

GENDER, RESPECT & RELATIONSHIPS

Unit One

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SESSION 1

Respect & relationships

SESSION 2

Gender, respect & relationships

SESSION 3

The power of expectations

SESSION 4

Gender positioning

SESSION 5

Introducing gender-based violence

SESSION 6

Understanding sexual harassment

SESSION 7

Developing respectful practices

SESSION 8

How to help a friend

‘Gender, Respect & Relationships’ provides the context and background necessary to look more specifically at issues of gender-based violence, such as sexual assault and domestic violence. An analysis of gender is often missing in sexuality education programs and is essential as the background to exploring and understanding the power dynamics of sexual relationships that can lead to violence. Students need to understand that gender is not fixed and that as young people they can resist traditional notions of what it means to be a young man or a young woman in today’s society.

In this unit students explore and develop a common understanding of the concepts of gender, relationships and respect. They will examine the implications of gendered assumptions around masculinities, femininities and sexualities for themselves, others and in intimate relationships. Students will begin to develop skills in communication, negotiation, deconstruction, reconstruction, reflection and media literacy.

Timing

As with any activity, timing is only a guide and will depend on your students, the level of maturity, prior learning and student interest. The demonstration schools found that students really enjoyed the activity-based experiences, enabling them to move around (e.g. role play, working in groups or playing games), and being able to discuss their ideas. Students maintained that they learnt more by ‘doing the activities’. Many of the teachers commented that it was difficult to keep activities to the suggested time because student interest and discussion led the class in valuable directions.

LEARNING OUTCOMES

Students will clarify what they value about partners and relationships.

Students will identify their own expectations of relationships.

Students will identify behaviours that show respect in relationships.

Students will explore the concept of building a respectful relationship.

ACTIVITIES

- 1 Setting the context & boundaries
- 2 A respectful partner is...
- 3 Balancing rights & responsibilities
- 4 Building a respectful relationship

TIME REQUIRED

115 minutes

HANDOUTS

- H1** *A partner is...*
H2 *Looking for partners*
H3 *Personal partnerships*

1 Setting the context & boundaries¹

GROUP: WHOLE CLASS

TIME: 25 MINUTES

Preparation and materials

- Butcher's paper to note down ground rules that can be placed on the wall at the end of the class
- Pens
- Construct four A4 continuum cards with the following positions:
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree.

Background

This activity introduces students to the issues covered in the unit and helps them develop an understanding of their own and other people's views and positions regarding issues of gender, respect and relationships.

The activity also involves setting and using some classroom rules to ensure a safe learning environment. With the rules as a framework, students then explore the differing ideas about and attitudes to gender, respect and relationships. For experienced health and sexuality education teachers, this activity will be very familiar and you may already have developed a set of classroom expectations to ensure the environment is safe. If so you may like to do the second part of this activity or move on to Activity 2.

By selecting or developing statements that reflect a difference of opinion and can create a lively debate, you are able to remind students of the ground rules they have developed and demonstrate what they mean, for example, to listen, show respect and so on.

Procedure

- 1 Begin by explaining to students that this unit of work covers issues that may be sensitive for some people. It looks at issues about sexuality and relationships. This means

that people are likely to hold opinions and views that not everyone may agree with. However, it is important that the class be safe for everyone and that everyone feels they can contribute freely without fear or embarrassment. A way to ensure this is to set some ground rules or agreements about how the class runs.

- 2 **Ask the students what they think the class needs to make sure it is a safe space for everyone.** List these suggestions on the board or a piece of butcher's paper. You will need to transcribe these onto permanent posters or display them in an area that enables them to be a visible reminder to students. If students have difficulty coming up with ideas, you may like to start with some of the following for discussion:

- Listen to different ideas without 'put-downs'.
- Everyone has the right to speak.
- Each person is responsible for his or her own behaviour.
- **What other people say in class is confidential.**

It is equally important that students are given the opportunity to withdraw if they find issues personally confronting, and to protect them from making harmful disclosures. Specifically, every person has the right not to offer an opinion.

Ask students if they are happy with the list and if there is anything they would like to add.

- 3 Place the four continuum cards on the ground using a two-, three- or four-point continuum (strongly agree, agree, disagree, strongly disagree), and explain to students that you're going to read out a list of statements and they need to move to the card that most accurately reflects their view.

- 4 Select between three or four statements from the following list or develop your own:

- Year 8 boys are more mature than Year 8 girls.
- Girls have better relationships with their families than do boys.
- One person always needs to be able to take control of things in a friendship or intimate relationship.
- Boys are more interested in playing sport than in having relationships.
- You can feel close to someone without having an intimate relationship.
- Girls have it easier than boys do in relationships.
- Respect is the only thing that matters in relationships.
- School makes too big a deal about 'sexting'.
- Sexual harassment is something that only happens to girls.
- I would know how to help a friend who had been harassed.

- 5 Read out one statement at a time and ask students to physically move to the position that best reflects their view. If necessary, use a piece of rope or string, or draw a chalk line across the room and ask students to stand on that line. This can also be set up as four corners, depending on the space you have available.

- 6 Ask for volunteers from the different points on the continuum to share reasons for choosing their position. Alternatively, each student can discuss their choice of position with another student who has chosen a different position on the continuum. It is important to inform participants that there are no right or wrong answers in this exercise. The purpose of the activity is to allow students the opportunity to appreciate that people hold different views.

- 7 Inform participants that they may move at any time if they find that a reason given by another person changes the way they think about the statement. The following questions provide a useful focus to encourage students to think about the range of positions people hold towards gender and relationships. They can be used either at the end of the activity or after each statement:

- How do you think you developed your position on this statement?
- If you asked your parents to do the same activity, where do you think they would position themselves?
- What differences do you think there would be if this activity was done with all girls or with all boys?
- Do you think there would be any differences if all those doing the activity were gay or lesbian?
- What else do you think might affect where we would position ourselves?

2 A respectful partner is²

GROUP: IN PAIRS & WHOLE CLASS
TIME: 40 MINUTES

Preparation and materials

Make a copy of the following handouts for each student:

H1 A partner is ...

H2 Looking for partners

Collect a sample of 'Looking for partners' advertisements from local papers or use the sample provided in the 'Looking for partners' handout. If using your own, you need to ensure that they reflect a diverse range of ages and sexualities. Alternatively, you could look at one of the online dating sites. Make sure that you look at these sites before the students, as you need to ensure they are age-appropriate.

Background

This activity is designed to get students to think about the characteristics of an intimate relationship and how the expectations of this relationship can differ from other types of relationships. It is also included to begin a broad dialogue about respect and relationships.

Procedure

- 1 Ask the students to think about a person they really like, with whom they have some sort of ongoing relationship. Inform them that it can be a friend, boy/girlfriend, family member, adult friend, sports coach, music teacher etc. What is it about this person they really like?
- 2 Instruct the students to turn to the person on their right and spend a couple of minutes talking about why they like this person. Ask each student to share with the class one reason why they like this person.
- 3 On the board, list the following headings (see table below) and then list the student responses under the headings (see the examples given in the table). You can do this by asking each student, getting students to write their response in the column or giving them a Post-it note and asking them to write their response on these.

What they do	I would describe the person as ...	How they treat me/others
Takes me places Shares Makes my lunch	Fun Good at netball Friendly	Helps Listens There when I need them

- 4 As a class, discuss the following questions:
 - Which category has the biggest list?
 - Why do you think this is the case?
 - What do the lists tell us about what is important to young people in relationships?
 - Do you think the lists would be different if your parents or an older person did the activity? How? Why? (You may like to get the students to ask their parents and compare the differences.)
- 5 Now ask the students to think of a person they also have an ongoing relationship with, and whom they do not like. Remind students about the ground rules or behaviour agreements to ensure respect is shown. Following the same procedure, list the person's negative characteristics, attributes and behaviours.

What they do	I would describe the person as ...	How they treat me/others
Doesn't notice I'm there Never does what they say they will do Won't look me in the eye	Always grumpy Always swearing Someone who whinges about everything	Puts people down Doesn't listen Always tries to get the biggest and the best

- 6 As a class, discuss the following questions:
 - Which list is the biggest?
 - Is there a difference in the characteristics, attributes and behaviours we like in a person?
 - What does this tell us about what young people do not like in relationships?
- 7 Distribute copies of **H1 A partner is...** to students. Briefly discuss the use of the word 'partner.' Discuss other words that students might use (e.g. relationship partner, girlfriend/boyfriend, lover, husband/wife). Ask them to fill in the handout and then shuffle their sheets. Hand out the sheets and ask students to work in pairs with the sheets they receive. Ask them to discuss the following questions for each of the behaviours:
 - Would this be OK in your partner?
 - Do you think this behaviour would make a relationship better?
 - How would you change this behaviour?
 - How does a relationship with a partner differ from a relationship with a friend, parent or other person?
 - Which behaviours indicate respect? Which behaviours could indicate disrespect?
- 8 In the same pairs ask students to examine the personal ads on **H2 Looking for partners** and discuss the following questions. You will need to explain some of the abbreviations or get the students to work out what they could mean.
 - What are older people looking for in a relationship?
 - Does what is important in a relationship change as people age?
 - Does it change for same-sex relationships?

- Does it change for cultural reasons?
 - When we are young, how do we learn about what to expect in relationships?
 - Could there be any limitations or disadvantages to learning about relationships from these sources of information?
- 9 As a class, discuss whether it is possible to come up with universal characteristics that people expect in a relationship. Brainstorm what these might be.
 - 10 Ask students to write their own personal ad for the perfect partner. This could also be done as a homework or assessment task.

Extension activity: Matching pairs

If time permits, write the ads on large sheets of paper and place them on the floor. Students are to move around the room trying to match up the partners. Alternatively, the ads could be collected and sets made so that students could complete the task in small groups.

Finish by discussing the qualities, attributes or characteristics that made it easy or difficult to match people. Consider the following in the discussion:

- Can one person have more power in a relationship?
- Which of these behaviours would indicate a respectful relationship? Why?

3 Balancing rights & responsibilities³

GROUP: SMALL GROUP
TIME: 20 MINUTES

Preparation and materials

One copy of **H3 Personal partnerships** handout per student.

Background

The purpose of this activity is to start to look at rights and responsibilities rather than just expectations and wants in a partnership. Recap the positive aspects of relationships identified by the class in the previous activity. Briefly discuss why the term 'partner' is used rather than boy/girlfriend (this discussion should be inclusive of gay and lesbian partnerships and emphasise the rights and responsibilities relevant for all personal partnerships). Responsibilities are the actions we take that demonstrate respect for rights. Fulfilling responsibilities helps to protect rights.

Procedure

- 1 Divide the class into small groups and distribute the **H3 Personal partnerships** to each student.
- 2 Ask each group to develop ideas for a charter of personal partnership rights and report these back to the class. Write all responses on the board. Discuss variations and common themes. Each group then reviews their list in light of the class discussion.

- 3 Remind students that power imbalances can be supported if we think of rights as having complementary responsibilities for each person. For example, parents have different power from children because they are responsible for their children's wellbeing. Work through the following examples to determine the complementary responsibility:
 - Each person has the right to be treated with respect as an individual by their partner. Ask: What would be the complementary responsibility?
 - Each person has the responsibility to respect their partner as an individual. Ask: What would be the complementary responsibility?

- 4 Ask students to move back into groups and establish responsibilities that complement each right they have listed. As a whole class, ask each group to share some answers and develop a collated list of rights and responsibilities.
- 5 Ask each student to highlight the rights and responsibilities they feel are important. Discuss in the group reasons for any different answers.
- 6 As a group, list and discuss some suggested responsibilities for a sexual relationship.
- 7 What would a respectful relationship look like?

Extension activity

If you have additional time, this activity can provide a fun and visual way of thinking about how we build relationships. Using the metaphor of building blocks and the qualities that are needed to build a respectful relationship helps students to see that a relationship is something dynamic that can be impacted on by a range of factors.

4 Building a respectful relationship

GROUP: WHOLE CLASS
TIME: 30 MINUTES

Preparation and materials

- **H4 'Qualities' activity cards** to stick on to foam or paper bricks. Ensure some blank bricks are provided for students to write their own qualities. If you have the time or resources, making a set of bricks out of foam provides a very powerful experience for the students, as they can see what happens to the wall if you add or remove an important quality. If not, just use the activity cards to build a paper wall.
- Blu-tack or something similar to stick the activity cards up on the wall/board

Whether you focus on friendships or relationships will depend on the maturity and context of your students. It is advisable to laminate the cards for use. Ensure three plain bricks are provided for the students to add any qualities they think are missing. This activity is visually more effective if you use boxes/foam instead of paper for bricks. Depending on how many students you have, you may want to complete this activity in small groups. An example is shown in the illustration below.



Background

This activity examines the key elements or building blocks of a respectful relationship. It is designed to give students the opportunity to examine what makes a relationship strong, sustainable and equitable, prior to exploring what are more contested and potentially negative aspects of gender, power and violence in sexual relationships. In any sexuality education teaching, it is important that participants begin with a positive sense of sexuality and sexuality education and finish by exploring strategies and skills that can build positive, respectful and enjoyable relationships.

Procedure

- 1 Inform students they are going to be thinking about the qualities required in friendships/relationships.
- 2 Show students the **H4 'Qualities' activity cards**. Discuss these existing qualities with the students, leaving time for debate these in case there is disagreement, and to include any additional qualities they suggest.
- 3 Ask students to place the cards in order from most important in a relationship to least important in a relationship.
- 4 If you have a set of foam bricks, ask students to build a wall with the bricks, sticking each of the cards onto them and placing the most important qualities on the bottom and the least important qualities on the top. The wall could be made up of four rows of five qualities.
- 5 Discuss with students how each brick plays a part in holding the wall up. Liken this to friendships/relationships.
- 6 Take away one of the least important qualities – what difference would this make to the friendship/relationship?
- 7 Take away one of the most important qualities – what difference would this make to the friendship/relationship?
- 8 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 Facebook
 - a friend/partner posted an unwanted video of you in your underwear on YouTube
 - a friend/partner supported you
 - a friend/partner helped in a difficult situation
 - a partner never broke their promises.

This session is designed to enable students to gain a common understanding of **the concepts of gender, sex and sexuality**. It is also designed to assist students to broaden the traditional notions, categories and expectations of gender. Often these concepts can be confused and used in a variety of ways. For example, 'sexuality' can be used to refer to sexual preference or orientation, yet in an educational context 'sexuality' refers to that part of humanity that reflects the feelings, desires, attitudes and behaviours related to our sexual selves. Similarly, 'gender' has been used to describe the sexual difference between men and women, yet in an educational context this is what is meant by a person's sex. 'Gender' is used to describe what it means to be female or male in a particular society or community. In addition, 'sex' is often used to describe the sexual activity known as sexual intercourse. The definitions provided below may help clarify the current usage of the terms.

Some useful definitions

The following definitions are taken from the Population Council's (2009) *It's All One Curriculum: Guidelines and Activities for A Unified Approach to Sexuality, Gender, HIV and Human Rights Education*.

Gender refers to socially or culturally defined ideas about masculinity (male roles, attributes and behaviours) and femininity (female roles, attributes and behaviours). Gender is not the same as sex.

- In every society, gender norms and gender roles influence people's lives, including their sexual lives.
- Gender roles are learnt. They are not innate or 'natural'.
- In fact, almost everything that males can do, females can also do. And almost everything that females can do, males can also do.
- Within any culture or society, people have varying attitudes about gender roles and gender equality.
- Beliefs about gender also vary from one culture (or society) to another.
- Gender roles change over time, and in many settings people – especially young people – are embracing greater gender equality.
- Greater equality and more flexible gender roles give everyone more opportunities to develop to their full capacity as human beings. In contrast, restrictive gender roles can limit opportunities.⁴

Gender is used to describe those characteristics of women and men that are socially constructed. People are born female or male but learn to be girls and boys who grow into women and men. This learnt behaviour makes up gender identity and determines gender roles.⁵

LEARNING OUTCOMES

Students will define the terms 'sex', 'sexuality' and 'gender'.

Students will identify the implications of narrow understandings of gender.

Students will identify behaviours that show respect in relationships.

Students will begin to examine the role of the internet on gender and sexuality..

ACTIVITIES

- 1 If the category fits, wear it.
- 2 Gender expectations – I just can't win!

TIME REQUIRED

45 minutes

HANDOUTS

- H5 Gender cards
H6 I just can't win

Sex is the difference in biological characteristics of males and females, determined by a person's genes. For example, only males produce sperm. Only females produce eggs and can become pregnant. Sex is not the same as gender.

Sexuality is how people experience and express themselves as sexual beings. Many factors contribute to people's sexual behaviours, relationships, feelings, identity, desires, and attitudes. One of these factors is biology, especially sex hormones. Another factor is individual personality and experience. Yet another factor is culture, which influences people's attitudes, expectations and experiences related to sexuality. Cultural norms also affect laws and policies about sexuality. All of these factors interact throughout life.⁶

Sexuality is an integral part of life and it influences personality. It involves more than just being anatomically and genetically female or male and it is not defined just by one's sexual acts. It is a process that starts at birth and ends only when we die. It influences our perceptions, attitudes and behaviours in relation to other individuals and to society. From the beginning of our lives, sexuality affects all aspects of our life – the way we think, the way we feel, what we do and who we are.⁷

1 If the category fits, wear it

GROUP: SMALL GROUP & WHOLE CLASS
TIME: 30 MINUTES

Preparation and materials

- Print out one complete set of **H5 Gender cards**. Cut up the gender cards
- A large space so students can move around

Background

In this activity students explore the similarities and differences between men and women and between masculinity and femininity. They will identify biological, behavioural and social differences. The activity aims to help students see that there are more similarities than differences between men and women and that differences result from social practices.

Procedure

- 1 As a class, do a quick brainstorm on what students see as the differences between men and women. Write up ideas on the board.
- 2 Place the first three floor cards (girl, boy, both girl & boy) on the ground, allowing enough space for students to be able to move around the room.

- 3 Give each student one of the gender cards. If you have more than 25 students you will need to add extra cards to ensure each student has at least one. Ask students to place their card into the category where they think it fits. Once the cards have been placed, ask students if there are any cards they would move. Why?
- 4 As a class, discuss the following questions:
 - Which category is the largest? Why?
 - What differences are biological? What differences are behavioural?
 - Go back to the list of differences on the board (which are likely to relate to gendered expectations) and ask students what is different about the lists.
 - Where do we develop an understanding of the differences?
- 5 Collect the gender cards, shuffle them and give them out again.
- 6 Using the next three floor cards (masculine, feminine, both masculine & feminine) switch the cards that are on the floor and ask students to redo the exercise.
- 7 Examine the list and discuss the differences in what are considered masculine and feminine.
- 8 As a class, discuss the following questions:
 - What do we mean by masculine and feminine?
 - Can there be more than one masculinity and one femininity?
 - How does this differ from biological sex?
 - In what other ways is the term 'sex' used?
 - How does this differ from sexuality?

2 Gender expectations – I just can't win!

GROUP: SMALL GROUP
TIME: 15 MINUTES

Preparation and materials

- Copies of **H6 I just can't win!**
- Butcher's paper and felt-tip pens to record responses

Background

In this activity students use the information from the previous activities to begin looking at the implications of gendered notions on expectations about gender and sexuality.

The two case studies look at expectations about sexuality, one from a female perspective and one from a male perspective. Depending on the sex of your group and the time you have available, you may like to select only one case study. In addition to exploring gender expectations more generally, the Finn case study also provides a good opportunity to begin a dialogue with students about the internet and the impact of pornography on their understandings of sex and gender.

Procedure

- 1 Put students in groups of four or five and give each group a copy of the handout **H6 I just can't win!**
- 2 In each group, appoint a reader, a recorder and a person to report back.
- 3 Ask the groups to read the stories and discuss the questions on the handout. Each group reports back on one question.

LEARNING OUTCOMES

Students will identify their own expectations in relation to gender.

Students will identify implications of narrow understandings of gender.

ACTIVITIES

- 1 A question of gender (gender stems)
- 2 On becoming a woman

TIME REQUIRED

100 minutes

HANDOUTS

- H7** Graffiti sheet for girls
- H8** Graffiti sheet for boys
- H9** Gender stem statements for girls
- H10** Gender stem statements for boys
- H11** Being a trans-man
- H12** On becoming a woman

This session enables young people to explore the impact of particular understandings of gender on expectations about being male or female. It provides a background for the other activities in this resource. The session has been designed to enable students to explore the concept of gender and the associated notions and expectations that have an impact on sexuality. It also provides them with the opportunity to connect issues of gender to different positions of power central to adolescent sexual behaviour. The activity also aims to extend their understanding of gender by exploring traditional notions of gender in a case study that examines the experience of a young transsexual person.

1 A question of gender

GROUP: INDIVIDUAL & SMALL GROUP
TIME: 60 MINUTES

Preparation and materials

- One copy of **H7** or **H8** *Graffiti sheets*
- One copy of **H9** or **H10** *Gender stem statements* per student. Please note that handouts **H8** and **H10** are for male students and **H7** and **H9** are for female students. Make sure you know the numbers of each gender in your class prior to undertaking this activity.
- One copy of **H11** *Being a trans-man* per student

Background

In this activity students build on previous sessions to look at the implications of gender notions based on expectations about gender and sexuality. It is important to revisit the ground rules and practices to keep students safe, as the activities are starting to look at case studies that will help students to explore their own and other students' perceptions, attitudes and understanding in relation to gender and aspects of sexuality.

Procedure

- 1 Tell students that the aim of this activity is to examine their understanding of gender as a social construction.
- 2 Give students a copy of **H9** or **H10** *Gender stem statements* to complete, allowing five to 10 minutes.

3 On the board, make two columns with the following headings:

- Because I am a boy, I am expected to...
- Because I am a girl, I am expected to...

Ask each student to write their responses under the appropriate heading. (Alternatively, print enough copies of the **Graffiti sheets** handouts for each member of the class and ask them to write their responses.)

4 Divide the students into small groups, appointing a recorder and someone to report back to class. Ask each group to discuss the following questions:

- Do the expectations advantage one gender over another? How?
- Does one gender have more power than another? How and in what circumstances?
- Are there any expectations you would like to see changed? Why?
- Are there any expectations you would like to see remain? Why?

- What are the implications of such expectations?
- What happens if people don't fit the 'musts'?

5 Students report back to the whole group.

6 Read the class the H11 Being a trans-man case study. With the students back in small groups, give each group a copy of the handout. In small or large groups, discuss the following questions:

- How would society define this person? Man, woman, transgender, lesbian? Why?
- How does this person define himself?
- What are the implications of this definition for this person?
- What does it tell us about gender?
- How does he feel about himself?
- How much power does this person have? Why?
- What changes would need to happen to enable this person to feel comfortable with his gender?

2 On becoming a woman⁹

GROUP: INDIVIDUAL & IN PAIRS
TIME: 30 MINUTES

Preparation and materials

- Copies of **H12 On becoming a woman** for each student
- A highlighter for each student

Background

This activity explores how views about appropriate male and female behaviour have changed over time. The extract used in the activity comes from a book written in the 1950s. It is used as a basis for exploring changing community attitudes about how men and women, and boys and girls should behave. This activity also raises issues about the kinds of media that girls and boys are expected to access and use, such as girlie magazines, porn and so on. Depending on the maturity of your group, this activity can provide an opportunity to look at expectations set up by the media.

Procedure

1 Ask students to read the extract and highlight the attitudes expressed about male and female behaviour. For example, girls are 'domestic by nature' whereas boys are 'rough and ready'.

2 In pairs, identify which of the attitudes expressed in the extract are still common today. Which attitudes no longer exist?

3 Ask students where they get their ideas about 'appropriate' male and female behaviour. List these on the board. Which ones can be trusted sources? Why/why not?

- Do these sources have positive or negative impacts on young people?
- Think about 'Lucy', 'Finn' and 'Trans-man' – where did they get their information about 'appropriate' masculine and feminine behaviour?
- Where can young people get information that shows the diversity of masculine and feminine behaviour in a positive way?

Homework research/assessment task

Ask two adult females and two adult males (at least 15 years older than you) to read the extract and tell you:

- Which of the attitudes prevailed when they were teenagers?
- Which attitudes did not exist?
- What sources of information were they exposed to that reflected 'appropriate expressions' of gender?

Appropriate people could be mothers, fathers, grandmothers, grandfathers, elders, aunts, uncles and cousins. The data could be developed into a writing assessment task such as a report, a letter written to a friend about gender expectations in a particular time period, a short story about changes, an analysis of media representation or a presentation.

LEARNING OUTCOMES

Students will be able to describe some traditional notions of gender.

Students will be able to discuss some impacts of gendered expectations on young people and their relationships.

ACTIVITIES

- 1 Changing attitudes
- 2 Changing positions

TIME REQUIRED

100 minutes

HANDOUTS

H13 Sex and gender cards & floor cards

This session explores gendered expectations about relationships, sexuality and sexual activity. It examines some of the traditional notions about sexuality between boys and girls that can lead to assumptions and behaviours often used to excuse disrespectful practices. The assumptions presented in this activity are based on research with young people conducted by Hillier (2000),¹⁰ in which she explored the way young people perceive girls and boys and sexuality. Assumptions about masculine and feminine behaviour in sexual situations disadvantage both young men and women, and the assumptions generated by the discussion need to be challenged. This session provides the background to begin to look at consent, power, gender and violence.

1 Changing attitudes

GROUP: SMALL GROUP & WHOLE CLASS

TIME: 10 MINUTES

Preparation and materials

None

Background

In the last session students were asked to conduct some research on attitudes to gender with significant adults such as parents and grandparents. This type of activity is a wonderful way to open up dialogue with parents and other adults and often results in improved communication. Students are often surprised at their parents' attitudes and experiences.

Procedure

- 1 Ask students to report back on the research conducted for homework. This can be done in small groups or as a whole class. Use the following questions to focus discussion:
 - Which of the attitudes prevailed when the older people were teenagers?
 - Were there any attitudes that did not exist?
 - Where did young people get their information about gender?
 - Were you surprised at any of their answers?

2 Changing positions¹¹

GROUP: SMALL GROUP

TIME: 45 MINUTES

Preparation and materials

- Five copies of **H13 Sex and gender cards** (one set per group of six students)
- One copy of the large floor cards (provided in H13) printed on A4 paper or card with Boys, Girls, Respectful, Disrespectful written on them.
- A set of blank cards for students to write on

Background

This activity explores assumptions about gender and sexuality. If you are working in mixed groups, it is likely to create some lively discussion, so ensure you remind students about ground rules and respect. It is also important to help students challenge the assumptions made and see them as restrictive stereotypes that can be harmful for both boys and girls, and to bring the discussion back to a common understanding about respectful behaviours in relationships.

Procedure

- 1 Form students into groups of five or six and ask for a volunteer from each group to report back at the end of the activity. Inform students that they are going to be looking at some statements about the sexuality of males and females.
- 2 Ask the groups to place the **H13 Sex and gender cards** into two lists, based on whether they think the statement is referring to a boy or a girl. Students must reach agreement as a group and be able to give a reason for their decision. Allow 10 minutes for the task.
- 3 Ask the reporters to report back on only two statements: one that they placed in the girls' pile and one that they placed in the boys' pile. The following questions can help to focus the discussion:
 - Why did you place the statement in this list?
 - What assumption is your statement making about girls and sexuality, and boys and sexuality? What does it say about being male and female?
 - Did everyone in the group agree?
- 4 As a whole class, discuss the following questions:
 - Are the assumptions realistic?
 - What are the implications of these assumptions for relationships between girls and boys or for any intimate relationship?
 - Why were there differences in opinions?
 - Where do we develop these opinions?
- 5 Give students the floor cards and ask them to redo the 'Sex and gender cards' under the headings 'Respectful' and 'Disrespectful':
 - Are any of the statements respectful? Why?
 - Are girls and boys presented as equal and having equal power?
- 6 Groups rewrite the statement so that they present girls and boys as equal and behaviours as respectful.

LEARNING OUTCOMES

Students will be able to identify potentially safe and unsafe spaces in the school environment.

Students will be able to identify the nature of violence and harassment.

ACTIVITIES

1 Safe spaces in our school

TIME REQUIRED

60–80 minutes

HANDOUTS

H14 *Gendered spaces in our school*

H15 *Harassment & violence in schools*

1 Safe spaces in our school

GROUP: IN PAIRS

TIME: 60 MINUTES

Preparation and materials

- A map of the school (one copy per pair of students, plus a large copy for group work if needed. Refer to step 5 below.). Alternatively, get the students to make their own map.
- Copies of **H14** *Gendered spaces in our school* and **H15** *Harassment & violence in schools* (one copy per student)
- Butcher's paper and felt-tip pens
- Highlighters of different colours

Procedure

- 1** In pairs students are to map the gendered spaces in their schools. Hand each pair a map of the school that reflects both indoor and outdoor spaces.
- 2** Ask students to mark on the map areas they think are safe and unsafe. Using **H14** *Gendered spaces in our school*, ask students to write down the safe and unsafe things that happen in that space. Colour-code the areas that girls use and boys use, and record any differences experienced by boys and girls using those spaces:
 - Are there spaces that cut across school, home and the community that can be unsafe for students (e.g. the internet)?
 - What makes the spaces unsafe?
- 3** As a whole class, brainstorm a list of acts at school that are perceived as violent by students. Why are they violent? Students are likely to come up with physical illustrations of violence, so help them to think more broadly about emotional and social forms of violence. If you have access to computers, get the students to Google definitions of violence. If you are concerned about inappropriate content coming up through the search, provide a range of links that you have researched for students to use instead. Select a few that students have found and draw out the key words so that students have a clear idea. Alternatively, present them with a broad definition such as 'any hurtful or unwanted behaviour perpetrated upon an individual by another person or persons. Includes physical, psychological, sexual, social, financial, spiritual and emotional violence'.

This session focuses on gendered assumptions in schools. It is designed to get students to think about the gendered way that space is used in school and how this has an impact on safety and violence. In this session students start to look at the gendered nature of violence by exploring sex-based harassment in the school and the implications for respectful relationships.

- 4 The pairs record these acts on the board/butcher's paper according to location (e.g. classroom, sporting field, schoolyard, toilets, online, to and from school) Ask students to explain why they consider these to be violent acts. For each behaviour ask the following:
 - What impact might this have on the victim and the perpetrator?
 - What impact might this have on the people around them?
 - What would be the short- and long-term consequences of this behaviour?
- 5 Give each student a copy of **H15 Harassment and violence in schools**. Students will need to place each scenario on the map of their school in accordance with where they think this behaviour might occur. If you would like this activity to be more energising, you can draw a larger map of the school on the board, blow up a copy and project it onto a wall or even recreate the school map in the classroom (using tables and chairs to divide spaces) and get students to move around the room and place their scenario cards on the larger map. If this is not possible, students can simply work in pairs and do the mapping exercise on the maps they were given at the start of the activity.
- 6 This information will need to be collected at the end of this session, as students will continue working on it in the first activity of Session 6.

Important note

This is one of the first activities in the *Building Respectful Relationships* resource to refer to the word 'pornography'. Josh's case study looks at the distribution of porn via mobile phone. Depending on your group of students, this might be an appropriate time to discuss what we mean by pornography. The following definition is from the Oxford dictionary: *Printed or visual material containing the explicit description or display of sexual organs or activity, intended to stimulate sexual excitement.*

Although we know students accidentally come across pornography, we cannot assume Year 8 students are familiar with it. This issue therefore needs to be handled sensitively; it should not be seen in any way as a request for students to go home and see what they can find online. It is best to deal with pornography in a matter-of-fact way so students know what the word means. This is where the ground rules will be crucial to the running of the class and ensuring that inappropriate comments are not made. You should be prepared and ready to answer student questions prior to undertaking this activity.

LEARNING OUTCOMES

Students identify the nature of sexual harassment, including homophobia.

Students describe impacts and outcomes of sexual harassment on victims and perpetrators.

Students will identify the unlawful nature of sexual harassment.

Students identify strategies for dealing with harassment and violence in schools.

ACTIVITIES

- 1 Mapping gender and violence at our school
- 2 What is sexual harassment?

TIME REQUIRED

60 minutes

HANDOUTS

- H15** *Harassment & violence in schools (same as session 5)*
- H16** *What is sexual harassment?*
- H17** *Sexual harassment survey*
- H18** *What's the legal situation with sexual harassment?*

If there is one, you will also need a copy of the school sexual harassment policy. If the school does not have a policy, you will need to source another one either online or perhaps create your own.

This session looks specifically at the issue of sexual harassment. It is designed to help students understand what sexual harassment is and the implications for those who experience it and those who perpetrate it. The activities require students to reflect on their own experiences, so ensure a safe environment and inform students prior to the session that they will be looking at sexual harassment.

1 Mapping gender & violence at our school¹²

GROUP: WHOLE CLASS

TIME: 40 MINUTES

Preparation and materials

- Copies of **H15** *Harassment & violence in schools* and **H16** *What is sexual harassment?* for each student
- Student maps from Session 5

Background

This activity builds on the last activity in Session 5, using the same case studies to encourage students to think more broadly about violence and its causes and effects.

Procedure

- 1 Hand students their maps from the last session (or display the large map that they all worked on). These maps should list each of the scenarios from **H15** *Harassment & violence in schools*.
- 2 Cut up each of the scenarios from **H15** *Harassment & violence in schools* and place them in a box in the middle of the room. Choose one at a time (or get students to choose one) and read out and discuss. (This activity could also be done in small groups.)
- 3 Discuss why this is an example of violence and harassment. (You need to prompt students to bring out issues such as violation of rights, victim(s) and perpetrator(s), and lack of respect.) As a large group, discuss the following questions:
 - Do you think these are realistic examples of what happens in school?
 - How might the victim of the violence have felt?
 - What might the short- and long-term consequences be?
 - What should have been done in this incident?
- 4 Ask students to reflect on the examples of violence and harassment that you have just discussed. You could display them or give the students a handout of all the examples. As a large group, discuss the following questions:
 - Which scenarios do not involve a gender-based or sexual behaviour? Remove these (or ask students to cross them out).
 - Who were more frequently victims? Who were more frequently perpetrators? Girls or boys?

- Was there any difference in the type of violence perpetrated by girls and boys?
- 5 Explain to students that this type of harassment is called sexual harassment and is against the law. Give each student a copy of **H16 What is sexual harassment?** and go through the information on the handout with the students. Use the harassment and violence situation cards you have just discussed to illustrate the examples listed as sexual harassment.

- 6 If students have computer access, you might like to ask them to look up the Victorian Equal Opportunity and Human Rights Commission website for information on sexual harassment at <http://www.humanrightscommission.vic.gov.au/index.php/types-of-discrimination/sexual-harassment>

2 What is sexual harassment?

GROUP: SMALL GROUP & WHOLE CLASS
TIME: 20 MINUTES

Preparation and materials

- Copies of **H17 Sexual harassment survey** for each student
- Copies of **H18 What's the legal situation with sexual harassment?** for each student
- If the school has one, a copy of the school sexual harassment policy

Procedure

- 1 Inform students that in this session we are going to look at sexual harassment in more detail.
- 2 Give each student a copy of **H17 Sexual harassment survey** and ask each student to spend five minutes filling it out. Explain that the surveys are confidential and that students don't have to put their name on the handout.
- 3 In groups of four or five, ask students to analyse the findings in relation to:
 - Gender and age
 - What forms of violence boys are responsible for. Against whom?
 - What forms of violence girls are responsible for. Against whom?
 - What patterns are evident?
- 4 As a whole class, briefly discuss the findings of each group based on these questions:
 - Who generally did the harassing?
 - How often did this happen during the school year?
 - Where did it happen?
 - Who else was there?
 - What did they do?

When you discuss the last question, ask students to think about what might make it difficult for someone to talk about

their experience of sexual harassment (e.g. knowing it was sexual harassment, current legal focus inhibiting disclosures, person felt uncomfortable or that they wouldn't be believed, person was afraid of what might happen if they told someone, didn't want to make a 'big deal' of it).

- 5 Give each student a copy of **H18 What's the legal situation with sexual harassment?** Using this handout, revisit the violence and harassment examples from the last activity and decide which ones would be considered sexual harassment. Why?
- 6 As a whole class, discuss what makes sexual harassment different from other forms of violence.
- 7 In small groups, students have a brief discussion about how they would help a friend who was experiencing sexual harassment. Ask students to think about:
 - What they would say and who they would say it to (e.g. to the victim, perpetrator, perpetrator's friends if they're around)
 - What they would do, listing three actions in order of what they would do in a situation of sexual harassment (e.g. make sure their friend is OK, talk to their friend about what they want to do, get some information about next steps from the internet/printed resources/teacher)
 - Where they would go for information or help.
- 8 If the school has a policy on sexual harassment, present this for students to analyse. If not, find a policy online or develop a draft one yourself to present to the class. Let the students decide if it needs rewriting in the context of what they have learnt about sexual harassment. (This could be part of an assessment task.)

For advice regarding sexual harassment, schools can contact the DEECD Legal Division (9637 2934) or Student Critical Incident Advisory Unit (9637 2934). Alternatively, schools may contact their local police Sexual Offence and Child Abuse Investigation Team.

See <http://www.education.vic.gov.au/school/principals/spag/safety/Pages/sexualassault.aspx> for further information.

LEARNING OUTCOMES

Students will identify their own expectations in relation to gender.

Students will identify implications of narrow understandings of gender.

ACTIVITIES

1 Rewriting the script

TIME REQUIRED

60 minutes

HANDOUTS

H15 *Harassment and violence in schools (from session 5)*

1 Rewriting the script

GROUP: SMALL GROUP & WHOLE CLASS

TIME: 60 MINUTES

Preparation and materials

- Copies of **H15** *Harassment and violence in schools*. Cut the scenarios into sections so that they can be used individually
- Large space for students to practise their role plays

Background

It is important for students to have participated in Sessions 5 and 6 prior to this final session. The activity uses the violence and harassment examples that students have been working with over the last two sessions, so they should be familiar with them and with ways to address and prevent the particular situations.

This activity incorporates several drama techniques. A freeze frame is used in which students develop an action shot from the violence and harassment examples. They play it – then freeze it, and students analyse it. It also incorporates still images (the freeze) and improvisation. Then the rest of the class rewrite the frame to demonstrate how it would look if the situation was a respectful one and the frame is brought to life: bystanders take action or victims voiced their feelings etc. Students use improvisation to replay the example. You might like to ask the drama department to provide some advice or assistance if you have not used these techniques before.

Procedure

- 1 Inform students that they are going to have a chance to show their drama skills.
- 2 Divide students into groups of four or five. Some of the examples only involve one or two people; however, students can think about how they could include all students. Give each group two of the violence and harassment examples from **H14** *Harassment & violence in schools*.

This is one of the final sessions in Unit 1. It is designed to review the information, understandings and skills covered in the unit and finish with the modelling of respectful practices. The session requires students to engage in role plays, so if you are unfamiliar or inexperienced with these practices you might want to speak to the drama teacher. There are many excellent resources to assist teachers to incorporate drama into teaching and learning activities. *The Years 1–10 Drama Curriculum Guide* (1991)¹³ and Burton (2004) *Creating Drama*,¹⁴ are excellent resources for those wanting to incorporate drama techniques into teaching and learning experiences. One of the key features of role play is the briefing and debriefing process. Adequate briefing at the beginning enables students to be clear about what they need to do to get into role. Debriefing is possibly more important as it is the means by which the role play is analysed but also provides a structure for students to de-role. This is very important as students may be playing a character being harassed or doing the harassing, and may feel very uncomfortable about this in real life.

- 3 Ensure that all types of sexual harassment are covered. For example:
 - Unwanted touching
 - Staring and leering
 - Suggestive comments or jokes
 - Sexually explicit pictures, posters etc.
 - Unwanted invitations to go on a date
 - Requests for sex
 - Intrusive questions about your personal/private life
 - Insults, name calling or taunts based on your sex
 - Derogatory graffiti
 - Sexually explicit text messages, emails etc.
- 4 Inform the students that they have to develop a short scenario of one of the situations they have been given. If time permits they will also write a short scenario for the other situation. One person tells the rest of the class what the scenario involves. If the scenario involves only two people, ensure that other students in the group are present as friends or bystanders.
- 5 The rest of the class must tell them how they could change the scenario to demonstrate what could happen to stop the situation and demonstrate respect in the situation. The teacher will say 'play' and the group improvises to replay the situation. Finish each scenario one by discussing whether the strategies worked and ask students to think about what else would need to happen to prevent sexual harassment occurring.
- 6 Give each group five minutes to write out their scenarios. The tasks for the rest of the class are to advise the group performing how the situation could be changed to prevent, stop or change the situation to one that demonstrates respectful relationships.
- 7 As a whole class, discuss the following questions:
 - What are the barriers for the victim, perpetrator or bystanders to take up these actions?
 - What are the enablers or encouraging factors for the victim, perpetrator or bystanders to take these actions?
 - What can we as individuals do to reduce the barriers and increase the enablers? (E.g. encourage friends to be respectful, challenge each other about attitudes, show support for victims, and tell people when we disagree with their actions.)

LEARNING OUTCOMES

Students reflect on the impact and outcome of sexbased harassment.

Students identify how they could help a friend who is experiencing harassment and violence.

ACTIVITIES

- 1 How to help a friend
- 2 Taking a stand

TIME REQUIRED

60 minutes

HANDOUTS

- H15** *Harassment & violence in schools (from Session 5)*
- H19** *Where to go for help*
- H20** *Common responses to experiences of violence*
- H21** *What can I do to help a friend?*
- H22** *Responses to scenario activity*

This session aims to provide students with the necessary tools to support a friend who may be experiencing violence. It also develops an understanding of the impact and outcome of violence on the lives of victims and survivors, as well as some strategies to take action.

1 How to help a friend

GROUP: WHOLE CLASS & IN PAIR

TIME: 30 MINUTES

Preparation and materials:

- Copies of **H19** *Where to go for help*, **H20** *Common responses to experiences of violence* and **H21** *What can I do to help a friend?* for each student
- Copies of the 'Scenario cards' from **H15** *Harassment & violence in schools*
- Copies of the **H22** *Responses to scenario activity*

Procedure

- 1 As a whole class, briefly get students to brainstorm what they think about some common responses to gender-based violence, such as those detailed in the scenarios from previous sessions. Remind students of the broad nature of the violence and the different sorts of violence we're talking about (social, emotional, spiritual, physical, verbal, emotional, mental etc.). Write their responses up on the board.
- 2 Give each student a copy of **H20** *Common responses to experiences of violence* and note which types of emotional response they didn't think about. Work through the handout as a wider group, asking students to think of different examples for each emotional response.
- 3 Give each student a copy of **H21** *What can I do to help a friend?* and discuss the importance of listening to and believing your friend, using the following questions as a guide:
 - Why do you think it's important to believe your friend? (E.g. because victims/survivors are often afraid no one will believe what has happened to them.)
 - Why do you think it's important to listen to your friend? (E.g. so they can tell the story their way and don't feel like you are judging them or asking too many questions.)
 - Why do you think you should keep it secret and ask your friend what kind of help they want? (E.g. Because people who have been sexually assaulted often feel like things are out of their control, so it's good to support them to be empowered and in control.)

- 4 Explain to students that they're now going to have an opportunity to practise responding to a friend who has experienced violence, using some of same scenarios from the previous activity.
- 5 Give each student a copy of **H15 Harassment & violence in schools**. Ask them to select a scenario that they'd like to act out in pairs. They must pick one that they haven't used in previous sessions.
- 6 Ask students to read through their chosen scenario and think about which common emotional responses that person may experience – students can tick the box on the **H22 Responses to scenario activity** for each emotion. Explain that they'll have five minutes to do a role play, where one person acts as the character on the card, and the other person acts as the friend supporting that victim, using the strategies listed on **H21 What can I do to help a friend?** as a guide. Then the pairs will swap roles to allow all students to practise responding effectively.
- 7 Ask students to come back into the group and have a short discussion based on the following questions:
 - How did you feel doing that activity?
 - Was it hard or confronting?
 - Do you feel like you did a good job?
 - What, if anything, would you do differently?
 - How do you think you would feel if a friend came and talked to you about sexual harassment?
- 8 To end the discussion, acknowledge that this is something that can be very difficult to talk about. Explain that students are not expected to be counsellors and there are lots of places to go for help and support. **H19 Where to go for help** provides some useful numbers and websites that you can write on the board or photocopy and hand out to students.

2 Taking a stand

GROUP: WHOLE CLASS
TIME: 20 MINUTES

Preparation and materials

- Four continuum cards from Session 1, Activity 1: 'Setting the context & boundaries' with the following positions: Strongly agree, Agree, Disagree, Strongly disagree
- List of statements (from point 3 of the 'Procedure' section)

Background

This activity is a repeat of the very first activity in the curriculum. It is a finishing-off activity and will allow students to reflect on how their opinions have changed during the course of curriculum.

Procedure

- 1 Explain to students that the next activity is a finishing-off activity. They may remember it from the very first session. We are doing the activity again now to see how opinions and views may have changed.
- 2 Ask everyone to stand up. Place the continuum cards in four corners of the room or in a line. Explain that you will make a statement and all students need to move towards a card depending on what they think about the statement.

It is important to inform participants that there are no right or wrong answers in this exercise. The purpose of the activity is to allow students to appreciate that people hold different views. Inform participants that they may move at any time if they find that a reason given by another person changes the way they think about the statement.

- 3 Read out one statement at a time and ask students to physically move to the position that best reflects their view. If necessary, use a piece of rope or string or draw a chalk line across the room and ask students to stand on that line.

STATEMENTS

- I would know how to help a friend who had been harassed.
 - Girls have better family relationships than boys do.
 - One person always needs to be able to take control of things in a friendship or intimate relationship.
 - Boys are more interested in playing sport than in having relationships.
 - You can feel close to someone without having an intimate relationship.
 - Girls have it easier than boys in relationships.
 - Respect is the only thing that matters in relationships.
 - Sexual harassment is something that only happens to girls.
- 4 A final reflection for homework or possible assessment:

Gender, Respect & Relationships: A Guide For Young People

Inform students that they are required to make a one page brochure to inform other young people about respect and relationships. Titled *Gender, Respect & Relationships: A Guide for Young People*, the brochure should include key information about the following:

- What is gender?
- What is respect?
- What makes a respectful relationship?
- How is a respectful relationship different to a disrespectful relationship?
- Where do you go and what do you do if you need help at school?
- How do you to help a friend?

HANDOUTS

Unit One

THIS DOCUMENT COMPRISES EACH OF THE HANDOUTS REFERRED TO IN UNIT ONE. PLEASE READ THE ACTIVITY INSTRUCTIONS CAREFULLY AND PRINT THE HANDOUTS ONE-SIDED WHERE REQUIRED.

SESSION 1

H1	A partner is	35
H2	Looking for partners	36
H3	Personal partnerships	37
H4	'Qualities' activity cards	38

SESSION 2

H5	Gender Cards	44
H6	I just can't win	54

SESSION 3

H7	Graffiti sheet for girls	55
H8	Graffiti sheet for boys	56
H9	Gender stem statements for girls	57
H10	Gender stem statements for boys	58
H11	Being a trans-man	59
H1	On becoming a woman	60

SESSION 4

H13	Sex and gender cards	61
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SESSION 5

H14	Gendered spaces in our school	67
H15	Harassment and violence in schools	68

SESSION 6

H16	What is sexual harassment?	69
H17	Sexual harassment survey	70
H18	What's the legal situation with sexual harassment?	71

SESSION 8

H19	Where to go for help	72
H20	Common responses to experiences of violence	73
H21	What can I do to help a friend?	74
H22	Responses to scenario activity	75

A PARTNER IS...

H1

You may or may not be in a relationship with a boy/girlfriend at the moment. Think into the future: If you were in an intimate relationship, what would your (hoped for) partner be like? *Tick the columns that apply to you.*

A PARTNER IS A PERSON WHO...	ALWAYS	SOMETIMES	NEVER	DON'T KNOW
Gives me what I want				
I look after				
Shares everything with me				
Talks all the time				
Tells me I'm great				
Gets jealous when I get close to other people				
Gives me pleasure				
Doesn't listen to me				
I trust				
Makes the decisions				
Takes care of me				
Won't tell me their feelings				
I can tell anything to				
I enjoy sex with				
Fights with me				
Is a friend when I need one				
Has other partners				

Instructions

A Read the following personal advertisements and discuss the following questions:

- What are older people looking for in a relationship?
- Does what is important in a relationship change as people age?
- Does it change for same-sex relationships?
- Does it change for cultural reasons?

B Write your own personal ad for the perfect partner.

P E R S O N A L S

<p>Aust 32 year old, 5'6" with slim build looking for sincere guy with very good sense of humour (VGSH), good communication skills.</p>	<p>30-year-old blonde bombshell, wild and sexy, living in the fast lane. Can you keep up? 25-35 years apply.</p>	
<p>Euro-Australian gent 5' 3" early 60s honest, caring would like to meet sincere caring 50-55 lady approx. 60kgs. I like fishing, camping, music.</p>	<p>Are you 27-37 years old 5'-8" or over, looking for friendship leading to permanent relationship?</p>	
<p>58-year-old intellect, cultured light drinker, smoker retired. Likes music, Asian bric a brac and European culture. Seeks Continental man with compatible tastes with a kind heart.</p>	<p>Hot gay gal 19 yo seeks outgoing fem 18-25 yo into nature, sport and nightlife for friendship and relationship.</p>	
<p>Woman 30-year-old single mother seeks understanding man for romantic relationship possible marriage.</p>	<p>Country lad late 20s non-scene shy fun down to earth, good sense of humour, seeks mate to hang out with. Lives 100km from big city.</p>	
<p>Lustful, sexually generous funny and (sometimes shy) Tigerb1962 seeking sexy freak out with similarly intentioned woman.</p>	<p>Slim dark-skinned older guy (looks young and fit) seeks guy 25-40 who likes love and affection, kissing etc.</p>	
<p>21-year old guy searching for soul mate interests include tennis, cafes, clubbing, movies travels.</p>	<p>Kind-hearted Aussie bloke, very romantic 31 seeks lady 25-35. I am a forklift driver and social drinker, social smoker, 5' 9" 87 kilos.</p>	

PROPOSED CHARTER OF RIGHTS & RESPONSIBILITIES FOR PARTNERS

RIGHTS	RESPONSIBILITIES
To be treated with respect	To treat the partner with respect
To raise issues for discussion	To listen
To say 'no'	To believe the person when they say 'no' and respect that decision
To be safe	To respect the right of the other person to be safe and take action to support their safety

LOVE

SAFE

HUMOUR

HONESTY

EQUALITY

TRUST

FREEDOM

SHARING

CONSENT

ACCEPTANCE

NEGOTIATION

COMFORTABLE INDEPENDENCE

LOYAL DIFFERENCE

SUPPORT

CONFIDENCE

INDIVIDUALITY

FORGIVENESS

GROWTH

PROTECT

They need
to sleep

They can
have children

They like
having sex

They can work

They use
Facebook

They are strong

They get their
hair cut

They go through
puberty

They like
to dance

They are
emotional

They have
a penis

They have
a vagina

They have
pubic hair

They use
their legs

They need to
feel valued

They have a range
of eye colours

They sometimes
fight with friends

They are protected
by their family

They don't like
having sex

They use
mobile phones

Their bodies
are used to
sell products

They cry

They eat

They play sport

They save
their money

They can go
out alone

They can wear
what they want

They like
to study

They don't cry

They like
to talk

They have
friends

They can
garden

They like
to read

GIRL

BOY

**BOTH BOY
& GIRL**

BOTH

MASCULINE

& FEMININE

MAASGUILINE

FEMININE

Lucy 15

Jack and I have been going out for over a year. We really like each other and have talked a lot about whether to have sex. We have done basically everything except intercourse and we spend a lot of time lying together kissing, cuddling and watching movies. I'm worried that if I do have sex with Jack he will tell people and I will get called a 'slag'. Mum is really proud of me because I haven't had sex. Most of my friends also say I should wait. I had two really bad things happen this week that made me glad I hadn't had sex with Jack. I found out that Jack has been telling other people about other things we do together. Then my friend James changed my Facebook status to say 'Jack is going to get some sex for his birthday'. I was so embarrassed. I know some of my friends' mums are Facebook friends and they will think I'm a real slut. One of the worst things about the whole situation is that Jack's sister is my best friend and she was really angry with me for being cross at Jack and his friends. A girl can't win!

QUESTIONS

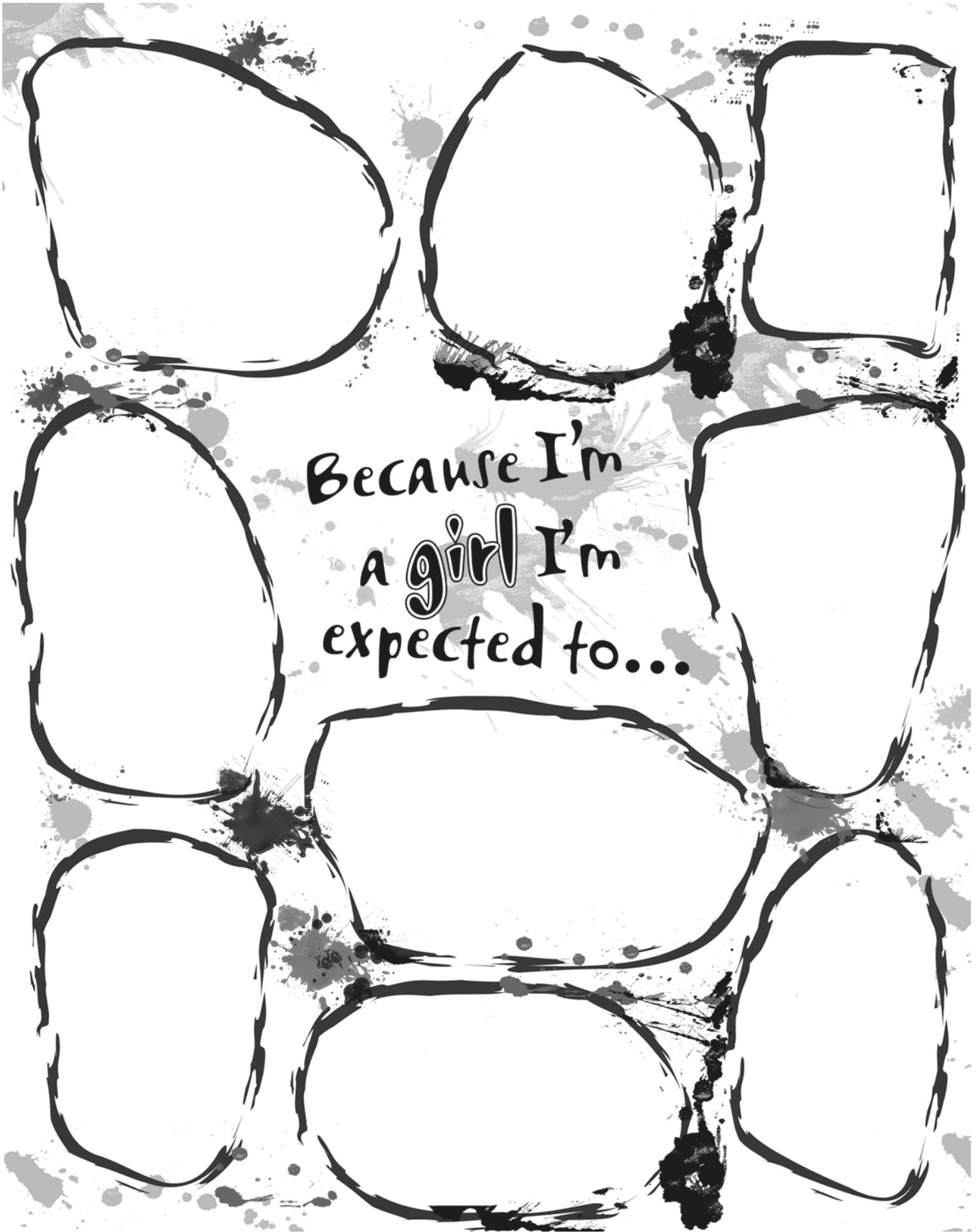
- What is Lucy most worried about? Do you think this is a common concern for girls? What does this tell us about sexuality and being a girl?
- Do you think boys have the same concerns?
- Why do you think Jack told the others about his relationship with Lucy?
- What messages is Lucy's mum giving her about being a girl and having sex?
- What other issues in the case study make Lucy think she should be worried?
- Would you call Jack and Lucy's relationship respectful? Why/why not?

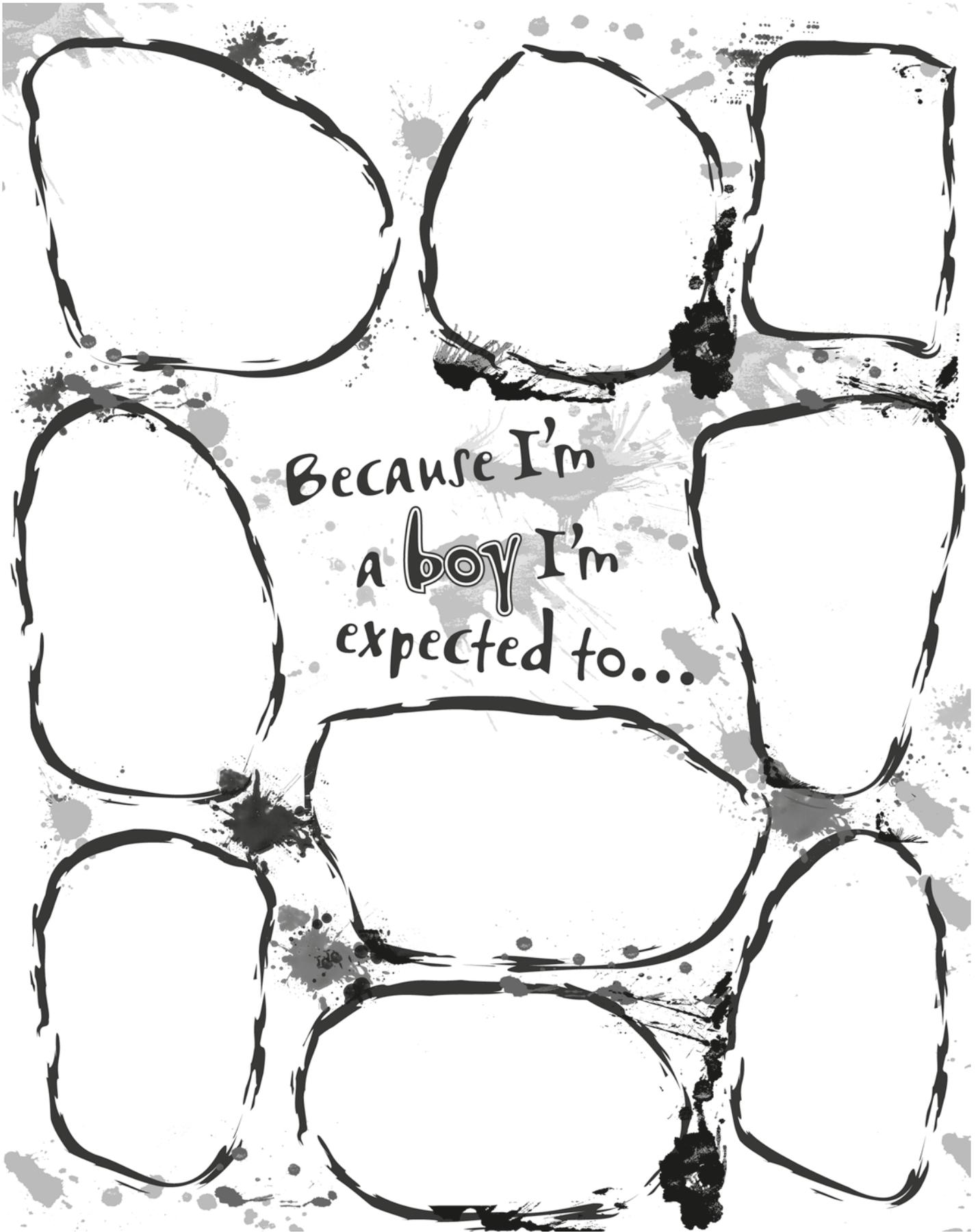
Finn 16

I have gone out with heaps of girls. Some of them I've really liked, we've kissed and cuddled. One girl I saw for ages and we used to lie together on her bed, kissing and cuddling and other stuff. But that was all. Dad always calls me the stud of the family and I can tell he's proud of me because he thinks I'm doing it with all those girls. But my older brother gets heaps from Dad because at 22 he hasn't had a girlfriend and only goes out with his mates. Dad's always saying to Mum he's probably gay like her brother. I'm a virgin but I wouldn't tell anyone that. My friends mouth off about their experiences all the time and I feel like an idiot because I haven't done it yet. I just pretend that I have. I don't know why I keep pretending or what the big deal about going all the way is. I don't think about sex all the time, there are stacks of other things in my life like football and school and basketball. I haven't really met anyone yet that I love enough to want to have sex with.¹⁷

QUESTIONS

- What does Finn's pretending to have sex say to other people about his sexuality and what he thinks a man should be?
- If his friends knew he was a virgin, do you think it would change what they think of him?
- What does his dad think is important about Finn's sexuality and being a man? Where else might Finn learn these kinds of messages about boys and sex?
- What if Finn was Fiona and was having sex with lots of boys? How would people see her?
- Are the expectations about sexuality the same for boys and girls?
- What if Finn was gay? Would his expectations of sexuality and gender be different? What would other people's expectations be?
- Do you think Finn acts respectfully? Why/why not?





Complete the following sentence stems...

One of the things I enjoy most about being a girl is...

My family would describe me as...

My friends would say that I was...

I act powerfully when...

Because I am a girl I am expected to...

If I were a boy, I would probably enjoy...

As a girl, I strongly challenge the expectation that I should...

The most important things in my life are...

Complete the following sentence stems...

One of the things I enjoy most about being a boy is...

My family would describe me as...

My friends would say that I was...

I act powerfully when...

Because I am a boy I am expected to...

If I were a girl, I would probably enjoy...

As a boy, I strongly challenge the expectation that I should...

The most important things in my life are...

I've never quite fitted into society. Although it was my childhood dream to have a wife and kids and a house and rah rah rah, I was learning, as I got older that it wouldn't be quite that easy. I have stopped trying to fit in. I don't even really care if I don't pass as a man all the time...

I call myself a trans-man, mostly 'cos I think it sounds kinda nice (like I'm a trans-man for the country) ... it is my way of saying I'm a female-to-male transsexual (which doesn't sound nice at all) ... i.e. a man who has XX chromosomes or, to use an awful cliché, a man trapped inside a woman's body. I have no idea why I am like this. For as long as I can remember, I have known I was male. When I was a little kid, I believed I would grow up into a man and everyone would see the horrible mistake they'd made. I was so convincing, all the other kids believed me and I was able to be a boy, right up until we properly learnt the 'facts of life' and puberty struck me and I grew up into a woman, not a man. Well I went through a lot of bad stuff thinking I 'must' be a lesbian (since I liked girls), trying to be as feminine as possible, inventing crushes on guys so I could pretend to be straight and be accepted at school... Until my first serious girlfriend encouraged me to live out the real, male me and we discovered these guys called FtM*. Transsexuals that were just like me ... and finally I was able to be myself.

Sure, it's hard sometimes, being this screwed-up, feeling my whole life is a lie ... It can drive me insane, how hard I have to fight just to get across to people I'm a man. And not having a penis and not being able to father children and not being able to marry a woman and not being able to play cricket on the guys' teams and ... well the list could go on and on. I've come close to suicide a few times, but fortunately I have good friends and some sort of friendly spirit that's on my side ... because I'm still here. Besides, I am young, just out of puberty ... I hope to start taking testosterone over my summer vacation, which at least will eliminate some of my problems. And you know I'm actually starting to enjoy being a trans-man. Sometimes if I'm in a good mood, well, in any case, I don't get so frustrated, depressed, and angry as I used to ...

*FtM: Female to male



‘Children are surprisingly alike. There is not much very real difference even between boys and girls. Yes, there is minor anatomical difference, but as far as external appearances go, the obvious difference is that girls have long hair and wear dresses.

Boys and girls have voices of both the same pitch.

They have the same physical strength and same interests.

The truth is that little girls play with their dollies and boys with their trains. But there are many times when both boys and girls play house and play ball and consider kindred interest perfectly natural. But when the teens are approached girls develop different attitudes towards boys, and boys towards girls...

The changes that have come about to make you a young woman have consisted of much more than the development of external curves. This development, plus the changes in attitudes which you have experienced, now causes you to think differently. You have put away children’s things and have become concerned with feminine interests. You have begun to think and dream about love and about a time when you will have a home of your own...

Also, a girl thinks feminine thoughts, is domestic in her inclinations and is fundamentally gentle in her relations to others. A teenage boy is masculine in his attitudes and somewhat rough and ready in his relation to the outside world. These differences, when traced back to their fundamental cause, result from the fact that a young woman’s body is designed to enable her to become a wife and mother, whereas a young man’s body is designed so that he may become a husband and father.’

H. Shryock (1951)

See sex connected to romance and being wanted

See sex for its own sake

Don't talk about sexual pleasure and bodies

Pleasure often mentioned and located in the body

Are seen to be sexually passive

Are seen to be sexually aggressive

Are seen as keepers of safe sex (& responsible for contraception)

Are not seen as being responsible for safe sex

Are expected to control sexual urges/feelings

Are not expected to control themselves – it's their sex drive

Are expected to be naive about sex

Are expected to be experienced in sex

Have much to lose (reputation)

Have much to gain (reputation)

BOYS

GIRLS

RESPECTFUL

DISRESPECTFUL

Who plays where and occupies what spaces in the school ground?

Who is using sports equipment, and what equipment are they using?

Who is physically active and who isn't?

Who occupies most space in the school ground?

Who uses most sports equipment?

What forms of bullying/violence/harassment do you observe being used to exclude some groups of people from certain spaces and equipment?

A Vincent, a Year 9 boy, has been making sexual jokes about a new girl, Amy, to a mixed group of students in his class. Amy feels humiliated and wishes she could go back to her old school.

B Since Kim broke up with her boyfriend Tom, her friends don't ask her to hang out any more. They blame her but she just didn't feel close to him any more. Her friends hang out with Tom's friends at school and she is left on her own. She feels very sad and confused.

C Kristen is regularly cornered in the corridor and told she is a slut by a boy she rejected. Recently he has started putting pictures of nude men inside her locker. She feels very ashamed.

D Whenever Jeremy goes to the toilet a group of boys who hang out in the corridor outside make comments about his sexuality, saying things such as 'Hey, Jeremy where did you get your "gay" haircut or where are your "poofter" buddies?' Jeremy told a teacher who said he should think about a different hairstyle.

E Gia has stopped playing netball at lunchtime because Jason, a boy she doesn't even know, just leans on the wall a few metres away and stares at her. It makes her feel really uncomfortable.

F Georgia likes Michael. At lunchtime a group of students try to make her kiss Michael but she doesn't want to. They call her frigid and she runs away crying.

G Finn, the class clown, hits Jack every time he passes him in the corridor. Jack tries to go the other way to get to his locker but Finn always sees him. The other students laugh.

H Meg's boyfriend won't let her talk to other boys at school. If she does, he won't speak to her or he gets really angry and yells. Meg feels scared and avoids her male friends.

I A message is posted on Facebook about Sally having oral sex with a boy she met last weekend. Sally doesn't want to go school.

J Kelly's boyfriend, Simon, asked her to send him a picture of her naked. At first she said 'no', but when he kept on and on about it she finally agreed to do it, as long as he didn't show ANYONE. Kelly broke up with him a few weeks later. Simon was really angry and sent her naked image to all of his friends to get back at her. Now almost everyone at school seems to have seen it. Everywhere Kelly goes she sees people pointing at her and talking. Kids in different year levels call her a slut and a porn star. Kelly feels violated and distressed. She doesn't want to go to school and she feels like she can't trust anyone.

K Josh's friends collect porn on their phones and show each other their latest additions at school. They often show Josh, too, and hassle him for not having his own collection. Sometimes they even say he must be gay if he's not into porn. Josh doesn't like the way women in porn are treated – the way they are spoken to and the things that are done to them. It doesn't seem very sexy at all to Josh. He doesn't understand why his friends think it's cool and feels uncomfortable and isolated when they want him to watch.

L Inda and two friends are followed regularly at lunchtime by a group of Year 8 boys who just laugh and snigger at them, telling them they look like dykes. Lately they have been forced to stay in the library all lunchtime.

M Sam gets at least one SMS a day from a boy in her Foods class asking her to have sex with him. It makes her feel sick and she has stopped coming to school on the day she has Foods. The boy never speaks to her at school.

N At least once a week Henrick is bailed up at the school gate by a group of older girls and asked to hand over some of his canteen money. He feels scared and embarrassed so he does it.

O Every time Mandy goes to her locker Muhammad rubs up against her. She doesn't know what to do. Everybody likes Muhammad and she is scared that if she says anything, people will think she is making it up.

P A week after Angus got his first mobile phone he was sent a sexual image at school. It was of a girl in his year level. She was completely naked and smiling at the camera. Angus was told she had taken the picture for her boyfriend, but when they split up he had sent it on to all his friends and now it was being spread throughout the school. It seemed like nearly everyone had seen it and they all thought it was funny. Angus didn't want to get sent images like that. He wondered how the girl felt about it and felt sorry for her. And he was worried about having it on his phone.

Sexual harassment is any unwanted or uninvited sexual behaviour which is offensive, embarrassing, intimidating or humiliating. It has nothing to do with mutual attraction or friendship.

Sexual harassment is serious – and against the law

Sexual harassment can take many different forms – it can be obvious or indirect, physical or verbal, repeated or one-off and perpetrated by males and females against people of the same or opposite sex. Sexual harassment is a type of sex discrimination, and is unlawful behaviour under the Commonwealth Sex Discrimination Act 1984 and the Victorian Equal Opportunity Act 1995.

Sexual harassment may include:

- staring or leering
- unnecessary familiarity, such as deliberately brushing up against you or unwelcome touching
- suggestive comments or jokes
- insults or taunts of a sexual nature
- intrusive questions or statements about your private life
- displaying posters, magazines or screensavers of a sexual nature
- sending sexually explicit emails or text messages
- inappropriate advances on social networking sites
- accessing sexually explicit internet sites
- requests for sex or repeated unwanted requests to go out on dates
- behaviour that may also be considered to be an offence under criminal law, such as physical assault, indecent exposure, sexual assault, stalking or obscene communications.

Where does it happen?

Sexual harassment can occur in the workplace, in schools, colleges and universities, in clubs, when buying goods or receiving services, or when seeking or obtaining accommodation. Students and teachers are entitled to an education and workplace free from harassment. All schools should have a policy to deal with these issues.

Under the Commonwealth Sex Discrimination Act it is unlawful for:

- a teacher or a student over the age of 16 to sexually harass a student
- a student over the age of 16 to sexually harass a teacher.

Victorian students are also protected under the Victorian Equal Opportunity Act, which prohibits the sexual harassment of any person seeking admission to, or any student within an educational institution.

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1. At school, have you ever seen someone...

...make any sexual jokes or remarks about someone's body?

- Yes No

...send around nude photos of someone on their phone or computer?

- Yes No

...corner or lean over someone else?

- Yes No

...write suggestive notes, send rude emails or show sexual pictures?

- Yes No

... make sexual gestures to someone?

- Yes No

... pressure or force someone into doing something sexual?

- Yes No

... show sexual pictures to other people on the internet or phone?

- Yes No

... take, pass on or post sexually explicit images on phones, social networking sites, computers etc.?

- Yes No

Pick one of the above incidents that you have seen, and circle it. Answer the following questions about the incident. You can tick more than one box in each question if required. Add details if you choose 'Other'.

2. Who generally did the harassing?

- Female student(s)
- Male student(s)
- Female teacher
- Male teacher
- Other.....

3. How often did this happen during the school year?

- Once or twice only
- Once a week
- Once a month
- Every day

4. Where did it happen?

- In a classroom
- Outside of class during lunch or recess
- On the way home
- During sports
- Other

5. Who else was there?

- No-one
- Friends
- A teacher
- Other students
- Other

6. What did they do?

- Nothing
- Laughed
- Tried to stop it
- Other

7. Who did you tell about it?

- No-one
- Friends
- A teacher/school counsellor
- Parents or family
- Other

8. What happened to the person who was harassing someone else?

- Nothing
- They were told off by a teacher
- They were suspended
- They got kicked out
- Other

At school

As a student you are entitled to an education free of sexual harassment. The same applies to teachers - they are entitled to a workplace free from harassment. Schools have an obligation to deal with sexual harassment and all other forms of bullying.

Sexual harassment by a member of staff

Regardless of your age, it is unlawful for a teacher to sexually harass you.

Sexual harassment by another student

Regardless of your age, it is unlawful for an adult student to sexually harass you. Certain types of bullying, about sex or sex-based characteristics, may also be sexual harassment.

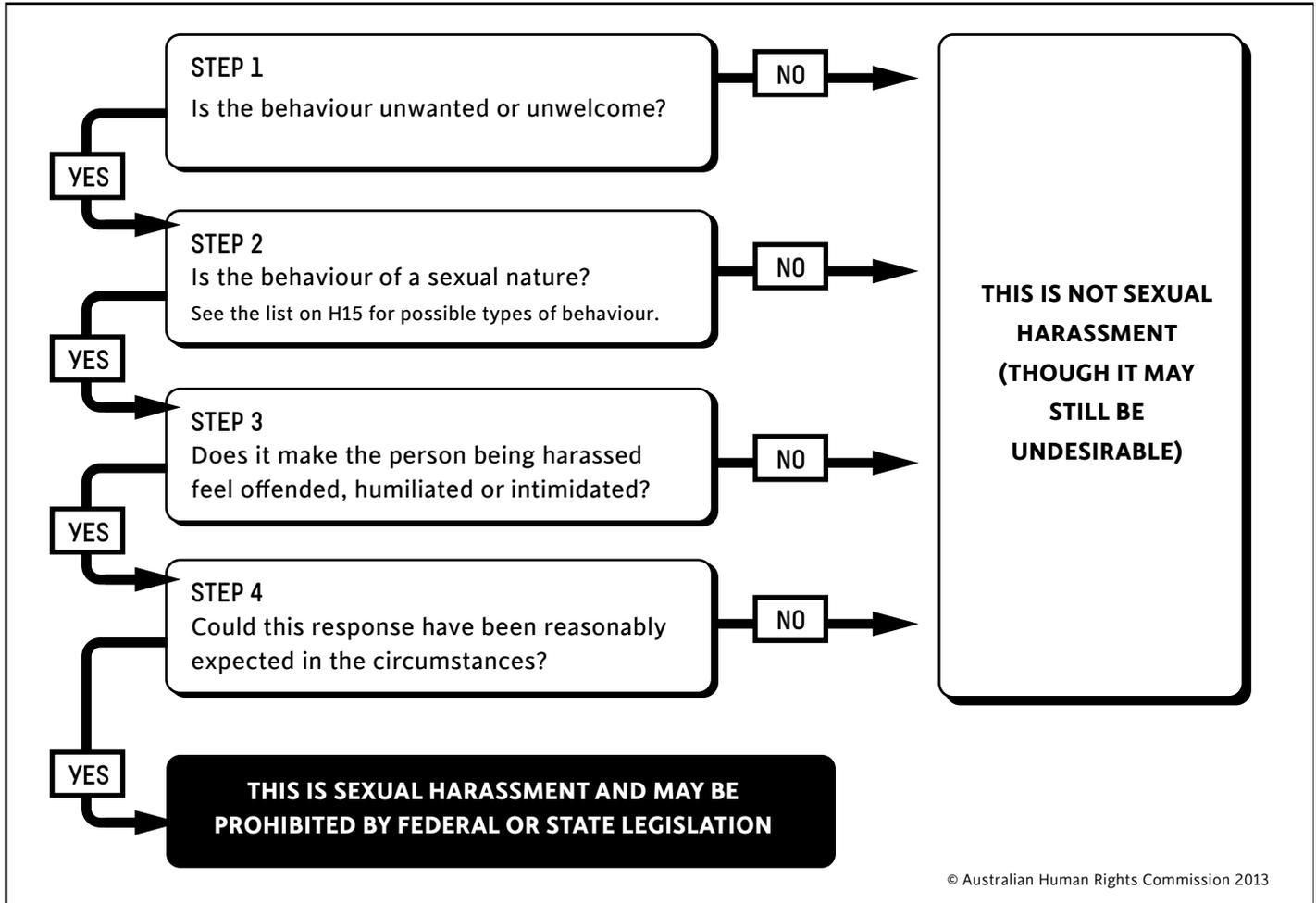
Who is responsible?

Anyone aged over 16 is considered an 'adult student', which means they are personally liable for sexually harassing another student or teacher. If you are harassed, you may be able to lodge a complaint against the student and, in some cases, against the school.

In Victoria, a legal complaint of sexual harassment can not be made against another student if the harasser is under 10 years of age. In these circumstances, please notify the school immediately. Every Victorian school has a duty of care to protect students from harassment and discrimination.

WHAT DOES THAT MEAN AND HOW DOES IT APPLY TO REAL SITUATIONS

Follow the steps in the flowchart below to decide:



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Women's Domestic Violence Crisis Service

(Statewide, 24 hours)

Phone: 1800 015 188

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

Men's Referral Service

(12pm to 9pm weekdays)

Phone: 1800 065 973

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

Bursting the Bubble

(Website)

<http://www.burstingthebubble.com>

Kids Helpline

(24 hours)

Phone: 1800 55 1800

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

Centres Against Sexual Assault

(Statewide, 24 hours)

Phone: 1800 806 292

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

When Love Hurts

(Website)

<http://www.dvcs.org.au/domesticviolence.html>

COMMON RESPONSES TO EXPERIENCES OF VIOLENCE

H20

COMMON EMOTION	THOUGHTS AND FEELINGS OF VICTIMS/SURVIVORS
Powerlessness and loss of control	I feel so helpless. Will I ever be in control again?
Emotional numbness	I feel so numb. Why am I so calm? Why can't I cry?
Shock and denial	Was it really sexual harassment? I'm OK. I'll be all right. Maybe Harry didn't mean to rub up against me...He's not a bad person...
Guilt and shame	I feel as if I did something to make this happen. If only I hadn't...
Loss of confidence	I feel I can't do anything anymore...even the simplest things.
Embarrassment and shame	I feel so dirty, like there is something wrong with me now. Everybody has seen me naked. What will people think? I should never have let him take a picture of me – everyone thinks I'm a slut. I can't be a 'normal' teenager.
Mood changes	I feel like I am going crazy!
Low self-esteem	I feel disgusted by the memories. I'm just worthless. I don't know why I didn't say anything – there must be something wrong with me.
Loss of trust	I don't feel safe anywhere, with anyone.
Depression	How am I going to go on? I feel so tired and hopeless.
Fear	I'm constantly jumpy. A sudden noise, an angry voice, moving bushes, and I'm afraid.
Anxiety	I feel so tense. I'm a nervous wreck.
Hostility and anger	I hate him, everyone and everything. I want to kill him.
Loss of sexual confidence and comfort	I just can't bear to be touched.
Entrapment	I feel so vulnerable. I can't leave the relationship.
Isolation	I'm so alone. I just want to hide within myself. Nobody talks about homophobia, so I must be the only one.
Homophobia	I must be gay because I got an erection, which means I must have enjoyed it.

It can be pretty full-on when someone tells you they've experienced harassment and violence. You'll probably have feelings of your own to deal with, and might not think there's much you can do to help. The good news is that your friend trusts you enough to talk about their experience, and there are heaps of things you can do to support them. Here are some of the most important ones.

Listen

Hear what they say and try not to interrupt. Let them talk at their own pace. Show them you are listening by making eye contact and nodding. Don't worry if they stop talking for a while – silences are OK.

Believe

Try not to overdo the questions, as this can make it seem like you doubt their story. It's important that your friend sees you're on their side and that you support them.

Validate

Tell your friend that what they're feeling is right. Let them know you think their feelings are real and normal, by repeating the feeling word they've used (e.g. 'it's OK that you feel scared'). Acknowledge that you have feelings about it too, but try to keep the focus on your friend.

No blame

In our society, it's common for victims to be blamed for their experience of violence. Try to avoid questions such as 'Why did you go there?' and 'Why did you go out with him?' because they might make your friend think they're responsible for what happened.

Ask

If you feel a bit helpless, ask your friend what sort of help they'd like from you. They're not expecting you to solve the problem, and you've already done heaps just by listening. Asking will also help your friend think about what to do next.

Shh

It's important that your friend trusts you and feels like they're in control of the story. If you think someone else needs to know (e.g. a teacher or another trusted adult), tell your friend first. You can think together about who can be trusted, but don't tell them until your friend is OK with it.

Get help

Talk with your friend about what would help stop the violence (if it is still happening), or what they feel they want. Encourage your friend to tell a trusted adult who can do something about it, such as a relative, a teacher or a school counsellor.

The links below may provide additional information about the laws around sexual abuse and harassment and advice about where to go for help:

http://www.lawstuff.org.au/vic_law/topics/

<http://www.legalaid.vic.gov.au/get-legal-services-and-advice>

<http://casahouse.com.au>

<http://www.kidshelp.com.au/teens/get-help/web-counselling/>

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

Common emotional responses

Tick all of those that might apply to your scenario.

- Powerlessness and loss of control
- Mood changes
- Emotional numbness
- Low self-esteem
- Shock and denial
- Loss of trust
- Guilt and shame
- Depression
- Loss of confidence
- Fear
- Embarrassment and shame
- Anxiety
- Hostility and anger
- Isolation
- Loss of sexual confidence and comfort
- Homophobia
- Entrapment