Porn: The who, what, where, when, how, why and why not
Learning objective

Students use the graffiti wall strategy and the Laugh and learn to develop an understanding of what porn is, how people may come across porn, why people access porn and its possible harms. Strategies for dealing with unwanted exposure to porn are also discussed.

Take Home Messages

1. Remind students of the take home messages: Porn is NOT reality; it's a performance (often with paid actors) - it does not show real life sex and relationships. Porn can create unrealistic expectations of self and others:

   1. how they look
   2. what they do
   3. how they act
   4. how they treat each other.

   Porn is not a reliable or accurate sex educator. Pornography often does not consider or demonstrate consent, respect and safety - all essential in a respectful relationship. There are other better and more reliable ways to find out about real respectful and intimate relationships.

2. Tell students that there will be links to information for parents on the school website/newsletter so they can be more informed too.
3. Question box: Give out some small scrap pieces of paper and allow students time to write any questions they have for the question box. To ensure confidentiality, ask all students to write something on the scrap paper at the same time (even if the just draw a smiley face or scribble) and place it in the question box.
4. Remind students that Get the Facts has a completely confidential 'Ask a question' service that they may wish to use. All questions are answered by a qualified health professional within a week.

Curriculum Links

Year 9

- Factors that shape identities and adolescent health behaviours, such as the impact of: cultural beliefs and practices; family; societal norms; stereotypes and expectations; the media; body image (ACPPS089).
- Skills to deal with challenging or unsafe situations: refusal skills, initiating contingency plans; expressing thoughts, opinions, beliefs; acting assertively (ACPPS089).
- Impact of external influences on the ability of adolescents to make healthy and safe choices relating to: sexuality (ACPPS092).

Year 10

- The impact on societal and cultural influences on personal identity and health behaviour, such as: how diversity and gender are represented in the media (ACPPS089).
- Analysis of images and messages in the media related to: alcohol and other drugs; body image; relationships (ACPPS092).
- Critical health literacy skills and strategies: evaluating health services in the community; examining policies and processes for ensuring safer behaviours (ACPPS095).

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Curriculum Links

Key understandings

Porn is NOT reality; it's a performance (often with paid actors) - it does not show real life sex and relationships.

Porn can create unrealistic expectations of self and others:

- how they look
- what they do
- how they act
- how they treat each other.

Porn is not a reliable or accurate sex educator.

Pornography often does not consider or demonstrate consent, respect and safety - all essential in a respectful relationship.

There are other better and more reliable ways to find out about real respectful and intimate relationships.

Materials

- Laugh and learn video - Porn (4min 40sec)
- Graffiti wall display cars - who, what, where, when, how, why, why not (colour or B&w) - 1 set
- Sticky notes or small scraps of paper (Approximately 6-10 pieces per student)
- Access to website - eSafety Commissioner (link in instructions below)

Before You Get Started

- Preview [Laugh and Learn video - Porn](#) (4min 40sec) to determine suitability for your students.
- Be aware that some students undertaking this lesson may have viewed pornography either purposely or accidentally. Some may not be aware of what porn is at all. Emphasise that you do not want to know who has or hasn't seen porn. Be prepared for possible [disclosures](#) and know [protective interrupting](#) techniques.
- There are many definitions of pornography. The [Oxford Dictionary definition of pornography](#) (as used in this activity) is 'Printed or visual material containing the explicit description or display of sexual organs or activity, intended to stimulate sexual excitement.'
- Consider your own thoughts, opinions, attitudes and values about pornography and be aware of how they may influence the way you present this activity.
- Background professional reading:
  - [The naked truth - kids, teens, pornography and screens](#) - Dr Kirsty Goodwin (external site)
  - [Porn and the law](#) - Youth Law Australia (external site)
  - [We need a new definition of pornography - with consent at the centre](#) - ABC opinion piece (external site). New definition of porn 'Material deemed sexual, given the context that has the primary intention of sexually arousing the consumer and is produced and distributed with the consent of all persons involved).
  - [The pornography problem plaguing parents](#) (external site) - Free 75min webinar suitable for educators and parents from Dr Kirsty Goodwin.

Learning Activities

Group agreement

3 Minutes   Whole Class

Teaching tip: This lesson should only be faciliated by a teacher that knows the class very well and is aware of students background and knowledge. Extensive work developing a safe space to discuss sensitive topics and a well established group agreement is vital before facilitating this lesson. Read: Essential information - Establishing a group agreement for tips on how to create one and what to include.

1. Revise the class group agreement.

2. Remind students that throughout the lesson they can write any questions down and add them to the question box at the end of the lesson (if they do not wish to ask them during the lesson). See Essential information - Setting up a question box.

   Trigger warning

3. Say:"This lesson covers the topic of pornography which some students might find challenging. Please let me know if you need to take a break."

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

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Learning Activities

Definition

3 Minutes   Whole Class

4. Ask students:What do you understand by the term 'pornography'?Stress that you do not want to know who has or hasn't seen porn and you do not want stories. (Refer back to the group agreement.)

5. Take answers from volunteers.(Possible answers may include: videos of people having sex, sex online, pop-up ads, sexy videos on your phone. Less likely answers may include: nudes, nude magazines, etc. Young people may also list websites where porn can be accessed and/or name categories or types of porn. Teachers need to consider how this discussion will be managed and directed).

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

   Pornography has existed throughout history in the forms of cave drawings, erotic fiction, nude magazines, video tapes and DVDs. In the online era, pornography can be in the form of online videos, online images, live video cams, sexting, social media, dating apps, messaging, pop-ups,

the list goes on. Young people today generally do not consider still images or text as pornography.Whether a photograph is considered pornography is largely down to context. For example, a picture of a naked person in a magazine such as National Geographic would not typically be considered pornographic, because it is not designed to sexually arouse. A photo featuring an individual in the same stages of undress will likely be considered pornography when it is displayed in the pages of an adult magazine that is intended to elicit arousal.

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

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Learning Activities

Laugh and learn video - porn

10 Minutes   Whole Class

7. Watch Laugh and learn - porn video (4min 39sec).
8. Ask:Think about 1 piece of information that surprised you in this video.

9. Take answers from volunteers.(Possible answers may include: Didn't think that it was fantasy; hadn't thought about consent or safer sex issues before; thought it would have been more realistic; etc).

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

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Learning Activities

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

15 Minutes   Small Group

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

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

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

11. Place the 'What?' Graffiti wall display card in the centre of the floor space/wall. Provide students with small scraps of paper or sticy notes to write on.
12. Place the 'Who?' Graffiti wall display card on the floor/wall and ask students to silently and individually think about their own answers to the question.

13. After 30 seconds, invite students to write answers on sticky notes/scraps of paper and place them around the 'Who?' card. Remind students that you do not want personal stories or names of people.Answers will vary greatly depending on values and experiences. Teachers may need to address stereotypes (e.g. only guys watch porn) and values (e.g. weirdos watch porn). All sorts of people, everyone, guys, not girls, old men, horny people, teens, over 18 years, women, young people, creeps, weirdos, perverts, sex addicts.

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

    Possible answers:

    Where? Students are likely to say places such as online, on phone, pop-up ads. They are less likely to suggest nude magazines, sexting, naked sexual photos of themsleves or peers (nudes), porn DVDs, naked video cams, sex phone lines, erotic novels as porn. Some students may list porn sites - it is important to think about how you want to guide this discussion depending on the experiences of other students in the room. Discussions on whether some music videos, billboards, artwork and TV/magazine adverts could be considered porn could be included. Students may also listed places such as: in a bedroom, at a party, at a friend's house, etc.When? Students are likely to acknolwedge that it is easy to access porn anytime or accidentally. Some may acknowlege that it is something to do in private. Some students may raise the topic of age (i.e. when youare 18, you can watch R and X-rated movies are for 18+). See FAQ: Is it illegal to watch porn?How? Online, on purpose/accidentally, on your phone/computer/ipad, sex store, friends sending it to you, group chat, pop-ups, buy online, buy in shop, sign in (over 18 years). NB: It is important that these answers come from students. The aim is not to inform students of places to access porn but to make them aware that it is easy to come across porn accidentally. It is also to educate young people that some sexting and group chat messages could be considered porn.Why? Curiousity, it's funny, because they are horny, because they want to masturbate, enjoyment, to be part of a crowd, to learn about sex.Why not? It is not realistic, it can objectify and exploit women/men/all genders, often violent and aggressive, doesn't portray respectful relationships, not a good way to learn about real and respectful sexual relationshiops, etc.

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

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

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Learning Activities

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

8 Minutes   Small Group

15. Ask:If someone comes across porn that they do not want to see, what are some of the feelings they might have?(Uncomfortable, distressed, embarrassed, worried, disgusted, feel bullied, unsafe, guilty, shocked, icky, sick, have 'butterflies' in their stomach, etc).What actions can someone take if they feel this way? (Create a list as students suggest answers and make sure

to add any they have left out)
1. Press delete.
2. Be assertive and tell the person showing you that you are not interested and ask them to stop.
3. Walk away.
4. Talk about your feelings with someone you trust (e.g. trusted adult in your family, or a friend or at school, counsellor, etc).
5. Report it officially (can be anonymously).
16. Show the eSafety Commissioner home page and how to report offensive or illegal content. (The WA Police website - Internet safety also offers ways to report illegal content and abuse).

3-2-1 Reflection

Reflection: key words

6 Minutes   Whole Class

17. Say:"I am going to write 5 key words that I think came out of this lesson. I want you to consider what you think were the key ideas of this lesson and record your 5 words."
18. Write consent, fantasy, reality, relationships, education (these could be on the IWB with a cover, on sticky notes, or a piece of paper folded).

19. Ask for suggestions from students as to what your key words might be. Compare with student suggestions to see if they were able to identify the key ideas/concepts of the lesson.

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

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3-2-1 Reflection

Optional activity: Porn - what you should know

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

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

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

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

Health Promoting Schools

Background teacher note: Health promoting schools framework.

Partnerships with parents

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

Online pornography education

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

eSafety resources

The [eSafety iParent site](#) offers clear guidance for families about how to discuss [online pornography with chidlren of different ages](#) and includes conversation starters.

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

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

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

[The pornography problem plaguing parents](#) - Free 75min webinar suitable for parents from Dr Kirsty Goodwin (external site).

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Health Promoting Schools

Further professional reading

[The effects of pornography on children and young people 2017](#) - AIFS (external link)

[Parenting and pornography: findings from Australia, New Zealand and the United Kingdom: Summary report 10/12/18](#) (PDF 459KB).

Some of the key findings include:

- the risk of children's exposure to pornography was a strong concern for parents
- parents were relatively confident about their ability to see out relevant information and deal with their children's potential exposure to pornography
- only a minority of parents in Australia and New Zealand though their children had been exposed to pornography.

[Collective Shout](#) is a grassroots campaigns movement against the objectification of women and the sexualisation of girls. It is for anyone concerned about the increasing pornification of culture and the

way its messages have become entrenched in the mainstream society, presenting distorted and dishonest ideas bout women and girls, sexuality and relationships.

Sexting: To send or not to send

Learning objective

Students use the *Laugh and learn* video and a decision mapping process to explore situations where people might be asked to send a sext. Emotional, social, ethical and legal consequences of sending or not sending a sext are unpacked. WA image-based abuse laws and where to go for help are also covered.

Take Home Messages

Remind students of the take home messages:

Unwanted sexting is disrespectful, harassment and against the law.

Sharing, or threatening to share, another person's sext/nude without their consent is image-based abuse and is against the law..

There are actions that can be taken and support available if you receive an inappropriate text messages and/or pictures or if your pictures are shared without your consent.

Sending sexts/nudes can have emotional, social, ethical and legal consequences.

It is easy to lose control over who sees a sext/nude.

It is important to think about potential consequences when making decisions about sexting.

Curriculum Links

Year 8

- The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others (ACPPS074)

Year 9

- Impact of external influences on the ability of adolescents to make health and safe choices relating to: sexuality; and risk taking (ACPPS092)
- Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships, for example: investigating the Western Australian legal requirements in relation to seeking, giving, refusing and accepting the refusal of consent, and considering how these laws relate to relationships with friends, colleagues, strangers and intimate partners, in both online and offline interactions.

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Curriculum Links

Year 10

- External influences on sexuality and sexual health behaviours, including the impact decisions and actions have on their own and others' health and wellbeing (ACPPS092)

- Skills and strategies to promote respectful relationships, such as: appropriate emotional responses in a variety of situations; taking action if a relationship is not respectful; appropriate bystander behaviour in physical and online interactions [(ACCPS093)](#)
- Effects of emotional responses on relationships, such as: extreme emotions impacting on situations or relationships; the consequences of not recognising emotions in others [(ACCPS094)](#)

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Curriculum Links

Key understandings

Unwanted sexting is disrespectful, harassment and against the law.

Sharing, or threatening to share, another person's sext/nude without their consent is image-based abuse and is against the law.

There are actions that can be taken and support available if you receive an inappropriate text messages and/or pictures or if your pictures are shared without your consent.

Sending sexts/nudes can have emotional, social, ethical and legal consequences.

It is easy to lose control over who sees a sext/nude.

It is important to think about potential consequences when making decisions about sexting.

Materials

- [Laugh and learn video - sexting](#)(2 min 12 sec)
- [eSafety - image based abuse video](#) (2 min 30 sec)
- Access to [Youth Law Australia - Sexting](#) web page
- Sticky notes (or small pieces of scrap paper)
- Pens
- A large floor space or wall space to place sticky note flow chart
- Optional: PowerPoint slides - To send or not to send?
- Optional: Take home activity sheet - To send or not to send? (1 per student) - electronic or hard copy
- Optional: Posters printed from Department of Justice (link provided in Before you get started section)

Before You Get Started

- Be aware that some students undertaking this lesson may have sent or received a sext. Emphasise that you do not want to know who has or hasn't sent or received a sext.
- [Protective interrupting](#) - Teachers need to know and understand how to use this technique to prevent students form potentially disclosing sensitive information or abuse in front of other students.
- [Dealing with disclosures](#) - Teachers must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- [Exploring my own values](#) - Consider your own thoughts, feelings, attitudes and values on this topic and be aware of how they may influence the way you present this activity. Be aware of

your own self-care and support networks. Read [The art of safe sexting](#), [How to practise safe sexting](#), [Everything you need to know about sexting](#). Ideally, these and other associated issues need to be covered and extended in more lessons.

- Liaise with the school health team (e.g. Community health nurse, school psychologist) to inform them of the content you will be covering in class. It may be helpful to have these additional adults in these lessons or on standby for any individual or small group work that may need to take place.
- Preview [Laugh and learn video - Sexting](#) (2min 12sec) and [eSafety - Image based abuse](#) (1min 50sec) to determine suitability for your students.
- Teachers should be familiar with the laws on [sexual consent, sexting](#) and [image-based abuse](#).
- Visit [eSafety - sexting](#) for background information on the what, why and how of sexting.
- Sexting definition: Most sexting is done with a mobile phone but it also occurs through social media and other online activities. Sexting can include a range of behaviours and content, from sending flirtatious text messages to more intimate material, like taking and sharing nude photos or videos capturing sexual acts. The term 'sexting' is not often used by young people or in popular culture. 'Nudes', 'naked selfie', 'pic for pic', 'dic pics' are some of the terms young people might use. Other terms include intimate images, sexually explicit images or messages.
- Students may bring up popular media (tv shows and movies) which deal with image based abuse, youth suicide, mental health and other issues faced by teens. Sometimes organisations like and eSafety Commissioner have created resources to support use of popular media in the classroom.
- Optional: Print Department of Justice posters.

Learning Activities

Group agreement

Teaching tip: A group agreement must be established before any Relationships and Sexuality Education (RSE) program begins to ensure a safe learning environment. Read: [Essential information: Establishing a group agreement](#) for tips on how to create one and what to include.

1. Revise the class [group agreement](#).
2. Remind students that throughout the lesson they can write any questions down and add them to the question box at the end of the lesson (if they do not wish to ask them during the lesson). See [Essential information - Setting up a question box.](#)
3. ??Trigger warning

Say:

"This lesson covers topics that can sometimes be difficult for people. Please let me know if you feel you need to take a break from the room.

Before we start, let's check that everyone knows where to go for help if you want to check anything that this lesson raises for you."

4. Ask students:

? Who are some trusted adults you can talk to?

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

Teaching tip: It is important not to tell students who their trusted adults are or should be. You can offer a

list of suggestions of who they might be. For some students, some of the people you suggest, may not be people that are safe for them to talk to. Students should not be made to share their list of trusted adults publicly unless they wish to do so.

? Who are some people at this school that you can talk to?

(Possible answers: class teacher, other teachers, school psychologist, community health nurse, youth workers, etc)

Say:

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

Introduction: Definition

5. Ask students what they understand by the term 'sexting'?
6. Take answers from volunteers.

Teaching tip: Students need to feel safe and supported in lessons on sensitive topics such as this. They need to know that they will never be called upon to answer questions and that you will only ever ask for volunteers for contributions.

5. Say:

"'Sexting refers to using a mobile phone or the internet to take, ask for, receive, send or share intimate text, photos or videos including where someone is naked, partly naked, posing sexually or doing a sexual act. These are sometimes known as 'nudes', 'sexy pics' or 'noodz' or some of the words that you have already said. They are also known in legal terms as sexually explicit images or messages, or intimate images."

Thumb quiz: Legal, not sure, illegal

6. Teaching strategy: [Thumbs up/down quiz](). Ask students to indicate their answers:
    ○ thumbs up = legal
    ○ thumbs down = illegal
    ○ thumbs sideways = not sure.
7. Read and display the following scenarios on the board (See [To send or not to send PP_teacher resource - slides 7-18]()).

Teaching tip: The language in the following scenarios deliberately limits the use of gender pronouns in order to avoid gender stereotyping who sends/shares images and to be inclusive of gender and sexual diversity. Students can make their own decisions about the gender of the individuals in the scenarios.

• An 18 year old girl sends a naked image of herself to an 18 year old guy she likes.

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

• A 20 year old girl sends a naked image of themselves to their 21 year old partner

(Legal)

- A 16 year old consensually sends a nude to their 16 year old partner.

(Despite being of legal age to have sex, and legal under WA laws, this is illegal under federal laws which override state laws. If a person under 18 takes a naked picture of themselves, it can be considered creating child exploitation material. Sending it to a partner can be considered distributing child exploitation material. These laws are designed to protect children from exploitation however, young people consensually sharing images can still be prosecuted under these laws.)

- A 21 year old shares the image of their partner with several of their friends.

(Illegal if they did not ask for their partner's consent to share the images.)

- A teacher 'follows' students on Instagram and make personal remarks.

(Legal but breaches professional conduct. [Guidelines for the Use of Social Media - The Department of Education](#).)

- After breaking up with their 16 year old partner, a 17 year old threatens to send an intimate image of them to their mates.

(Illegal to threaten to send an intimate image (WA law) and illegal to send an intimate image of a person under 18 years of age (Commonwealth law).

Laugh and learn video - sexting

8. Watch [Laugh and learn - sexting](#) (2min 12sec).

Teaching tip: CaLD students and students with special needs could potentially be confused between pimple popping and sexting. It is important for teachers to decide the suitability of this content for their students and to address any misconceptions that may arise.

9. Ask:

? What are some of the key messages from the video?

(Non-consensual sexting is disrespectful, harassment and against the law; issues can follow you the rest of your life - whether you send, receive or share an intimate picture; it is easy to lose control over who can see an image once it is sent; there are things you can do if you receive an unwanted sext.)

To send or not to send?

10. As a whole class create a 'choose your own adventure' style flow chart using sticky notes. This can be created on the floor, on desks pushed together, on a wall or a window.

Teaching tip: This activity should not be conducted in small groups unless there are enough adults to facilitate each group. This is vital to ensure students adhere to the group agreement (e.g. no sharing personal stories). Ensure all adults facilitating groups are familiar with [protective interrupting techniques](#) and how to [deal with disclosures](#).

11. Provide each students with a small stack of sticky notes (or scrap paper).

12. Guide students through the following steps either using the [To send or not to send PP_teacher resource (Slide 20-33)](#) or by reading the instructions aloud.
13. Say:

" Describe a scenario in which a person might be asked for a nude. This is to be a hypothetical situation so no names of people we know and no personal stories."

? What are the names of person A and B?

? What are their genders?

? How old are they?

? How do they know each other?

? What app/device are they using to chat?

 Teaching tip: It is important to remember that students in the class are likely to have experienced similar situations either directly or indirectly and it is vital for everyone to maintain confidentiality and not to disclose personal stories of their own or others. Offer students the opportunity to talk to you (or another trusted adult) in private if they have any concerns they would like to raise. The [question box](#) is another way of offering students opportunities to raise issues privately. Students can indicate that they would like time with you, the school counsellor/nurse by placing a note in the question box and including their name on the note.

 Discuss some of the potential stereotypes:

? Is it always the guy asking for nudes?

? Is it always the girl being pressured?

? Is it always a heterosexual relationship?

14. Write down the scenario and place it on the floor/wall where you will be displaying the 'choose your own adventure' flow chart.
15. Say:

"What might person B's response to this request be? Write it down on your sticky note and place it along side the scenario to show the different ways the conversation might develop."

 Ask:

? Do they want to send the nude?

? Do they feel safe?

? Is there trust?

? Do they feel pressured?

? How do they negotiate the situation? (diversion, humour, respectful, disrespectful)

? Do they consensually send the nude?

? Do they send a pic without showing their face or identifying features?

16. Ask:

? What might person A reply?

(anger, humour, pressure, respects answer and doesn't ask again, cuts off conversation, dumps person B, asks for more, call person B names for either sending it or not sending it)

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

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

? What are the emotional consequences?

(May feel regret for sending it; may feel mortified if it gets shared with others; may feel OK about sending it; may feel happy/sexy/flirty/etc sending it; may feel scared; etc)

? What are the social consequences?

(Friends/colleagues might judge you; may end the relationship; may start a romantic/sexual relationship; may bring person A and B closer; may cause person A and B to fall out; excluded from friends; family fall out; etc)

? What are the ethical consequences?

(Is it ethical to ask for a nude or should you wait to be asked? Is it ethical to assume a partner would be OK receiving a nude image? If someone has shared nudes with lots of other people, is it OK to share the image? What if there is a large gap in the age of the people sexting? etc)

What the law says

19. Have students read the [Youth Law Australia - Sexting](https://yla.org.au/wa/topics/internet-phones-and-technology/sexting-laws/) webpage (https://yla.org.au/wa/topics/internet-phones-and-technology/sexting-laws/) . This could be as a whole class, on individual devices or printed copies.

 Teaching tip: Ensure that the Youth Law Australia website is set to 'Showing laws for WA' so that the information displayed is accurate for WA.

19. Say:

"It is against the law for ANY person to take, keep or share intimate images when it involves someone under 18. It is against the law to share or threaten to share an intimate image of a person of ANY age without their consent. No doubt there are many people - adults and young people alike - who are unaware of these laws. Why do you think not knowing this information could be very dangerous for some people?"

20. Ask:

? What are the legal consequences?

(If under 18, could be charged with creating/distributing child exploitation material; could be put on child sex offenders register; could impact future employment and housing options; could be fined or

imprisoned; could be no legal consequences; may be completely legal; etc)

? Who could get prosecuted in each of the scenarios we looked at in Too send or not to send?

(Any that involve people under 18. Any that involve harassment)

? Who would get prosecuted in each of these scenarios?

(It is impossible to tell. Laws are designed to protect young people from exploitation but the laws are still written in such a way that young people can potentially be charged. The aws place the emphasis on non-consensual sharing of images, pressure, harassment and 'sextortion' - threatening to share images)

Where to go for help

21. View [eSafety what is image-based abuse video](#) (2 min 30 sec)
22. Ask:

? Where can a young person go for help in these situations? What can they do?

(Tell a trusted adult, block the person on social media, report it on the eSafety site, contact Headspace, Kidshelpline, a school counsellor)

23. Show students the [eSafety Commissioner website](#) and go through the steps of 'What to do?'
24. Ask:

? What strategies have you seen in this process that you might recommend to a friend who was in a similar situation?

 Teaching tip: It is important to keep questions 'a step removed'. Asking students what they would recommend to a friend allows them to think of useful strategies for themselves without having to say, 'I would do this' which could make them feel vulnerable and/or potentially disclose personal information.

3-2-1 Reflection

25. Ask students to share with another person:

? What is the most important thing you have learnt from doing this work on sexting?

? Who will you share this information with?

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3-2-1 Reflection

Take home activity

1. Ensure students have internet access at home to access the [Youth Law Australia - Sexting](#) website or provide each student with the handout [Western Australia's new intimate intimate laws: Frequently asked questions](#).

2. Give each student the [Take home activity sheet: Sexting - To send or not to send?](#)

Health Promoting Schools

Health promoting schools strategies

Background teacher note: [Health promoting schools framework](#).

Partnerships with wider community

- [Talk soon. Talk often: a guide for parents talking to their kids about sex](#) is a free resource that can be bulk ordered by schools and interactive website. Consider sending a copy home to parents prior to starting your RSE program or providing a link to your website/e-news for parents and carers. The booklet offers age and stage related information on sex and relationships so that the topics covered in class can be reinforced at home. ([How to order hardcopies](#).)
- Send copies of the free resources [Relationships, sex and other stuff](#) and/or [Send noods?](#) home or provide in the lesson. ([How to order free copies](#).)
- Run a parent and carer workshop prior to delivering RSE lessons so that parents and carers can see the resources used, ask questions and find out how to support the school program by continuing conversations at home.
- Keep parents informed of the WA intimate image laws by adding these links to your school newsletter/social media/website
    - [Western Australia's new intimate intimate laws: Frequently asked questions](#)
    - [eSafety Commissioner - Sending nudes and sexting (parents)](#)

RELATE: Respectful relationships program - Stage 2
Learning objective
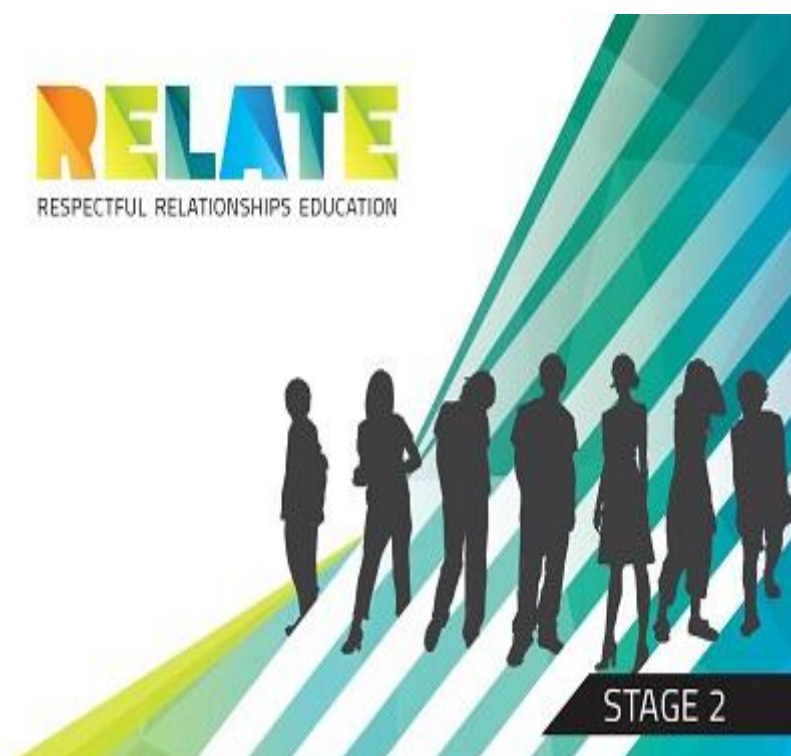
A one term respectful relationship program consisting of 8 scaffolded sessions covering - creating a

group agreement, assessing prior knowledge, difference between gender stereotypes and expectations, respectful relationship qualities, non-consensual image sharing, decision making frameworks, communication techniques, ethical bystanders and critical analysis of websites.

Each stage can be delivered in isolation but is best delivered sequentially.

Stage 2 is suggested for Year 8 or 9 but may be suitable for lower or higher year groups depending on student demographics.

Take Home Messages

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Curriculum Links

RELATE has been designed to improve students' knowledge, attitudes, skills and behaviours to recognise and engage in respectful relationships. This includes increased:

- awareness of, and respect for, diversity
- understanding of the impact of gender expectations and social norms on relationships and sexual health
- understanding of, and skills for, ethical behaviour in the context of relationships
- skills to establish and maintain positive, equitable and respectful relationships
- capacity to identify and address disrespectful behaviour
- digital literacy skills
- critical analysis skills
- 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).

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.

RELATE Stage 2 covers all of the Personal, social and community health descriptors in the Year 8 and Year 9 Health and Physical Education Syllabus. See [RELATE 2 WA Curriculum Mapping (63KB)](#) for descriptors mapped to individual session plans.

[Image](#)   ,

Curriculum Links

Key understandings

Session 1: Part 1 - Establishing a group agreement.

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

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

Session 1: Part 2 - KWL (Know, Want to know, Learnt)

Purpose: to revise concepts of RELATE: Stage 1, to remind students of appropriate language; 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.

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

Session 2: Gender NOT sex

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

'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'.

Gender stereotypes can be damaging if they limit people's behaviours, interests, skills or relationships.

Session 3: 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.

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

Session 4: 4 Questions

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

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?

Session 5: 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.

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.

Session 6: Who said what?

Purpose: To revise and apply knowledge of communication styles; to reflect on personal communication styles.

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

Session 7: Telling stories

Purpose: To review and apply the concepts of being an ethical bystander, respectful relationships, assertive communication, 4 questions framework.

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

Session 8: Helpful websites

Purpose: To determine the appropriateness and reliability of online health information; to critically analyse a health website.

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

Materials

- See RELATE Stage 2 pdf in the resource section for full program including lists of materials required for each session

Learning Activities

Sample session plan pages and activity sheets:

| Image | Image |
| Image | Image |

See RELATE Stage 2 full program (18MB) for the entire package of lesson plans including lists of materials required for each session, posters, activity sheets and teaching notes.

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

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Learning Activities

Assessment tasks

Assessment task - teacher instructions

Assessment task - student instructions

Assessment task - marking key

Assessment task - marking key excel spreadsheet

Ready vs not ready (for sexual activity)
Learning objective

Students discuss, consider and compare different views and perspectives on being ready for sexual activity.

Take Home Messages

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Curriculum Links

Year 9

- Factors that shape identities and adolescent health behaviours, for example the impact of: family; societal norms; stereotypes and expectations; the media.
- Impact of external influences on the ability of adolescents to make healthy and safe choices relating to: sexuality; risk taking.
- Characteristics of respectful relationships: respecting the rights and responsibilities of individuals in the relationship; empathy.

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Curriculum Links

Key understandings

enlightenedRomantic and sexual feelings are a normal part of adolescent change.

enlightenedPeople have different attitudes, values and beliefs towards sex and sexuality.

enlightenedSexual activity has physical, social, emotional and legal considerations and consequences.

enlightenedIndividuals are responsible for the decisions and choices they make regarding their sexual behaviour.

Materials

- A4 blank paper [2 per student]
- Teaching Resource: Conversation starter
- Teaching Resource: Who is having sex?

Before You Get Started

- Begin this lesson with a reminder for students to look after themselves and their friends. If students feel uncomfortable about the subject matter, they are welcome to take a break for a drink or bathroom visit. Ensure ground rules are established before beginning this activity.
- Self-esteem and confidence of some students may be an issue during this activity. Be reassuring and support students as they develop the ability to practise assertive "no" statements. This will help students with their resilience and emotional wellbeing development. See the Guide: Resilience and life skills for more information.
- It is possible that a student has been involved in a traumatic experience relating to sexual abuse. Teachers should know and understand the protective interrupting technique and what, why, when and how it is needed and used before facilitating this activity. It is important that teachers are familiar with the Dealing with disclosures Guide and have a risk management strategy in place.
- Refer to additional Guides: STIs/BBVs, Healthy relationships: Gender, power and consent and

Delayed sexual intercourse (abstinence) and safer sex for further content information related to this activity.

- Refer to additional Guides: [STIs/BBVs](#), [Healthy relationships: Gender, power and consent](#) and [Delayed sexual intercourse (abstinence) and safer sex](#) for further content information related to this activity.

Learning Activities

Whole Class

This activity starts with students considering their own values and boundaries around sexual activity and then explores relationships and readiness for sexual intercourse.

1. Write a range of the following words (depending on the class) on the whiteboard. Have students form small groups and using a [T-chart](#) categorise each sexual activity into either "Sex" or "Not sex":Massage; Cuddling; Kissing; Sexting; Holding hands; Vaginal intercourse; Oral sex; Masturbation; Touching genitals; Rubbing nipples; Anal sex; Pornography
2. Ask:
    1. Which behaviours did groups agree on?
    2. Which behaviours were there disagreement about?
    3. Was it hard to classify these behaviours? If yes, why?
    4. Was it easy for the group to come to a shared decision for each behaviour?
    5. What would be a good definition of sex?
    6. People have very different views about what they define as sex. What could be the implications for couples who have different definitions of sex?
3. Stress that if someone wants to and agrees to have sexual contact, this may include things such as holding hands, kissing, caressing and other intimate activity, and that it does not have to be sexual intercourse to be pleasurable. For some people, sexual activity may be in a context of love, and for others, in certain situations, it may not. It should, however, always be in a context of trust and respect.
4. Discuss with students the different types of sexual relationships, e.g. 'going out together', 'hooking up', 'bootie call', 'friends with benefits', 'one night stand' etc.
5. Have students write down an estimate of what percentage of their peer group they think have experienced some form of sexual activity and sexual intercourse. Present the Teaching Resource: Who is having sex? outlining these statistics and discuss reactions to the survey findings.
6. Have students brainstorm in small groups responses to the following questions:
    1. How does somebody know they are ready for a relationship?
    2. How does somebody know they are ready for sex?
7. Refer to the Teaching Resource: Conversation starter as a starting point for discussing whether students are ready or not ready for sex. The statements provide a starting place for a conversation with a young person if they are considering about whether or not they are ready to begin having sex. It's crucial that young people decide whether they are ready before someone else decides for them. This handout is based on the resource: [Talk soon. Talk often. A Guide for Parents Talking to Their Kids About Sex](#).

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Learning Activities

Independent or Small Group

In this activity, students discuss what it looks like to be ready for sexual intercourse. These open and honest discussions about readiness and being prepared will assist students to make their own informed

decisions about sexual intercourse.

1. Provide each student with two blank A4 sheets of paper.
2. On the first sheet, students draw a [T-chart](#), illustrating, labelling and describing the qualities and features of an adolescent who is prepared and ready for making the choices related to having sexual intercourse.
   1. What does this young person feel like and sound like? It is suggested that the teacher model the T-Chart for the adolescent who is prepared.For example:Feels like... it's in the context of trust and respect and you are in control of basic aspects of your lifeSounds like... being able to communicate fully and openly about preventing infection and unwanted pregnancy.
3. On the second sheet, students independently complete the T-chart for an adolescent who is not prepared and not ready for making the choices related to having sexual intercourse.
   1. Incorporate social and emotional elements using thought bubbles and feelings vocabulary.
4. Consider the influence that alcohol and other drugs may have upon choices made.

3-2-1 Reflection

Reflection

1. Students share and compare their T-charts in small groups or in pairs. Promote discussion about common features, realism of concepts, accuracy, etc.Ask:
   1. How would you discuss contraception options with your partner?
   2. How would you deal/cope/feel if you found out you and your partner were pregnant?
   3. You and your partner have been sexually active for a few months now. You are not enjoying it as much as you thought you would. What do you do?
2. Group the 'ready' and 'not ready' charts together and discuss as a whole class.
3. Identify the most common indicators of readiness and highlight the most frequently used vocabulary to describe feelings. Consider that sounds can also indicate consent.

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3-2-1 Reflection

External related resources

[The practical guide to love, sex and relationships](#)

A teaching resource from the Australian Research Centre in Sex, Health and Society, La Trobe University.

Year 7/8

[Topic 7: Sexual and reproductive health](#)

- Revision of STIs, BBVs, contraception, conception and sexual safety
- Some of the material is sensitive - consider whether your students are ready for this discussion.

Year 9/10

[Topic 1 - Introducing Love, Sex and Relationships](#)

- Ethical framework for love, sex and relationships

- Decision making
- Sexuality timeline- what it the average of: first sexual feelings, falling in love, identifying as gay/straight/bisexual, drinking alcohol, learning about sex at school, etc.

Topic 2 - Love, etc

- Elements of healthy relationships

Topic 3 - Sexual diversity

- words used for different sexual identities
- homophobia
- empathy building

Topic 4 – The truth about desire

- What does it mean to 'be sexual'
- Gender stereotypes and sexual feelings

Topic 5 – When is the right time?

- Factors that contribute to positive sexual experiences
- Ethical relationships and ethical sex

Topic 6 – Comfort zones

- Different ideals about what a sexual experience should be
- Pressures and options

Topic 7 – Communication

- verbal and no-verbal consent in sex
- checking in with your partner

Topic 8 – Consent and the law

- Real-life scenarios for problem solving and decision-making
- Sexual assault
- Consent
- Rights and responsibilities

Topic 9 – STIs – getting tested

- social issues and attitudes towards relationships and STIs
- managing sexual health
- how to access services

Topic 10 – Can you get pregnant from…

- conception revision
- contraception choices, facts and stats
- real-life scenarios

Respectful relationships online

Learning objective

Students develop an understanding of cyberbullying and the implications of sharing information online.

Take Home Messages

- Everybody is an individual and deserves respect.
- Reliable and trustworthy health information sources (such as websites and brochures) are available to provide help and information about chatting online safer.
- Making informed choices can make us safer.
- We can help our friends make appropriate online choices.
- People who have been involved in a cyberbullying incident need support from friends, family and school.
- It is important to tell a trusted adult (teachers, parents and police) to help stop cyberbullying.

Materials

- A3 paper [one per group]
- Internet access
- Teaching Resource: Positive bystander tips [one per student]

Before You Get Started

- Ensure a group agreement is established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.
- Communicating sexually online or with a mobile phone is increasingly accessible and socially acceptable for everyone today. It is important that the positive aspects of online communication (such as influencing social development, maintaining long distant relationships with family and friends, forming relationships with like-minded people, documenting events and raising awareness of important issues) are highlighted as strongly as the potential issues. The most important key message for young people is that they know how to be responsible with technology use it safely. Refer to the Guides: Social Media- Cyberbullying and Cyberstalking for further information.
- It is possible that a student has been involved in a traumatic experience relating to cyberbullying. It is important that teachers are familiar with the Essential Information: Dealing with disclosures and have a risk management strategy in place.

Learning Activities

Whole Class

Students develop an understanding of what cyberbullying means by sharing ideas and completing an online and verbal quiz.

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

Ask:

- What is cyberbullying? (the actions by an individual or group intended to embarrass, humiliate

or intimidate a target using online technology such as the internet or a mobile phone). Whiteboard this definition.

- What forms can cyberbullying take? (can include a wide range of unacceptable behaviours including:
  - sending abusive messages,
  - posting or sending hurtful images or videos
  - posting or sharing images of someone without their consent
  - imitating others online
  - excluding others online
  - posting contact or other personal information in public forums
  - nasty online gossip and chat)
- Cyberbullying typically involves three different people, can you identify who they might be? (perpetrator - the person bullying online; target - the person being bullied; and bystander - someone who witnesses the cyberbullying behaviour)
- What are the differences between cyberbullying and other forms of bullying? (cyberbullying has possibly a much bigger audience, no closure and no escape from the person bullying, and the other people involved may not realise the impact and contribution they make. It can occur any time of the day or night and intrudes into spaces that were previously considered safe. The person bullying can remain anonymous and this can cause the person who is being bullied to distrust many people. Electronic content is hard to control, and the worry of content resurfacing can make it difficult for those who are bullied to move on. Also, a single incident can comprise multiple attacks, where one image is viewed numerous times.)
- Why do you think people bully others? (because they don't understand the harm they are doing; they are reproducing behaviour that has been carried out on them; or to be popular with other people)
- How do you think you would feel if you were being cyberbullied?
- What is a bystander? (a person who is present at an event without participating in it. For example, somebody who sees another person send a bullying message to someone else.)
- What might a positive bystander do? (take safe action to help the target)
- What might a negative bystander do? (choose to do nothing, or actually become involved in cyberbullying, e.g. forward hurtful messages and posts sent by someone else)
- Why do you think someone might choose to be a negative bystander in a cyberbullying situation? (might fear being the next target or losing a friendship; wanting to stay out of 'drama'; not feeling confident to confront the bully; not knowing what to do)
- If you are aware of someone being cyberbullied and do nothing, who are you supporting? (the perpetrator - person doing the bullying)

2. Conduct a [thumbs up thumbs down](#) voting activity with the following statements.

Is this an example of cyberbullying?

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

(2) Creating a poll to embarrass someone.

(3) Spreading rumours about someone online.

(4) Creating a fake profile of someone that contains content that is hurtful to that person.

(5) Making threats to publish material that a person does not want to be made public.

(6) Not accepting a friend or follow request.

(7) Sending abusive messages.

(8) Digitally altering a photograph of someone to humiliate them.

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

Independent or Small Group

Students view a cyberbullying video to understand the potential consequences of sharing information online and to identify the role of the bystander.

1. View the [Tagged](#) video on the esafety.gov.au website [18:19min].
2. In small groups, students respond to the following focus questions in preparation for a whole class discussion and reflection:
   - Why do you think Kate posted photos of Chloe on her blog?
   - Was it fair for Jack to retaliate by posting the photos of Kate?
   - Why do you think Em chose not to stand up for Kate?
   - In what way was Em's behaviour helpful?
   - In what way was Em's behaviour unhelpful?
   - What are the main messages from this video?
   - If you were a friend of one of the characters in Tagged, how could you encourage them to make more appropriate choices? (choose at least two characters)
   - What do you think might motivate someone to help a person who is being unfairly targeted online? (e.g. a desire to treat people fairly; empathy for the pain and stress this behaviour may cause)
   - What strategies could you think of that might stop cyberbullying if you noticed it occurring?

3-2-1 Reflection

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

Gender expectations
Learning objective

Students examine how diversity and gender are often represented in the media and the impact this has on personal identities.
Take Home Messages

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Curriculum Links

Year 9

- Our identities are influenced by how gender is often represented in the media.

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Curriculum Links

Key understandings

- Gender is often stereotyped in the media.
- Media and societal expectations can influence personal identities.

Materials

- Internet access
- Teaching Resource: Gender expectations signs [one set]

Before You Get Started

- Some teachers may experience difficulties dealing with the polarised attitudes of students during these activities. It is essential that teachers address inappropriate comments that may arise when discussing values or ethical issues. Successful strategies can be found in the [Discrimination](#) and [Gender diversity](#) Guides.
- Ensure a [group agreement](#) is established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.
- If possible, have students work in mixed gender groups for the group activities. This will encourage opposing views to be discussed and result in more meaningful conversations.
- Self-esteem and confidence of some students may also be an issue during this activity. Be reassuring and supportive.
- Teachers should know and understand the [protective interrupting](#) technique and what, why, when and how it is needed and used before facilitating this activity.

Learning Activities

Whole Class

Students explore their own personal values and beliefs regarding gender expectations and stereotypes.

1. Prior to the commencement of the lesson, attach the gender expectations signs (Teaching Resource: Gender expectations signs) along a wall in the classroom to create a 'values line'.
2. Read out the following questions to the students (it is also useful to have these questions written on a PowerPoint or large pieces of paper so they can consider them silently while moving along the line). You may not use all these questions for your class.
    1. Is it okay for guys to clean the house and take on household responsibilities?
    2. Is it okay for girls to take on the gardening responsibilities?
    3. Is it okay for guys to wear make-up?
    4. Is it okay for girls to play footy?

5. Is it okay for guys to cry?
6. Is it okay for guys to do ballet?
7. Is it okay for girls to run global companies?
8. Is it okay for guys to do hairdressing and fashion design?
9. Is it okay for guys to stay at home and look after their children?
10. Is it okay for a girl to have sex at 16?
11. Is it okay for a guy to have sex at 16?
12. Is it okay for guy to put pressure on other boys to have sex with girls?
13. Is it okay for girls to put pressure on other girls to have sex with boys?
14. Is it okay for girls to say no to sex?
15. Is it okay for guys to say no to sex?
16. Is it okay for guys to have sex with lots of people?
17. Is it okay for girls to have sex with lots of people?
18. Is it okay for guys to hug their male friends?
19. Is it okay for girls to hug their female friends?

3. Ask students to stand on the values line according to their personal views on the topic.
   1. Have groups (Yes, No, Maybe) discuss and justify their decisions, then ask a volunteer from each group to explain their own reasoning, not others. Also tell students to not respond to other student's comment when sharing to the whole classroom.

4. Highlight the definition of a stereotype (a widely held and fixed image or idea of a particular type of person or thing) and gender roles (societal expectations about the typical and appropriate behaviour of men and women). This will be explored further in the small group activity.

   Ask:

   1. Where do we get our ideas about gender from?
   2. Does society's ideas of gender roles change over time?
   3. How do gender roles impact relationships between boys and girls?
   4. Do you think there are double standards for sexual behaviour for boys and girls amongst your friends or in your community?
   5. Do you think that boys are often permitted and sometimes pressured to be sexually active where girls are often discouraged from being sexually active? Is this fair?
   6. Do you think gender equality is a matter of human rights?

5. Use the teaching strategy think-pair-share to identify some things that are expected of students because of their gender and some things they expect of other people because of their gender.

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Learning Activities

Independent or Small Group

Using their prior knowledge regarding gender stereotyping, students analyse historical advertisements and make comparisons of gender expectations from the 1900s to today.

1. Explore advertisements from the 1930s to the 1970s using the list of advertising clips from the SeeMe website.
2. Select one advertisement from your exploration and answer the following questions:
   1. What is the advertisement about?
   2. How are men and women represented?Think about the setting (kitchen, laundry, workplace, etc.), the activities they are engaged in, the language that is used by, and about, men and women, etc.
   3. Who is represented and who is omitted?

4. How do you feel about the advertisement?
    5. What is the literal and implied message of the advertisement?
    6. Who is it aimed at?
    7. How would this advertisement be received today?
    8. What does this tell us about how ideas about gender change over time?
3. Using the internet, research current advertisements and identify whether it highlights stereotypical views about gender and whether it affirms diversity. Alternatively, you may want to find and print out recent advertisements for the students to discuss.
    1. How is the advertisement achieving this? Consider the roles of the males and females; what do they say, what are they wearing, what is the product promoting?
4. After exploring these advertisements, and thinking about the advertisements you see around you today in the media, discuss the following question in a small group.
    1. To what extent has advertising about boys and girls, and men and women, changed over time?

For additional information go to the [SeeMe: The media, my world and me](#) website. This site promotes positive body image and tackles the impact of young people's internalisation of idealised media portrayals of beauty and gender stereotypes.

3-2-1 Reflection

1. Groups share and discuss their findings using the focus questions from the previous activity with the whole class.
2. Identify similarities and differences and discuss any misconceptions they have as a result of these findings.
3. Discuss the impact the media (e.g. magazines, TV ads) has on our perceptions of gender roles and our expectations about how to behave in society (e.g. because I am female I need to wash the clothes).
4. Discuss the influence of the media and gender expectations on shaping identities. Use the focus questions and comments from the above activity to guide the discussion. Guide students to consider how the advertisements impacted on them personally. How did the advertisement encourage them to participate in something new or different?
5. Iterate with students it is important that we are allowed to express ourselves and who we are. We should not feel pressure from the media or other places to act or look a certain way because the expectations put on us. We also should not pressure others to act or look a certain way because of their gender.

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3-2-1 Reflection

External related resources

[The practical guide to love, sex and relationships](#)

A teaching resource from the Australian Research Centre in Sex, Health and Society, La Trobe University.

Year 7/8

[Topic 3: Freedom fighters](#) (Gender)

- Social expectations and gender expectations: Is it ok for a girl to ask a boy out? Would a girl be called a slut if she had lots of boyrfriends? What happens to a boy who is 'different'?

RELATE: Respectful relationships program - Stage 3
Learning objective

A one term respectful relationship program consisting of 8 scaffolded sessions covering gender stereotypes and expectations, respectful relationship qualities, non-consensual image sharing, sexual assault, consent, disrespectful and unethical behaviours, decision making frameworks, opinion and values in romantic relationships.

Each stage of *RELATE* can be delivered in isolation but is best delivered sequentially.

Stage 3 is suggested for Year 9 or 10 but may be suitable for lower or higher year groups depending on student demographics.

Take Home Messages

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Curriculum Links

RELATE has been designed to improve students' knowledge, attitudes, skills and behaviours to recognise and engage in respectful relationships. This includes increased:

- awareness of, and respect for, diversity
- understanding of the impact of gender expectations and social norms on relationships and sexual health
- understanding of, and skills for, ethical behaviour in the context of relationships
- skills to establish and maintain positive, equitable and respectful relationships
- capacity to identify and address disrespectful behaviour
- digital literacy skills
- critical analysis skills
- 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).

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.

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Curriculum Links

Key understandings

Session 1: Setting the scene - Establishing group agreement

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

 I already have some knowledge about respectful relationships, gender, communicating and sexting but I can always learn more.

People have different values and attitudes and these come from my experiences, my family, my peers, culture and community.

Session 2: What do you think?

Purpose: To recognise stereotypes as expressed and demonstrated in some romantic relationships

To identify myths and misconceptions about gender Stenotypes.

To apply knowledge of consent to scenarios.

Consent is a really important consideration in a respectful relationship. In order to give consent for sex everyone must be Ready, willing and able.

Session 3: Different points of view

Purpose: To identify different viewpoints and perspectives of the same event.

To understand the need for clear, assertive and respectful communication.

To identify clear, assertive and respective communication.

I feel confident to communicate my consent clearly. I understand the importance of checking that I have consent from my partner.

Session 4: Trusted moments

Purpose: To identify disrespectful and unethical behaviours in a variety of relationships.

To view and discuss the DVD Trusted moments.

Session 5: What really happened?

Purpose: To apply a framework for considering the safety and respect of people in a risky situation.

There are 4 questions that I need to think about when making decisions to keep myself safe.

Session 6: What do I know?

Purpose: To review and apply concepts of: gender and identity; respectful relationships; effective communication.

To understand that different decisions can be made to change the outcome of situation.

To be aware of the Sexual Assault Research Centre (SARC) and its services.

There are always key moments when different decisions can b made that can result in a safer outcome. If something goes wrong for me or my friend I know I can get help from SARC as well as other places.

Session 7: Relationships - a rollercoaster ride

Purpose: To identify some of the positives and negatives of romantic relationships.

To consider how to manage conflict in romantic relationships in a respectful manner.

Having romantic/intimate/sexual relationships is a normal part of growing older. Like any relationship, they involve risk taking. There are decisions and behaviours people can make to feel safe, respected and respectful.

Session 8: So what do you think?

Purpose: To identify a range of opinions and values about romantic relationships.

To demonstrate respect for diversity.

It is important that people in romantic relationships are respectful of themselves and each other.

Materials

There are no listed materials.

Learning Activities

Sample session pages and activity sheets:

See [RELATE: Stage 3 full program (16MB](#)) for the entire package of lesson plans including lists of materials required for each session, posters, activity sheets and teaching notes.

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