

RELATE: Respectful relationships program - Stage 3

Curriculum links

WA curriculum links

HPE: Interacting with others

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

- respecting gender equality

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

SESSION 1 50 MINUTES

SETTING THE SCENE: ESTABLISHING GROUP AGREEMENT

PART 1: ESTABLISHING A GROUP AGREEMENT (APPROXIMATELY 15 MINUTES)

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

PLANNING AND PREPARATION
Choose appropriate media for sharing with whole group e.g. butcher's paper/whiteboard/interactive whiteboard/Word document/data projector

PROCEDURE

1. On preferred media, write the purpose of the lesson, i.e. To find out what makes for a safe and supportive learning environment for everyone in this group.
2. Remind students that they should be used to working in this way but it is important to re-establish a group agreement at the beginning of each term or subject so that everyone in the group has heard the same messages. Brainstorm the factors that make for a safe and supportive learning environment as a whole group and record on preferred media for whole class viewing.
3. Ask students to list how they would like the group/class to behave so that everyone feels safe and supported. The expectations should guide behaviour to ensure that everyone is respected and there is cooperation.

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RELATE THEMES

- Exploring gender and identity
- Developing respectful relationships
- Communicating effectively

GROUP AGREEMENT

Group norms are established to set boundaries and increase the comfort level in the classroom. Setting group agreements enables inappropriate language or behaviour to be addressed. Group agreements also provide students with the opportunity to reflect upon offering an opinion if they find it is personally confronting.

Each group needs to create their own group agreement in order to have a sense of ownership.

Confidentiality is an essential group agreement for both teacher and students in creating a safe classroom environment and should always be included.

Confidentiality means that teachers AND students

- should not ask personal questions about behaviour
- should not tell personal stories or use real names
- talk in the 3rd person.

A group agreement is a very useful tool for behaviour management. Referring back to the agreement reminds participants of how they agreed to behave.

25

SESSION 1 50 MINUTES

ACTIVITY

Conduct a *Thumbs voting* activity. Read the following statements and ask students to agree that this is an example of consent by showing thumbs up; disagree by showing thumbs down and if they are unsure, showing their thumbs at 90 degrees to their body. (N.B. This activity is designed to allow teachers to gauge students' prior knowledge and understanding of consent and therefore no explanation of terms should be given initially.)

Statements

- Your sister asks to borrow your pen. (*Consent*)
- Your brother uses your bike. (*Not consent*)
- Your friend takes some chips off your plate and you don't mind. (*Not consent*)
- You know your friend loves your music so you offer to let them listen to it for a day. (*Consent*)
- Your friend takes your phone to listen to your music because you let them have it last week. (*Not consent*)

What does consent mean?

Consent means to agree to; give permission; express a willingness for something. We are constantly giving consent (agreeing) to many things.

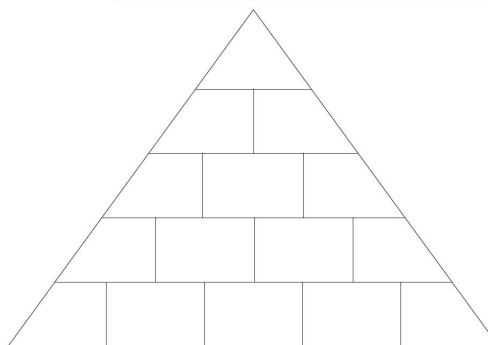
Ask students what they think is the message of this session (reinforce their understanding using the take home message).

TAKE HOME MESSAGE

I already have some knowledge about respectful relationships, gender, communicating and sexting but I can always learn more.
People have different values and attitudes and these come from my experiences, my family, my peers, culture and community.

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Has a good body	Is a good laugh	Has lots of friends
Listens to me	Has a brain	Is good looking
Does not talk behind my back	Someone who I am proud to be with	Is not afraid to show me how they feel
Chooses to spend time with me	Does not show off to friends	Cares what I think
Makes an effort with personal hygiene	Someone I can trust	Someone my friends like
Likes all my FB posts	Good in bed	



SEX & CONSENT

READY

You must be over 16 and feel emotionally and physically ready within yourself.

WILLING

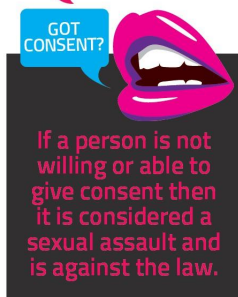
You get to choose who you have sex with and what sexual acts you are comfortable with.

ABLE

You must be able to give consent.

You cannot give consent if you...

- are stoned or drunk
- have had your drink spiked
- you are unconscious, for whatever reason
- if you are sick physically or mentally and if you don't understand what's going on.



Learning activities

What do you think?

Different points of view

Trusted moments

What really happened?

What do I know?

Relationships - a rollercoaster ride

So what do you think?