gdhr | Growing & developing healthy relationships

Curriculum links

WA HPE Curriculum

Sub-strand: Staying safe

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

Sub-strand: 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.

Sub-strand: Interacting with others

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

WA Curriculum General Capabilities

Personal and social capability

Digital literacy

Ethical understanding

International technical guidance 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 communication and recognise consent from their partners.

Key concept 4.2: Safe use of information and communication technologies

- The internet, cell phones and social media can be sources of unwanted sexual attention
- Sexually explicit media and images can be sexually arousing and potentially harmful.

Key concept 5.2: Decision-making

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

Key concept 5.5: Finding help and support

- It's important to assess sources of help and support, including services and media sources, in other to access quality information and services.

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
- Optional: Send Noods wallet card resource on sexting. Download the PDF or order the wallet cards from https://doh.getquickmail.com/ or by emailing gdhr@health.wa.gov.au.

Before you get started

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- Protective interrupting - All staff in the room 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.
- Managing disclosures - All staff in the room must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- Read Educator notes: Sexting and Consent.
- Teachers should be familiar with the laws on sexual consent, sexting and image-based abuse.
- 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.
- 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 How to practise safe 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.
- 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.







- Optional: Print or order Send Noods resource.

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.

Trigger warning: "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."

1. Ask:

   Who are some trusted adults you can talk to?

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

   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.)

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.

1. Say:

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

Thumb quiz: Legal, not sure, illegal

10 mins

5. Ask students what they understand by the term 'sexting'?

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.

Teaching tip: The language in some of 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.

7. Read and display the following scenarios on the board (See To send or not to send PP_teacher resource - slides 7-18).

   An 18-year-old sends a naked image to an 18-year-old.

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

   A 20-year-old sends a naked image 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)

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.)

8. 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?

Laugh and learn video - sexting

5 mins

9. 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.

1. 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.)

To send or not to send?

25 mins

11. 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 Managing disclosures.

11. Provide each student 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 Person A would ask Person B for a nude. This is to be a hypothetical situation so no names of people we know and no personal stories. We are going to start off by creating some basic information about them"

- 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.

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 alongside the scenario to show the different ways the conversation/scenario might develop."

16. Ask students to consider the following questions and write on sticky notes to create more branches to the story: **Does person B want to send the nude?**

    Do person B feel safe?

    Does person B trust person A?

    Do person B feel pressured?

    How does person B negotiate the situation if they don't want to send? (diversion, humour, respectful, disrespectful)

    Does person B consensually send the nude?

    Does person B send a pic without showing their face or identifying features?

17. Ask:

    What might person A reply to each of the branches?

    (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.)

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

19. Ask:

    Is it easy saying no to sending a nude? What are some of the things you could do if you don't want to send them a nude?

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

    (Say no, ignore, block, tell them to go somewhere else, just send a fully clothed image.)

    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.)

What the law says

10 mins

19. Have students read the Youth Law Australia - Sexting 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 the last activity?

    (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.)

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

Refer to Guiding principle: Health promoting schools - a whole school approach for further information on implementing a whole school approach.

Education

Learning

- 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?*
- Optional: give each student a copy of the Send Noods wallet card resource on sexting.

Professional development

- Teachers are trained on what to do and how to respond if a student discloses their nudes have been leaked or posted online without their consent.

Partnerships

Family

- 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)
- 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 *Relationships, sex and other stuff* and/or Send noods? 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.



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