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, 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 and other harmful substances
  - 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

Ethical understanding

Digital literacy

International technical guidance on sexuality education

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 3.2 Gender equality, stereotypes and bias

- Gender equality can promote equal decision-making about sexual behaviour and life planning.

Key concept 4.3 Safe use of information and communication technologies (ICTs)

- Sexually explicit media and images can be sexually arousing and potentially harmful.

Key concept 5.4 Media literacy and sexuality

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

Materials

- Laugh and learn video - Porn (4min 40sec)
- Keep It Real Online - Pornography - Porn (30 sec)
- Graffiti wall display cards activity - who, what, where, when, how, why, why not - 1 set
- Graffiti wall display cards - Teacher answer sheet

- Sticky notes or small scraps of paper (Approximately 6-10 pieces per student)

Before you get started

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.
- Question box: Give out some small scrap pieces of paper and allow students time to write any questions they have for the question box. To ensure confidentiality, ask all students to write something on the scrap paper at the same time (even if the just draw a smiley face or scribble) and place it in the question box.
- 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.
- Preview Laugh and Learn video - Porn (4min 40sec) to determine suitability for your students.
- Be aware that some students undertaking this lesson may have viewed pornography either purposely or accidentally. Some may not be aware of what porn is at all. Emphasise that you do not want to know who has or hasn't seen porn.
- Consider your own thoughts, opinions, attitudes and values about pornography and be aware of how they may influence the way you present this activity.
- Background professional reading:
  - Educator note: Porn: the accessibility and influence
  - Porn and the law - Youth Law Australia (external site)
  - We need a new definition of pornography - with consent at the centre - ABC opinion piece (external site). New definition of porn 'Material deemed sexual, given the context that has the primary intention of sexually arousing the consumer and is produced and distributed **with the consent of all persons involved**).

Learning activities

Group agreement

5 min

Teaching tip: This lesson should only be facilitated by a teacher that knows the class very well and is aware of student's background and knowledge. Extensive work developing a safe space to discuss sensitive topics and a well-established group agreement is vital before facilitating this lesson. Read about how to safely establish a group agreement 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).
3. Say:

"This lesson covers the topic of pornography which some students might find challenging. Please let me know if you need to take a break. I want to also stress the group agreement point, no personal stories. Do not share personal stories about watching porn"

Teaching tip: Strict timing of activities is essential in order to keep students focused and on track with this lesson and to avoid too much 'side conversation'. It may be useful to have additional adults in this session (e.g. Community health nurse)

Defining pornography

5 min

4. Ask:

   What does the word pornography or porn mean?
   (V*ideos of people having sex, sex online, pop-up ads, sexy videos on your phone*. Less likely answers may include: *nudes, nude magazines, etc*.

Teaching tip: Young people may also list websites where porn can be accessed and/or name categories or types of porn. Teachers need to consider how this discussion will be managed and directed).

Teaching tip: Pornography can be difficult to define, as there is a general lack of agreement over exactly what constitutes pornography. The definition is largely influenced by the time and context as well as cultural and moral values.

5. Say:

   "There are many definitions of pornography. The Oxford Dictionary definition of pornography is the one we are going to use in this activity. Pornography is: Printed or visual material containing explicit description or display of sexual organs or activity, intended to stimulate sexual excitement.

   Pornography has existed throughout history in the forms of cave drawings, erotic fiction, nude magazines, video tapes and DVDs. In the online era, pornography can be in the form of online videos, online images, live video cams, sexting, social media, dating apps, messaging, pop-ups, the list goes on. Young people today generally do not consider still images or text as pornography.

   Whether a photograph is considered pornography is largely down to context. For example, a picture of a naked person in a magazine such as National Geographic would not typically be considered pornographic, because it is not designed to sexually arouse. A photo featuring an individual in the same stages of undress will likely be considered pornography when it is displayed in the pages of an adult magazine that is intended to elicit arousal."

Laugh and learn videos

10 min

6. Watch

   Keep It Real Online - Pornography (30 sec).

   Laugh and learn - porn video (4min 39sec).

7. Ask:

   What is one thing that surprised you in these videos?
   (*Didn't think that it was fantasy; hadn't thought about consent or safer sex issues before; thought it would have been more realistic; etc*).

Teaching tip: It is vital to only ask for **volunteers** to contribute to class discussions on sensitive topics such as porn. See group agreement - 'right to pass' for further information.

Graffiti wall: The who, what, where, when, how, why and why not

15 min

Teaching tip: It is not advised that this activity be carried out in small groups due to the sensitive nature of the topic. Teachers need to facilitate this activity carefully, being prepared to protectively interrupt and ensure discussions remain respectful and 'on track'.

8. If room allows, have students sit in a horseshoe arrangement and place the Graffiti wall display cards in the middle of the group to allow for close monitoring of student discussions/input. (If space is not available, the Graffiti wall display cards can be placed on the walls around the room).

Teaching tip: This activity could be run outside or in a hall as long as the area provides enough privacy for students to feel safe to participate in the lesson.

9. Place the 'What?' Graffiti wall display card in the centre of the floor space/wall. Provide students with small scraps of paper or sticy notes to write on.
10. Place the 'Who?' Graffiti wall display card on the floor/wall and ask students to **silently** and **individually** think about their own answers to the question.
11. After 30 seconds, invite students to write answers on sticky notes/scraps of paper and place them around the 'Who?' card. Remind students that you do not want personal stories or names of people.

Teaching tip: Answers will vary greatly depending on values and experiences. Teachers may need to address stereotypes (e.g. only guys watch porn) and values (e.g. weirdos watch porn).

12. Say:

    "All sorts of people watch porn guys, girls, older peoples, teenagers, couples. There is just not one type of people who watch porn. From research, we know that 84% of year 10, 11 and 12 students in Australia have viewed porn."

13. Repeat this process for the 'Where?', 'When?', 'How?', 'Why?' and 'Why not?' cards allowing students to first think about their answers silently and individually before calling upon students to place their sticky notes/scraps of paper.

    Where?

    (online, on phone, pop-up ads. Students are less likely to suggest *nude magazines, sexting, naked sexual photos of themselves or peers (nudes), porn DVDs, naked video cams, sex phone lines, erotic novels* as porn.)

Teaching tip: Some students may list porn sites - it is important to think about how you want to guide this discussion depending on the experiences of other students in the room. Discussions on whether some *music videos, billboards, artwork and TV/magazine adverts* could be considered porn could be included. Students may also listed places such as in a bedroom, at a party, at a friend's house, etc.

When?

(Any time, accidentally, in the bedroom, when you are 18+)
How?

(Online, on purpose/accidentally, on your phone/computer/iPad, sex store, friends sending it to you, group chat, pop-ups, buy online, buy in shop.

Teaching tip: It is important that these answers come from students. The aim is not to inform students of places to access porn but to make them aware that it is easy to come across porn accidentally. It is also to educate young people that some sexting and group chat messages could be considered porn.

Why?

(Curiosity, it's funny, because they are horny, because they want to masturbate, enjoyment, to be part of a crowd, to learn about sex.)

Why not?

(It is not realistic, it can objectify and exploit women, often violent and aggressive towards women, doesn't portray respectful relationships, not a good way to learn about real and respectful sexual relationships,)

See Graffiti wall teacher answer sheet for more detailed lists of possible answers.

Teaching tip: This activity may be completed electronically using programs such as Mentimeter to allow students to contribute answers more anonymously (allowing them to feel safer to contribute without judgement from peers). However, this may make student answers harder to monitor/direct if 'off track'.

What to do if you don't want to see it

10 mins

14. Ask:

    If someone comes across porn that they do not want to see, what are some of the feelings they might have?
    (Uncomfortable, distressed, embarrassed, worried, disgusted, feel bullied, unsafe, guilty, shocked, icky,

sick, have 'butterflies' in their stomach, etc).

What actions can someone take if they feel this way? Create a list as students suggest answers and make sure to add any they have left out)

1. *Press delete.*
2. *Be assertive and tell the person showing you that you are not interested and ask them to stop.*
3. *Walk away.*
4. *Talk about your feelings with someone you trust (e.g. trusted adult in your family, or a friend or at school, counsellor, etc).*
5. *Report it officially (can be anonymously).*

15. Show the eSafety Commissioner home page and how to report offensive or illegal content. (The WA Police website - Internet safety also offers ways to report illegal content and abuse).

3-2-1 Reflection

Key words

10 mins

16. Say:

    "I am going to write 5 key words that I think came out of this lesson. I want you to consider what you think were the key ideas of this lesson and record your 5 words."

17. Write **consent, fantasy, reality, relationships, education** (these could be the board covered, on sticky notes, or a piece of paper folded).
18. Ask for suggestions from students as to what your key words might be. Compare with student suggestions to see if they were able to identify the key ideas/concepts of the lesson.

Teaching tip: It does not matter if the students get the same words or not. This activity will allow students to reflect on their learning and allow the teacher to gauge what students have learnt from the lesson. Key words are also a great exercise for CaLD students, students with lower literacy levels and/or special needs.

Optional activity: Porn - what you should know

40 mins

The practical guide to love, sex and relationships is a free national resource developed by the Australian Research Centre for Sex, Health and Society, La Trobe University. It contains lesson plans and resources for Years 7-10.

Porn, what you should know is a 6 min animated video with accompanying lesson plan and activities that is designed to explain the differences between real-life sexual relationships and porn sex to help young people to critically anaylse porn (and other media in general).



Porn, what you should know - lesson plan and resources (external link) (PDF 557KB).

Porn, what you should know - 6min video (external link).

Health promoting schools

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

Partnerships

Parents

Keep parents informed of issues of online pornography and their child by cutting and pasting the following information and links to your school newsletter and/or website.

Online pornography education

- eSafety research on parenting and pornography shows that 77% of families with children between 6 and 17, consider it their responsibility to educate them about pornography.
- How parents reacted to finding out their child had been exposed to pornography
  - spoke to them frankly - 61%
  - increased monitoring/supervision of what they do online - 19%
  - installed internet filters - 20%
  - talked to the person who sent/showed them the material - 19%
- While half of parents said they know where to access parental information and resources about children and pornography, a quarter of parents surveyed did not.

eSafety resources

The eSafety parent site offers clear guidance for families about how to discuss online pornography with children of different ages and includes conversation starters.

- 0-8 years: if they have seen it, avoid punishing them.
- 8-12 years: build trust and start an ongoing conversation.
- 12 years and above: start to talk about thoughts they may be having and the difference between pornography and real life.

Offensive or illegal content can be reported via the eSafety Commissioner (external link).

Further advice on talking to young people about pornography can be found on the Raising Children Network site (external link).

Agencies

It's time we talked has a range of resources to support you to understand and address pornography’s influence.

Porn Is Not The Norm aims to prevent pornography's harms to autistic young people by equipping them and their parents, carers, teachers and workers to understand pornography's prevalence, nature and impacts, and how they can safely navigate healthy and respectful relationships and sexuality in this context.



Sexting: To send or not to send

gdhr | Growing & developing healthy relationships

Curriculum links

WA HPE Curriculum

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  - 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

Before you get started

- 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.



RELATE: Respectful relationships program - Stage 3

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.



Respectful relationships online

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Curriculum links

WA HPE Curriculum

Sub-stand: Staying safe

- Skills to deal with challenging or unsafe situations.
- 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.

WA Curriculum General Capabilities

Personal and social capability

Digital literacy

Ethical understanding

International technical guidance on sexuality education

Key concept 4.1 Violence

- Sexual abuse, sexual harassment and bullying are harmful are a violation of human rights

Materials

- A3 paper [one per group]
- Teaching Resource: Positive bystander tips [one per student]
- Film: Tagged (14min 30 sec) (external link)

Before you get started

Before you get started

- It is possible that a student has been involved in a traumatic experience relating to cyberbullying.
- 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.
- Communicating sexually online or with a mobile phone is increasingly accessible and socially acceptable for everyone today. It is important that the positive aspects of online communication (such as influencing social development, maintaining long distant relationships with family and friends, forming relationships with like-minded people, documenting events and raising awareness of important issues) are highlighted as strongly as the potential issues. The most important key message for young people is that they know how to be responsible with technology use it safely.
- Refer to the Cyberbullying notes for further information.

Learning activities

Group agreement

5 min

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.

Cyberbullying quiz

15 min

2. Divide students into groups of four. Provide each group with a blank piece of A3 paper and make a placemat with the word 'cyberbullying' in the centre. Have students conduct a placemat activity to create a definition on the term cyberbullying.
3. Ask:

   What is cyberbullying?

4. Take a few answers and then say/write this definition:

   Cyberbullying are the actions taken by an individual or group intended to embarrass, humiliate or intimidate a target using online technology such as the internet or a mobile phone.

5. Ask:

   What does cyberbullying look like?

   (sending abusive messages, posting or sending hurtful images or videos, posting or sharing images of someone without their consent, imitating others online, excluding other online, posting contact or other personal information in public forums, nasty online gossip)

   What are the differences between cyberbullying and other forms of bullying?

   (cyberbullying has possibly a much bigger audience, no closure and no escape from the person bullying, and the other people involved may not realise the impact and contribution they make. It can occur any time of the day or night and intrudes into spaces that were previously considered safe. The person bullying can remain anonymous, and this can cause the person who is being bullied to distrust many people. Electronic content is hard to control, and the worry of content resurfacing can make it difficult for those who are bullied to move on. Also, a single incident can comprise multiple attacks, where one image is viewed numerous times)

6. Say:

"Cyberbullying, just like in-person bullying, typically involves three different people, can you identify who they might be?

(perpetrator - the person bullying online; target - the person being bullied; and bystander - someone who witnesses the cyberbullying behaviour)

7. Ask:

Why do you think people bully others? (because they don't understand the harm they are doing; they are reproducing behaviour that has been carried out on them; or to be popular with other people)

How do you think you would feel if you were being cyberbullied?

(hurt, upset, angry, annoyed, want to know who it is, retaliate)

What is a bystander?

(a person who is present at an event without participating in it. For example, somebody who sees another person send a bullying message to someone else)

What might a positive bystander do?

(take safe action to help the target)

What might a negative bystander do?

(choose to do nothing, or actually become involved in cyberbullying, e.g. forward hurtful messages and posts sent by someone else)

Why do you think someone might choose to be a negative bystander in a cyberbullying situation?

(might fear being the next target or losing a friendship; wanting to stay out of 'drama'; not feeling confident to confront the bully; not knowing what to do)

If you are aware of someone being cyberbullied and do nothing, who are you supporting?

(the perpetrator - person doing the bullying)

Cyberbullying - thumbs up, thumbs down

10 mins

8. Explain that you will be reading out a list of statements. You want students to students to give a thumbs-up if they agree this is a form of cyber bullying, and a thumbs-down if it is not.

Posting an offensive photo of someone online to embarrass that person.

- **Creating a poll to embarrass someone.**
- **Spreading rumours about someone online.**
- **Creating a fake profile of someone that contains content that is hurtful to that person.**
- **Making threats to publish material that a person does not want to be made public.**
- **Not accepting a friend or follow request.**
- **(Sending abusive messages.**
- **Digitally altering a photograph of someone to humiliate them.**

Only #6 (not accepting a friend or follow) is **not** an example of cyberbullying. (If asked why, explain that people are allowed to control who sees their profile and posts.)

Cyberbullying consequences

30 mins

9. View the *Tagged* video on the esafety.gov.au website [18:19min].
10. In small groups, students respond to the following focus questions in preparation for a whole class discussion and reflection. Put these questions on the board/projector or print them off and give them to groups.

    - **Why do you think Kate posted photos of Chloe on her blog?**
    - **Was it fair for Jack to retaliate by posting the photos of Kate?**
    - **Why do you think Em chose not to stand up for Kate?**
    - **In what way was Em's behaviour helpful?**
    - **In what way was Em's behaviour unhelpful?**
    - **What are the main messages from this video?**
    - **If you were a friend of one of the characters in Tagged, how could you encourage them to make more appropriate choices? (choose at least two characters)**
    - **What do you think might motivate someone to help a person who is being unfairly targeted online? (e.g. a desire to treat people fairly; empathy for the pain and stress this behaviour may cause)**

What strategies could you think of that might stop cyberbullying if you noticed it occurring?

3-2-1 Reflection

Reflection

5 minutes

11. Stress that helping friends and fellow students who are involved in cyberbullying early on, can save them a lot of pain down the track.
12. Give each student a copy of the Teaching Resource: Positive bystander tips. Students select something positive they could do, or the option that they would feel safest in doing, if they witnessed:
    - A friend receiving repeated abusive text messages from someone you know.
    - A photo of someone in your year group which has received a lot of rude and hurtful comments.
    - A friend repeatedly excluding someone in your friendship group from weekend gatherings and parties posted online.
13. Students record their answers in written form.

Health promoting schools

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

Environment

Policy

- School anti-bullying policies include cyberbullying.

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.
- 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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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, 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.

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 communicate and recognise consent from their partners.

Key concept 5.1: Norms and peer influence on sexual behaviour

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

Key concept 5.2: Decision-making

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

Key concept 5.3: Communication, refusal and negotiation skills

- Good communication is essential to personal, family, school, work and romantic relationships.

Key concept 7.2: Sexual behaviour and sexual response

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

Materials

- Teaching Resource: *Who is having sex?* and a projector/screen.
- Four pieces of coloured paper matching the coloured squares on the *Who is having sex* resource, blue tacked on the walls around the room.
- Teaching Resource: *How do young people know if they are ready to have sex?*
- A4 blank paper [2 per student]

Before you get started

Before you get started

- 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.
- 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 help students with their resilience and emotional wellbeing development.
- Refer to Educator notes: Consent, STIs/BBVs, safe sex and contraception and Sexual decision making for further content information related to this activity.
- External resources: The practical guide to love, sex and relationships - a teaching resource from the Australian Research Centre in Sex, Health and Society, La Trobe University.

Learning activities

Group agreement

5 min

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.
2. Let the students that we are going to be talking about sexual activity, and statistics on behaviours of Australian high school students. We are not assuming or saying anyone in the room has done (or not done) these activities.

Considering your values

10 mins

3. Write a range of the following words (depending on the class) on the whiteboard. Have students form small groups and using a T-chart categorise each sexual activity into either “Sex” or “Not sex”: Massage; Cuddling; Kissing; Holding hands; Vaginal intercourse; Oral sex; Masturbation; Making out; Touching genitals; Rubbing nipples; Anal sex; Pornography; Sending nudes

4. Ask:

   Which behaviours did groups agree on?

   Which behaviours were there disagreement about?

   Was it hard to classify these behaviours? If yes, why?

   Was it easy for the group to come to a shared decision for each behaviour?

   What would be a good definition of sex?

   People have very different views about what they define as sex. What could be the implications for couples who have different definitions of sex?

5. Stress that if someone wants to and agrees to have sexual contact, this may include things such as holding hands, kissing, caressing and other intimate activity, and that it does not have to be sexual intercourse to be pleasurable. For some people, sexual activity may be in a context of love, and for others, in certain situations, it may not. It should, however, always be in a context of trust and respect and consent.

What the research says

10 mins

6. Tell students you are going to do an activity where we will look at what Australian research tells us about the sexual activities of high school students. You will put a question up with multiple choice answers with a percentage in a coloured box. There are 4 pieces of coloured paper around the room matching the coloured boxes. Move and stand next to the coloured piece of paper that matches with the answer you think is correct. Note the study on Year 10-12s, so a bit older than them, but still useful when considering their own behaviours now and in the future.

Teaching tip: If you do not have a projector/screen consider alternate ways you can run this activity. You can have the coloured pieces of paper with the percentages pre-written on them and stacked so as you do one question, students can remove the top piece of paper to reveal the next statistics. You can do a line-up with one end being 0% and the other 100% and ask students to stand where they think the answer is.

7. Run through the questions and answers in the Teaching resource: *Who is having sex?*.

Teaching tip: Have a read through the 8th National survey of secondary students and sexual health 2026 and consider if there are any other statistics you think will be useful to include in the activity.

8. When you finish the last question, ask the students to find someone close to them or a group and talk about whether any statistics surprised them.

9. Ask:

   What was the purpose of this activity?

   (Point out how common or uncommon certain activities are, get us moving).

10. Say:

    "Lots of young people think they need to have sex before they leave high school. But it is important that only 60% of year 10, 11 and 12 students are sexually active - so just over half. So, it is just as common to not have had sex as it is to have sex. What is most important that you do the sexual activity you feel comfortable and ready to do, with someone you trust."

Prepared or not prepared?

20 mins

11. Have students brainstorm in small groups responses to the following questions:

    How does somebody know they are ready for a relationship?

    How does somebody know they are ready for sex?

12. Provide each student with two blank A4 sheets of paper and a copy of Teaching resource: How do young know if they are ready for sex?. The statements provide a starting place for a young person if they are considering about whether or not they are ready to begin having sex. It's crucial that young people decide whether they are ready before someone else decides for them. This handout is based on the resource: Talk soon. Talk often. A Guide for Parents Talking to Their Kids About Sex.

Teaching tip: This activity can be done in small groups but requires a considered approach. You risk bringing in peer influence into other student's thoughts and response, especially if there is a couple in the room.

13. On the first sheet, students draw a T-chart, illustrating, labelling and describing the qualities and features of an adolescent who **is prepared** and ready for making the choices related to having sexual intercourse.
    1. What does this young person **feel like** and **sound like**? It is suggested that the teacher model the T-Chart for the adolescent who is prepared.
       For example:
       Feels like... it's in the context of trust and respect and you are in control of basic aspects of your life
       Sounds like... being able to communicate fully and openly about preventing infection and unwanted pregnancy.
14. On the second sheet, students independently complete the T-chart for an adolescent who **is not prepared and not ready** for making the choices related to having sexual intercourse. Ensure students incorporate social and emotional elements using thought bubbles and feelings vocabulary and consider the influence that alcohol and other drugs may have upon choices made.

3-2-1 Reflection

Feedback

10 mins

15. Students share and compare their T-charts in small groups or in pairs. Promote discussion about common features, realism of concepts, accuracy, etc.
16. Ask:

    How would someone discuss contraception options or way to prevent STIs with their partner?

    How could someone tell their partner they are ready to do try a new sexual activity?

    How could someone tell their partner they are not ready to have sex?
17. Group the ‘ready' and ‘not ready' charts together and discuss as a whole class.
18. Identify the most common indicators of readiness and highlight the most frequently used vocabulary to describe feelings. Consider that sounds can also indicate consent.

Health promoting schools

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

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.
- Order copies of *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.



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