Materials

- Laugh and learn video - keeping safe (2min 8sec) (external link)
- Student activity sheet: *Placemat activity sheet_keeping safe with sexual activity* (1 per group of 4 students enlarged to A3 size)
- Teacher resource: *Placemat activity_answer sheet* (1 for teacher)
- Optional: *Take home activity_reliable RSE websites*

Before you get started

- It is beneficial to complete to following lessons prior to this lesson, or ensure students have the appropriate knowledge:
  - Sexual consent and the law
  - Safer sex - condoms
  - Sexting: To send or not to send
- 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.
- 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
- Question box - Have a question box available in every lesson to allow students the opportunity to ask questions that may be too embarrassing or unsafe for them to ask openly in class. See Setting up the question box for further information. For ways to answer some of the curly questions, see Scripted answers to FAQs.
- Preview Laugh and learn - keeping safe (2min 8sec)
- Background teacher notes/guides provide content knowledge for teachers prior to lesson delivery: Respectful relationships; Safer sex and contraception; Sex and alcohol and other drugs; Sex and the law; Discrimination
- Visit these external sites for further essential information on consent, safer sex and taking selfies:
  - Sex and the Law | Get the Facts (external link)
  - Sex & Dating | Legal Support in Western Australia | Youth Law Australia (external link)
  - King Edward Memorial Hospital - Sexual Assault Resource Centre (SARC) (external link)

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.

Trigger warning: Let students know you will be talking about relationships, both healthy and unhealthy relationships. Reiterate you want everyone to have safe, healthy, positive relationships, and while we will be promoting healthy behaviours, we do need to discuss unhealthy behaviours. Remind students of their right to pass and to speak to teacher/other support if required.

Laugh and learn video - safer sex

30 minutes

2. **Say:**

   "In this video there are some words and phrases that need some thinking about and discussing before we get to see the video."

3. Divide the class into groups to discuss the following **questions**. Ask for responses from each group.

   What do you think 'ramification' means? Use a dictionary if you don't know.

   (Consequence, result, aftermath, outcome, effect.)

   Thinking about the topic of 'staying safe in a sexual situation' - what do you think would be covered in a 'proper talk'?

   (e.g., Communicating about individual wants and what you're okay with; consent for sexual activities; STI and pregnancy prevention.)

   What do you understand 'safe sex' measures to be?

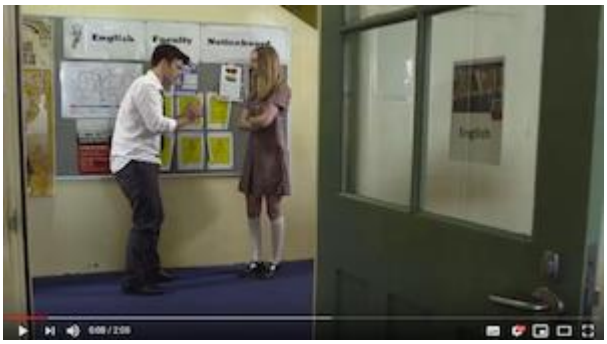
   (Using a condom to prevent STIs and/or pregnancy, using a contraceptive method to prevent pregnancy and not engaging in activity that is harmful.)

4. **Explain:**

"The term 'safe sex' and 'safer sex' are often used interchangeably. In this video the term 'safe sex' is used, however, the more accurate term is 'safer sex' as no sexual activity is 100% safe."

5. For a more detailed explanation see Safer sex (external link) and What is safer sex? (external link).
6. **Watch video:**

   Laugh and learn - keeping safe (2min 8sec)



7. **Ask:**

   What do you think of the use of humour in this video?

   Does it help get information across? How?

   What is the message/information you got from this video?

   (e.g. it is important to talk about safer sex beforehand; both partners need to be ready; the age of consent in WA is 16; partners should be aware of what each other want; consent is vital)

11. **Say:**

    "While humour is useful and we can laugh at some aspects, there is a serious side to keeping safe that we need to look at. We're going to look at some of the important considerations around, and possible 'ramifications' (consequences) of, sexual activity."

12. **Ask:**

    There were a number of positive key words you may have seen or heard in the video. What were they? (Give clues by writing these words with some letters missing.)

- communicate/communication/talk
- consent
- comfort/comfortable
- conversation
- wants/expectations

So why is it important to talk about safe sex beforehand?

(e.g., to decide if you're ready and feel comfortable; to be aware of each other's wants and expectations, to minimise the risk of harm, STIs and unplanned pregnancies.)

Placemat: Keeping safe with sexual activity

20 minutes

13. **Say:**

    "There are several aspects to keeping safe in sexual situations that need to be considered. There are different areas that need to be considered when people are thinking about keeping themselves and their partners safe in sexual situations. As we have discussed, safety and wellbeing related to sexual activity is about more than just STI and pregnancy prevention. It is important to think about the issues and impacts related to all areas. Many of the issues and consequences considered in each area overlap and link with other areas.

- **physical (including sexual health)**
- **emotional**
- **social**
- **respectful relationship with partner**
- **the law**

14. As a whole group, revise the legal aspects of consent in WA (legal age of consent in WA is 16; consent must be mutual, freely given, informed, certain, coherent, clear and ongoing; consent can be withdrawn at any time).

Teaching tip: For essential information about consent, safer sex and taking selfies go to the Youth Law Australia website (external site) and Get the Facts - Sex and the law (external site).

15. Teaching strategy: Placemat activity In groups of 4 students complete Student activity sheet: Keeping safe with sexual activity. Have each group discuss and record possible issues and ramifications associated with different aspects of keeping safe in sexual situations:
    1. physical (including sexual health)
    2. emotional
    3. social
    4. respectful relationship with partner
    5. the law
16. Have groups share ideas with the whole class. See Teacher resource: Placemat activity_answer sheet for possible answers.
17. Remind students that the Sexual Assault Resource Centre (SARC) is a free service available for people who have experienced sexual assault. Display the SARC website and crisis line phone numbers (08) 6458 1828 or free call 1800 199 888. Posters can be put up in class and other places around the school.

3-2-1 Reflection

Reflection

5 min

17. Ask students to write one new thing they have learnt from this lesson.
18. Ask for volunteers to share what they wrote.
19. 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 with a week.

Optional: Take home activity

Provide students with the Take home activity: Reliable RSE websites (electronic copy if possible). Remind them that it is best to use credible Western Australian and Australian websites to answer health questions rather than doing an internet search.

Health promoting schools

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

Family

- 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.
- Share information with parents and carers surrounding key messages and protective behaviours language to reinforce learning at home.
- Add the Get the Facts and SECCA app links to your website/e-news for parents.

Partnerships with school staff

- Invite the school health professionals and pastoral care staff (school nurse, school psychologist, chaplain, boarding house master, etc) to a class or an assembly to introduce them to the students and let them know what their roles are and how they can help the students. For example:
  - If you have concerns about relationships, you can go to...
  - If you have more questions about sexual health, you can go to...

Partnerships with agencies

- Encourage students to check out the following websites
  - Teach Us Consent | Bringing Consent Education to Australia for education, resources and support.
  - Home | Consent.gov.au - Check your understanding for resources and to check for understanding of situations regarding consent.



gdhr | Growing & developing healthy relationships

Curriculum links

WA HPE Curriculum

Personal identity and change

- Impact of societal and cultural influences on personal identities and health behaviour.

Staying safe

- Skills and strategies to manage situations where risk is encouraged by others.

Interacting with others

- Skills and strategies to promote respectful relationships.
- Influences on sexuality and sexual health behaviours, including the impact decisions and actions have on own and others' health and wellbeing.

International technical guidelines on sexuality education

Key concept 7.2 Sexual behaviour and sexual response

- Sexual decision-making requires prior consideration of risk-reduction strategies to prevent unintended pregnancy and STIs, including HIV.

Key concept 8.3 Understanding, recognising and reducing the risk of STIs, including HIV.

- Communication, negotiation and refusal skills can help young people to counter unwanted sexual pressure or reinforce the intent to practise safer sex (i.e. consistently using condoms and contraception).

Materials

- Laugh and learn video - condoms (2min 23sec)
- Attitudes and values_teacher answer sheet (1 for teacher)
- Life skills_student activity sheet (1 per pair) - electronic or hard copy
- Life skills_teacher answer sheet (1 for teacher)

Before you get started

- 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.
- 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.
- Question box - Have a question box available in every lesson to allow students the opportunity to ask questions that may be too embarrassing or unsafe for them to ask openly in class. See Setting up the question box for further information. For ways to answer some of the curly questions, see Scripted answers to FAQs.
- Preview the Laugh and learn - condoms (2min 23sec) video to determine suitability for your students.
- Before facilitating this lesson ensure you are familiar with the laws about sexual consent in WA. For essential information about consent, safer sex and taking selfies go to:
  - Youth Law Australia - Consent (external site)
  - Get the Facts - Sex and the law

Learning activities

Group agreement

10 minutes

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

1. Revise or create the class group agreement.
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. Say:

   "This lesson covers topics that can sometimes be difficult for people. If you feel uncomfortable, you may like 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:

   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)*

What services and online support is available?

(*Possible answers: Sexual Assault Resource Centre (SARC), Kidshelpline, Headspace, GPs, Sexual Health Quarters, Beyond Blue, Lifeline, 1800 Respect)*

Introduction

5 minutes

3. Using the One minute challenge teaching strategy students complete this sentence, “To me, safe sex is……..”.
4. Share in small groups.

5. Ask for volunteers to share with the class. (Some of the answers may be humorous and that's ok!)
6. Say:

   "What we will be covering in this session may not be new to many of you. But I am sure that you will all find at least one new and different piece of information – if not more! Everyone needs reminders at different times about keeping ourselves and others safer."

7. Explain:

   "The terms 'safe' and 'safer' are often used interchangeably. In this video the term 'safe' is used however the more accurate term is 'safer' as no sexual activity is 100% safe. Safer sex means protecting the health of both ourselves and others. This means preventing sexually transmitted infections (STIs) and unintended pregnancy."

   For more detailed explanation see *What is safer sex?* (external link) and Get the Facts - *Safer sex*.

Laugh and learn video - condoms

10 minutes

8. Watch Laugh and learn video - condoms (2min 23sec).



9. Ask:

   Why do you think humour is used in this video?

   (e.g. *negotiating condom use can be difficult and embarrassing; lots of people have negative thoughts and myths about condoms; sex can be embarrassing and people use humour to cope with their embarrassment and/or lack of knowledge*)

   Does it help get information across? How?

   What is the main message/information you got from this video?

   Seriously, what is 'safer sex'?

   (*Using a condom (internal or external condom) to reduce the risk of STIs and pregnancy. Remember, safer sex really starts right at the beginning – talking to your partner and being sure that you both want to have sex and are ready.*)

Say:

"Did you know: Some STIs can be passed on through oral sex. External condoms (sometimes referred to as male condoms) can reduce the risk of STI transmission during oral sex. Dental dams (external link) can also be used. This is a piece of latex (or polyurethane) that can used between the mouth and vagina or mouth and anus during oral sex.

Internal condoms (sometimes referred to as female condoms) are another contraceptive that prevents both STIs and unintended pregnancy."

Survey statistics

10 minutes

10. Say:

    “Some of you may have already had some sessions in the past about condoms. Today we are going to revise that and also look at some other issues associated with condom use and safer sex.”

11. Ask:

    In 2021, what percentage of Australian Year 10 – 12 students knew that condoms prevent STIs and pregnant? Take some answers.

    (89%)

    What percentage reported that using condoms makes sex less stressful? Take some answers.

    (*77%*)

    So, with those stats in mind, what percentage of young people who have had sex reported always using condoms?

    (*38% - 34% reported sometimes or often using condoms, and 28% reported rarely or never using condoms*)

    What do you think are some of the reasons why young people did not use condoms?

    (*Too embarrassed; condom not readily available when required; using a different contraceptive method; partner didn’t want to use; didn’t think about it; didn’t think they would have sex at that moment; not prepared; I don’t like them; my partner doesn’t like them; I trust my partner; we’ve both been tested; I know my partner’s sexual history; it’s not my responsibility; we both haven't had any sexual activity with anyone else before.*)"

    (Reference: The 7th National Survey of Secondary Students and Sexual Health, 2021)

Attitudes and values

10 minutes

12. Say:

    "It’s important to understand that knowledge alone isn’t always enough for people to make the safest choices. They need to believe that the behaviour is really important and they need to value the outcome – whether that is not getting an STI or having an unplanned pregnancy.

    And then people need specific skills to be able to put into practice their knowledge and attitudes and values.

    So, Knowledge + Attitudes/Values + Skills (might) = Healthier/safer behaviour."

13. Say:

    "Let’s think about using a condom.

    We already know that you have lots of knowledge about how to use condoms and why they should be used.

    Let’s look at attitudes and values.

    Working in pairs make a list of attitudes and values, beliefs, feelings and opinions that might underlie why some people (especially young people) may choose to use or not use condoms."

    Show students the headings and provide an example.

People value_____ so might use condoms	**People value _____ so might NOT use condoms**
not getting an STI	*family (e.g. they may want to have a baby)*

Teaching tip: It is important to consider diversity of sexual identity and sexual behaviours when discussing sexual health topics like condom use. Some people may have sexual experiences with people of the same sex and not identify as lesbian, gay or bisexual.

14. Discuss answers as a whole group. See *Values and attitudes_teacher answer sheet* for possible answers. Point out that different people have different values and individuals have values that may change depending on their stage of life.

Teaching tip: It is important to unpack responses around valuing reputation and relationship as reasons to choose not use condoms. Lead discussion about the importance of respectful relationships and gender expectations (refer to background note Respectful Relationships). Example questions include:

- Are the expectations around buying condoms the same for everyone? (*Typically it is an expectation for men and less expected for women*)
- Are the potential reputation impacts of carrying condoms the same for everyone? (*Typically the seen as a positive for men ('stud') and negative for women ('slut') in line with gendered expectations about sex and relationships)*
- What are important features of respectful relationships? Are these present when a partner is feeling pressured to not use condoms? (*Feeling safe. trust, honesty. being valued and cared for, being able to disagree and say no without fear of being unsafe or hurt. No, pressure to not use condoms is not*

respectful

Life skills

10 minutes

15. Say:

    “Just because people have knowledge about the correct way to use a condom, and they think that it is important to use condoms, people still need a variety of skills in order to use condoms properly, consistently and respectfully.”

16. Display *Life skills_Student activity sheet* or provide as a handout for students to complete (1 per pair).
17. Working in pairs, ask students to suggest examples of the life skills being practised when negotiating condom use and using condoms. See *Life skills - answers sheet* for possible answers.
18. Ask for volunteers to give their examples.

3-2-1 Reflection

19. Ask:

    Do you think it is important to speak to your partner about condom use before sex?

    (*Yes)*

    But when is a good time?

    Say:

    "The sooner the better. This is easier to do with a long-term partner as you probably feel more comfortable to speak to them and maybe have been building up conversations about feeling ready to have sex. It might be trickier with someone you just met say at a party. But it is still important to talk about condoms, along with always checking in with consent for sexual activities and contraception too.

20. 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.

Health promoting schools

Background teacher note: Health promoting schools framework.

Partnerships

Partnerships with parents

- *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. Send a copy home to parents prior to starting your RSE program. The booklet offers age and stage appropriate information so that parents can reinforce the topics covered in class. (How to order hardcopies.)
- Run a parent workshop prior to delivering RSE lessons so that parents can see the resources used, ask questions and find out how to support the school program by continuing conversations at home.
- Add the Get the Facts and SECCA app links to your website/e-news for parents.

Partnerships with school staff

- Invite the school health professionals and pastoral care staff (school nurse, school psychologist, chaplain, boarding house master, etc) to a class or an assembly to introduce them to the students and let them know what their roles are and how they can help the students. For example:
  - If you have concerns about relationships, you can go to...
  - If you have more questions about sexual health, you can go to...



Power to manage relationships

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Curriculum links

WA HPE Curriculum

Sub-strand: 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.

Sub-strand: Interacting with others

- Skills and strategies to promote respectful relationships.
- Influences on sexuality and sexual health behaviours, including the impact decisions and actions have on own and others' health and wellbeing

WA Curriculum General Capabilities

Personal and social capability

- Social awareness
- Self-management
- Social management

Ethical understanding

- Understanding ethical concepts and perspectives

Critical and creative thinking

- Analysing
- Reflecting
- Generating

International technical guidelines on sexuality education

Key concept 1.3 Friendship, Love and Romantic Relationships

- There are healthy and unhealthy sexual relationships.
- There are different ways to express affection and love as one matures.

Key Concept 4.1 Violence

- Everyone has a responsibility to advocate for people's health and well-being free from violence

Key concept 4.2 Consent, Privacy and Bodily Integrity

- Consent is critical for healthy, pleasurable and consensual sexual behaviour with a partner.
- It is important to be aware of factors that can impact the ability to acknowledge or give consent.

Key concept 5.1 Norms and Peer Influence on Sexual Behaviour

- It is possible to make rational decisions about sexual behaviour.

Key concept 5.2 Decision-making

- Sexual decision-making has consequences on oneself and others, including social and health consequences.

Key concept 5.3 Communication, Refusal and Negotiation Skills

- Effective communication is key to expressing personal needs and sexual limits

Materials

- Teaching Resource: *Sexuality cards* [one class set]
- Teaching Resource: *Respect and Consent Quiz* [one quiz per student and one teacher answer sheet]
- Teaching Resource: *He said, she said party script* [one 2-sided copy per group]
- Consent and Respectful Relationships Clip Collection | GDHR [teacher to select a suitable clip for the reflection component of this lesson]

Before you get started

- 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.
- Managing disclosures - Teachers must be aware of school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- 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 also help students with their development of resilience and emotional wellbeing.
- Refer to Educator notes:
  STIs/BBVs, Adolescent relationships Gender stereotypes and expectations and Respectful relationships for further content information related to this activity.

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.

Trigger warning: Let students know you will be talking about relationships, both healthy and unhealthy relationships. Reiterate you want everyone to have safe, healthy, positive relationships, and while we will be promoting healthy behaviours, we do need to discuss unhealthy behaviours. Remind students of their right to pass and to speak to teacher/other support if required.

Sexuality card icebreaker

10 minutes

The following activity is intended to be used as an ice-breaker exercise to provide an opportunity to introduce some sexuality and relationships terminology that may be used and/or referred to throughout the lesson.

2. Before the lesson prepare a class set of the Teaching Resource: *Sexuality cards*.
    1. Note: There is space provided to add in other words that are relevant to the class or words that have been brought up and discussed before.
    2. Make sure the additional words are relevant to the activity and remove those that may not be appropriate for the group.
3. Have the whole class sit in a large circle.
4. Outline **instructions** of the activity:

    Instructions

    1. The first student selects the top card from the deck of sexuality cards. They say the first word that comes to mind relating to the word on the card, for example, naked = sex; tolerance = acceptance; flirting = fun etc.
    2. Students place their card to the bottom of the ‘deck’.
    3. This continues around the circle.
    4. It’s important to remind students that they are allowed to 'pass' if they don’t feel comfortable speaking about their word (refer to class ground rules).
    5. Discuss with students the importance of respecting and supporting the choices of others and their own values and beliefs.
5. Sit in the circle with the class. Model the first selection.
    1. Remind the class that although there are likely to be words mentioned that we may not say or talk about at school, we need to make sure that the words used are not offensive to other students.
    2. Emphasise that some words can have different meanings for different people, so it is important to communicate more about these topics if needed, to create a shared understanding.
6. When everyone has had a turn with a card, ask students to reflect on the activity and ask the **questions:**

    Why is it important to know about words relating to sexuality and relationships?

    What is the problem, if at all, if we all have different understandings of and meanings about these words?

Respect and consent quiz

15 minutes

The following activity will provide important information to remind students about respect, consent and consent and the law.

7. Give each student a copy of the Teaching Resource: *Respect and Consent Quiz* (alternatively, display the Quiz electronically and ask students to note their own True/False responses in their notebooks).
8. Have students complete the activity independently and then go through the correct answers with the whole class. (there is additional information for the teacher in the Teacher Guide).

Determine if the class is ready and there is time to proceed with the '*He said, she said*' *Party Script* activity based on their level of understanding about consent.

'He said, she said' party script

25 minutes

Note: The small group Party Script activity should not be attempted before the Year 9 activity Sexual consent and the law has been completed.
The script will form the basis of discussion as students review and extend their existing knowledge of sexual consent. Students learn a range of skills and understand when to use and apply them if dealing with challenging or unsafe situations.

9. Ask students to get into pairs or small groups of four.
10. Provide each group with a copy of the Teaching Resource: *He said, she said party script* and ask them to focus on Party Script A.
11. Give groups an opportunity to read through Party Script A and briefly discuss.
12. Show the following **questions** on a white/interactive board. Ask each group to respond to the question prompts as a whole class or discuss in small groups:

Did Emma give consent to have sex with Jacob? Where in the script does it support your answer?

What were some of the factors that influenced how both Emma and Jacob behaved?

(They were in an established relationship, alcohol, partying/celebration, location, trust, respect, body language, readiness, communication)

How could Jacob have responded differently?

(Checked to see if Emma was giving clear consent and was ok to have sex before going ahead)

At what point of the story could Jacob have done something differently?

(At Scene 7, Jacob could have asked Emma's friends to go and lie down with her/check on her instead and talk to her later about why he didn't think it was a good idea OR provide a couple of other scenarios)

Did Jacob and Emma have consensual sex?

(No. Giving consent means that everyone involved can clearly and freely agree to the sexual activities that will occur. If everyone is not willing or not able to give consent, e.g. if someone is asleep or under the influence of drugs or alcohol, then the sexual activity would be an assault and as such would be against the law. The law requires a person to be 16 years or older to provide consent to engage in any sexual activities)

Was it sexual assault?

(Yes. Sexual assault can be a violent, unexpected, traumatic and sometimes life-threatening event or series of events, even if the person has 'passed out'. Sexual assault is ANY

unwanted sexual act or behaviour which is threatening, violent, forced or coercive and to which a person has not given consent or was not able to give consent)

13. Ask students to focus on Party Script B. In their small groups discuss where in the script the characters acted differently.
14. Ask students to underline or highlight where in the script the characters demonstrated the following skills when they had to deal with an emotional, social and physically challenging situation (there may not be examples to find showing these skills):
    1. Refusal skills
    2. Communicating choices
    3. Acting assertively
    4. Expressing thoughts opinions & beliefs
    5. Initiating contingency plans

A new script, a new ending

17. Students apply their knowledge, skills and understanding of respect and consent to create a new script. It does not have to be a party script.
18. If time is limited, students can edit the existing party script from Scenes 7 – 10 only. The following criteria must be met:
    1. The script demonstrates respectful behaviour and consent between the two characters.
    2. At least two of the following skills are included in the script (refusal, communicating choices, acting assertively, expressing thoughts opinions & beliefs and/or initiating contingency plans).
    3. At least two of the following **questions** are included in the script.
        1. **What do you want to do?**
        2. **Are you ready to do this?**
        3. **Is there anything that you're not comfortable doing?**
        4. **Do you want to stop?**
        5. **Are you happy to go further?**
19. Join pairs or small groups together. Each pair/small group reads through their new script. The other group members should be actively listening to ensure the set criteria have been met.

Alternate activity: Students create their new script as a short play or electronic presentation.

3-2-1 Reflection

Reflection

10 minutes

20. Students watch a clip (selected and reviewed as suitable by the teacher) from Consent and Respectful Relationships Clip Collection.

21. Ask students to reflect on the storyline presented with the following **question** in mind:

    How does this clip demonstrate respect and consent?

Health promoting schools

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

Education

Professional Development

- Additional resource to support teachers with delivery of RSE: The practical guide to love, sex and relationships. A teaching resource from the Australian Research Centre in Sex, Health and Society, La Trobe University.

Partnerships

Family

- 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.

Students

- Encourage students to look at The Line - a resource for those aged 14+ covering topics such as relationships, dating, sex and comfort zones.



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Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Impact of societal and cultural influences on personal identities and health behaviour.

Sub-strand: Staying safe

- Skills and strategies to manage situations where risk is encouraged by others.
- 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.

Sub-strand: Interacting with others.

- Skills and strategies to promote respectful relationships.

WA Curriculum General Capabilities

Personal and social capability

- Self-awareness
- Social awareness
- Social management

Critical and creative thinking

- Reflecting

International technical guidance on sexuality education

Key concept 1.3 Friendship, love and romantic relationships

- There are healthy and unhealthy sexual relationships.
- There are different ways to express affection and love as one matures.

Key Concept 4.1 Violence

- Everyone has a responsibility to advocate for people's health and well-being free from violence

Key concept 5.1 Norms and Peer Influence on Sexual Behaviour

- It is possible to make rational decisions about sexual behaviour.

Materials

- Green, orange and red flags made of paper (either 3 x large or a set of smaller flags per student).
- Teaching Resource: *Relationship cards* [3 cards per student]
- Sticky tape
- Butcher's paper
- Teaching Resource: *Relation-ship board game pieces* [photocopy one set per group]

Before you get started

- This lesson is longer than a standard class - roughly 90 minutes. This lesson could be split over two or modified to suit the needs of the students.
- 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.

- Managing disclosures - Teachers must be aware of school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- It is recommended to read the Educator Notes: Adolescent relationships, Gender stereotypes and expectations and Respectful relationships prior to teaching this activity.
- Be wary of couples who are in the room and consider use of grouping strategies to split them up to avoid potential conflict.

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.

Trigger warning: Let students know you will be talking about relationships, both healthy and unhealthy relationships. Reiterate you want everyone to have safe, healthy, positive relationships, and while we will be promoting healthy behaviours, we do need to discuss unhealthy behaviours. Remind students of their right to pass and to speak to teacher/other support if required.

Relationship qualities

15 mins

2. Start activity with an opening statement - modify as needed.

> **"I want you to think about the different types of relationships you have in your life, and then ones you may have in the future. No relationship is always 100% rock solid - all relationships go through periods of connection and disconnection. It is important that we recognise that relationships require effort and support skills to grow and be maintained."**

3. Using a think-pair-share strategy, ask students to form pairs/groups of three and discuss **what they think are the most important qualities of any relationship** - think about friends, boyfriend/girlfriend/partner, family. Once done ask students to share their own ideas.

Teaching tip: You may need to be curious and ask students to explain further if they state a quality that you are unsure about. It is important to correct qualities that are truly unhealthy.

Relationship flags

15 mins

5. Ask **question**:

   What does a red flag and what does a green flag mean when talking about relationships?

   (Green flag: something that someone says/does/believes that positively impacts the relationship or you see as a good quality. Red flag: something that someone says/does/believes that negatively impacts the relationship or you see as a bad quality.)

6. Say**:**

   Sometimes green and red flags are really easy to spot. Other times it can be really difficult, as sometimes people have good intentions but have negative consequences for others. Sometimes red and green flags are based on our cultural beliefs or what we have learnt from family/friends/online.

7. Explain that this activity is looking at red flags and green flags. This activity involves setting up a red and a green area (a line works best for a continuum). Alternatively, students can be given a set of flags (red, orange and green) that they can hold up.
8. Read out the below statements and ask students to move to or hold up the flag that matches their belief about the statement.
9. Students then speak to someone near them about **why they chose this flag**. You can also ask a few students to share **why they are standing where they are**.

   Flag statements

   1. Your partner is constantly buying you gifts, sometimes without any reason.
   2. Your partner says they love you early in your relationship.
   3. Your partner tells you that they want some 'alone time'.
   4. Your partner/friend doesn't like it when you go and see your friends and family and gets upset if you stand your ground.
   5. Your friend posts photos of you on social media without asking first.
   6. Your friend constantly gives you advice, even when you don't ask for it.
   7. Your friend tells you that you don't give them enough compliments.
   8. Your family member regularly compares you and your sibling/cousin to each other.
   9. Your extended family member gives you a hug even though you dislike this type of physical contact.
   10. Your parent/carer is very honest and direct with you - often sharing their opinion and feedback.

Teaching tip: Select statements that suit the cohort of students in the class - not all statements need to be read.

Relationship Values

20 minutes

Students share values about sexual relationships and identify qualities that they value in a relationship through negotiation process to simulate real-life relationships.

10. Using signs spread across the floor to create a four-point continuum (‘strongly agree’, ‘agree’, ‘disagree’, ‘strongly disagree’), ask students to physically move to the position which best reflects their view. A piece of rope or string on the floor, or a chalk line drawn on the floor, can also be used so students can actually stand on the line.

11. Read the **statements** below about sexuality and gender roles or develop your own statements that are likely to create a difference of opinion:

    Statements

    1. Boys always put pressure on girls to have sexual experiences.
    2. Having sex should be something that both people want to do.
    3. If you love your boyfriend/girlfriend/partner you have to have sexual experiences with them.
    4. Beliefs about gender vary from one culture (or society) to another.
    5. Cultural norms affect laws and policies about sexuality.
    6. Contraception is a girl’s responsibility.
    7. It’s hard for same sex attracted people to come out at our school.
    8. Young people should experiment with sexual experiences.
    9. Sexual intercourse should only be with someone you love.

12. Ask the **questions**:

    How do you think you developed your position/s [on this statement]?

    If you asked your parents to do the same activity, where do you think they would position themselves?

    What differences do you think there might be if we did this with a group of same sex-attracted young people?

    What differences could strong beliefs have on how young people would position themselves?

13. Explain to students:

    We have many different kinds of relationships and many different kinds of love. There are many different ways to love somebody. People may feel love for members of their immediate or extended family, for close friends, and for their partners or spouse of the same or the other sex. The terms ‘true love’ or ‘real love’ often refers to an intimate partner bond that has moved beyond the ‘falling in love’ or infatuation stage. Sorting out feelings of affection, romantic love, sexual desire, and ‘true love’ is often difficult and confusing. Everyone receives messages from their culture about what love is, whom we should (or should not) love, and how we should express (or not express) our love.

14. Students work in small groups to develop their own definitions of **love**, **sexual desire** and **intimacy** and whiteboard common findings. For instance:
    1. **Love**: A deep feeling of affection, attachment for another person.
    2. **Sexual desire**: A wish, longing or craving, especially for sexual activity.
    3. **Intimacy**: The capacity to relate to another person in an emotionally open, equal, and caring way – feeling free to express your inner most feelings.

Relation-ship Qualities

20 min

15. Draw a boat on the board called a ‘Relation-ship’.
16. Ask students to nominate one quality that they would value in a romantic relationship that they would like to bring on board. Record these suggestions on the board.
17. Give each student three relationship cards from the Teaching Resource: Relationship cards. Allow 10 minutes for students to bargain and trade their cards with other students for cards with attributes that they value the most in a relationship.
18. Ask students to report on what cards they have and their experience of negotiating with other people for cards that they wanted.

What cards do you have?

What cards did you want?

Was it difficult or easy to get the cards that you wanted?

How is this similar to a family relationship?

Sometimes the positive qualities that we bring to our relationships can also be negative (e.g. honesty can be good, but it can also be hurtful). Can you think about any qualities of yours that could be either positive or negative.

Alternative activity:

1. Place students into small groups.
2. Laminate the cards and place a magnet on the back of each one.
3. Provide each group with a pile to scatter face down. Students can make fishing lines out of their pencils with a piece of string and a magnet on the end.
4. Students each start off with 3 cards and can take turns fishing for better cards, trading as they go.
5. For each turn they must **explain why they decided to either keep or trade their card**.

Graffiti Sheet Brainstorm

30 minutes

Students explore positive and negative aspects of a romantic relationship.

20. Have students use graffiti sheets (butcher’s paper) or the board to brainstorm examples of positive or negative romantic relationship situations (e.g. your boyfriend/partner puts pressure on you to do something you don’t want to do; or your girlfriend/partner calls you to wish you good luck for your music exam).
21. Ask students to work in groups of four to construct their own board game called ‘Relation-ship’ that deals with romantic relationship situations. Use the Teaching Resource: *Relation-ship board game pieces* to

assist students.

22. Explain **instructions** of the activity to students

 **Instructions**

1. Each group of four is to construct a set of 24 game cards that describe positive or negative actions that affect a relationship.
2. Each card will need to outline a positive or negative relationship situation and the amount of spaces that the player moves forwards or backwards if he/she were to experience this situation. (Some examples are 'Your boyfriend/partner asks you to come to a family dinner - forward two places' or 'You have a huge shouting match with your girlfriend/partner on the way to school – move back one place')
3. There needs to be appropriate rewards and penalties for different relationship situations.
4. Each group's cards are shuffled and given to another group.
5. They should then be placed in the middle of the game board.
6. Each student has a token that represents him/her and they take it in turns to select a card and move around the board.
7. After all cards are used they are re-shuffled and the game continues.
8. The aim is to be the first person to get to the treasure chest.

Whole class alternative

1. If time permits, write relationship situations on the board, dividing the board into four squares.
2. Have students read the situations on their group's cards and stick each relationship situation card under one of the following headings – family, personal, friendships and acquaintances.
3. Encourage students to discuss if they agree or disagree with the 'placement' of the situation.
4. Discuss how relationships vary depending on which category (family, personal, friendship, acquaintance) they relate to.
5. Allocate specific relationship categories (and the associated situations) to pairs of students and ask them to discuss how to either avoid a negative outcome or enjoy the benefits of a positive outcome.
6. Have students suggest and demonstrate the use of assertive and active listening and speaking skills to improve each relationship situation.

3-2-1 Reflection

Reflection

20 minutes

26. Explain to students:

 **Just because you're in love does not necessarily mean you are ready to have sex. Because love is different for everyone, there is not a checklist for you to go through to make sure this is the real thing. However, there are some indicators, such as: trusting the person; knowing that even when you're not together there is an emotional attachment; being able to be yourself when you're together; sharing some common values and interests; and enjoying each's company.**

27. Students discuss and/or write responses to below **questions**:



What are some of the best strategies you have used to maintain the quality of a relationships with your (family/friends/partner)?



How does the type of relationship (e.g. family, friends, or boyfriend/girlfriend/partner) change the way that we act?



Which types of relationship problems can be the most challenging to deal with? Why?



If you were in a respectful relationship, how do you think you might feel?



If you were in a relationship that was not respectful, how do you think you might feel?



What are some things you can do to improve your relationships with family and friends?



What are some things you can do to improve your relationships with your boyfriend/girlfriend/partner?



Given there are some negatives to loving someone, why do people take the risk of falling in love?



How might you be able to lessen the impact of the negatives? e.g. if one of the negatives is breaking up, how might that occur with as little impact/sadness as possible?



Where can people get help if they are having difficulties in their relationship?



Health promoting schools

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

Partnerships

Staff

- Understand coercive control and online behaviour with young people. This resource can also be shared with parents/carers. Coercive control: information sheet

Family

- 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.
- Provide students with a copy of Relationships, Sex and Other Stuff to take home and read and discuss with their family.

Students

- Encourage students to look at The Line - a resource for those aged 14+ covering topics such as relationships, dating, sex and comfort zones.



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