



RESPECTFUL RELATIONSHIPS EDUCATION



STAGE 2

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## ACKNOWLEDGEMENTS

The following resources were used in the development of *RELATE: Stage 2*

ACMA (2011). *Cybersmart: Tagged*. ACT.

International Sexuality and HIV Curriculum Working Group (2009). *It's all one curriculum: Guidelines and activities for a unified approach to sexuality, gender, HIV, and human rights education*. New York.

SHQ acknowledges the contribution of the many teachers, students and academics that supported the development of *RELATE: Stage 2*. Special thanks to the 2014 – 2015 Year 9 HPE staff at Ocean Reef Senior High School for their generous feedback for the pilot and trial of this resource.

# HOW TO USE *RELATE*

*RELATE* has been designed to assist schools and teachers to implement a good practice Respectful Relationships Education program.

*RELATE* has been designed to assist students to:

- increase awareness of, and respect for, diversity
- increase understanding of the impact of gender expectations and social norms on relationships and sexual health
- increase understanding of, and skills for, ethical behaviour in the context of relationships
- increase skills to establish and maintain positive, equitable and respectful relationships
- increase capacity to identify and address disrespectful behaviour
- increase digital literacy skills
- increase critical analysis skills
- increase knowledge of, and ability to access, a range of support people and services.

Retrieved April 21, 2016, from <http://www.education.vic.gov.au/>

## ABOUT *RELATE*

*RELATE* is a Respectful Relationships Education program of 8 sessions and is designed to be used sequentially with each session building on and applying the knowledge, understanding and skills developed in previous sessions and in previous years. While it is the ideal that teachers implement Stages 1, 2 and 3 consecutively it is not essential.

By completing the 8 sessions students will have addressed many of the descriptors listed in the links to WA HPE Curriculum. All curriculum links are provided in the beginning of each *RELATE* manual.

The prerequisite knowledge is listed in each year level. Research shows that young people want more than biology, anatomy and physiology: *RELATE* aims to address the social and emotional aspects of relationships.

As with all curriculum materials, it is essential that the teacher previews the resources, including the video that each *RELATE* uses, in order to be prepared for possible questions that might arise. Session plans include processing questions and possible

answers to help teachers tackle potentially challenging questions. Retrieved April 21, 2016, from <http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/guidelines/use-of-non-print-texts-in-schools.en>

*RELATE* has been developed using the Principles of best practice: Relationships and sexual health (page 5) and the Health promoting schools framework (page 81).

A comprehensive Glossary can be found in the Appendix as well as fact sheets, links to websites for school newsletters, links to websites for teachers and students, background information and further reading for teachers.

*RELATE* assists schools to implement Key Action 5 of Priority 2 of the WA Government's Freedom from fear action plan 2015 – respectful relationships education in primary and secondary schools. Retrieved June 22, 2016, from <https://www.dcp.wa.gov.au/CrisisAndEmergency/FDV>

Hyperlinks can be accessed on the pdf version of *RELATE*. Please contact [RELATE@shq.org.au](mailto:RELATE@shq.org.au) if any links are no longer functioning.

aits1 (Australian Professional Standards for Teaching) have been referenced in each section to aid teachers in preparing evidence for certification. Further standards can be met by attending *RELATE* professional learning which is available on request. Email [RELATE@shq.org.au](mailto:RELATE@shq.org.au)

Each manual uses a film stimulus for some of the sessions. Each of the resources are available here:

Stage 1 – *Photograph* – DVD included in the purchase price. Additional copies of *Photograph* can be purchased here <http://theeducationshop.com.au/dvds-and-other-media/photograph-dvd-rom>

Stage 2 – *Tagged* – free film available here <https://www.esafety.gov.au/education-resources/classroom-resources/tagged/watch-the-film>

Stage 3 – *Trusted Moments* – a free resource that can be accessed here <http://www.trustedmoments.com.au/#!/watch-film/c1jik> (NB: Please ensure you access this full version and not the shortened version available on YouTube)





# RELATIONSHIPS AND SEXUAL HEALTH EDUCATION: 12 PRINCIPLES OF BEST PRACTICE

## RELATIONSHIPS AND SEXUAL HEALTH EDUCATION SHOULD:

include the development of lifelong skills, clarification of values and acquisition of knowledge to empower students to make informed, safe and healthy decisions

use an approach that is supportive, non-judgemental and works towards reducing potential risks when developing sexual relationships

offer a positive and open view of relationships and sexuality in the context of respect, intimacy, readiness and love

be delivered early before young people go through puberty and develop sexual relationships

be respectful of diversity, including different cultures, religion, sexuality, gender and family values

be appropriate and relevant to the development and maturity of young people

recognise and respect the importance of family as a source of sexual health information, education and values

be delivered within a safe, supportive environment

be delivered by the classroom/health teacher

encourage young people to delay sexual activity and recognise and respect the right of young people not to be sexually active

be of sufficient duration and intensity to produce change

be sensitive and responsive to the issues for those young people who may have had unwanted and/or abusive sexual experience.

Learning about relationships and sexual health will help me now and later in life.

I've learnt a lot about respecting myself and others.

It's great! I know more about my body, keeping myself safe and where to go for help.

*Adapted from SHineSA  
with permission*

# RATIONALE FOR THE *RELATE* PROGRAM

*RELATE* aims to provide teachers and students in secondary schools with a comprehensive, evidence-based, good practice curriculum that promotes respectful relationships and sexual health using a whole school approach.

Gender analysis is core to the approach of the *RELATE* program. Gender inequality and gendered expectations in relationships are understood as key issues underpinning the occurrence of relationship violence and poor sexual health outcomes. Gender is explored by considering individuals within the context of relationships, communities and society. This is extended using a human rights framework, that considers not only gender but includes race, ethnicity, class, sexual orientation, disability, religion and culture.

Further reasons for integrating respectful relationships into comprehensive relationships and sexuality education:

- Young people consistently advocate for sexual health education to be positioned within the complexity of their real-life experiences, including alcohol and other drugs, relationships, peer influence, assertiveness and sexual assault and consent.
- Unwanted sex has been experienced by a quarter of all sexually active young people (28% females and 19% males)\*. Being too drunk or pressure from their partner were the most common reasons given. Skills to manage their social world must be central, and sex and substance use must be considered together.

The key outcomes for young people are improved knowledge, attitudes, skills and behaviour to recognise and engage in respectful relationships. This includes:

- increased awareness of, and respect for, diversity
- increased understanding of the impact of gender expectations and social norms on relationships and sexual health
- increased understanding of, and skills for, ethical behaviour in the context of relationships
- increased skills to establish and maintain positive, equitable and respectful relationships
- increased capacity to identify and address disrespectful behaviour
- knowledge of, and ability to access, a range of support people and services.

It provides opportunities for young people to explore attitudes and peer, gender, social and cultural influences that impact on behaviour in relationships; identify perceived and actual peer norms and rectify incorrect perceptions; examine their expectations and the value they place on different behaviours within relationships as well as develop skills and confidence to carry out desired behaviours (self-efficacy).

A strengths-based approach acknowledges and builds on existing capacities and develops new skills for respectful relationships in both young men and young women. The whole school approach promotes a school culture supportive of respectful relationships and gender equality.

\*5th National Survey of Australian Secondary Students and Sexual Health 2013 (April 2014)

<http://apo.org.au/node/39558>



# PRIOR KNOWLEDGE – RELATE PEDAGOGY

RELATE has been pedagogically designed to scaffold learning within the 8 sessions and from Stage 1-3. Knowledge, skills and attitudes are built upon so that students have the tool-kit to discuss more sensitive issues as the sessions progress. Stage 1 begins by looking at a variety of kinds of relationships before building up to romantic and sexual relationships in Stage 3. Although the stages can be delivered in isolation, they are best taught sequentially. This overview is to help you decide what stage is best suited to your students and what prior knowledge is required to gain the most from the RELATE program.

SESSION	STAGE 1 (SUGGESTED YEAR LEVEL 7/8)	STAGE 2 (SUGGESTED YEAR LEVEL 8/9)	STAGE 3 (SUGGESTED YEAR LEVEL 9/10)
1	<ul style="list-style-type: none"> <li>Establishing a group agreement</li> <li>Establishing common language</li> </ul>	<ul style="list-style-type: none"> <li>Establishing/revising a group agreement</li> <li>Know/Want to know/Learnt – revision and formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>Establishing/revising a group agreement</li> <li>Revising characteristics of respectful relationships</li> </ul>
2	<ul style="list-style-type: none"> <li>Difference between sex and gender</li> </ul>	<ul style="list-style-type: none"> <li>Difference between sex and gender</li> <li>Gender stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Gender stereotypes in romantic relationships</li> <li>Myths and misconceptions about gender stereotypes</li> <li>Consent (non-sexual context)</li> </ul>
3	<ul style="list-style-type: none"> <li>Gender stereotypes and gender issues</li> <li>Critical analysis</li> </ul>	<ul style="list-style-type: none"> <li>Respectful/disrespectful relationships</li> <li>Non-consensual image sharing</li> </ul>	<ul style="list-style-type: none"> <li>Viewpoints and perspectives</li> <li>Clear, assertive and respectful communication</li> </ul>
4	<ul style="list-style-type: none"> <li>Qualities of a respectful relationship</li> </ul>	<ul style="list-style-type: none"> <li>Considering safety and respect in non-consensual image sharing situations</li> </ul>	<ul style="list-style-type: none"> <li>Disrespectful and unethical behaviours in relationships</li> <li>Consent (sexual context)</li> </ul>
5	<ul style="list-style-type: none"> <li>Characteristics of different types of relationships</li> </ul>	<ul style="list-style-type: none"> <li>Impact of online behaviour on individuals and others</li> <li>Emotional safety</li> </ul>	<ul style="list-style-type: none"> <li>Sexual assault</li> <li>Safety and respect in risky situations</li> </ul>
6	<ul style="list-style-type: none"> <li>Personal responsibility for choices and decisions</li> <li>Sexting and non-consensual image sharing</li> <li>Bystanders</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on personal communication styles</li> </ul>	<ul style="list-style-type: none"> <li>Decision making and impact on outcomes</li> <li>Sexual assault support services</li> </ul>
7	<ul style="list-style-type: none"> <li>Social, emotional and legal consequences of sexting</li> </ul>	<ul style="list-style-type: none"> <li>Ethical bystanders</li> <li>Applying knowledge to non-consensual image sharing situation.</li> </ul>	<ul style="list-style-type: none"> <li>Positive and negatives of romantic relationships</li> <li>Managing conflict in romantic relationships</li> </ul>
8	<ul style="list-style-type: none"> <li>Applying knowledge to decision making process</li> </ul>	<ul style="list-style-type: none"> <li>Help seeking</li> <li>Critically analysing website content</li> </ul>	<ul style="list-style-type: none"> <li>Respect for diversity</li> <li>Applying previous knowledge</li> <li>Possible assessment task</li> </ul>

The following topics from the HPE Syllabus (2007) and Scope and Sequence (2017) are not specifically covered in RELATE and would complement the program to ensure a comprehensive RSE program was being delivered: puberty – physical, emotional and social changes, reproductive systems, alcohol and other drugs, conception, pregnancy and birth, contraception, caring for healthy bodies, STIs and BBVs and safety at home/school/community.

# WA CURRICULUM GUIDING PRINCIPLES

## SUMMARY OF KEY AREAS RELEVANT TO *RELATE*

(Adapted for *RELATE* with permission from School Curriculum and Standards Authority (SCSA) January 2016)

### VALUES

<http://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/values>

**Respect and concern for others and their rights** – sensitivity to and concern for the wellbeing of other people and respect for life and property. Each student is encouraged to be caring and compassionate, to be respectful of the rights of others and to find constructive ways of managing conflict. This includes the right to learn in a friendly and non-coercive environment.

**Pursuit of knowledge and commitment to achievement of potential** – the lifelong disposition toward the quest for knowledge as each student strives to understand the social and natural worlds and how best to make a contribution to these worlds. Each student is encouraged to achieve his or her potential in all respects and, through critical and creative thinking, to develop a broad understanding of his or her own values and world views.

**Self-acceptance and respect of self** – the acceptance and respect of self, resulting in attitudes and actions that develop each student's unique potential – physical, emotional, aesthetic, spiritual, intellectual, moral and social. Encouragement is given to developing initiative, responsibility, ethical discernment, openness to learning and a sense of personal meaning and identity.

**Social and civic responsibility** – the commitment to exploring and promoting the common good and meeting individual needs without infringing the basic rights of others. This includes encouraging each student to participate in democratic processes, to value diversity of cultural expression, to respect legitimate authority, to promote social justice and to support the use of research for the improvement of the quality of life.

### TEACHING AND LEARNING

<https://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/teaching-learning-and-assessment-principles>

**Opportunity to learn** – learning experiences should enable students to observe and practise the actual processes, products, skills and values.

**Connection and challenge** – learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.

**Action and reflection** – learning experiences should encourage both action and reflection. They should involve a conscious intention to make sense of new ideas or experiences and improve upon their own knowledge and capabilities.

**Motivation and purpose** – learning experiences should be motivating and have a clear purpose. Activities should be relevant and stimulate thought, inquiry and enjoyment.

**Inclusivity and difference** – students have a variety of past experiences shaped by their language, culture, health, location, values, abilities and disabilities, and previous education. Teaching must be highly adaptive, acknowledging, respecting and accommodating the diverse background experiences students bring to the classroom.

**Independence and collaboration** – students need to experience regular opportunities for both individual and collaborative learning. Learning experiences should be structured so that students can learn from immediate peers, teachers, family, community members and people from other parts of the world.

**Supportive environment** – the school and classroom setting should be safe and conducive to effective learning. Students should feel challenged and able to take sensible risks in their learning. The school and classroom should be a cooperative atmosphere, free from harassment such as teasing, sarcasm or remarks that stereotype or denigrate students or their efforts. Difference and diversity should be respected and sensitivity shown to matters of gender, cultural difference, social class, ability and disability, family circumstance and individual difference.

## STUDENT DIVERSITY

<http://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/student-diversity>

All students from Kindergarten to their final year of secondary schooling in Western Australia have a right to an education that is equitable and embraces diversity. This right is enshrined in the United Nations Conventions on the Rights of the Child. It is also a feature of the Melbourne Declaration on Educational Goals for Young Australians which is central to the Australian Curriculum. The Authority is committed to working in ways that promote the interests and rights of students in schools and home education contexts.

This education must be inclusive of students' individual strengths and needs. Differences in terms of characteristics such as ethnicity, language (linguistic background), culture, gender, socioeconomic status, disability, sexual orientation or geographic location should not be allowed to detract from a student's access to the high-quality education that is their right. The materials the Authority produces and the policies and procedures it follows seek to promote inclusivity.

## GENERAL CAPABILITIES

<https://k10outline.scsa.wa.edu.au/home/teaching/general-capabilities-over/general-capabilities-overview/general-capabilities-in-the-australian-curriculum>



- Students learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. These are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas of school and their lives beyond school.
- Examples of thinking skills - interpreting, analysing, evaluating, explaining, sequencing, reasoning, comparing, questioning, inferring, hypothesising, appraising, testing and generalising.
- Responding to the challenges of the twenty-first century – with its complex environmental, social and economic pressures – requires young people to be creative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully.

- Learn to understand themselves and others, manage their relationships, lives, work and learning more effectively. Recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.
- Supports students in becoming creative and confident with a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing with a sense of hope and optimism.
- Form and maintain healthy relationships.
- The more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish and maintain positive relationships.

- Identifying and investigating the nature of ethical concepts, values and character traits, and understanding how reasoning can assist ethical judgement.
- Building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviours have on others.
- Development of honesty, resilience, empathy and respect for others and the capacity to act with ethical integrity.
- Exploring values, rights and responsibilities to assist them in justifying their ethical positions and in engaging with the positions of others.
- The processes of reflecting on and interrogating core ethical issues and concepts – including justice, right and wrong, freedom, truth, identity, empathy, goodness and abuse.
- As cultural, social, environmental and technological changes transform the world, the demands placed on learners and education systems are changing. Complex issues require responses that take account of ethical considerations such as human rights and responsibilities.

# WHERE *RELATE* FITS WITHIN THE HPE SYLLABUS

## SUMMARY OF KEY AREAS (Adapted for *RELATE* with permission from School Curriculum and Standards Authority (SCSA) January 2016)

### HPE RATIONALE

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/rationale>

In Health and Physical Education, students learn how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. *RELATE* contributes to the achievement of the aims of WA HPE Syllabus and addresses many of the content descriptors from Years 7 to 10. *RELATE* offers students an experiential program that is contemporary, relevant, challenging and enjoyable.

*RELATE* helps students develop the knowledge, understanding and skills to make decisions and take action to strengthen their sense of personal identity and autonomy, build resilience, manage risk and develop satisfying, respectful relationships. They learn to take a critical approach to questioning health practices and to use inquiry skills to research factors that influence the health, safety, and wellbeing of themselves, individuals, groups and communities.

As students grow and mature, they learn to access, analyse and apply a variety of resources for the benefit of themselves and the communities to which they belong.

The curriculum has been shaped by five interrelated propositions of which *RELATE* fits into the following:

- 1) Focus on educative purposes
- 2) Take a strengths-based approach
- 4) Develop health literacy
- 5) Include a critical inquiry approach.

### HPE AIMS

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/aims>

*RELATE* aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and apply appropriate information and resources to take positive action to protect, enhance and advocate for their own and others' health and wellbeing across their lifespan
- develop and use skills and strategies to promote a sense of personal identity and wellbeing, and to build and manage respectful relationships.

### HPE ATTITUDES AND VALUES

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/organisation>

*RELATE* provides opportunities for students to develop positive attitudes and values about their own health and wellbeing, as well as respect for the rights and values of others. Through structured learning experiences, students examine their own attitudes and values and the level of influence they have on their own and others' health. Although attitudes and values are not specified in the syllabus content, students learn to reflect on their own and others' attitudes and values, and consider how they impact on behaviour.

### HPE ORGANISATION

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/organisation>

***RELATE* fits under the strand Personal, social and community health. This strand is organised into 3 substrands.**

#### BEING HEALTHY, SAFE AND ACTIVE

The content focuses on supporting students to make decisions about their own health, safety and wellbeing. The content develops the knowledge, understanding and skills to support students to be resilient. It also enables them to access and understand health information and empowers them to make healthy, safe and active choices. In addition, the content explores personal identities and emotions, and the contextual factors that influence students' health, safety and wellbeing.

#### COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING

The content develops knowledge, understanding and skills to enable students to critically engage with a range of health focus areas and issues. It also helps them apply new information to changing circumstances and environments that influence their own and others' health, safety and wellbeing.

#### CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES

The content develops knowledge, understanding and skills to enable students to critically analyse contextual factors that influence the health and wellbeing of communities. The content supports students to selectively access information, products, services and environments to take action to promote the health and wellbeing of their communities.



## STUDENT DIVERSITY

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/student-diversity>

All students are entitled to rigorous, relevant and engaging learning that take account of the range of their students' current levels of learning, strengths, goals and interests, and make adjustments where necessary. The three-dimensional design provides teachers with flexibility to cater for the diverse needs of students and to personalise their learning. The Health and Physical Education curriculum uses the principles of the Universal Design for Learning framework to ensure the curriculum is inclusive of all learners and values diversity by providing multiple means of representation, action, expression and engagement.

### STUDENTS WITH DISABILITY

- In some cases, curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Western Australian Curriculum: Health and Physical Education. Teachers can draw from content at different levels along the Pre-primary – Year 10 sequence. Teachers can also use the general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

### ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

- Students for whom English is an additional language or dialect (EAL/D) enter Western Australian schools at different ages and at different stages of English language learning, and have various educational backgrounds in their first languages.
- These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.
- In Health and Physical Education, it is important to be aware of cultural sensitivities when teaching some aspects of content.

### GIFTED AND TALENTED STUDENTS

- Teachers can enrich students' learning by providing students with opportunities to work with learning area content in more depth or breadth (e.g. using the additional content descriptions); emphasising specific aspects of the general capabilities learning continua (e.g. the higher-order cognitive skills of the critical and creative thinking capability); and/or focusing on cross-curriculum priorities.
- Teachers can also accelerate student learning by drawing on content from later year levels.

## WAYS OF TEACHING

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/ways-of-teaching>

To support students' learning *RELATE* contributes to a program to ensure:

- students develop a health literacy approach to their learning
- students work both individually and collaboratively to explore, reflect and adapt skills and strategies
- teaching and learning experiences related to the Personal, social and community health strand reflect school policies and protocols. Specific content may be sensitive to cultural and/or religious groups.

To engage students, *RELATE*:

- draws on students' personal interests, real-life experiences or uses stimulus materials to create meaningful linkages to the outside world
- includes current and/or recent health, issues or 'hot topics' that are relevant to young people to exemplify content
- uses new and emerging technologies to engage students and facilitate the development of critical health literacy skills
- provides opportunities for research and investigation which support the development of critical inquiry skills such as generating evidence-based arguments and proposing actions/solutions to real-world health challenges and issues
- involves students in learning outside the classroom through exposure to authentic experiences and the facilitation of connection points with local and wider community.

# RELEVANT FOCUS AREAS

Adapted from <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/organisation>

## THE FOLLOWING FOCUS AREAS ARE ADDRESSED TO SOME EXTENT IN *RELATE*

### RELATIONSHIPS AND SEXUALITY

Addresses physical, social and emotional changes that occur over time and the significant role relationships and sexuality play in these changes. The content supports students to develop knowledge, understanding and skills that will help them to establish and manage respectful relationships. It also supports them to develop positive practices in relation to their reproductive and sexual health and the development of their identities. In doing so, students will gain an understanding of the factors that influence gender and sexual identities.

- People who are important to them.
- Strategies for relating to, and interacting with others.
- Assertive behaviour and standing up for themselves.
- Establishing and managing changing relationships (offline and online).
- Bullying, harassment, discrimination and violence (including discrimination based on race, gender and sexuality).
- Strategies for dealing with relationships when there is an imbalance of power (including seeking help or leaving the relationship).
- Practices that support reproductive and sexual health (contraception, negotiating consent, and prevention of sexually transmissible infections and blood-borne viruses).
- Changing identities and the factors that influence them (including personal, cultural, gender and sexual identities).
- Celebrating and respecting difference and diversity in individuals and communities.

### MENTAL HEALTH AND WELLBEING

Addresses how mental health and wellbeing can be enhanced and strengthened at an individual and community level. The content supports students to develop knowledge, understanding and skills to manage their own mental health and wellbeing and to support that of others.

- The impact of physical, social, spiritual and emotional health on wellbeing.
- Resilience, and skills that support resilient behaviour.
- Coping skills, help-seeking strategies and community support resources.
- Networks of support for promoting mental health and wellbeing.

### SAFETY

Addresses safety issues that students may encounter in their daily lives. The content supports students to develop knowledge, understanding and skills to make safe decisions and behave in ways that protect their own safety and that of others.








- Safety at school.
- Safe and unsafe situations at home, school, parties and in the community.
- Strategies for dealing with unsafe or uncomfortable situations.
- Safe practices when using information and communication technologies (ICT) and online services, including dealing with cyberbullying.
- Managing personal safety.
- Relationship and dating safety.

### ALCOHOL AND DRUGS

Addresses a range of drugs, including prescription drugs, bush and alternative medicines, energy drinks, caffeine, tobacco, alcohol, illegal drugs and performance-enhancing drugs. The content supports students to explore the impact drugs can have on individuals, families and communities.

- The effect of drugs on the body.
- Impact of drug use on individuals and communities.
- Making informed decisions about drugs (assertive behaviour, peer influence, harm minimisation and awareness of blood-borne viruses).

# GENERAL CAPABILITIES RELATED TO HPE

<p>LITERACY</p> 	<ul style="list-style-type: none"> <li>▪ Introducing specific terminology used in health.</li> <li>▪ Understand the language used to describe health status, products, information and services.</li> <li>▪ Develop skills that empower them to be critical consumers who are able to access, interpret, analyse, challenge and evaluate the ever-expanding and changing knowledge base and influences in the fields of health and physical education.</li> <li>▪ Learn to comprehend and compose texts related to Health and Physical Education. This includes learning to communicate effectively for a variety of purposes to different audiences; express their own ideas and opinions; evaluate the viewpoints of others; and express their emotions appropriately in a range of social and physical activity contexts.</li> </ul>
<p>NUMERACY</p> 	<ul style="list-style-type: none"> <li>▪ Interpret and analyse health information using statistical reasoning, identifying patterns and relationships in data to consider trends, draw conclusions, make predictions and inform health behaviour and practices.</li> </ul>
<p>ICT</p> 	<ul style="list-style-type: none"> <li>▪ Effectively and safely access online health information and services to manage their own health and wellbeing.</li> <li>▪ Further develop their understanding of the role ICT plays in the lives and relationships of children and young people.</li> <li>▪ Explore the nature of ICT and the implications for establishing and managing relationships in the 21st century.</li> <li>▪ Develop an understanding of ethical online behaviour, including protocols and practices for using ICT for respectful communication.</li> <li>▪ Use ICT as key tools for communicating, collaborating, creating content, seeking help, accessing information and analysing performance in the Health and Physical Education field.</li> </ul>
<p>CRITICAL AND CREATIVE THINKING</p> 	<ul style="list-style-type: none"> <li>▪ Think logically, critically and creatively in response to a range of health issues, ideas and challenges.</li> <li>▪ Learn how to critically evaluate evidence related to the learning area and the broad range of associated media messages to creatively generate and explore original alternatives and possibilities.</li> <li>▪ Critical and creative thinking skills are developed through learning experiences that encourage them to pose questions and seek solutions to health issues by designing appropriate strategies to promote and advocate personal, social and community health and wellbeing.</li> <li>▪ Use critical thinking to challenge societal factors that negatively influence their own and others' health and wellbeing.</li> </ul>
<p>PERSONAL AND SOCIAL COMPETENCE</p> 	<ul style="list-style-type: none"> <li>▪ Development of personal and social capability for all students.</li> <li>▪ Develop personal and social skills, as well as an appreciation of their own strengths and abilities, and those of their peers.</li> <li>▪ Develop a range of interpersonal skills, such as communication, negotiation, teamwork and leadership, and an appreciation of diverse perspectives.</li> <li>▪ The curriculum provides opportunities for students to explore their own identities and develop an understanding of factors that influence and shape who they are.</li> <li>▪ Recognise, understand, validate and respond appropriately to their own emotions, strengths and values.</li> </ul>
<p>INTERCULTURAL UNDERSTANDING</p> 	<ul style="list-style-type: none"> <li>▪ Focuses on the importance of treating others with integrity, fairness and compassion, and valuing and respecting diversity and equality for all.</li> <li>▪ Students examine ethical principles and codes of practice appropriate to different contexts, such as at school, at home, in the community, in relationships, on the sporting field, in the natural environment and when using digital technologies, such as social media.</li> <li>▪ Students explore concepts and consequences of fair play, equitable participation, empathy and respect in relationships, they develop skills to make ethical decisions and understand the consequences of their actions. They also develop the capacity to apply these skills in everyday situations.</li> </ul>
<p>ETHICAL BEHAVIOUR</p> 	<ul style="list-style-type: none"> <li>▪ Recognise and respect different ways of thinking about personal, family and social health issues. They also learn about different individual, group and intergroup participation in health practices.</li> <li>▪ Appreciate that differences in beliefs and perspectives may affect how some people make health choices.</li> <li>▪ Recognise occasions when tensions between individuals and groups are based on cultural differences, and learn to act in ways that maintain individual and group integrity and that respect the rights of all.</li> <li>▪ Examine stereotypical representations of various social and cultural groups in relation to community health issues.</li> <li>▪ Gain an understanding of how culture shapes personal and social perspectives and interactions.</li> <li>▪ Gain an understanding of what is valued, in terms of health, within their families, social groups and institutions, and within other cultures in the broader community.</li> </ul>

# RELATE AND THE WA CURRICULUM (HPE): YEAR 7-10

## YEAR LEVEL DESCRIPTIONS

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

IN YEAR 7	IN YEAR 8	IN YEAR 9	IN YEAR 10
The content expands students' knowledge, understanding and skills to help them achieve successful outcomes in personal, social, and online situations. They learn how to take positive action to enhance their health, safety and wellbeing by applying problem-solving and effective communication skills, and through a range of preventive health practices.	The content provides opportunities for students to further examine changes to their identity and ways to manage them. They continue to develop and refine decision-making skills and apply them to a range of situations, as well as in online environments. They investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information. Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play, and contribute to positive team cohesion.	The content provides for students to broaden their knowledge of the factors that shape their personal identity and the health and wellbeing of others. They further develop their ability to make informed decisions, taking into consideration the influence of external factors on their behaviour and their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships. With a focus on relationship skills that promote positive interactions, and manage conflict. Opportunities are provided for students to refine and consolidate skills and strategies for effective leadership and teamwork, and consistently apply ethical behaviour across a range of (movement) contexts.	The content provides students with the opportunity to begin to focus on issues that affect the wider community. They study external influences on health decisions and evaluate their impact on personal identity and the health of the broader community. Students continue to develop and refine communication techniques to enhance interactions with others, and apply analytical skills to scrutinise health messages in a range of contexts. Students self-assess their own and others' leadership styles and apply problem-solving approaches to motivate participation and contribute to effective team relationships.

## ACHIEVEMENT STANDARDS

IN YEAR 7	IN YEAR 8	IN YEAR 9	IN YEAR 10
At Standard, students identify strategies to promote their own and others' health, safety and wellbeing in different situations and across different environments. Students apply appropriate protocols in face-to-face and online interactions and understand the importance of positive relationships on health and wellbeing.	At Standard, students identify skills and strategies to manage change, and promote all aspects of their own and others' health, including making informed decisions, using assertive responses, and making contingency plans to avoid and prevent risks to health. Students identify the impact of negative behaviours on relationships and describe a range of factors and their impact on a person's emotional response and behaviour.	At Standard, students identify and apply relevant criteria to determine reliability of online health information and whether it is suitable for use in a particular context. Students evaluate a range of characteristics of respectful relationships, such as showing respect for self and others, and personal differences and opinions. They describe and apply appropriate skills and strategies to resolve and manage conflict within different environments.	At Standard, students explain the impact of social and cultural influences on personal identity and health, safety and wellbeing, including stereotypes and gender, diversity and cultural differences. They analyse media messages about health, and propose and evaluate interventions to improve individual and community health and wellbeing. Students evaluate the impact of emotional responses on relationships and apply skills and strategies to promote respectful relationships, such as taking action to address disrespect or other inappropriate behaviour.

# SCOPE AND SEQUENCE

## SCSA – HEALTH EDUCATION – SCOPE AND SEQUENCE 7-10

(Adapted for relationships and sexuality education resource *RELATE* created by SHQ 2016). The following content descriptions set out the knowledge, understandings and skills that are addressed in *RELATE: Stage 1, 2 and 3*

		YEAR 7	YEAR 8	YEAR 9	YEAR 10
ATTITUDES AND VALUES		Students identify attributes and values for a healthy, active lifestyle and demonstrate values consistent with the prevention of ill-health, the acceptance of personal responsibility for their health and physical activity levels, respect for social justice principles and a commitment to personal achievement. The Health & Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.			
PERSONAL, SOCIAL AND COMMUNITY HEALTH	BEING HEALTHY, SAFE AND ACTIVE	<ul style="list-style-type: none"> <li>Feelings and emotions associated with transitions; and practising self-talk and help-seeking strategies to manage these transitions (ACPPS070)</li> <li>Strategies to promote safety in online environments (ACPPS070)</li> <li>Management of emotional and social changes associated with puberty through the use of:                             <ul style="list-style-type: none"> <li>coping skills</li> <li>communication skills</li> <li>problem solving skills and strategies (ACPPS070)</li> </ul> </li> <li>Help-seeking strategies that young people can use in a variety of situations (ACPPS072)</li> <li>Strategies to make informed choices to promote health, safety and wellbeing (ACPPS073)</li> </ul>	<ul style="list-style-type: none"> <li>The impact of physical changes on cultural and sexual identities (ACPPS070)</li> <li>Ways in which changing feelings and attractions form part of developing sexual identities (ACPPS070)</li> <li>Strategies for managing the changing nature of peer and family relationships (ACPPS071)</li> <li>Communication techniques to persuade someone to seek help (ACPPS072)</li> <li>Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as:                             <ul style="list-style-type: none"> <li>assertive responses</li> <li>stress management</li> <li>refusal skills</li> <li>contingency plans</li> <li>online environments</li> <li>making informed choices (ACPPS073)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Factors that shape identities and adolescent health behaviours, such as the impact of:                             <ul style="list-style-type: none"> <li>cultural beliefs and practices</li> <li>family</li> <li>societal norms</li> <li>stereotypes and expectations</li> <li>the media</li> <li>body image (ACPPS089)</li> </ul> </li> <li>Skills to deal with challenging or unsafe situations:                             <ul style="list-style-type: none"> <li>refusal skills</li> <li>initiating contingency plans</li> <li>expressing thoughts, opinions, beliefs</li> <li>acting assertively (ACPPS090)</li> </ul> </li> <li>Actions and strategies to enhance health and wellbeing in a range of environments, such as:                             <ul style="list-style-type: none"> <li>responding to emergency situations</li> <li>identifying and managing risky situations (ACPPS091)</li> </ul> </li> <li>Impact of external influences on the ability of adolescents to make healthy and safe choices relating to:                             <ul style="list-style-type: none"> <li>sexuality</li> <li>alcohol and other drug use</li> <li>risk taking (ACPPS092)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The impact of societal and cultural influences on personal identity and health behaviour, such as:                             <ul style="list-style-type: none"> <li>how diversity and gender are represented in the media</li> <li>differing cultural beliefs and practices surrounding transition to adulthood (ACPPS089)</li> </ul> </li> <li>Skills and strategies to manage situations where risk is encouraged by others (ACPPS091)</li> <li>Analysis of images and messages in the media related to:                             <ul style="list-style-type: none"> <li>alcohol and other drugs</li> <li>body image</li> <li>relationships (ACPPS092)</li> </ul> </li> <li>External influences on sexuality and sexual health behaviours, including the impact decisions and actions have on their own and others' health and wellbeing (ACPPS092)</li> <li>Examine the impact of changes and transitions on relationships (ACPPS090)</li> </ul>

		YEAR 7	YEAR 8	YEAR 9	YEAR 10
PERSONAL, SOCIAL AND COMMUNITY HEALTH	COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING	<ul style="list-style-type: none"> <li>▪ The impact of relationships on own and others' wellbeing:               <ul style="list-style-type: none"> <li>» the benefits of relationships</li> <li>» the influence of peers and family</li> <li>» applying online and social protocols to enhance relationships (ACPPS074)</li> </ul> </li> <li>▪ Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075)</li> <li>▪ Evaluate health information and communicate their own and others' health concerns (ACPPS076)</li> </ul>	<ul style="list-style-type: none"> <li>▪ The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others (ACPPS074)</li> <li>▪ Personal, social and cultural factors influencing emotional responses and behaviour, such as:               <ul style="list-style-type: none"> <li>» prior experience</li> <li>» norms and expectations</li> <li>» personal beliefs and attitudes (ACPPS075)</li> </ul> </li> <li>▪ Sources of health information that can support people who are going through a challenging time (ACPPS076)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Characteristics of respectful relationships:               <ul style="list-style-type: none"> <li>» respecting the rights and responsibilities of individuals in the relationship</li> <li>» respect for personal differences and opinions</li> <li>» empathy (ACPPS093)</li> </ul> </li> <li>▪ Strategies for managing emotional responses and resolving conflict in a family, social or online environment (ACPPS094)</li> <li>▪ Skills to determine appropriateness and reliability of online health information (ACPPS095)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Skills and strategies to promote respectful relationships, such as:               <ul style="list-style-type: none"> <li>» appropriate emotional responses in a variety of situations</li> <li>» taking action if a relationship is not respectful</li> <li>» appropriate bystander behaviour in physical and online interactions (ACPS093)</li> </ul> </li> <li>▪ Effects of emotional responses on relationships, such as:               <ul style="list-style-type: none"> <li>» extreme emotions impacting on situations or relationships</li> <li>» the consequences of not recognising emotions of others (ACPPS094)</li> </ul> </li> <li>▪ Critical health literacy skills and strategies               <ul style="list-style-type: none"> <li>» evaluation health services in the community</li> <li>» examining policies and processes for ensuring safer behaviours (ACPPS095)</li> </ul> </li> </ul>
	CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES	<ul style="list-style-type: none"> <li>▪ Preventive health practices for young people to avoid and manage risks (ACPPS077)</li> <li>▪ Investigate the benefits to individual and communities of valuing diversity and promoting inclusivity (ACPPS079)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Health promotion activities which target relevant health issues for young people and ways to prevent them (ACPPS077)</li> <li>▪ Benefits to individuals and communities of valuing diversity and promoting inclusivity, such as:               <ul style="list-style-type: none"> <li>» respecting diversity</li> <li>» challenging racism, homophobia, sexism and disability discrimination</li> <li>» researching how stereotypes and prejudices have been challenged in various contexts (ACPPS078; ACPPS079)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ The implications of attitudes and behaviours on individuals and the community, such as:               <ul style="list-style-type: none"> <li>» prejudice</li> <li>» marginalisation</li> <li>» homophobia</li> <li>» discrimination (ACPPS098)</li> </ul> </li> <li>▪ Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Health campaigns and/or community-based activities designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community (ACPPS096; ACPPS097)</li> <li>▪ Social, economic and environmental factors that influence health, such as:               <ul style="list-style-type: none"> <li>» level of education</li> <li>» income/employment</li> <li>» social networks and supports (family, friends and community attachment)</li> <li>» housing</li> <li>» access to services (ACPPS098)</li> </ul> </li> </ul>

\*7-10 Health and Physical Education Additional Content – WA School Curriculum Standards Authority

Reference: [https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/Health-and-Physical-Education\\_HPE\\_P-10\\_Scope-and-Sequence\\_March\\_2016.PDF](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/Health-and-Physical-Education_HPE_P-10_Scope-and-Sequence_March_2016.PDF)

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/Health-and-Physical-Education-P-10-Additional-Content.pdf>



# HEALTH EDUCATION – SCOPE AND SEQUENCE 7-10 – ELABORATIONS

BEING HEALTHY, SAFE AND ACTIVE	ELABORATIONS YEAR 7/8	ELABORATIONS YEAR 9/10
	<p><b>Investigate the impact of transition and change on identities (ACCP5070)</b></p> <ul style="list-style-type: none"> <li>examining the impact of physical changes on gender, cultural and sexual identities</li> <li>investigating how changing feelings and attractions are part of developing sexual identities</li> <li>identifying feelings and emotions associated with transitions, and practising self-talk and help-seeking strategies to manage these transitions and associated responsibilities</li> <li>examining how traditions and cultural practices influence personal and cultural identities</li> <li>examining online profiles and identities and developing strategies to promote safety in online environments</li> </ul>	<p><b>Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACCP5089)</b></p> <ul style="list-style-type: none"> <li>analysing how societal norms, stereotypes and expectations influence the way young people think about their bodies, abilities, gender, sexuality, food, physical activity, sexual health, drugs and/or risk-taking behaviours</li> <li>examining how diversity and gender are represented in the media and communities, and investigating the influence these representations have on identities</li> <li>analysing the role of family, friends and community in supporting an individual's identities, and proposing strategies to enhance their own and others' wellbeing</li> <li>investigating how cultural beliefs and practices surrounding transitions to adulthood differ between cultures</li> </ul>
	<p><b>Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACCP5071)</b></p> <ul style="list-style-type: none"> <li>assessing health information and services that support young people to effectively manage changes and transitions as they grow older</li> <li>investigating the changing nature of peer and family relationships and proposing strategies to manage these changes</li> <li>analysing how roles and responsibilities change and evaluating strategies for managing these increasing responsibilities</li> <li>evaluating and practising coping, communication and problem-solving skills to manage changes and emotions associated with puberty and getting older</li> <li>developing and evaluating strategies on use of social media, phones and the internet to remain safe and protect and respect the privacy of self and others</li> </ul>	<p><b>Examine the impact of changes and transitions on relationships (ACCP5090)</b></p> <ul style="list-style-type: none"> <li>practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans</li> <li>asserting their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others</li> <li>assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions</li> </ul>
	<p><b>Practise and apply strategies to seek help for themselves or others (ACCP5072)</b></p> <ul style="list-style-type: none"> <li>examining scenarios to highlight how emotions, dispositions and decision-making can affect outcomes</li> <li>collaborating with peers to suggest strategies they could use in emergencies</li> <li>practising different communication techniques to persuade someone to seek help</li> <li>exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation</li> <li>discussing emotional responses to interactions within relationships, and proposing strategies to seek help</li> </ul>	<p><b>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk (ACCP5091)</b></p> <ul style="list-style-type: none"> <li>proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks</li> <li>critiquing the appropriateness and effectiveness of help and support services available for young people in the local community</li> </ul>
	<p><b>Investigate and select strategies to promote health, safety and wellbeing (ACPP5073)</b></p> <ul style="list-style-type: none"> <li>investigating reasons why young people choose to use or not use drugs, and proposing strategies to make informed choices</li> <li>proposing and practising strategies for celebrating safely, including assertiveness, refusal skills, planning travel arrangements and contingency plans</li> <li>examining strategies for safe practices in different environments, including transport and aquatic environments</li> </ul>	<p><b>Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACCP5092)</b></p> <ul style="list-style-type: none"> <li>critiquing images and messages in the media that portray what it means to have a good time and be fun to be around, and evaluating how these images can be interpreted</li> <li>exploring external influences on sexuality and sexual health behaviours, and recognising the impact that decisions and actions can have on own and others' health and wellbeing</li> <li>evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing</li> </ul>

COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING	ELABORATIONS YEAR 7/8	ELABORATIONS YEAR 9/10
	<p><b>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACCP5074)</b></p> <ul style="list-style-type: none"> <li>examining how individuals, family and peer groups influence people's behaviours, decisions and actions</li> <li>understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to inappropriate online content</li> <li>analysing how their relationships influence behaviours and actions</li> <li>analysing how behaviours, actions, and responses to situations can change depending on whether they are by themselves, with friends or with family</li> <li>recognising the impact bullying and harassment can have on relationships, including online relationships</li> <li>exploring skills and strategies needed to communicate and engage in relationships in respectful ways</li> </ul>	<p><b>Investigate how empathy and ethical decision making contribute to respectful relationships (ACCP5093)</b></p> <ul style="list-style-type: none"> <li>investigating the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships</li> <li>investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful</li> <li>comparing own decisions with those of others and acknowledging others' right to act differently and to change their mind</li> <li>demonstrating and advocating appropriate bystander behaviour when participating in online interactions, for example, in situations where another person's photo has been tagged without permission, sexting and posting explicit content</li> <li>practising skills to deal with challenging situations such as communicating choices, expressing opinions and initiating contingency plans</li> </ul>
	<p><b>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACCP5075)</b></p> <ul style="list-style-type: none"> <li>investigating personal, social and cultural factors that influence the way individuals respond emotionally to different situations</li> <li>exploring different viewpoints, practising being empathetic and considering alternative ways to respond</li> <li>recognising and interpreting emotional responses to stressful situations and proposing strategies for managing these responses</li> <li>exploring the impact of different ways of communicating, how these impact on emotions and can show respect (or not) for self and others</li> </ul>	<p><b>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACCP5094)</b></p> <ul style="list-style-type: none"> <li>proposing strategies for managing emotional responses and resolving conflict in a family or social situation or online environment</li> <li>evaluating situations where an individual may react with extreme emotion and reflecting on the impact that this response may have on the situation and/or their relationships</li> <li>analysing interactions where emotional responses may not be immediately apparent and reflecting on the possible consequences of not recognising the emotions involved</li> </ul>
	<p><b>Evaluate health information and communicate their own and others' health concerns (ACCP5076)</b></p> <ul style="list-style-type: none"> <li>analysing the credibility of health messages conveyed by different sources in terms of bias, reliability and validity and applying credible information to health-related decisions</li> <li>practising ways to communicate concerns about their health to a variety of support people</li> <li>proposing ways to support others who are going through a challenging time</li> <li>developing health literacy skills while exploring and evaluating online health information that is aimed at assisting young people to address health issues</li> </ul>	<p><b>Critically analyse and apply health information from a range of sources to health decisions and situations (ACCP5095)</b></p> <ul style="list-style-type: none"> <li>critiquing and selecting the most suitable and reliable sources of health information according to the decision that needs to be made</li> <li>examining actions to take greater responsibility in relation to their own health</li> <li>critiquing services that provide advice and support on health-related issues, and investigating ways to store and share contact information of these services with other young people</li> <li>evaluating strategies and actions to increase personal safety and planning to promote these in the school and community</li> </ul>

	ELABORATIONS YEAR 7/8	ELABORATIONS YEAR 9/10
CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES	<p><b>Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACCP5077)</b></p> <ul style="list-style-type: none"> <li>investigating preventive health practices relevant to young people, and designing and implementing health promotion activities targeting these practices</li> <li>examining how different cultures value the contribution of the mind-body-spirit connection to health and wellbeing</li> </ul>	<p><b>Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACCP5096)</b></p> <ul style="list-style-type: none"> <li>creating and evaluating visual and multimodal health campaigns in print-based and digital environments to promote health and wellbeing in their community</li> <li>developing and implementing proposals to enhance the wellbeing of staff and students in the school</li> <li>investigating community-action initiatives young people have instigated that have had a positive influence on the health and wellbeing of their communities</li> </ul>
	<p><b>Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACCP5079)</b></p> <ul style="list-style-type: none"> <li>exploring how kinship and extended-family structures in different cultures support and enhance health and wellbeing</li> <li>investigating how respecting diversity and challenging racism, sexism, disability discrimination and homophobia influence individual and community health and wellbeing</li> <li>examining values and beliefs about cultural and social issues such as gender, race, violence, sexuality and ability and how resisting stereotypes can help students be themselves</li> <li>researching how stereotypes and prejudice are challenged in local, national and global contexts</li> <li>developing strategies to challenge narrow views of gender, race, violence, sexuality, gender diversity and ability to contribute to inclusive communities</li> </ul>	<p><b>Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACCP5098)</b></p> <ul style="list-style-type: none"> <li>examining social, cultural and economic factors that influence the health behaviours of people in their community</li> <li>investigating community health resources to evaluate how accessible they are for marginalised individuals and groups, and proposing changes to promote greater inclusiveness and accessibility</li> <li>analysing the implications of attitudes and behaviours such as prejudice, marginalisation, homophobia, discrimination, violence and harassment on individuals and communities, and proposing counter-measures to prevent these behaviours</li> <li>critically analysing messages about being male or female in popular culture and considering the impact these might have on individual and community health and wellbeing</li> <li>critiquing media representations of diverse people and analysing what makes (or could make) the representations inclusive</li> </ul>

Reference: <http://www.australiancurriculum.edu.au/health-and-physical-education/curriculum/f-10?layout=1#level7-8>

# CLASSROOM ENVIRONMENT

Many sensitive issues arise in the class when teaching relationships and sexuality education. Teachers and students must be sensitive to these issues. In order to maximise the effective delivery of relationships and sexuality education, a safe and supportive class environment needs to be established for students to be able to communicate their own values and understandings.

Awareness of **diversity** is also important when planning and presenting learning material. Teachers are encouraged to examine these activities and modify or devise new learning experiences where necessary in order to meet the diverse needs of their students.

## GROUP AGREEMENT

Developing a group agreement (sometimes known as 'group rules') at the commencement of any lesson helps to ensure that the class environment is safe for the student. In order for the teacher and students to participate in relationships and sexuality education in a safe and non-threatening way, it is important for both the teacher and student to discuss information in the third person and not to reveal any personal information. For example, "My friend told me...", "Someone I know...", etc, rather than "I have...", "My sister..."

The activity in Session 1 is about establishing a group agreement. It is important that teachers revisit and remind students about their group agreement at the beginning of each lesson and negotiate changes or additions according to the needs of the group.

## DEALING WITH SENSITIVE ISSUES

It is important for teachers to recognise that there may be students within a group who have been directly or indirectly involved in difficult, disrespectful or harmful relationships or situations. Talking about relationships and sexuality can raise a range of issues, concerns and emotions.

During a relationships and sexuality education activity, topics that may arise include:

- same sex attraction
- gender and sexual diversity
- intoxicated sex
- domestic violence

- mental health issues
- abuse
- sexual assault
- unplanned, unwanted and unsafe sex
- pregnancy
- sexually transmissible infections (STIs), human immunodeficiency virus (HIV) and blood-borne viruses (BBVs)
- criminal behaviour.

A young person who is affected by one of these issues may become distressed during the class and disclose information about their experience. Therefore, teachers need to be proactive and be aware of their students' backgrounds and experiences wherever possible. If a student begins to disclose or become distressed, it is important to take the necessary steps to protect the student, minimise any negative consequences and provide them with the appropriate support and referral as needed.

Protective interrupting is a strategy used to interrupt or stop a potential or actual unsafe situation. It requires sensitivity and use of protective and redirecting statements. The teacher needs to acknowledge that the student has been heard and that they are able to discuss the issue at a more appropriate time. Make sure that the issue is followed up and a connection has been made with the student, ideally straight after the session. For example, "It sounds like you have something important to say and I'm really interested to hear you. Let's talk after class."

When issues arise that are beyond the teacher's knowledge, level of expertise or responsibility they need to follow school policy and refer the student to appropriate professionals (see Session 1).

Creating a "comfortable" classroom environment

<https://www.teachingchannel.org/videos/building-a-comfortable-classroom>



# WAYS TO FORM INSTANT GROUPS



## STEPPING OUT

Take 7 (at least 5, less than 25) steps in any direction and stop. Make a pair/group of 3, etc with the person/people nearest to you.



## NUMBERING

Have everyone number off, from 1 to 5, or any number depending on the total number in your room and what size you want each group. After each person has a number, ask all the ones to hold up 1 finger, twos- 2 fingers, etc. while everyone finds their respective groups.



## COMPANION ANIMALS

Ask students who have pet dogs to go to one side of the room, and everyone who has pet cats to go to the other side. Anyone who has both to go to the centre of the room, and those who have neither to go to another area, etc.



## BIRTHDAYS

Ask students to find others who have birthdays in the same month. This is to be done in order and in silence. (A strategy that uses skills of problem-solving, team work, communication, leadership.) This may give you 12 groups however if you want to divide groups further, you can divide those whose birthdays are in the first half of the month by those in the last half of the month.



## HOUSE NUMBERS

Students hold up the number on their fingers of the first digit of their address (or last digit of their phone numbers, etc.) and find others who are holding up the same number. This can also be done by forming a line from smallest to largest and then dividing into groups from there. This is to be done in silence.



## NAME

Ask students to find their group by identifying those whose first name starts with the same letter as theirs. Name tags are suggested.



## COMMONALITIES

Ask students to find someone (or more) wearing the same colour top/trousers, shoes or who have the same eye or hair colour. Form pairs or groups of different numbers depending on what you require.



## ROOM LOCATION

Ask students to walk around the room while the music is playing. When the music stops, they are to stop and go to the closest corner of the room to form four teams.



## PREFERENCES

If you are more like an apple than an orange, go to this side of the room. If you more like a sports car than a truck, go to that side of the room.



## PICK A STICK

As students walk into the room they choose a popstick (different coloured popsticks or ones that have numbers or shapes on them). Preparation: set of popsticks – different colours, numbers or shapes so that they form groups of similar colours, numbers, shapes, etc.



# SESSION FORMAT OVERVIEW

Session number.

SESSION 3

50 MINUTES

Suggested time required.

Title of session.

WHAT'S THE MESSAGE? GENDER AND THE MEDIA

Why we are doing the lesson.

## PURPOSE

To develop an understanding of gender stereotypes and discuss gender issues.  
To critically analyse advertisements which focus on gender stereotypes.

Preparation required BEFORE lesson.

## PLANNING AND PREPARATION

- Poster 3.1 *Male and female signs* – 1 set per group
- Activity 3.2 *Stereotype cards* – 1 set per group of 5
- Collection of different advertisements (may be from print or TV media)  
– 1 ad for each group
- Activity 3.3 *What's the message?* – 1 per student

References and symbols can be found in the session plan to draw your attention to relevant notes in the side panel on the right side of the page.

Step by step session guide for teachers.

## PROCEDURE

1. Revise the group agreement.
2. Revise the difference between 'gender' and 'sex' and display definitions from the last session.
3. Brainstorm, "What influences the development of stereotypes? What encourages continuing stereotypes?" (*'Media' should be a common answer along with family, culture, religion, friends.*)
4. On preferred media write the purpose of the lesson, i.e. Develop an understanding of gender stereotypes and discuss gender issues and how 'the media' often reinforces gender stereotypes.

Questions to ask during the session.

## PROCESSING

Possible pointers for answers to processing questions.

*Please note, processing information in italics is not an exhaustive list of answers – it is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion.*

- Ask one group to read out their cards under 'Female'. Ask other groups if they had anything different. Discuss why.
- Ask another group to read out their cards under 'Male'. Ask other groups if they had anything different. Discuss why.
- How easy or difficult is it to agree where to put the cards? Why?
- Everyone has different personalities as well as ideas, opinions, values, beliefs and attitudes on lots of things in life – especially about "stereotypes" of what it is to be a "man" or a "woman".*
- People are influenced by lots of things including culture, religion, family, friends, media, environment, experiences and beliefs.*
- Agreeing is not as important as listening to other people and respecting their ideas. You do not have to agree with someone but you do need to respect their right to have their own ideas and understand where your own ideas come from and why you think what you think.*
- Are there some words that could be in both lists? Yes
- Why was it initially put under one heading rather than the other?

## RELATE THEMES

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

## GENDER STEREOTYPES

Media are among the most influential forces in the lives of young people. Images portrayed in magazines, TV, movies, online and advertising are often unrealistic and stereotypical and may have a negative impact on the way people see themselves.

It is important for young people to develop the skills to become critical media consumers and to be able to analyse the sexualised and often stereotypical images that are part of their everyday life. Empowering young people with skills and knowledge enables them to challenge what they see and the underlying messages and strategies used by the media.

People can challenge gender stereotypes by:

- being respectful of everyone
- allowing everyone, including themselves, to be genuine in expressing who they are
- not pressuring others to be something they are not
- not making assumptions and generalisations
- confronting each other when stereotyping occurs
- being an individual and developing their own skills and interests
- being confident and assertive
- promoting equality for all
- promoting respectful relationships for all.

Use a grouping strategy that ensures a mix of males and females in each group. By doing this a wide range of opinions is more likely to be expressed.

Reinforce:

- respectful communication
- that there is no right or wrong answer
- that this is about people's ideas, beliefs, attitudes and opinions
- that there will be differing points of view.

## BLANK STEREOTYPE CARDS

A set of blank cards have been included in Activity 3.2 for teachers to add/update any stereotypes that may be more prevalent or suitable for their community. For example, you may wish to include a stereotype that relates to current social media – 'wants to be an Instagram model'.

RELATE themes linked to WA Curriculum.

Highlighted words refer to most relevant theme.

These are notes to help teachers better understand the concepts and issues covered in this session. References and symbols can be found in the session plan to draw your attention to relevant notes.

## KEY

ACTIVITY



POSTER



DVD



TEACHING NOTES



QUESTIONS



DISCUSSION



EQUIPMENT





# SESSION FORMAT OVERVIEW

This is the description of the activity that the students will complete in the session.

This is the most important message for students to understand. If the lesson deviates or does not go to plan, refer back to this message to ensure that students have gained the most important point of the lesson.

This section offers whole school activities that relate to the content of the session. Refer to appendix 'What is a Health Promoting School?' for further information.

## SESSION 3

50 MINUTES

- People think differently depending on the influence of things including culture, religion, family, friends, media, environment, experiences and beliefs.
- Can you see any problems if some people think some of these words fit under only one heading and yet they could be in both?
- Reinforcing gender stereotypes can limit people's choices and decisions.

Lots of media continually portray gender stereotypes and many people copy what they see in magazines, on TV, in movies, etc. which all strengthens people's assumptions and generalisations about how men and women SHOULD look, act and dress. Media portrayal of gender stereotypes is so embedded in our culture that we often don't even recognise the stereotypes. Gender stereotypes greatly influence social expectations and behaviour.

- Give some examples.

There are many male nurses. Many men change nappies. Lots of men enjoy cooking. Many women mow lawns and may have a lawn mowing or gardening business. Many women excel at maths and are accountants, engineers, bankers, etc. Many men are not so good at maths. Who decided blue is for boys and pink is for girls? Many girls like blue, many don't like pink and vice versa.



### ACTIVITY

Give each group an advertisement and each student an activity sheet. Using one of the advertisements, model how to complete the activity sheet. Ask students to discuss the questions on the activity sheet and record their individual responses.

When students have finished their responses, ask for a volunteer from each group to show the class their advertisement and give a brief summary of their discussion.

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



### TAKE HOME MESSAGE

Media images often reinforce the gender stereotypes which can limit people's choices and decisions.

RELATE

## HEALTH PROMOTING SCHOOLS STRATEGY

eSmart Schools help schools create a cultural norm of smart, safe and responsible use of digital technologies. [esmartschools.org.au/Pages/default.aspx](http://esmartschools.org.au/Pages/default.aspx)

The SeeMe Media Literacy website is an interactive web based resource with five teaching and learning modules designed to promote positive body image and tackle the impact of young people's internalisation of idealised media portrayals of beauty and gender stereotypes. [seeme.org.au/gender-stereotypes.html](http://seeme.org.au/gender-stereotypes.html)

The media often perpetuates gender stereotypes through the use of body images. For fact sheets and resources on body image and eating disorders go to [thebutterflyfoundation.org.au](http://thebutterflyfoundation.org.au)

The ReachOUT website has information for young people on body image and self esteem. Body image issues are becoming very important to address with young males. [au.reachout.com/What-is-body-image](http://au.reachout.com/What-is-body-image)

RELATE

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This is the Health Promoting School Framework. The orange circles are the ones that are most relevant to these activities.



# SESSION PLANS

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



### GROUP AGREEMENT

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

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

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

Confidentiality means that teachers AND students:

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

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

## SETTING THE SCENE: ESTABLISHING A GROUP AGREEMENT

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




#### PURPOSE

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




#### PLANNING AND PREPARATION

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



#### PROCEDURE

1. On preferred media write the purpose of the lesson, i.e. To find out what makes for a safe and supportive learning environment for everyone in this group.
2. Brainstorm the factors that make for a safe and supportive learning environment as a whole group and record on preferred media for whole class viewing.
3. Ask students to list how they would like the group/class to behave so that everyone feels safe and supported. The expectations should guide behaviour to ensure that everyone is respected and there is cooperation.
4. Get agreement from the whole class on each group norm. See  *Group agreement.*

5. Check that important issues are covered and add any that have been missed. Each class will come up with a different list but some examples are listed below. The first three **in bold** are essential for all groups. It is important for the teacher to make sure the first three are discussed and clarified even if students do not bring it up.
  - a. **Respect others and their opinions. Respect does not necessarily mean agreement.**
  - b. **Confidentiality – do not ask personal questions, do not tell personal stories. Talk in the third person.**
  - c. **Everyone has the right not to offer an opinion or participate in an activity. Everyone has the right to pass.**
  - d. No 'putdowns' or 'dobbing in'.
  - e. Each person is responsible for his/her own learning.
  - f. Everyone has the right to speak.
  - g. Only one person speaking at a time.
6. Record the list and display in the classroom for the term.
7. Tell students that this list will be revisited at the beginning of every session. (This is a useful tool for behaviour management.)

## PART 2: KWL (KNOW, WANT TO KNOW, LEARNT) (APPROXIMATELY 35 MINUTES)



### PURPOSE

- To revise concepts of *RELATE: Stage 1*
- To remind students of appropriate language.
- To recognise prior knowledge of students.
- To give students an opportunity to record what they would like to find out about gender, respectful relationships, communication and sexting.




### PROTECTIVE INTERRUPTING

Teachers need to be prepared to protectively interrupt, that is, to stop a student from divulging personal information during a lesson that might be harmful to themselves and others. Students need to know they can talk privately after the lesson. Teachers need to be aware of their legal responsibilities regarding Mandatory reporting of sexual abuse and the implementation of prevention/preventative programs.

<http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/policies/child-protection.en?oid=au.edu.wa.det.cms.contenttypes.Policy-id-3782806#Policy Statement>




### PLANNING AND PREPARATION

-  Choose appropriate media for working in small groups that can be kept for the length of the program e.g. butcher's paper/whiteboard/ Word document/data projector.



### PROCEDURE

1. Remind students of the concepts they learnt about in *RELATE: Stage 1*
  - Exploring gender and identity
  - Developing respectful relationships
  - Communicating effectively

Explain that you are going to be applying and building on the information they learnt in Year 8. (This is important to do as students may think they have "done all this before" and "know all I need to!")
2. Ask students what they remember of using appropriate language and reinforce expectations of appropriate behaviour and language.
3. Remind students of how to use the question box. See  *Tips for using a question box.*
4. Choose an appropriate media suitable for permanent recording (e.g. butcher's paper, iPad, laptop).
5. Using a grouping strategy (See *Ways to form instant groups*) organise students into groups of 6.
6. On chosen media, ask students to make 3 columns and title them *Know, Want to know and Learnt*. (This activity will need to be collected as it will be completed in Session 8.)
7. Give each group one of the following topics to discuss.
  - *Gender (What is it? What makes people the same/different?)*
  - *Respectful relationships (What they look like/sound like/feel like)*
  - *Communication (What is involved in communicating? What are different types of communication styles?)*
  - *Sexting (What is it? Is it legal/ethical/responsible/safe?)*



### TIPS FOR USING A QUESTION BOX

- Place one or more question box/es strategically within the classroom so students feel safe and comfortable to add questions without being noticed.
- Collect questions anonymously. Allow time for ALL students to write a question at the same time (if they have no questions, they can write 'no question' to allow for anonymity).
- Encourage students to write questions in the 3rd person.
- Invite students to post questions at the end of the lesson – it gives you time to prepare answers for the next session. It is OK not to have all the answers.
- Answer questions simply and respectfully.
- You can decide what questions to answer directly or let students know you will cover them as the issue arises.

8. Give students 10 minutes to discuss their topic and write in the *Know and Want to know* columns. Explain that the *Learnt* column will be completed in Session 8.
9. After 10 minutes, ask each group to read out 4 statements from their *Know* columns. Check that each statement is correct. If they are not correct, ask the whole group what they think and ensure that any misinformation or misconceptions are corrected.
10. Then ask each group to read out 4 of their *Want to know* statements. This information will help you to guide some of the discussion to ensure that, where possible and appropriate, the information that students want to know is covered.
11. Tell students that this information needs to be kept as they will return to it in Session 8. Collect.



## PROCESSING

### Possible pointers for answers to processing questions.

*Please note, processing information in italics is not an exhaustive list of answers – it is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion.* 💬



**What is the purpose of these activities?**



*To create a safe and supportive environment to discuss their thoughts and opinions.*



**How safe and comfortable do you feel with this group agreement? Why?**



*They may answer verbally or post their comments in the question box.*



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



### TAKE HOME MESSAGE

It is important to follow the class agreement so that everyone feels safe to learn and share their opinions and ideas.

I already have some knowledge about gender, respectful relationships, communicating and sexting but there is a lot more to learn and understand.

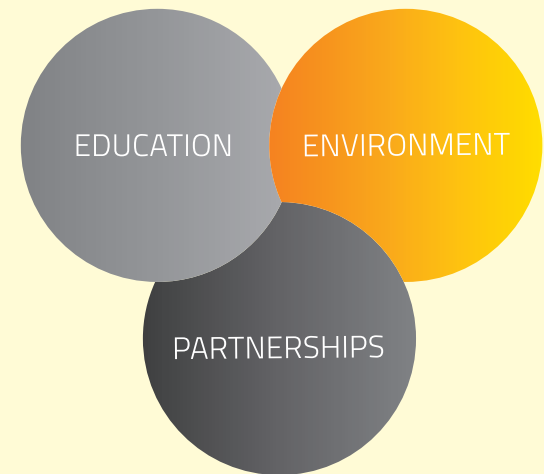
### HEALTH PROMOTING SCHOOLS STRATEGY

Consider how the creation and maintenance of a safe and positive learning environment and the development of processes for the effective management of student behaviour supports the health curriculum in your school.

*WA Department of Education Behaviour Management in Schools Policy*

<http://det.wa.edu.au/policies/detcms/navigation/school-management/behaviour-management/>

Share this information with your wider school community by publicising your school's behaviour management policy on your website or in the newsletter.



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

GENDER **NOT** SEX

## PURPOSE

To help students understand the difference between 'sex' and 'gender' and to recognise gender stereotypes.



## PLANNING AND PREPARATION

*Teacher backgrounder:* <https://www.common sense media.org/sites/default/files/uploads/pdfs/gender-teacherbackgrounder-grades6-8.pdf>

<https://www.common sense media.org/blog/boys-girls-and-media-messages>

Choose appropriate media for sharing with whole group e.g. whiteboard/interactive whiteboard/Word document/data projector/butcher's paper/hard copy of posters



Poster 2.1 (a-b) *Sex vs Gender signs* – 1 to display



Posters 2.2 (a-g) *Words and definitions* – 1 to display



Activity 2.3 *Be confident, judge tells girls* – 1 per student



Activity 2.4 *What the judge meant* – 1 per student



Dictionary (online or hard copy)

Optional: Youtube clips – See Procedure 9



## GENDER STEREOTYPES

Roles, responsibilities and expectations are learned from family, friends, communities, opinion leaders, religious institutions, schools, the workplace, advertising and media. They are also influenced by custom, law, class, ethnicity and individual or institutional bias.

Explain that sex is determined at birth by our biological features, whereas gender refers to socially constructed roles, responsibilities and expectations of males and females in a given culture or society. The definitions of what it means to be female or male are learned, vary among cultures and change over time. These generalisations and stereotypes may lead to assumptions and often these assumptions are incorrect. Generalisations and stereotypes ignore individual differences and treat groups of people as all being the same.

Stress that stereotyped ideas about female and male qualities can be damaging because they can limit our potential to develop the full range of possible human capacities. By accepting these stereotypes we restrict our own actions and lose the ability to determine our own behaviour, interests and skills. For example, as a result of gender stereotyping men may be discouraged from participating in what some people perceive as 'women's work', such as childcare, nursing and teaching. Women may be dissuaded from choosing careers that have been traditionally male dominated such as engineering and truck driving.





## PROCEDURE



## ACTIVITY 1

1. Revise the group agreement.
2. On preferred media write the purpose of the lesson, i.e. To understand the difference between 'sex' and 'gender' and to recognise gender stereotypes.
3. On preferred media create a 3 x 3 table. Label the columns 'male' and 'female' and the rows 'sex' and 'gender' (see below).

	MALE	FEMALE
SEX		
GENDER		

4. Revise concepts of 'sex' and 'gender' from *RELATE: Stage 1*. Display  Poster 2.1 (a-b) *Sex vs Gender* and discuss.
5. Display  Posters 2.2 (a-g) *Words and definitions* as reminders for students. Discuss the meaning of all words so that all students have a clear understanding of the definitions and concepts they are looking for.
6. Display the words and phrases below that can be used to describe females and males. Ask if the words or phrase goes in the 'sex' or 'gender' row. Record. Continue until there are a range of words displayed in each of the boxes. Rather than obvious stereotypical roles and characteristics that were addressed in *RELATE: Stage 1* this activity looks at **emotional** and **relationship** stereotypes.

7. Words or phrases to sort. Use some or all of these depending on time.

- Have the power in relationships
- The weaker sex
- Don't cry
- Good communicators
- Strong muscles
- Nurturing
- Aggressive
- Forceful
- Like clothes
- Have a penis
- Have a vagina
- Good with children
- Have pubic hair
- Need to feel loved and connected to people
- Play sport
- Can drive
- Can have children
- Like to cook
- Are ambitious
- Like cars
- Are rational
- Can have sex
- Go through puberty
- Like to talk

### POSSIBLE ANSWERS

	MALE	FEMALE
SEX	<ul style="list-style-type: none"> <li>▪ <i>Strong muscles</i></li> <li>▪ <i>Have a penis</i></li> <li>▪ <i>Have pubic hair</i></li> <li>▪ <i>Can have children</i></li> <li>▪ <i>Can have sex</i></li> <li>▪ <i>Go through puberty</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Have a vulva and vagina</i></li> <li>▪ <i>Have pubic hair</i></li> <li>▪ <i>Can have children</i></li> <li>▪ <i>Can have sex</i></li> <li>▪ <i>Go through puberty</i></li> </ul>
GENDER	<ul style="list-style-type: none"> <li>▪ <i>Don't cry</i></li> <li>▪ <i>Have the power in relationships</i></li> <li>▪ <i>Aggressive</i></li> <li>▪ <i>Forceful</i></li> <li>▪ <i>Play sport</i></li> <li>▪ <i>Can drive</i></li> <li>▪ <i>Are ambitious</i></li> <li>▪ <i>Like cars</i></li> <li>▪ <i>Are rational</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Good communicators</i></li> <li>▪ <i>Nurturing</i></li> <li>▪ <i>Like clothes</i></li> <li>▪ <i>The weaker sex</i></li> <li>▪ <i>Good with children</i></li> <li>▪ <i>Need to feel loved and connected to people</i></li> <li>▪ <i>Like to cook</i></li> <li>▪ <i>Like to talk</i></li> </ul>

8. Make sure that students see that all of the so-called *gender stereotypes* can be applied equally to both sexes.
9. You may wish to use any of the following videos to understand more about gender stereotypes:  
<http://www.youtube.com/watch?v=9d6Q72Gq850> – *A different perspective of gender roles within the media* (5 minutes)  
<https://www.youtube.com/watch?v=A8TN6FyfsiM> – *Children on gender roles* (5 minutes)  
<https://www.youtube.com/watch?v=XjJQBjWYDTs> – *#Always like a girl* (3 minutes)  
[https://www.youtube.com/watch?v=b2OckQ\\_mbiQ](https://www.youtube.com/watch?v=b2OckQ_mbiQ) – *“Slap her”: children’s reactions* (3 minutes)  
[https://www.youtube.com/watch?v=kJP1zPOfq\\_0](https://www.youtube.com/watch?v=kJP1zPOfq_0) – *#Redraw the balance* (2 minutes)




## PROCESSING

### Possible pointers for answers to processing questions.

*Please note, processing information in italics is not an exhaustive list of answers – it is a GUIDE to possible points that may come from the students’ discussions or that you MAY use to direct some of the discussion.*

 **Where do people get these generalisations and stereotypes from?**

 *Parents, families, media, culture, religion, society*


 **What can happen when people make generalisations about men and women?**

 *People make assumptions and judgements that may not be true. This can lead to discrimination.*

 **How can stereotypes be harmful?**

 *People can be judged unfairly and discriminated against because of a particular stereotype.*









*These ideas can be damaging if they limit people’s behaviours, interests, skills or relationships.*

 **How can they affect people on a daily basis especially in relationships?**

 *People make assumptions and may not communicate their needs and wants. They may misunderstand others or be misunderstood.*



### ACTIVITY 2

10. Give each student a copy of the article  Activity 2.3 *Be confident, judge tells girls* and complete  Activity 2.4 in pairs. Students will need access to a dictionary.
11. Discuss the following questions which appear on the activity sheet.
  -  **What are stereotypes? Where do they come from? Why is it important for people to recognise that females and males are able to demonstrate characteristics that are NOT stereotypical?**
  -  *Stereotypes are generalisations so people look at “most” people rather than individuals. History has shaped this. Usually passed on through media, family, communities, society. It is important to understand that not ALL males or ALL females are the same and people should be treated as individuals with their own specific characteristics, skills, strengths, like and dislikes, etc. So people are not ‘judged’; assumptions are not made.*
  -  **What obstacles did Judge Jenkins identify as “keeping mothers off the bench”?**
  -  *Lack of part-time work. Women’s characteristics seen as ineffective for making judgments.*
  -  **How did she overcome these obstacles to succeed as a Supreme Court judge?**
  -  *Support of her husband by working part-time*
12. Emphasise that refusing to be stereotyped does not mean that people can’t enjoy displaying qualities that are **usually** associated with their own sex and gender but that it is important for everyone to make their own decisions about what they want to do.

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



### TAKE HOME MESSAGE

‘Sex’ describes the biological features that a person is born with that are used to determine whether they are male or female. ‘Gender’ describes the roles and expectations that families, culture, society, religion and the media assign to what it is to be a ‘man’ or a ‘woman’. These ideas can be damaging if they limit people’s behaviours, interests, skills or relationships.



## HEALTH PROMOTING SCHOOLS STRATEGY

### Challenging sexuality and gender based bullying in schools

A national study that found 80 per cent of sexuality and gender based bullying happens in schools.

In 2012 the Equal Opportunities Commission published a set of three information sheets. They contain information about:

- sexual orientation discrimination
- sexual harassment and how it relates to sexuality and gender based bullying
- who to contact if you or someone you know is being bullied in this way
- personal anecdotes
- myth busting section to educate people about sexuality and gender diversity.

For a link to add to your school website or e-newsletter go to <http://www.eoc.wa.gov.au/Publications/YourRights.aspx>

Sexuality and gender based bullying in schools. Equal opportunity fact sheets for **students, teachers and parents**.

<http://www.eoc.wa.gov.au/community-projects/safe-schools-wa/resources>

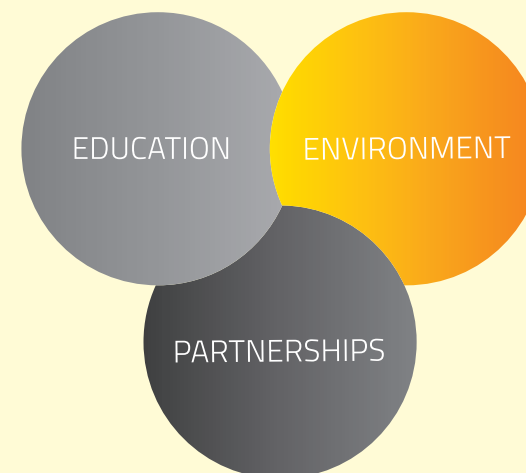
Fact sheets can also be downloaded and printed. Copies of these facts sheets can be found in the appendix of this resource for ease of photocopying.

#### **Guidelines for supporting sexuality and gender diversity in schools: Sexuality discrimination and homophobic bullying**

<http://www.eoc.wa.gov.au/community-projects/safe-schools-wa>

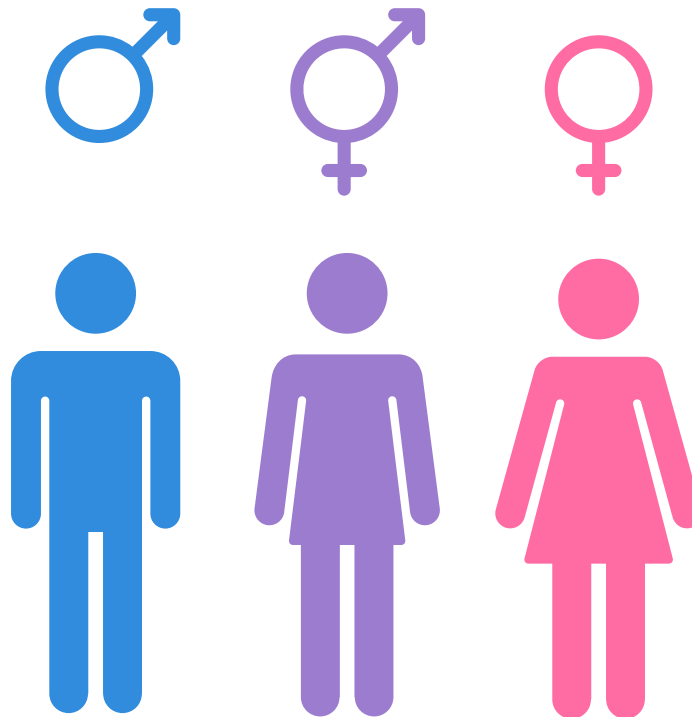
*Guidelines for supporting sexual and gender diversity in schools (Guidelines)* was created to assist schools, in both public and private education sectors, to effectively address bullying specific to sexuality and gender diversity, to create greater awareness, and to encourage a whole school and community approach to this issue.

Aligned with the principles of the *National Safe Schools Framework*, the *Guidelines* aim to draw on the strengths of school communities to create teaching and learning environments where all members feel, and are, safe from discrimination, bullying and harassment. Australia has both national and state legislation that underpins the respect, fairness and safety expected in school environments. **Student Wellbeing Hub** <https://studentwellbeinghub.edu.au/>



# SEX

The biological features a person is born with that are used to determine whether they are male or female.



# GENDER

Different roles and expectations that families, cultures, society, religion and media give to men and women.



# PHYSICAL ATTRIBUTES

How a person is built and what they look like (general appearance).



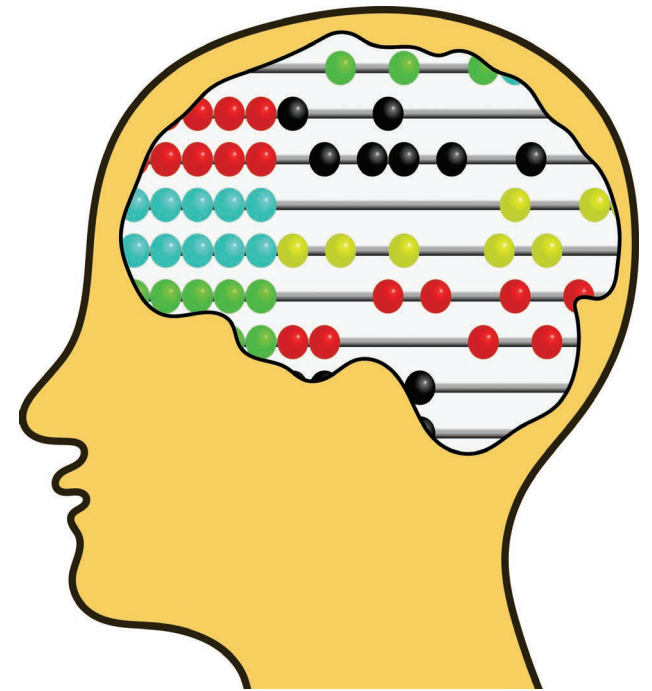
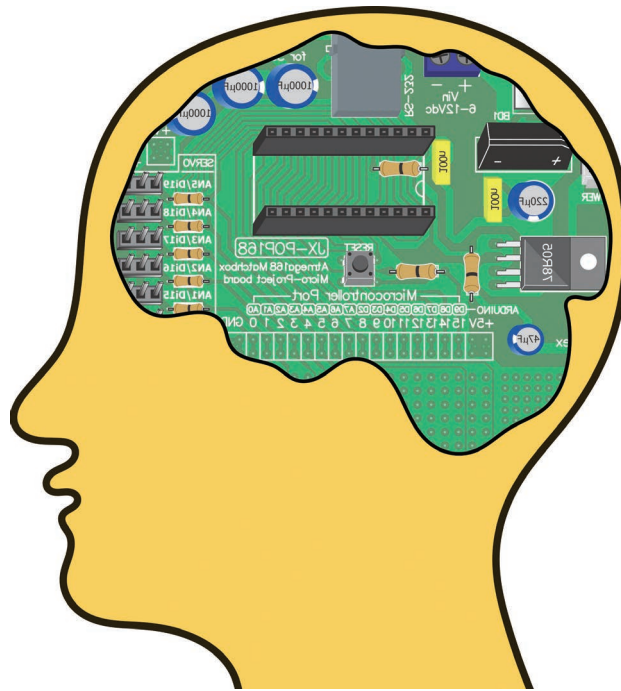
# EMOTIONAL ATTRIBUTES

How a person reacts to situations  
and people.



# PERSONALITY TRAITS

Individual differences in the way people tend to think, feel and behave.





# ABILITIES

Talents, skill to do something.



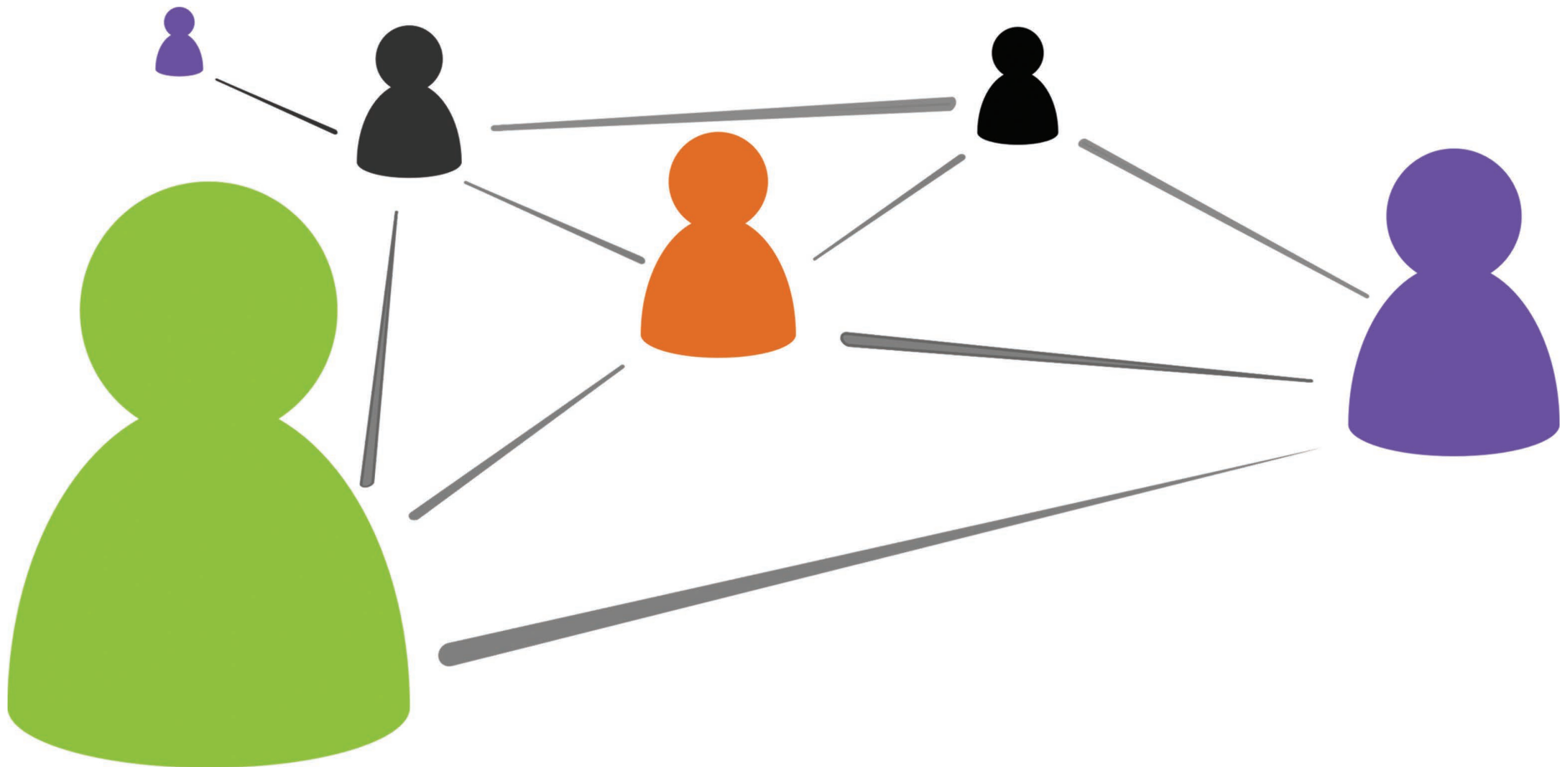
# ROLES

An expected behaviour  
in a given situation.



# RELATIONSHIPS

The connection between people.



# STEREOTYPES

A widely held belief that all people with particular characteristics are the same.



Adapted from <https://thewest.com.au/news/wa/be-confident-judge-tells-girls-ng-ya-352884>

### BE CONFIDENT, JUDGE TELLS GIRLS

Kate Emery, *The West Australian* Updated June 30, 2013, 5:54 am



One of WA most senior female legal figures says that women who want top jobs in the legal system should stop trying to act like men to get ahead.

Supreme Court Judge Lindy Jenkins said that, instead of suppressing stereotypically feminine personality traits, women should accept they may be different from men and those differences could be an advantage.

"There are certain characteristics that we have as women that are seen as weaknesses," Justice Jenkins told a Methodist Ladies' College breakfast this week.

"We are articulate, rational and hardworking and they're all good qualities but traditionally lawyers are not supposed to be empathetic, compassionate, nurturing and sensitive - all female stereotypes. They are expected to be strong, aggressive, assertive and self-confident - all male stereotypes."

Judge Jenkins said, "We must now be brave and confident enough to stand up and say women are different, we are different from men. It is our difference that makes our involvement in the law necessary in order for justice to be achieved for all."

Justice Jenkins said she often had to sentence offenders for violent crimes, including crimes against women. "It is important that a female judge should

sit in the highest place in the court and pass judgment over offenders for crimes of violence against women and children," she said.

Justice Jenkins also criticised the obstacles keeping mothers off the bench, such as a lack of part-time roles.

Justice Jenkins, who has two children, said it was a "pretty sorry tale" that five of WA's nine female judges did not have children. By comparison just four of the State's 38 male judges did not have children.

She said she had been able to juggle motherhood and her career thanks to the support of her husband, who had not worked full-time since her first child was born.

"It's uncommon for WA women to reach the top of the legal profession but it is very difficult and rarer still for a mother to do so," she said.

Justice Jenkins, 54, was appointed a District Court judge in 2001 and moved to the Supreme Court in 2004.

# ACTIVITY 2.4

## WHAT THE JUDGE MEANT

Read the article titled *Be confident, judge tells girls*. Four characteristics that the judge says are stereotypically female and four that are stereotypically male have been written in the table below. Choose at least 2 of the words and use a dictionary to find their meanings and/or a synonym. Record in the second column. Then, think of an example of a situation or time in a relationship when the **opposite sex** may demonstrate this characteristic. Discuss and answer the questions on the back of this sheet.

Stereotypically female	Definition and/or synonym	Example of where the opposite sex demonstrates this characteristic
1. empathetic		
2. compassionate		
3. nurturing		
4. sensitive		
Stereotypically male		
1. strong		
2. aggressive		
3. assertive		
4. self confident		



# ACTIVITY 2.4

## WHAT THE JUDGE MEANT QUESTIONS

### Questions

1. What are stereotypes? Where do they come from? Why is it important for females and males to be able to demonstrate characteristics that are NOT stereotypical?

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2. What obstacles did Judge Jenkins identify as “keeping mothers off the bench”?

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3. How did she overcome these obstacles to succeed as a Supreme Court judge?

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# ACTIVITY 2.4

## WHAT THE JUDGE MEANT ANSWERS

### What the judge meant: Possible answers

Read the article titled *Be confident, judge tells girls*. Four characteristics that the judge says are stereotypically female and four that are stereotypically male have been written in the table below. Choose at least 2 of the words and use a dictionary to find their meanings and/or a synonym. Record in the second column. Then, think of an example of a situation or time in a relationship when the **opposite sex** may demonstrate this characteristic. Discuss and answer the questions on the back of this sheet.

Stereotypically female	Definition and/or synonym	Example of where the opposite sex demonstrates this characteristic
1. <i>empathetic</i>	<i>Shares another person's feelings</i>	<i>Doctor, psychologist</i>
2. <i>compassionate</i>	<i>Feeling or showing sympathy and concern for others</i>	<i>Male comforting his BFF</i>
3. <i>nurturing</i>	<i>Care for and protect</i>	<i>Father raising a child through choice or partner leaving or passing away</i>
4. <i>sensitive</i>	<i>Easily hurt; delicately aware of the attitudes and feelings of others</i>	<i>Men do cry</i>
Stereotypically male		
1. <i>strong</i>	<i>Powerful, able to withstand force</i>	<i>In wars, police</i>
2. <i>aggressive</i>	<i>Ready or likely to attack or confront</i>	<i>Women fighters, murderers</i>
3. <i>assertive</i>	<i>Confident</i>	<i>Speaking in public. Julia Gillard, Gina Rinehart, Angelina Jolie, Julie Bishop, Malala Yousafzai, Lacie Green</i>
4. <i>self confident</i>	<i>Sure of oneself</i>	<i>Sports stars</i>

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



### GENDER STEREOTYPES

Media are among the most influential forces in the lives of young people. Images portrayed in magazines, TV, movies, online and advertising are often unrealistic and stereotypical and may have a negative impact on the way people see themselves. It is important for young people to develop the skills to become critical media consumers and to be able to analyse the sexualised and often stereotypical images that are part of their everyday life. Empowering young people with skills and knowledge enables them to challenge what they see and the underlying messages and strategies used by the media.

People can challenge gender stereotypes by:

- being respectful of everyone
- allowing everyone, including themselves, to be genuine in expressing who they are
- not pressuring others to be something they are not
- not making assumptions and generalisations
- speaking out when stereotyping occurs
- being an individual and developing their own skills and interests
- being confident and assertive
- promoting equality for all
- promoting respectful relationships for all.

## RESPECT – WHAT'S OK AND WHAT'S NOT OK?



### PURPOSE

To revise what a respectful relationship is.

To identify examples of respectful and disrespectful relationships in the film *Tagged*.



### PLANNING AND PREPARATION



Computer and data projector



Tagged film <https://www.esafety.gov.au/education-resources/classroom-resources/tagged>



Activity 3.1 *What's OK and what's NOT OK?* – cut into individual cards – 1 card per student







Activity 3.2 *What's OK and what's NOT OK?* – 1 per student



### PROCEDURE

1. Revise the group agreement.
2. Using preferred media display the purpose of the lesson i.e. To revise what a respectful relationship is, and what one looks like, sounds like and feels like.
3. Give each student a card from Activity 3.1 *What's OK and what's NOT OK?* Ask students to move to one side of the room if they think their card demonstrates behaviour that is **OK/respectful** and the other side of the room if it shows behaviour that is **NOT OK/disrespectful**. Ask a student with a card that they think is disrespectful to read out their card. The student who thinks their card shows the opposite, respectful behaviour reads their card out and they stand together. Repeat until all cards are matched.
4. Give each student a copy of Activity 3.2 *What's OK and what's NOT OK?* (Part 1 and 2). Explain that this table shows all the examples of OK and NOT OK behaviours that they have just matched and discussed.









5. Introduce  *Tagged* by saying, "We are going to watch a film that is about some respectful and some disrespectful behaviours. Do you remember what we watched last year? (*The Photograph*.) What was it about and what happened? (*Sexting; disrespectful and respectful relationships; what can happen when people sext, etc.*) *Tagged* is about similar issues – about sexting, cyberbullying and relationships – in both face-to-face and online relationships. We will be working with this story for the next few weeks. Today I want you to remember what we have discussed about respect and look for examples of respectful and disrespectful behaviours and language, and record them in the table in Part 2 of  Activity 3.2."
6. Display the focus question: *What examples of OK (respectful) and NOT OK (disrespectful) behaviours and language do you see in Tagged?*
7. Watch  *Tagged* (14 minutes). Students record brief answers on  Activity 3.2 Part 2 as they view *Tagged*. If time permits, watch in its entirety, and then go back and watch it again stopping at crucial points to discuss, make notes and help students identify different behaviours.
8. Use the processing questions to find out what students thought and recorded.



## PROCESSING

### **Possible pointers for answers to processing questions.**

*Please note, processing information in italics is not an exhaustive list of answers – it is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion.*

-  **Was it easy to recognise respectful and disrespectful behaviours in *Tagged*? How? Why?**
-  *Some may be easy to identify. Others may be more difficult. Social norms and individual experiences affect how we determine if something is respectful or not.*
-  **How do you think people being treated disrespectfully feel?**
-  *Angry, upset, sad, hurt, frustrated, numb, or they may not recognise that they are being disrespected.*
-  **What could those people being treated disrespectfully do to stop the other person?**
-  *Tell them, "It upsets me when you say things like this." Walk away, ignore them, talk to someone (friend/adult/Kids Helpline).*
-  **Do you think it is easy to do something about being treated disrespectfully? Why?**
-  *For many people, it can be very difficult as it requires a lot of confidence and self esteem to challenge disrespectful behaviour. Disrespectful behaviour may come from a friend, loved one or an adult, and responding appropriately can be tricky.*

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



### TAKE HOME MESSAGE

Everyone has the right to respectful relationships both face-to-face (in person) and online at all times.

## HEALTH PROMOTING SCHOOLS STRATEGY

Direct parents to <https://www.esafety.gov.au/education-resources/classroom-resources/tagged> so that they have information about Tagged and what they can do to support your work in the classroom.

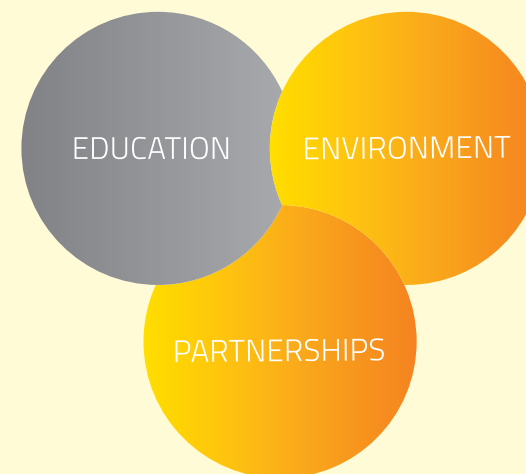
Publish this information in your school newsletter or on your school's website

<https://www.youtube.com/user/ACMAcybersmart>

Office of the Children's eSafety Commissioner

<https://www.esafety.gov.au/esafety-information>

eSmart Schools help schools create a cultural norm of smart, safe and responsible use of digital technologies. [https://www.esmartschools.org.au/\\_layouts/CustomLoginPage/Login.aspx?ReturnUrl=%2f\\_layouts%2fAuthenticate.aspx%3fSource%3d%252F&Source=%2F](https://www.esmartschools.org.au/_layouts/CustomLoginPage/Login.aspx?ReturnUrl=%2f_layouts%2fAuthenticate.aspx%3fSource%3d%252F&Source=%2F)



# ACTIVITY 3.1

## WHAT'S OK AND NOT OK?



OK	NOT OK
My friend/partner listens to me.	My friend/partner likes to give directions rather than listen.
There is an even amount of give and take in my relationship.	My friend/partner tends to make the decisions.
My friend/partner is supportive of my choices – even if it's not to their benefit.	My friend/partner only supports me when it works for them.
I know I can be myself in the relationship.	I sometimes put on an act of who I think my friend/partner wants me to be (e.g. not getting upset or disagreeing).
My friend/partner and I are willing to make compromises between what they want and what I want.	My friend/partner always likes to have their own way.
I am able to say no or change my mind in my relationship.	My friend/partner tends to become upset or angry when I change my mind so generally I just go along with things to keep them happy.
We try to talk about problems and sort it out in a way that works for both of us.	My friend/partner blames me or says it's my problem if I raise concerns about our relationship.
My friend/partner and I are both able to admit when we are wrong.	My friend/partner is never wrong.
My friend/partner communicates with me in a polite and caring way.	My friend/partner criticises me and sometimes calls me names.
My friend/partner doesn't have a problem with me saying no to something.	My friend/partner often puts pressure on me to do things I don't always feel comfortable doing.



# ACTIVITY 3.2

## WHAT'S OK AND NOT OK?

### Part 1

Having a high regard for someone and who they are is respect. Respect is shown in the way people listen, speak to and of others and act towards other people. Many actions and behaviours can demonstrate disrespect too.

OK	NOT OK
My friend/partner listens to me.	My friend/partner likes to give directions rather than listen.
There is an even amount of give and take in my relationship.	My friend/partner tends to make the decisions.
My friend/partner is supportive of my choices – even if it's not to their benefit.	My friend/partner only supports me when it works for them.
I know I can be myself in the relationship.	I sometimes put on an act of who I think my friend/partner wants me to be (e.g. not getting upset or disagreeing).
My friend/partner and I are willing to make compromises between what they want and what I want.	My friend/partner always likes to have their own way.
I am able to say no or change my mind in my relationship.	My friend/partner tends to become upset or angry when I change my mind so generally I just go along with things to keep them happy.
We try to talk about problems and sort it out in a way that works for both of us.	My friend/partner blames me or says it's my problem if I raise concerns about our relationship.
My friend/partner and I are both able to admit when we are wrong.	My friend/partner is never wrong.
My friend/partner communicates with me in a polite and caring way.	My friend/partner criticises me and sometimes calls me names.
My friend/partner doesn't have a problem with me saying no to something.	My friend/partner often puts pressure on me to do things I don't always feel comfortable doing.

# ACTIVITY 3.2

## WHAT'S OK AND NOT OK?

### Part 2

After watching *Tagged*, give examples that show what's OK (respectful) and NOT OK (disrespectful) behaviour and language.

	OK	NOT OK
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

# ACTIVITY 3.2

## WHAT'S OK AND NOT OK? ANSWER SHEET

### Possible answers

After watching Tagged, give examples that show what's OK (respectful) and NOT OK (disrespectful) behaviour and language.

	OK	NOT OK
Monday (0.39 min)		<i>Taking a photo without permission; sharing photo on blog; language (e.g. skank; Jack's such a girl); gossiping; spreading rumours; remaining anonymous (random person); violence; filming fight; graffiti</i>
Tuesday (2.42 min)	<i>Raz questions how it will affect Jack.</i>	<i>Sharing photos without permission; girls in locker room gossiping ("skank", "hand up her skirt"); girls in toilets laughing/gossiping; girls laughing at comments on blog ("Chloe = ho"; "Ben is a ladykiller"); Jack pushes Ben and starts a fight; people filming the fight and posting it on social media; reposting fight film and gossiping ("Jack's such a girl").</i>
Wednesday (5.20 min)		<i>Distributing fight video to others including media - school brawl on news Raz hiding the truth from her parents</i>
Thursday (6.57 min)	<i>Raz suggests an apology to Jack and Chloe and taking photos down</i>	<i>Threatening blackmail with party photos</i>
Friday and later (8.38 min)	<i>Raz is honest and tells Jack what they have done Raz talks to her mum and principal A girl at her new school speaks to Kate and helps her find her way round</i>	<i>Asking someone under 18 for a 'sexy' photo; sharing 'sexy' photos with others without permission (star tattoo); graffiti</i>

# SESSION 4

50 MINUTES

## RELATE THEMES

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



## TAGGED

This is a free teaching resource from the Office of the Children's eSafety Commissioner. More information can be found at:  
<https://www.esafety.gov.au/education-resources/classroom-resources/tagged>

## 4 QUESTIONS



## PURPOSE

To identify a framework for considering the safety and respect of people in a situation.



## PLANNING AND PREPARATION



Computer and data projector



Tagged trailer <http://www.youtube.com/watch?v=Owfn967Wd44> (1:06 mins)



Activity 4.1 (a-d) *Relationship placemats* (Raz, Jack, Kate, Em) - 1 per group of 4 students





Poster 4.2 (a-e) *Character descriptions*








Poster 4.3 *4 questions*



## PROCEDURE

1. Revise the group agreement.
2. Using preferred media display the purpose of the lesson i.e. To identify a framework for considering the safety and respect of people in a situation.
3. Use the trailer video clip to remind students of  *Tagged*.
4. Ask students what they remembered from the last session.
5. Display  Poster 4.2(a-e) *Character descriptions* (summary below).
  - Kate - Posted the photos on the blog. Has star tattoo. Threatened to share pictures of Raz.
  - Raz - Was the first person to question if this was a good idea. She told Jack. Worried that the pictures of her at Jack's party being shared.

- Em – Bystander. Didn't feel good about what they were doing. Wasn't assertive and didn't stand up to Kate.
  - Jack – Kate's ex-boyfriend. Chloe's current boyfriend. Jack physically attacked Ben (the Year 2 in the photo on the blog). Jack retaliated by sharing the photo of Kate's star tattoo.
  - Chloe – Jack's current girlfriend. The picture of her with Year 12, Ben, was put on the blog suggesting she was having a secret relationship with him.
6. Display the  Poster 4.3 *4 questions* and explain that this a framework that people can use to decide if a situation people may find themselves in is safe and respectful. The 4 questions people need to ask are:
    - a. **Relationship?** Can the people in this situation trust each other?
    - b. **Safe?** Is this situation physically and emotionally safe for the people involved?
    - c. **My decision?** Can the people in this situation be sure that they are making their decision for themselves without any pressure?
    - d. **Feel OK?** Will the people in this situation feel OK about their actions afterwards?
  7. Model one of  Activity 4.1(a-d) *Relationship placemats* 1, 2, 3 or 4 as a whole class activity. Discuss processing questions.
  8. Put students into groups of 4 using a grouping strategy. See  *Grouping strategy*. Give each group  Activity 4.1 *Relationship placemats*. Each group will need to apply the 4 questions framework to one the characters (Raz, Kate, Jack or Em).
  9. Ask a reporter from 1 group to call out 3 (only) of their answers for the *Relationship* section of  Activity 4.1. If the other groups have similar responses or ideas ask them to tick them off. Then ask another group to add 3 (only) of their ideas that have not been ticked off. Repeat for the other 3 questions.



### GROUPING STRATEGY

Use a grouping strategy that ensures a mix of males and females in each group. By doing this a wide range of opinions is more likely to be expressed.

Reinforce:

- respectful communication
- that this is about people's ideas and interpretations
- there will be differing points of view.



## PROCESSING

### Possible pointers for answers to processing questions.

*Please note, processing information in italics is not an exhaustive list of answers – it is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion.*

Use the processing questions to find out what students thought and discussed.



**How do people know who they can trust?**



*There is no simple answer to this question. Trust involves respect, honesty and open communication. However, as can be seen in this film, changes in relationships can affect how people decide to behave.*



**What are some indicators that you may not be feeling physically or emotionally safe?**



*Sad, up and down emotions, anxious, scared, feeling sick in the stomach, butterflies.*



**What sort of 'influence' (often called 'peer pressure') can friends and groups use?**



*Peer influence can be used by individuals, small groups or large groups. It can influence people to do things that they know is wrong for them or is illegal or dangerous. Young people might feel like they are being 'made' to do something but it is essential to point out that everyone has choices! It is important to recognise that peer influence can be positive as well as negative. Think about why some people may choose NOT to smoke or drink – it might be that they are in a group that discourages this.*



**Is 'peer pressure' always obvious?**



*Consider 'internal pressure' – pressure that you put on yourself about what you THINK other people are thinking about you and/or your actions. People may feel a need to conform to the group. People may influence without any spoken word – just by their actions or lack thereof.*



**How can people feel about their actions afterwards?**



*May be happy, proud, satisfied, unhappy, embarrassed, sad, disappointed, guilty, regretful, etc.*

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



### TAKE HOME MESSAGE

There are 4 questions I can ask myself when I need to consider choices, consequences and safety of my actions.  
Relationship? Safe? My decision? Feel OK?

## HEALTH PROMOTING SCHOOLS STRATEGY

Resource links for parents

Send these links to parents in an email or e-newsletter to keep them informed so they can support your curriculum and activities.

*Parents guide to online safety*

<https://esafety.gov.au/about-the-office/resource-centre/brochure-parents-guide-to-online-safety>

*8 tips to keep on top of your child's screen time*

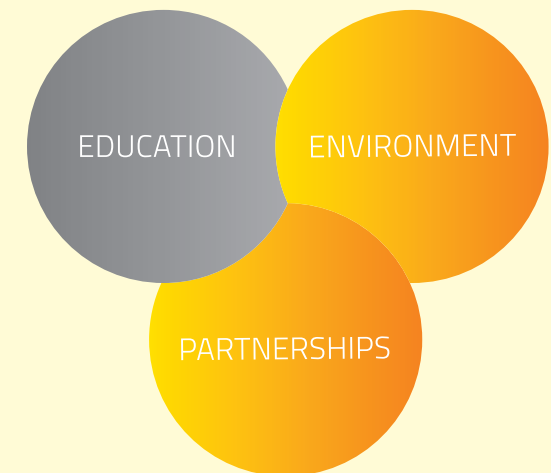
<https://esafety.gov.au/education-resources/iparent/staying-safe/balancing-time-online/8-tips-to-keep-on-top-of-your-childs-screen-time>

*CyberReport offensive or illegal content*

<https://esafety.gov.au/about-the-office/resource-centre/cyberreport-offensive-or-illegal-content>

*So you got naked online?*


<https://esafety.gov.au/about-the-office/resource-centre/poster-and-brochure-so-you-got-naked-online>







# ACTIVITY 4.1a

## RELATIONSHIP PLACEMATS

	<p><b>RELATIONSHIP?</b></p> <p>Can Raz trust her friends Em and Kate? How did their relationships change?</p>	
<p><b>FEEL OK?</b></p> <p>Do you think Raz felt OK about coming forward? Why? How do you think she might have felt if she didn't choose to tell the truth when she did?</p>	<div data-bbox="784 778 963 912"></div> <p><b>RAZ</b></p> <p>Was the first person to question if this was a good idea. She told Jack. Worried about the pictures of her at Jack's party being shared.</p>	<p><b>SAFE?</b></p> <p>Is this situation physically and emotionally safe for Raz? Why?</p>
	<p><b>MY DECISION?</b></p> <p>Explain why you think Raz found it difficult to decide to come forward and tell the truth.</p>	

	<p><b>RELATIONSHIP?</b></p> <p>Can Jack trust his friends? How did their relationships change?</p>	
<p><b>FEEL OK?</b></p> <p>Do you think Jack felt OK about the picture he saw of Chloe and the Year 12 boy? Why? How do you think he might have felt about getting back at Kate by sending around photos of her?</p>	<div data-bbox="730 740 1021 1002">  </div> <p><b>JACK</b></p> <p>Kate's ex-boyfriend. Chloe's current boyfriend. Jack physically attacked Ben (the Year 12 in the photo on the blog). Jack retaliated by sharing the photo of Kate's star tattoo.</p>	<p><b>SAFE?</b></p> <p>Is this situation physically and emotionally safe for Jack? Why?</p>
	<p><b>MY DECISION?</b></p> <p>Explain why you think Jack chose to send around pictures of Kate.</p>	

	<p><b>RELATIONSHIP?</b></p> <p>Can Kate trust her friends? How did their relationships change?</p>	
<p><b>FEEL OK?</b></p> <p>Do you think Kate felt OK about keeping quiet? Why? How do you think she might have felt when she found out Raz had told Jack that Kate had posted the photo of Chloe and the Year 12 boy?</p>	<div data-bbox="730 711 1016 986"> </div> <div data-bbox="1048 754 1178 801"> <p><b>KATE</b></p> </div> <div data-bbox="1048 831 1458 948"> <p>Posted the photos on the blog. Has star tattoo. Threatened to share pictures of Raz</p> </div>	<p><b>SAFE?</b></p> <p>Is this situation physically and emotionally safe for Kate?</p>
	<p><b>MY DECISION?</b></p> <p>Explain why you think Kate wanted to keep quiet about posting the photo of Chloe and the Year 12 boy. What reason did she give?</p>	

	<p><b>RELATIONSHIP?</b></p> <p>Can Em trust her friends? How did their relationships change?</p>	
<p><b>FEEL OK?</b></p> <p>Do you think Em felt OK about Raz coming forward? Why? How do you think she might have felt about keeping quiet?</p>	<div data-bbox="734 699 981 999">  </div> <div data-bbox="1077 735 1456 970"> <p><b>EM</b></p> <p>Bystander. Didn't feel good about what they were doing. Wasn't assertive and didn't stand up to Kate.</p> </div>	<p><b>SAFE?</b></p> <p>Is this situation physically and emotionally safe for Em? Why?</p>
	<p><b>MY DECISION?</b></p> <p>Explain why you think Em chose to stay quiet and not support Raz in coming forward.</p>	



**Posted the photos on the blog.**

**Has a star tattoo.**

**Threatened to share pictures  
of Raz.**



# RAZ

**Was the first person to question  
if this was a good idea.**

**She told Jack.**

**Worried about the pictures of  
her at Jack's party being shared.**



# EM

**Bystander.**

**Didn't feel good about what  
they were doing.**

**Wasn't assertive and didn't  
stand up to Kate.**





# JACK



**Kate's ex-boyfriend.**

**Chloe's current boyfriend.**

**Jack physically attacked Ben (the Year 12 in the photo on the blog). Jack retaliated by sharing the photo of Kate's star tattoo.**



# CHLOE

Jack's current girlfriend.

The picture of her with a Year 12, Ben, was put on the blog suggesting she was having a secret relationship with him.

# 4 QUESTIONS



## RELATIONSHIP? MY DECISION?

Can the people in this situation trust each other?

Can the people in this situation be sure that they are making their decision for themselves without any pressure?

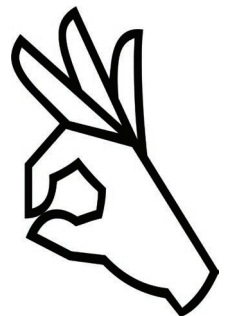


## SAFE?

Is this situation physically and emotionally safe for the people involved?

## FEEL OK?

Will the people in this situation feel OK about their actions afterwards?



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



### SEXTING

Sexting is a term that originated in the media but is not typically used by young people. It refers to the sending of provocative or sexual photos, messages or videos, generally using a mobile phone. It can include posting this type of material online.

In most instances, young people (both male and female) have chosen to send sexualised photos of themselves ('selfies') to their partners. In some cases, they have been pressured to do so and in some cases the pictures have been taken without their knowledge (e.g. up-skirting).

Recently, sexting has become a high profile media issue. Sexting has both social and legal implications. It can cause embarrassment, lead to cyberbullying, sexual harassment or, at its most extreme, assault. Cyberbullying and sexual harassment includes sending insulting or threatening text messages, sending unpleasant picture messages or using mobile devices to spread hurtful rumours.

## WHAT'S THE STATUS?



### PURPOSE

To identify the impact of online behaviour on individuals and others in relationships.

To apply the 4 Questions framework in situations regarding online messages.



### PLANNING AND PREPARATION

Activity 5.1 *Whose post is it anyway?* – 1 per student

Poster 4.3 *4 Questions* (from previous session)



### PROCEDURE

1. Revise the group agreement.
2. Using preferred media display the purpose of the lesson i.e.
  - a. To identify the impact of online behaviour on individuals and others in relationships.
  - b. To apply the 4 Questions framework in situations regarding online messages.
3. Ask students what they remembered from the last session.
4. Display Poster 4.3 *4 Questions* and revise.
5. Use a grouping strategy to organise students into groups of 4.
6. Each student to have a copy of Activity 5.1 *Whose post is it anyway?* Working in groups, students match the post to the character from the film. Students can then draw or write a respectful response to the post.

### Status updates

Kate – *Only way I'm going to get away from all this.*

Raz – *lunch in the library #wantnothing2dowiththis*

Jack – *#notthebestday*

Chloe – *Why the lies?*

(N.B. Students may match the posts to other characters if they can justify their responses.)



## PROCESSING

Some of the discussion should reveal that there is considerable cross-over in responses of the characters. This will emphasise that the fallout from negative online actions results in many people feeling distressed and victimised. As the facilitator of the discussion, focus on how to offer support to people who express emotional distress online, and to always take it seriously. Provide some possible web-based resources that may be useful for people feeling distressed, victimised or vulnerable. (See the Health Promoting Schools Strategy for ideas.)

### Possible pointers for answers to processing questions.

*Please note, processing information in italics is not an exhaustive list of answers – it is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion.* 💬

❓ **How has this activity made you think about the possible impact of online behaviour?**

💬 *Many people can be affected by the action of one person; the effects can be long lasting (i.e. followed Kate to the new school); legal implications (See Legal implications); friendships can be lost; etc.*



## LEGAL IMPLICATIONS

Currently, if a person under the age of 18 takes a sexualised 'selfie', or asks someone else (under the age of 18) for a nude picture, it is a Commonwealth offence as it is considered to be creating 'child pornography'. The person who receives this photo can be charged for being in possession of child pornography. If the picture is shared, they can be charged with publishing and/or distributing child pornography, even if the person receiving the image is also a minor. They may also be placed on the child sex offender register. <https://www.legalaid.wa.gov.au/InformationAboutTheLaw/treatment/Pages/Socialmedia-becarefulwhatyousayorsend!.aspx>




## GENDER STEREOTYPES

It is important to address the issues of gender stereotyping in sexting scenarios. It is not always the case that the female is pressured into sending a picture. She may have chosen to do so of her own free will. It may also be the case that the male is being pressured into sending a picture. It is important to be inclusive of same-sex relationships.



## VICTIM BLAMING

Victim blaming attitudes marginalise the victim and make it harder for people to come forward and report the abuse. It is vital to explain that it is not the fault of the person sending the picture, the person who forwards the picture should be held accountable. "They shouldn't have sent the image in the first place," is an example of victim blaming. For more information about victim blaming see <http://stoprelationshipabuse.org/action/avoiding-victim-blaming/>

 Thinking about the 4 Questions, how emotionally safe do you think Kate, Jack, Chloe, Em and Raz felt? Give examples to support your views.

 *They probably all felt very unsafe and vulnerable.*

*Kate – very emotionally vulnerable – concerned that she has lost all her friends and her reputation is ruined forever.*


*Jack – apprehensive and concerned that he will get a permanent police record.*

*Chloe – worried about how easily lies can be posted and the effects they have.*

*Raz – scared that her parents will find out and see the pictures from Jack's party. Upset that she has lost friends. Worried about her teachers' impressions of her.*

*Em – worried that she has lost friends.*

 Who or what help can people access if they are feeling emotionally unsafe at any time?

 *See Health Promoting Schools Strategy and make links to these websites freely available to all students. Do not expect young people to come and ask for this information.*

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



### TAKE HOME MESSAGE

How I respond to people online, messaging and face-to-face can influence both positively and negatively how they feel about themselves and their relationships with others. Online messages can be easily misunderstood.

### HEALTH PROMOTING SCHOOLS STRATEGY

Make posters or obtain them to display around the school from organisations such as Headspace, Kids Helpline, Reach Out or Beyond Blue.

Publish links to websites that can help in times of crisis. Include:

Headspace [www.headspace.org.au](http://www.headspace.org.au)

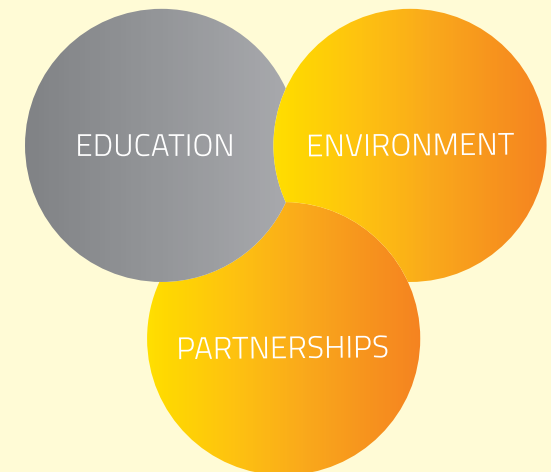
Eheadspace [www.eheadspace.org.au](http://www.eheadspace.org.au)

Kids Helpline [www.kidshelp.com.au](http://www.kidshelp.com.au)

Reach Out [www.reachout.com](http://www.reachout.com)

Youth Beyond Blue [www.youthbeyondblue.com](http://www.youthbeyondblue.com)

Make your school staff aware of the Beyond Blue resources for schools and parents  
[www.beyondblue.org.au/resources/schools-and-universities](http://www.beyondblue.org.au/resources/schools-and-universities)

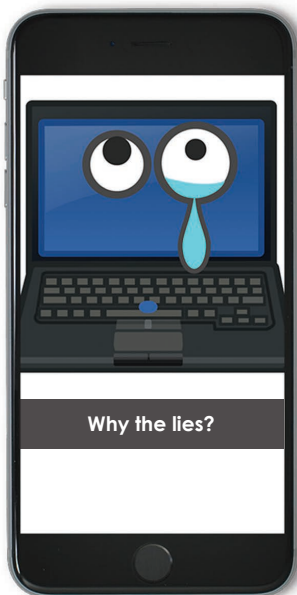




# ACTIVITY 5.1

## WHOSE POST IS IT ANYWAY?

The following posts were made on social media. Who made each post? Draw or write a response to each one.



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



### ASSERTIVE COMMUNICATION

Assertive communication involves:

- actions and expressions matching the words spoken
- firm but polite and clear messages
- respect of self and others
- making I... statements – rather than you statements...
- talking about feelings. I feel...when you...
- believing or acting as if all the individuals involved are equal, each deserving of respect, and no more entitled than the other to have things done their way
- warm, welcoming, friendly and comfortable eye contact
- relaxed, open and welcoming posture
- open, friendly and appropriate gestures.

Assertive communication results in a WIN-WIN situation.

**Do NOT** ask students to role model **AGGRESSIVE** or **PASSIVE** responses.

Practice and reinforcement is needed in modeling and developing the skill of **ASSERTIVE** communication.

## WHO SAID WHAT?



### PURPOSE

To revise and apply knowledge of communication styles.

To reflect on personal communication styles.



### PLANNING AND PREPARATION



Poster 6.1 *Communicating*




Activity 6.2 *Analyse their responses* – 1 per student



Activity 6.3 *Thinking about how I communicate* – 1 per student




### PROCEDURE




1. Revise the group agreement.
2. Using preferred media display the purpose of the lesson i.e. To review the different styles of communication and think about how you communicate in different situations.
3. Display  Poster 6.1 *Communicating*. Remind students that communication is the way you let other people know about your ideas and feelings. It is much more than just the words you say and includes:
  - what you say
  - how you say it
  - why you say it
  - when you say it
  - what you don't say





It is also your:

- facial expressions
  - gestures
  - posture
  - vocal tones
4. Explain that there are generally 3 accepted styles of communicating. Ask students, what they are (*aggressive, passive, assertive*). Explain that these are conveyed in the words, the tone and volume, and the body language used. Communicating is a 2-way process because part of communicating effectively is knowing how to listen actively. Acknowledge that students may have learnt about communication before but they are going to apply this knowledge to some specific scenarios.
  5. Say, "We also need to remember that communication is not always spoken words. With lots of communication taking place electronically, the content can be unexpected or unwanted. This can remove the option to 'walk away' or ignore the interaction which can be done more easily when communicating face-to-face."
  6. Read the following scenario to the class and ask for examples of aggressive, passive and assertive responses.

 **Your best friend is constantly late for everything you do together and that makes you very annoyed. You want to tell them how you feel.**

*POSSIBLE ANSWERS:*

-  *Aggressive: You are so selfish for always making us late everywhere and I am really angry and upset with you.*
-  *Passive: Oh, it doesn't matter.*
-  *Assertive: Your friendship is really important to me and I would really like you to be on time the next time we go out together.*

7. Remind students that when communicating assertively they need to be 100% there, i.e they need to look, sound and say what they mean. Display  Poster 6.1 *Communicating*. If time, revise what assertive communication looks like, sounds like and feels like through a Y chart (previously covered in *RELATE: Stage 1*).
8. Group students into pairs using a grouping strategy that gets the class into male and female pairs as much as possible. Each student to have  Activity 6.2 *Analyse their responses*. Working in pairs, students complete the activity.
9. Emphasise that the scenario for question 5 needs to be a realistic scenario (NOT a dramatic/ 'soap opera' scenario) and that the most important response is the ASSERTIVE response. Students need to **practise** their ASSERTIVE response according to the poster and being '100% there'. Students will NOT be required to model their aggressive and passive responses. See  *Assertive communication*.
10. Ask students to volunteer to role play their scenario and ASSERTIVE response only.
11. Ask the class for their comments about the assertive response and if they were '100% there'.
12. Remind students that how they communicate online and in other electronic media can also be considered to be aggressive, passive or assertive, and is equally important because the person reading the message does not have the cues of the non-verbal gestures, posture, facial expression and tone. They only have the '7% of the meaning conveyed (in WORDS)' so the message can very easily be misunderstood. Remember, that in communicating via text and social media, the words are often not in sentences and are shortened so that makes the meaning even less than 'the 7%'.
13. Give each student the self-reflection  Activity 6.3 *Thinking about how I communicate*. Ask students to complete the activity in their own time. Explain that they will not be sharing it with the rest of the class but suggest they might like to share it with someone they know and whose views they value.

14. Direct students to *Kids Helpline*

<https://kidshelpline.com.au/parents/issues/communication-tips>

*ReachOut*

<http://au.reachout.com/Tips-for-communicating>

and *Assertiveness - for teens*

<http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=243&np=291&id=2174>

for more information about communication skills.



## PROCESSING

Use the processing questions to find out what students thought and discussed.

### Possible pointers for answers to processing questions.

*Please note, processing information in italics is not an exhaustive list of answers – it is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion.*



**How easy is it to be assertive in all situations?**



*Sometimes it is not easy to be assertive (e.g. it may not be easy to be assertive in these situations: young children and adults; with your peers; with someone older or in a position of power).*



**Is it always appropriate or necessary to be assertive? Are there times when responding aggressively or passively is appropriate?**



*There may be times when people are in danger where an assertive response is not safe (e.g. physical or sexual assault).*

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



### TAKE HOME MESSAGE

Being assertive is an important skill that I can practise so that I can communicate respectfully and effectively with others.

## HEALTH PROMOTING SCHOOLS STRATEGY

### Communicating with your teenager

The following information can be used for links in your school newsletter to parents or on your school's website:

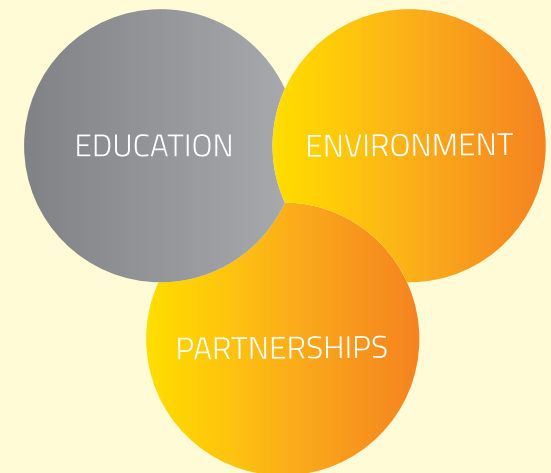
The Raising Children Network (the Australian parenting website) has relevant tip sheets and information including active listening, tricky conversations, and praise.

[http://raisingchildren.net.au/articles/early\\_teens\\_communicating\\_nutshell.html](http://raisingchildren.net.au/articles/early_teens_communicating_nutshell.html)

Talking to teens is an interactive guide that shows some tricky parent and teen situations and explores how different approaches to communicating with teenagers can get different results.

[http://raisingchildren.net.au/communicating/talking\\_to\\_teens\\_communicating.html/context/1096](http://raisingchildren.net.au/communicating/talking_to_teens_communicating.html/context/1096)

Ask your school counsellor or invite a guest speaker to present a parent session on tips for successful and positive communication with teenagers.



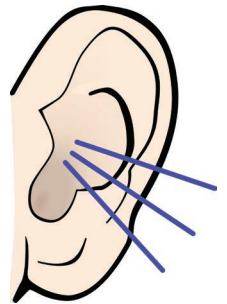
# COMMUNICATING

## EXPRESSION OF ATTITUDES, FEELINGS & MEANING



Some research says that:

- only 7% of the meaning is conveyed by the **WORDS** we say



- 38% is how we **SOUND** (our tone)



- 55% is how we **LOOK** (our gestures, posture and facial expressions)

SO we need to be **100% there** to communicate effectively.

Therefore, we need to

- **LOOK** and
- **SOUND** like
- **WHAT** we are saying!



# ACTIVITY 6.2

## ANALYSE THEIR RESPONSE

CONFLICT	RESPONSE	Aggressive	Passive	Assertive
1. Jack is upset that Kat, the girl he is with, was talking to Rob at a party. He says:	a. That was a boring party.			
	b. When you were talking to that guy, I thought you might want to be with him instead of me. That makes me feel bad.			
	c. I saw that! How dare you talk to that other guy when you went to the party with me!			
2. Nick asks Bobby to go out with him. Bobby does not want to. Bobby says:	a. Thank you, but I do not want to. Sorry.			
	b. Um... Okay.			
	c. I would never go out with someone like you. Just get away from me!			
3. Jaime is upset that a friend, Chris, has been making fun of her to Taylor. Jaime says:	a. Chris, I'm upset that you were making fun of me. It hurts when you do that! Please stop.			
	b. Chris, you're the dumbest person in the world and I'm going to spread stories about you!			
	c. That's not very nice!			
4. Jesse broke up with Jo last week and Jesse sends you a naked picture of Jo. Jesse asks you if you got it. You say:	a. You're a total idiot – why would you send me that? How stupid are you?			
	b. Yep. Sure did.			
	c. I am not happy that you sent me Jo's photo. It's really disrespectful! I've deleted it and so should you.			
5. (Think of another conflict situation. Write it here, and then write three realistic responses in the column to the right.)	a.	X		
	b.		X	
	c.			X

# ACTIVITY 6.3

## THINKING ABOUT HOW I COMMUNICATE

**When I am in an uncomfortable situation with a boy, I tend to be:**

- ☐ passive ☐ assertive, respectful ☐ aggressive ☐ indirect or manipulative

**When I am in an uncomfortable situation with a girl, I tend to be:**

- ☐ passive ☐ assertive, respectful ☐ aggressive ☐ indirect or manipulative

**When I am in an uncomfortable situation with an adult male, I tend to be:**

- ☐ passive ☐ assertive, respectful ☐ aggressive ☐ indirect or manipulative

**When I am in an uncomfortable situation with an adult female, I tend to be:**

- ☐ passive ☐ assertive, respectful ☐ aggressive ☐ indirect or manipulative

**When I am in an uncomfortable situation with someone who I do not view as my equal, I tend to be:**

- ☐ passive ☐ assertive, respectful ☐ aggressive ☐ indirect or manipulative
- ☐ I cannot answer this because I view everyone as my equal

**For me, expressing feelings of anger is:**

- ☐ fairly easy (but sometimes I respond aggressively)
- ☐ fairly easy (and I never respond aggressively or with violence)
- ☐ neither easy nor difficult
- ☐ somewhat or very difficult

**For me, expressing when I feel vulnerable or weak is:**

- ☐ fairly easy (but sometimes I respond aggressively)
- ☐ fairly easy (and I never respond aggressively or with violence)
- ☐ neither easy nor difficult
- ☐ somewhat or very difficult



**When you have finished you may wish to share this worksheet with someone you feel comfortable with.**

**How assertively and respectfully do you THINK you communicate?**

**What can you do to be more assertive and respectful? (e.g. with friends, parents, teachers, etc.)**

**Being assertive is a communication skill that can take some people years to develop.**

**Being aware of HOW you communicate is the first step to developing this life skill!**

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

## TELLING STORIES



### PURPOSE

To review and apply the concepts of:

- being an ethical bystander
- respectful relationships
- assertive communication
- *4 questions* framework

as addressed in previous sessions.



### PLANNING AND PREPARATION



Poster 7.1 *Tagged scenarios*



Poster 7.2 (a-c) *Definitions*



Activity 7.3 *Storyboard template* – 1 between 2 students



Poster 4.3 *4 questions* (from Session 4)



### PROCEDURE

1. Revise the group agreement.
2. On preferred media write the purpose of the lesson, i.e. To apply what I have learnt through telling a story.



### BYSTANDERS

A bystander is someone who sees or knows about bullying or other forms of violence that is happening to someone else.

Bystanders can be either part of the bullying problem or an important part of the solution to stop bullying.

Bystanders can act in different ways when they see or know about bullying:

- Some bystanders take the side of the bully by laughing at the victim, encouraging the bully or by passing on text messages or messages on social media sites like Facebook and You Tube
- Some bystanders will give silent approval or encourage the bully by looking on
- Some bystanders may watch or know about the bullying but don't do anything. They may not know what to do or are scared. This group of bystanders knows that bullying is not ok
- Some bystanders will be supportive and take safe action to stop the bully, find help or support the victim.



### ETHICAL BYSTANDERS

Just as we have human rights, we also have a responsibility to respect and protect the rights of others. An ethical bystander will use words and/or actions that can help someone who is being bullied. If bystanders are confident to take safe and effective action to support victims then there is a greater possibility that bullying can stop and the person who is bullied can recover.


People respect those that stand up for others who are bullied but being an ethical bystander can be tough. Sometimes it is not easy to work out how to help safely because bullying happens in different ways and places such as online, at school or work.

There is no one size fits all approach to being a supportive bystander. For ethical bystanders to take safe and effective action here are some suggestions:

- Make it clear to your friends that you won't be involved in bullying behaviour
- Never stand by and watch or encourage bullying behaviour
- Do not harass, tease or spread gossip about others; this includes on social networking sites like Facebook or Instagram
- Never forward on or respond to messages or photos that may be offensive or upsetting
- Support the person who is being bullied to ask for help e.g. go with them to a place they can get help or provide them with information about where to go for help
- Report it to someone in authority or someone trusted e.g. at school to a teacher, or a school counsellor; at work to a manager; if the bullying is serious, report it to the police; if the bullying occurs on Facebook/Instagram, report it to Facebook/Instagram.

<https://www.humanrights.gov.au/what-you-can-do-stop-bullies-be-supportive-bystander-violence-harassment-and-bullying-fact-sheet>


3. Briefly revise the terms and concepts using Poster 7.2 *Ethical bystanders definitions*:
  - a. **Ethical bystander:** *Someone who chooses to take action to try to influence a situation in a positive manner. They consider their own safety and the consequences of their actions on others.*
  - b. **Respectful relationships:** *Based on trust, honesty, fairness, equality, safety, consent, understanding, effective communication, fun and lots more!*
  - c. **Assertiveness:** *Able to stand up for your own or other people's rights in a calm and positive way – not being aggressive or accepting 'wrong' in a passive way.*
4. Using the Poster 4.3 *4 questions* remind students of the 4 questions - *Relationship? Safe? My decision? Feel OK?*
5. Explain (or remind students) that storyboards are graphic organisers in the form of drawings or images displayed in sequence for planning a movie, cartoon, or interactive media sequence. They are very simple line drawings of 'stick people' to convey ideas for a story. They are not the final product, therefore, they do not need to be artists and it is not about the quality of the drawing but about the quality of the ideas that are expressed.
6. Explain that students will be working in pairs to create a story about 'an ethical bystander' whose actions could have positively influenced Kate, the main character in *Tagged*, or Jack.
7. In pairs, ask students to choose one of the scenarios from Poster 7.1 *Tagged scenarios*. Imagine you were a 'bystander' (a friend or acquaintance who was watching what was happening) and decide on an action that you (or one of the other characters present) could have taken to **positively** influence the behaviour or actions of Kate or Jack. Your actions need to be respectful, realistic and possible – this is NOT a scene from a soap opera!
  - a. Scenario 1: (1:44) Raz and Em are watching and encouraging Kate to put the photo of the 'star crossed lovers' on the blog and sign it 'Random Person'.
  - b. Scenario 2: (4:14) Jack shoves Ben and a fight begins.

- c. Scenario 3: (7:07) Raz, Em and Kate are in the student common room and talking about whether to take the blog down and apologise to Jack and Chloe. Kate 'blackmails and threatens' Raz so she won't tell anyone.
8. Use the template of  Activity 7.3 *Storyboard template* to tell your story. The first frame will need to set the scene. Use the lines underneath the frames to briefly describe your actions and write the exact words that you would say (use "direct speech").
9. Students may be required to complete this as a take home task if there is not enough time to complete in class.
10. If time allows, ask students to combine into groups of 4 to share their storyboards.





## PROCESSING

### Possible pointers for answers to processing questions.

*Please note, processing information in italics is not an exhaustive list of answers – it is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion.* 

 **How easy do you think it would be to act as an ethical bystander in this situation?**

 *Answers will vary due to different stories/scenarios. Sometimes it can be difficult to act as an ethical bystander as it requires being assertive and possible negative responses from friends/loved ones. It can be difficult to determine if a situation is safe for the bystander to act ethically.*

 **Ask students to reflect on their own experiences and attitudes to being a bystander, and to complete the following sentence stems in a journal, diary or in anything that will NOT be shared with the rest of the class.**

- *Young people try to influence their friends when they .....*
- *Once I stood up to a group of my friends when I thought they were doing the wrong thing. What happened was.....*

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



### TAKE HOME MESSAGE

By being an ethical bystander, I can help to positively influence the choices, decisions and actions of others.

### HEALTH PROMOTING SCHOOLS STRATEGY

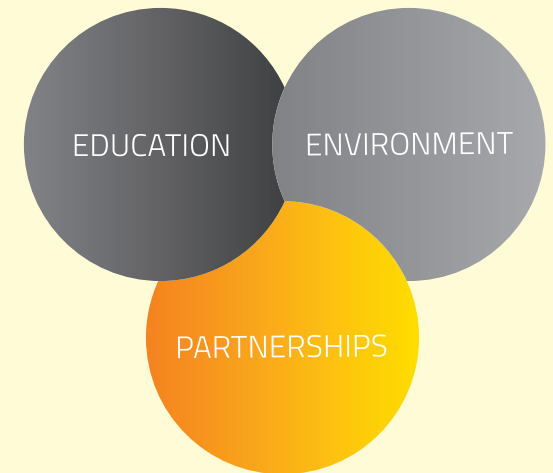
#### The Line

Links for young people, parents and teachers about bullying, online bullying, harassment, sexting, online behavior, relationships, health and wellbeing, families and communicating.

Also a list of relevant and appropriate sites for teachers and parents is provided.

<http://www.theline.org.au/parents>

<http://www.theline.org.au/teachers>



# TAGGED SCENARIOS

**Scenario 1:** (1:44) Raz and Em are watching and encouraging Kate to put the photo of the 'star crossed lovers' on the blog and sign it 'Random Person'.

**Scenario 2:** (4:14) Jack shoves Ben and a fight begins.

**Scenario 3:** (7:07) Raz, Em and Kate are in the student common room and talking about whether to take the blog down and apologise to Jack and Chloe. Kate 'blackmails and threatens' Raz so she won't tell anyone.

# ETHICAL BYSTANDER

Someone who chooses to take action to try to influence a situation in a positive manner. They consider their own safety and the consequences of their actions on others.





# RESPECTFUL RELATIONSHIPS

Based on ...

---

- trust
- honesty
- fairness
- equality
- safety
- consent
- understanding
- effective communication
- fun ...
- and lots more!



# ASSERTIVE

**Able to stand up for your own or other people's rights in a calm and positive way – not being aggressive or accepting 'wrong' in a passive way.**



# ACTIVITY 7.3

## STORYBOARD TEMPLATE

Name of Project: \_\_\_\_\_ Group Members: \_\_\_\_\_

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### RELATE THEMES

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

## HELPFUL WEBSITES



### PURPOSE

To determine the appropriateness and reliability of online health information.

To critically analyse a health website.



### PLANNING AND PREPARATION

Poster 8.1 *Critically analysing* – 1 for teacher modelling + 1 for each group

Access to Internet



### PROCEDURE

1. Using preferred media, display the purpose of the lesson  
i.e. a) To determine the appropriateness and reliability of online health information.  
b) To critically analyse a health website.
2. Explain that, in the time before Internet, information that was available to the general public had to go through editorial boards which made it much easier to eliminate inaccurate and unreliable information. Today, anyONE can publish anyTHING online. This is not only on social media but in the form of ebooks, websites and other apparently reliable forms, e.g. Wikipedia allows personal contributions from individuals to be uploaded and published. It is vital that we are able to be critical readers, constantly assessing the accuracy and reliability of what we read.
3. Use a grouping strategy to place students in groups of 2-4 students.



### CRITICAL ANALYSIS

Anyone can publish a webpage and, unlike the printed world, there are no editorial boards or editors of information published on the Internet to ensure quality. It is imperative that we learn to critically analyse the material found on the Internet – both the text and the images.

For further information on evaluation criteria see:  
[https://www.wku.edu/library/dlps/infolit/documents/web\\_eval.pdf](https://www.wku.edu/library/dlps/infolit/documents/web_eval.pdf)

<https://olinuris.library.cornell.edu/ref/research/webeval.html>

<https://eduscapes.com/tap/topic32.htm>



### IMAGES

Apps and computer software that manipulate images are readily available and easy to use. People can 'photoshop' the size of body parts, smooth out skin, change the colour of hair/eyes/skin, and much more. Even without doctoring images, angles and lighting can dramatically affect the final image. It is important that young people learn to look at these images with a critical thinkers 'hat' on.




<https://www.thesun.co.uk/living/1270193/women-share-selfie-comparisons-taken-seconds-apart-to-prove-how-much-lighting-and-angles-can-affect-a-photo/>

4. In groups, students brainstorm the factors that may impact the content of websites. Prompt students by having them think about some of the factors that influence what individuals post on social media.

 *These may include, but are not limited to:*

- *personal opinion*
- *political opinion*
- *payment to advertise*
- *emotion*
- *wanting to inform people*
- *wanting to influence people*
- *wanting to entertain people.*

Have groups share 1 response each and record on media of your choice.

5. Discuss how you can tell if a website is a reliable source of information. Use the questions on  Poster 8.1 to critically analyse one of the websites from  *Misleading websites.*
6. Allocate one of the following websites to each group (N.B: These are all examples of RELIABLE websites. It is NOT recommended that you ask students to find their own websites):
  - *Headspace* - <http://headspace.org.au/>
  - *The Line* - <http://www.theline.org.au/>
  - *Kids Helpline Teen* - <https://kidshelpline.com.au/>
  - *Youth Beyondblue* - <https://www.beyondblue.org.au/>
  - *Reachout.com* - <http://au.reachout.com/>
  - *ThinkUKnow* - <http://www.thinkuknow.org.au/>
  - *Need Help Now* - <https://needhelpnow.ca/app/en/>
  - *SHQ* - <http://shq.org.au/>
7. Students use the questions on  Poster 8.1 to critically analyse the website allocated.



### MISLEADING WEBSITES

There are many misleading websites - some are spoof sites but others tempt people to buy products or click on other links. Some sites are very well constructed and can seem very credible. These are a few examples:

<http://www.rythospital.com/#>

<http://www.thepregnancytester.com/>

<http://www.philb.com/fakesites.htm>

Please note, as these websites are misleading and unreliable, you may find that the links no longer work as the site has been removed. Google 'misleading websites'.

8. Each group presents their findings. Invite each group to briefly explain what the website is about and give two examples of how they know the site offers reliable information. *(N.B. Students may identify elements of the website that they do not LIKE. It is important to discuss that part of being critically aware is being able to differentiate between the elements we may not like and elements that are **unreliable sources of information**.)*



## PROCESSING

### Possible pointers for answers to processing questions.

*Please note, processing information in italics is not an exhaustive list of answers – it is a GUIDE to possible points that may come from the students' discussions or that you MAY use to direct some of the discussion.* 💬

❓ How can a website use images to affect the way we view information?

💬 *Different angles, lighting and cropping can greatly influence images; some images are 'photoshopped' and hardly recognisable from the original image; etc.*

❓ How can a website use text to affect the way we view information?

💬 *Use of statistics (these can very easily be skewed to suit the 'seller'); information can be highlighted or put in fine print; information can be excluded; scientific/medical claims can be made based on biased research; etc.*

❓ How can we tell if a website is reliable?

💬 *Draw comparisons between the RELIABLE websites the students have been researching and the UNRELIABLE website used in step 5.*

*A RELIABLE website will be:*

- *current and updated regularly*
- *have live links*
- *list the author/s and their credentials*
- *be referenced*
- *have contact details*
- *be from a known and trusted organisation/company (eg. government), etc.*

❓ Ask students to reflect on what they have learnt in **RELATE: Stage 2**. Allow students time to add to the 'learnt' column of the Know, Want to know and Learnt activity that they started in Session 1.

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



### TAKE HOME MESSAGE

Being critically aware of the information I read is important so that I can determine if it is accurate, reliable and useful.

## HEALTH PROMOTING SCHOOLS STRATEGY

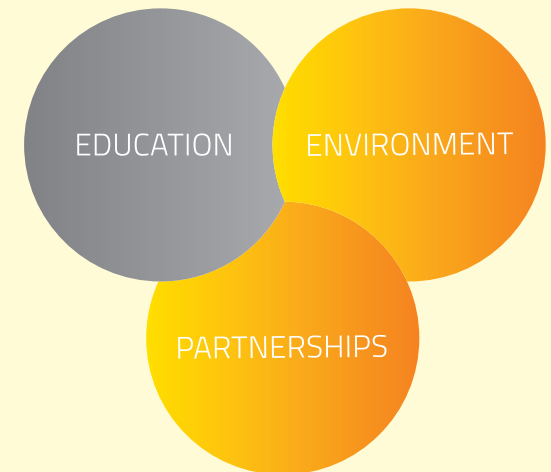
### Reporting misleading websites

Australia has strict laws regarding misleading advertising. For further information see:

<https://www.accc.gov.au/consumers/misleading-claims-advertising/false-or-misleading-claims>

Misleading websites can be reported here:

<https://www.scamwatch.gov.au/report-a-scam>



## Accuracy

Who wrote the page?  
Are they qualified?  
Can you contact the author?  
What is the purpose of the website?

## Currency

When was it produced?  
When was it updated?  
How up-to-date are the links?  
Are there dead links?  
Is the page content outdated?

## Critically analysing

## Objectivity

Who was it written for and why?  
How detailed is the information?  
What might have been excluded purposely?  
What opinions are expressed by the author?  
Could the page be advertising?  
Could the page be a satire or spoof?  
Use of photographs – photoshopped?  
Angles/lighting used to manipulate?

## Authority

Who published the document?  
Are the author(s) credentials listed?  
What does the URL tell you?  
Does it have a bibliography/reference list?





# APPENDICES

# WHAT DOES A HEALTH PROMOTING SCHOOL LOOK LIKE?

## PRINCIPLES OF A HEALTH PROMOTING SCHOOL

### A HEALTH PROMOTING SCHOOL:

1. promotes the health and wellbeing of students
2. enhances the learning outcomes of students
3. upholds social justice and equity concepts
4. provides a safe and supportive environment
5. involves student participation and empowerment
6. links health and education issues and systems
7. addresses the health and wellbeing issues of all school staff
8. collaborates with parents and the local community
9. integrates health into the school's ongoing activities, curriculum and assessment standards
10. sets realistic goals built on accurate data and sound scientific evidence
11. seeks continuous improvement through ongoing monitoring and evaluation.

A Health Promoting School is one that uses a health promoting schools approach. The Health Promoting Schools Framework is one which considers the broad health needs of all school community members.

These health needs are addressed collaboratively using a combination of strategies linked to the three interrelated components of:

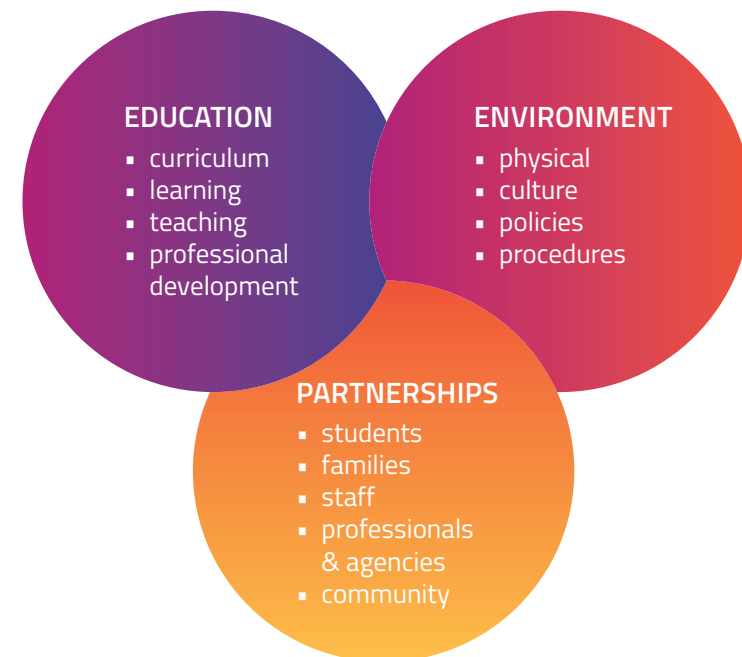
- curriculum, teaching and learning
- school organisation, ethos and environment
- partnerships and services

to make up the Health Promoting Schools Framework.

The **education** considers the formal content of teaching and learning approaches, key issues, the developmental and sequential nature of the program, and resources.

The school **ethos and environment** considers the school policy and philosophical support for the health curriculum, approaches to health and wellbeing, school community relationships and the school's physical environment e.g. school grounds, canteen amenities.

School **partnerships** includes family consultation and involvement, community based programs and the development of strong



# WHAT DOES A HEALTH PROMOTING SCHOOL LOOK LIKE?

## WHY BECOME A HEALTH PROMOTING SCHOOL?

Young people today grow up in an environment that increasingly encourages negative risk-taking behaviour through negative role models, peer influence, ambiguous role expectations and media influence amongst other factors. Young people develop these risk behaviours in varying degrees which may impede their educational progress. For young people, education and health are inextricably connected; therefore efforts to improve school performance also need to include improving the health status of children and adolescents.

The most serious and threatening health problems in society today relate primarily to personal decision-making and lifestyle. The behaviours and lifestyles that lead to these preventable health problems are almost always developed and/or sustained during the early years of life, especially school years.

The school is uniquely placed to respond to students' basic need for health education. After the home, the school has the greatest capacity to intervene to benefit each student. Research indicates that healthier students are better learners. Intervention strategies within the school are effective in reducing a number of risk behaviours as well as reinforcing and maintaining positive health behaviours for most students.

For more information go to [www.wahpsa.org.au](http://www.wahpsa.org.au)



# HEALTH PROMOTING SCHOOLS FRAMEWORK

## POSSIBILITIES FOR SCHOOLS IN RELATIONSHIPS AND SEXUALITY EDUCATION

### EDUCATION

- Model interactive attitudes and values strategies for collaborative learning and for staff
- Plan whole school subject focus
- Photographic display highlighting positive relationships and youth
- Reports from health studies students at assemblies
- Network with neighbouring schools
- Make use of SHQ library for resources
- Presentation by students on sexual health information for student and parent information
- Panel discussion organised by students
- Utilise positive peer role models
- Integrate across curriculum
- Staff notice board for health education strategies, resources and information
- Increase funding for health committee/resources/PD
- Timetable changes – increases for health education
- Show links between religious education and relationships education
- Inventory of health resources within school and promotion of available resources.

### ENVIRONMENT

- Professional development for staff
- Set up a health 'hang out' room – displaying health messages
- Collaborative health policies with district high school and feeder schools
- Parent and student health quiz
- Critical incident plans
- Healthy news snippets in newsletter or school website
- Personalised directory of services as relevant for each local area
- School based health budget.

### PARENT & COMMUNITY

- Stall at fetes/festivals providing 'show bags' with information about various health issues including relationships, STIs, HIV, BBVs, safer sex and support agencies
- Building healthy relationships camp funded by community organisations
- Health conference for students making use of outside agencies/presenters
- Model some of strategies from the *RELATE* program at parent sessions
- Parent health information box in office – emphasis on communication with your child
- 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 (See list of websites in Appendix).

# GUIDELINES FOR GUEST SPEAKERS

Enlisting the help of others within the community can benefit and value-add to your school/classroom program. However, before inviting a guest speaker to your school ensure that you know exactly what you want to gain by having the guest speaker. Regardless of the topic being addressed, a 'one off' isolated school presentation can have little impact on a student's health behaviour. To help assess whether a guest speaker is relevant for your program consider the following points.

## Have the following questions been considered?

- What is the purpose of the presentation?
- What will have occurred in the curriculum in terms of respectful relationships and sexuality education prior to this session?
- Have the learning outcomes of the proposed session been clearly outlined?
- Will the presenter enhance rather than replace the role of the class teacher?
- How will the presenter be briefed on the health program into which this respectful relationships presentation fits?
- How will parents be informed of the presentation?
- Is there an information session available for parents?
- Will the presentation be part of an ongoing respectful relationships and sexuality education program?
- Are the materials and information appropriate to the developmental level of the students?
- Which staff will preview the resources before being used with students?
- Do the resources reflect current best practice relationships and sexuality education?
- Do the resources reflect the philosophy of your school?
- What follow up will be done with the students and by whom?
- What school staff will be present during the session?
- Have there been any recent incidents in the school that have sparked the interest for having a guest speaker? How will this impact on the student/s involved?
- Are there any students/staff that may be affected by the content being covered by the guest speaker? What precautions will you take?

# SEX AND THE LAW IN WA

Laws are designed to protect young people from harm and abuse. Laws differ in each state/territory.



- ✓ Have sex if both partners consent and are 16 or over
  - Consent means you are:
    - » **Ready** – you must be 16 or over and feel emotionally and physically ready within yourself
    - » **Willing** – you get to choose who you have sex with and what sexual acts you are comfortable with. You must do so freely and without being forced or tricked
    - » **Able** – you must be able to understand what you are agreeing to (i.e. not be mentally impaired, ill, unconscious, drunk, drugged or asleep)
- ✓ Change your mind about sexual activity at ANY time
- ✓ Say 'yes' to some sexual activities and 'no' to others
- ✓ Ask that condoms are used during sexual activity
- ✓ Refuse to take/send sexual images of yourself
- ✓ Not be discriminated against because of your sexual preference or gender identity.



- ✗ Touch someone in a sexual way or have sex with someone without their consent
- ✗ Continue sexual activities with someone who has changed their mind (i.e. withdrawn consent)
- ✗ Force, trick, threaten or coerce someone into sexual activity
- ✗ Touch someone in a sexual way or have sex with someone who is drunk, drugged or asleep (they CANNOT give CONSENT)
- ✗ Have sex with someone if they are under 16
- ✗ Have sex with someone under 18 if you are in a position of authority (e.g. youth worker, coach, teacher, doctor, etc.)
- ✗ Have sex with a member of your family
- ✗ Take, send, receive or forward sexually explicit images of someone under the age of 18\*
  - The law still applies if the young people are in a relationship and consent to taking/receiving the pictures/texts
  - Charges can be made and young people can be put on the child sex offender register which can affect travel/job opportunities for life.

\*For further information see: [http://www.lawstuff.org.au/wa\\_law/topics/](http://www.lawstuff.org.au/wa_law/topics/)

# Sexuality and gender based bullying in schools

## An equal opportunity fact sheet for staff

### What is sexuality and gender based bullying?

Everyone knows about bullying in schools. But what if the bullying behaviour is sexual in nature?

All schools have a duty of care to their students and bullying should not be tolerated.

**“Everyone has the right to be educated in a safe environment free from discrimination, harassment and bullying.”**

**WA Equal Opportunity Commissioner Yvonne Henderson.**

But does this zero tolerance extend to bullying behaviour that is sexual in nature, and does it apply to sexuality and gender diverse students at your school?

Sexuality and gender based bullying can be similar to sexual harassment or sexual orientation discrimination.

It can be suggestive comments or jokes, insults or taunts, pictures, emails or texts sent by the bully and intrusive questions about a student's private life.

It can even be use of language such as another student saying, “that’s so gay”.

### Is it against the law?

Yes, sexuality and gender based bullying can be against the law.

If the bullying behaviour is sexual in nature it can be sexual harassment.

Just as it can be sexual orientation discrimination if a student has been treated less favourably by staff or students because of their sexuality or their presumed sexuality.

If a student feels they have been harassed or discriminated against they can lodge a complaint to the EOC or the Australian Human Rights Commission,

which can be a drain on emotions, time and resources for everyone involved.

Staff need to be aware of their behaviour and attitudes and the behaviour and attitudes of their students to prevent this kind of bullying from existing in schools.

**“When so many people tell you how disgusting you are, you start to feel disgusting and at many times in my life, I know I have wanted to turn my back on the person looking at me in the mirror.” Aiden, 18.**

### What is my responsibility under the Act as a staff member?

As a staff member you need to be aware of the harassment and discrimination laws that apply to you, your students and your school.

**Equal opportunity education and training for staff members is an important part of this process.**

The EOC Education and

Training section offers state-wide training for staff and students about discrimination and harassment under the *Equal Opportunity Act 1984*.

It is also important for staff to educate students about discrimination and bullying so that all students treat each other fairly.



**“My teachers’ silence gave the homophobes the okay,” Stephen**



## What can I do?

### Teach everyone

Whether you are teaching about abstinence or safe sex, make it clear your message applies to gender and sexuality diverse students.

### Challenge comments and jokes

Don't laugh at homophobic or transphobic jokes as by doing this you may be seen as encouraging unlawful behaviour.

Consider publicly challenging a comment to signal a caring attitude and zero tolerance to bullying. If publicly challenging students is against your school policy, perhaps

privately challenge a comment or introduce a class activity later discussing racist, sexist, homophobic and transphobic terms and stereotypes and the effects they have on people in the community.

### Be a safe school

Sexually and gender diverse students often do not have support at home like other minority students and because of this they can be extremely vulnerable. They need to know there is an adult in the school who is safe to approach and they can trust. Aim to create a safe classroom environment respectful of difference.

## Myth Busting!

**MYTH:** Homosexuality can be changed

**FACT:** Psychologists agree that trying to change a person's sexuality is harmful. People cannot be 'cured' from being gay just as they cannot be 'recruited' to be gay, lesbian, bisexual or heterosexual.

**MYTH:** Gay men & lesbians don't have long-term relationships.

**FACT:** Gay, lesbian and bisexual people can be in long term relationships, be a member of a loving family and a part of the wider community.

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**FACT:** The point is they have! Sexuality is a range between exclusively gay and exclusively heterosexual, and many people are naturally in between. Being bisexual doesn't mean you cannot be

in a committed relationship with one person either!

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**FACT:** Lesbians and gay men have the same range of gender expression as heterosexual people

### Glossary of Terms

**gender** - The sense of self associated with cultural definitions of masculinity and femininity.

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**diversity** - State of being diverse or different. **sexual orientation** - A person's sexual identity in relation to the gender to which they are attracted. **trans** - An umbrella term including transsexual and transgender.

**transgender** - A term used to describe a broad

range of gender identities and/or behaviours. This

usually includes all trans people, but some transsexual or other gender diverse people prefer not to use this term.

**transsexual** - A person who lives as the opposite sex to the one assigned at birth and who may choose to undergo hormone therapy or surgery.

**intersex** - A person born with reproductive organs, genitalia, hormones and/or sex chromosomes that are not exclusively male or female.

#### Disclaimer:

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### EQUAL OPPORTUNITY COMMISSION

ADDRESS: LEVEL 2, 141 ST GEORGE'S TERRACE PERTH WA 6000

TELEPHONE: 08 9216 3900 FREECALL: 1800 198 149

WEBSITE: [www.eoc.wa.gov.au](http://www.eoc.wa.gov.au)



# Sexuality and gender based bullying in schools

## An equal opportunity fact sheet for students

### What is sexuality and gender based bullying?

Sexuality and gender based bullying can be similar to sexual harassment or sexual orientation discrimination. It can be suggestive comments or jokes, insults or

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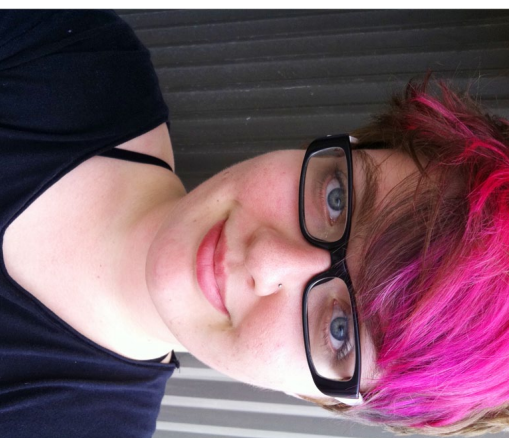
Yes, often it is!

If the bullying behaviour is sexual in nature it may be sexual harassment.

Just as it may be sexual orientation discrimination if someone has been treated less favourably by staff or other students because of their sexuality or their perceived sexuality.

If you feel that you or someone you know has been harassed or discriminated against you should talk to a staff member you can trust.

If this doesn't work, you or the person being bullied can lodge a complaint with the EOC or the Australian Human Rights Commission.



**"It can be really hard to be out at school. When my girlfriend and I were bullied, it helped to talk about it with my mum and teachers." Alex**

### Where can I go for help?

#### Your school

**Approach a staff member you can trust**

#### Freedom Centre

[www.Freedom.org.au](http://www.Freedom.org.au)

[info@freedom.org.au](mailto:info@freedom.org.au)

PH:(08)9228 0354

AIDS Council PH:(08)9482 0000

#### Equal Opportunity Commission

[www.eoc.wa.gov.au](http://www.eoc.wa.gov.au)

[eoc@eoc.wa.gov.au](mailto:eoc@eoc.wa.gov.au)

PH:(08)9216 3900

TTY:(08)9216 3936 / Toll Free:1 800 198 149

#### Australian Human Rights Commission

[www.hreoc.gov.au](http://www.hreoc.gov.au)

[complaintsinfo@humanrights.gov.au](mailto:complaintsinfo@humanrights.gov.au)

Telephone: (02) 9284 9600

Complaints Infoline: 1300 656 419

**Parents, Family & Friends of Lesbians & Gays (PFLAG)**

[pflagwa@hotmail.com](mailto:pflagwa@hotmail.com)

Helpline (08)9228 1005

#### WA Gender Project

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**FACT:** Lesbians and gay men have the same range of gender expression as heterosexual people



**"Be proud of who you are!" Claire**



**"My teachers' silence gave the homophobes the okay." Stephen**

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# Sexuality and gender based bullying in schools

## An equal opportunity fact sheet for parents/care givers

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Everyone knows about bullying in schools. But what if the bullying behaviour is sexual in nature?

All schools have a duty of care to their students and bullying is not tolerated.

But does this zero tolerance extend to bullying behaviour that is sexual in nature, and does it apply to sexuality and gender diverse students at your child's school?

Sexuality and gender based bullying can be similar to sexual harassment or sexual orientation discrimination.

It can be suggestive comments or jokes, insults or taunts, pictures, emails or texts sent by the bully and intrusive questions about a student's private life.

It can even be use of language such as another student saying, "that's so gay".

### Is it against the law?

Yes sexuality and gender based bullying can be against the law.

If the bullying behaviour is sexual in nature it can be sexual harassment.

Just as it can be sexual orientation discrimination if a student has been treated less favourably by staff or students because of their sexuality, their perceived sexuality or the sexuality of their family or friends.



**"It can be really hard to be out at school. When my girlfriend and I were bullied, it helped to talk about it with my mum and teachers."** Alex

### What can I do about it?

#### Speak to a school staff member

Every school has an anti-bullying policy and procedure that may include gender and sexuality diverse bullying, so make sure you ask the principal or staff about the school's complaint procedure, this way you can bring the bullying behaviour to the attention of the school which has the responsibility to make sure the behaviour doesn't continue.

**"As a parent of a lovely daughter who is also in a committed lesbian relationship I know just how special that relationship is to my daughter and myself. I would urge all parents to support their gay children."**

**John Wilson**

#### Lodge a complaint with the EOC

If your child or you feel you have been harassed or discriminated against you can lodge a complaint to the EOC or the Australian Human Rights Commission.

**"Everyone has the right to be educated in a safe environment free from discrimination, harassment and bullying."**

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## Where can I go for help?

**The staff at your child's school**

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**transgender** - A term used to describe a broad

range of gender identities and/or behaviours. This

usually includes all trans people, but some transsexual or other gender diverse people prefer not to use this term.

**transsexual** - A person who lives as the opposite sex to the one assigned at birth and who may choose to undergo hormone therapy or surgery.

**intersex** - A person born with reproductive organs, genitalia, hormones and/or sex chromosomes that are not exclusively male or female.

**Disclaimer:**

The material on this fact sheet is not intended to be legal advice. The Commissioner expressly disclaims any liability in respect to anything done or not done to any person in reliance upon any of the contents of this publication.

## EQUAL OPPORTUNITY COMMISSION

**ADDRESS:** LEVEL 2, 141 ST GEORGE'S TERRACE PERTH WA 6000

**TELEPHONE:** 08 9216 3900 **FREECALL:** 1800 198 149

**WEBSITE:** [www.eoc.wa.gov.au](http://www.eoc.wa.gov.au)

# Age of consent & sexual behaviour



## What is the age of consent?

The age of consent is the age at which a person is considered legally competent to agree to sexual activity with another person. In Western Australia the age of consent is 16 years for both males and females.

Anyone under the age of 16 is said to be a child who cannot consent to sex or sexual behaviour, even if they agree.

## So does this mean I can have sex with whomever I want once I turn 16?

As long as the sex is consensual and the other party is also aged 16 years or over it is not against the law, although there are some exceptions:

- It is an offence for someone in a position of authority over a young person to have sex or engage in any sexual behaviour with that young person unless the young person is over 18 years of age. Persons in a position of authority include but are not limited to police officers, teachers, spiritual advisers, health professionals, youth workers and guardians.
- If the person is mentally impaired they may not be able to give consent, regardless of his/her age.
- If the person is a lineal relative, step-parent or step-child it is illegal to have sex with that person.

In addition to the laws governing sexual consent, there may also be moral, emotional, cultural and religious factors to consider, as well as the risk of sexually transmitted diseases and infections, pregnancy, loss of reputation and self-respect.

## What if my girlfriend or boyfriend is not 16 yet?

It is a very serious offence to engage in sexual activity with anyone under 16 years of age, even if you are in a relationship and they agree, as the law says that they cannot consent.

It is still illegal if you are both under 16 years of age. In this case, you could both be charged.



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**Important:** This general information is not the same as legal advice. You should speak with a lawyer about your situation.

Youth legal service.

First Floor 138 Murray St Perth WA 6000  
yis@youthlegalserviceinc.com.au  
youthlegalserviceinc.com.au

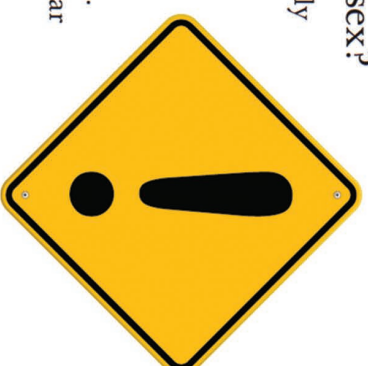
Phone 08 9202 1688  
Regional 1800 199 006  
Fax 08 9202 1699



## How do I know if another person is consenting to have sex?

Firstly, you must be certain that the person is aged 16 years or over and mentally capable of consenting. Secondly, you must be sure that the person consents to engage in sexual behaviour freely and voluntarily.

It is illegal to sexually penetrate anyone without their consent, no matter what age they are. If force, threats, intimidation, deceit, fraud or tricks are used to engage in sexual behaviour with another person, this is not consensual. The safest way to gauge the other person's consent is to ask and to receive a clear and unhesitant "Yes".



Consent can be withdrawn at any time. If this happens to you, you must cease the act immediately to avoid committing an offence.

## Can I have sex with someone when they are 'out of it'?

If a person fails to offer any physical or verbal resistance to your sexual advances, this does not necessarily mean that the person consents. If you engage in sexual behaviour with someone who is so drunk or stoned that they do not know what is going on, this is not consensual.

## Is there any harm in having a feel?

It is an offence to touch a female on the breast or a male or female between the legs, or in some cases on the bottom, or to get them to touch you in any of these places if the other person does not agree to it or is under 16 years of age.

## More information

Sexual Assault Resource Centre: Visit [www.kemh.health.wa.gov.au/services/sarc](http://www.kemh.health.wa.gov.au/services/sarc).

WA Police: Visit [www.police.wa.gov.au](http://www.police.wa.gov.au), click on Your safety and then Sexual assault.

Law Stuff: Visit [www.lawstuff.org.au/wa-law/topics/sex/article](http://www.lawstuff.org.au/wa-law/topics/sex/article).

Check out the Youth Legal Service fact sheet: "Consequences for sex offences".

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# LINKS FOR PARENT NEWSLETTERS

*Beyond Blue* aims to empower young people 12-25, their friends and those who care for them to respond to anxiety and depression.

<https://www.beyondblue.org.au/>

*Get the facts* is a WA Government website offering advice and information on relationships and safer sex.

<https://www.getthefacts.health.wa.gov.au/relationships/parents>

*Headspace* is the National Youth Mental Health Foundation, providing early intervention mental health services to 12-25 year olds. It can be hard as a parent to know the difference between normal behaviour, such as moodiness, irritability and withdrawal, and an emerging mental health problem. These resources are designed to help families.

<https://headspace.org.au/friends-and-family/>

*Kids Helpline*: Confidential counselling for parents in each state of Australia to help build confidence, express emotions of parenting and grow a stronger family.

<https://kidshelpline.com.au/parents>

*Office of the eSafety Commissioner* offers resources for parents for helping to keep their children safe online.

<https://esafety.gov.au/education-resources/iparent>

*Raising children network*. This Australian parenting website contains resources to help parents of teens make informed choices on a range of topics, including teen depression, cyberbullying, social media, handling disrespectful or risky behaviour, puberty, autonomy and independence.

<http://raisingchildren.net.au/teens/teens.html>

*ReachOut.com* provides practical tools and support to help young people get through everything from everyday issues to tough times.

<http://au.reachout.com/>

*Relationships, sex and other stuff* is a free booklet produced by WA Department of Health.

[http://www.health.wa.gov.au/docreg/Education/Population/Youth\\_Health/HP010369\\_relationships\\_sex\\_and\\_other\\_stuff\\_booklet.pdf](http://www.health.wa.gov.au/docreg/Education/Population/Youth_Health/HP010369_relationships_sex_and_other_stuff_booklet.pdf)

*SARC* offers young people resources for dealing with sexual assault and sexual abuse. There is information about online risks, sexting, partying and consent, and going to SARC.

<http://kemh.health.wa.gov.au/services/sarc/yp.htm>

*Sexual Health Helpline* is a free and confidential service that covers all aspects of sexual and reproductive health for men and women.

<http://shq.org.au/services/sexual-health-helpline/>

*SHQ* offers specialist services in sexual and reproductive health – free counselling for under 25's, STI testing, contraception, unplanned pregnancy support, etc.

<http://shq.org.au/>

*SHQ* has position and discussion papers about school based relationships and sexuality education.

<http://www.shq.org.au/files/2015/03/Position-Statement-School-based-Relationships-and-Sexuality-Education.pdf>

<http://www.shq.org.au/files/2015/03/Position-Statement-SHFPA-SRHWA-Comprehensive-Relationships-and-Sexuality-Education-in-Schools.pdf>

[http://www.shq.org.au/files/2015/03/Position-Statement\\_Youth-Issues.pdf](http://www.shq.org.au/files/2015/03/Position-Statement_Youth-Issues.pdf)

*Somazone* provides an anonymous question and answer service, topical fact sheets and a searchable directory of Australian youth services.

<https://youthpoint.com.au/somazone-youth-website/>

*Talk soon. Talk often. A guide for parents talking to their kids about sex.*

[http://healthywa.wa.gov.au/Articles/S\\_T/Talk-soon-Talk-often](http://healthywa.wa.gov.au/Articles/S_T/Talk-soon-Talk-often)

*The Line* provides articles for parents on how to talk to kids about topics such as consent, gender stereotypes, sexting, etc.

<http://www.theline.org.au/parents>

*ThinkUKnow* is a free cyber safety program for parents, carers and teachers.

<https://www.thinkuknow.org.au/>

# WEBSITES

**N.B. It is essential that teachers review these websites and are aware of the content before referring students to them.**

## **Department of Health WA**

Download GDHR resources and other relevant WA sexuality education resources.  
[www.gdhr.wa.gov.au](http://www.gdhr.wa.gov.au)

## **Department of Education and Early Childhood Development Victoria**

<http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/physed/Pages/teachprog.aspx> Sexuality education resources including *Talking sexual health*, *Catching on early* and *Catching on later*.

## **Department of Health WA**

[http://www.health.wa.gov.au/publications/subject\\_index/a-z\\_index.cfm](http://www.health.wa.gov.au/publications/subject_index/a-z_index.cfm)

<http://dohquickmail.com.au/>

Resource order form WA Health Department – variety of free resources. Can order multiple copies.

## **Get the facts**

<http://www.getthefacts.health.wa.gov.au/>

This site (by the Department of Health WA) gives young people advice and accurate information on relationships and safer sex. Read information pages, check out the animations, have questions answered confidentially by a health professional and listen to true stories.

## **Issues in society**

<http://www.spinneypress.com.au>

A unique and invaluable series of books for those who need up-to-date information on contemporary social issues. Each book in the series is a thoroughly researched compilation of the latest news, facts, opinions and statistics featuring a specific social issue.

## **Love: the good, the bad and the ugly**

<http://lovegoodbadugly.com/>

This website gives information and advice from the personal relationship experiences of other young people who have been there... people who have experienced 'the good, the bad and the ugly'. Supported by Domestic Violence Resource Centre Victoria (DVRCV) in Melbourne, Victoria.

## **NeedHelpNow**

<https://needhelpnow.ca/app/en/>

If you (or a friend, peer or sibling) have been negatively impacted by a sexual picture/video being shared by peers this site can help. The NeedHelpNow website is designed by Canadian Centre for Child Protection (Inc) to provide youth (13 to 17 years old) with practical steps to regain control over the situation. This includes information about contacting websites/online services to request a picture/video be removed, dealing with peers who may have seen or be sharing the content, the importance of emotional support and information on certain criminal offences. The site also provides resources for parents and safe adults who are assisting youth involved in these types of instances.

## **Our Watch (End Violence against Women and Their Children)**

<https://www.ourwatch.org.au/>

Our Watch has been established to drive nationwide change in the culture, behaviours and power imbalances that lead to violence against women and their children. It provides research, ideas and resources for working in Respectful Relationships Education in schools.

## **R U Legal**

<https://www.legalaid.wa.gov.au/LegalResources/Pages/RULegal.aspx>

Created by Legal Aid WA, this website offers a set of online, interactive legal education resources ideal for staff professional development. The resources focus on key areas that may affect young people, such as texting.



# WEBSITES

## **SARC (Sexual Assault Resource Centre)**

<http://kemh.health.wa.gov.au/services/sarc/>

Information, video clips, quizzes, fact sheets and more about online risks, sexting, partying and consent, going to SARC and emergency telephone contacts.

## **SHQ (Sexual Health Quarters)**

[www.shq.org.au](http://www.shq.org.au)

This site provides information and resources through the Resource Centre, education and training, clinical and counselling services.

## **Sex and ethics: Young people and ethical sex Pack (2 books) Professor Moira Carmody**

<http://www.sexandethics.net>

This pack focuses on showing how the challenges faced by young people negotiating their sexual lives can be addressed.

## **Somazone**

<https://youthpoint.com.au/somazone-youth-website/>

A safe space for young people to ask questions, share stories and get help for mental health issues, sexual health, relationships, abuse, body image, and drug use. Somazone aims to empower young people to address their physical, emotional and social health needs in a way that is relevant and non-judgemental, by providing free and anonymous access to reliable health information. Somazone is made by young people for young people, and managed by the Australian Drug Foundation.

## **St Luke's Innovative Resources**

<https://innovativeresources.org/>

A wide range of different types of resources for use with groups or individuals including Strengths cards, Bear cards, Everyday goddess cards, Girltopia cards and much more.

## **The Line**

<https://www.theline.org.au/>

Most people are pretty united about what it takes to create happy and healthy relationships. While everyone agrees that violence in a relationship is crossing the line, sometimes the line can be blurry. Explore the site and Facebook page and find a whole heap of stuff that will help you decide what is respect and what is crossing the line.

## **ThinkUKnow**

<http://www.thinkuknow.org.au/>

ThinkUKnow Youth site for 11 to 17 year olds. One of the goals of ThinkUKnow Australia is to promote a dialogue between parents, carers and teachers and the young people in their care. Discussing the information provided in this website will help young people to stay in control whilst using the Internet and other technologies.

## **Youth Legal Service**

<http://youthlegalserviceinc.com.au/fact-sheets/>

Fact sheets for WA audiences on a variety of general legal information including sexting, consent and relationships.

## **TEACHER BACKGROUND NOTES**

### **Why 'sex ed' matters**

<http://sexeducationforum.wordpress.com/2012/10/>

### **Sex and consent**

<https://www.legalaid.wa.gov.au/InformationAboutTheLaw/treatment/Pages/Rightsforyoungpeople.aspx#whenamioldenoughtohavesex>

# GLOSSARY

<b>Accomplice</b>	A person or people who support or encourage violence (2).
<b>Advocacy</b>	The process of arguing in support of a cause or position or speaking out and acting on behalf of yourself or another to ensure that your or others' interests are taken into account.
<b>Assertiveness (assertive behaviour)</b>	Communicating an individual's needs or wishes in a confident and direct manner, while maintaining a level of respect for all involved.
<b>Attitude</b>	The way in which an individual thinks or feels about another individual, object or situation. Often reflected in an individual's behaviour.
<b>Belief</b>	Acceptance that something is true even if there is no proof.
<b>Bystander behaviour</b>	Conduct displayed by individuals who are present but not directly involved in an incident or event.
<b>Bisexual</b>	A person who is emotionally and romantically attracted to multiple genders. (4)
<b>Bullying</b>	When a person or a group of people repeatedly hurts or make someone feel bad. These people are called bullies. In general, bullies hurt someone whom they judge to be weaker or different. Bullying often involves repeated name-calling; frightening; damaging or taking away possessions; causing harm and falsely blaming someone for things going wrong. Bullying is a form of violence.
<b>Change</b>	External conditions or situations that become different, e.g. stages in a young person's life, including puberty and adolescence; moving from primary school to secondary school on a different site; moving between different cultures defined by different behavioural expectations.
<b>Communities</b>	Groups of people who may share certain characteristics. These include beliefs, needs, living or work environment, and identity. Various kinds of communities exist. As members of a community, people have both rights and responsibilities for how they treat each other.
<b>Contingency plans</b>	A set of actions designed to deal with, or respond to, changing situations or emergencies.
<b>Coping skills</b>	Ways in which people manage and adapt in order to reduce stress or deal with difficult situations as they occur.
<b>Critical inquiry approach</b>	To question the social, cultural and political factors that influence health and wellbeing. This involves critical analysis and critical evaluation of health and physical activity knowledge to make informed judgements and take appropriate individual and collective action. Students explore matters such as inclusiveness, power inequalities, assumptions, diversity and social justice and develop strategies to improve their own and others health and wellbeing.
<b>Cultural diversity</b>	The existence of a variety of cultural or ethnic groups within a society, including differences in race, ethnicity, language, nationality and religion.

<b>Cultural identity</b>	The feeling of belonging to nationality, ethnicity, religion, social class, generation, locality and any kind of social group that has its own distinct culture.
<b>Cultural influence</b>	Historical, geographical and familial factors that affect an individual's ideas, beliefs, values, and knowledge based on that person's nationality, ethnicity, religion, social class, generation, locality and any kind of social group
<b>Cyber bullying</b>	<p>Cyber bullying occurs when the internet, email or mobile phones are used to deliberately and repeatedly engage in hostile behaviour to harm or upset someone. Cyber bullying can result in those involved experiencing social, psychological and academic difficulties.</p> <p>Cyber bullying behaviours include:</p> <ul style="list-style-type: none"> <li>▪ sending abusive texts or emails</li> <li>▪ posting unkind messages or inappropriate images on social networking sites</li> <li>▪ tagging unflattering, private or offensive images with a person's name to discredit or hurt them</li> <li>▪ impersonating others online</li> <li>▪ excluding others online.</li> </ul>
<b>Digital reputation</b>	Digital reputation, like any other form of reputation, refers to the generalised view others take of a person's identity. The digital component refers to the evidence of a person's interactions. Comments and behaviours online and how this combines to form a whole impression of an individual. A digital reputation is as real, lasting and important as an individual's general reputation. It affects a person's image and how their identity and beliefs are understood.
<b>Dimensions of health</b>	Variables that influence an individual's level of overall health. Frequently referred to as physical, social, emotional, mental and spiritual dimensions.
<b>Discrimination</b>	<p>The unjust or prejudicial treatment of an individual or group of individuals. Often with regard to, e.g. race, gender, homophobia, transphobia.</p> <p>Discrimination is the exclusion or unfair treatment of one particular person or group of people based on different traits such as sex, gender, religion, nationality, ethnicity (culture), 'race', or other personal characteristics. People who experience discrimination are prevented from enjoying the same rights and opportunities as other people. Discriminating goes against a basic principle of human rights that all people are equal in dignity and entitled to the same fundamental rights. (2)</p>
<b>Dispositions</b>	Enduring habits of mind and actions, tendencies to respond in characteristic ways to situations, for example maintaining an optimistic outlook, being willing to persevere with challenges, actively engaging in regular physical activity.
<b>Diversity</b>	State of being diverse or different. (1)
<b>Drug</b>	Any substance (excluding food, water and oxygen) that, when taken into the body, alters its function physically or psychologically.

<b>Emotional health</b>	The ability to recognise, understand and effectively manage emotions and use this knowledge when thinking, feelings and acting.
<b>Empathy</b>	The ability to identify with, or experience, the thoughts, feelings or attitudes of another individual.
<b>Ethical behaviour</b>	The way in which an individual behaves that demonstrates honesty, fairness and equity, and respects the diversity and rights of others.
<b>Gay</b>	A person who is primarily attracted to and/or has sex with someone of the same gender. Commonly used for men, some women also use this term.
<b>Gender</b>	<p>Those characteristics of women and men that are socially constructed. It is complex and involves a number of components, including biological sex, i.e. male or female; gender identity, i.e. the psychological sense of being male or female; and social sex role, i.e. adherence to cultural norms of feminine and masculine behaviour.</p> <p>The attitudes, beliefs and behavior identified with being male or female. Not everyone fits into male or female gender; there is a continuum of variation, just as there are many different kinds of families.</p> <p>Gender comes from family, culture and society, is different in different groups and perceptions change over time. Gender is a deep part of who we are, how we see ourselves, how we behave and how we relate to other people. Generally, we are not consciously aware of this.</p> <p>Attitudes to gender start early, shape relationships throughout life. From birth, children continuously absorb and learn from us about our beliefs and attitudes about being male or female. This is part of them as they grow up. (5)</p>
<b>Gender diverse</b>	<p>Refers to all people who fall outside the typical range of masculinity or femininity with regard to gender identity and/or physical sex characteristics. These individuals include many different groups, such as transsexual, transgender, androgynous, people without sex and gender identity, and cross-dressers.</p> <p>A broad term that can refer to all forms of gender identity and gender expression and includes people who may identify as for example trans, transgender, genderqueer or gender questioning. It refers to people whose gender expression or identity differs from the gender identity associated with the sex assigned them at birth or society's expectations. The person may identify as neither male nor female, or as both. (4)</p>
<b>Gender equality</b>	The equal valuing by society of all people regardless of gender, and equal conditions for realising full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. (2)
<b>Gender expression</b>	How a person communicates one's gender to others including clothing, hairstyle, voice, behaviour and the use of pronouns. (2)

<b>Gender identity</b>	<p>How a person identifies as being a man, woman, neither or both, or a combination, which may or may not correspond to the sex assigned to them at birth. Unlike gender expression, gender identity is not visible to others. (2)</p> <p>Gender identity refers to a person's sense of being masculine or feminine, or both or neither. Gender identity does not necessarily relate to the sex a person is assigned at birth. Rather, a person's gender expression is made up of the outwards signs they present to the world around them. This could include their choice of name and preferred pronoun (which may include using no pronoun), their style of dress and appearance, and/or their mannerisms. (4)</p> <p>Where possible, avoid using gendered terms. For example, use words like 'workforce' instead of 'manpower', and 'police officer' instead of 'policeman'. Phrases like 'ladies and gentlemen' or 'boys and girls' should be avoided. (4)</p>
<b>Harm minimisation</b>	A strategy that aims to lower the risks and harmful consequences associated with drug use and other high-risk behaviours, rather than simply promoting abstinence.
<b>Health literacy</b>	The ability to selectively access and critically analyse information, navigate community services and resources, and take action to promote personal health and the health of others.
<b>Health messages</b>	Any message or advertising related to the health and wellbeing of people. These can be in the form of TV or magazine advertisements, media articles, product labelling, or portrayal of 'healthy' choices in the media.
<b>Help-seeking</b>	Help-seeking involves communicating with other people to obtain help in terms of understanding, advice, and general support in response to a problem or distressing experience. Help-seeking relies on other people and is therefore often based on social relationships and interpersonal skills.
<b>Heterosexism</b>	Views or behaviours that assume everyone is, or should be, heterosexual and that other types of sexuality or gender identity are unnatural or not as good as being heterosexual. People with differences in their physical sex characteristics may experience heterosexism too. This may include elements of discrimination based on limited ideas about what is 'normal' and 'not normal'. (4)
<b>Holistic health</b>	A field of alternative medicine in which the body, mind and spirit, or the physical emotional/mental and spiritual aspects of the 'whole person' are the focus, not just the condition.
<b>Homophobia</b>	The fear or intolerance of people who identify as lesbian, gay, bisexual or same sex attracted, usually linked with hostility, verbal and physical abuse, or discrimination. Homophobia also includes institutional and cultural bias and structural inequality. (4)
<b>Human rights</b>	The basic protection and entitlements due to every human being. These rights are inalienable. That is, they cannot be taken away from anyone. A partial list includes the rights to: food and shelter; education; health care; civic participation and expression; equal treatment before the law; and treatment with respect and dignity. People's ability to fully exercise their human rights affects virtually every aspect of their lives. Governments have responsibilities to respect, protect, and fulfill these rights. Most governments have endorsed international agreements to that effect. People, in turn, have the right to demand that governments uphold these obligations and responsibilities. People also have the right to make sure that governments fulfill these obligations.

<b>Identify</b>	The way people think of themselves, or describe themselves to others. The way that others perceive someone's appearance or behavior does not necessarily match that person's own sense of his or her identity. For example, a person can identify as a boy, Christian, and also as a student. Identity can come from belonging to a community. The way people identify themselves may change over time. ("Identity" may also refer to formal recognition of a person by the state, such as having a name, birth registration, and nationality.)
<b>Identities</b>	Individual characteristics (including ideas, feelings and attitudes towards self-worth) and capabilities of a person, or characteristics of a social group.
<b>Intersex</b>	<p>Term relating to a range of innate biological traits or variations that lie between 'male' and 'female'. An intersex person may have the biological attributes of both sexes, or lack some of the biological attributes considered necessary to be defined as one or the other sex. Intersex is always congenital and can originate from genetic, chromosomal or hormonal variations. Historically, the term 'hermaphrodite' was used.</p> <p>The term used to categorise those who are born with some unclear or mixed male and female internal and/or external anatomical sexual characteristics. An intersex person may identify as male or female or as neither. Intersex status is not about sexual orientation or gender identity. Intersex people experience the same range of sexual orientation and gender identities as non-intersex people. (2)</p>
<b>Lesbian</b>	A woman who is attracted to and/or has sex with other women. A lesbian can also be asexual, transgender, queer, etc. (2)
<b>Marginalisation</b>	The process of reducing the importance of a person or group which could lead to that person or group becoming excluded from a variety of situations, or being ignored.
<b>Men who have sex with men</b>	Men who have sex with men, regardless of whether or not they have sex with women or have a personal or social gay or bisexual identity. (2)
<b>Mental health</b>	An individual's cognitive and thinking processes, such as their capacity to think coherently, express thoughts and feelings, and respond constructively to situations.
<b>Misgendering</b>	Misgendering occurs when people are addressed using language that does not match how the person describes their own gender, identity or body. This can be avoided by using inclusive language and choosing correct pronouns such as 'he', 'she' or 'they'. (4)
<b>Online environments</b>	The connection of computers/mobile devices to one or more computer/mobile device or network, such as the Internet.
<b>Online safety</b>	A range of measures and strategies aimed at protecting people from becoming vulnerable to harmful content and malicious and illegal online activities.
<b>Persistence</b>	The ability to continue with an opinion or action despite opposition or difficulty.
<b>Prejudice</b>	<p>A preconceived opinion or feeling that is not based on prior knowledge, reason or experience.</p> <p>Unreasonable feelings, opinions, or attitudes generally formed without knowledge, thought, or reason often of a hostile nature, regarding a racial, religious or other group. (2)</p>

<b>Power</b>	Power can be positive or negative. Positive power is seen when we use the power we have within ourselves to change our surroundings for the better. Negative power can be seen when one group of people uses their cultural advantages to control another group. Gender inequality is closely linked to the unequal power between women and men. (2)
<b>Preventative health</b>	Measures which direct resources to the prevention of ill-health, the promotion of individual and community health and the reduction of health inequalities.
<b>Preventative health practices</b>	Practices intended to protect, promote or maintain health and well-being and at the same time helping to prevent disease, disability or death.
<b>Protective behaviours</b>	Behaviours which enable children to recognise situations in which their personal space and sense of safety may be compromised.
<b>Refusal skills</b>	Skills that assist children and adolescents to avoid high risk behaviours such as sexual activity, crime, drug use or violence.
<b>Reproductive health</b>	A state of physical, mental and social wellbeing in all matters relating to the reproductive system, at any stage of life.
<b>Resilience/resilient</b>	Able to deal constructively with change or challenge, allowing the person to maintain or re-establish their social and emotional wellbeing in the face of difficult events. It involves thoughts, feelings and actions.
<b>Respect</b>	A feeling of understanding and appreciation for all human beings and creatures in the world. (2)
<b>Same-sex attracted</b>	A term used to describe someone who is attracted to a person of their own sex, whether or not sexual behaviour is involved.
<b>Self-efficacy</b>	An individual's belief in their ability to succeed in reaching a specific goal or completing a task, such as maintaining healthy and active habits; acquiring a new movement skill; or meeting a personal challenge.
<b>Sense of place</b>	A physical, social, emotional and/or spiritual connection to a place which shapes personal and social identities, perspectives and interactions.
<b>Sense of self</b>	An individual's perception of their own personality and characteristics, and how they perceive their place in the world in relation to a range of others' personal characteristics, and cultural norms and expectations.
<b>Sex</b>	The biological features a person is born with that are used to determine whether they are male or female.
<b>Sexting</b>	Sexting refers to the sending of provocative or sexual photos, messages, or videos, generally using a mobile phone. It can also include posting this type of material online. While sharing sexually suggestive images or texts messages may be seen as innocent flirting or amusement for young people, sexting can have serious personal, social and legal consequences. Under current Australian law, young people may be committing a crime when taking, receiving or forwarding sexual images of themselves or friends who are minors. This applies even if all participants are willing. These acts can represent the production or distribution of child pornography.
<b>Sexual assault</b>	Any sexual behavior without consent that causes humiliation, pain, fear or intimidation. This includes unwanted kissing, touching and behavior that does not involve actual touching. (3)

<b>Sexual health</b>	A state of physical, mental and social wellbeing in relation to sexuality. It requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free from coercion, discrimination and violence.
<b>Sexual identity</b>	How individuals identify their own sexuality (usually based on sexual orientation).(2)
<b>Sexual orientation</b>	A person's sexual identity in relation to the gender to which they are attracted. (1) Emotional and sexual attraction to another person or other people who may be the opposite gender, same gender or another gender identity. (2)
<b>Sexuality</b>	A central aspect of being human throughout life. It encompasses sex; gender identities and roles; sexual orientation; pleasure, intimacy and reproduction. It is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors. The sexual knowledge, beliefs, attitudes, values and behaviours of individuals. Its dimensions include the anatomy, physiology and biochemistry of the sexual response system; sexual identity, orientation, roles and personality; and thoughts, feelings and relationships. Its expression is influenced by ethical, spiritual, cultural and moral concerns. (2)
<b>Social health</b>	Social health is concerned with how individuals interact with the people around them, social institutions and social values and norms.
<b>Social justice principles</b>	Principles that guide the rights of all people in a community which are considered in a fair and equitable manner. They may include things like access, e.g. to goods and services, equity, rights and participation.
<b>Social skills</b>	Skills used to interact with other people which can involve both verbal and non-verbal communication.
<b>Societal influences</b>	Factors that can have the capacity to have an effect upon an individual's thoughts, feelings, attitudes, or behaviours that result from interaction with another individual or group within a society.
<b>Societal norms</b>	Behaviours, values, beliefs or attitudes generally held by a society or group.
<b>Stereotypes</b>	A standard/conventional image used to categorise a number of people based on such characteristics as gender, sexuality, culture or physical appearance. A generalised and over-simplified idea about people based on one or a specific set of characteristics. Stereotypes are usually untrue and often lead to prejudice and discrimination. (2)
<b>Stigma</b>	Severe social disapproval based on an individual's personal characteristics. It may also arise when a person's beliefs or actions do not comply with social norms. For example, in some places people face stigma because of their weight, sexual behavior, religion, or health status. An opinion or judgement held by individuals or society that negatively reflects a person or group. When stigma is acted upon, the result is discrimination that may take the form of actions or omissions. (2)



<b>Strengths-based approach</b>	An approach that focuses on the capacities, competencies, values and hopes that all students, regardless of their current circumstance, will optimise their own health and that of others.
<b>Trans</b>	An umbrella term including transsexual and transgender. (1)
<b>Transgender</b>	<p>A term used to describe a broad range of gender identities and/or behaviours. This usually includes all trans people, but some transsexual or other gender diverse people prefer not to use this term. (1)</p> <p>An umbrella term for people whose gender identity or expression differs from the sex assigned at birth. Transgender identity is not dependent on medical procedures. Includes, for example, people assigned female at birth but who identify as a man (female-to-male or trans man) and people assigned male at birth but who identify as a woman (male-to-female or trans woman). (2)</p>
<b>Transsexual</b>	A person who lives as the opposite sex to the one assigned at birth and who may choose to undergo hormone therapy or surgery. (1)
<b>Transphobia</b>	<p>Fear, discomfort, intolerance or hatred of sexually diverse people.</p> <p>Prejudice or discrimination based on a person being, or perceived as being, transgender or gender diverse. Transphobia can be expressed through hostility, verbal and physical bullying or discrimination. Transphobia also includes institutional and cultural bias and structural inequality. (4)</p>
<b>Values</b>	The relative worth, merit or importance regarding what is good or bad. A person's values will often be reflected in their behaviour or decision-making processes.
<b>Wellbeing</b>	The state of being satisfied, happy and/or healthy. Relates to effective social functioning and spiritual health, and the dispositions of optimism, openness, curiosity and resilience.

All definitions are from SCSA or ACARA glossaries unless otherwise referenced.

<https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education/health-and-physical-education-overview/glossary>

<http://australian-curriculum.org/health-and-physical-education/glossary>

1. *EOC – Parent/Staff/Student handouts* <http://vivid.blob.core.windows.net/eoc-sitefinity/default-document-library/2012-teachers-fact-sheet.pdf?sfvrsn=2>
2. *Connect with respect: Preventing gender-based violence in schools* <http://unesdoc.unesco.org/images/0024/002432/243252E.pdf>
3. *Lawstuff WA* [http://www.lawstuff.org.au/wa\\_law/topics/sexual-assault-and-sexual-harassment/sexual-harassment](http://www.lawstuff.org.au/wa_law/topics/sexual-assault-and-sexual-harassment/sexual-harassment)  
*Safe Schools Coalition* <http://www.safeschoolscoalition.org/glossary.pdf>



SHQ is on Whadjuk land. We acknowledge the traditional owners of country across Western Australia.

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