. Strategies for dealing with unwanted exposure to porn are also discussed.

Take Home Messages

- Porn is NOT reality; it's a performance (often with paid actors) - it does not show real life sex and relationships.
- Porn can create unrealistic expectations of self and others.
- Porn is not a reliable or accurate sex educator.
- Pornography often does not consider or demonstrate consent, respect and safety - all essential in a respectful relationship.
- There are other better and more reliable ways to find out about real respectful and intimate relationships.

Curriculum Links

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

- Skills to determine the appropriateness and reliability of online health information

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

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

Materials

- [Laugh and learn video](#) - Porn (4min 40sec)
- [Graffiti wall display cards activity](#) - who, what, where, when, how, why, why not - 1 set
- [Graffiti wall display cards](#) - Teacher answer sheet
- Sticky notes or small scraps of paper (Approximately 6-10 pieces per student)

Before You Get Started

- [Question box](#): Give out some small scrap pieces of paper and allow students time to write any questions they have for the question box. To ensure confidentiality, ask all students to write something on the scrap paper at the same time (even if they just draw a smiley face or scribble) and place it in the question box.
- 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.
- Preview [Laugh and Learn video - Porn](#) (4min 40sec) to determine suitability for your students.
- Be aware that some students undertaking this lesson may have viewed pornography either purposely or accidentally. Some may not be aware of what porn is at all. Emphasise that you do not want to know who has or hasn't seen porn. Be prepared for possible [disclosures](#) and know

[protective interrupting](#) techniques.

- Consider your own thoughts, opinions, attitudes and values about pornography and be aware of how they may influence the way you present this activity.
- Background professional reading:
 - [Porn and the law](#) - Youth Law Australia (external site)
 - [We need a new definition of pornography - with consent at the centre](#) - ABC opinion piece (external site). New definition of porn 'Material deemed sexual, given the context that has the primary intention of sexually arousing the consumer and is produced and distributed with the consent of all persons involved).

Learning Activities

Group agreement 3 min

Teaching tip: This lesson should only be facilitated by a teacher that knows the class very well and is aware of student's background and knowledge. Extensive work developing a safe space to discuss sensitive topics and a well-established group agreement is vital before facilitating this lesson. Read about how to safely establish a [group agreement](#) 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).
3. Say: "This lesson covers the topic of pornography which some students might find challenging. Please let me know if you need to take a break.

Teaching tip: Strict timing of activities is essential in order to keep students focused and on track with this lesson and to avoid too much 'side conversation'. It may be useful to have [additional adults in this session](#) (e.g. Community health nurse)

Learning Activities

Defining pornography 3 min

4. Ask students: What do you understand by the term 'pornography'? Stress that you do not want to know who has or hasn't seen porn and you do not want stories. (Refer back to the [group agreement](#).)
5. Take answers from volunteers. (Possible answers may include: videos of people having sex, sex online, pop-up ads, sexy videos on your phone. Less likely answers may include: nudes, nude magazines, etc. Young people may also list websites where porn can be accessed and/or name categories or types of porn. Teachers need to consider how this discussion will be managed and directed).

Teaching tip: Pornography can be difficult to define, as there is a general lack of agreement over exactly what constitutes pornography. The definition is largely influenced by the time and context as well as cultural and moral values.

Pornography has existed throughout history in the forms of cave drawings, erotic fiction, nude magazines, video tapes and DVDs. In the online era, pornography can be in the form of online videos, online images, live video cams, sexting, social media, dating apps, messaging, pop-ups, the list goes on. Young people today generally do not consider still images or text as

pornography. Whether a photograph is considered pornography is largely down to context. For example, a picture of a naked person in a magazine such as National Geographic would not typically be considered pornographic, because it is not designed to sexually arouse. A photo featuring an individual in the same stages of undress will likely be considered pornography when it is displayed in the pages of an adult magazine that is intended to elicit arousal.

6. Say: "There are many definitions of pornography. The Oxford Dictionary definition of pornography is the one we are going to use in this activity. Pornography is... Printed or visual material containing explicit description or display of sexual organs or activity, intended to stimulate sexual excite."

Learning Activities

Laugh and learn video 10 min

7. Watch [Laugh and learn - porn video](#) (4min 39sec).
8. Ask: Think about 1 piece of information that surprised you in this video.
9. Take answers from volunteers. (Possible answers may include: Didn't think that it was fantasy; hadn't thought about consent or safer sex issues before; thought it would have been more realistic; etc).

Teaching tip: It is vital to only ask for volunteers to contribute to class discussions on sensitive topics such as porn. See [group agreement - 'right to pass'](#) for further information.

Learning Activities

Graffiti wall: The who, what, where, when, how, why and why not 15 min

Teaching tip: It is not advised that this activity be carried out in small groups due to the sensitive nature of the topic. Teachers need to facilitate this activity carefully, being prepared to [protectively interrupt](#) and ensure discussions remain respectful and 'on track'.

10. If room allows, have students sit in a horseshoe arrangement and place the [Graffiti wall display cards](#) in the middle of the group to allow for close monitoring of student discussions/input. (If space is not available, the [Graffiti wall display cards](#) can be placed on the walls around the room).

Teaching tip: This activity could be run outside or in a hall as long as the area provides enough privacy for students to feel safe to participate in the lesson.

11. Place the 'What?' [Graffiti wall display card](#) in the centre of the floor space/wall. Provide students with small scraps of paper or sticy notes to write on.
12. Place the 'Who?' [Graffiti wall display card](#) on the floor/wall and ask students to silently and individually think about their own answers to the question.
13. After 30 seconds, invite students to write answers on sticky notes/scraps of paper and place them around the 'Who?' card. Remind students that you do not want personal stories or names of people. Answers will vary greatly depending on values and experiences. Teachers may need to address stereotypes (e.g. only guys watch porn) and values (e.g. weirdos watch porn). All

sorts of people, everyone, guys, not girls, old men, horny people, teens, over 18 years, women, young people, creeps, weirdos, perverts, sex addicts.

14. Repeat this process for the 'Where?', 'When?', 'How?', 'Why?' and 'Why not?' cards allowing students to first think about their answers silently and individually before calling upon students to place their sticky notes/scraps of paper.

Possible answers:

Where? Students are likely to say places such as online, on phone, pop-up ads. They are less likely to suggest nude magazines, sexting, naked sexual photos of themselves or peers (nudes), porn DVDs, naked video cams, sex phone lines, erotic novels as porn. Some students may list porn sites - it is important to think about how you want to guide this discussion depending on the experiences of other students in the room. Discussions on whether some music videos, billboards, artwork and TV/magazine adverts could be considered porn could be included. Students may also listed places such as: in a bedroom, at a party, at a friend's house, etc.
When? Students are likely to acknowledge that it is easy to access porn anytime or accidentally. Some may acknowledge that it is something to do in private. Some students may raise the topic of age (i.e. when you are 18, you can watch R and X-rated movies are for 18+).
How? Online, on purpose/accidentally, on your phone/computer/iPad, sex store, friends sending it to you, group chat, pop-ups, buy online, buy in shop, sign in (over 18 years). NB: It is important that these answers come from students. The aim is not to inform students of places to access porn but to make them aware that it is easy to come across porn accidentally. It is also to educate young people that some sexting and group chat messages could be considered porn.
Why? Curiosity, it's funny, because they are horny, because they want to masturbate, enjoyment, to be part of a crowd, to learn about sex.
Why not? It is not realistic, it can objectify and exploit women/men/all genders, often violent and aggressive, doesn't portray respectful relationships, not a good way to learn about real and respectful sexual relationships, etc.

See [Graffiti wall teacher answer sheet](#) for more detailed lists of possible answers.

Teaching tip: This activity may be completed electronically using programs such as [Mentimeter](#) to allow students to contribute answers more anonymously (allowing them to feel safer to contribute without judgement from peers). However, this may make student answers harder to monitor/direct if 'off track'.

Learning Activities

What to do if you don't want to see it 8 mins

15. Ask: If someone comes across porn that they do not want to see, what are some of the feelings they might have? (Uncomfortable, distressed, embarrassed, worried, disgusted, feel bullied, unsafe, guilty, shocked, icky, sick, have 'butterflies' in their stomach, etc). What actions can someone take if they feel this way? (Create a list as students suggest answers and make sure to add any they have left out)
 1. Press delete.
 2. Be assertive and tell the person showing you that you are not interested and ask them to stop.
 3. Walk away.
 4. Talk about your feelings with someone you trust (e.g. trusted adult in your family, or a friend or at school, counsellor, etc).

5. Report it officially (can be anonymously).
16. Show the [eSafety Commissioner home page](#) and how to [report offensive or illegal content](#). (The [WA Police website - Internet safety](#) also offers ways to report illegal content and abuse).

3-2-1 Reflection

Key words

17. Say: "I am going to write 5 key words that I think came out of this lesson. I want you to consider what you think were the key ideas of this lesson and record your 5 words."
18. Write consent, fantasy, reality, relationships, education (these could be on the IWB with a cover, on sticky notes, or a piece of paper folded).
19. Ask for suggestions from students as to what your key words might be. Compare with student suggestions to see if they were able to identify the key ideas/concepts of the lesson.

It does not matter if the students get the same words or not. This activity will allow students to reflect on their learning and allow the teacher to gauge what students have learnt from the lesson. Key words are also a great exercise for CaLD students, students with lower literacy levels and/or special needs.

3-2-1 Reflection

Optional activity: Porn - what you should know

[The practical guide to love, sex and relationships](#) is a free national resource developed by the Australian Research Centre for Sex, Health and Society, La Trobe University. It contains lesson plans and resources for Years 7-10.

Porn, what you should know is a 6 min animated video with accompanying lesson plan and activities that is designed to explain the differences between real-life sexual relationships and porn sex to help young people to critically analyse porn (and other media in general).

[Porn, what you should know - lesson plan and resources](#) (external link) (PDF 557KB).

[Porn, what you should know - 6min video](#) (external link).

Health Promoting Schools

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

Partnerships with parents

Keep parents informed of issues of online pornography and their child by cutting and pasting the following information and links to your school newsletter and/or website.

Online pornography education

- [eSafety research](#) on parenting and pornography shows that 77% of families with children

- between 6 and 17, consider it their responsibility to educate them about pornography.
- How parents reacted to finding out their child had been exposed to pornography
 - spoke to them frankly - 61%
 - increased monitoring/supervision of what they do online - 19%
 - installed internet filters - 20%
 - talked to the person who sent/showed them the material - 19%
- While half of parents said they know where to access parental information and resources about children and pornography, a quarter of parents surveyed did not.

eSafety resources

The [eSafety iParent site](#) offers clear guidance for families about how to discuss [online pornography with children of different ages](#) and includes conversation starters.

- 0-8 years: if they have seen it, avoid punishing them.
- 8-12 years: build trust and start an ongoing conversation.
- 12 years and above: start to talk about thoughts they may be having and the difference between pornography and real life.

Offensive or illegal content can be reported via the [eSafety Commissioner](#) (external link).

Further advice on talking to young people about pornography can be found on the [Raising Children Network site](#) (external link).

Health Promoting Schools

Further professional reading

[The effects of pornography on children and young people 2017](#) - AIFS (external link)

[Parenting and pornography: findings from Australia, New Zealand and the United Kingdom: Summary report 10/12/18](#) (PDF 459KB).

Some of the key findings include:

- the risk of children's exposure to pornography was a strong concern for parents
- parents were relatively confident about their ability to see out relevant information and deal with their children's potential exposure to pornography
- only a minority of parents in Australia and New Zealand though their children had been exposed to pornography.

[Collective Shout](#) is a grassroots campaigns movement against the objectification of women and the sexualisation of girls. It is for anyone concerned about the increasing pornification of culture and the way its messages have become entrenched in the mainstream society, presenting distorted and dishonest ideas about women and girls, sexuality and relationships.

Consent: Ready vs not ready for sexual activity

Learning objective

Students discuss, consider and compare different views and perspectives on being ready for sexual activity.

Take Home Messages

- Romantic and sexual feelings are a normal part of adolescent change.
- People have different attitudes, values and beliefs towards sex and sexuality.
- Sexual activity has physical, social, emotional and legal considerations and consequences.
- Individuals are responsible for the decisions and choices they make regarding their sexual behaviour.
- Knowing what you do and do not want to do sexually can help you make choices and communicate consent or non-consent.

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 2.3 (12-15 years old):

- Culture, religion and society influence our understanding of sexuality.

Materials

- A4 blank paper [2 per student]
- Teaching Resource: [Conversation starter](#)
- Teaching Resource: [Who is having sex?](#)

Before You Get Started

- Begin this lesson with a reminder for students to look after themselves and their friends. If students feel uncomfortable about the subject matter, they are welcome to take a break for a drink or bathroom visit. Ensure [a group agreement](#) are established before beginning this activity.
- 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 help students with their resilience and emotional wellbeing development.
- It is possible that a student has 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 [managing disclosures](#) Guide and have a risk management strategy in place.
- Refer to additional Guides: [STIs/BBVs](#) and [Sexual decision making](#) for further content information related to this activity.

Learning Activities

Group agreement 5 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](#).

Considering your values 25 mins

1. Write a range of the following words (depending on the class) on the whiteboard. Have students form small groups and using a [T-chart](#) categorise each sexual activity into either “Sex” or “Not sex”: Massage; Cuddling; Kissing; Sexting; Holding hands; Vaginal intercourse; Oral sex; Masturbation; Touching genitals; Rubbing nipples; Anal sex; Pornography
2. Ask:
 1. Which behaviours did groups agree on?
 2. Which behaviours were there disagreement about?
 3. Was it hard to classify these behaviours? If yes, why?
 4. Was it easy for the group to come to a shared decision for each behaviour?
 5. What would be a good definition of sex?
 6. People have very different views about what they define as sex. What could be the implications for couples who have different definitions of sex?
3. Stress that if someone wants to and agrees to have sexual contact, this may include things such as holding hands, kissing, caressing and other intimate activity, and that it does not have to be sexual intercourse to be pleasurable. For some people, sexual activity may be in a context of love, and for others, in certain situations, it may not. It should, however, always be in a context of trust and respect.
4. Discuss with students the different types of sexual relationships, e.g. 'going out together', 'hooking up', 'bootie call', 'friends with benefits', 'one night stand' etc.
5. Have students write down an estimate of what percentage of their peer group they think have experienced some form of sexual activity and sexual intercourse. Present the Teaching Resource: Who is having sex? outlining these statistics and discuss reactions to the survey findings.
6. Have students brainstorm in small groups responses to the following questions:
 1. How does somebody know they are ready for a relationship?
 2. How does somebody know they are ready for sex?
7. Refer to the Teaching Resource: Conversation starter as a starting point for discussing whether students are ready or not ready for sex. The statements provide a starting place for a conversation with a young person if they are considering about whether or not they are ready to begin having sex. It's crucial that young people decide whether they are ready before someone else decides for them. This handout is based on the resource: [Talk soon. Talk often. A Guide for Parents Talking to Their Kids About Sex](#).

Learning Activities

Prepared or not prepared? 25 mins

8. Provide each student with two blank A4 sheets of paper.
9. On the first sheet, students draw a [T-chart](#), illustrating, labelling and describing the qualities and features of an adolescent who is prepared and ready for making the choices related to having sexual intercourse.
 1. What does this young person feel like and sound like? It is suggested that the teacher model the T-Chart for the adolescent who is prepared. For example: Feels like... it's in the context of trust and respect and you are in control of basic aspects of your life Sounds like... being able to communicate fully and openly about preventing infection and unwanted pregnancy.
10. On the second sheet, students independently complete the T-chart for an adolescent who is not

prepared and not ready for making the choices related to having sexual intercourse.

1. Incorporate social and emotional elements using thought bubbles and feelings vocabulary.
11. Consider the influence that alcohol and other drugs may have upon choices made.

3-2-1 Reflection

1. Students share and compare their [T-charts](#) in small groups or in pairs. Promote discussion about common features, realism of concepts, accuracy, etc. Ask:
 1. How would you discuss contraception options with your partner?
 2. How would you deal/cope/feel if you found out you and your partner were pregnant?
 3. You and your partner have been sexually active for a few months now. You are not enjoying it as much as you thought you would. What do you do?
2. Group the 'ready' and 'not ready' charts together and discuss as a whole class.
3. Identify the most common indicators of readiness and highlight the most frequently used vocabulary to describe feelings. Consider that sounds can also indicate 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.

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.

RELATE: Respectful relationships program - Stage 3

Learning objective



Students examine gender stereotypes, consent and unhealthy relationships and determine personal values related to relationships and ethical behaviours.

Take Home Messages

- recognise stereotypes that may be expressed and demonstrated in some romantic relationships
- identify myths and misconceptions about gender stereotypes
- learn that consent for sex involves everyone being ready, willing and able
- be aware of and identify disrespectful and unethical behaviours in a variety of relationships
- recognise and consider safety and respect of people in a risky situation
- consider how to manage conflict in romantic relationships in a respectful manner
- identify a range of opinions and values about romantic relationships

Curriculum Links

[WA curriculum links](#)HPE: Interacting with others

Characteristics of respectful relationships and how these can prevent violence and abuse

- respecting gender equality

Curriculum Links

[International technical guidance on sexuality education](#)Key concept 3.2 (12-15 year olds):

All forms of GBV by adults, young people and people in positions of authority are a violation of human rights.

Materials

There are no listed materials.

Before You Get Started

See [RELATE: Stage 3 full program \(16MB\)](#) for the entire package of lesson plans including lists of materials required for each session, posters, activity sheets and teaching notes.

1. Establish a [group agreement](#)

Sample session pages and activity sheets:

Learning Activities

What do you think? ,

Learning Activities

Different points of view ,

Learning Activities

Trusted moments ,

Learning Activities

What really happened? ,

Learning Activities

What do I know? ,

Learning Activities

Relationships - a rollercoaster ride ,

Learning Activities

So what do you think?

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."

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 \(parents\)](#)