Materials

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

Before you get started

- It is important to consider the range of parenting styles, family contexts and cultural backgrounds students may be influenced by and how this contribute to a students values.
- Trauma informed - it is vital recognise the prevalence of adverse childhood experiences and how trauma survivors may respond to our words and actions.
- Protective interrupting - Teachers need to know and understand how to use this technique to prevent students form potentially disclosing sensitive information or abuse in front of other students.
- Managing disclosures- Teachers must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- Watch film: Tagged (14 min 30 sec) to determine if suitable for your students.
- Read background teaching note: Respectful relationships

Learning activities

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.

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

2. Give each student a card from Student activity sheet 1: What's OK and what's NOT OK?
3. Ask students to move to one side of the room if they think their card demonstrates behaviour that is **OK/respectful** and the other side of the room if it shows behaviour that is **NOT OK/disrespectful.**

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

Film Review: Tagged

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

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

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

8. Display the focus question:

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

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

Tagged: Processing questions

12. Ask:

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

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

How do you think people being treated disrespectfully feel?

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

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

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

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

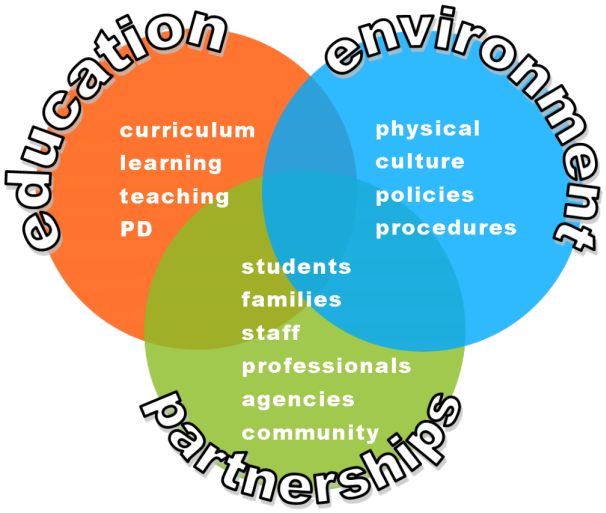
For many people, it can be very difficult as it requires a lot of confidence and self-esteem to challenge disrespectful behaviours. Disrespectful behaviour may come from a friend, loved one, or an adult, and

responding appropriately can be tricky.

3-2-1 Reflection

Health promoting schools

Background teacher note: Health promoting schools framework.



Partnerships with parents

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

Partnerships with school staff

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

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