

PDHPE

Stage 4: Child Protection Education

Unit of work

Establishing and
maintaining respectful
relationships online
and offline

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Introduction

It is mandatory to teach child protection education in every stage of learning from Kindergarten to Year 10 as part of the NSW Education Standards Authority (NESA) [Personal Development, Health and Physical Education \(PDHPE\) K-10 syllabus](#).

Senior students in NSW government schools extend their learning about respectful relationships, protective strategies, power, abuse and violence as part of the mandatory 25 hour [Life Ready](#) course.

The Child Protection Education curriculum support materials are designed to guide teachers through syllabus implementation using effective teaching and learning approaches for sensitive content. The teaching and learning units provided are optional support materials for the implementation of child protection and respectful relationships education as part of the mandatory PDHPE K-10 syllabus.

Materials should be reviewed in full and endorsed by the school principal before use.

For effective child protection education, it is important to:

- [create a supportive learning environment](#)
- [inform parents and carers](#)
- [use suitable teaching strategies](#)
- [prevent public disclosures](#).

It is important that teachers are prepared to use [protective interrupting](#) if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the [Child Protection Policy: Responding to and reporting students at risk of harm](#). The [Mandatory Reporter Guide](#) (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the [Child Protection website](#).

Teaching and learning resources, planning, programming and policy advice, school based considerations and professional learning can be accessed on the Department of Education's [PDHPE curriculum website](#).

Unit description

Through this unit, students will investigate the strategies they can apply to establish and maintain respectful relationships online and offline. They will develop and apply skills of self awareness to recognise their physical and emotional response to different situations and understand the importance of trusting gut instincts. Students will build on their understandings of consent and recognise consent as an important right and responsibility in respectful relationships. They will apply interpersonal skills to practise negotiating consent and consider the factors which influence individual's decisions to engage in sexual activity. Students will compare the similarities and differences in the rights and responsibilities between online and offline environments and make links between personal decisions, contextual factors and personal values in relation to sexual behaviours.

This unit provides teaching and learning activities around Child Protection education.

Students will investigate the essential question: What strategies can I apply to establish and maintain respectful relationships online and offline?

Skills in focus

Self-management skills

Self-awareness

- self-monitoring thoughts, feelings and actions
- awareness of rights and responsibilities, influences, values, attitudes, strengths and weaknesses

Decision-making and problem-solving

- information-gathering
- finding solutions to problems

Interpersonal skills

Communication

- verbal and nonverbal communication
- expressing feelings
- assertiveness

Propositions

Throughout this unit, the propositions are embedded as follows:

Educative purpose

Students are provided with opportunities to identify the characteristics of respectful relationships, and the rights and responsibilities associated with different types of relationships. They will develop the knowledge and skills required to express and recognise signs of interest that can lead to the formation of a variety of respectful relationships, including intimate relationships.

Strengths-based approach

Activities in this unit are designed for students to recognise how they can draw on their personal strengths and capabilities when establishing and maintaining respectful relationships, communicating online and offline and negotiating consent. They will improve their ability to identify and act on physical and emotional responses to various situations.

Develop health literacy

Students are provided with the opportunity to recognise and understand the laws related to age of consent in NSW. They will research and apply information related to responding to inappropriate online behaviour and recognise how to seek help and from whom when needed.

Critical inquiry

Students will recognise that contextual factors influence a person's decision-making and behaviours related to relationships. They will develop their ability to select and apply the most appropriate strategy to stay safe in a variety of situations and challenge their own ideas and assumptions about ethical and respectful behaviours online and offline.

PDHPE Syllabus outcomes and learning focus

Outcomes	Unit learning goals	Evidence of learning
<p>PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others</p>	<ul style="list-style-type: none"> Recognise the importance of trusting gut instincts 	<p>Students will:</p> <ul style="list-style-type: none"> identify the physical and emotional response to situations link the body's response to situations to levels of safety and risk
<p>PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships</p>	<ul style="list-style-type: none"> Identify and understand the rights and responsibilities across different relationships Recognise the characteristics of respectful relationships and what influences these relationships Understand the laws related to consent and age of consent in NSW Discuss factors which influence decisions to be sexually active Compare and contrast (similarities and differences) the rights and responsibilities in online and offline relationships 	<ul style="list-style-type: none"> describe the characteristics of respectful relationships acknowledge people who are close and important to them describe how contextual factors influence an individual's decision to be sexually active create a charter for respectful communication online identify the laws associated with consent, sexting and unlawful sharing of information, images or nudes
<p>PD4-9 demonstrates self-management skills to effectively manage complex situations</p>	<ul style="list-style-type: none"> Make links between personal decisions, contextual factors and personal values in relation to sexual behaviours Demonstrate the skill of assertiveness Understand and apply the steps of Trust, talk and take control Understand and apply strategies which can be used to keep safe 	<ul style="list-style-type: none"> select and apply the most appropriate strategy to stay safe in a situation (scenarios) demonstrate a variety of strategies to protect themselves and others provide advice to a person who has experienced the unlawful sharing of information, images or nudes
<p>PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts</p>	<ul style="list-style-type: none"> Understand what consent is in sexual relationships Understand the importance of consent Recognise consent as a key component in a respectful relationship Define sexting and identify strategies to address the unlawful sharing of information, images or nudes 	<ul style="list-style-type: none"> identify the importance of consent demonstrate ways to clearly ask for and receive consent identify ineffective and unclear ways to ask for and receive consent

PDHPE Syllabus content

Key inquiry questions	Syllabus content
<p>What skills and strategies can be used to manage change, challenges and seek help?</p>	<ul style="list-style-type: none"> • practise and apply skills and strategies to seek help for themselves and others (ACPPS072) <ul style="list-style-type: none"> – identify scenarios and associated thoughts and feelings that might alert us to a potentially unsafe situation S
<p>What skills and strategies can be used to promote inclusivity, equality and respectful relationships?</p>	<ul style="list-style-type: none"> • describe how rights and responsibilities contribute to respectful relationships <ul style="list-style-type: none"> – describe rights and responsibilities required in different relationships I – discuss the characteristics of respectful relationships, eg empathy, being inclusive, accepting differences I – explore the features of inclusive and equal relationships, eg rights, mutual respect, trust, honesty, support I – discuss ethical behaviour in relationships and recommend actions to promote their own and others' health and safety, eg consent S I • investigate the benefits of relationships and examine their impact on their own and others' health, safety and wellbeing (ACPPS074) I <ul style="list-style-type: none"> – understand and apply online and social protocols to enhance relationships and protect their own safety and wellbeing, eg recognising and responding to offensive online material I • explore skills and strategies needed to communicate and engage in relationships in respectful ways <ul style="list-style-type: none"> – practise communication skills that establish and maintain respectful relationships in an online and offline environment and describe how these show respect (or not) for self and others, eg reporting inappropriate behaviour S I – practise interpersonal skills required to negotiate safe intimate relationships, eg consent I
<p>What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community?</p>	<ul style="list-style-type: none"> • examine factors that influence health and wellbeing <ul style="list-style-type: none"> – examine risk-taking scenarios and discuss the outcome of positive and negative risk behaviour on health and wellbeing, eg sexting I • recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations: <ul style="list-style-type: none"> – examine strategies and develop plans to keep themselves and others safe in the following real-life scenarios: chatting or sharing information online, experiencing unwanted sexual behaviour S
<p>How can I effectively manage my own and support others' health, safety, wellbeing and participation in physical activity?</p>	<ul style="list-style-type: none"> • propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing (ACPPS073) <ul style="list-style-type: none"> – recognise the importance of trusting their own feelings, thoughts and reading of different situations S – analyse how emotions, strengths and decision-making can affect outcomes in different scenarios S – explore practices in sexual relationships that enhance safety and contribute to positive experiences, eg negotiating consent, respecting people's choices, communication I

1

Qualities of respectful relationships

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.



Learning goals

- Identify and understand the rights and responsibilities across different relationships (PD4-3)
- Recognise the characteristics of respectful relationships and what influences these relationships (PD4-3)



Success criteria

- Students will:
- describe the characteristics of respectful relationships
 - acknowledge people who are close and important to them



Resources

- A3 paper
- Building respectful relationships activity cards
- How do I know? cards (one per group)

Switch on

Introduce the learning goals and discuss them with the class.

Introduce the Question Box to the class.

The question box allows for anonymity and establishment of student prior knowledge in relation to PDHPE concepts. Allowing students to ask questions in an anonymous manner will increase student access to reliable information. Even though anonymous, it is expected that teachers will reasonably be able to work out the identity of a student should a disclosure be made, so a child protection response can be provided. If it is a large group or the teacher is not familiar with students' work, they could invite students to add their name, if they wish, saying it will not be shared with the group. Although not all students will, this should assist with identification, if it is

needed. The box should be a material item such as a shoe box, bowl, or hat.

Explain to students:

- The question box can be used to ask questions that they want to know but don't want to ask in front of everyone.
- The question box is anonymous, but you might choose to add your name if you wish.
- Everyone will be given a blank piece of paper at the end of each lesson.
- Everyone must record something on their piece of paper whether it is a question or something else, for example, last night's dinner to ensure the questions remain anonymous or a drawing.
- They must place their own paper into the question box.
- Questions will be answered at the next lesson.

1 Qualities of respectful relationships

Revise the difference between rights and responsibilities.

Rights are things people are entitled to. The right to be safe, to have their bodies, thoughts, and feelings respected, and to be treated fairly.

Responsibilities are a role or task which is yours to do. Carrying out responsibilities can ensure that rights are met.

Students complete the following tasks individually:

- List examples of the different people you associate with in your life, for example, the different relationships you have.
- Draw a diagram that groups different people and shows the links you have with them.
- Use three symbols to indicate whether the relationship is close, important but not close or not close at all.
- Find a shoulder buddy and compare the way you have grouped your relationships. Were they similar or different?

Divide the class into eight groups with a sheet of A3 paper. Use a T chart as a graphic organiser to enable students to list, compare or contrast two concepts. In this instance, students record rights at the top of one column and responsibilities at the top of the other.

Assign one of the relationships below to each group and ask them to list the rights and responsibilities specific to the one they have been allocated.

- Parent/carer and child
- Friend and friend
- Relationship partners
- Teacher and student
- Teammates

- Coach and players
- Boss and employee
- Siblings

Students display their lists. Encourage a gallery walk so groups can see what the other groups have recorded, keeping an eye out for any similarities.

As a class, students reflect on and share what they read on the lists and suggest some words that were commonly listed. Record these as a class. For example, respect, listen, love, care, trust, support, empathy, acceptance, freedom.

Understand

Building a respectful relationship (Adapted from Building respectful relationships Stepping out against gender-based violence DET Victoria)

Review the characteristics and features of respectful relationships from the previous activity.

- Students work in groups of four with a set of the Building respectful relationships activity cards.
 - Groups discuss each characteristic and feature first.
 - As a group. They work together to place the cards in order from most important in a relationship to least important in a relationship.
 - Invite each group to share their top five with the rest of the class to see if there is a consensus.

Note: You could create a set of 'bricks' by sticking or writing each word on a paper cup. The class could build a 'wall' by placing the most important qualities on the bottom and the least important qualities on the top. The wall could be made by stacking four rows of six qualities.

1 Qualities of respectful relationships

As a class, discuss how each 'brick' plays a part in holding the wall up. Liken this to friendships/relationships.

Take away one of the least important qualities – what difference could this make to the friendship/relationship?

Take away one of the most important qualities – what difference could this make to the friendship/relationship?

What would happen to the wall if:

- a partner cheated
- a friend/partner lied
- a friend/partner gossiped
- a friend/partner put you down on social media
- a friend/partner posted an unwanted video of you in your underwear online
- a friend/partner supported you
- a friend/partner helped in a difficult situation
- a partner never broke their promises.

In their groups, students create a checklist including the eight most important characteristics of a respectful relationship. For each item in the checklist, students record what they would see, feel, or hear as evidence of that characteristic.

As a class, discuss.

- Do you think it is important for people in different types of relationships to value similar qualities and characteristics?
- Could there be issues if they don't value similar qualities and characteristics?
- What could someone do if they feel the "wall" in their relationship isn't as strong as it could be?

Act and apply

Explain to students that they will now apply what they have learnt to thinking about intimate relationships. It is important for students to be able to recognise respectful relationships 'in action'. The following activities will explore content related to sexual behaviours in relationships.

How do I know? (Adapted from Catching On Later AusVELS Level 8 Sexuality Education Activities)

Quite often it is difficult to let someone know that you are interested in them and it can be equally hard to interpret signs that someone is interested in you. Introduce this activity with these questions:

- How would someone know if a person likes them or is interested in them?
- How could someone let a person know that they are interested in them?

Students work in groups of four with a large sheet of paper. Divide the paper into four sections or columns and record the headings:

- they love me
- they like me
- they don't care for me
- they disrespect me.

Each group takes a set of How do I know? cards and sorts them in a consultative way, into the four columns. Paste them on and display each poster on the wall for all to see.

As a class, discuss.

- Identify some signs which might mean liking in one situation and not liking in another.
- How does a person know if someone else liked them too?
- How would people your age feel comfortable to show someone they like them? Consider verbal and nonverbal communication online and offline.

1 Qualities of respectful relationships

- To what extent is it easy to read people's body language and interpret their communication and messages?
- What are some ways people your age could improve their ability to read the signs and communicate their interest clearly with others? For example, get to know someone better, wait until they are ready before becoming emotionally involved.

Display or read out the following scenario:

Jamie and Al go to the same school but are in different grades. They live close to each other and have developed a strong friendship as they catch the bus to and from school each day. Jamie would like to take their friendship to the next level and thinks Al does too.

Students create a scene script describing how Jamie shares their feelings with Al.

Formative assessment opportunity.

By collecting this work, students can demonstrate evidence towards outcomes PD4-3 and PD 4-10, recognising the characteristics of respectful relationships.

2

The importance of consent

Creating a safe, supportive, respectful, and inclusive classroom

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**Learning goals**

- Understand what consent is in sexual relationships (PD4-10)
- Understand the importance of consent (PD4-10)
- Recognise consent as a key component in a respectful relationship (PD4-10)
- Understand the laws related to consent and age of consent in NSW (PD4-3)
- Identify factors which influence decisions to be sexually active (PD4-3)
- Make links between personal decisions, contextual factors, and personal values in relation to sexual behaviours (PD4-9)

**Success criteria**

Students will:

- explain the importance of consent
- demonstrate ways to clearly ask for and receive consent
- identify ineffective and unclear ways to ask for and receive consent
- describe how contextual factors influence an individual's decision to be sexually active

**Resources**

- Sticky-notes
- Am I ready? Age group cards
- Am I ready? Teacher notes regarding consent
- Consent? Yes or No? cards (one per group of eight)
- Consent? Yes or No? worksheet (one per student)
- Consent? Yes or No? scenarios
- Consent? Yes or No? Teacher notes

Switch on

Introduce the learning goals and discuss them with the class.

Inform students that the focus of their learning will now be narrowed to intimate relationships.

Inference – What's going on in this picture?

The next activity uses a clip which relies on the inference skills of students. It is suggested

that an activity to build the inference skills of students is used prior to the clip.

Inference can be defined as the process of drawing of a conclusion based on the available evidence plus previous knowledge and experience. Inference questions are the types of questions that involve reading between the lines. Students are required to make an educated guess, as the answer will not be stated explicitly. Students must use clues from the text, coupled with their own experiences, to draw a logical conclusion.

2 The importance of consent

The teaching of inference skills is extremely important to our students. It is a higher order skill that is essential for students to develop to afford them access to the deepest levels of comprehension.

Access the [New York Times, What's going on in this picture? website](#). Select an image to suit your student context.

Ask students to share:

- What is going on in this picture?
- What do you see that makes you say that?
- What more can you find?

Access the correct information for the image at the bottom of the post. Share with students and ask them to reflect:

- What was your inference?
- What information did you use to make this inference?
- How good was your thinking?
- Do you need to change your thinking?

Share as a class.

Cycling through consent

Show the short clip [Cycling through consent](#) (Source: Western University 2015)

Individually ask students to answer the following questions:

- What question/s is the cycling video investigating?
- What evidence does the video use?
- What inferences does the video make?

Discuss the following as a whole group:

- What does the 'bike ride' metaphor represent in the clip? Suggested answer: engaging in sexual behaviours.
- Who are the 'bike-riders'? Suggested answer: people in relationships that may engage in sexual behaviours.

- What does asking someone if they like to go for a bike ride represent in this clip? Suggested answer: giving consent or agreeing to sexual behaviours. Explain to students that this concept will be unpacked in more detail in the next activity.
- What important messages were there about communication on the 'bike ride' i.e. consenting to sexual behaviours? Suggested answer: No, is no. The absence of a yes means No. People can change their mind. Don't make assumptions. Consent must be given every time. A person cannot consent if they are under the influence of alcohol or drugs, unconscious or asleep. People cannot use their power to coerce someone to participate in sexual behaviours. People should never feel pressured to participate in any form of sexual behaviours.
- What was the important point made at the end of the clip? Suggested answer: Sexual behaviours can be a positive and enjoyable experience for people if everyone agrees to participate ie gives consent

Understand

Am I ready? (Adapted from Catching On Later AusVELS Level 8 Sexuality Education Activities)

Explain to students that making the decision about whether or not you are ready for sexual behaviours is a personal choice. There are a number of contextual factors that may influence an individual's decision, but it is still a personal choice.

Students record and share examples that influence a person's decision to participate in sexual behaviours. Highlight to students that they need to consider all different types of people when developing their answers. This activity could be done by students recording influences on sticky-notes and using these for the next part of the activity. Alternatively, verbal sharing could be used, and a class collection of influences developed.

2 The importance of consent

Explain to students that there are a number of factors that influence people's behaviours, decisions and actions.

Display the table and briefly explain by defining the table headings and offering examples of what might fit within each section and why.

Individual	Sociocultural	Socioeconomic	Environmental
<ul style="list-style-type: none"> • knowledge • skills • attitudes • beliefs • ability • sex • gender • sexuality • age 	<ul style="list-style-type: none"> • religion • parents/carers • family • media • culture • peers • language • politics • laws 	<ul style="list-style-type: none"> • education • income • employment 	<ul style="list-style-type: none"> • geographical location • access to health services.

Students identify examples for each section of the table. This could be done by students placing their sticky notes from the previous activity under the appropriate heading. Discuss as a class. Leave displayed for the next activity.

Highlight to students that these factors influence people in different ways and that is ok.

Explain to students that you are going to ask for their opinions about the 'right age' for a list of different scenarios. Remind students of the class agreement before beginning this activity.

Place the Am I ready? Age group cards along the wall with age 12 at one end and age 36–40 at the other.

Read out statement 'a' from the list below then ask students to move to the card that best represents the age at which they think this scenario should occur. Students who have chosen the same card should then discuss amongst themselves why they have chosen this particular age, with reference to the factors discussed in the previous activity.

Invite one representative from each group to report the factors discussed back to the class.

Invite students to change where they positioned themselves originally once they have considered all the perspectives:

- the age to have a relationship
- the age to have a sexual relationship (you could also ask: the age to have intercourse or oral sex, noting that these could be considered separately and draw out discussion around perspectives of sex and safer sex practices)

Display and discuss consent laws at this point. See Teacher notes resource.

- the age to have a baby
- the age to use contraception.

Read out statement 'b' then repeat the steps.

Read and discuss the information in the 'Teacher notes' regarding the age of consent.

2 The importance of consent

Again, invite students to change groups now they have new information.

Repeat the process with statements 'c' and 'd'.

As a class discuss.

- Did you agree with your classmates about the right age for each scenario?
- Does your opinion about the appropriate age ever change?
- How do your choices now match your values and what is important to you?
- Why do you think that people we know very well may still have chosen differently from ourselves?
- Where would your parents stand? A representative of your school? Your peers? People from different cultures and religions?
- Do you agree that these factors influence people's decisions about whether to go on a 'bike ride' or not?

Remind students that giving consent or not giving consent is their right in a relationship. At the same time, your responsibility is to respect your partner's right to consent or not consent. Rights and responsibilities related to consent promotes respectful relationships.

Understand

What consent sounds like?

Remind students to keep the laws related to consent in mind when completing the activities below.

Explain to students that two-way communication is a very important skill related to consent. People need to clearly express if they give consent and also need to listen if their partner gives consent. Everyone needs to be clear that they are going to go on a 'bike ride'.

Remind students of the importance of both verbal and non-verbal communication when expressing consent. Verbal communication

involves using words or sounds to say "yes" or "no". Non-verbal communication can include gestures or behaviours and can be used to support verbal communication or is very powerful on its own.

Students interpret the meaning of the following non-verbal behaviours as demonstrated by the teacher. Pause for discussion after each one.

- Leaning back in a chair with arms crossed
- Leaning forward in a chair
- Smiling
- Frowning
- Yawning
- Nodding
- Resting chin in both hands
- Resting chin on knuckles
- Rubbing your temples
- Tapping fingers on the table
- Looking at your watch
- Staring around the room.

As a class, discuss the following:

- Was it easy to interpret the meaning of each gesture?
- Did everyone always agree with what they thought the gesture meant?
- What could this tell us about using non-verbal communication to express or gain consent?

There are two options for the following activity:

- Option A: Students find a partner with a set of What consent sounds like? cards. They sort them into two piles; What consent sounds like? or What consent doesn't sound like?
- Option B: Read out the statements below and students raise their hand if it sounds like consent and cross their arms if it does not sound like consent.

2 The importance of consent

What consent sounds like	What consent DOESN'T sound like
"YES!"	"No"
"Yasssss"	"Stop"
"Absolutely"	"Maybe"
"That sounds great"	"I'm not sure"
"That feels awesome"	"I don't want to"
"Let's do that more"	"I don't think I'm ready"
"I'd like to..."	"Can we slow things down"
"Would you please..."	Pulling away or resisting
"I want to keep doing this"	Being silent or not responding
"I'm enjoying this"	Agreeing to go on a date
"Can we..."	Not showing interest in you

Highlight to students that 'sounds like' can also include non-verbal communication. Ask students to offer some examples of non-verbal communication that indicates a person does not give consent.

Assertiveness

Introduce the skill of assertiveness.

Being assertive means being able to stand up for your own or other people's rights in a calm and positive way, without being either aggressive, or passively accepting 'wrong'.

Assertive individuals are able to get their point across without upsetting others or becoming upset themselves.

Characteristics of assertiveness include: asserting your own point of view, reflecting your views through your behaviours and actions, respectfully stating your needs, wants, and feelings, and saying no, and being able to resist peer pressure.

Assertiveness is important as it is a healthy way of communicating. It's the ability to speak up for ourselves in a way that is honest and respectful. Assertiveness links to other important skills we develop, such as communication, expressing our feelings, conflict management, help seeking, refusal skills and negotiation skills. These skills are applicable to all life situations.

As a class, discuss the question:

- How might assertiveness support young people in relationships?

Explain the concept of enthusiastic consent.

Enthusiastic consent encourages people to make sure the person they are about to have sex with is enthusiastic about the sexual interaction and wants to engage in every action from start to finish. It is given and received when we are assertive. Assertiveness comes in this situation from confidence (knowing partner, knowing rights, positive decision making).

2 The importance of consent

Allocate time for students to explore the information on the [Kids helpline-Consent](#) website. Alternatively, you could explore the site together as a class group.

Discuss the indicators that consent has been respected:

Mutual	Freely given	Informed	Certain & Clear
You both need to agree, every single time.	A choice you make without pressure, guilt, or threats.	You understand what's about to happen.	It's a YES, not a 'maybe' or 'I think so' or 'I guess so'.
Enthusiastic	Reversible	Specific	Ongoing
You're excited and WANT to do the sexual activity.	You can stop or change your mind at any time.	Saying yes to one thing doesn't mean yes to everything.	You need it before and during the activity, as well as next time!

Source: Kids Helpline <https://kidshelpline.com.au/teens/issues/what-consent>

Act and apply

Consent? Yes or no?

Explain to students that they are going to apply what they have learnt about consent to a range of scenarios.

Students form groups of eight with a set of Consent? Yes or No? cards, plus a copy of the Consent? Yes or No? worksheet for each student.

Outline the activity.

- Ask a group leader to shuffle the Consent? Yes or No? cards and give one to each person. Read the scenario the group has been given.
- Each person must decide and then share with the group if the indicators of consent they have has been respected.
- Record Yes, No or NA on your Consent? Yes or No? worksheet.
- The group must also answer the questions at the bottom of each scenario about the legal aspect of the scenario.

- Repeat for each scenario, ensuring each person does not get a card they have already had.
- As a class, discuss the following:
 - Was it easy to decide if consent had been given in each scenario?
 - How did verbal and non-verbal communication assist your group with making the decision if consent had been given?

Consent out loud

Students revisit the [Kids helpline-Consent](#) website and explore the How to get consent section of the page. Acknowledge to students that asking for consent could feel awkward even if they are in a respectful relationship.

Revisit the class agreement.

Students read through the list on the website to know what to say if ever in the situation for real.

Refer back to the Consent? Yes or No? scenarios about Manny, and Lina, and Dimitri, and Alana. Would any of these statements have been useful for those involved?

2 The importance of consent

Students role play ways Lina and Alana could assertively refuse consent to sexual activity, expressing how a specific indicator of consent has not been respected. This could be done live in pairs or via camera/webcam to share at a later time. Remind students to include examples of non-verbal communication to support their message.

As a class, discuss the following.

- Do you think is it important for someone to practise ways of giving and refusing consent before being in the actual situation? What makes you say that?
- Do you think it is also important for someone to imagine ways others may communicate refusal of consent before being in the actual situation? What makes you say that?

Emphasise with students that there are many ways of refusing consent to sexual activity. Some ways are less clear than others, but it is always valuable to be as clear as possible. If someone is asking for consent, they need to listen and respect the response. Where a young person is unsure about whether consent is being given or not, they should stop and clarify whether consent has been given by asking again. Never assume consent has been given.

Remember that enthusiastic consent is what you want. This comes with assertively asking for consent and your partner assertively giving consent. This would mean both parties can state their own point of view, reflect those views through behaviours and actions, respectfully state needs, wants, and feelings.

Assertiveness is important as it is a healthy way of communicating. It's the ability to speak up for ourselves in a way that is honest and respectful. Assertiveness links to other important skills we develop, such as communication, expressing our feelings, conflict management, help seeking, refusal skills, and negotiation skills. These skills are applicable to all life situations.

3

Trust your gut

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.

**Learning goals**

- Recognise the importance of trusting gut instincts (PD4-2)
- Demonstrate the skill of assertiveness (PD4-9)
- Understand and apply the steps of Trust, talk, and take control (PD4-9)
- Understand and apply strategies which can be used to keep safe (PD4-9)

**Success criteria**

Students will:

- identify the physical and emotional response to situations
- links the body's response to situations to levels of safety and risk
- select and apply the most appropriate strategy to stay safe in a situation (scenarios)
- demonstrate a variety of strategies to protect themselves and others

**Resources**

- Gut instincts placemat activity
- The good, the bad, the ugly cards
- The good, the bad, the ugly sorting activity teacher notes
- Taking action scenarios
- Assertiveness advice handout (formative assessment – collect from students)
- Trust, Talk, Take control handout (formative assessment – collect from students)
- Trust, Talk, Take control A4 image

Switch on

Introduce the learning goals and discuss them with the class.

Explain to students that the focus of the learning in this part of the lesson is the skill of recognising emotion. When we can recognise emotion, we have greater capacity to monitor thoughts, feelings, and actions. This allows us to have greater control and responsibility for our action, feelings, and behaviours. Self-awareness,

and emotion, and stress management are key self-management skills. Our ability to manage emotion can also influence our decision making and problem-solving skills. We will explore this more in this lesson in relation to online sexual behaviours.

Display the following quote or image of the quote.

[“Always, always trust your gut instincts. If you feel something's wrong, it usually is.”](#)

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Students reflect on the quote and write an explanation for what it means, using an example to show understanding.

As a class, unpack the concept that each of us develops our antennae about situations which make us feel uncomfortable or unsafe by tuning into our body reactions, feelings, thoughts, and external warning signs, over time. Our ability to recognise emotions and trust our feelings, thoughts, and reading of a situation can be tuned and developed with exposure to different situations.

As a class, brainstorm how the quote can be linked to judging the level of safety in a situation.

Teacher note: Risk can also produce excitement and anticipation which may be experienced as pleasurable. Reference could be made to the flight or fight response. Even these responses would be uncomfortable if they persist or are likely to reoccur.

Children experience varying degrees of feelings in response to situations. Some children may not experience warning signals in unsafe situations. In this activity, different responses need to be accepted and students' different feelings and thoughts validated.

Some people 'turn off' to their feelings if they are taught that it is not OK to experience or respond to their feelings.

Gut instincts

Students work in four groups. Allocate one of the following to each group:

- emotional signs of our 'gut instincts' (positive)
- emotional signs of our 'gut instincts' (negative)
- physical signs of our 'gut instincts' (positive)
- physical signs of our 'gut instincts' (negative)

Groups discuss and record as many examples of indicators and signs as they can.

For example, physical signs of gut instincts – butterflies in the tummy (negative), tension in the neck, shaking, sweating, clenched teeth or fists, fidgeting (negative), smiling, laughter, butterflies in the tummy (positive).

For example, emotional signs of gut instincts – feeling anxious, crying, blank thoughts, feeling frozen, fear, sadness (negative), happy, relieved, clear mind (positive).

Invite each group to share their examples with the rest of the class.

Groups discuss the questions:

- How can we use our 'gut instincts' when it comes to assessing how happy, and safe we feel in our relationships?
- What factors could make us question our 'gut instincts' when it comes to assessing how happy and safe, we feel in our relationships?

Students work in pairs with a copy of the Gut instincts placemat activity. Students list the physical and emotional signs of Alana's 'gut instincts', both positive and negative, for each scene in the scenario.

Scene 1: Dimitri and Alana meet at the school disco; they are both 15. They are having fun telling jokes and talking about movies they have both seen recently.

Scene 2: Dimitri reaches over to kiss Alana. Alana enjoys it.

Scene 3: Dimitri then starts to touch Alana. Alana does like it for a little while and then she starts feeling a little uncomfortable and unsure with where things are headed.

Scene 4: She tells Dimitri she doesn't want to go any further right now. Dimitri ignores her and continues.

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Explain to students that exploring and practising responding to a range of scenarios can assist them to develop their capacity to trust their gut instincts when it comes to intimate relationships.

Understand

The good, the bad, the ugly

Explain to students that there are signs people need to keep an eye out for in intimate relationships that can indicate someone's health, safety, and wellbeing may be at risk. This isn't only in our own relationships but in the relationships of other people we care about.

Students form groups of three with one set of The good, the bad, the ugly cards. In their groups, students sort the statements into three piles Good, Bad, Ugly. Once sorted, groups can check their answers with another trio.

Bring students attention to the Ugly statements:

- I have to watch what I do or say around them.
- I'm worried about what my partner might do if I tried to leave them.
- My partner makes me feel scared of them.
- My partner pressures or guilt-trips me into sex.
- They snoop and read my texts or messages.

Discuss the following:

- What might be a person's 'gut instinct' if they found themselves in any of these situations? What feelings and thoughts might they have?
- Can you think of reasons why a person might not recognise the signs or choose to ignore them?

It is important that teachers are prepared to use [protective interrupting](#) if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the [Child Protection Policy: Responding to and reporting students at risk of harm](#). The [Mandatory Reporter Guide](#) (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the [Child Protection website](#).

Stress to students that it is crucial we trust our thoughts and feelings in relationships, and we must act on them if we feel unsafe. We must also alert people we care about of warning signs in their relationships if they do not recognise them and encourage and support them to take action.

Exit slip: 3, 2, 1. 3 things that are new ideas they will keep in their dilly-bag and use in the future, 2 things that they found out about themselves and 1 point they found interesting,

Understand

Taking action

Explain to students that there are a range of protective strategies people can use to keep themselves safe in a relationship if they recognise warning signs. It is important that people can select the most appropriate protective strategy to maintain their safety and wellbeing.

Introduce the first protective strategy: Being assertive.

Use a Y chat to share the headings "looks like", "feels like" and "sounds like" in a public space, eg the board. As a class, brainstorm what students already know about being assertive

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and add their responses under the appropriate heading.

Explain to students that a person can choose to be assertive in situations where there is no immediate threat to safety. Being assertive helps you express yourself effectively and stand up for your point of view, while also respecting the rights and beliefs of others. Being assertive means:

- I SAY what I want, feel, think and I LISTEN to what others want, feel, think.
- I stand up for MY RIGHTS without violating the RIGHTS OF OTHERS.

TO BE ASSERTIVE I:

- stay calm
- say what I want clearly
- say what I feel and explain why
- repeat the message
- avoid giving excuses
- listen to what others say.

Read out the Consent? Yes or No? scenario about Manni and Lina.

Manny is 18, and Lina is 15, and they have been dating for 6 months. Manny has had sex before and is super keen for things to “get moving” with Lina. Manny invites Lina over to his house one weekend night when his parents are out of town. Alone in the house, Manny talks with Lina about wanting to have sex and Lina tells him she’s not ready. He gets a bit angry and says he’s not sure how much longer he can wait. A little later while making out in Manny’s room, he asks her again about having sex. Lina looks away and says, “I guess so”. Things start to happen; Lina freaks out and says, “stop!”. Manny replies with a frustrated “but you said yes?!!”.

Students create a script that picks up from the end of the story where Lina replies to Manny in an assertive way reinstating her rights.

Formative assessment opportunity.

By collecting this work, students can demonstrate evidence towards outcomes PD4-2 and PD4-9, demonstrating the skill of assertiveness.

Include the information below:

- clearly states NO
- explains how she feels
- repeats the message of NO.

Students role-play or record their script with a partner ensuring their non-verbal communication reinforces the message.

- Students will pair with another pair to perform their role plays. Each pair will offer peer feedback. Pairs should select 3 items they would like feedback on.
- Perform the role plays and allow a short period of time for each pair to critique, discuss, and offer specific and helpful feedback on the 3 items identified by each pair.

Trust, talk, take control

Introduce the second protective strategy to students. Outline the steps of Trust, talk, take control. Use this strategy when you feel your safety or someone you know safety is at risk right now or in the future. This is when you must trust your ‘gut instinct’.

TRUST your feelings, thoughts, and your reading of the situation

TALK about it to someone in your network

TAKE CONTROL by using your own plan to become comfortable and safe.

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Read out the Consent? Yes or No? scenario about Dimitri and Alana.

Dimitri and Alana meet at the school disco, they are both 15. They are having fun telling jokes and talking about movies they have both seen recently. Dimitri reaches over to kiss Alana. Alana enjoys it. Dimitri then starts to touch Alana. Alana does like it for a little while and then she starts feeling a little uncomfortable and unsure with where things are headed. She tells Dimitri she doesn't want to go any further right now. Dimitri ignores her and continues.

Students find a partner and act out or record the next part of the story as Dimitri is not fulfilling his responsibilities because he is ignoring Alana's right to say no. The act or recording must include the following scenes where Alana:

- Trusts her feelings and assertively takes control of the situation
- Talks about what happened with a friend.

Both students have the opportunity to respond as Alana. Students give feedback to each other how effectively the situation was controlled and clearly her feelings about what happened were expressed to her friend.

Act and apply

Getting it right

Explain to students that it is really important to choose or recommend the most appropriate protective strategy for each situation to ensure a person's safety and wellbeing.

Students pair up. Distribute the Taking action scenarios 1 and 2 to half of the pairs, and scenarios 3 and 4 to the remaining pairs. Also

give one copy of both the Assertiveness advice handout and the Trust, Talk, Take Control handout to each pair.

Students complete the following activities:

- Read their two scenarios.
- Discuss and decide which protective strategy is most suited for the situation ie Being assertive or Trust, Talk, Take control.
- Assume the role of a friend of the person in the scenario. Complete the Assertiveness advice handout.

Formative assessment opportunity.

By collecting this work, students can demonstrate evidence towards outcomes PD4-2 and PD4-9, demonstrating application of knowledge to select and apply the most appropriate strategy to stay safe in a situation.

- Assume the role of the person in the scenario and complete the Trust, Talk, Take control handout.

Formative assessment opportunity.

By collecting this work, students can demonstrate evidence towards outcomes PD4-2 and PD4-9, demonstrating application of knowledge to select and apply the most appropriate strategy to stay safe in a situation.

Ask the pairs to join up with a pair who completed the activities based on the other scenarios. Share and discuss answers.

As a class, discuss.

- Was it easy to decide which strategy would be most effective in each scenario?
- What information in the scenario assisted you in choosing the strategy?
- Did you find imagining you were the friend easier than imagining you were the person? What makes you say that?

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To conclude, show the short clip [Trusted moments](#) Victoria Legal Aid 2013.

Discuss:

- Were there any warning signs the girl could have recognised?
- What do you think her 'gut instincts' would have been?
- Do you think consent was negotiated? Explain your answer.
- How could the protective strategy of being assertive be used in this situation?
- How could Trust, Talk, Take Control have been used in this situation?
- Was this a respectful relationship? Explain your answer by identifying characteristics and features of respectful relationships which were or were not demonstrated by the characters, eg respect, equality, and dignity.

4

Respectful relationships in an online world

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.



Learning goals

- Compare and contrast (similarities and differences) the rights and responsibilities in online and offline relationships (PD4-3)
- Define sexting and identify strategies to address the unlawful sharing of information, images or nudes (PD4-10)



Success criteria

Students will:

- create a charter for respectful communication online
- identify the laws associated with sexting and unlawful sharing of information, images or nudes
- provide advice to a person who has experienced the unlawful sharing of information, images, or nudes



Resources

- Front and back page spread of a newspaper
- A3 paper

Switch on

Introduce the learning goals and discuss them with the class.

Students complete a K-W-L to reflect on their learning to this point. Share with the class, that the main focus has been on the in-person or offline aspects of relationships.

The activities will now focus on the online aspects and features of respectful relationships.

Use a [continuum activity](#) to explore differences and similarities between online and offline relationships. Allocate 4 areas within the room: strongly agree, agree, disagree, strongly disagree. As you read a statement, ask students

to move to the area of the room which represents their view. Invite students from each area to share their views. Sample statements include:

- It is just as important to be respectful in the online environment as it is face-to-face.
- Respect looks the same online as offline.
- An adult's view of respect online is the same as a young person's view of respect.
- Sharing images and information online with someone is the best way to develop their respect for you.
- If someone respects you, they will always protect you and stand up for you in an online environment.

4 Respectful relationships in an online world

Explain to students that the word protocol refers to a “system of rules that explain the correct conduct and procedures to be followed in formal situations”. Introduce students to the concept of online protocols which exist to ensure people are safe in online environments. (Source: Merriam-Webster).

Brainstorm examples of protocols that protect people’s safety and wellbeing in an online environment.

Explain to students that will be exploring the online behaviours that impact on a person’s health, safety, and wellbeing.

News spreads

Give the front and back page spread of a newspaper to one student. Ask them to tear it in half, keep one half then pass the remaining half on to someone else. Tell them to do the same but to tear the remaining half into two before they pass it on. Keep repeating until everyone in the class has a torn-up piece of the newspaper.

Ask the students to hold up the piece of paper they have and then discuss the following.

- What if the newspaper represented a photo someone posted?
- After the piece of newspaper was shared how much control did the student who started with the newspaper have over who else got it?
- How much control did they have of what the piece of paper looked like?
- Did everyone have the “full story”?
- How respectful was everyone who shared the paper on to others?
- What could have been done to prevent the situation?

Explain to students that the aim of the activity was to illustrate how little control a person has after they post something online, whether it be words or a photo.

Understand

Rights and responsibilities of relationships online

Revise the rights and responsibilities T chart.

As a class, brainstorm, and record:

- Why is it important to consider personal rights and responsibilities related to communicating online in intimate relationships?
- What are different ways people communicate with their partner in an online environment?

Students pair up. In pairs, students create a T chart to brainstorm the rights and responsibilities of online communication in intimate relationships. Ask each pair to join up with another pair to share what they came up with.

Discuss the following:

- Why is it important that people discuss their rights and responsibilities at the start of relationships?
- Do you consider your charter of rights and responsibilities the online protocols for your relationship? Explain your answer.

Understand

Sharing information and images

In pairs, students create a list of behaviours or actions in an online environment which breach the rights or responsibilities discussed in the previous activity. These behaviours may include disrespecting someone, unethical behaviour or breaking online protocols.

Identify sexting, sharing nudes or part nudes or image-based abuse, as an example of unethical and disrespectful behaviour.

4 Respectful relationships in an online world

As a class, develop a definition for sexting. Sexting is taking naked or partly naked photos or videos of yourself (posing in a sexual way) and sharing these using the internet or your phone; and receiving, forwarding, or posting these photos or videos online or through mobile phones. (Source: [Youth Law Australia](#))

- Invite students to share what terms they use to describe “sexting”.
- You may like to adopt this language to engage students in the lesson.

Explain to students that someone might trust the person they send the photos or videos to, but things can change. Students work with a partner to list some examples of events that might result in the unwanted sharing of images or videos: For example, a breakup, someone shares your photo, a phone is stolen or hacked, family or friends find the photo online.

In their original pairs, students designate one person as A and one as B. Inform students that they are going to prepare advice about what to do in the following situations:

- Person A: A friend is receiving unwanted photos or videos from someone
 - <https://www.esafety.gov.au/young-people/receiving-unwanted-nudes>
 - <https://kidshelpline.com.au/teens/issues/sexting>
- Person B: A friend has sent a photo or video and found out it has been shared
 - <https://www.esafety.gov.au/young-people/my-nudes-have-been-shared>
 - <https://kidshelpline.com.au/teens/issues/sexting>
- Each person shares their advice with their partner.

Sexting and the law

Explain to students that it is very important for them to have a clear understanding of the laws related to sexting and the related consequences of breaking the law.

Students explore the information on the Youth Law website related to sexting. <https://yla.org.au/nsw/topics/health-love-and-sex/sexting-laws/>

Students answer the following questions to develop their knowledge and understanding.

- Is sexting a crime?
- What is child pornography?
- What are the penalties?
- Can sexting be a form of harassment?

Bring students back together as a class and ask them if there was any information that they did not know or were surprised to learn.

To what extent are young people aware of the laws related to sexting?

Act and apply

Showing respect online

Show the short clip [That's not team spirit animation](#). Source: [Be Deadly](#) (Office of the eSafety Commissioner).

Students work in groups of four. Allocate a character to focus on to each member of the group. Include Bud, Sharlise, Jono (Sharlise's cousin on the bus), and Kellie (Sharlise's friend).

- Students with the same character join together with a piece of A3 paper with a character's name at the top. Each group answers the questions in relation to their designated character.
 - How well did they demonstrate respect for themselves and others in the scenario? Explain your answer.

4 Respectful relationships in an online world

- What do you think their 'gut instincts' would be?
- What are the possible consequences of their actions?
- What could they have done to prevent the situation from occurring or getting worse?
- What actions could they take to address the problem?

Students return to their group to share their character's perspective in the situation.

Taking action

Students adopt the role of Kellie.

- Develop advice from Kellie for Sharlise. They should address what actions Sharlise should take now that her photo has been shared.

Formative assessment opportunity.

By collecting this work, students can demonstrate evidence towards outcomes PD4-2 and PD4-9, demonstrating application of knowledge of strategies to solve problems and seek help.

- Students find a partner and practise giving the advice they prepared to Sharlise both face-to-face and via their chosen form of online communication. Ask students to role-play or record their advice and share with two other pairs.

Students adopt the role of Sharlise.

- Draft an online message to Bud and tell him clearly what your expectations are regarding deleting the photo. Include why his behaviour was not appropriate and how it made you feel.
- Students record a reflection on what they have learnt from the experience and how it will influence their behaviours and choices in the future.

Formative assessment opportunity.

By collecting this work, students can demonstrate evidence towards outcomes PD4-2 and PD4-10, demonstrating application of knowledge of respectful behaviour online and communication skills.

- Students role play a face-to-face conversation with Bud in pairs. Remind students of the assertiveness skills they practiced in the earlier learning activities. Allow each person in the pair to provide feedback to their partner on their communication. What was one strength? What was one thing they could do differently next time? Swap roles.

Highlight to students that the photo is still in the digital environment even though Bud's phone was thrown out the window of the bus.

Evaluation

Use the following questions to complete an analysis of the teaching and learning in the unit of work. Sample questions to address include:

- Did all students demonstrate an understanding of the key concepts?
- What concepts within the unit will I need to revisit to ensure understanding?
- When will I/can I revisit these concepts?
- Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- Which activities and tasks were most engaging and effective?
- Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?