gdhr | Growing & developing healthy relationships

Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Factors that shape personal identities and adolescent health behaviours

Sub-strand: Staying safe

- Skills to deal with challenging or unsafe situations:
  - refusal skills
  - initiating contingency plans
  - acting assertively
- Actions and strategies to enhance health and wellbeing in a range of environments
- 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: 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
- Implications of attitudes and behaviours on individuals and the community

Sub-strand: Interacting with others

- Characteristics of respectful relationships and how these can prevent violence and abuse
- Managing emotional responses and resolving conflict in family or social situations

International technical guidance on sexuality education

Key concept 3.1 (12–15-year-olds):

- **Gender roles and gender norms influence people's lives.**

- **Romantic relationships can be negatively affected by gender roles and gender stereotypes.**

Key concept 3.3 (12–15-year-olds):

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

Key concept 4.1 (12–15-year-olds):

- Sexual abuse, sexual assault, intimate partner violence and bullying are a violation of human rights.

Key concept 4.2 (12–15-year-olds):

- Everyone has the right to be in control of what they will and will not do sexually, and should actively communicate and recognize consent from their partners.

Key concept 5.2 (12–15-year-olds):

- The process of making decisions about sexual behaviour includes consideration of all positive and negative potential consequences.
- There are factors that can make it difficult to make rational decisions about sexual behaviour.

Key concept 7.2 (12–15-year-olds):

- It is important to be able to make informed decisions about sexual behaviour.

Materials

- See *RELATE Stage 3* for full program including lists of materials required for each session. Please note, the video link for session 4 and 5 is no longer in use.

Before you get started

- 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 Dealing with disclosures Guide and have a risk management strategy in place.
- Refer to the Guides: Adolescent relationships, Gender stereotypes and expectations and Respectful relationships for further content information related to 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.
- Provide students with a copy of Relationships, Sex and Other Stuff to take home and read and discuss with their family.

Learning activities

RELATE Program

8 x lessons

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.

Please note important information for some lessons. Lesson 1, 6, 7 and 8 still contain some useful activities that are not covered in other Year 9 lessons. Lesson 2 and 3 which cover topics of gender and consent may be considered outdated and lack gender diversity. Lesson 4 and 5 relate to a video that is no longer accessible.

Sexual Health Quarters (SHQ) conducted the research and original development of RELATE (1st and 2nd edition). SHQ has had no involvement with any subsequent updates or editions of *RELATE*.

Health promoting schools

Background teacher note: Health promoting schools framework.

Partnerships

Education

- Make use of SHQ library for resources
- Plan whole school subject focus
- Presentation by students on sexual health information for student and parent information
- Show links between religious education and relationships education

Environment

- Professional development for staff
- Set up a health ‘hang out’ room – displaying health messages
- Personalised directory of services as relevant for each local area

Family & Community

- 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.
- 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.
- Parent survey on current relationships and sexuality knowledge with attached invitation to parent session.
- Add useful websites to school newsletters or to school/class webpages.



Gender expectations

gdhr | Growing & developing healthy relationships

Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Factors that shape personal identities and adolescent health behaviours.

Sub-strand: Health and active communities

- Implications of attitudes and behaviours on individuals and the community.

Sub-strand: Interacting with others

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

International technical guidance on sexuality education

Key concept 1.3 Tolerance, inclusion and respect

- Stigma and discrimination on the grounds of differences (e.g. HIV, pregnancy, or health status, economic status, ethnicity, race, origin, gender, sexual orientation, gender identity, or other differences) are disrespectful, harmful to well-being, and a violation of human rights.

Key concept 2.1 Values and sexuality

- It is important to know one's own values, beliefs and attitudes, how they impact on the rights of others and how to stand up for them.

Key concept 2.3 Culture, society and sexuality

- Social, cultural and religious factors influence what is considered acceptable and unacceptable sexual behaviour in society, and these factors evolve over time.

Key concept 3.1 The social construction of gender and gender norms

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

Key concept 3.2 Gender equality, stereotypes and bias

- Gender stereotypes and bias impact how men, women, and people of diverse sexual orientation and gender identity are treated and the choices they can make.
- Gender equality can promote equal decision-making about sexual behaviour and life planning.

Key concept 5.1 Norms and peer influences on sexual behaviour

- Social and gender norms and peer influence can affect sexual decision-making and behaviour

Key concept 5.4 Media literacy and sexuality

- Some media portray unrealistic images about sexuality and sexual relationships, which can influence our perceptions of gender and self-esteem.

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

Group agreement

5 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.

Questioning gender values

20 minutes

2. 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'.
3. Explain that you will read out questions (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) and stand with the answer that aligns with your person values. Here is a list of questions you may want to use.
    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?*
20. *Is it okay for guys to hug their female friends?*
21. *Is it okay for girls to hug their male friends?*

4. Have groups (Yes, No, Maybe) discuss with one another why they chose where to stand.
5. Ask a volunteer from each group to explain their own reasoning, not others. Be clear they are not to respond or question other student's comments/justifications when sharing to the whole classroom.
6. 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.
7. Ask:

 **Where do we get our ideas about gender from?**

 **Do society's ideas of gender roles change over time?**

 **How do gender roles impact relationships between boys and girls?**

 **Do you think there are double standards for sexual behaviour for boys and girls amongst your friends or in your community?**

 **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?**

 **Do you think gender equality is a matter of human rights?**

8. 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.

Comparing gender in the media

 30 minutes

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?*

3-2-1 Reflection

Reflection

10 minutes

12. Groups share and discuss their findings using the focus questions from the previous activity with the whole class.
13. Identify similarities and differences and discuss any misconceptions they have as a result of these findings.
14. 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).
15. 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?
16. 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.

Health promoting schools

Background teacher note: Health promoting schools framework.

Environment

- Policies explicit prohibit sexism and encourage young people to express themselves as who they are.
- School culture does not promote sexism.

Education

- Staff are trained and confident to call out sexism and other forms of discrimination.



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