

9-10

.....
Sample Unit of Work

AusVELS Levels 9-10

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Theme: The 4 R's - rights,
responsibilities, relationships and risk
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Sexuality education

Why provide young people with sexuality education ?

Sexuality is an integral part of being human and relating with others. It has the potential to be a positive force in the lives of all young people, but if not understood it can contribute to poor life choices and health risks. Sexuality education is one means of providing children and young people with the skills and knowledge to manage their sexual wellbeing and can provide the fundamental tools to enable people to enjoy healthy, responsible and satisfying sexual lives.

While first and foremost having a positive approach, sexuality education should also respond to health risks. Young people are at risk of a range of sexual health issues including:

- ▶ rising rates of sexually transmissible infections
- ▶ unplanned pregnancy
- ▶ homophobic and transphobic bullying in schools
- ▶ the influence of social media and technology on the sexual behaviour and wellbeing of young people.

The sexual health and wellbeing of young people is important.

Research shows that school based sexuality education improves the sexual health outcomes of young people.

While the evidence tells us that adopting a whole-school, comprehensive approach to sexuality education is the most effective method, there are a number of barriers to achieving this outcome. These barriers are complex and include:

- ▶ a lack of teacher confidence, comfort and expertise in delivering sexuality education content
- ▶ a lack of support from school leaders
- ▶ concern about negative reactions from parents and the wider community
- ▶ competing time demands in a crowded curriculum.

SafeLanding provides a practical model and toolkit of resources to guide communities, school leaders, teachers and staff in overcoming these barriers and implementing a more comprehensive approach to the sexual health education of their students.

The *SafeLanding Toolkit* provides practical resources to implement the *SafeLanding Model* and can be used in a number of ways to suit the needs of individual schools and communities.

It can provide a basis for new and/ or inexperienced staff to start a program or it can be used by more experienced staff to build on existing resources and expertise in a school.

We hope SafeLanding will support primary and secondary schools to build on the work currently being done to achieve better sexual health outcomes for all young people in Victoria.



Family Planning Victoria defines best practice in sexuality education as:

'a comprehensive, whole-school approach to increasing the sexual health literacy of children and adolescents. It is best undertaken as a shared partnership between schools, parents and carers and the community. Sexuality education is a lifelong process, beginning at birth. In the formal years of schooling, it should begin in pre-school and Prep, in developmentally appropriate ways. It should provide sex positive, accurate and non-judgmental information, as well as opportunities to explore values and build communication and decision-making skills in the many aspects of sexuality. It needs to acknowledge and celebrate the diversity of all individuals and be inclusive of different sexualities, genders, cultures and ways of living'.





Introduction

At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to the Health and Physical Education learning area which incorporates sexuality education, had not yet been finalised, so we continue to use AusVELS throughout all SafeLanding publications. Family Planning Victoria will be adapting SafeLanding to align with the new Australian Curriculum once the Health and Physical Education learning area has been approved for implementation in Victoria. These updated documents will then be published on the SafeLanding website.

Purpose

This part of the *SafeLanding Toolkit* provides a sample unit of work for sexuality content covered in Levels 9-10 of the Australian Essential Learning Standards (AusVELS).

The purpose of this document is to provide guidance to schools and teachers wishing to implement a comprehensive sexuality education program that is aligned to the AusVELS. The unit of work is developmentally-appropriate and sequential, building on known concepts and expanding students' understanding of sexual health and wellbeing issues.

The unit draws from a wide range of curriculum resources and can be adapted by schools to make it more relevant to local learning needs. A school may implement the full program or use part of the unit to complement an existing program or unit of work.

Structure

The *Sample Unit of Work* (Levels 9-10) is divided into two parts:

Background

This section provides notes and information that teachers will need to consider while planning curriculum and prior to program implementation. The concepts covered in this section will assist teachers to provide more effective and relevant sexuality education.

Sample Unit of Work

This section consists of a Sample Unit of Work covering AusVELS Levels 9-10. The unit covers all of the key learning outcomes relevant to sexuality education, under the domains of Health and Physical Education and Interpersonal Development. Within these domains, the

dimensions of Health Knowledge and Promotion and Building Social Relationships have been represented. The unit of work represents a comprehensive program meeting the requirements in relation to sexuality education at AusVELS Levels 9-10.

Unit of work overview

The *SafeLanding* units of work have been given names that reflect the focus of the content within them. This is intended to make it easier for teachers and parents to understand the critical focus of each unit and ideally, the themes will resonate with students. At secondary level the names of each unit are:

AusVELS Levels 7-8 Changing times
AusVELS Levels 9-10 The 4 R's - rights,
responsibilities,
relationships and risk

The *Sample Unit of Work* at Levels 9-10 consists of 16 teaching sequences. An outline is provided for each sequence as well as any necessary activity instructions and worksheets. The activities and sequences can be adapted to fit in with school lesson times and individual school needs.

While 16 teaching sequences may represent an enormous curriculum commitment, this practice is based on evidence cited in the UNESCO *International Technical Guidance on Sexuality Education* (2009). This landmark document recommends a minimum of 12 sessions per age level, as part of a sexuality program or intervention. Best practice in sexuality education demonstrates that long term, whole-school, comprehensive programs are much more effective than single sessions or one-off health days.

Please note: The sample unit of work covers two AusVELS Levels which is effectively two years of schooling. Schools may wish to run some sessions

in one school year and the remaining number in the second year. For example, Levels 9-10 can be split into 6 to 8 teaching sequences in Year 9 and the remainder taught in Year 10. This becomes more realistic in terms of timetabling, yet still represents a comprehensive approach to teaching sexuality education and meeting the AusVELS requirements.

Ideally, sexuality education should be taught as part of an integrated unit across the curriculum. In the development of the *SafeLanding Toolkit* however, we have provided the curriculum as a unit of work under the domains of Health and Physical Education and Interpersonal Development. While this may not reflect best practice, we recognise that each school has a different way of organising subjects, varying timetables and different pedagogical practice. We thought it preferable to present the information as a standard unit of work and encourage individual schools to develop an integrated approach which suits their particular needs and teaching practices.

Assessment & reporting

Each sample unit of work has been written to progress student learning towards achieving AusVELS at that particular level. However, teaching sequences are not able to, in themselves, achieve individual standards. Rather, each sequence is working towards a standard.

Please refer to the *Assessment in sexuality education: AusVELS Levels 7-10* section of *SafeLanding: Tools for Teachers* for examples of rubrics and assessment tools for this AusVELS level.

Additional teaching and learning activities

You will find additional activities for both AusVELS Levels 7-8 and 9-10 on the *SafeLanding* website. Family Planning Victoria will continue to release new teaching and learning activities on this website.

These activities are arranged by AusVELS level firstly and then by 'theme' to represent sexuality content or issues. They can be substituted for, or used in addition to, activities found in the sample units of work).

Background Teaching notes

What is sexuality education?

FPV defines best practice in sexuality education as:

a comprehensive, whole-school approach to increasing the sexual health literacy of children and adolescents.

It is best undertaken as a shared partnership between schools, parents and the community. Sexuality education is a lifelong process, beginning at birth. In the formal years of schooling, it should begin in pre-school and Prep, in developmentally appropriate ways. It should provide sex positive, accurate and non-judgemental information, as well as opportunities to explore values and to build communication and decision-making skills in the many aspects of sexuality. It needs to acknowledge and celebrate the diversity of all individuals and be inclusive of different sexualities, genders, cultures and ways of living.

Approaches to teaching and learning

The sample unit of work is designed to reflect current best practice approaches to teaching and learning.

The *SafeLanding Toolkit* has been written with a positive approach to sexuality at its core. In the past, sexuality education focused on addressing the negative issues associated with sexuality and/ or reducing illness, disease and negative consequences. Whilst it is still important to address these issues (especially at secondary level), we hope that the unit of work at this level will also reinforce the positive impact of sexuality on health and wellbeing.

For many teachers, sexuality education may be an uncomfortable area. Teaching sexuality requires different pedagogical approaches than those traditionally employed in more academic studies. Teachers may believe that a didactic approach is best suited to sexuality education as it is knowledge-based and less open to the complexities of individual values and interpretation. However, evidence shows that student-centred, active learning approaches are best suited to sexuality education (see point 11 in Ch. 5.2, page 21 of *UNESCO International Technical Guidance on Sexuality Education*, 2009).

Critical factors for success

The landmark *UNESCO International Technical Guidance on Sexuality Education* (2009) outlines a number of characteristics of effective programs (see Ch. 5, p. 18). These critical factors have been developed from evaluated sexuality education programmes that have been found to be effective in terms of increasing knowledge, clarifying values and attitudes, increasing skills and impacting upon behaviour. They include the need to employ participatory teaching methods that actively involve students and help them internalise and integrate information.



An excellent outline of the evidence to support good teaching and learning approaches to sexuality education is also available in *Catching on Everywhere Part 1* which was developed by the DEECD. See the section on 'Curriculum, teaching and learning' (Part 1: p. 18) for further information.

The *SafeLanding* sample units of work have been designed to utilise student-centred, active learning approaches such as those advocated in the evidence base for sexuality education. They have also been developed to reflect teaching and learning approaches which are advocated by the DEECD. These include the *Principles of Learning and Teaching (PoLT)* and the *e5 Instructional Model*. For further information regarding these approaches, please see the DEECD website <www.education.vic.gov.au>.

In sexuality education, it is vital that approaches employed meet the diverse range of students and communities, in such a complex and potentially challenging area of the school curriculum. The units of work include a range of teaching strategies which are designed to be engaging, fun and instructive to promote the sexual health literacy and relationship skills of children and young people.

Prior learning

It is expected that children going into middle secondary school will have previously covered the following topics in relation to sexuality:

- reproduction, conception and birth
- puberty and sexual maturation
- sexual health (including contraception and STIs)
- identity and values relating to sexuality
- peer influence and pressure
- friendships and relationships
- acceptance of diversity.

The unit of work at Years 9 and 10 (AusVELS Levels 9-10) provides some revision of these topics as not all students will have completed the expected content in earlier years.

There is an assumption that some of the more generic skills and knowledge which relate to sexuality will be covered more fully in other health units or alternative subject areas. These include generic communication skills, body image issues and making healthy choices, for example.

Group rules

At the beginning of each unit, one of the suggested activities is to establish group rules for use throughout the program. These rules are crucial when dealing with sensitive topics. They help ensure sexuality education is conducted in a safe manner where students understand their responsibilities to each other. Examples of group rules to include are:

- respect other people's opinions and ideas
- no put downs
- don't use people's names when telling a story (e.g. say "someone I know")
- protect others' privacy if they share information in class
- everyone has the right to pass if they don't wish to answer a question
- everyone has different values and this is OK.

These rules are consistent with the ideas which underpin the AusVELS. The rules can be discussed and agreed upon by the class and should then be written up and displayed in the classroom. Many classes develop similar generic rules so it may simply be a matter of adding to these. The rules should be referred to and reinforced throughout the program as required.

Due to the sensitive nature of sexuality, students may be tempted to share private or personal details about their (or their families') lives. Teachers need to model safe conversation to ensure students know how to contribute without exposing themselves or others to public harm. Always share information in the third person or use the phrase "someone I know". Teachers should also be aware of the practice of 'protective interrupting' which is used to stop students from sharing inappropriate information.

Please note: when discussing sexual issues, students often use put-down words or labels that describe sexual orientation (e.g. 'that's so gay', fag, dyke). It is important not to let these words go unchallenged and to insist that they are offensive and inappropriate. A specific rule to address this may need to be agreed upon by the class from the start of the program.

Home activities

Sexuality education is the shared responsibility of schools, parents and the wider community. Research shows that students benefit greatly when parents are involved in the promotion of health. (Refer to the DEECD publication *Catching on Early*, pp. 7 - 14.)



Throughout the sample programs, there is a suggested ‘Home Activity’ at the end of each teaching sequence. These activities aim to engage parents and families in their child’s learning and encourage students to discuss family values around sexuality at home.

The activities are optional and we do not recommend using all of them over the unit of work. Teachers should choose a few home activities that best suit student learning needs at each level.

Whole-school health promotion activities

At the end of the Sample Unit of Work, there are a number of suggestions for activities which can be used to create greater understanding and application of sexuality issues at a whole-school level. Students could work in groups to investigate or report on issues. They could then assist in implementing whole-school interventions which raise the profile of sexuality issues within the wider school community. Sexual and gender diversity issues provide an excellent opportunity to undertake some of this whole-school work.

Inclusivity: same-sex attraction, intersex, trans & gender diversity

Schools should be safe environments for everyone, including staff, children, young people and their families. Clear legal and policy guidelines exist to promote equitable and fair treatment for all students and employees in terms of their actual or perceived sexual orientation and gender identity.¹ The *Melbourne Declaration on Educational Goals for Young Australians*² is one of two guiding documents for the Australian Curriculum, Assessment and Reporting Authority’s (ACARA) national curriculum documents.³ It explicitly states that “all Australian governments and all school sectors must ...provide all students with access to high-quality schooling that is free from discrimination based on gender [and] sexual orientation.”⁴

However, the reality in some schools may be different for many students or staff who are same-sex attracted or gender questioning.

A national 2010 study by ARCSHS that surveyed over 3,000 same-sex attracted and gender questioning young people showed that 79% of participants were physically or verbally abused because of their sexuality or gender identity. Of all reported homophobic abuse, 80% occurred at school. Further, the rate of school-based homophobia has increased over time, from 74% in 2004 and 69% in 1998.⁵

Dealing with any type of bullying is more than addressing a safety issue—bullying can have negative effects on a student’s learning.⁶ In the aforementioned study, over half of the participants revealed that homophobic abuse impacted on a range of aspects of schooling.⁷

Effectively addressing homophobia and heterosexism within an inclusive sexuality education curriculum will benefit the whole school community, not just those who identify as gay or children with same-sex parents:

“... everyone is hurt by homophobia and heterosexism. While gay men, lesbians, bisexuals and others who do not fit dominant heterosexual norms are oppressed, those who do fit these norms ... are also limited in this system. For example, homophobia locks all people into rigid and gendered ways of being that inhibit creativity and self-expression.”⁸

These are just some of the reasons why it is essential that schools are proactive in ensuring they are safe, affirming environments for all, and free of discrimination and homophobia.

A useful resource which promotes diversity is the DEECD *Supporting Sexual Diversity in Schools* (2009). It links schools with relevant legislation, including the Victorian Equal Opportunity Act 1995, which makes it unlawful to discriminate in education on the ground of a student’s actual or perceived sexual orientation and/or gender identity, and that of their parents, friends or family members. (See page 6, accessible via <www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/supportsexualdiversity.pdf>).

For employees, the DEECD’s *Same-Sex Attracted Employees* policy (last updated 22 July 2011) outlines legislation and responsibilities, training, scenarios and other useful information to assist schools in treating staff who are same-sex attracted in accordance with the law.⁹ Also, the DEECD’s diversity and equity webpage includes resources to help schools develop inclusive practices for employees who are, for example, Aboriginal, culturally and linguistically diverse, same-sex attracted or gender diverse.¹⁰

The DEECD’s policy *Gender identity (students with a transgender or intersex status)* guides schools in how to assist students who may be questioning their gender identity or identify as transgender or intersex. To access this document please see <<http://www.education.vic.gov.au/school/principals/spag/health/Pages/genderidentity.aspx>>.



Being inclusive in terms of sexual and gender diversity is something that should be addressed in primary and secondary school settings. Current Australian research reveals that as many as 10% of same-sex attracted Australian students were 'always' aware of their sexuality, 26% knew by the age of 10, 60% knew by age 13 and 85% by age 15.¹¹

"This finding has many ramifications for sexuality education and fair representation at school, particularly in the early years. It is important for education policy makers and sex educators to consider that more than half of these young people will know they are same sex attracted at primary school, and may make up around 6% of the primary school population. In the past in Australia, there have been prohibitions on talking about this subject with young children at school. Even the visibility of families with two mothers or two fathers in the media or in story books is likely to raise concerns about talking about sex with young children. It could be argued, however, that talking about family and giving fair representation is talking about family, not about sex, regardless of whether the parents are heterosexual or homosexual."¹¹

The AusVELS provide a platform for an inclusive curriculum with many opportunities to address bullying, homophobia and the positive inclusion of same-sex attracted and gender questioning young people. It is important teachers use inclusive language and discuss a diversity of relationships and family types throughout the entire program, including same-sex couples and parents. Students of all sexualities and family types have the right to feel validated and affirmed.

Cultural diversity

Many schools with culturally diverse communities may feel anxious about teaching sexuality education. Sexuality is a sensitive and complex issue and schools may be concerned about resistance from parents or difficulties in the classroom. It is important not to make assumptions about your school community and their attitudes to a school sexuality program. In FPV's experience school sexuality programs are accepted by a wide range of diverse communities.

Schools may be concerned that because there is such a diverse range of belief systems, attitudes and values, it is impossible to present a program that will meet all students' needs and be supported by parents. However, any school, regardless of the cultural origins of the students and parents, will have a diverse range of beliefs and values amongst the school community.

This is demonstrated when teaching other areas of the curriculum such as alcohol and drug education, politics or current affairs.

Whilst it is important to be sensitive to the cultural and belief systems of your school community, the curriculum requirements will remain the same. All schools need to comply with these requirements, as outlined in AusVELS. All students have the right to access information on sexual issues which will impact on their health and wellbeing. Students should not receive less information based on their cultural identity or any perceived cultural sensitivities. Rather, teachers should use the classroom as a safe space to acknowledge the importance of culture and explore how it impacts on an individual's sexuality.

When teaching sexuality education, the guiding principles which form part of the group or class rules apply to all student groups, regardless of their cultural background. See group rules in this section for a list of some suggested rules.

Students and families from refugee and refugee like backgrounds may have special considerations beyond culture such as the consequences of interrupted education and a history of traumas which should be considered when developing sexuality education for a class. Comprehensive information and resources to support teachers and schools in working with students from refugee backgrounds can be found on the Foundation House website: www.foundationhouse.org.au/service_innovation_program/working_with_schools/school_program.htm.

Teachers are also able to access interpreters free of charge, for full details on how to use this DEECD program follow this link: www.education.vic.gov.au/school/principals/community/pages/translateservice.aspx.

The Centre for Culture, Ethnicity and Health also has some good fact sheets about assessing the need for an interpreter and using interpreters when complex health concepts are being explained. These are available for download at www.ceh.org.au/our-programs/our_programs_hsd/languageservices.

Diverse family types

In contemporary Australian society there are many different types of families. These include families with one parent, those with two parents and those headed by grandparents or other carers. There are step-families, divorced, blended, polyamorous, foster and adoptive families. There are increasing numbers of children who come from families with same-sex parents—sometimes called 'rainbow families'.



It is important that teachers validate the increasingly diverse nature of families, especially during work on sexuality issues. It is vital that teachers provide a diverse range of examples when talking about families at any time. Assumptions should not be made about the type of families students come from. All students have the right to feel their family group is acknowledged and validated.

For further information on same-sex families visit the Rainbow Families Council website <www.rainbowfamilies.org.au> which has a number of useful links and background information. Various information sheets are available from the Better Health Channel website to represent diverse families including: adoption, foster care, surrogacy and single parenting. Please see <www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/rf_parents?open&cat=Parents_-_Families> for further information.

Assisted reproductive technology

Assisted reproductive technology is one term used to describe the range of medical treatments available to assist a couple or woman to conceive a child.

In any Victorian classroom today, an increasing number of students will have been conceived using some form of assisted reproductive technology. Other terms used to describe this process include artificial insemination or in vitro fertilisation (IVF).

It is important that teachers provide information on different forms of conception as part of a sexuality education program. Generally the focus would be on natural conception, including intercourse, fertilisation, implantation, pregnancy and birth. However, it is also important to provide simple information on assisted reproductive technology and to acknowledge that many babies today are conceived this way. There is no need to go into great detail about the different technologies, but rather to validate the many types of conception which are possible. This will include covering more sensitive areas such as surrogacy or sperm and egg donation.

Some students may wish to share their own genetic history whilst others may be more private. Some families will not have told their child how they were conceived and may have concerns about how the topic is covered in a sexuality education program. Teachers may need to reassure these parents that the information given to students is knowledge based, rather than exploring values around this issue. The Victorian Assisted Reproductive Treatment Authority (VARTA) has a useful website with a range of publications and resources for parents and teachers on this topic <www.varta.org.au>. A small

number of books suitable for parents and/ or children are also listed in Tool 15 in *Tools for Teachers*.

Please note: The SafeLanding Toolkit contains a flipchart, called Creating Babies: A Modern Guide to Conception. This resource can be used with students to visually demonstrate the different methods of conception and assisted reproduction. Although the flipchart is most useful for younger students, many students at Years 9 and 10 will only have basic knowledge of this topic. The flipchart provides a visual tool to assist teachers to explain these concepts.

Students with learning or other disabilities

All students have a right to quality sexuality education, including students with a disability. Students with disabilities are sometimes withdrawn from receiving sexuality education on the assumption they have less need for this learning than mainstream students. This assumption may come from parents, individual teachers or school leaders. However, most students with disabilities will experience puberty in the same way as other adolescents and will need to learn how to express their sexuality in a safe and meaningful way. It is therefore vital that students with disabilities receive the same access to sexuality education as their peers. To not provide this education places them at greater risk in terms of their sexual safety.

The units of work in the *SafeLanding Toolkit* cannot cater specifically for students with disabilities, given the complexities and enormous range of possible disabilities. Instead we encourage teachers and support workers to adapt activities to cater for individual students, where possible. This may involve using activities from lower age groups, running small-group activities, simplifying language or reducing the number of steps required to complete a task. Student aides can be a great source of assistance in adapting activities to suit individual learning needs.

Family Planning Victoria is currently developing a SafeLanding Disability Toolkit. This will provide tools to deliver whole-school sexuality education in special education settings using the SafeLanding Model. Please contact us for further information about this future resource.

Teachers may also wish to refer to the *Bar None Community Awareness Kit for Schools* which has been developed to help teachers enhance their knowledge and understanding of disability and provide them with



the skills to create a welcoming, inclusive classroom. All government schools have been sent a copy of this document and it can be downloaded from the website www.dhs.vic.gov.au/about-the-department/documents-and-resources/reports-publications/bar-none-education-bar-none-community-awareness-kit-for-schools.

Protective behaviours and personal safety

All children and young people are at risk of sexual abuse regardless of age, gender, ethnicity or class. Young people are much more likely to be abused by someone they know and trust, rather than a stranger. It is crucial teachers delivering sexuality education give clear information around personal safety and protective behaviours. This information should be integrated into the sexuality education program although consideration could also be given to providing it as a separate program. Issues around risk, trust and safety are crucial in sexuality education and should be part of the curriculum; however it is important not to teach students that sexuality is harmful. Child protection education comes with a different set of goals than sexuality education which has a more positive approach to sexuality.

Some of the activities in the sample unit of work deal directly with personal safety. However, it is important that teachers use any opportunities throughout the program to reinforce key messages around protective behaviours. These messages include that:

- no-one has the right to touch another person's body without their consent
- there are private and public parts of the body
- adults should not engage in sexual activity with children or young people
- there are laws to protect young people from adults who may not act appropriately
- adults should not ask children or young people to keep secrets around bodies, touching or any sexual issues
- nothing is so awful that you cannot tell someone
- if something has happened you should tell someone you trust and keep telling them (or another trusted adult) until someone believes you and does something
- it is never the child or young person's fault if an adult behaves inappropriately in a sexual way
- you always have the right to feel safe and to take action if you don't feel safe.

Students may be tempted to share private or personal details about their (or their families') lives. Teachers need to model safe conversation to ensure students know how to contribute without exposing themselves or

others to public harm. Always share information in the third person or use the phrase "someone I know". 'Protective interrupting' which is used to stop students from sharing inappropriate information is an important skill to learn. Further information on this can be found at a number of websites including the Western Australian Department of Education website det.wa.edu.au/childprotection/detcms/navigation/recognising-child-abuse/?page=4&tab=main.

Classroom teachers also need to understand the protocols and procedures for dealing with disclosures, including mandatory reporting of abuse. These are clarified on the DEECD website www.education.vic.gov.au/childhood/providers/regulation/pages/protectionprotocol.aspx.

Regardless of age, children and young people need key messages around personal safety reinforced and they need to explore avenues of support for themselves or other young people in these situations.

Gender based violence or violence against women

Every person has the right to be safe in a relationship. Evidence indicates that women are much more likely to be victims of gender-based violence, although it is important to acknowledge that men may also be the victims of violence within relationships and that violence can occur in same-sex as well as opposite sex relationships. Violence against women is defined by the World Health Organisation as violence which "results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life."¹² Family violence, sexual assault and sexual harassment are all forms of violence against women.

Violence against women has a profound impact on the physical and mental health of children and young people who are exposed to it within their family, home and relationships. A comprehensive, whole-school approach to sexuality education must include work on this topic. The teaching and learning activities within this sample unit of work have a number of specific activities which deal with gender-based violence explicitly and with related topics such as consent and coercion, power structures within relationships and skills for developing healthy relationships.

However, gender-based violence is an immensely complex subject and requires specific skills and knowledge to address it adequately within a school setting. The *SafeLanding Toolkit* does not provide a comprehensive approach to addressing violence against women, but rather places the topic within a broader framework of sexuality education. There are a number of excellent programs



which have been developed by experts in the field of gender-based violence and these can be implemented as part of a comprehensive sexuality education program. Ideally, schools would partner with a local organisation with expertise in the field of gender-based violence and develop their program with support from these groups. See Tool 24 of *Tools for Teachers* for further information and contact details of some useful programs and organisations.

Recent policy frameworks and action plans have been developed at both national and state levels to respond to the issue of violence against women. Some provide clear guidance to schools in both the theory and practice of addressing gender-based violence. The Department of Education and Early Childhood Development (DEECD) released a research report in 2009 entitled *Respectful Relationships Education: Violence prevention and respectful relationships education in Victorian secondary schools*. This report outlined five good practice criteria that should be present in the development and implementation of school based prevention programs. The report was written by Vic Health and is available at www.vichealth.vic.gov.au/publications/freedom-from-violence/respectful-relationships-education.aspx in the Publications section. In 2010, DEECD funded CASA House to develop a framework around gender based violence as part of the Victorian government 'respect agenda'. The framework was piloted at a number of secondary schools and a report written on the outcomes of the project. Classroom resources will also form part of this project. At the time of writing it is unclear when either will be made available.

Pornography, technology and sexuality

The development of new information and communication technologies has had an enormous impact on the ways young people learn and socialise, including how they learn about, explore and express their sexuality. Facilitated by the pervasive use of computers and mobile phones, young people's access to pornography is unprecedented. At the same time, the nature of porn has shifted and young people are being exposed to more hard-core images than in previous generations^{13,14,15}. According to sociologist Dr Michael Flood, pornography has become one of Australian young people's most prominent sex educators (Flood 2010, interview). There is evidence that pornography is also shaping young people's sexual imaginations, expectations and practices^{16,17}. Any sexuality education program in schools must find ways to engage in meaningful dialogue with students around such significant, and potentially problematic, issues.

The *SafeLanding Toolkit* has a small number of activities which explore the impact of pornography on sexuality. These activities can be found within the sample units of work Levels 7-8 and 9-10. Family Planning Victoria will also be releasing further teaching and learning activities to address this topic on the *SafeLanding* website.

Many teachers may feel challenged by addressing these sensitive topics. Experienced teachers may find that with additional reading they feel confident to deliver education about these emerging issues. However, it is recommended that teachers undertake relevant professional development. Contact Family Planning Victoria (Ph: 03 9257 0133) regarding appropriate courses or training.

An excellent article, entitled *Eroticising inequality; technology, pornography and young people*, outlines some of the key issues and can be downloaded at www.dvrcv.org.au/eroticising-inequality/. The authors of this article, Maree Crabbe and David Corlett, are currently leading the project: 'Reality & Risk: Pornography, young people and sexuality'. Reality & Risk aims to promote critical thinking among young people about pornography and the messages it conveys about women, men and sex. The outcomes of the project will include resources addressing issues of pornography incorporated into the DEECD resource *Catching On for Years 9 and 10*; delivery of teacher training; and a resource kit *In the Picture*, to assist secondary schools to develop appropriate classroom activities and policies and engage with parents about pornography. Further information about this project can be found at www.parliament.vic.gov.au/images/stories/committees/lawreform/isexting/subs/S30_-_Maree_Crabbe_-_Attachment_1.pdf.

Finally, it is worth noting that much of the work to be done in this area relates to the development of skills related to both critical media literacy and cyber safety. These generic safety skills should be taught and reinforced across a number of curriculum areas in AusVELS, not just within sexuality education. Ideally all teachers would be trained and resourced in this area and capable of addressing issues as they emerge. Teaching young people critical literacy in terms of their access to pornography and other information on the internet, is vital to equipping them to be respectful digital citizens who can operate safely in a digital environment. This should be done in a range of subject areas and specific examples of sexualised content should not be avoided or deleted because of their sensitive nature. It is exactly this type of conversation which young people need to ensure their health and wellbeing in today's digital world.



9-10

.....

AusVELS Levels 9-10

Grades 9 & 10

.....
Theme: The 4 R's-rights, responsibilities,
relationships and risk
.....

Sample unit of work: AusVELS Levels 9-10

Introduction

This sample unit of work covers Levels 9-10 in AusVELS. It provides a brief outline of a sequential learning program, which covers the following key learning foci in AusVELS. It represents a stand-alone unit of work but may be adapted as required by schools.

AusVELS–Level 9-10 (Years 9 & 10)

Strand: Physical, personal and social learning **Dimension:** Health knowledge and promotion
Domain: Health and physical education

Key concepts found within learning focus:

- describe social and cultural factors, such as family, the media and community expectations influencing the development of personal identity, including the development of identity as it relates to gender
- rehearse strategies for being assertive when protecting their own and others' health
- discuss relationships and how the different aspects of relationships vary between people and over time
- consider how different roles and responsibilities in sexual relationships can affect health and wellbeing
- explore a range of issues related to sexuality and sexual health such as safe sex practices, sexual negotiation, same-sex attraction and the impact of alcohol on sexual and personal safety
- explore assumptions, community attitudes and stereotypes about young people and sexuality
- learn strategies for supporting themselves and other young people experiencing difficulties in relationships or with their sexuality and the community services available to assist
- investigate and evaluate the policies and practices in their school in relation to sexual harassment, homophobia and/ or discrimination and consider their rights and responsibilities in these areas
- examine perceptions of challenge, risk and safety in a variety of settings
- contrast risks that promote personal and social growth with those that endanger health
- discuss ways to balance risk and safety and refine and evaluate harm-minimisation strategies
- explore assertiveness and resilience strategies that could be used in a range of situations
- investigate the work of government departments and non-government bodies in promoting and protecting the health of young people, including laws, policies and provision of health services
- identify the services provided through Medicare.

Strand: Physical, personal and social learning **Dimension:** Building social relationships
Domain: Interpersonal development

Key concepts found within learning focus:

- consider the idea of values as social constructs and principles
- explore barriers to achieving positive relationships, especially between groups with differing values and beliefs, and discuss the importance of empathy
- explore strategies they and others could use to overcome barriers to positive relationships
- understand individual and group behaviour and explore the impact of peers on relationships
- explore strategies to manage peer influence and to develop positive relationships with a wide range of peers
- develop specific skills and strategies to prevent or resolve conflict.

The sample unit works towards addressing the following standards:

Domain	Dimension	Standard
Health and physical education	Health knowledge and promotion	<ol style="list-style-type: none"> 1. Identify and describe the range of social and cultural factors that influence the development of personal identity and values 2. Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships 3. Compare and evaluate perceptions of challenge, risk and safety 4. Demonstrate understanding of appropriate assertiveness and resilience strategies 5. Analyse the positive and negative health outcomes of a range of personal behaviours and community actions 6. Identify sexual health services and products provided by government and non-government bodies 7. Analyse how government and non-government bodies and services can be used to support the health needs of young people.
Interpersonal development	Building social relationships	<ol style="list-style-type: none"> 8. Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others 9. Describe how local and global values and beliefs determine their own and others' social relationships 10. Evaluate their own behaviour in relationships, identify potential conflict and employ strategies to avoid and/ or resolve it.

Assessment and reporting

See the *Assessment in sexuality education: AusVELS Levels 7-10 in Tools for Teachers* for a list of relevant assessment tasks to use with Levels 9-10 of AusVELS.

List of teaching sequence topics-AusVELS Levels 9-10

Topic	Page	Topic	Page
1. Sexuality, identity and values	18	9. Respectful relationships, power and assertion	159
2. Sexual health and reproduction	31	10. Respectful relationships and assertive strategies	190
3. Sexual health and contraception	39	11. Sexual pleasure, desire and intimacy	240
4. Sexual health and STIs	63	12. Sexual and gender diversity	275
5. Sexual risk and decision-making	77	13. Sexuality and the media	296
6. Sexuality: rights, responsibilities and discrimination	101	14. Sexuality and pornography	303
7. Sexuality, gender and power	108	15. Safe partying	318
8. Respectful relationships	118	16. Sexual health services and Medicare	334



AusVELS Levels 9-10 sample unit of work: The 4 R's: rights, responsibility, relationships and risk

Teaching notes

At this level of AusVELS, there can be a wide range of developmental variance, levels of sexual knowledge and sexual experience between students. Teachers will need to consider these issues as well as what was taught in Years 7 and 8 and may need to adapt the program accordingly. Some schools may wish to deliver a simpler program at Year 9, focusing on dating, gender, identity and friendships, and a more comprehensive program at Year 10 that deals with some of the more complex issues surrounding relationships, consent, sexual activity and sexual health.

Please note: the sample unit is intended as a guide only and should be adapted as required by schools.

The timing for each teaching sequence will vary, depending on whether all activities are included and on the depth of discussion involved. A sequence is designed to be delivered within a **90-120 minute time frame**. However, content may need to be adapted to suit individual school timetables and student needs and interests.

Teacher reminder

This sample unit of work consists of sixteen teaching sequences. Each of these sequences provides an outline for teachers to follow. The outlines refer to activities and worksheets. These activity instructions and worksheets can be found at the end of each teaching sequence. An electronic copy can be found on the *SafeLanding* website under the sample unit of work section.

Activity numbers

Activity numbers are written in three parts. Each part represents the following:

9-10.	1.	1
AusVELS Level	Teaching sequence number	Activity number

Please note: all items in a given teaching sequence have a consistent colour scheme to help you with your planning.



AusVELS 9-10

Teaching sequence 1: Sexuality, identity and values

Learning outcomes

Students will:

- become familiar with the sexuality education program content
- consider the broad nature of sexuality
- identify sexuality issues that they would like to learn more about
- discuss a range of procedures that will govern group interaction during the program
- consider issues around values, personal identity, culture, gender and sexuality
- reflect on the issue of gender diversity and challenge common assumptions made about gender and sexual orientation.

Key messages

- It is easy to make assumptions about people.
- We are all individuals.
- The media and popular music can send confusing or incorrect messages and create unrealistic expectations about relationships, love, sex and gender.
- Sexuality is a complex concept and includes diverse gender and sexual identities.
- Sexual identity is an important part of people's identity, but it is difficult to define and it may change over time and under different circumstances.
- Sexual identity includes a diverse range of attractions, behaviours and ways of identifying.
- A person's sexuality is much more than just their sexual behaviour.

a. Introduce the sexuality education program

Provide a general overview of the program. Explain that families and cultures have different comfort levels about sexuality and that some students may feel uncomfortable at first. Reassure students that this is normal and that they will become more comfortable as the program progresses. Encourage students to use this time as an opportunity to ask a lot of questions, as it is not always easy to get clear answers about sexuality. Finally, reassure students that the sexuality program will have a lot of activities and games and should be fun for everyone.

b. Establish group rules

It is important to agree on a set of rules or protocols at the start of the program. Ensure that these are written up and displayed in the classroom. The rules may be referred to throughout the program as required. For more information on group rules and a series of examples see the Background section in the sample unit of work.

c. Activity 9-10.1.1: Truth or lie?

Complete this introductory activity with students, which is designed to build rapport and establish a trusting classroom environment. It will encourage students to mingle with each other and reflect on personal values by guessing which of the statements provided are true and which are false. This activity needs a large amount of space in order to run effectively.

d. Formative assessment: Mind maps activity

In small groups, students are to create a mind map of the concept of sexuality. They should use butcher's paper to record their ideas about what sexuality is. Encourage discussion around the issues of personal identity, family and cultural expectations, values and beliefs in relation to sexual identity. Ask students to circle the things that they would like to learn more about during the program.

e. Activity 9-10.1.2: Singing between the lines

This activity can be used to explore concepts around values, personal identity and gender stereotypes, as portrayed in the media and society through popular music.

f. Activity 9-10.1.3: Different stories

As a class or in small groups, students are to read real life stories about same-sex attracted or gender questioning young people and discuss each story using the questions provided.

g. Review and redefine the sexuality mind maps

Ask students to review their mind maps and, thinking about what they learnt from the last two activities, add anything that they think is missing. Encourage them to ensure that their mind map reflects how broad the concept of sexuality is and acknowledges diversity in all of its forms.

Continued next page...

Teaching sequence 1: Sexuality, identity and values (continued)

h. Activity 9-10.1.4: Question box

The question box is simply any box with a slot cut in the top. Students can place anonymous questions in the box to be answered by teachers during the program or, preferably, throughout the school year. Outline how the question box will be used (students, however, should be familiar with how to use it from previous years). Ensure students know that it is optional to use and that questions can be asked anonymously. You may also speak briefly about the need to respect how the box is used and to use it sensibly. Ensure that students understand what a great opportunity it is to be given honest, factual answers to their questions about sexuality.

i. Summarise the content

Outline the content that will be covered during the program. Ask students if they have any questions or concerns.

j. Home activity: Different stories

Students are to share any part of the activity titled *Different stories* with their families and discuss their feelings and values around sexual and gender identity.

Please note: Be mindful that the completion of this activity may not be possible for some students due to cultural or family sensitivities. Students will need to make their own decision regarding this.

Activity: 9-10.1.1

Key Messages

- It is easy to make assumptions about people.
- We are all individuals.

Activity Details

THEME	Icebreakers and Energisers
TIME	10 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • a sticky label for each student and teacher • pens.

Truth or lie?

Purpose

To provide students with an opportunity to get to know each other in a non-threatening way.

Teaching notes

A fun and simple activity which is a good icebreaker.

This activity works best if the teacher participates as it helps you get to know more about your students.

Procedure

1. Give each student a sticky paper label.
2. Ask them to write three statements about themselves on the label. Two statements are to be true and one is to be a lie.
3. Once they have completed this, they need to stick the label onto their shoulder or chest so that it can be read by the other members of the class.
4. Students then walk around the room, reading each other's statements, trying to guess which one is a lie.

Discussion

1. Was this activity harder with certain people? Why?
2. What did you find out about your classmates or teacher that you didn't already know?
3. How did you work out which statement was the lie?
4. To what extent was the activity influenced by your personal experience?

AusVELS Context:

This activity will enable students to interact with other students outside their immediate friendship circle. It is designed to build rapport, trust and a cooperative learning environment necessary for sexuality education.

As the questions explored may relate to numerous topics, it is impossible to identify specific AusVELS standards for this activity.

Activity: 9-10.1.2

Key Message

- Popular media, including music, can send confusing or incorrect messages and expectations about relationships, love, sex and gender.

Activity Details

THEME	Identity
SUB THEME	Identity and society
TIME	45 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • paper and pens • access to computers.

Singing between the lines

Purpose

To explore how popular songs can influence our perceptions of love, relationships and gender.

Teaching notes

The lyrics of popular songs can be downloaded from the internet.

Procedure

1. Ask each student to write down their favourite song.
2. Divide the class in half to work together. Ask each group to identify how many students in their group had favourite songs which were about love or relationships.
3. Ask students to classify the 'love' songs into categories in groups. (e.g. new love, unrequited love, love that's ended, longing for love). Students classify their songs as a group.

Discussion

1. Discuss and compare the classifications as a class.
2. What were the common themes?
3. Why do you think these themes are popular?
4. How might songs of this type influence a person's values and/ or personal identity?
5. Ask students to work in small groups and to choose one love song to work on.
6. Students source the words and/ or music clip for that song online and answer the following questions:
 - What feelings are expressed?
 - What words are used to describe love, sex, relationships and gender?
 - Are the lyrics realistic representations of how love and life might be?
 - What stereotypes are portrayed in terms of sexuality and/ or young people? What values are portrayed?
 - How might the song be different if it was written by the opposite gender? Discuss.
 - Do the songs reflect the diversity of love relationships present in society?
7. Share findings together as a class.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and describe a range of social and cultural factors that influence the development of personal identity and values</p>	<p>Social and cultural factors influencing the development of personal identity, including gender</p> <p>Assumptions, community attitudes and stereotypes about young people and sexuality</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others</p>	<p>Values as social constructs and principles</p> <p>Complex social conventions and how these influence feelings and behaviour</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Activity: 9-10.1.3

Key Messages

- It is easy to make assumptions about people.
- Sexual identity includes a diverse range of attractions, behaviours and gender identification.

Activity Details

THEME	Identity
SUB THEME	Identity and society
TIME	45 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • Scenarios and discussion questions cards.

Different stories

Purpose

To use real life stories to develop empathy and promote understanding of different types of relationships and gender identities.

Teaching notes

It would be useful to familiarise yourself with the glossary of terms relevant to sexual and gender diversity included in Tool 31 in *Tools for Teachers* (e.g. 'same-sex attracted' and 'gender questioning').

Procedure

1. Select a scenario and explain to students that these stories were written by real-life Australian young people.
2. Read out the scenario to the class and then use the questions provided to promote discussion.
3. If time permits, select an additional scenario and repeat the steps above.
4. Alternatively, you could divide the class into small groups of 4-5 students and have them discuss the scenarios individually.

Please note: To maintain its authenticity, most grammatical errors within the young people's stories have been reproduced unedited.

Scenarios taken from Hillier, L. Jones, T. Monagle, M. Overton, N. Gahan, L. Blackman, J. Mitchell, A. 2010, *Writing Themselves In 3. The third national study on the sexual health and wellbeing of same sex attracted and gender questioning young people*. Australian Research Centre in Sex, Health and Society, Latrobe University, Melbourne.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Compare and evaluate perceptions of challenge, risk and safety</p> <p>Demonstrate understanding of appropriate assertiveness and resilience strategies</p> <p>Analyse the positive and negative health outcomes of a range of personal behaviours and community actions</p> <p>Identify the health services and products provided by government and non-government bodies</p>	<p>Sexuality and sexual health issues such as safer sex practices, sexual negotiation, same-sex attraction and the impact of alcohol on sexual and personal safety</p> <p>Support strategies for young people experiencing difficulties in relationships or with their sexuality</p> <p>Challenge, risk and safety in relation to sexuality and harm minimisation strategies</p> <p>Sexual health services available for young people and Medicare services</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Describe how local and global values and beliefs determine personal and others' social relationships</p> <p>Evaluate personal behaviour in relationships, identify potential conflict and employ strategies to avoid and/ or resolve it</p>	<p>Values as social constructs and principles (both in a local and global context)</p> <p>Barriers to achieving positive relationships and strategies to overcome these</p> <p>Conflict resolution skills</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Josh's story, 15 years

"I've found being gay hard but I'm happy with it, but if I had a choice it would be my last one. Sometimes I'm jealous of how straight people are so easily accepted in society, yet homosexuals can barely hold hands without people staring. Things like mardi gras make me feel good about myself and give me hope for the future. I have a gay uncle so I knew that coming out to my family would be pretty easy and they would be pretty understanding. And I was right, which really helped me grow as a person knowing I had my family's support. People at school were generally supportive, but homosexuality is something everyone talks about, so when I came out to a few friends, it wasn't long before the whole school knew. The worst time in my life was when some kids at my school got my phone number and started leaving voice messages on my phone saying abusive things. I have also found that people talk, and kids from other schools know who I am, so sometimes at the local shopping centre kids from other schools give me threatening looks as I walk by. My good times have been with my boyfriends. My first kiss was my happiest moment. I felt like nothing could hurt me, and this made me sure of my sexuality. My hopes for the future are to become an actor/dancer and perform in Britain and America. I want to meet a man, get married and have children, by adoption and surrogacy."



Josh's story—Questions to consider:

1. Who and what has supported Josh to make him feel good about himself?
2. How could Josh deal with the abusive messages left on his phone?
3. How do you think 'straight people' (i.e. heterosexuals) are treated in society?
4. How do you think gay people are treated in society?
5. What could you do to make school a safer place for people like Josh?





Maddison's story, 17 years

"I could not accept my sexuality at first, it took a while. For most of high school I claimed myself to be bisexual and pretended to like guys and hook up with them. I'd always feel so terrible after it, and I was mystified, even though deep down I think I knew it was because I really was gay. Just recently, I've started accepting myself and my sexuality, although it's taken some time. Most people know now, although my family don't mention it, even if I say I'm going to see my girlfriend or the girl I'm dating. At first, this hurt me so much because when I broke up with my boyfriend, my mum questioned it and told me to sort it out because she thought he was a nice guy. I never told her then it was because I couldn't be with a guy and be happy 'cause they're not what I want. It hurt so much when I was having trouble with a girl, and she [mum] didn't say anything, just listened because I knew she didn't want to know. The friends I have been hanging out with for the past few years are amazing, I have never met more accepting people ever who are crazy, funny and all have the same interests as me (music, games, etc.). One of the girls I'm most closest to is even gay. She actually came out the same time as me, as we both used to say we were bisexual, not les. I understand why people hide it, and I don't blame them. No-one wants to get hurt and rejected. Especially to others who have it harder than most because of religion, culture or family. In time, I know I'll be even more open than I am now, and I will 100% stop trying to be straight, or wishing it.
I love the ladies, what else can I say?"



Maddison's story—Questions to consider:

1. Why do you think Maddison chose to identify as bisexual and "pretended to like guys"?
2. How do you think having an unsupportive family would impact on Maddison's feelings about her sexuality?
3. How has having supportive friends impacted on Maddison's health and wellbeing?
4. How could you be supportive if a friend of yours 'came out', or told you, he/ she was gay, lesbian or bisexual?





Reagan's story, 17 years

“People frequently yell at me as I walk down the street, most likely because I’m relatively effeminate, for a boy (It’s kind of hard not to be when you’re not technically male). I suffered a lot of transphobic abuse at my high school....

A group of boys in my year used to regularly threaten me with physical violence (“If you’re a boy, we can hit you”) and sexual assault (“We should prove to you that you’re a girl”, often accompanied by being pushed into walls.) They would also often show me pornography in class, often of a lesbian or transsexual nature, by shoving phones and iPods into my face.”



Reagan's story—Questions to consider:

1. a) What do you think Reagan means by not being “technically male”?
b) Is our gender only defined by our body?
2. How would being threatened with physical and sexual violence impact on Reagan’s health and wellbeing?
3. What laws have been broken in this scenario?
4. Discuss all the things Reagan could do to access support.



Sam's story, 21 years

"I followed a lot of gay people on YouTube who had gone through, or were going through the same thing as me, which helped define what being gay meant in my mind, erasing the stereotypes, and helped me relate in a way that let me admit to myself that I am the same as these people, and they're ok, so I must be okay too. I watched a lot of gay-themed feature films online, that I wouldn't have had access too otherwise, and wouldn't have been comfortable buying or renting anyway. These provided positive depictions of gay relationships to me, and helped me learn how gay relationships work, and differ from the norm. Relationships for same sex couples were never addressed throughout school, and I had no friends I could talk to about this. Online forums allowed me to interact with other gay males of a similar age for the first time, seek support, learn about what it meant to be gay, and once again provided an education in areas of social life, relationships, and sex-ed that simply weren't addressed while straight relationships and issues were being discussed in the classroom and the playground at school. Before I joined these forums, I had never had any interaction with openly gay people. It took away the bogey-monster stereotyped image I had in my mind, these were just teenagers like me, normal people. Most of all the internet taught me that I was not alone, and there were ways of finding people like me, even if I couldn't spot them, they were there."



Sam's story—Questions to consider:

1. How did social media help support Sam?
2. Why do you think "relationships for same-sex couples were never addressed throughout school"?
3. What are some stereotypes about gay people?
4. How important is belonging to a community to you?





Becky's story, 20 years

"I personally haven't been physically abused, however, one particular case of homophobic abuse has hit rather close to home and left me emotionally bruised. My brother was bashed up at a local club by two guys who assumed he was gay (He actually isn't, but that's beside the point) so the thought that my big brother could get so hurt for something he ISN'T really worried me as to what could happen to me for something I AM. I haven't gone out to a club or pub or anywhere where people are drinking since then because of that fear, and given that happened a couple years ago, I'm the one 20 year old I know that isn't going out to clubs, or has ever been out to a club for that matter."



Becky's story—Questions to consider:

1. How has the incident involving Becky's brother affected her?
2. How does homophobia affect us all?
3. Discuss all the things Becky could do to access support.



Activity: 9-10.1.4

Key Message

- Sexuality is a complex concept.

Activity Details

THEME	Icebreakers and Energisers
TIME	10 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • a box, preferably with a slit in the top (the question box) • paper • pen • possibly time to research answers.

Question box

Purpose

To ascertain the students' level of understanding around sexuality issues.

To inform the planning of future lessons.

Teaching notes

The *Question box* activity can be used in a variety of situations throughout the units. It might be used at the beginning of a unit as a means of finding out what the students already know. Later in the unit it may be used as a means of assessing learning or for the purposes of planning future lessons. Be very careful about answering questions of a personal nature. In most cases, it is inappropriate. (See *Answering difficult questions: A key part of sexuality education* section in *Tools for Teachers*, for information on dealing with personal questions).

Procedure

1. Prepare a question box for the classroom, preferably with a slit in the top.
2. Tell the students of its location and that they can place any questions they have in the box anonymously at any time.
3. Invite students to place questions in the box as they think of them.
4. You might like to review questions and prepare your answers in advance, before presenting them to the class. This will provide you with time to check facts, develop clear and concise answers and to consider all aspects of the question.
5. If you are unsure of an answer, explain this to students and say that you will find out the answer for them. Consult with colleagues, school champion coaches or seek the information from reputable sources.

Additional information

You could use the box at the end of a lesson, by asking all students to write a question or a comment. This may increase students' level of comfort to ask questions as everyone will be writing something.

AusVELS Context:

The *Question box* activity is a tool that facilitates learning by enabling students to ask questions in a non-threatening manner. As the questions explored may relate to numerous topics, it is impossible to identify specific AusVELS standards for this activity.

Learning outcomes

Students will:

- revise the name, purpose and location of the reproductive body parts in both males and females
- review the process of conception
- outline key health messages around fertility
- identify key reproductive health issues for males and females and describe preventative health strategies.

Key messages

- The reproductive system is an important system of the human body.
- Optimum fertility has a limited lifespan, particularly for women. This may be important in planning for a family.
- Pregnancy can still occur, even when the chance seems low.
- It is vital to undertake preventative health checks to support general and reproductive health.

a. Review the home activity: Different stories

Review the homework by asking students to share the reactions of their families to the stories that they shared. Be mindful that some students would not have been able to complete this task due to cultural or family sensitivities. It is important to respond to any discriminatory views that students may bring from their home environment. Emphasise that although everyone has the right to their own values, students should understand that there are laws to protect people against discrimination based on their ethnicity, religion, culture, gender or sexual orientation.

b. Review the reproductive system

Let students know that they will be reviewing a number of key concepts around reproductive health. Review the reproductive body parts and their purpose using resources such as the Magnel, Magno-mate, *SafeLanding* flipchart titled *Sexuality illustrations* or similar diagrams. Outline the name and purpose of each body part and answer any questions that students may have about the male and female reproductive systems. Although students will have covered reproduction in AusVELS Levels 7-8 (see the *SafeLanding sample unit of work AusVELS Levels 7-8, Teaching sequence 2*), it is important to briefly revise this core information.

c. Review the process of conception

Briefly review the process of conception. This can be done by having a class discussion. Alternatively, students could draw the process on paper or on the board to share with other students or act out the process of conception as a class. Although this topic will have been covered in previous years,

it is important for it to be reviewed to ensure that students have an understanding of the core information, including the key points of fertilisation, the journey along the fallopian tube and implantation.

d. Activity 9-10.2.1: Fertility facts

This activity reviews key facts about fertility and sexual health. Students are to classify situations according to assumptions about fertility and briefly examine the information about causes and available treatments.

e. Activity 9-10.2.2: Reproductive health checks/ actions

This activity outlines the key preventative health checks that males and females should have regularly to support their reproductive health. These include breast self-examinations, Pap tests, testicular self-examinations and the need for women to take folate supplements before attempting to get pregnant.

f. Question box

Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.

g. Home activity: Discuss reproductive health checks

Ask students to discuss the reproductive health checks that their parents think are important and why.

Please note: Be mindful that the completion of this activity may not be possible for some students due to cultural or family sensitivities. Students will need to make their own decision regarding this.

Activity: 9-10.2.1

Key Messages

- Optimum fertility has a limited lifespan, particularly for women. This may be important in planning a future family.
- Pregnancy can still occur, even when the chance seems low.

Activity Details

THEME	Growth and Development
SUB THEME	Sexual development and function
TIME	20 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • whiteboard and markers • list of 'fertility' cases.

Fertility facts

Purpose

To develop an awareness of infertility and its causes.

Teaching notes

This session highlights that optimum fertility has a limited lifespan, particularly for women.

Procedure

1. Draw a horizontal line across the board and label the start, middle and end of the line as per the following: very fertile, sub fertile, infertile.
2. Read out the 'cases' listed below and ask students to suggest where, on the fertility continuum, to put the person mentioned in each 'case'.
 - Jodie has not started her periods yet.
 - Michael is 17, sexually mature and very healthy.
 - Zoe is married to Stephen. They have not used contraception for a year and want to have a baby. No pregnancy has occurred.
 - Daniel has had a vasectomy.
 - Chen is 45 years old and her husband Keith is 60.
 - Emma is 35 years old and her partner, Jack, is 40.
 - Naomi is 28 years old and has been sexually active for 10 years. She has been diagnosed with, and treated for, Chlamydia four times. Naomi doesn't have regular STI checks.

Example

Bill	Jodie?	Naomi? Emma/Jack? Zoe/Stephen?	Chen/Keith?	Daniel
VERY FERTILE		SUB FERTILE		INFERTILE

3. Once all names have been placed on the continuum, pose the following question to students:
 - How do we know whether we are fertile? Discuss.
 - How would fertility affect a person's health and wellbeing?
 - What factors put people at risk of infertility? (E.g. age, tobacco use, obesity, alcohol and drug use, excessive exercise). Which of these factors do we have some control over?

Adapted from Patton, W, Morris, J and Mannison, M 1993, *Issues in Adolescent Sexuality: Ideas for the Classroom Teaching*, Nice Publications, Paddington, QLD, pp. 102-103.

Please note: There is no way of knowing someone is fertile unless special diagnostic medical tests are undertaken or a pregnancy occurs. Pregnancy depends on the combined fertility of both the man and the woman. Pregnancy can still occur, even when the chance is low, such as in the cases of Jodie and Chen, and contraception should be used if a pregnancy is not wanted.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	Analyse the positive and negative health outcomes of a range of personal behaviours and community actions	Explore a range of issues related to sexuality and sexual health

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Activity: 9-10.2.2

Key Message

- It is vital to undertake preventative health checks and other actions to support general and reproductive health.

Activity Details

THEME	Sexual Health
SUB THEME	Sexually transmissible infections
TIME	60 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> a list of websites, pamphlets and other sources of information OR access to the Internet whiteboard <i>Reproductive health</i> worksheet.

Reproductive health checks/ actions

Purpose

Students will identify key reproductive health issues for males and females and describe preventative health checks and actions.

Teaching notes

Students need access to information about the different health examinations to complete this activity. This information can be accessed via the internet or through the use of pamphlets and books.

Useful websites and fact sheets are listed in Tools 19 and 24 of *Tools for Teachers*. Useful pamphlets can be obtained from community health clinics, youth services and Family Planning Victoria.

Procedure

- Discuss ways we keep our bodies healthy (e.g. eating well, exercising, getting enough sleep, regular health checks).
- Introduce the concept of sexual and reproductive health and the need to take care of this aspect of our body and health.
- Brainstorm, on the board, a list of the main health checks and actions adults need to undertake to help prevent sexual and reproductive health issues.
- Divide the class into groups, one for each health check (see list below).
- Give students pamphlets, books, website addresses or any other relevant material.
- Hand out *Reproductive health* question sheets. Have students research their designated health check/ action using the worksheet included.
- Groups can report back to the class once their worksheets are completed. Those listening to other groups can record brief answers about remaining topics on the worksheet.

List of health checks:

- Pap test
- Breast self-examination
- Testicular self-examination
- Testing for STIs
- Folate supplements
- Lifestyle issues linked to infertility (see <www.yourfertility.org.au>)

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
Domain Health and physical education	Identify the health services and products provided by government and non-government bodies	Assertive strategies to protect the health and wellbeing of self and others
Dimension Health knowledge and promotion	Analyse how government and non-government bodies can be used to support the health needs of young people	Sexual health services available for young people and Medicare services
	Analyse the positive and negative health outcomes of a range of personal behaviours and community actions	Support strategies for young people experiencing difficulties in relationships or with sexuality

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Reproductive health (continued)

The Pap test

1. Why is it done? _____

2. Who needs to have a Pap test and how often? _____

3. How is it done? _____

4. What about results? _____

Breast self-examination

1. Why is it done? _____

2. Who needs to do this and how often? _____

3. How is it done? _____

4. What if something seems to be wrong? _____

Testicular self-examination

1. Why is it done? _____

2. Who needs to do this and how often? _____

3. How is it done? _____

4. What if something seems to be wrong? _____



Reproductive health (continued)

Testing for STIs

1. Why are they done? _____

2. Who needs an STI test? _____

3. How are these tests done? _____

4. What if an STI is detected? _____

5. What local health service/s can perform these tests? _____

Folate supplements

1. Who needs to do this? _____

2. Why do they need to do it? _____

3. How would it be done? _____

4. Where could a woman go locally for advice about this? _____

Lifestyle issues linked to infertility (see www.yourfertility.org.au)

1. What are the five main factors affecting fertility? _____

2. Who do they affect? _____
3. How can these issues be addressed? _____

4. Which are most relevant to your age group and why? _____

5. Record at least one preventative recommendation for one factor affecting fertility. _____



Teaching sequence 3: Sexual health: contraception

Learning outcomes	Key messages
<p>Students will:</p> <ul style="list-style-type: none"> identify the sexual health needs of young people compare the effectiveness, advantages and disadvantages of different methods of contraception that are available to young people name where they could access contraception locally. 	<ul style="list-style-type: none"> There is no safe time in a woman's cycle to have vaginal intercourse without contraception. It is important to think about contraception before you become sexually active and to use contraception consistently. Using contraception helps to decrease the risk of pregnancy. A condom should always be worn during sexual intercourse to decrease the risk of pregnancy (opposite sex couples) and condom/ barriers can decrease the risk of contracting a sexually transmissible infection (all couples). There are different types of contraception available to young people and they have different pros and cons. Some contraception requires you to see a health professional whereas others can be purchased over the counter without a doctor's prescription.

- a. Review the home activity: Discuss reproductive health checks

Ask students to share the reproductive health checks that their parents think are important and why. Encourage those students who were unable to ask their families due to cultural or family sensitivities to identify another trusted adult with whom they could potentially discuss sexual health issues.

- b. Activity 9-10.3.1: A woman's cycle

The main message to convey to students is that there is no safe time to have unprotected sex, as a woman's or girl's cycle can be unpredictable and affected by a range of factors such as emotional issues, illness, stress etc.

- c. Discuss what contraception is used for

Briefly discuss the purpose of contraception. Reiterate to students that individuals will have different preferences and that there is a wide range of contraceptive options available. Contraception is relevant in heterosexual relationships, however, make the point that same-sex attracted people may have sexual experiences with the opposite sex and will need to consider contraception. Convey that both opposite sex and same-sex couples need to consider their risk of contracting a sexually transmissible infection (STI) and ways that they can reduce this risk (e.g. using condoms). For more information on addressing the needs of same sex attracted, intersex, trans and gender diverse young people, see Tool 31. Let students know that they will be looking more closely at certain contraceptive methods during this session.

- d. Activity 9-10.3.2: Overview of contraception

Use Family Planning Victoria's contraceptive kit and/ or the *SafeLanding* flipchart titled *Contraception: An Overview* (located in the *SafeLanding Toolkit*). This should be an extension of the work students covered in AusVELS

Levels 7-8. It is not necessary to go into great detail. It is more important for students to recognise that there is a wide range of choices available to prevent unplanned pregnancies and that it is important to seek advice before becoming sexually active.

Ensure that you cover the Pill, Implanon NXT™, condoms and emergency contraception. Also include information on the withdrawal method. Let students know that it isn't recommended as a form of contraception, as it is not very effective. For more information on contraception, see the *Contraception* PowerPoint presentation (Tool 28).

- e. Activity 9-10.3.3: Matching contraception

This activity can be used to revise contraception. It compares the advantages, disadvantages and possible issues associated with certain contraceptive methods.

- f. Discuss accessing contraception locally

Briefly discuss where young people could access contraception locally.

Please note: This will be covered in greater detail in Teaching sequence 16.

- g. Question box

Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.

- h. Home activity: List of STIs

Working with their families, students are to write down as many names of STIs as they can think of. Let students know that they will be looking more closely at some of these STIs during the next session.

Activity: 9-10.3.1

Key Messages

- There is no safe time in a woman's cycle to have heterosexual intercourse without contraception.
- It is important to think about contraception before you become sexually active and to use contraception consistently.

Activity Details

THEME	Growth and Development
SUB THEME	Sexual development and function
TIME	20 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • whiteboard and markers.

A woman's cycle

Purpose

To ensure students understand there is no 100% safe time in a woman's cycle to have heterosexual intercourse without contraception.

Teaching notes

This process can be complicated to explain and difficult to understand. As long as students understand there is no safe time for heterosexual sex without contraception, the activity has achieved its goal.

Procedure

1. Draw a vertical line with notches, to represent a 28 day menstrual cycle, down one side of the board.
2. Colour in the first 5 days to represent the menstrual period and include a few numbers spaced out down the line (e.g. day 10, day 14, day 28).
3. Ask a number of students to come up and mark where they think the 'safest' times of the month are for a woman to have unprotected sex and **not** get pregnant.
4. When this is completed, mark the typical ovulation stage (day 10-14) on the line. (Ovulation is usually 14 days before the period starts).
5. Discuss the 7 day viability of sperm and give examples to show students how this often means that sperm are still viable during ovulation (for example, unsafe sex on day 5 could still mean that sperm are alive on day 12 of the woman's cycle – this could be right in the middle of her ovulation period).
6. To add to this, explain that a female often feels more sexual (or horny) during ovulation, due to an increase in hormones. She is more likely to want to have sex during this part of her cycle.
7. Finish by letting students know that there is no truly safe time to have unprotected sex, as a woman's or a girl's cycle can vary some months, as it might be affected by emotional issues, illness, stress, etc.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships</p> <p>Compare and evaluate perceptions of challenge, risk and safety</p>	<p>Explore sexuality and sexual health issues such as safer sex practices, sexual negotiation, same-sex attraction and the impact of alcohol on sexual and personal safety</p> <p>Challenge, risk and safety in relation to sexuality and harm minimisation strategies</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Activity: 9-10.3.2

Key Messages

- Using contraception helps to decrease the risk of an unintended pregnancy.
- A condom should always be worn during sexual intercourse to decrease the risk of pregnancy (opposite sex couples) and condoms/ barriers can decrease the risk of contracting an STI (all couples).
- There are different types of contraception available for young people and they have pros and cons.
- Some contraception requires you to see a health professional whilst others can be purchased over the counter.

Activity Details

THEME	Sexual Health
SUB THEME	Contraception
TIME	50 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • <i>Contraception information</i> Teacher reference sheet • Contraception kit (optional), including: <ul style="list-style-type: none"> • combined Pill • Implanon NXT™ • vaginal ring • emergency contraception • condoms or <ul style="list-style-type: none"> • the <i>SafeLanding</i> flipchart <i>Contraception: An overview</i>.

Overview of contraception

Purpose

To establish the meaning of contraception.

To familiarise students with different forms of contraception.

To discuss the various ways in which contraceptive devices work.

Teaching notes

Although this activity seeks to inform students about the types of contraception available, and particularly those used most by young people, the main message should be the importance of always using a condom (or barrier) when having sexual intercourse, as it is the only means of preventing pregnancy and/ or STIs during penetrative sex regardless of gender. In the event of unprotected sex, it is best to advise students to seek Emergency contraception as well as have an STI check. STI checks are simple to administer and necessary, because most STIs are asymptomatic. Students could also research the cost of buying contraception in their local area.

Please note: Teachers may use the flipchart titled Contraception: An overview provided in the SafeLanding Toolkit if a contraception kit is unavailable.

Please note: Students may have done a similar activity (Activity 7-8.13.1) in Levels 7-8.

Procedure

1. Ask the students to sit in a circle.
2. Explain that most couples have sexual intercourse to express love, affection, intimacy, closeness and for enjoyment, and only sometimes to have a baby. Using contraception enables opposite sex couples to have intercourse without having an unintended pregnancy.
3. Explain that all couples, including same-sex couples, can use some contraceptives to decrease the risk of contracting STIs.
4. Introduce each form of contraception, one at a time, and explain briefly how it works, the possible side effects, the percentage success rate, the protection it offers from STIs, where to buy it and if a prescription is needed. Use the *Contraception information* Teacher reference sheet for these details.
5. If a contraceptive kit is unavailable, encourage students to learn how to use a condom properly, before they need to use one for sexual intercourse. Proper use will increase the protection it offers and decrease the likelihood of slippage and breakage. Note: Correct condom size is also very important, to decrease the chance of slippage and increase the efficacy of use. Condom sizing relates to the width of the penis, not the length, as most erect penises are of a similar length.
6. Pass the samples of each contraceptive around the circle. Encourage students to ask questions about each one.
7. Discuss where condoms can be purchased and identify if any local health services provide them free of charge to young people.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships</p> <p>Compare and evaluate perceptions of challenge, risk and safety</p> <p>Analyse how government and non-government bodies can be used to support the health needs of young people</p>	<p>Explore sexuality and sexual health issues such as safer sex practices, sexual negotiation, same-sex attraction and the impact of alcohol on sexual and personal safety</p> <p>Assertive strategies to protect the sexual health and wellbeing of self and others</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Contraception information

Teacher reference sheet

Name	How it works	Side effects	% success rate	STI protection	Easy to get?
Combined Pill	<p>Contains synthetic hormones progesterone and oestrogen.</p> <p>Stops ovulation and thickens cervical mucus so sperm can't get through.</p> <p>Also used to regulate 'period'/ bleeding/ acne.</p> <p>One hormone pill is taken daily for 21 days, followed by up to 7 sugar pills which causes a withdrawal bleed/ period. Pills must be taken at a regular time daily.</p>	<p>Headaches, nausea, mild fluid retention, breast tenderness, mood changes, skin changes—usually settle over time.</p>	<p>99.7% when taken as instructed.</p> <p>The biggest problem is that the effects may be nullified if women forget to take the pill, or experience vomiting or diarrhoea.</p>	No.	<p>Yes.</p> <p>Acquire a script from a doctor and purchase at a pharmacy.</p> <p>Cost varies between brands.</p>
Implanon NXT™	<p>Contains synthetic hormone progesterone.</p> <p>Stops ovulation.</p> <p>Thickens cervical mucus.</p> <p>A small, 4cm rod is implanted in the arm, below the skin, by a qualified doctor.</p> <p>Slowly releases hormone. Lasts for three years. Can be removed at any time by a doctor and effects are immediately reversible.</p>	<p>Headaches & breast tenderness, mood changes, mild fluid retention, skin changes—usually settle over time.</p> <p>Some women cease to menstruate. Others bleeding varies from infrequent to daily.</p>	> 99.9%.	No.	<p>Yes.</p> <p>Need a script from a doctor and purchase at a pharmacy.</p> <p>Note: Return to doctor for insertion.</p>
Vaginal Ring	<p>Contains synthetic hormones progesterone and oestrogen.</p> <p>Stops ovulation and thickens cervical mucus so sperm can't get through.</p> <p>Regulates 'period'/ bleeding/ acne.</p> <p>A flexible rubber ring containing the hormones is placed inside the vagina for three weeks at a time. Hormones are slowly released into the blood stream. It's removed and discarded, period/ bleed occurs, replaced after seven days (one week). Three weeks in and one week out.</p>	<p>Mood changes, nausea, mild fluid retention, breast changes, skin changes—usually settle over time.</p>	99.7% when used as instructed.	No.	<p>Yes.</p> <p>Need a script from a doctor and purchase at a pharmacy.</p>

This information was correct on publication. Any changes to information or practice will be posted on the SafeLanding website. Please also refer to the contraception fact sheets on the SafeLanding website.



Contraception information (continued)

Teacher reference sheet

Name	How it works	Side effects	% success rate	STI protection	Easy to get?
Emergency Contraception	<ul style="list-style-type: none"> Contains high levels of progestogen Delays or inhibits ovulation But can be taken as soon as possible, ideally within 24 hours, but still works well within 96 hours (4 days) Can be taken day 5, but won't be very effective 	<p>May cause irregular bleeding.</p> <p>Nausea and vomiting, rare.</p>	Decreases each day. About 85%.	No.	<p>Yes.</p> <p>Don't need a Medicare card or prescription.</p> <p>The pharmacist might ask questions to ensure it is suitable for you to take, and to make sure you understand how to take it.</p>
Condom	<p>Latex rubber sheath that is worn over the fully erect penis. Works as a contraceptive by collecting the semen following ejaculation to prevent sperm from entering the vagina.</p> <p>Works against STIs by stopping bodily fluid being shared between partners.</p> <p>Must be placed on penis before any genital to genital touching. If needed use with a water based lubricant.</p> <p>Single use only.</p>	<p>Very rare allergy to latex.</p> <p>Non-latex condoms also available, though they are slightly more expensive.</p>	98% with correct use.	Best protection available.	<p>Yes.</p> <p>Cheap.</p> <p>Available in supermarkets, pharmacies, petrol stations, some toilets and vending machines.</p> <p>Often free at youth health centres, sexual health clinics.</p>
Intra-uterine Device IUD	A small, plastic device with a nylon string put inside the uterus. It stops the sperm from meeting an egg. It stops an egg from sticking to the lining of the uterus. Lasts five years.	<p>There are two types—Copper and Hormonal.</p> <p>Copper may cause heavier periods.</p> <p>Hormonal eases periods. Need to check string is in place after every period.</p>	> 99% effective.	No.	Has to be inserted by a specially trained doctor.
Depo Provera™	Contains synthetic hormone progestogen. Is injected every 12 weeks. Stops the release of an egg. Thickens cervical mucus.	May have irregular bleeding/ spotting. May have breast tenderness, headaches, weight gain, mood changes, loss of interest in sex.	99.8% with correct use. 94% typical use.	No.	Yes. Need a script from a doctor and purchase at a pharmacy. Return to doctor for injection.



Activity: 9-10.3.3

Key Messages

- There are different types of contraception available for young people and they have various pros and cons.
- It is important to think about contraception before you become sexually active and to use contraception consistently.
- A condom should always be worn during sexual intercourse to decrease the risk of pregnancy (opposite sex couples) and condoms/ barriers can decrease the risk of contracting an STI (all couples).

Activity Details

THEME	Sexual Health
SUB THEME	Contraception
TIME	50 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • a set of <i>Matching contraception</i> cards per group • <i>Matching contraception</i> Teacher reference sheet.

Matching contraception

Purpose

To compare the effectiveness of the major contraceptive methods contrasting key advantages and possible problems.

Teaching notes

Allow plenty of time for class discussion after students have matched their card bundles. This activity can also be completed as a whole class by giving each student a separate card and asking them to walk around the classroom and find students with corresponding cards to complete their bundle.

Procedure

1. Divide the class into groups of 4-5 students.
2. Distribute a set of *Matching contraception* cards to each group.
3. Ask students to match each contraceptive method with the corresponding key advantage and possible problem card, so that there are three cards in each bundle.
4. Check each group's answers to ensure they have grouped the cards correctly (see *Matching contraception* Teacher reference sheet).

Discussion

A class discussion could include the following questions:

- What is the most effective method of contraception?
- What is the least effective method of contraception?
- Which method is the hardest to access/ use?
- Which method is the easiest to access/ use?
- Is there any method without potential problems?
- Which methods would be more suited to young people than others?
- Who should take responsibility for buying contraception in a relationship?
- Where could a young person go in your local area if they wanted to find out more about using contraception?
- How do you talk to someone about contraception? What do you say?
- Does any method give more protection than the others?
- What is the only method that protects against STIs and pregnancy?
- What do you think are the most important factors to consider when choosing contraception?

Finish by asking each student to *privately* identify the best method/s of contraception for a young person in their situation. Don't discuss this as a class, but let students know that their choice of contraception may change over time.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships</p> <p>Analyse the positive and negative health outcomes of a range of personal behaviours and community actions</p> <p>Compare and evaluate perceptions of challenge, risk and safety</p> <p>Identify the health services and products provided by government and non-government bodies</p>	<p>Explore sexuality and sexual health issues such as safer sex practices, sexual negotiation, same-sex attraction and the impact of alcohol on sexual and personal safety</p> <p>Assertive strategies to protect the sexual health and wellbeing of self and others</p> <p>Roles and responsibilities in sexual relationships and how these can affect health and wellbeing</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Matching contraception

Teacher reference sheet

Method and its effectiveness	Key advantages	Possible problems
<p>Male Condom</p> <p>98% effective if used correctly and consistently</p>	<p>Excellent protection against pregnancy and STIs when used correctly, inexpensive and easily available.</p>	<p>May break or leak if used incorrectly.</p>
<p>The Pill</p> <p>99.7% if used correctly and consistently</p>	<p>Continuous protection against pregnancy, helps with painful, heavy and irregular periods, nothing to apply or insert at time of intercourse.</p>	<p>Must be remembered every day, no STI protection.</p>
<p>Implanon NXT™</p> <p>>99.9%</p>	<p>Continuous protection against pregnancy for three years, nothing to apply or insert at time of intercourse.</p>	<p>Minor surgical procedure, irregular bleeding for some people, no STI protection.</p>
<p>Vaginal Ring</p> <p>99.7% if used correctly and consistently</p>	<p>Continuous protection against pregnancy for one month at a time, nothing to apply or insert at time of intercourse.</p>	<p>Must remember to remove for menstruation, must remember to replace if removed for sex, no protection against STIs.</p>
<p>Abstinence</p> <p>100% if used consistently</p>	<p>No side effects, nothing needs to be purchased, can be used anytime, anywhere, excellent protection against pregnancy and STIs, always an option.</p>	<p>Requires commitment and self-control from both partners.</p>
<p>No method</p> <p>15%</p>	<p>Nothing to purchase.</p>	<p>No protection against pregnancy, no protection from STIs.</p>
<p>Emergency Contraception</p> <p>85% if taken within 96 hours of having unprotected sex.</p>	<p>Can be used up to 120 hours after intercourse, good for emergency situations.</p>	<p>May cause nausea and vomiting, no protection from STIs.</p>
<p>Withdrawal</p> <p>Effectiveness varies. Failure rate increases if male unable to predict and control ejaculation.</p>	<p>Nothing to purchase, always an option.</p>	<p>Dependent on male partner, requires great control, no protection against STIs, limited protection against pregnancy.</p>

This information was correct on publication. Any changes to information or practice will be posted on the *SafeLanding* website.





METHOD AND ITS
EFFECTIVENESS



KEY
ADVANTAGES





POSSIBLE PROBLEMS



No side effects, nothing needs to be purchased, can be used anytime, anywhere, excellent protection against pregnancy and STIs, always an option.





Continuous protection
against pregnancy, helps
with painful, heavy and
irregular periods, nothing to
apply or insert at time
of intercourse.



Continuous protection
against pregnancy for three
years, nothing to apply or
insert at time of intercourse.





Requires commitment
and self-control from
both partners.



Must be remembered every
day, no STI protection.





Minor surgical procedure,
irregular bleeding for some
people, no STI protection.



Must remember to remove
for menstruation, must
remember to replace
if removed for sex, no
protection against STIs.





Abstinence
100% if used consistently.



Nothing to purchase,
always an option.





Excellent protection against pregnancy and STIs when used correctly, inexpensive and easily available.



Implanon NXT™
> 99.9%.





Vaginal Ring
99.7% if used correctly
and consistently.



Dependent on male partner,
requires great control, no
protection against STIs,
limited protection against
pregnancy.





Male condom
98% effective if used correctly
and consistently.



Can be used up to 120 hours
after intercourse, good for
emergency situations.





Emergency
contraception

85% if taken within 96 hours
of having unprotected sex.



Nothing to purchase.





Withdrawal
Effectiveness varies.
Failure rate increases if male
unable to predict and
control ejaculation.



May cause nausea and
vomiting, no protection
from STIs.





No method
15%.



No protection against
pregnancy, no protection
from STIs.





Continuous protection
against pregnancy for one
month at a time, nothing to
apply or insert at time
of intercourse.



Teaching sequence 4: Sexual health and STIs

Learning outcomes	Key messages
<p>Students will:</p> <ul style="list-style-type: none">recognise how easily STIs can be transmitted in a population if safer sex is not practiseddifferentiate between various types of STIs and identify how each type can impact on a person's sexual healthdemonstrate the correct way to put a condom on a penis model.	<ul style="list-style-type: none">Sexually transmissible infections (STIs) can be easily transmitted in a population if safer sex is not practised.There are many different types of STIs and these are transmitted via bodily fluids during sexual activity.Sexual activity carries some risk and we need to be prepared to look after our sexual health.Always using a condom is the most effective way to help prevent the transmission of STIs and reduce the risk of pregnancy.To be most effective, condoms need to be used correctly.It is important to get tested for STIs after having any unprotected sex.

a. **Review the home activity: List of STIs**

Ask students how many sexually transmissible infections (STIs) they could think of with their families. To introduce a competitive element, you could then determine who collected the most names. Have students estimate which STI is the most common for their age group. Let them know that during this session, they will be looking more closely at the sexual health risks associated with STIs.

b. **Activity 9-10.4.1: Mixing the fluids**

This activity, which is a great energiser, visually demonstrates how easily STIs can be transmitted if no protection is used when having sexual intercourse.

c. **Discuss the transmission of STIs**

Review what STIs are and how they are transmitted (i.e. via bodily fluids during sexual intercourse, through skin to skin contact, through rubbing or orally). Outline what these sexual fluids are (i.e. semen, vaginal fluids and, in some cases, blood) and what sexual activities are included (i.e. vaginal, anal and oral sex and, in some cases, sexual petting or touching). It will be necessary to review prior knowledge on STIs from AusVELS Levels 7-8, as it is likely that many students are aware of only the most basic information on this topic.

d. **Activity 9-10.4.2: Overview of STIs**

Draw a table on the board with the headings of 'viral', 'bacterial' and 'wildlife'. Ask students to name the STIs that they have heard of and, as a class, decide which heading each one should be placed under. Talk briefly about each STI and the impact it can have on the sexual health of young people. Review the

homework estimates regarding the most common STI for young people and provide the correct answer (i.e. chlamydia). For more detailed information on each STI, use the relevant PowerPoint presentation provided in the *SafeLanding Toolkit* (see Tool 29).

At this stage, you do not need to give detailed information on each STI. It is more important for young people to know that there is a range of STIs which can be contracted through having unsafe sex, that many STIs do not have symptoms, that condoms need to be used, how to protect themselves against STIs, that it is important to be tested for an STI after having any unprotected sex and where to go for testing, treatment and advice.

e. **Condom games**

Play a number of games to help students in becoming more comfortable with condoms. Activities could include competitions to blow up condoms, playing ball games or relay races with blown up condoms or filling up condoms with the greatest number of objects (e.g. fruit). Incorporating a competitive element will encourage students to focus on the game and not feel awkward about handling condoms.

Continued next page...

Teaching sequence 4: Sexual health: STIs (continued)

f. **Demonstrate how to put on a condom**

Use a penis model to demonstrate the correct way to put on a condom. Ensure students know that using a condom correctly and consistently is the most effective way of reducing their risk of STIs and unplanned pregnancies. Allow students to ask questions.

g. **Activity 9-10.4.3: Condom practice**

Provide students with condoms and penis models (e.g. banana penises). Suitable vegetables such as carrots or parsnips could also be used to create a fun element. In pairs or small groups, ask students to practise putting on a condom by following the correct steps in the correct sequence. Ensure that all students have the chance to participate.

h. **Activity 9-10.4.4: A spider web of STIs**

This activity provides an opportunity for students to personalise the risk of STIs, as well as a visual representation of the many ways in which STIs can be transmitted.

i. **Question box**

Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.

j. **Home activity: Parents' experience of condom and STI education**

Ask students to interview their parents on whether or not they learnt about condoms and STIs when they were at school and if so, what they learnt. If they did not learn about condoms at school, students are to ask how they found out about them.

Please note: Be mindful that completion of this activity may not be possible for some students due to cultural or family sensitivities. Students will need to make their own decision regarding this.

For more information on STIs, see the Australian Government website

www.stihealth.gov.au.

Activity: 9-10.4.1

Key Message

- STIs can be easily transmitted in a population if safer sex is not practiced.

Activity Details

THEME	Sexual Health
SUB THEME	Sexually transmissible infections
TIME	30 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> 1 clear plastic cup per student enough water for each student to have 125 ml (½ cup) in their cup carton of milk corn flour a spoon iodine solution and dropper <i>Recipe for 'Mixing fluids'</i> a cloth to clean up with.

Adapted from *The body fluids game* 2002, Brook Advisory Centre, Sandwell, UK.

Mixing the fluids

Purpose

To demonstrate how easily an STI can be transmitted amongst a population group and to discuss ways young people can practice safer sex (including abstinence).

Teaching notes

This activity takes a little preparation beforehand, but is well worth the effort. You will need to prepare enough plastic cups to provide each student with a cup containing some white fluid. All cups but one, contain water (125 ml or ½ cup) with a little milk added (for colour). The final cup contains water mixed with corn flour (starch). This cup looks like all the others and is the 'STI infection'. As students exchange fluids, most will receive water but some students will receive the starch solution. When the teacher puts drops of iodine in each cup, some cups (those containing starch) will react to the iodine by turning purple and thus reveal their 'infection'.

Procedure

- Ask each student to choose a cup.
- Tell students their cup represents their 'body fluids'. Explain that one cup represents an STI, although they all look the same.
- Explain that when two people have sex, they may exchange body fluids.
- They are to walk around the room and exchange body fluids with three people. They do this by pouring a little of their mixture into another student's cup and accepting a little fluid back from that student's cup. They repeat this procedure until they have exchanged fluid with a total of three students. Explain that the experiment represented an exchange of bodily fluids and that they will now all be tested for an STI.
- Use the dropper to place a few drops (3 to 6) of iodine solution in each person's cup. Tell students that any cup of fluid that changes colour (purple) will denote exposure to an STI.

Discussion

- Were you surprised by how many cups represented STI infections?
- How did you feel about the fact that all the infections started with only one infected cup (representing one infected person)?
- Are three partners a lot for someone to have over a year? 10 years? A life time?
- What are the STI risks related to having unprotected sex, even if it is with three partners over a lifetime?
- What might be the link between a higher number of sexual partners and the risk of STIs?
- How do condoms prevent STI transmission?
- What effect could drinking alcohol have on the decision to practise safer sex?

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships</p> <p>Compare and evaluate perceptions of challenge, risk and safety</p> <p>Analyse the positive and negative health outcomes of a range of personal behaviours and community actions</p>	<p>Roles and responsibilities in sexual relationships and how these can affect health and wellbeing</p> <p>Explore sexuality and sexual health issues such as safer sex practices, sexual negotiation, same-sex attraction and the impact of alcohol on sexual and personal safety</p> <p>Challenge, risk and safety in relation to sexuality and harm minimisation strategies</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Recipe for 'Mixing the fluids'

Class of 25

Control (normal) mixture

All students receive ½ cup as the control mixture

3.5 ltr. cold water

125 ml. (½ cup) milk

Cornflour mixture

One student per class receives this ½ cup as the original STI infection

125 ml. (½ cup) cold water

80 gm. (8 tablespoons) cornflour

Iodine (solution for STI testing)

Iodine can be purchased from any good science supplier. Your science department will have a company that they use. Most science departments will have iodine on hand, as it is used in some common class experiments.

If you are unable to get iodine, *Betadine Antiseptic Liquid* can be used instead; this is available from any chemist, however it is an expensive option.

Activity: 9-10.4.2

Key Messages

- STIs are transmitted via bodily fluids during sexual activity. There are many different types of STIs.
- Sexual activity carries some risk and young people need to be prepared to look after their sexual health.

Activity Details

THEME	Sexual Health
SUB THEME	Sexually transmissible infections
TIME	30 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • whiteboard and markers • <i>Sexually transmittable infections (STIs)</i> PowerPoint (see Tool 29 of <i>Tools for Teachers</i> online).

Overview of STIs

Purpose

Students will identify the three different types of STIs.

Teaching notes

There is no need to give too much detail about each STI. It is more important that young people know there are a range of STIs which can be contracted through unsafe sex, that many STIs do not have symptoms, how to protect themselves against STIs and where to go for testing and treatment advice.

Procedure

1. Draw a table on the board with the three headings; 'Wildlife', 'Bacterial' and 'Viral'.
2. Ask students to name STIs they have heard of (they can refer to the homework activity). As a class, decide which heading each should be placed under. Add any the students don't identify. The list should include:

Wildlife	Bacterial	Viral
Public lice	Chlamydia	HIV
	Gonorrhoea	Herpes
	Syphilis	Hepatitis B
		HPV/ Genital warts

3. Talk briefly about each STI and the impact it can have on the sexual health of young people. (Use the *SafeLanding* classroom *Sexually transmittable infections (STIs)* PowerPoint presentation for more detailed information on each STI, if required. See Tool 29 of *Tools for Teachers* online).
4. Discuss the importance of using condoms to protect against STIs and where young people could go locally for testing and treatment advice.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships</p> <p>Compare and evaluate perceptions of challenge, risk and safety</p> <p>Identify the health services and products provided by government and non-government bodies</p>	<p>Explore sexuality and sexual health issues such as safer sex practices, sexual negotiation, same-sex attraction and the impact of alcohol on sexual and personal safety</p> <p>Assertive strategies to protect the health and wellbeing of self and others</p> <p>Challenge, risk and safety in relation to sexuality and harm minimisation strategies</p>

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Activity: 9-10.4.3

Key Messages

- Sexual activity carries some risk and young people need to be prepared to look after their sexual health.
- Always using a condom is the most effective way of helping to prevent transmission of STIs and reduces the risk of pregnancy.
- To be most effective, condoms need to be used correctly.

Activity Details

THEME	Sexual Health
SUB THEME	Sexually transmissible infections
TIME	20 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • a banana penis model • condoms, one per student.

Condom practice

Purpose

To provide students with the opportunity to observe and practise the correct way to put on a condom.

Teaching notes

Secondary school students (as per DEECD policy) cannot be provided with condoms for personal use (unless they are a senior school campus with approval from school council). However, they are able to use condoms in class for health promotion purposes. The banana penis model consists of plastic penises covered with a plastic banana skin (these are available to purchase from Family Planning Victoria's bookshop). Students can practise placing the condom on the penis, or on the banana, as they choose. Alternatively, another penis model could be used.

The correct use of condoms is the major factor in preventing both unplanned pregnancy and the transmission of STIs, hence the importance of students learning to use them correctly before they engage in sexual activity.

Discuss with students that for opposite sex couples having sex, condoms are important to prevent both unplanned pregnancy and STIs. For men who have sex with men they are important to prevent STIs. Women who (only) have sex with women may also contract an STI, so it may be worthwhile to discuss or show an example of a dental dam to students. Same-sex attracted women or men may also have relationships at some point with an opposite sex partner so they will still need to consider the use of condoms. See Tool 31 in *Tools for Teachers* for more information about how to address the needs of young people who are same-sex attracted, intersex, trans or gender diverse.

Let students know that if the condom is too big for the width of the penis, it could slip off during sex or be left inside the other person's body once the penis is withdrawn. It is important to buy the correct sized condom. Condom size relates to the width, not the length, of the penis as erect penises are usually a similar length.

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Procedure

1. Show the students how to properly use a condom by talking through the steps below using a penis model to demonstrate:
 - **Check condom's expiry date;** always do this before starting to have sex.
 - **Getting turned on;** make sure a condom is available before any sexual activity begins.
 - **The male gets an erection.**
 - **Carefully remove condom from packet;** rip close to the side of the packet. Don't use your teeth to open the packet, the condom could rip. Check that the condom is the correct way up.
 - **Pinch top of condom;** to dispel the air. This is where the semen will be collected.
 - **Roll on condom.** If you have placed it inside out, the condom won't roll down the shaft of the penis and must be discarded, otherwise pre cum on the top may cause pregnancy/ STIs.
 - **Add lube, if needed.** Insufficient lubrication often leads to discomfort during intercourse and breakage of the condom.
 - **Have sex.**
 - **Ejaculation.**
 - **Hold rim of condom.** This is to ensure the condom is withdrawn with the penis.
 - **Withdrawal.** Withdraw the penis before the erection is lost. This will help to ensure the condom does not come off inside the other person's body.
 - **Loss of erection.** The penis will reduce in size and become flaccid once an erection is lost.
 - **Remove condom.**
 - **Dispose of condom in the rubbish bin.** Tie a knot in the top of the condom. Wrap in tissue. Do not flush the condom down the toilet as it may cause blockage.
2. Allow the students an opportunity to practise this procedure themselves and to generally handle the condoms.
3. Use the *Condoms* Teacher reference sheet to discuss the research – Reasons people give for not using condoms. Ask students to brainstorm strategies to address these reasons. To extend this activity you may ask pairs of students to role-play ways of negotiating condom use.
4. End the session with a brief discussion on where young people can go locally to purchase condoms.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships</p> <p>Analyse the positive and negative outcomes of a range of personal behaviours and community actions</p>	<p>Assertive strategies to protect the sexual health and wellbeing of self and others</p> <p>Roles and responsibilities in sexual relationships and how these can affect health and wellbeing</p> <p>Sexuality and sexual health issues such as safer sex practices and sexual negotiation</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Condoms

Teacher reference sheet

Condom sequencing-correct order

1. Check condom's expiry date
2. Getting turned on
3. Erection
4. Carefully remove condom from packet
5. Pinch top of condom
6. Roll on condom
7. Add lube, if needed
8. Have sex
9. Ejaculation
10. Hold rim of condom
11. Withdrawal
12. Loss of erection
13. Remove condom
14. Dispose of condom in the rubbish bin

Reasons for not using a condom the last time they had sex. (Research data)

		1997	2002	2008
It just happened	Males	18.9	41.2	34.4
	Females	10.1	28.9	39.7
	Total	14.5	33.1	38.5
<hr/>				
It is not my responsibility	Males		4.8	6.5
	Females		1.9	0.4
	Total		2.9	1.7
<hr/>				
Too embarrassed	Males		3.7	1.4
	Females		2.9	2.4
	Total		3.2	2.2
<hr/>				
We have both been tested for HIV/ STIs	Males	2.6	4.5	9.3
	Females	5.6	10.4	13.8
	Total	4.1	8.4	12.8
<hr/>				
I don't like them	Males	5.5	30.5	19.8
	Females	7.0	16.5	24.7
	Total	6.3	21.3	23.6

Source: Smith, A et al 2009, *Secondary students and sexual health 2008: results of the 4th national survey of Australian secondary students, HIV/AIDS and sexual health*, Australian Research Centre in Sex, Health and Society, Melbourne



Activity: 9-10.4.4

Key Messages

- STIs can be easily transmitted in a population if safer sex is not practiced.
- It is important to get tested for STIs after any unprotected sex.
- Always using a condom is the most effective way of helping to prevent the transmission of STIs and reduces the risk of pregnancy.

Activity Details

THEME	Sexual Health
SUB THEME	Sexually transmissible infections
TIME	20 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • whiteboard and markers • <i>A Spider Web of STIs</i> Teacher reference sheet

A spider web of STIs

Purpose

To provide a clear picture of how easily STIs can spread without the use of a condom.

To consider the importance of always wearing a condom for sexual intercourse.

Teaching notes

This is a simple and very effective activity. Keep the numbers of partners realistic; you don't need to use high numbers for the students to clearly see the effects. Use names that could be male or female so that same-sex attracted young people are not excluded. You should also include examples of bisexual and same-sex relationships. Ensure that you include information about how STIs are contracted and the fact that they are often asymptomatic and are only detected by an STI check.

Procedure

1. Read the scenario to the class.
2. Start the spider web by drawing Jo and Chris. Then extend the web to include the person Jo had sex last year with, Al.
3. Al has had a number of sexual partners. Continue the lines of the web, showing how many partners Al has had and how many partners each of them, in turn, has had. You can continue this as far as you like, picking a different number of sexual partners for each person (See *A spider web of STIs* Teacher reference sheet for an example).
4. Once completed, indicate on the diagram a person who has an STI (it is best if you choose someone higher on the diagram, like Tran or A-J in the example provided, so that the STI filters down to a greater number of people). Trace along the web to show how the STI may have been transmitted to others. It is best to use the example of an STI which is common amongst young people (e.g. chlamydia).
5. Ask the students what they think the purpose of the activity is. How could each of these characters protect themselves from contracting an STI? Review condom use briefly. Ask students if they believe it is a person's responsibility to discuss previous sexual partners. Would this be difficult? Discuss the health implications of an untreated STI.
6. Explain that STIs can be contracted through oral sex, vaginal sex, anal sex and, in some cases, heavy petting. Therefore, it is also recommended to use a condom or a dental dam for oral sex.
7. Ensure students know that if someone has unprotected sex, they are at risk of contracting an STI. Many STIs have no symptoms, so it is important to go to the doctor or health clinic for a check-up after any unprotected sex. Usually, a simple urine sample is all that is required.
8. Finish by discussing where students could go for an STI checkup in their local area.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships</p> <p>Compare and evaluate perceptions of challenge, risk and safety</p> <p>Analyse the positive and negative health outcomes of a range of personal behaviours and community actions</p>	<p>Roles and responsibilities in sexual relationships and how these can affect health and wellbeing</p> <p>Explore sexuality and sexual health issues such as safer sex practices, sexual negotiation, same-sex attraction and the impact of alcohol on sexual and personal safety.</p> <p>Challenge, risk and safety in relation to sexuality and harm minimisation strategies</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



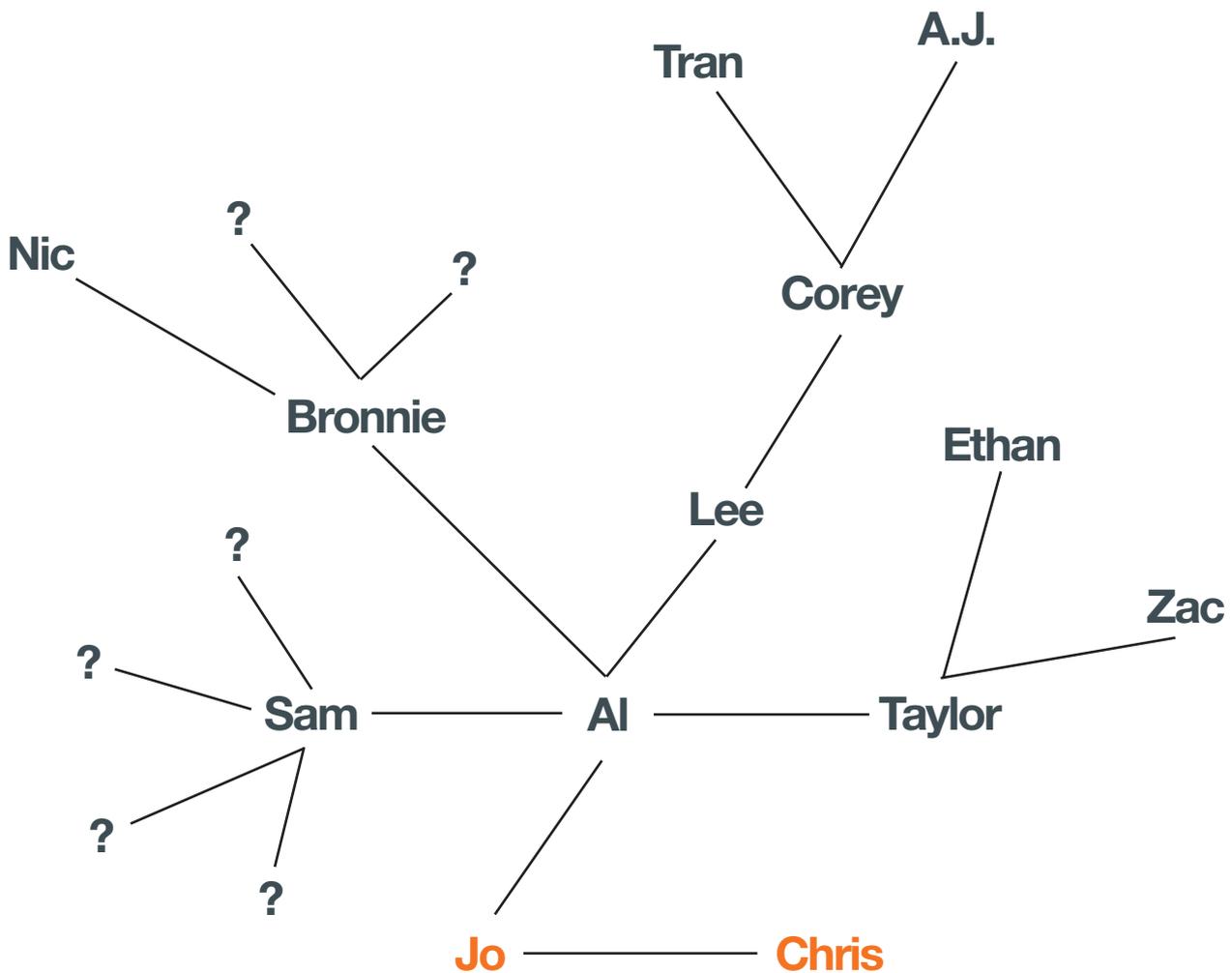
A spider web of STIs

Teacher reference sheet

Spider web scenario

Jo and Chris have been going out for a few months. Chris has never had sex before. Jo had sex with AI, who she went out with last year. Both Chris and Jo want to have sex and Jo has been on the Pill for over a year. When Jo and Chris are talking about contraception, Jo is adamant that the Pill is sufficient. Chris, however, has recently had some sex ed classes at school and really wants to use a condom. Jo gets annoyed about this, saying she's not a skank, she has never slept around and she's only had one other sexual partner.

Your spider web may look something like this:



Teaching sequence 5: Sexual risk and decision-making

Learning outcomes	Key messages
<p>Students will:</p> <ul style="list-style-type: none">• explore the differences between the perception and reality of adolescent sexual behaviour in Australia• examine a range of first sexual experiences and analyse their impact on individuals• critically examine the decision-making process in scenarios dealing with sexual risk and new technologies• consider the consequences of their decisions.	<ul style="list-style-type: none">• It is easy to have an unrealistic impression of the sexual activity of young people.• Decisions about relationships and sexuality have a significant impact on a young person's wellbeing.• Good decision-making can be important in minimising risks associated with sexual experiences and/ or relationships.• Digital information is public and permanent.• It is important to use technology ethically and with respect to yourself and others.

a. Review the home activity: Parents' experience of condom and STI education

Ask students to share the experiences of their parents regarding condom and STI education. Discuss with students how they think education has changed in relation to sexual health and how these changes have impacted on their own sexual health and wellbeing.

b. Activity 9-10.5.1: Young people and sexual behaviour

This activity allows students to explore the differences between the perception and reality of adolescent sexual behaviour in Australia. It uses data from the Australian Research Centre in Sex, Health and Society's national surveys of Australian secondary students. This research provides an insight into the sexual health of young Australians.

Generally, students will perceive that young people are more sexually active than the data indicates. This activity can prompt some very honest discussion around the reasons for this misperception and the reality that many young people are less sexually active than commonly assumed by the wider community.

c. Activity 9-10.5.2: First experiences of sex

This is a great activity for looking at the reality of first sexual experiences and the subsequent impact on individuals. It is best completed in small groups. Allow a lot of time for discussion and, once completed, debrief as a class.

d. Activity 9-10.5.3: Rate the risk: technology, safety and young people

This activity examines the decisions that young people may need to make around technology and sexual safety. This is a key issue for young people and it is important to allow time for a lot of discussion around this topic and strategies for dealing with it. The activity can also be linked to the impact of decision-making on the sexual safety of young people.

e. Question box

Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.

f. Home activity: Newspaper articles on technology and sexual safety

Students are to find a newspaper article about young people, sexual safety and technology. Let them know that articles from past newspaper editions can be accessed online. Ask students to discuss their chosen article with their parents and to bring a copy of the article to school to use in the next session.

Activity: 9-10.5.1

Key Message

- It is easy to have an unrealistic impression of the sexual activity of young people.

Activity Details

THEME	Respectful Relationships
SUB THEME	Sexual decision-making
TIME	20 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • <i>Adolescent sexual behaviour in Australia</i> PowerPoint (see Tool 26 of <i>Tools for Teachers</i> online) • whiteboard and textas.

Young people and sexual behaviour

Purpose

To explore the differences between the perception and the reality of adolescent sexual behaviour in Australia.

To discuss the types of sexual behaviour that young people are engaging in and their possible motivations for doing so.

Teaching notes

It is important to emphasise to the students that the data presented in this activity is reliable and accurate. It is conducted by the Australian Research Centre in Sex, Health and Society at LaTrobe University and has been undertaken every five years since 1992. Students are often keen to point out that there could be regional variations, which is true.

Procedure

1. Show the PowerPoint slide *I'm the only Virgin I know* and ask the students to estimate:
 - the percentage of Year 10 students in Australia who are having/ have had sexual intercourse
 - the percentage of Year 12 students in Australia who are having/ have had sexual intercourse.
2. Write a selection of their estimates on the whiteboard.
3. Show the PowerPoint slide *No, you're not!*
4. Discuss the disparity between the students' estimates and the research figures and possible reasons for this. Be sure to include the impact of television and media, personal bragging, peer pressure to pretend to be sexually active (or the opposite) and sensationalism in the media regarding the behaviour of some young people.
5. Talk about abstinence. Did it surprise some students to learn that many young people in secondary school have **not** had sexual intercourse? Why is abstinence not spoken about as much as sexual activity? Emphasise that the choice to abstain/ be abstinent is a normal and healthy one for many young people in Australia. This may change however, if they fall in love, feel ready to have sex or get married.
6. Mention that these figures have not changed much over the past 18 years, though the media and adults might say otherwise.
7. Examine the slide *So what are they doing?*
8. Ask the students to rename the terms 'deep kissing', 'genital touching' and 'oral sex' in the terms they would generally use. This may include 'French kissing', 'pashing', 'hooking up', 'fingering', 'hand job', 'blow job', 'head job', 'licking out' or 'going down on a girl'.
9. Discuss the fact that the research also shows that more boys are receiving, rather than giving, oral sex. Ask students why this may be so and to consider this behaviour in terms of pressure, coercion and mutual satisfaction for both partners.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships</p>	<p>Explore sexuality and sexual health issues such as safer sex practices, sexual negotiation, same-sex attraction and the impact of alcohol on sexual and personal safety</p> <p>Explore assumptions, community attitudes and stereotypes about young people and sexuality</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Activity: 9-10.5.2

Key Messages

- Positive experiences have a positive impact on our lives.
- We can develop strategies to help protect ourselves against negative sexual experiences.

Activity Details

THEME	Respectful Relationships
SUB THEME	Sexual decision-making
TIME	30 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • A set of <i>First experiences of sex</i> cards for each group • <i>First experience of sex</i> Teacher reference sheet.

Adapted from quotes provided in Naik, A 1998, *Sex*, Hodder Children's Books, London, UK.

First experiences of sex

Purpose

To promote discussion about a range of first sexual experiences and their impact on individuals.

Teaching notes

These cards can be used for a number of discussion based activities. The activity can be done in small groups or as a class. You may wish to divide the students into groups and give each group a different task as outlined on the *First experience of sex* Teacher reference sheet. Ensure that students discuss issues in the third person; steer discussion away from students recounting their own personal experiences.

Procedure

1. Divide the class into four groups.
2. Choose a task from the *First experience of sex* Teacher reference sheet. (The activity can be completed in a number of ways.)
3. Allow time for each group to work on their task.
4. Ask each group to report their findings to the class.

Discussion

A class discussion could include the following questions:

- Why might the experience not have been a positive one and how could the young person have changed this (e.g. practice makes perfect, importance of feeling safe and comfortable, understanding female arousal patterns, gendered and individual expectations about sex)?
- Coercion/ consent issues: How honest were the young people with their partner? Were there examples of coercion? Is it easy or difficult to let a partner know what you need sexually? What are some ways you could do this?
- How does gender stereotyping impact on a young person's expectations about sex (e.g. males must perform and be sexually knowledgeable, females shouldn't be too sexual, or enjoy having sex)? How could these stereotypes impact on the sexual behaviour of young people?
- Which cards could refer to same-sex experiences? Would first sexual experiences be different for young people attracted to the same sex? How are issues of consent/ coercion still relevant, regardless of one's gender?
- Which relationships do you think will last and why?
- You might like to finish by asking students to summarise what factors would be important as part of a positive first sexual experience.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships</p> <p>Compare and evaluate perceptions of challenge, risk and safety</p> <p>Analyse the positive and negative health outcomes of a range of personal behaviours and community actions</p>	<p>Assertive strategies to protect the sexual health and wellbeing of oneself and others</p> <p>Roles and responsibilities in sexual relationships and how these can affect health and wellbeing</p> <p>Sexuality and sexual health issues such as safer sex practices, sexual negotiation, same-sex attraction and the impact of alcohol on sexual and personal safety</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Describe how local and global values and beliefs determine personal and others' social relationships</p> <p>Evaluate personal behaviour in relationships, identify potential conflict and employ strategies to avoid and/ or resolve it</p>	<p>Barriers to achieving positive relationships and strategies to overcome these</p> <p>Values as social constructs and principles (both in local and global context)</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



First experiences of sex

Teacher reference sheet

This activity can be completed in a number of ways.
Choose from the following to suit student learning needs:

1. Positive/ negative

Ask the students to sequence the cards from the most to the least positive experiences.

2. Who may regret?

Ask the students to identify who may regret their first sexual experience and why.

3. Ideal first experience

Ask the students to each choose one card that most closely represents how they think a first sexual experience should ideally be.

4. Contraception/ safer sex

Ask the students to identify who would have been most likely to use contraception or practice safer sex and why.

5. Ready or not?

Ask the students to group the cards according to who they believe was ready for their first sexual experience.





'It was weird, a kind of good
weird, but weird all the same.'

– Dan



'It was nothing like
I'd expected. I thought it
would be more romantic,
but it wasn't.'

– Jenny





'It was over so fast,
I wondered if we'd
actually done it.'

– Paula



'I was terrified when I saw his
erection. I thought "no way is
that going to fit in me",
so I made him stop.'

– Angie





'He was so weird, he didn't
say a word the whole time.'

– Kirstie



'He put my hand on his thing
and I nearly died of shock.'

– Liza





'I felt embarrassed lying there
naked when she was
getting undressed.'

– Mark



'It was much better
than I thought. In fact,
we did it twice.'

– James





'It was the worst thing. I wanted to do it so much but when the time came, I couldn't perform. I couldn't even look at her.'

– Matt



'I liked most of it, but when he was inside me, it really hurt and I couldn't wait for it to stop.'

– Julie





'I thought it would make us
closer. But he avoided me
and wouldn't look me
in the eye.'

– Nina



'After the first time, I panicked.
I kept worrying he'd want
to have sex with me all the
time. It took me ages to tell
him I still liked him, but I didn't
want to have sex again.'

– Lydia





'Sex was terrible. It hurt and I was so worried someone would walk in and see us.'

– Casey



'I liked the kissing and stuff. The actual sex wasn't that great. Still, I'm glad I did it.'

– Kelly





'It hurt a bit the first time, but since then it's been better. It feels good to be that close.'

– Cara



'I really trusted him. He kept asking if I was okay. I think that's what made me relax. I'm glad he was my first.'

– Chris



Activity: 9-10.5.3

Key Messages

- It is important to use technology ethically and with respect to yourself and others.
- Digital information is public and permanent.

Activity Details

THEME	Safety, Risk and Wellbeing
SUB THEME	Technology, pornography and sexual wellbeing
TIME	30 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • whiteboard markers • a set of <i>Rate the risk</i> cards per group • a copy of the <i>Online safety tips</i> per student • <i>Rate the risk: PMI</i> chart.

Rate the risk: technology, safety and young people

Purpose

To promote discussion and awareness about the risks of technology, particularly in relation to personal and sexual safety.

Teaching notes

This activity addresses sexual safety and technology in broad terms. It is important to acknowledge that the internet and technology can have a very positive influence on the lives of young people. However, in Australia, there have been a number of recent cases of young people facing criminal charges as a result of using technology to bully and harass others or to distribute sexual content. Many teenagers remain ignorant of the laws.

Procedure

1. Distribute the *Rate the risk: PMI* chart* and ask the students to brainstorm all the positives, negatives and ideas/ interesting facts about the capabilities of mobile phones. List these on the board.
*PMI= Plus, Minus, Interesting Points.
2. Ask the students what sexual safety means. Include physical safety (prevention of unplanned pregnancy and STIs) as well as social safety (self-esteem, reputation).
3. Ask the students to identify how the topics of sexual safety and use of technology might overlap. Discuss as a class.
4. Divide the class into groups and distribute a set of *Rate the risk* cards to each group. Ask them to identify the risks each character might face and to order these cards from most risky to least risky. There are no right or wrong answers.
5. Invite each group to present their answers to the class and to offer their reasoning for the placement of the cards.
6. Distribute and discuss the *Online safety tips* information sheet to consolidate strategies around online safety.

Activities adapted in part from <www.safesurfingkids.com/lesson_plans_grades_3_12.htm> and <www.common sense.org>.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Compare and evaluate perceptions of challenge, risk and safety</p> <p>Analyse the positive and negative health outcomes of a range of personal behaviours and community actions</p>	<p>Challenge, risk and safety in relation to sexuality and harm minimisation strategies</p> <p>Roles and responsibilities in sexual relationships and how these affect health and wellbeing</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Evaluate personal behaviour in relationships, identify potential conflict and employ strategies to avoid and/ or resolve it</p>	<p>Managing peer influence and building positive peer relationships</p>

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Rate the risk: PMI chart

Plus	Minus	Interesting





Simone wants to hold her 16th birthday party at home. She tells her parents that all parties at her age group have alcohol and that no one will come if it's not available. Simone also wants to Facebook the invitation to her friends.



You get drunk at a party and start dancing provocatively. A friend films you on their mobile and sends it around to other friends.





Your girlfriend gets drunk at a party and flashes her breasts to you. A mate films her on their mobile and sends it around to a group of your friends.



Jason is 13 and enjoys playing a multiplayer, online role-playing game. The game involves players from all over the world. Sometimes while playing, he messages other players, usually swapping game strategies. He frequently runs into one particular player, whom he recognises by his character. The player offers to send Jason a book about gaming tips. Jason wonders if he should give his address.





Kaylee is 16 and on a website talking about her favourite hip-hop artists. Someone with the screen name HipHopMike really seems to know his music. After some time, the talk wanders from music to other topics. Kaylee and HipHopMike begin to flirt.

HipHopMike says, "What do you look like?"

"I'm cute," replies Kaylee.

"What colour is your hair?" HipHopMike responds.

Kaylee answers, "Light brown. I wear it in a ponytail with a longish fringe."

A few minutes later, HipHopMike starts asking personal, sexual questions. He wants to know what Kaylee has done with other guys.

Kaylee begins to feel uncomfortable. She likes talking to Mike but doesn't like the questions he is asking. Kaylee gets a sick feeling in her stomach.



You have been on Facebook for a while now. You spend a lot of time adding to your profile and you have links to many friends. Your mum makes her own profile and asks you to be her "friend."





Cindy has been talking online, to a girl named Julie, for a few days now. Julie has told Cindy where she lives, how old she is, where she goes to school and what she looks like. Julie asks Cindy what school she goes to.



Michael is online, talking to his friend from school, Chris. They are working on their homework together and studying for a test. Chris says they should meet before class to review for the test.





Jennifer is talking to a friend online when she gets a message saying there is trouble with her computer and she needs to type in her online password again.



Online safety tips

Be your own person

Don't let friends or strangers pressure you to be someone you aren't. Know your limits. You may be Net-savvy, but people and relationships change, and unexpected stuff can happen on the Internet.

Be nice online

Or, at least treat people the way you'd want to be treated. People who are nasty and aggressive online are at greater risk of being bullied or harassed themselves. Even if you don't like a person, it's a good idea to be decent and not sink to his or her level. Research shows that gossiping about and "trash talking" others increases your risk of being bullied.

If someone's mean to you, try not to react, definitely don't retaliate and talk to a trusted adult or a friend who can help.

What is 'sexting'?

'Sexting' or sending 'sext messages' is where nude, sexual or indecent images are taken on a mobile phone or computer, often by young people and their friends...It is also an offence to transmit the image.'

Ref: Victoria Legal Aid, *Sexting and child pornography* accessed 17/6/13 <<http://www.legalaid.vic.gov.au/find-legal-answers/>>

Sexting & the Law

If a sexting photo arrives on your phone, first, **do not send it to anyone else** (if the picture is of a person who is, or appears to be, under the age of 18, it is against the law and could be considered distribution of child pornography). Second, **talk to a parent or trusted adult**. Tell them the full story so they know how to support you. And don't freak out if that adult decides to talk with the parents of others involved; that could be the best way to keep all of you from getting into serious trouble. Third, **delete it** - as keeping it could be considered possession of child pornography.

If the picture is from a friend or someone you know, then someone needs to talk to that friend so he or she knows sexting is against the law. You're actually doing the friend a big favour because of the serious trouble that can happen if the police get involved.

Talk to a trusted adult

You deserve backup. It's always good to involve a parent but - if you can't - a school counsellor or welfare officer may be able to help. If you're really nervous about saying something, see if there's a way to report the incident anonymously at school. Sometimes, this can result in bullies getting the help they need to change their behaviour.

Save the evidence

The only good news about cyber bullying is that the harassing messages can usually be captured, saved and shown to someone who can help. Save evidence, even if it's minor stuff, in case things escalate.

Block the bully

If the harassment's coming in the form of instant messages, texts or profile comments, do yourself a favour: use preferences or privacy tools to block the person. If it's in chat, leave the "room."

Don't be a bully

You know the old saying about walking a mile in someone's shoes; even a few seconds of thinking about how another person might feel can put a stop to aggression.

Be a friend, not a bystander

Forwarding mean messages or just standing by and doing nothing empowers bullies and hurts victims even more. If you can, tell bullies to stop or let them know bullying is not cool - it's cruel abuse of fellow human beings. If you can't stop the bully, at least try to help the victim and report the behaviour.

Online safety tips (continued)

Passwords are private

Don't share your password, even with friends. It's hard to imagine, but friendships change and you don't want to be impersonated by anyone. Pick a password you can remember but no one else can guess. One trick: create a sentence like "I graduated from King School in 05" for the password "IgfKSio5".

Read 'between the lines'

It may be fun to check out new people for friendship or romance, but be aware that, while some people are nice, others act nice because they're trying to get something. Flattering or supportive messages may be more about manipulation than friendship or romance.

Don't talk about sex with strangers

Be cautious when communicating with people you don't know in person, especially if the conversation starts to be about sex or physical details. Don't lead them on - you don't want to be the target of a predator's grooming. If they persist, tell a trusted adult.

Avoid in-person meetings

The only way someone can physically harm you is if you're both in the same location so, to be 100% safe, don't meet them in person. If you really have to get together with someone you 'met' online, don't go alone. Have the meeting in a public place, tell a parent or some other solid backup and bring some friends along.

Be smart when using a mobile

All the same tips apply with phones as with computers. Be careful who you give your number to and how you use GPS and other technologies that can pinpoint your physical location.

Think about what you post

Sharing provocative photos or intimate details online, even in private emails, can cause you problems later on. Even people you consider friends can use this info against you, especially if they become ex-friends.

Don't assume anything you send or post is going to remain private.

Your messages and images will get passed around, even if you think they won't. Many teens and young adults say they have had a sexually suggestive message (originally meant to be private) shown to them and many say they have shared such a message with someone other than the person it was originally for.

There is no changing your mind in cyberspace—anything you send or post will never truly go away.

Something that seems fun and flirty and is done on a whim will never really go away in cyberspace. Potential employers, university recruiters, teachers, coaches, parents, friends, enemies, strangers and others may all be able to find your past posts, even after you delete them. And it is nearly impossible to control what other people are posting about you. Think about it - even if you have second thoughts and delete a racy photo, there is no telling who has already copied that photo and posted it elsewhere.

Don't give in to pressure to do something that makes you uncomfortable, even in cyberspace.

Whatever you write, post or send does contribute to the real-life impression you're making.

Nothing is truly anonymous.

It is important to remember that, even if someone only knows you by screen name, online profile, phone number or email address, they can probably find you if they try hard enough.

The bottom line

Stay alert when using digital media. People aren't always who they seem to be, even in real life, and sometimes they change and do mean things. Critical thinking about what we upload as well as download is the best protection.



Teaching sequence 6: Sexuality, rights, responsibilities and discrimination

Learning outcomes

Students will:

- identify key Victorian laws around sexuality and discrimination, especially as they relate to young people
- recognise some characteristics of harassment and discrimination
- reflect on the impact of discrimination on young people's health and wellbeing.

Key messages

- There are laws and legislation in place to protect the rights of all young people in relation to sexuality.
- Discrimination and harassment that is based on sexual orientation or gender identity can negatively impact on the wellbeing of young people and has a profound effect on all areas of a person's life.
- It is important to be aware of appropriate legislation and to actively consider how our behaviour influences our peers and ourselves.

a. Review the home activity: Newspaper articles on technology and sexual safety

Review the homework by asking students to share the newspaper articles that they found at home. Discuss the reactions of their parents to these articles and the issues that were raised around technology and sexual safety. Discuss whether or not the parent and student reactions were the same or different. Link back to key messages around decision making.

b. Discuss sex and the law

On the board, outline the Victorian laws that relate to sexual activity and young people. Give different scenarios (e.g. an 18 year old having sex with a 15 year old) and ask students to identify if they are lawful. Discuss the implications that these laws have for young people's sexual lives, particularly around the issue of technology. For more information on sex and the law, see Tool 25 of *Tools for Teachers*.

c. Discuss sexuality, discrimination and the law

Continue the discussion around the law and discrimination, particularly as it relates to sexuality. Ensure that students are aware of legislation such as the *Victorian Equal Opportunity Act 2010* and the *Victorian Charter of Human Rights and Responsibilities 2006*. These specifically address discrimination that is based on sexual orientation and gender identity. Briefly discuss how school policies and practices should reflect this state legislation. Ask students what role they can play in minimising discrimination.

Please note: Some of these topics will be dealt with to a greater extent in Teaching sequence 12: Sexual and gender diversity.

d. Activity 9-10.6.1: Hear, see, feel

This activity encourages students to reflect on harassment and discrimination and how these can impact on the health and wellbeing of young people.

e. Activity 9-10.6.2: Living with HIV/ AIDS

This activity allows students to consider real life stories of people's experiences of discrimination.

f. Question box

Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.

g. Home activity: The school's policies and practices regarding discrimination and sexuality

Ask students to research the school's policies and practices that are applicable to discrimination and sexuality (e.g. sexual harassment, homophobia etc.) and determine how far these go towards protecting young people, regardless of their sexual orientation or gender identity. They are to then suggest how these policies and practices can be adapted to address any shortcomings.

Activity: 9-10.6.1

Key Messages

- Discrimination and harassment based on sexual orientation or gender identity can negatively impact on young people's wellbeing and has a profound effect on all areas of a person's life.
- It is important to be aware of appropriate legislation and to actively consider how our behaviour influences peers and ourselves.

Activity Details

THEME	Identity
SUB THEME	Values and beliefs
TIME	90 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • butcher's paper and markers • <i>Hear, see and feel</i> Teacher reference sheet.

From Ollis, D and Mitchell, A 2001, *Talking sexual health: a teaching and learning resource for secondary schools*, ANCAHRD, Canberra. Used by permission of the Australian Government.

Hear, see and feel

Purpose

To enable students to recognise characteristics of harassment and discrimination.

Teaching notes

The impact of being harassed and discriminated against can affect all aspect of a person's life including education and health. This activity assists students to see the implications of discriminatory language and it examines discrimination in a broader sense. It is taken from the excellent resource *Talking Sexual Health*, which is currently being updated.

Procedure

1. Have a brief discussion to ensure students are clear on the meaning of the words 'harassment' and 'discrimination'.
2. Divide the students into three groups, giving each group a sheet of butcher's paper with one of the headings, 'You Hear', 'You See' or 'You Feel'.
3. Ask the students to list what a person would hear, see or feel if they were being harassed or discriminated against (for any reason).
4. Ask one person from each group to report back to the class. Display the lists so all the students can see them. Allow students to add anything else they think of. Be sure to include any aspects of discrimination not included (see *Hear, see and feel* Teacher reference sheet).
5. Lead a class discussion based on some of the following questions:
 - On what basis are these people harassed/ discriminated against?
 - What forms does the harassment take?
 - What impact would discrimination based on sexual orientation or gender identity have?
 - Do you think particular groups are harassed more than others?
6. Give each group another sheet of butcher's paper with a heading 'The Person', 'Others' and 'Perpetrator' and ask them to discuss the impact of harassment on the person, on the community and on the perpetrator.
7. Again, ask each group to report back to the class and encourage others to add to the lists (see *Teacher reference sheet* for examples).
8. Inform the class that it's one thing to examine the impact of harassment and discrimination, but it's also important to examine what can be done about it. Using the examples under the 'You See', 'You Hear' and 'You Feel' headings, ask each group to develop responses to the following:
 - What can you do?
 - What can the person (victim) do?
 - What can others in the community do?
9. Discuss each list, ensuring equal opportunity and anti-discrimination legislation is included in the discussion. Include information on the implications of being a bystander.
10. Finish with a discussion on how our actions at school can impact on the safety and wellbeing of others. Remind students of school policies that support student wellbeing (e.g. bullying, equal opportunity, etc.).

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and describe a range of social and cultural factors that influence the development of personal identity and values</p> <p>Analyse the positive and negative health outcomes of a range of personal behaviours and community actions</p>	<p>Assertive strategies to protect the sexual health and wellbeing of self and others</p> <p>Policies and practices in schools in relation to sexual harassment, homophobia and discrimination.</p> <p>Challenge, risk and safety in relation to sexuality and harm minimisation strategies</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others</p> <p>Describe how local and global values and beliefs determine personal and others' social relationships</p>	<p>Barriers to achieving positive relationships and strategies to overcome these</p> <p>Managing peer influence and building positive peer relationships</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Hear, see and feel

Teacher reference sheet

Examples of the sorts of things you would expect students to think of include:

You hear	You see	You feel
"Fatso"	rude gestures	embarrassed
"Abo"	pushing	angry
"Dyke"	spitting	hurt
"Faggot"	tripping	intimidated
"You stink"	interfering with possessions	scared
"That's so gay"	excluding	offended
"Wog"	silent treatment	excluded
"Nerd"	graffiti	unsafe
"Spick"	rolling eyes	upset
"You girl"	backs turned to you	alone

The person	Others in the community	The perpetrator
feels ashamed	feel threatened	feels tough
feels dirty	are embarrassed	feels cool
feels lonely	keep quiet	feels powerful
cries	feel they should join in	repeats the harassment
hides	keep away from places	finds it amusing
doesn't want to go to school	help the victim	sees the effect it has
feels suicidal	are hiding weakness	encourages others to do the same
can't concentrate on work	have probably been bullied too	
becomes angry		
dobs		
gets stressed at home		



Activity: 9-10.6.2

Key Message

- Discrimination and harassment based on sexual orientation or gender identity can negatively impact on young people's wellbeing and has a profound effect on all areas of a person's life.

Activity Details

THEME	Identity
SUB THEME	Identity and society
TIME	30 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	• copies of the <i>Living with HIV/AIDS</i> stories.

Living with HIV/ AIDS

Purpose

Students will reflect on the impact of discrimination on young people's health and wellbeing.

Teaching notes

This is an opportunity for students to develop empathy for, and understanding of, people living with HIV/ AIDS.

Procedure

1. Hand out copies of the *Living with HIV/ AIDS* stories.
2. Students can read them silently, aloud in groups or take turns reading aloud to the class.
3. Discuss both personal stories, using the questions below.
 - How did this person cope with the diagnosis?
 - Did they have support?
 - What was the biggest challenge for them?
 - Were they discriminated against?
 - What have you learnt from this personal story?
 - What factors could be changed to have a positive impact on Grace's and Pedro's lives.
4. Debrief at the end of the lesson, drawing together main messages about the destructiveness of discrimination and its negative impact on a person's wellbeing.

From Ollis, D and Mitchell, A 2001, *Talking sexual health: a teaching and learning resource for secondary schools*, ANCAHRD, Canberra. Used by permission of the Australian Government.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p>	Demonstrate understanding of appropriate assertiveness and resilience strategies	Roles and responsibilities in sexual relationships and how these can affect health and wellbeing
<p>Dimension Health knowledge and promotion</p>	Analyse the positive and negative health outcomes of a range of personal behaviours and community actions	Assertive strategies to protect the sexual health and wellbeing of self and others

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It's a real shock when I tell people that I am HIV-positive. What they see is a woman who is like them and that scares them. So, people automatically believe I am a sex worker, I sleep around or inject drugs. I don't think it's anyone's business how I got HIV. But it is really interesting to see how people judge me and how they react. It's a difficult decision to make; do I tell them and risk that they will be angry at me for not telling them earlier? Why would someone who loves me and I love, want to leave me because I have HIV? Can I trust people with that information or will they tell everyone else? It is my decision who to tell about being HIV-positive. But I can't stop who they tell and gossip gets around fast. I wish people were more understanding and accepting, then it would be easier to tell them. I don't expect people to know everything about HIV, I just don't want or need to be treated as a leper.

Grace, 29 years



I am a gay man. HIV has had a big impact on my life. Many of my friends are positive and some have died. I wear a red ribbon to work and down the street. I know there has been a lot of education about HIV/AIDS and sexuality, but it still surprises me when I get called names in the street by complete strangers. People think they have a right to treat me badly because I am a gay man, but they don't.

I applied for a really nice flat recently and was really looking forward to moving in. The owner said that I had to have a HIV test before I could move in. I asked why and he said he wanted to make sure no one was at risk from the gay people in his flats. I couldn't believe it. Basically, he was saying I look like a gay man so I might have HIV and couldn't move in unless I wasn't infected. I was so shocked, I didn't know what to do. I talked to a friend and found out about Equal Opportunity Commission and called them. I found out what my rights were and what the landlord's rights were. He didn't really want to change his mind, but the law is the law.

Pedro, 36 years



Teaching sequence 7: Sexuality, gender and power



Learning outcomes	Key messages
<p>Students will:</p> <ul style="list-style-type: none"> critically examine school policies and practices around discrimination, harassment and sexuality consider the effect of gender on relationships, sexuality and safe sexual practice explore the construct of what it means to be male and female and reflect on the pressures placed on males and females within sexual encounters. 	<ul style="list-style-type: none"> Gender is shaped by society and is not a fixed construct. Beliefs about gender may influence our personal behaviour and values around sexuality. It is important not to feel pressured to act out gender stereotypes in relationships if they do not align with personal beliefs and values. Even though males and females may be different in some respects, they can have similar feelings, values and beliefs.

a. Review the home activity: The school's policies and practices regarding discrimination and sexuality

Ask students to share their findings on the school's policies and practices that are in place to support young people and ensure that they are not subject to discrimination or harassment. Invite students to forward their findings to the school leadership group or school council via appropriate channels. This is particularly important if students have identified a lack of policy or procedures or have suggestions for changes that could be made to existing documents.

b. Activity 9-10.71: Gender stem statements

This activity, which is a great discussion starter, requires students to provide endings to statements on gender and sexuality. It can be completed individually or in small groups and then shared with the class. The activity can also be completed in a more interactive way where the class forms two lines or two circles, with each student facing a partner. Each student is to then discuss a statement with a partner before moving on to another partner to discuss a new statement.

c. Discuss gender and sexuality

Briefly discuss the impact of gender on a young person's experience of sexuality. Students need to understand what is meant by the term gender and how gender is socially constructed. Young people often believe that gender is fixed and that there is a very narrow way to define being male or female. However, students need to understand that gender is not fixed and that as young adults, they

can determine how young men and women act out notions of gender in sexual relationships. Let them know that they will be exploring some of these issues in this session.

Although this information relates mostly to heterosexual relationships, it is important to include relevant examples for students of all sexual orientations and gender identities.

d. Brainstorm what boys learn about sex and what girls learn about sex

On the board, make two columns with the above headings. Brainstorm as a class to come up with a list of the different stereotyped messages that we receive about sex that are based on gender. Some examples of this are that boys want sex whereas girls want love, boys take sex whereas girls give sex and boys cannot control their sex drive whereas girls can and therefore must control the level of sexual activity in a relationship. Discuss how these messages shape sexual behaviour and relationships (e.g. boys believe that they have to be in control sexually and make all of the sexual advances, so they may not always react to negative signals from their partner).

Please note: It is important to discuss gender diversity at this point to ensure that students have thought about the issues faced by transgender or transsexual people. For more information, refer to Tool 31 Teacher fact sheet on addressing the needs of sex and gender diverse young people of Tools for Teachers.

Continued next page...

Teaching sequence 7: Sexuality, gender and power (continued)

e. Activity 9-10.7.2: Man in a box

This activity provides an opportunity to explore concepts around what it means to be male and the impact that these beliefs have on the behaviour of young men. This should include both physical and emotional attributes of masculinity. A similar activity should be undertaken for girls.

Please note: It is essential to at least explore male stereotypes, given the pressure that males face to conform and the impact that this has on how they negotiate and enact sexual relationships.

Please note: This activity may have been completed in Level 7-8 (Activity 7-8.7.2).

f. Activity 9-10.7.3: Just asking

This activity allows students to ask questions of the opposite sex and to receive answers. Students tend to enjoy this activity, which encourages a lot of discussion around myths, gender and sexuality. Finish with positive messages about students not having to conform to traditional notions of gender and sexual behaviour.

g. Question box

Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.

h. Home activity: Gender stem statements

Students are to share with their parents their responses to the activity *Gender stem statements* and discuss their ideas and reactions.

Activity: 9-10.7.1

Key Message

- Gender is shaped by society and is not a fixed construct.
- Beliefs about gender may influence our personal behaviour and values around sexuality.

Activity Details

THEME	Identity
SUB THEME	Identity and society
TIME	30 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • a copy of <i>Gender statement stems</i> worksheet (one per student).

Gender stem statements

Purpose

To encourage students to explore their beliefs about gender and gender roles.

Teaching notes

This activity requires students to provide endings for statements on gender and sexuality. It can be done individually and then shared as a class or in small groups. It is a great discussion starter. The activity can also be done in a more interactive way - for example, forming two lines or two circles, facing a partner. The pairs then discuss a statement before moving on to another partner to discuss a new statement.

Procedure

1. Hand out the *Gender stem statements* worksheet.
2. Explain that each student is to read the sentence stems and complete the sentence based on their own feelings and values.
3. Once students have completed the sheet, bring them together to discuss their answers.
4. Ask students to share their answers with the class and discuss whether lots of people have similar points of view or differ greatly.

Discussion

- Did the male students and female students differ greatly in their answers?
- If yes, why?
- If no, why?
- Were there any similarities across friendship groups?
- Would differences in opinion affect a couple if they were in opposite sex or same-sex relationships?
- How are our views of gender developed? Are they affected by family, culture, class, gender and/ or experience?

From Ollis, D and Mitchell, A 2001, *Talking sexual health: a teaching and learning resource for secondary schools*, ANCAHRD, Canberra. Used by permission of the Australian Government.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and describe a range of social and cultural factors that influence the development of personal identity and values</p>	<p>Social and cultural factors influencing the development of personal identity, including gender</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Describe how local and global values and beliefs determine personal and others' social relationships</p>	<p>Complex social conventions and how these influence feelings and behaviour</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Gender stem statements

Complete the following sentence stems...

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

My family would describe me as...

I act powerfully when...

Because I am a female/ male I am expected to...

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

As a female/ male, I strongly challenge the expectation that I should...

The most important things in my life are...





Activity: 9-10.7.2

Key Messages

- Gender is shaped by society and is not a fixed construct.
- Beliefs about gender may influence our personal behaviour and values around sexuality.
- It is important not to feel pressured to act out gender stereotypes in relationships if they do not align with personal beliefs and values.

Activity Details

THEME	Identity
SUB THEME	Family and friends
TIME	30 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • Whiteboard or butcher's paper and textas.

Adapted from Media Awareness Network, *Gender stereotypes and body image*, <www.media-awareness.ca/english/resources/educational/lessons/elementary/body_image/gndr_stereo_body_image.cfm>. Act like a man/ Be ladylike ©Oakland Men's Project, Oakland, CA.

Man in a box

Purpose

To explore concepts around what it means to be male/ female and the impact these beliefs have on young men's or women's behaviour.

Teaching Notes

Gender stereotyping encompasses attitude, behaviour and physical expectations, which are often unrealistic. Young people need to understand how these stereotypes are constructed and shaped by society. Understanding this will allow young people to reflect on their behaviour and attitudes, and explore how much they are influenced by the gender expectations of the world they live in.

You will need to deal with homophobic myths during this lesson as they are often raised as part of a discussion.

Please note: This activity may have been completed in Levels 7-8 (Activity 7-8.7.2)

Please note: This activity needs to be repeated to look at gender stereotypes for females ('Act like a lady').

Procedure

1. Write 'Act like a Man' at the top of a sheet of butcher's paper, or on the board. Ask the students what words and expectations immediately come to mind when they think about what it means to act like a man. Record their responses.
2. Draw a square around the entire list. Explain that this is called the 'Man in a box'. It contains all the attitudes and behaviours that boys are pressured to adopt in the process of becoming men in our society. Boys are not born this way; these roles are learnt.
3. Follow exactly the same process for the title 'Act like a lady' and create a 'Woman in a box'.
4. Discuss the following questions:
 - Where do we learn these male/ female gender roles?
 - Who teaches us these stereotypes?
 - Who influences our learning of male/ female gender roles?
 Record the answers outside the relevant square along one side.
5. Discuss the following questions:
 - What names or put downs are directed at boys when they don't fit in the box? What about girls?

Continued next page...





Procedure (continued)

- When boys hear these names, what are they being taught about what it means to be a man? What are girls being taught about being a woman?
- What are boys and girls told about gay men and lesbian women?
- Who do you think polices other boys/ men to have them stay in the box (e.g. other boys or girls)?
Who polices girls/ women?

Record the answers under the relevant square this time.

Please note: Names used to insult somebody who appears to act outside of their perceived gender are often related to sexuality (e.g. fag, wuss, dyke, gay etc.)

6. Further the discussion by asking:

- How would it feel to be called one of these names?
- How do these labels and names reinforce stereotypes?
- How do you think the person using these put downs is feeling?
- How does fear of being labeled keep men and women in boxes?

7. Discuss situations where people may be pressured to 'Act like a man' or 'Act like a lady' and potential consequences of this. Discuss the following questions:

- Do you think everyone is entitled to experience a full range of emotions?
- How can stereotypes limit your potential?
- What harm can this do?
- How might these stereotypes lead to violence?
- What can you do if someone calls you these names?

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and describe a range of social and cultural factors that influence the development of personal identity and values</p>	<p>Social and cultural factors influencing the development of personal identity, including gender</p> <p>Assumptions, community attitudes and stereotypes about young people and sexuality</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others</p> <p>Describe how local and global values and beliefs determine personal and others' social relationships</p>	<p>Complex social conventions and how these influence feelings and behaviour</p> <p>Values as social constructs and principles (both local and global context)</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Activity: 9-10.7.3

Key Messages

- Even though males and females may be different in some respects, they can have similar feelings, values and beliefs.

Activity Details

THEME	Identity
SUB THEME	Identity and society
TIME	40 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • a large sheet of paper and textas for each group.

Adapted from Gourlay, P, White, W and Walsh, R 2001, *Growing up and feeling good: strategies for teaching and learning about puberty*, Family Planning Victoria, Box Hill, Vic.

Just asking

Purpose

- To provide an opportunity for students to learn from one another.
- To answer student questions and satisfy curiosity about the opposite sex.
- To explore how it feels to develop gender based responses to questions.

Teaching notes

This activity is designed with a co-educational setting in mind. Two separate work areas would be preferable.

If you work in a single sex school, it might be possible to complete this activity with a class from a local boys' or girls' school. Alternatively you could have young staff members provide some answers.

Procedure

1. Explain that this session will allow students the opportunity to ask questions about the feelings and attitudes of the opposite sex.
2. Divide the students into single-sex groups. Depending on numbers, you may like to further divide students into smaller groups. It will also be easier if they work in separate spaces.
3. Ask each group to agree on five questions about relationships/sexuality which they would like to ask the opposite sex.
4. Emphasise the importance of appropriateness and sensitivity in their questions. Ensure students understand that they are asking and answering questions based on a generic response – they should NOT be based on individual responses.
5. When all groups have agreed on and written their questions, swap lists.
6. Each group now works on agreed and appropriate responses to the questions asked of them by the opposite sex.
7. When groups are ready, call them together to share answers.

Discussion

Class discussion could include the following questions:

- How did the groups feel about developing questions/ preparing answers?
- Were the questions (or answers) predictable?
- Did group members find it difficult to agree?
- What did individuals/ groups learn?
- How do some of our gendered beliefs impact on our sexuality and on our behaviour in relationships?

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and describe a range of social and cultural factors that influence the development of personal identity and values</p>	<p>Roles and responsibilities in sexual relationships and how these can affect health and wellbeing</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Describe how local and global values and beliefs determine personal and others' social relationships</p>	<p>Complex social conventions and how these influence feelings and behaviour</p>

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Teaching sequence 8: Respectful relationships

Learning outcomes

Students will:

- reflect on the core qualities that are important in a healthy relationship
- determine the status of specific relationships in their lives and develop strategies for changing this status.

Key messages

- At their core, respectful relationships have important qualities.
- A good relationship consists of many traits, but there must be respect, communication, mutuality and consent for it to be considered a safe and healthy relationship.
- People have different values, needs and expectations about relationships.
- Relationships can become exploitative and unhealthy if the qualities of a good relationship are not present and it is important to recognise if this is the case.
- We each have the right to decide when we are ready for sex.

Please note: The following sequences may raise issues for students who have experienced sexual abuse and may make disclosure more likely. It is imperative for teachers to have some knowledge of mandatory reporting procedures, as specified by the Department of Education and Early Childhood Development. For more information on gender based violence see the Background section of the Sample Unit of Work (Levels 7-8 and 9-10)

a. Review the home activity: Gender stem statements

Review the homework by asking students to share their reactions and those of their parents to the gender statements. Discuss any differences and/or similarities between the student and parent responses.

b. Brainstorm differences between friendships and relationships

Brainstorm as a class to come up with a list of important qualities within a friendship and another list of the qualities that are important in a love relationship. Discuss with students how many of these qualities are the same and circle these on the board. Ensure students understand that a healthy relationship will have the same foundation as a healthy friendship and that without these core qualities, a love relationship may not be a positive experience for those involved. Discuss how love relationships do not have to be sexual in order to develop a level of intimacy that is deeper than a friendship and that there are different levels of sexual intimacy.

c. Activity 9-10.8.1: Relationship circles

This activity encourages critical reflection on the 'health status' of relationships within a young person's life. It enables students to develop strategies for maintaining or changing the status of their relationships.

d. Activity 9-10.8.2: What is a healthy relationship?

This activity provides a quick introduction to the elements that make up healthy relationships, including friendships, family relationships and love relationships.

e. Activity 9-10.8.3: Relationship statements

Use this activity to summarise some of the key messages around sexual pressure and respectful relationships.

f. Activity 9-10.8.4: Katie and David

This activity allows students to explore issues around gender and decision-making in sexual relationships.

g. Question box

Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.

h. Home activity: Watch an online sexual abuse awareness campaign

Students are to watch the ads on the website <thisisabuse.direct.gov.uk> and then choose a number of different endings to the scenarios. Encourage students to share the website with their parents and then discuss.

Activity: 9-10.8.1

Key Message

- Respectful relationships have important qualities at their core.

Activity Details

THEME	Respectful Relationships
SUB THEME	Love relationships
TIME	30 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • pens • a copy of <i>Relationship circles</i> worksheet for each student.

Idea adapted from Smith, S 1987, *Enhancing self-concept and social behaviour skills through the circle concept*, Centre for Social Health, Fairfield, Vic.

Relationship circles

Purpose

To enable students to gain an overview of their relationships.

To assist students to develop strategies for maintaining or changing their relationships.

Teaching notes

There are many different teaching points for this activity, which include:

- People don't always have someone in every circle all the time
- Different behaviour is appropriate in different circles
- People can shift—in either direction
- No-one moves from an outer circle to an inner circle immediately
- No-one may come into your inner circle unless you want them to
- You cannot enter someone else's inner circles unless they wish you to.

Procedure

1. Inform the students that the content of this activity is private.
2. Give each student a copy of the *Relationship circles* worksheet.
3. Explain that this is a visual representation of the types of relationships we have in our lives and that not all relationships have the same level of intimacy or trust.
4. Go through each circle, starting from the centre:
 - Me – it is my body. I can touch it, look after it and I have control over who I share it with.
 - Heart – this is for sexual contact from kissing to intercourse.
 - Close hugs – this is for people I feel comfortable enough with to allow front-on hugging (some family members, best friends, own children).
 - Side-to-side hugs – friends, coaches etc.
 - Handshake or high five - team mates, teachers, medical professionals, boss, religious or cultural leaders.
 - Wave – bus driver, neighbour, known shop keepers, postman/ woman.
 - No contact – strangers (apart from emergency service people like police officers, fire officers, paramedics).
5. Give students time to fill in some of the circles with names of appropriate people.
6. Discuss, as a class, which circles were easy to place names in, which were difficult and why?
7. Discuss movement from one circle to the next, both inwards and outwards, and when and why this might occur.
8. Discuss how intimate relationships are formed and how this would be reflected, visually, in the circles.
9. Reinforce that students ultimately can decide how close they allow someone else to be in their circle.

AusVELS Context:

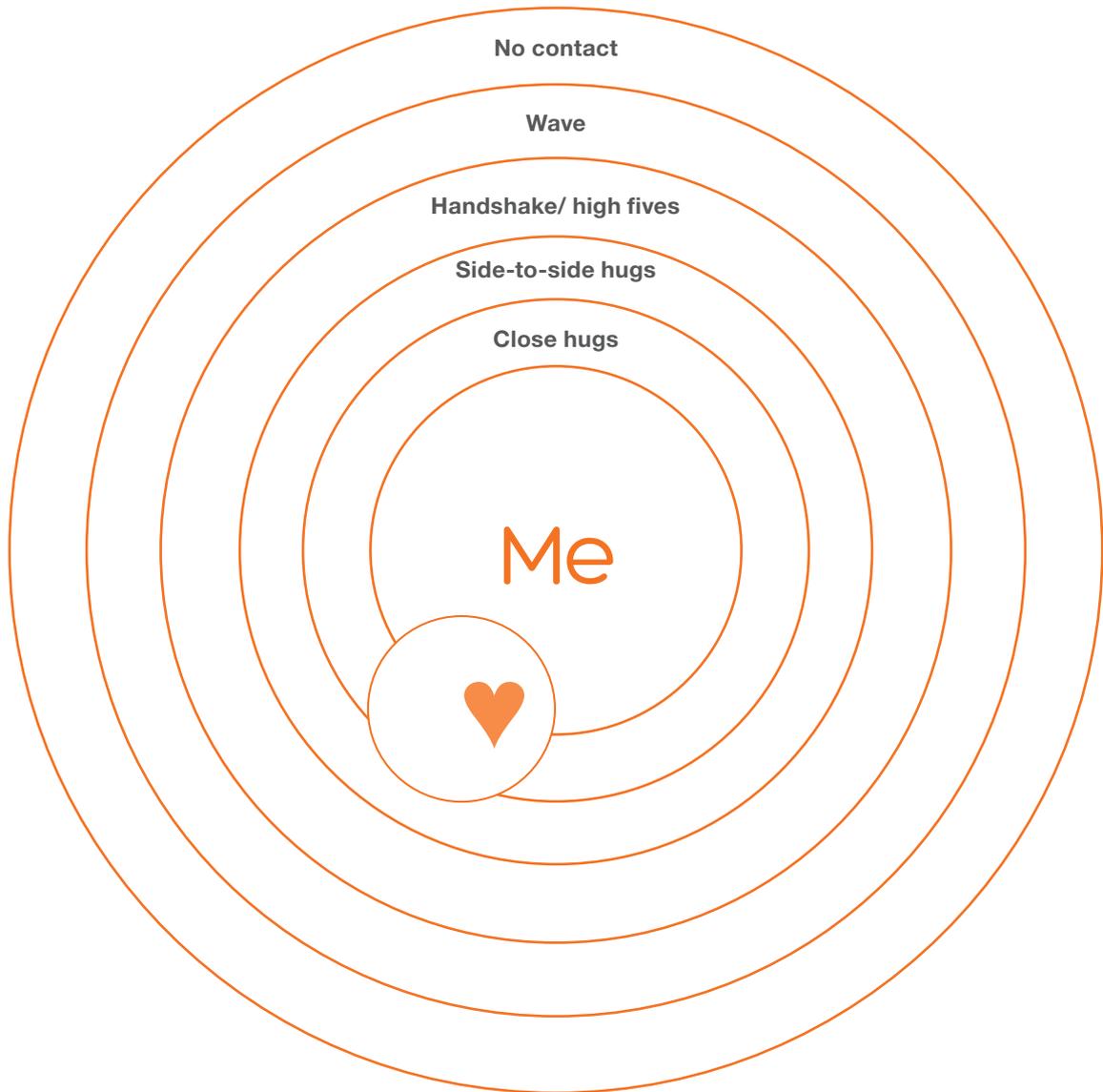
Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Demonstrate understanding of appropriate assertiveness and resilience strategies</p>	<p>Assertive strategies to protect the sexual health and wellbeing of self and others</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Evaluate personal behaviour in relationships, identify potential conflict and employ strategies to avoid and/ or resolve it</p>	<p>Barriers to achieving positive relationships and strategies to overcome these</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Relationship circles



Activity: 9-10.8.2

Key Messages

- A good relationship consists of many traits but there must be respect, communication, mutuality and consent for it to be considered a safe and healthy relationship.
- Relationships can become exploitative or unhealthy if these qualities are not present and it is important to recognise if this is the case.

Activity Details

THEME	Respectful Relationships
SUB THEME	Love relationships
TIME	20 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • butcher's paper • textas • <i>Blu Tac</i>.

What is a healthy relationship?

Purpose

To encourage students to discuss the many facets of a healthy relationship and to discuss the prerequisites for a healthy relationship.

Teaching notes

This activity is intended to be a quick introduction to healthy relationships and is a good way to get the students thinking about what traits they value and expect in their relationships.

Procedure

1. Place students in small groups of about four to five.
2. Instruct students to brainstorm all the traits they expect to find in a healthy relationship and write these down on the butcher's paper (e.g. respect, communication, etc.).
3. Once they have completed their brainstorm they need to circle their top five traits. They must all agree on these traits as a group.
4. Each of the groups can then *Blu Tac* their butcher's paper at the front of the room so the class can see their responses.
5. As a class collate the top five traits required in a healthy relationship as determined by the group brainstorming.

Discussion

- How did your group select their top five traits required for a healthy relationship?
- Which of these traits would you consider to be a 'deal breaker' if they were not a part of the relationship? Explain.
- How could you assess if your partner had the traits that you deem to be important?

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	Evaluate personal behaviour in relationships, identify potential conflict and employ strategies to avoid and/ or resolve it	Managing peer influence and building positive peer relationships

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Activity: 9-10.8.3

Key Message

- People have different values, needs and expectations about relationships.

Activity Details

THEME Respectful Relationships

SUB THEME Love relationships

TIME 30 minutes

AusVELS Levels 9-10

YEARS 9 & 10

EQUIPMENT **Individual**

- a set of *Relationship statement* cards, one for each student.

Group

- a set of *Relationship statement* cards, one for each group
- butchers' paper
- textas.

Relationship statements

Purpose

To consider the diversity of and expectations in relationships.

Teaching notes

This activity can be completed in groups or as individuals, or the sentence stems used as graffiti sheets (where students all anonymously write their response on butchers paper spread around the room with the statement written on the top). Individually, this activity works well to finish a session.

Please note: For a definition of 'intersex' and 'transgender', refer to Tools 31 in Tools for Teachers.

Procedure

Explain to the participants that you will be handing them a card, with the beginning of a sentence on it.

Individual

1. Indicate that each participant is to spend some time choosing how they will finish their sentence.
2. Indicate that there is no right or wrong answer and that no discussion will be entered into when they read their statement out to the group.
3. Hand out the cards and allow participants to deliberate.
4. Participants read their sentence stem and their response to the group.

Group

1. Indicate that each group is to spend some time choosing how they will finish their sentence.
2. Indicate that there is no right or wrong answer.
3. Hand out the cards and allow sufficient time to discuss and complete the activity.
4. Ask groups to record their answers.
5. Allow groups to report back, or have groups walk around and observe the other groups' responses.

Conclusion

We all have many different relationships and they are not all sexual. Each

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships</p>	<p>Assumptions, community attitudes and stereotypes about young people and sexuality</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Identify and describe a range of social and cultural factors that influence the development of personal identity and values</p>	<p>Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others</p> <p>Describe how local and global values and beliefs determine personal and others' social relationships</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Being in a relationship is...



Ending a relationship is...





What girls/ boys
would really like
to know about
boys/ girls...



Diversity in
relationships
means...





Asking someone out is...



Crying is...





Parents are...



A sexual relationship means...





Talking about sex is...



People have sex because...





People choose
not to have sex
because...



People choose to
have sex because...





Marriage is...



Pressures
young people
experience are...





If a friend told
me they were
gay/ lesbian/
bisexual...



Different types
of relationships...





Our ideas of a perfect partner come from...



Making decisions about sex is...





Relationships are...



In relationships,
men want...





In relationships,
women want..



The most
important thing
about sex
would be...





If I was in a
relationship with a
girl I would expect...



If I was in a
relationship with
a boy I would
expect...





People get into relationships because...



In a relationship I would expect...





The ideal partner is
someone who...



Messages/ ideas
about relationships
come from...





A relationship is...



If I went out with
someone I would
expect...







Responsibility
in a relationship
means...



Communication
is...





My family would describe me as...



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





Power in a relationship is...



Changes that occur in relationships are...





Skills for healthy relationships are...



Being intersex in our society would be...





Growing up
male is...



Growing up
female is...





Starting a
relationship is...



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





Places to go
for relationship
information and
support include...



Smiling is...





Talking about
my feelings is...



Being a boy is...





Being a girl is...



Friendship is...





Qualities that are important in a relationship are...



The best sort of relationship is...





Love is...



Rights in a relationship are...





Casual sex is...



It would be great
if only women
would...





It would be great if
only men would...



Being gay/ lesbian
in our society
would be...





Being bisexual
would be...



Being transgender
in our society
would be...



Activity: 9-10.8.4

Key Message

- We each have the right to decide when we are ready for sex.

Activity Details

THEME	Respectful Relationships
SUB THEME	Love relationships
TIME	30 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> a sheet of paper and pen per group <i>Katie and David</i> Teacher reference sheet to provide sample answers.

Adapted with permission from Mackay, L and Cleland, A 1994, *Challenges and change: a sexuality education programme for adolescents*, New Zealand Family Planning Association, Auckland.

Katie and David

Purpose

To explore sexual decision-making from all sides .

Teaching notes

This is a great discussion activity in which students generally become very engaged. You could adapt the activity by changing the scenario to suit your students' needs or to repeat the process for a same-sex attracted couple.

Please note: It is recommended that you change the names of the characters if you have a David or a Katie in your class.

Procedure

- Read the following scenario to the class: 'David and Katie go out to a party together. David is 17, Katie is 15. On the way home they start to discuss whether they will have sex or not'.
- Indicate that there could be a whole range of reasons influencing why they may, or may not, want to have sex.
- Divide the class into four groups and give each a sheet of paper with a different heading: David 'Yes', David 'No', Katie 'Yes', Katie 'No'.
- Ask the students to write down all the reasons their character might make that decision.
- Ask each group to report back to the class. (See *Katie and David* Teacher reference sheet for examples).

Discussion

A class discussion could include the following points:

- The similarities and differences between the responses.
- Everybody has the right to decide whether they are ready for sex or not.
- The pressures of saying yes or no.
- What influences our decision not to have sex?
- Are the pressures different for males than females?
- What about same-sex attracted couples?
- Which were the healthy reasons for David and Katie to say yes? Are there any unhealthy reasons to say no?
- How do you know when you are ready for sex?
- What happens when only one person in the relationship wants to have sex?
- Where/ who could we go to for help or information?

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships</p> <p>Analyse the positive and negative health outcomes of a range of personal behaviours and community actions</p>	<p>Assumptions, community attitudes and stereotypes about young people and sexuality</p> <p>Roles and responsibilities in sexual relationships and how these can affect health and wellbeing</p> <p>Assertive strategies to protect health and wellbeing of self and others</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others</p>	<p>Barriers to achieving positive relationships and strategies to overcome these</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.

Katie and David

Teacher reference sheet

Some reasons why people may say 'yes' or 'no' to sex

David – No	Katie – No
Fear of getting Katie pregnant	Doesn't want to lose her virginity
Danger of STIs	Against her moral beliefs
It's illegal; she's 15	Fears that David might be using her
Against his moral values	Fear of pregnancy
Has strong religious or cultural beliefs	Fear of STIs
His parents would be upset	Her parents might find out
Doesn't care for her enough	Might be called a slut
Is scared his inexperience would show	Her friends might not approve
Is embarrassed about his body	She doesn't know David well enough
Doesn't want to have sex in a car	She doesn't want to have sex in a car
Wants to wait until marriage	She doesn't feel ready for sex yet
Thinks Katie might be using him	Might feel guilty afterwards
Not ready for sex yet	Wants to wait until marriage
David – Yes	Katie – Yes
Wants to prove he's capable	Doesn't know how to say 'No'
Does it with every girl he takes out	Doesn't want to hurt David's feelings
Wants to be able to tell his friends	Alcohol level high
Thinks Katie expects it	Satisfy curiosity
Hormones	Would like to have a baby
Wants to father a child	Hormones
Wants to show her he loves her	To get back at parent/s
To feel more adult	Wants to appear sophisticated
To rebel	Fears that he might dump her if she doesn't
Thinks everyone else is doing it	Wants to show him how much she loves him
To see what it's like	For pleasure
To prove he's a real man	Everyone else she knows seems to be doing it
Alcohol level high	Wants to lose her virginity
Wants to be closer to Katie	Her friends have been pressuring her to have sex
To feel grown up	Has a condom for David
Wants to lose his virginity	Is on the Pill



Teaching sequence 9: Respectful relationships, power and assertion

Learning outcomes	Key messages
<p>Students will:</p> <ul style="list-style-type: none">define what power is and how it impacts on sexual relationshipsexplore the concepts of consent and coercionrecognise situations of relationship abuse and reflect on how this may affect a young person's self-esteempractise skills to counter potential sexual pressure.	<ul style="list-style-type: none">Sexual pressure can come in different forms.Consent occurs when each individual chooses within a situation of equal power.In many relationships, there are warning signals which indicate that the relationship is unhealthy or abusive.In heterosexual relationships, assumptions around gender can influence the power balance and create issues in relation to pressure and consent.No-one is allowed to engage in sexual activity with a person who is unable to give consent.Relationships can become exploitative or unhealthy if important qualities are not present and it is essential to be able to recognise if this is the case.It is important to have a range of strategies and sources of support to access if you or one of your friends is experiencing relationship abuse.

a. Review the home activity: Watch an online sexual abuse awareness campaign

Review the homework by asking students to share their reactions to the website scenarios. As students may have looked at this website in AusVELS Levels 7-8, they could also reflect on how they responded to it as a more mature young person. Discuss the parent reactions to the scenarios and compare these to the student reactions. Determine whether there were any similarities or differences of opinion. Look at the website in class and ask students to identify the key messages that it promotes.

b. Discuss sexuality and power

Briefly discuss the types of power that are illustrated in various scenarios from the above website. Although students will have covered issues of power in AusVELS Levels 7-8, you may need to define power more closely at this level. Discuss the main types of power (i.e. personal, social and institutional) and how these impact on sexuality. Ask students to think of real life examples of each type of power.

Please note: For helpful information on power, gender and sexuality, see the curriculum resource titled Talking sexual health (pg. 103), by Debbie Ollis and Anne Mitchell (2001).

c. Discuss consent

Briefly discuss what consent means and how it relates to sexual behaviour. Ensure students understand that there is a continuum of consent and that recognising when someone has given consent can be complex.

d. Activity 9-10.9.1: Sexual continuum

This activity explores the idea of giving consent to sexual activity and builds further on the concept of power within relationships. It uses the 'continuum of consent' model (Liz Kelly, 1987), which is documented in the book titled *Women, violence and social control*, edited by Jalna Hanmer and Mary Maynard, in the chapter on the continuum of sexual violence. It is also referred to in the book titled *Sex, power and consent* by Anastasia Powell.

e. Activity 9-10.9.2: Phil and Cindy

Use this activity to explore issues around sexual decision-making, consent and gender.

f. Activity 9-10.9.3: Warning signals

This activity will help students in identifying common behaviours which signal that a relationship is not honest, equal, respectful and/ or responsible. It examines the options available to students if they are confronted by a partner's 'warning signal' behaviour.

Continued next page...

Teaching sequence 9: Respectful relationships, power and assertion (continued)

g. Question box

Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.

h. Home activity: Discuss sexual pressure with a parent

Students are to interview their parents about what sexual pressure was like for a young person when they were growing up. They are to ask if there was a difference in how boys negotiated sex in comparison to girls and if they think that the situation has changed for young people today. Students also need to ask where someone would have gone for support if faced with relationship abuse and whether or not they know of any places where people could go to today.

Please note: Be mindful that the completion of this activity may be difficult for some students due to personal, family or cultural sensitivities.

Activity: 9-10.9.1

Key Messages

- Consent occurs when each individual chooses within a situation of equal power.
- In heterosexual relationships, assumptions around gender can influence the power balance within a relationship and create further complexities around the issue of pressure and consent.

Activity Details

THEME	Respectful Relationships
SUB THEME	Sexual decision-making
TIME	40 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • a set of <i>Sexual continuum</i> cards per group • <i>Sexual Continuum</i> teacher reference sheet.

Further reading and references:

Kelly, L 1987, *The Continuum of Sexual Violence*, in J Hanmer and M Maynard (eds), *Women, Violence and Social Controls*, Humanities Press International, Atlantic Highlands NJ.

Powell, A 2010, *Sex, Power and Consent: Youth culture and the unwritten rules*, Cambridge University Press, Melbourne.

Implett, EA and Peplau, LA 2003, *Sexual Compliance: Gender Motivational and Relationship Perspectives*, *The Journal of Sex Research*, vol. 40, no.1, pp. 87-100.

Sexual continuum

Purpose

To provide a forum in which young people can discuss the pressures they may experience in their love/ sexual encounters.

To provide the opportunity for young people to consider the complexity of sexual abuse in scenarios that are realistic and relevant to them.

Teaching notes

This activity is based on a continuum described by Liz Kelly in which she states that most women have experience of sexual violence. She proposes that their experiences exist along a continuum, from consent to pressure to coercion to force, rather than as discrete experiences which are either violent or non-violent. Sexual violence is a complex matter. The nature of the assault, the perceived threat, the relationship with the abuser, the frequency of the abuse, the impact on the woman at the time of the abuse and later, all contribute to the complexity of the matter. Some of the scenarios in the activity cross over into two of the continuum cards. This is fine, as the discussion is what is important here.

Some forms of sexual violence are experienced more frequently than others and these may be seen as being harmless or as having a bit of fun, and may be less likely to be described as crimes within the law. For example, flashing might be seen as relatively harmless, yet research suggests that women who are flashed at often fear for their lives, making the threat very real to them. Sexual compliance is included in this continuum, to indicate when one partner puts the other's sexual desires before their own and willingly engages in unplanned sex. Students could also be encouraged to write their own fictional scenarios, but be careful to point out that this is not a safe place for personal disclosure. Discuss where a safe place may be.

Please note: Some of the scenarios have been adapted from real-life interviews with young people included in Powell, A 2010, Sex, Power and Consent: Youth culture and the unwritten rules, Cambridge University Press, Melbourne.

Procedure

1. Review the meaning of, and the laws about, consent (see *Sexual continuum* Teacher reference sheet).
2. Divide the class into groups of five to six students.
3. Distribute a copy of the *Sexual continuum* cards to each group, explaining each heading; 'consent', 'pressure', 'coercion' and 'force'. Explain that the task is to reach agreement within the groups as to which heading each scenario should be placed under.
4. Invite a spokesperson from each group to report back to the class.

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Discussion

A class discussion could include the following questions:

- Did the group agree on the placement of the cards? If not, what disagreements did you have and why?
- How did you define or differentiate the different headings?
- Do you believe that there is an expectation that females must violently resist unplanned sex to be taken seriously?
- Do males experience unplanned sex? Do you think males experience the same sexual continuum?
- Which cards could have related to same-sex relationships? Can power still be an issue within same-sex relationships? Discuss.
- Some people in the scenarios clearly regretted what happened. Can you identify these scenarios and suggest what they could have done to ensure a healthier and happier outcome?

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships</p> <p>Compare and evaluate perceptions of challenge, risk and safety</p> <p>Analyse the positive and negative health outcomes of a range of personal behaviours and community actions</p> <p>Demonstrate understanding of appropriate assertiveness and resilience strategies</p>	<p>Assertive strategies to protect the sexual health and wellbeing of self and others</p> <p>Roles and responsibilities in sexual relationships and how these can affect health and wellbeing</p> <p>Explore sexuality and sexual health issues such as safer sex practices, sexual negotiation, same-sex attraction and the impact of alcohol on sexual and personal safety.</p> <p>Challenge, risk and safety in relation to sexuality and harm minimisation strategies</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others</p> <p>Evaluate personal behaviour in relationships, identify potential conflict and employ strategies to avoid and/ or resolve it.</p>	<p>Complex social conventions and how these influence feelings and behaviour</p> <p>Barriers to achieving positive relationships and strategies to overcome these</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Sexual continuum

Teacher reference sheet

Laws about Sex

Consent: The law states that any sexual touching without agreement (consent) is unlawful. Consent is saying yes to sex or sexual touching without being pressured or forced. Consent is saying yes when you are free to say no.

No-one can legally do anything sexual with a person who is under the age of 12.

The legal age of consent in Victoria is 16.

Aged 16 or 17 years? The person you have sex with must not be in a position of care, supervision or authority over you (even if you agree).

It is illegal to have sexual activity with any family member, including step brothers, step sisters and step parents.

So, what happens between 12 and 15?

If someone in this age group does have sex or engage in any sexual acts, and it is **consensual**, and there is **no more than a two year age difference**, then you can use this as legal defense if the case is ever prosecuted. If someone has sex with a person or touches them sexually when they are asleep, unconscious or so affected by alcohol or drugs that they are not able to agree, it is rape or sexual assault.

Elements of a healthy relationship

Consent: Saying yes to any sexual activity/ touch without being pressured or forced.

Respect: Trust and closeness won't happen without respect. Everyone deserves respect.

Mutuality: The relationship is meant to be good for both partners. Sexual activity should be pressure and guilt free, enjoyable and safe for both partners.

Communication: Both partners should feel free to express their opinions and feelings, even if the other person disagrees.

O'Leary, T, Hamilton, S and Stanes, N 1999, *Respect, consent, mutuality, communicate*, WESTCASA-SECASA, Footscray, Vic.

Definitions

Used with permission from YWCA of Canberra 2008, *Relationship things resource kit*, YWCA, Canberra.

Rape is sexual penetration without consent. Sexual penetration means a penis into the vagina, anus or mouth. Rape also includes the insertion of an object or part of the body into the vagina, anus or mouth.

Sexual Assault is when someone behaves towards you in a sexual way that makes you feel uncomfortable, frightened or intimidated. This includes someone sexually touching you without your consent.

Sexual Harassment is other unwelcome sexual behaviour, which can be:

- **verbal or written;** comments, jokes, pressuring for sex
- **visual;** pornographic magazines or images on display
- **physical;** invading your space continually, 'perving'.

Everyone has the right to say NO to any unplanned sexual behaviour.

Pressure: Being talked into doing something sexual you really don't want to do. Efforts that involve trying to get you to agree to what someone else wants.

Continuum cards-1, 2, 3, 6, 11

Coercion: Being put into a position of having to do something sexual that you don't wish to do. Feeling as though you're not able to say no, or not being given the genuine opportunity to say no.

Continuum cards-4, 7, 9, 10

Force: Physical force is used to make you do something sexual against your wishes.

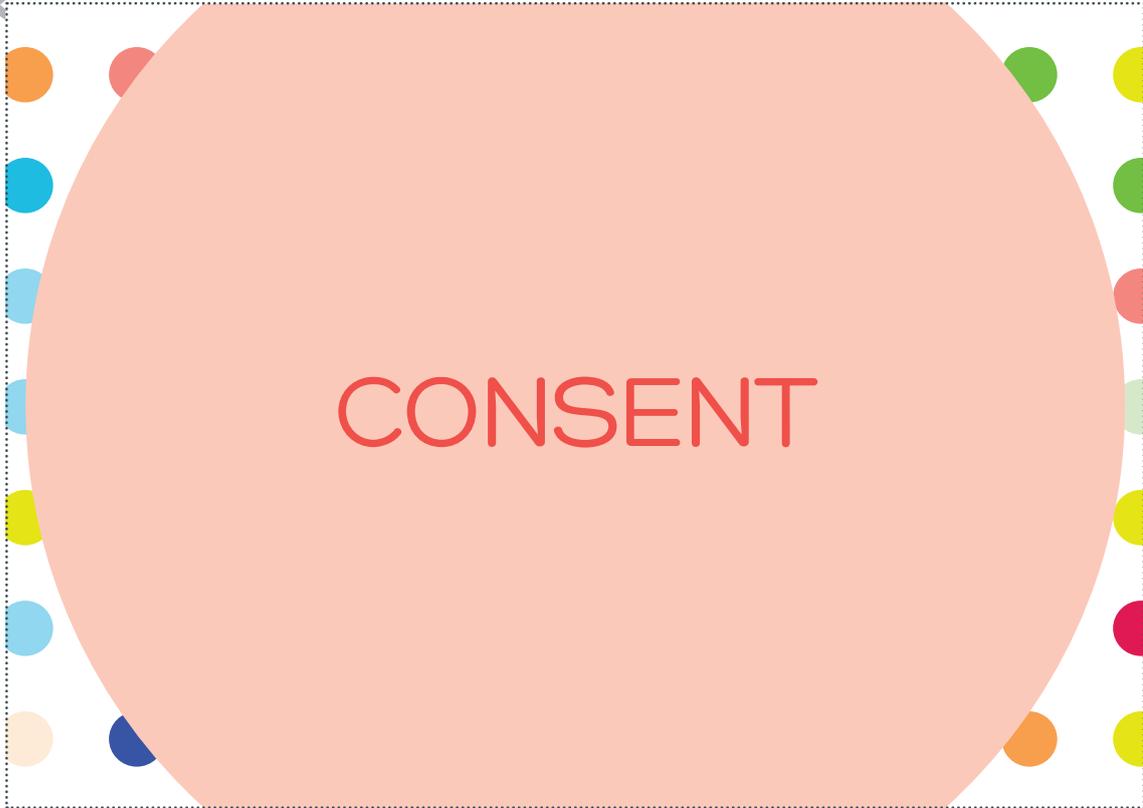
Continuum cards-5, 8, 13

Consent: saying yes to any sexual activity/ touch without being pressured or forced.

Continuum cards-12, 14, 15, 16

Student reference: *Am I Old Enough? Common legal issues for young people*. 2012. Victoria Legal Aid <www.legalaid.vic.gov.au>.









1.

Sometimes it's like, if you say 'No' too many times, you're afraid they'll just go and find someone else.



2.

It's not really pressure like they are pinning you down, or anything. It's more like you love them so much that you just want to do anything that will make them happy.





3.

I really liked him for ages so, when he wanted to crash at my place, it was great. But then, it started to happen more and more and he'd just rock up at 3a.m. wanting somewhere to sleep, but always expecting sex as well. And he was really selfish in bed too; he'd just get his rocks off and then roll over and ignore me.



4.

I was at a friend's party in the country and he was my ride home. He seemed like a really nice guy, he didn't drink as he was the designated driver. I thought he was responsible. Half way home he pulled over and started touching me and asking to have sex. I was really scared but had nowhere to go.





5.

I know in my friend's situation, where she was completely pissed and went through with it all and had sex and the guy thought it was alright. She was almost completely passed out and was just not into it and he's just thinking about himself...
having a good time.



6.

We were at a party and this guy was there with his girlfriend and he was sleazing on to everyone else in the room, right in front of her. And then he'd say 'Let's have sex' so everyone could hear and she'd go off upstairs with him and have sex. I don't like to judge people, but who gives in to a guy like that. It's just not right. It made me wonder how much of that goes on.





7.

He knew I didn't want to have sex because we had talked about it and I said I wanted to be a virgin until I got married. But, this particular night, I was really drunk and we were fooling around and I had never done anything like that before, but he had, and I didn't really know what was going on. It definitely was not consensual, but I felt like I had to go along with it because I didn't know what I was stopping. It was a really tricky situation.



8.

I started seeing this guy and he knew I hadn't had sex before and that I wanted to wait and I wanted the first time to be special. In the end, he got me really drunk and I don't know whether you'd classify it as rape, but I can only just remember seeing him on top of me and then it was all over. And then, I realised he hadn't used a condom and I was totally freaked out. I had to go and get emergency contraception very early the next morning. I'd never want anyone else to go through what I did. It was really awful.





9.

It all started off really great. In the beginning, he was a really nice guy and he got on well with my mum too. I didn't even realise what was happening until way after I ended it with him. What made me realise that things had got really bad was when he said if I didn't give him a blow job he would tell all his friends that I don't put out. Now, looking back on it, I can see how selfish and manipulative he was: trying to make me do things I didn't want to do.



10.

I was at this great party and my friend left me there. The guys were really nice, though I didn't know them well 'cos they were friends of my friend, but they said I could crash there. One of the guys said I should sleep in his friend's bed, where he was already asleep. Next thing I knew, this guy was in there with me, kissing me, and I was saying 'Stop, your friend might wake up'. He started to take my jeans off, I could barely move. He got off me and I quickly pulled my jeans back up again. Then I realised he had stopped because he was stripping off. I got up and raced out of the room. I felt sick 'cos I realised how close I had come to being raped.



11.

Well, if you're already half-naked but you don't want to have sex and you're like, 'NO', then he says 'but you led me on'.



12.

We were together for a few months and talked about having sex. We planned the first time to be when his parents were away one weekend, and it was pretty good. We always used condoms and I was on the Pill, too. It got better after that though, when we were more relaxed and got to know a bit more about what we both liked!





13.

He knew I didn't want to have sex but he just dragged me into the bedroom and threw me down on the bed and said something like 'You'll remember this when you're old.' I think it was supposed to be some kind of demonstration of his masculinity and I was supposed to swoon at his naked body...like in the movies, I guess. I just wanted to be sick.



14.

We met at a party and the attraction was like, instant. We snuck into one of the bedrooms and put a chair against the door. It was great sex and I was glad he was cool about using a condom.





15.

We had been together for only a month, but we talked about doing it from the start. I bought the condoms and we both cracked up when I tried to put them on. I thought it had to be serious but it was more fun than I thought it would be.



16.

It got serious really fast. I felt like I wanted to stop, so I pulled away. I said we needed to slow it down. So, we just talked for a little while, then went back to kissing.



Activity: 9-10.9.2

Key Message

- No-one is allowed to engage in sexual activity with a person who is unable to give consent.
- Honest and clear communication and negotiation is vital between partners in an intimate relationship.

Activity Details

THEME	Respectful Relationships
SUB THEME	Sexual decision-making
TIME	25 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • <i>Phil and Cindy</i> scenarios (one per group).

Adapted with permission from Friedman, B 2005, *Boys-talk: a program for young men about masculinities, non-violence and relationships*, Boys and Relationships SA, Adelaide.

Am I Old Enough? Common legal issues for young people. 2012. Victoria Legal Aid <www.legalaid.vic.gov.au>.

Phil and Cindy

Purpose

To promote discussion about consent/ coercion in relationships.

Teaching notes

Change the names of characters if you have a Phil or a Cindy in your class. This activity follows a lesson on consent, the importance of which cannot be understated. It is imperative that students realise that consent means that both people engage of their own free will in a sexual activity. It means having a conversation and both agreeing, or saying 'yes'. A person cannot engage in any sexual activity with another person who cannot or does not give their consent.

"If you're asleep, unconscious or so affected by alcohol or drugs that you can't agree, it is sexual assault. (2012, *Am I Old Enough?*, Victoria Legal Aid).

Please note: Although there are many ways you can run this activity, considering one scenario at a time may help to facilitate discussion and identify a shift in some student's opinions.

Procedure

1. Split the class into groups of 5-6 students per group (you may choose to divide the class according to gender).
2. Give each group a copy of Phil's story to read, or ask one student to read it to the class.
3. Ask each group to consider the following questions:
 - What went wrong?
 - How could it have been avoided?
4. Repeat steps two and three with Cindy's story.
5. Invite students to share their observations about either story with the class.

Discussion

A class discussion could focus on the following topics:

- How do you gain consent (e.g. Asking your partner "Is that ok?", "Can I touch you there?", "Does that feel good?" etc.)?
- Why did Phil think that what he was doing was OK? Is this OK? How would the law view his behaviour?
- Who was at fault?
- What impact did Cindy's behaviour have?
- Discuss the stereotypes and pressures on boys.
- Discuss the stereotypes and pressures on girls.
- Could Phil or Cindy have taken any other action to prevent this situation from occurring?
- What should you do if your partner doesn't give you a yes or no answer?
- Who/ where can you go to for help with decision-making about safer sex?

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships</p>	<p>Roles and responsibilities in sexual relationships and how these can affect health and wellbeing</p> <p>Explore sexuality and sexual health issues such as safer sex practices, sexual negotiation, same-sex attraction and the impact of alcohol on sexual and personal safety</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others</p> <p>Describe how local and global values and beliefs determine personal and others' social relationships</p>	<p>Values as social constructs and principles (both in a local and global context)</p> <p>Complex social conventions and how these influence feelings and behaviour</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.





Phil's story

I still don't understand what happened. Cindy and I had been dating for about two months and even though we hadn't slept together yet, I had made it clear that I really liked her and eventually wanted to have sex with her.

We were supposed to go to a party and when she showed up in this sexy, low-cut dress I thought maybe this was her way of saying she was ready.

At the party, we drank some alcohol, which made her sort of sleepy. When she said she wanted to go lie down and have me come snuggle with her, what was I supposed to think? Of course I thought she wanted to have sex. Okay, she did grumble a bit when I started to undress her, but I just figured she wanted to be persuaded. Lots of girls feel funny about being too forward and want men to take charge of sex. I don't know. We had sex and it was fine. I took her home from the party and I thought everything was OK. But, ever since then, she refuses to talk to me or go out with me. I thought she really liked me.

What happened?



Cindy's story

I'll never forget that night. Phil and I had been dating a while and he had always acted like a perfect gentleman – well, we had done our share of kissing and stuff but he never gave me any reason not to trust him.

The night of the party, I wore this gorgeous dress that I borrowed from my roommate. It was a little flashier than I normally wear but I thought it looked great. At the party, I had some beer and they made me really tired, so I wanted to lie down. Maybe I shouldn't have suggested we both lie down together, but it felt weird to go upstairs by myself and leave Phil all alone.

The next thing I knew, he was all over me, forcing me to have sex with him. It was horrible. I didn't want to scream and make a fool of myself with all those other people in the next room. I tried to fight him off but he was too strong.

Needless to say, I never want to see Phil again. He seemed like such a nice guy.

What happened?



Activity: 9-10.9.3

Key Messages

- Relationships can become exploitative or unhealthy and it is crucial to recognise if this is the case.
- In many relationships, there are warning signals which point to a relationship being unhealthy or abusive.
- It is important to have a range of strategies and sources of support to access if yourself, or a friend, is experiencing relationship abuse.

Activity Details

THEME	Respectful relationships
SUB THEME	Sexual decision-making
TIME	40 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • a set of <i>Warning signals</i> activity cards per group.

Source: Adapted from International Women's Health Coalition 2004, *Positively informed: lesson plans and guidance for sexuality educators and advocates, chapter 6: intimate relationships*, <www.iwhc.org/storage/iwhc/documents/iwhcch6.pdf>.

Warning signals

Purpose

To identify common behaviours that signal a relationship is not honest, equal, respectful and/ or responsible. To help students to discuss the options available if they were confronted by a partner's 'warning signal' behaviour.

Teaching notes

When making decisions relating to their sexual health, young people need to have some awareness of their own actions and the actions of others. They also need to understand that the power in a relationship is not fixed and it can be challenged and changed.

Please note: this activity is also provided in a worksheet format and could be completed by students individually and then discussed within small groups.

Procedure

1. Introduce the activity by noting that people can find themselves in relationships that are not positive or healthy. These relationships can be damaging to their emotional and physical health.
2. Divide the class into four groups giving each group a set of activity cards.
3. Ask the students to look at each of the behaviours listed on the cards and to sort them into three categories: 'Do nothing', 'Discuss relationship/ Try to change behaviour' or 'End relationship'.
4. Once all the groups have sorted their cards, ask each group to read out their 'Do nothing' list to the class. Discuss these behaviours and why they chose to put them in that category.
5. Repeat the process for each of the other two categories.

Discussion

- Referring to the 'Discuss relationship/ Try to change behaviour' list, whose behaviour do you think needs to change?
- What tips would you give someone wanting to discuss a problem behaviour with their partner?
- What behaviours are clear signals to end the relationship?
- What might be the consequences of ignoring these signals?
- Which behaviours are unlawful? What could a person do to stop these behaviours?
- Sometimes people stay in unhealthy relationships. Why do you think that might be?
- What tips would you give someone who wants to end a relationship?
- Which of the behaviours could impact on the safety of someone else?
- Discuss with students the different ways a relationship could be ended and what support a young person may need to do this.
- Discuss the factors that influence why groups placed different behaviours under different headings.
- What support services can you think of that could help a young person in a difficult or unhealthy relationship?

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships</p> <p>Compare and evaluate perceptions of challenge, risk and safety</p> <p>Demonstrate understanding of appropriate assertiveness and resilience strategies</p>	<p>Assertive strategies to protect the sexual health and wellbeing of oneself and others</p> <p>Roles and responsibilities in sexual relationships and how these can affect health and wellbeing</p> <p>Support strategies for young people experiencing difficulties in relationships or with their sexuality</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Evaluate their own behaviour in relationships, identify potential conflict and employ strategies to avoid and/ or resolve it</p>	<p>Conflict resolution skills</p> <p>Barriers to achieving positive relationships and strategies to overcome these</p>

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Warning signals

	Do nothing	Discuss relationship. Try to change behaviour	End relationship
Will not let you use condoms for protection			
Demands you have intercourse when you don't want to			
Refuses to get tested for sexually transmissible infections			
Constantly borrows your things			
Makes negative comments about your hair, body, clothes etc.			
Makes you hide things from your friends			
Puts you down in public			
Borrows your phone because they have run out of credit			
Accuses you of fooling around with someone when you are not			
Turns up unexpectedly in order to check up on you			
Hacks into your Facebook page and changes your profile status			
Always decides which DVD you will watch together			
Often checks up on your Facebook profile			
Reads your text messages on your mobile phone			
Orders takeaway on your behalf			





DO NOTHING



DISCUSS
RELATIONSHIP/
TRY TO CHANGE
BEHAVIOUR





END
RELATIONSHIP



Reads your text
messages on your
mobile phone





Will not let you
use condoms for
protection



Demands you have
intercourse when
you don't want to





Makes negative comments about your hair, body, clothes etc.



Refuses to get tested for sexually transmissible infections





Constantly borrows
your things



Makes you hide
things from your
friends





Puts you down
in public



Orders takeaway
on your behalf





Borrows your
phone because
they have run out
of credit



Accuses you of
fooling around with
someone when
you are not





Turns up
unexpectedly in
order to check
up on you



Hacks into your
Facebook page and
changes your profile
status





Always decides
which DVD you will
watch together



Often checks up
on your Facebook
profile



Teaching sequence 10: Respectful relationships and assertive strategies



Learning outcomes

Students will:

- reflect on the connection between gender and power and the impact that these have on adolescent sexual behaviour
- critically reflect on the process of sexual pressure and practise skills to counter potential sexual pressure
- clarify the concepts of rape, sexual assault and sexual harassment
- identify strategies and sources of support for dealing with relationship abuse.

Key messages

- People have different values, needs and expectations about relationships.
- Sexual pressure can come in different forms.
- It is important in all relationships to assert your own choices and to have a range of strategies for dealing with sexual pressure.
- In a respectful relationship, both people should feel secure enough to make their needs known without feeling pressured by what the other person wants.
- We have the right to decide when we are ready for sex.

a. Review the home activity: Discuss sexual pressure with a parent

Review the homework by asking students to share what they discussed with their parents about sexual pressure. Discuss whether or not parents think that there was a difference in how boys negotiated sex during their adolescence in comparison to girls and where young people could go for support if they were faced with relationship abuse. Ask students if their parents know of any places where people could go to today and if they think that the situation was different for young people during their adolescence. Ensure that there is some discussion on how young people in a same-sex relationship can also experience sexual pressure. Let students know that in this sequence, they will be looking at strategies that they could use if they were faced with sexual pressure.

Draw up a class list of places of support for young people who are experiencing relationship abuse. This can be used as an extension activity to enable students to thoroughly research local support services.

b. Activity 9-10.10.1: Categorising the pressure

This activity can help students to develop a greater awareness of sexual pressure. Working in pairs or small groups, they are to write a counter response to a chosen pressure statement which they then present to the class. Students could also role play some of these responses.

c. Activity 9-10.10.2: What's going on?

This activity further explores the issue of sexual pressure by allowing students to develop an understanding of the concepts of rape, sexual assault and sexual harassment. Students need to classify a range of scenarios according to these concepts.

d. Activity 9-10.10.3: Respectful relationship cards

Use this activity to help students in identifying what respect looks like in a relationship.

e. Activity 9-10.10.4: Dear Dr. Love

This group activity requires students to reply to fictional letters that explore a variety of issues including identity, gender, stereotypes and relationships. It can be used as a formative or summative assessment to test prior knowledge or knowledge learnt.

f. Question box

Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.

g. Home activity: Respectful relationship cards

Students are to take a copy of the *Respectful relationships* cards home and ask their parents to circle the boxes that illustrate a respectful relationship.

Activity: 9-10.10.1

Key Messages

- Sexual pressure can come in different forms.
- It is important, in all relationships, to assert your own choices and to have a range of strategies to combat sexual pressure.

Activity Details

THEME	Respectful Relationships
SUB THEME	Sexual decision-making
TIME	30 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • set of the <i>Categorising the pressure</i> headings and statement cards for each group.

Adapted with permission from Mackay, L and Cleland, A 1994, *Challenges and change: a sexuality education programme for adolescents*, New Zealand Family Planning Association, Auckland.

Categorising the pressure

Purpose

To explore the concepts of consent and coercion.
To practise skills to counter potential sexual pressure.

Teaching notes

There are two parts to this activity. The second activity can be completed during a later session, if preferred.

Procedure

Part 1

1. Divide the class into small groups.
2. Give each group a copy of the twelve statement cards and the four heading cards:
 - 'Someone who tries to make you feel bad or guilty'
 - 'Someone who does not take "No" for an answer'
 - 'Someone who uses flattery'
 - 'Someone who feels sex is their right'.
3. Explain that each statement is a response to a partner who said no to sex.
4. Have students read the statements and decide what kind of pressure was being exercised in each situation.
5. Have them place each statement card under the heading the group agrees is the most relevant.

Discussion

Discuss, as a class, using some of the questions listed below:

- Were any situations difficult to categorise? Why was it difficult?
- Negotiating sexual relationships can be complex. What would make it easier for couples?

It may be necessary to explain that sexual pressure is something that both boys and girls may encounter and as such, each statement is not gender specific.

Part 2

The groups could then come up with a reply to each statement. Discuss the positive ways you can say no in these situations. Make each reply positive, yet assertive.

Discussion

Discuss some of the questions below as a class:

- What do young people need to enable them to be assertive in sexual situations?
- Is it possible that the person making the statement is conforming to an expected norm?
- Where do young people learn about what is expected of them?

Ask students to reflect on popular TV shows they have seen that explore sexual pressure and/ or consent. How did each partner respond? Share the replies with the class.

AusVELS Context:

Strand: Physical, personal and social learning

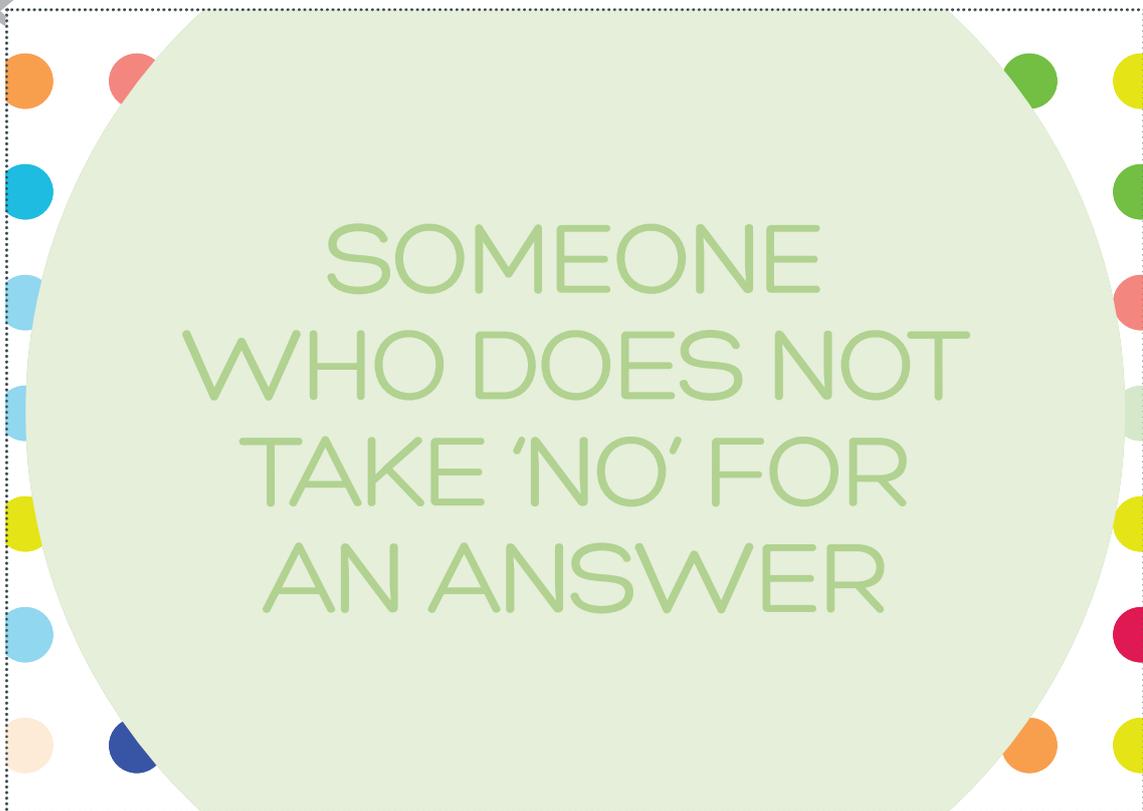
Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Demonstrate understanding of appropriate assertiveness and resilience strategies</p>	<p>Assertive strategies to protect the health and wellbeing of self and others</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others</p> <p>Evaluate personal behaviour in relationships, identify potential conflict and employ strategies to avoid and/ or resolve it</p>	<p>Barriers to achieving positive relationships and strategies to overcome these</p> <p>Complex social conventions and how these influence feelings and behaviour</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.





SOMEONE WHO
TRIES TO MAKE
YOU FEEL BAD
OR GUILTY



SOMEONE
WHO DOES NOT
TAKE 'NO' FOR
AN ANSWER





SOMEONE WHO
USES FLATTERY



SOMEONE
WHO FEELS
SEX IS
THEIR RIGHT





“What’s the matter,
don’t you love me?”



“Come on it’s not
going to be a
problem, just start
and you’ll get into it”





"I can't have a relationship with someone who won't have sex with me."



"If you loved me, you would."





“What do you mean
'No'?
I spent all that
money on you!”



“What’s the
matter with you,
are you frigid or
something?”



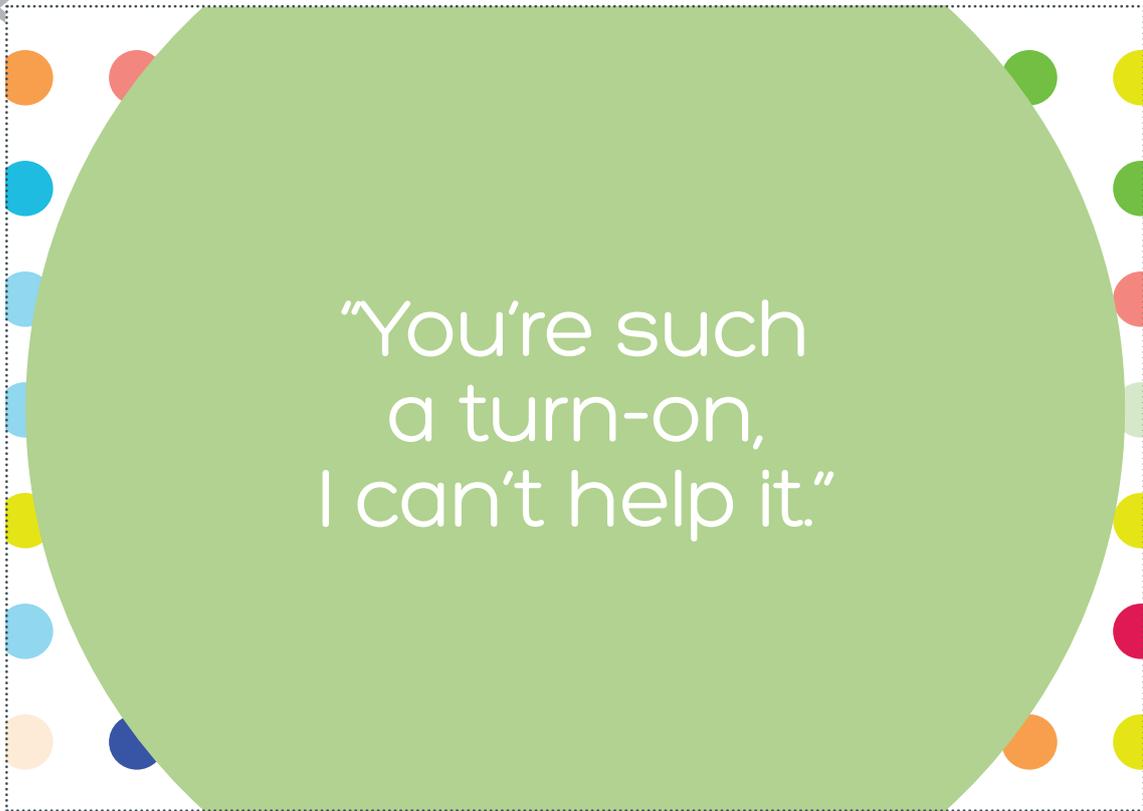


"You really want it.
You're just saying
'No' because you
don't want me to
think you're easy."



"You led me on."







"I thought our relationship meant as much to you as it means to me."



"You've turned me on. Now we'll have to do it."



Activity: 9-10.10.2

Key Messages

- In a respectful relationship, both people should feel secure enough to make their needs known, without feeling pressured by what the other person wants.
- It is important in all relationships to assert your own choices and to have a range of strategies to combat sexual pressure.

Activity Details

THEME	Respectful Relationships
SUB THEME	Sexual decision-making
TIME	30 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • set of <i>What's going on</i> activity cards for each group • <i>What's going on?</i> Teacher reference sheet • <i>What's going on?</i> Teacher answer sheet.

What's going on?

Purpose

To reinforce student understanding of rape, sexual assault and sexual harassment.

Teaching notes

A few of the situations on the cards can be interpreted a number of ways. The discussion is more important than having each card in the correct category, so long as students understand the difference between respectful relationships and unlawful behaviour.

Procedure

1. Ask students to tell you what they perceive rape, sexual assault and sexual harassment to be. Discuss together as a group.
2. Reinforce the meanings of consent, consensual sex and safer sex. Briefly define a safe and respectful relationship. (This work has been covered in previous teaching sequences).
3. Have students work in groups and give each group a set of cards.
4. Ask the students to read the scenarios on each of the cards and decide whether each scenario constitutes sexual assault, sexual harassment, rape or safe and respectful sex/ sexual activity.
5. When students have completed sorting out the cards, in their groups, work through the answers as a class. Allow for discussion, particularly if students find some scenarios unclear (Refer to the *What's going on?* Teacher answer sheet).
6. End the session with clear guidelines of what constitutes sexual assault, sexual harassment, rape and a safe and respectful relationship (Refer to the *What's going on?* Teacher reference sheet).

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships</p> <p>Analyse the positive and negative health outcomes of a range of personal behaviours and community actions</p> <p>Compare and evaluate perceptions of challenge, risk and safety</p>	<p>Roles and responsibilities in sexual relationships and how these can affect health and wellbeing</p> <p>Explore sexuality and sexual health issues such as safer sex practices, sexual negotiation, same-sex attraction and the impact of alcohol on sexual and personal safety</p> <p>Challenge, risk and safety in relation to sexuality and harm minimisation strategies</p>

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What's going on?

Teacher reference sheet

Definitions

Rape is sexual penetration without consent. Sexual penetration means putting a penis in the vagina, anus or mouth. Rape also includes the insertion of an object or body part into the vagina, anus or mouth.

Sexual assault is when someone touches a person sexually without their consent and includes:

- unplanned touching
- attempting rape
- rape.

Sexual harassment is unwelcome sexual behaviour which can be:

- verbal or written; comments, jokes, pressuring for sex
- visual; pornographic magazines or images on display
- physical; invading your space continually, 'perving'.

Safe and respectful sex/ sexual activity is characterised by:

- both people being able to give consent or withhold it
- neither person being coerced, forced or pressured into sex
- both people agreeing on the use of contraception/ protection.



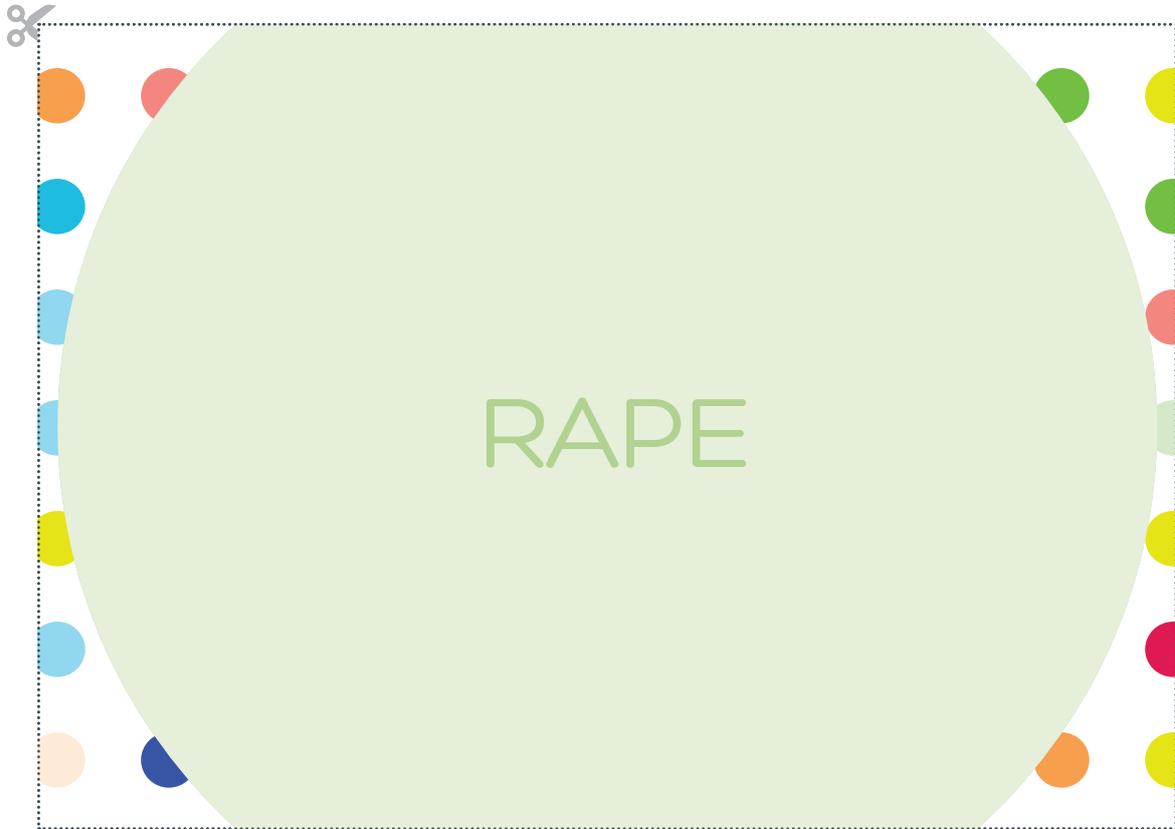


SEXUAL
HARASSMENT



SAFE AND
RESPECTFUL
SEX/ SEXUAL
ACTIVITY







A couple of guys are looking at a 'girlie' magazine in front of a classmate. They tease her, saying how much better the model's body in the magazine is compared to hers.



Two guys meet at a party. One guy asks the other to go home with him and he says yes. When they get to his place, one guy asks the other guy if he wants to have sex using a condom. He says yes.





Clare and Ben have been friends for a while. They have had sex together in the past and Ben is pressuring Clare to have sex with him again. Clare refuses, but Ben threatens to hurt her if she says no. She agrees to have sex.



Mike and Kate have planned to have sex. Kate insists on using a condom, but when it comes time to put it on, Mike refuses. Kate states that she won't have sex without a condom, but Mike ignores her and has sex with her.





Ty and Sally are really good mates and have talked about having sex on a casual basis. They have talked about one another's limits, including the use of condoms, and they have decided to start a casual sexual relationship.



Steve and Sarah have been married for a year. Steve is pressuring Sarah to have sex, but Sarah doesn't want to. Once Sarah is asleep, Steve starts having sex with her.





Holly is at a party where everyone is dancing. A guy she knows from school starts dancing really close to her. She moves away from him, but he follows her and starts touching her breasts.



Matt and Danielle are both 16. They have talked to one another and have decided they are going to have sex. They have also talked about practising safer sex and what contraception they are both comfortable with.





Luke and Chloe are both at a party. Chloe has been drinking all night and starts coming on to Luke. She is pretty wasted. Luke takes advantage of the situation and, after she doesn't resist, he has sex with her.



Kylie always feels very uncomfortable at work. The guys she works with are a bit older than her and they are always asking her details about her sex life.





Billy and James have been going out for a while. They haven't had sex yet, but they spend a lot of time kissing and cuddling. One night, James decided he wanted more and tried to have sex with Billy, even after he said no. Billy fought him off and went to get help from a friend.



Melanie has been out partying all night and she passes out on her friend's couch. While she is passed out, her friend's brother touches her breasts.





Simon and Jo have been dating for a while and they have already had sex. After a night out, they are both a little tipsy, but still coherent, and they both choose to have sex using a condom.



Karen and Jack have been going out for a few weeks. Karen wants to have sex, but Jack doesn't feel ready. The next time they are alone, Karen encourages Jack to have a few drinks to 'get him in the mood'. When Jack refuses to have sex with her again, Karen threatens to tell everyone that he is gay. Jack gets worried and ends up having sex with Karen.





Mitchell is a Year 8 student. His brother is in Year 12 and often has friends over to study. Charlie, one of the guys who visits often, uses every opportunity to corner Mitchell and whisper sexual things to him. He has also tried to touch Mitchell in a sexual way. Mitchell is too scared to tell his brother.



Brian is a popular Year 11 boy. He is used to people inviting him to parties and wanting to hang out with him. A new boy, named Darren, arrives at his school. Darren wants to make friends with Brian to get into the popular group. To try to get Brian's attention, Darren starts sending porn to Brian's mobile and email. Brian asks him to stop, but Darren continues sending porn.





Mark and Steven are football mates. At the end of the season, they both go to the pie night and get a bit drunk. Mark crashes at Steven's house and, during the night, he wakes up to Steven touching him. Mark responds and they have sex with a condom.



Jerry is really into porn. He masturbates to it most nights before he goes to bed. Julie is his girlfriend and, one night, he tells her about his porn habit. Julie is not into porn, but Jerry wants her to watch it with him. Jerry keeps hassling her until she watches it with him. Julie then agrees and they watch porn together.



What's going on?

Teacher answer sheet

Scenario	Answer
A couple of guys are looking at a 'girlie' magazine in front of a classmate. They tease her, saying how much better the model's body in the magazine is compared to hers.	Sexual harassment - Showing pornographic images and making sexualised verbal taunts are both forms of sexual harassment.
Two guys meet at a party. One guy asks the other to go home with him and he says yes. When they get to his place, one guy asks the other guy if he wants to have sex using a condom. He says yes.	Safe and respectful sex - Both people freely consented and practised safer sex.
Clare and Ben have been friends for a while. They have had sex together in the past and Ben is pressuring Clare to have sex with him again. Clare refuses, but Ben threatens to hurt her if she says no. She agrees to have sex.	Rape - Clare agreed to sex but only under the fear of being hurt. This constitutes rape.
Mike and Kate have planned to have sex. Kate insists on using a condom, but when it comes time to put it on, Mike refuses. Kate states that she won't have sex without a condom, but Mike ignores her and has sex with her.	Rape - Mike and Kate did both consent to sex, but Kate only agreed on the condition a condom was used. Mike ignoring Kate's request and having sex with her anyway, is rape.
Ty and Sally are really good mates and have talked about having sex on a casual basis. They have talked about one another's limits, including the use of condoms, and they have decided to start a casual sexual relationship.	Safe and respectful sex - Both Ty and Sally consent to the sexual relationship and negotiated their boundaries, including the use of contraception.
Steve and Sarah have been married for a year. Steve is pressuring Sarah to have sex, but Sarah doesn't want to. Once Sarah is asleep, Steve starts having sex with her.	Rape - Sarah was asleep and could not give consent.
Holly is at a party where everyone is dancing. A guy she knows from school starts dancing really close to her. She moves away from him, but he follows her and starts touching her breasts.	Sexual Assault - Unplanned touching.
Matt and Danielle are both 16. They have talked to one another and have decided they are going to have sex. They have also talked about practising safer sex and what contraception they are both comfortable with.	Safe and respectful sex - Matt and Danielle are both above the age of consent, are both consenting and they have discussed safer sex.
Luke and Chloe are both at a party. Chloe has been drinking all night and starts coming on to Luke. She is pretty wasted. Luke takes advantage of the situation and, after she doesn't resist, he has sex with her.	Rape - Chloe was unable to give consent, which means this was rape.
Kylie always feels very uncomfortable at work. The guys she works with are a bit older than her and they are always asking her details about her sex life	Sexual Harassment - Asking about your sex life is sexual harassment. In the workplace, it is illegal.
Billy and James have been going out for a while. They haven't had sex yet, but they spend a lot of time kissing and cuddling. One night, James decided he wanted more and tried to have sex with Billy, even after he said no. Billy fought him off and went to get help from a friend.	Sexual Assault - By attempting to have sex with Billy without his consent, James attempted to rape Billy, which is sexual assault.



Scenario	Answer
Melanie has been out partying all night and she passes out on her friend's couch. While she is passed out, her friend's brother touches her breasts.	Sexual Assault – Melanie was unable to give consent which means this is unplanned touching and constitutes sexual assault.
Simon and Jo have been dating for a while and they have already had sex. After a night out, they are both a little tipsy, but still coherent, and they both choose to have sex using a condom.	Safe and respectful sex – Although there was alcohol involved, both Simon and Jo were still coherent and were able to give consent to safer sex (using a condom).
Karen and Jack have been going out for a few weeks. Karen wants to have sex but Jack doesn't feel ready. The next time they are alone, Karen encourages Jack to have a few drinks to 'get him in the mood'. When Jack refuses to have sex with her again, Karen threatens to tell everyone that he is gay. Jack gets worried and ends up having sex with Karen.	Rape – Jack only had sex because he was threatened.
Mitchell is a Year 8 student. His brother is in Year 12 and often has friends over to study. Charlie, one of the guys who visits often, uses every opportunity to corner Mitchell and whisper sexual things to him. He has also tried to touch Mitchell in a sexual way. Mitchell is too scared to tell his brother.	Sexual Harassment – Mitchell is being sexually harassed by Charlie.
Brian is a popular Year 11 boy. He is used to people inviting him to parties and wanting to hang out with him. A new boy, named Darren, arrives at his school. Darren wants to make friends with Brian to get into the popular group. To try to get Brian's attention, Darren starts sending porn to Brian's mobile and email. Brian asks him to stop, but Darren continues sending porn.	Sexual Harassment – Darren is sexually harassing Brian.
Amanda thinks Joseph is hot. She wants to hook up with him. Next time they are at a party together, Amanda offers to give him a blow job. Joseph says no. Amanda keeps following him around the party, keeping close to him and cuddling him. She pushes in when Joseph begins to talk to other girls.	Sexual Harassment – Amanda is continuing to behave in a sexual way after Joseph asked her to stop.
Cassie is an 'out and proud' Year 9 girl. On a school camp, she shares a tent with Emma. She and Emma spend lots of time talking together. Emma tells Cassie that she has never had a boyfriend or been kissed. On the last night of camp, Cassie and Emma cuddle up together to talk and Cassie kisses Emma on the lips. Emma kisses her back.	Safe and respectful sex/ sexual activity – The kiss is safe and respectful, but note that it would be inappropriate/ potentially unsafe for any couple (regardless of gender) to have sex on a school camp.
Mark and Steven are football mates. At the end of the season, they both go to the pie night and get a bit drunk. Mark crashes at Steven's house and, during the night, he wakes up to Steven touching him. Mark responds and they have sex with a condom.	Initially sexual assault (as Mark is asleep/ unconscious) and then safe and respectful sex
Jerry is really into porn. He masturbates to it most nights before he goes to bed. Julie is his girlfriend and, one night, he tells her about his porn habit. Julie is not into porn, but Jerry wants her to watch it with him. Jerry keeps hassling her until she watches it with him. Julie says yes and they watch porn together.	Sexual Harassment – Julie did not want to look at porn, but was afraid to say no because she was pressured.



Activity: 9-10.10.3

Key Message

- In a respectful relationship, both people should feel secure enough to make their needs known, without feeling pressured by what the other person wants.

Activity Details

THEME	Respectful relationships
SUB THEME	Love relationships
TIME	30 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> a set of <i>Respectful relationships</i> cards per group a copy of <i>Respect is...</i> information sheet per student.

Used with permission from YWCA of Canberra 2008, *Relationship things resource kit*, YWCA, Canberra.

Respectful relationships

Purpose

To define what respect is like in relationships.

Teaching notes

Relationships are central to our lives. Each relationship is different because each person is different. It is important that students learn to distinguish behaviour relating to healthy or respectful relationships and to differentiate healthy, respectful relationships from unhealthy, disrespectful ones. This activity aims to provide a realistic context for the development and practice of these skills.

Please note: This activity is taken from Relationship Things Resource Kit (YMCA, 2008). This excellent resource has a number of great activities to use around the topic of respectful communication and relationships.

It can be downloaded at: www.ymca_canberra.org.au/community_resources/relationship_things_kit.

Procedure

1. Divide the class into groups of four to five students, giving each a set of *Respectful relationship* cards.
2. Ask the students to sort the cards according to respectful and disrespectful relationships.
3. Distribute the *Respect is...* information sheet and allow the students time to read it and reflect on it.
4. Groups should look at how they have divided the cards and move any they now feel are not correctly placed.
5. Have a class discussion on how cards have been divided and allow different opinions to be heard.
6. Ask the students to suggest ways they can:
 - ensure their relationships are respectful. (To help with ideas, you could draw on 'Respect is....' information sheet and/ or use the cards as prompts).
 - respond if their relationships are not respectful (e.g. communicate with the person about how you feel; talk to someone who can help you; choose to leave the relationship).
7. Students could also practice ways to communicate with someone who is not being respectful. They could use the cards and respond to the situations. Each group could have a selection of cards and then share their responses with the class. Other groups could add suggestions.
8. Students could identify how they might assist a friend who has to leave/ end a relationship. What assistance does your school or local community offer students in a difficult relationship?

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships</p> <p>Demonstrate understanding of appropriate assertiveness and resilience strategies</p>	<p>Assertive strategies to protect the health and wellbeing of self and others</p> <p>Roles and responsibilities in sexual relationships and how these can affect health and wellbeing</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others</p> <p>Describe how local and global values and beliefs determine personal and others' social relationships</p>	<p>Barriers to achieving positive relationships and strategies to overcome these</p> <p>Values as social constructs and principles (both in a local and global context)</p>

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My boyfriend or girlfriend...
...doesn't like me talking
to other guys/ girls.



My boyfriend or girlfriend...
...often puts me down
or criticises me.





My boyfriend or girlfriend...
...doesn't want me to spend
time with my friends
or family.



My boyfriend or girlfriend...
...makes me feel like I have to
watch what I say or do.





My boyfriend or girlfriend...
...sometimes scares or hurts me by being violent or breaking things.



My boyfriend or girlfriend...
...might try to hurt me or themselves if I wanted to break up with them.





My boyfriend or girlfriend...
...thinks what they want is
more important than
what I want.



My boyfriend or girlfriend...
...is controlling and
dominating.





My boyfriend or girlfriend...
...makes me scared to break
up with them.



My boyfriend or girlfriend...
...never listens to what I
have to say.





My boyfriend or girlfriend...
...doesn't mind when I
have my own opinion and
disagree with them.



My boyfriend or girlfriend...
...makes me feel safe.





My boyfriend or girlfriend...
...makes me comfortable
to be myself.



My boyfriend or girlfriend...
...encourages me to make
my own decisions.





My boyfriend or girlfriend...
...trusts me.



My boyfriend or girlfriend...
...is honest with me.





My boyfriend or girlfriend...
...tries to work out arguments
by compromising or talking.



My boyfriend or girlfriend...
...respects my feelings,
opinions and beliefs.



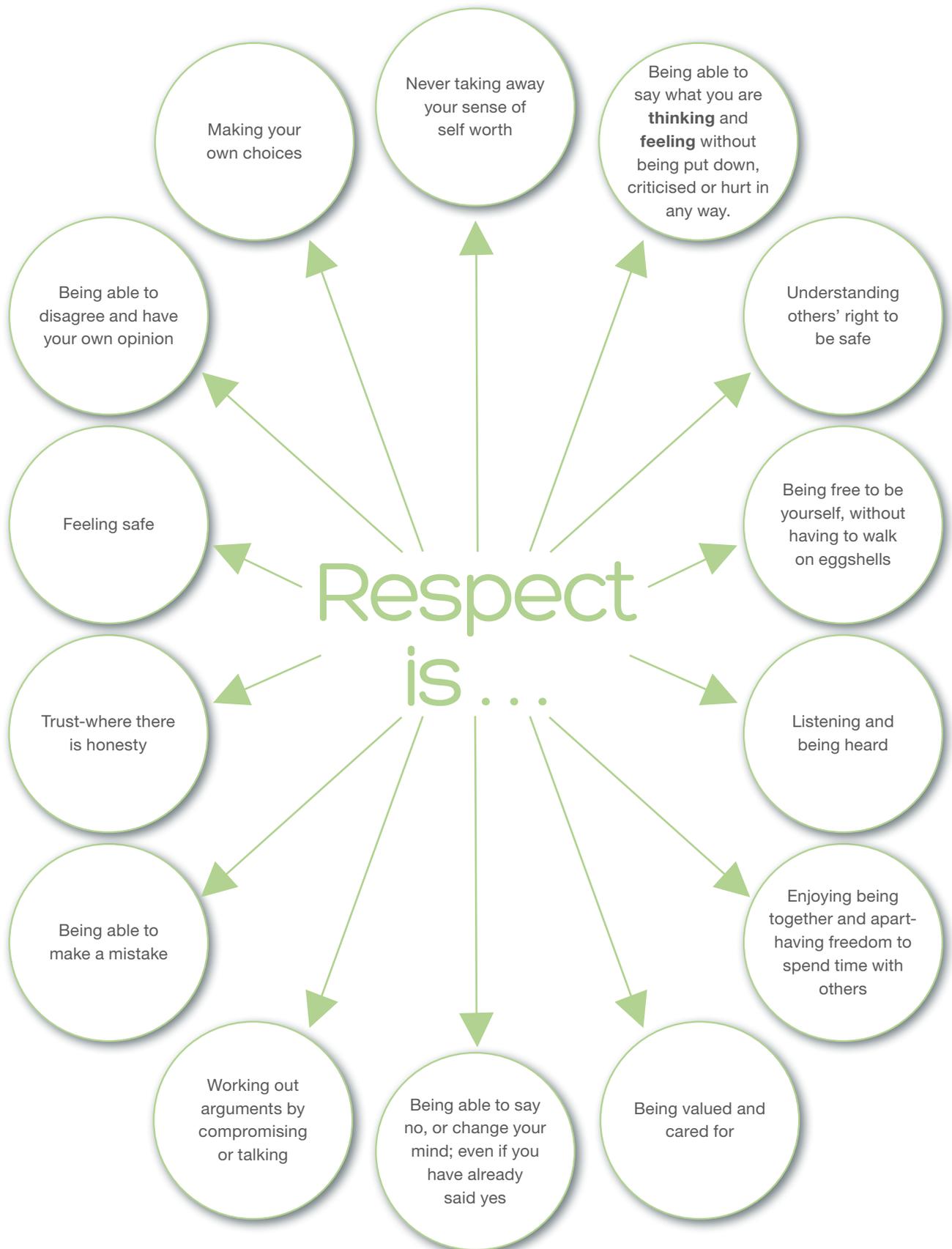


My boyfriend or girlfriend...
...lets me have my own space
and do things without them.



My boyfriend or girlfriend...
...doesn't mind when I say no,
or change my mind.





Activity: 9-10.10.4

Key Messages

- We can learn problem solving skills to help us make healthy sexual choices.
- We know where to go to if we need help with decision-making.

Activity Details

THEME	Respectful Relationships
SUB THEME	Sexual decision-making
TIME	30 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • a set of <i>Dear Dr. Love</i> scenario cards • paper and pens.

Dear Dr. Love

Purpose

To practise problem solving skills and encourage conversations about a range of issues affecting the sexual decision-making of young people.

Teaching notes

Students love doing this activity because it's a lot of fun and also gives them the chance to share their knowledge about sexual issues. It can be used as a formative assessment activity before starting a unit of work, or at the end for summative assessment.

Procedure

1. Divide the class into groups of four to five students.
2. Give each group a *Dear Dr. Love* scenario card.
3. Allow enough time for students to talk about the scenario on their card and come up with some practical suggestions to help that person. Let them know they'll need to write these suggestions in letter format to reply to the person.
4. Ask each group to choose two spokespeople, one to read the scenario and another to read their written response.

Discussion

A class discussion could include the following questions:

- How is the young person in your scenario feeling?
- What issues are they faced with?
- Do you think these are common issues for young people?
- How easy is it to make healthy sexual choices? What stops young people from doing this?
- Where else could this young person go for help or support?

As a class, talk about the specific issues for each scenario, including those relating to the themes of identity, gender, power, stereotypes, relationships, feelings and communication.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and explain the rights and responsibilities associated with gaining more independence, including those related to sexual issues and sexual relationships</p> <p>Compare and evaluate perceptions of challenge, risk and safety</p> <p>Demonstrate an understanding of appropriate assertiveness and resilience strategies</p> <p>Analyse the positive and negative health outcomes for a range of personal behaviours and community actions</p> <p>Analyse how government and non-government bodies can be used to support the health needs of young people</p>	<p>Assertive strategies to protect the sexual health and wellbeing of oneself and others</p> <p>Roles and responsibilities in sexual relationships and how these can affect health and wellbeing</p> <p>Sexuality and sexual health issues such as safer sex practices, sexual negotiation, same-sex attraction and the impact of alcohol on sexual and personal safety</p> <p>Support strategies for young people experiencing difficulties in relationships or with their sexuality</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate an awareness of complex social conventions and behave appropriately when interacting with others</p> <p>Evaluate personal behaviour in relationships, identify potential conflict and employ strategies to avoid and/ or resolve it</p>	<p>Strategies to build and maintain positive relationships</p> <p>Managing peer influence and building positive peer relationships</p> <p>Conflict resolution skills</p>

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Dear Dr. Love

I'm 15 and I've been having sex with my boyfriend for about three months. When he went to the doctor, he found out he had Chlamydia. What does that mean? Will I get it? Do I have to go to the doctor as well? I don't know what to do.

I'm too embarrassed to tell my mum.
Please help.

Signed
Worried



Dear Dr. Love

I've just found out that the girl I've been going out with has been on the Pill for 12 months. I reckon this means she's ready for sex and my mates say 'go for it'. What do you reckon? We're both 16.

Signed
Not sure





Dear Dr. Love

I've just turned 16 and my problem is kind of embarrassing. I really like this guy at school. He's great fun to be with and he's always been really nice to me, but all my friends think he's a loser.

I'd like to go out with him, but I'm worried about how my friends will react. What should I do?

Signed
Undecided



Dear Dr. Love

I'm 15 and my boyfriend's 18. We've been together for six months. A few weeks ago, his parents went away for the weekend and we were left alone together. At first, we were just kissing and touching, but then he took his clothes off and started to unzip my jeans. I told him I wasn't ready for sex yet, but he threw me down and forced me to have sex with him. Now I can't even look at him. I thought he loved me.

What should I do?

Signed
Crushed





Dear Dr. Love

My best friend slept over last week. We were mucking around in my room at first, but then it changed to kissing and touching each other. Now we're really hot for each other. We'd rather spend time together than with our boyfriends. My problem is that we're both girls!

Signed
Curious



Dear Dr. Love

I have a very caring boyfriend and we really love each other. He wants to have sex and so do I, but I'm scared of getting pregnant. What are the chances of a condom breaking? If this did happen, what could I do?

Signed
Ready for the next step





Dear Dr. Love

My boyfriend and I watched a DVD at his place last Saturday night. It was an R-rated movie that showed a few guys having sex with a girl. Some parts were funny and sexy, but the guys gave the girl a really hard time. I felt upset after watching it, but my boyfriend said I was just being stupid. We had a fight and now I don't know where I stand.

Can you help? I'm miserable.

Signed
Upset



Dear Dr. Love

I'm going out with this great guy who I met through my brother. When we're together, he's really sweet and great to be with, but my brother wants me to dump him because he overheard him telling his mates how much I'm putting out.

I can't believe it's the same guy! Should I talk to him about this, or is my brother right?

Signed
Sam





Dear Dr. Love

I'm 15 and a total freak. All my friends have gone sex crazy and all they want to talk about is who's hot and who's getting it on with who. I don't care about this stuff at all.

We used to have a great time, mucking around and hanging out. Now I'm just bored. Will I ever get interested in sex stuff?

Am I normal?

Signed
Freaked out



Dear Dr. Love

I've been best friends with Abbey since primary school and we've always done everything together. Over the last six months, she's had two boyfriends and when we're together, that's all she can talk about. I hardly see her when she's going out with them, but then she comes running back to me when they break up.

Is it normal to feel like this? How can I tell her how much this upsets me?

Signed
Left out





Dear Dr. Love

I need your help. I'm a 15 year old guy who's been cruising along until now. Lately, I've started having these full-on dreams about this guy from school. I've even started thinking about him during the day in the way I normally thought about girls.

I'm scared this means I'm gay. How can I tell if I am? What would my mates think? I've heard them put gay guys down a lot.

I don't feel like I can talk to anyone about this, so please help me!

Signed
Paul



Dear Dr. Love

I'm a 15 year old guy. My problem is that I know something about someone else and don't know if I should tell them.

My best mate's going out with this hot girl. She's really nice and we're good friends.

The other day, he was showing all the guys some photos of her on his phone. The photos showed her topless and the guys were laughing about the size of her nipples.

I want to tell her because I'm sure she doesn't know her boyfriend's doing this. Can I dob in a mate though? What should I say?

Signed
Help!





Dear Dr. Love

My boyfriend and I have been going out for six months. Lately, he's been asking me to send him naked photos of myself to his mobile. He's being really full-on about it and says that everyone does it.

I really like him, but I've heard so many awful stories about girls who do this. I'm scared he'll think I'm frigid if I don't do it. What should I do?

Signed
Scared



Dear Dr. Love

I'm a 16 year old guy and for a couple of years now, I've thought that I might be gay. Last weekend, some stuff happened with this guy from school who I've been hanging around with. Now he's all I can think about. I want to be with him all the time and he feels the same.

When is it okay to 'come out' as a couple?
How do I know if this is the real thing?
How can I tell my family?

Signed
Lots of questions



Teaching sequence 11: Sexual pleasure, desire and intimacy

Learning outcomes

Students will:

- develop an understanding of the differences between love and sex
- define the sexual arousal cycle of males and females and how these impact on sexual pleasure
- identify the role of good communication in achieving mutual sexual pleasure
- critically reflect on how gender stereotyping can influence sexual behaviour
- explore the diversity of individual views around what constitutes an emotionally close or intimate relationship.

Key messages

- During adolescence, young people may become interested in more intimate relationships.
- Sex and love are different.
- Sex should be pleasurable and mutually enjoyable.
- We each have the right to decide where our limit is in every relationship.
- Intimacy can mean different things to different people.
- Dating is a way to spend time with someone in order to get to know them.
- Intimate relationships may or may not be sexual. If relationships are sexual, it is important to understand how our bodies work sexually and to be able to communicate our sexual needs to our partner.

a. Review the home activity: Respectful relationship cards

Review the homework by asking students how their parents classified the relationship scenarios. Determine whether or not there were any differences of opinion between students and their families.

b. Introduce sexual pleasure, desire and intimacy

Briefly outline the content of this teaching sequence. Let students know that this is a part of sexuality education that is often missing from the curriculum. Acknowledge that, for some students, these topics may be confronting, but that they are essential to cover. Even if students do not need the information now, most will at some stage.

c. Activity 9-10.11.1: Love and sex

This activity allows students to develop an understanding of the differences between love and sex. It is best completed in small groups.

d. Discuss desire, intimacy and arousal

Discuss how sex should be a positive experience and that knowledge about how our bodies work sexually can help in creating a positive sexual experience. Let students know that too often, young (and older) people are unaware of their arousal cycle and explain how this may be different for each gender.

Use the *SafeLanding Arousal and Desire* PowerPoint (Tool 27) to outline the arousal cycles of males and females and how these impact on desire, intimacy

and sexual experiences. Reinforce that regardless of shared gender patterns, each individual will have their own sexual response pattern. Explain that some people may be highly sexual, whereas others will not be as interested in sex and that this is normal in both opposite sex and same-sex relationships.

e. Brainstorm stereotypes

Brainstorm as a class to come up with a list of stereotypes that exist in relation to males, females, opposite sex and same-sex attracted people and sexual performance. As part of this discussion, revisit some of the information covered in *Teaching sequence 7* about gender and power in sexual relationships. It is important to include relevant examples for students of all sexual orientations.

Ensure that students revisit some of the key messages from *Teaching sequence 7*. These include understanding that there are social stereotypes and assumptions about how males and females will act sexually (e.g. boys are always wanting a lot of sex, girls think that they cannot be too sexual, gay men always have anal sex, all lesbians use dildos etc.). These gendered messages can impact on sexual behavior, as young people may feel pressured to act out a stereotyped version of being male, female, opposite sex attracted or same-sex attracted.

Continued next page...

Teaching sequence 11: Sexual pleasure, desire and intimacy (continued)

Discuss with students the impact that gendered messages could have on sexual performance (e.g. boys may feel pressured to make all of the sexual advances, which may create anxiety that could lead to difficulty in getting an erection, girls may feel pressured and anxious about having sex before they are comfortable, which could cause physical changes such as a dry vagina that could lead to painful or uncomfortable sex, same-sex attracted young people may participate in sexual activities that they do not feel comfortable with because it is seen as the 'right' kind of sex etc.). Ensure students understand that sex is most satisfying when people feel comfortable, relaxed and safe and that pressure and anxiety are rarely conducive to fulfilling sex.

f. Activity 9-10.11.2: Intimacy scale

This activity is best completed in small groups. Allow a lot of time for discussion and debriefing as a class. Reinforce key messages around differences in perceptions of pleasure and intimacy, setting boundaries or limits in relationships and respecting a partner's needs in a relationship. Include a discussion on how to talk with a partner about sexual needs and desires.

g. Summarise sexual pleasure and the communication of sexual needs

Discuss issues around sexual pleasure and the important role that communication plays in mutually enjoyable sex. Acknowledge that this may be difficult or embarrassing at times, but that a healthy and respectful relationship should enable good communication about intimate matters.

Please note: Although this session focuses on sexual activity, reinforce that many young people choose abstinence as a valid choice in their sexual lives. Although the information may not be relevant to all students at this stage, it is important for them to understand these issues.

h. Question box

Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.

i. Home activity 9-10.11.3: Home interview: dating

Students are to interview a trusted adult about relationships and dating.

Please note: Be mindful that the completion of this activity may not be possible for some students due to cultural or family sensitivities. Students will need to make their own decision regarding this.

Activity: 9-10.11.1

Key Messages

- Sex and love are different.
- Sex should be pleasurable and mutually enjoyable.

Activity Details

THEME	Healthy Relationships
SUB THEME	Sexual decision-making
TIME	30 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • a set of <i>Love and sex</i> cards per group • a copy of the <i>Love and Sex</i> Teacher reference sheet.

Love and sex

Purpose

To allow students to develop an understanding about the differences between love and sex.

Teaching notes

This is a discussion based activity. Although there are clear answers, the students should be encouraged to present their point of view about the placement of a card. It could also be conducted as a class activity.

Procedure

1. Divide the class into groups of four to five students.
2. Explain that each group will be given a set of statements which they will need to read, discuss and classify as 'Love' or 'Sex'.
3. Allow sufficient time for discussion and classification.
4. Ask each group to report back to the class.

Discussion

A class discussion could focus on the following:

- The differences in individual perceptions of the meaning of 'love' and sex.
- The impact of our background and values on our decisions.
- Where do we get information about love and sex?
- How do we know when we are in love?
- How do we know when we are ready for sex?
- Do we have to be in love to have sex?
- Do we have to have sex if we are in love?
- What part does communication play in these decisions?
- Where/ who can we go to for help or information?
- How do you negotiate when your partner has a different opinion of love and sex to yours?

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and describe a range of social and cultural factors that influence the development of personal identity and values</p> <p>Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships</p>	<p>Sexuality and sexual health issues such as safer sex practices, sexual negotiation, same-sex attraction and the impact of alcohol on sexual and personal safety</p> <p>Social and cultural factors influencing the development of personal identity</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Describe how local and global values and beliefs determine personal and others' social relationships</p>	<p>Values as social constructs and principles</p>

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Love and sex

Teacher reference sheet

Love...

_____ is not caused by hormones and body chemicals.

_____ is emotional, and touching is not necessary.

You must know and trust someone before you have this.

You can do this and not have sex.

People fall in _____ to have personal growth and emotional closeness.

_____ is enjoyed because of affection and emotional closeness.

_____ cannot be forced on someone.

_____ can go on forever; it doesn't need any special body parts.

_____ can be long lived; it can last for years.

_____ can start at any age.

_____ requires work and commitment and can be difficult and testing at times.

Sex...

The hormones in our bodies have an effect on this behaviour.

_____ involves physical contact between people.

You can have this with a complete stranger.

You can have this and not be in love.

People often have this for excitement and release of sexual tension.

_____ is often enjoyed by having sexual intercourse and touching.

_____ can be forced on someone.

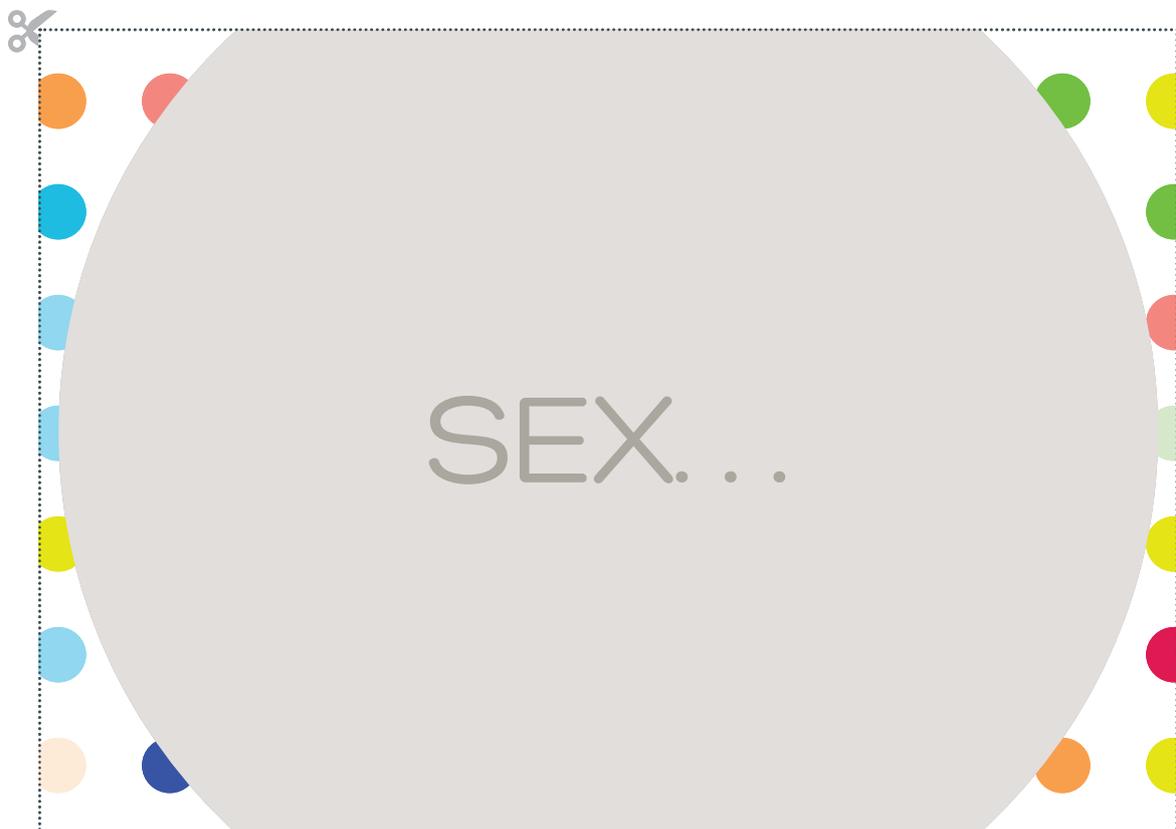
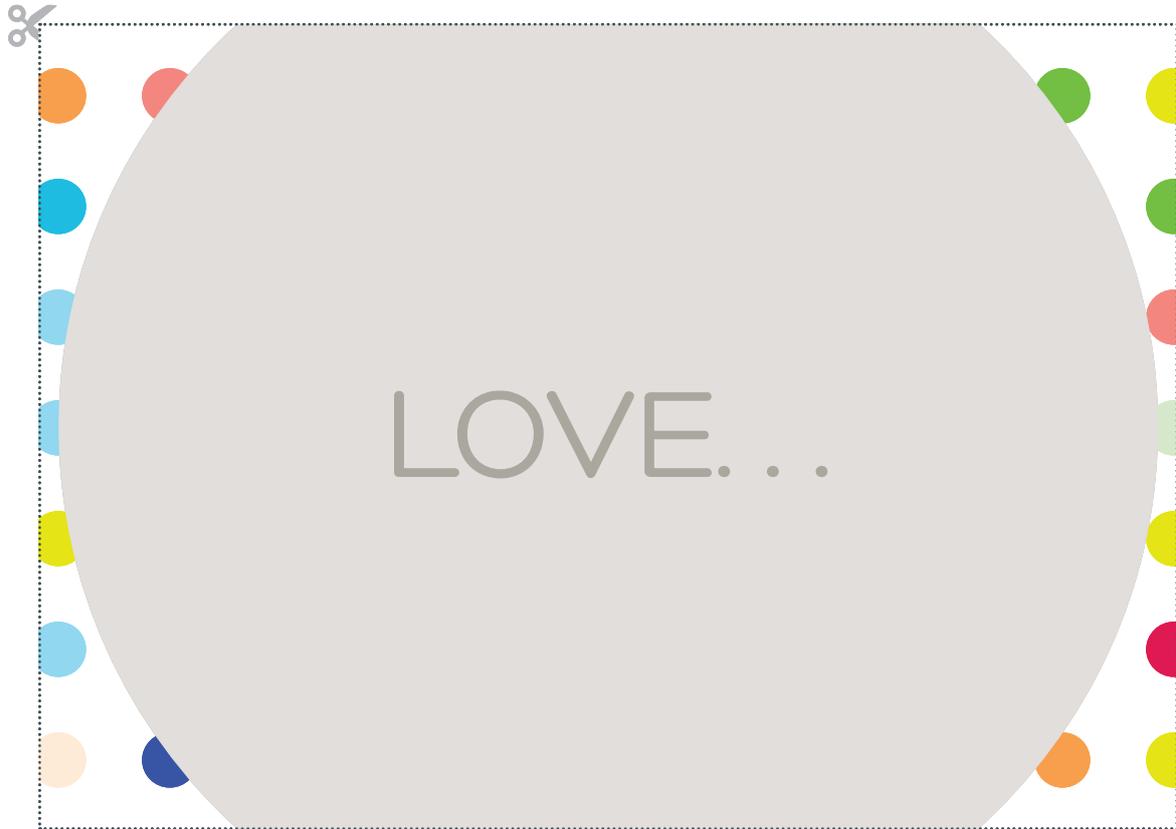
You can have this only as long as the body's sex organs keep working.

_____ only tends to be short lived; it goes on for minutes.

_____ usually begins in teenage or early adult years.

_____ is not always great and can be difficult to negotiate at times.





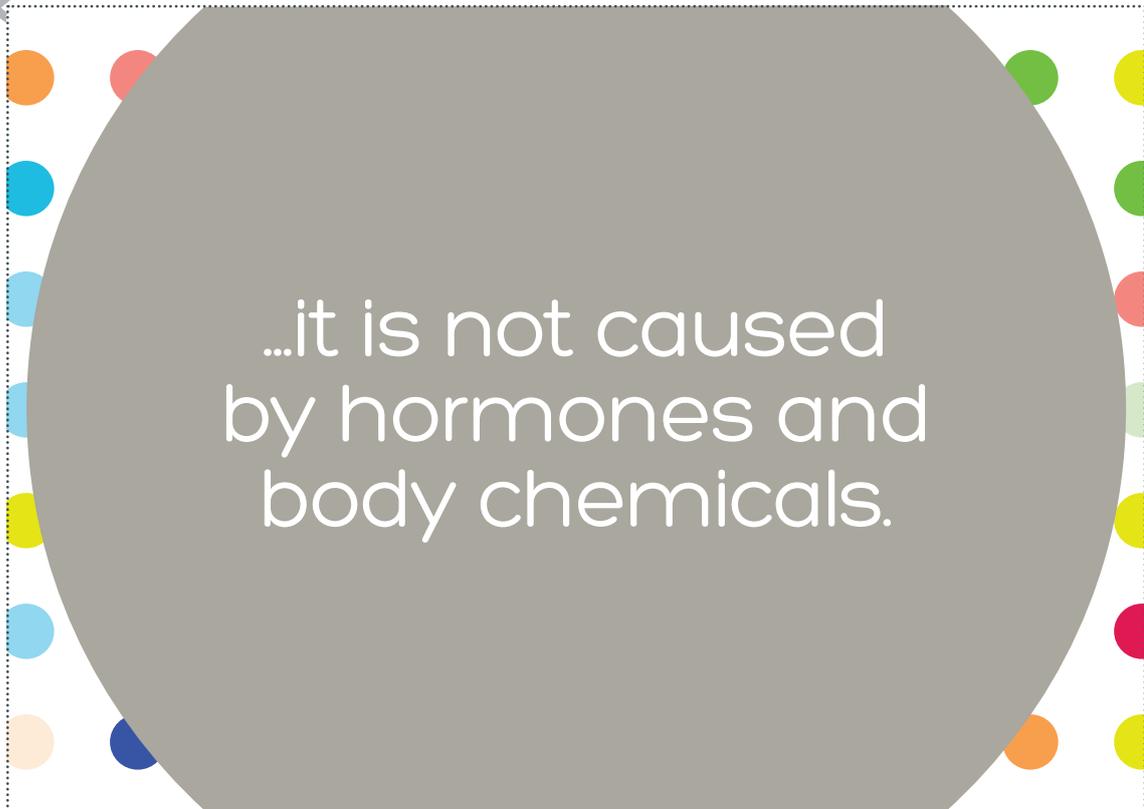


...can start at
any age.

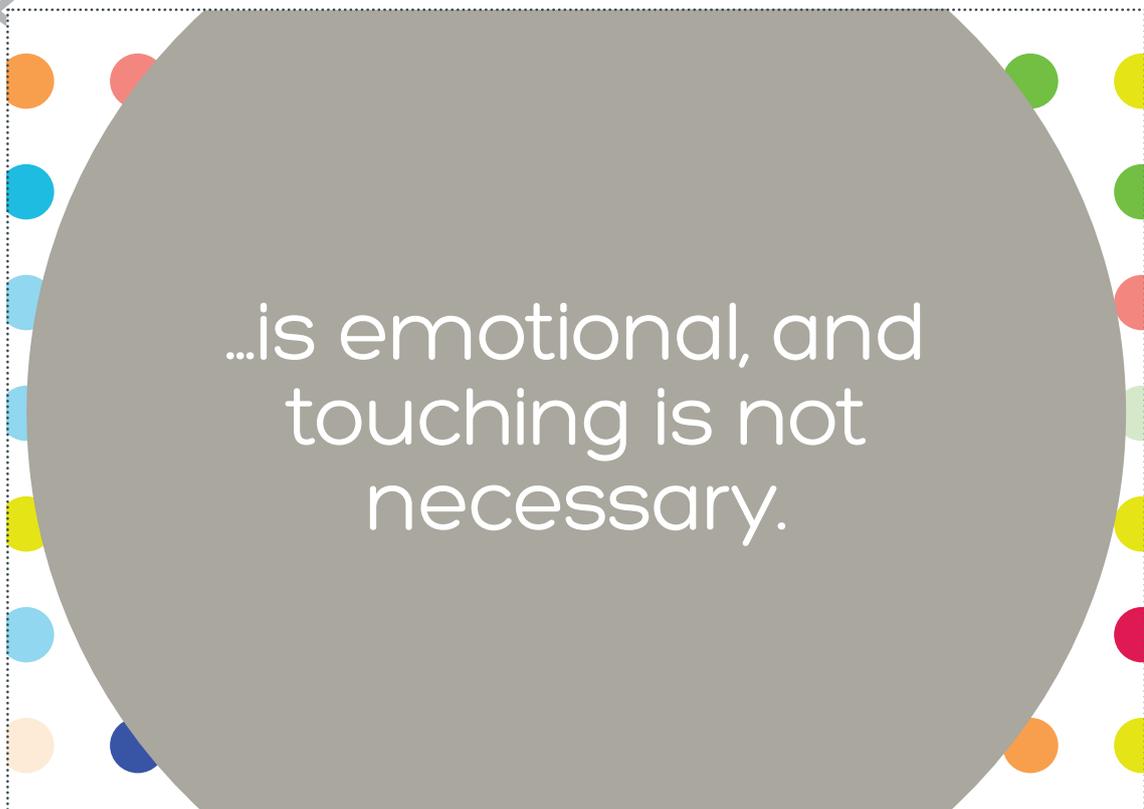


...can be long lived; it
can last for years.





...it is not caused
by hormones and
body chemicals.



...is emotional, and
touching is not
necessary.





You must know and trust someone before you have this.



You can do this and not have sex.







...is enjoyed because
of affection
and emotional
closeness.



People fall in
_____ to have
personal growth
and emotional
closeness.





...requires work and
commitment and
can be difficult and
testing at times.



The hormones in
our bodies have
an effect on this
behaviour.



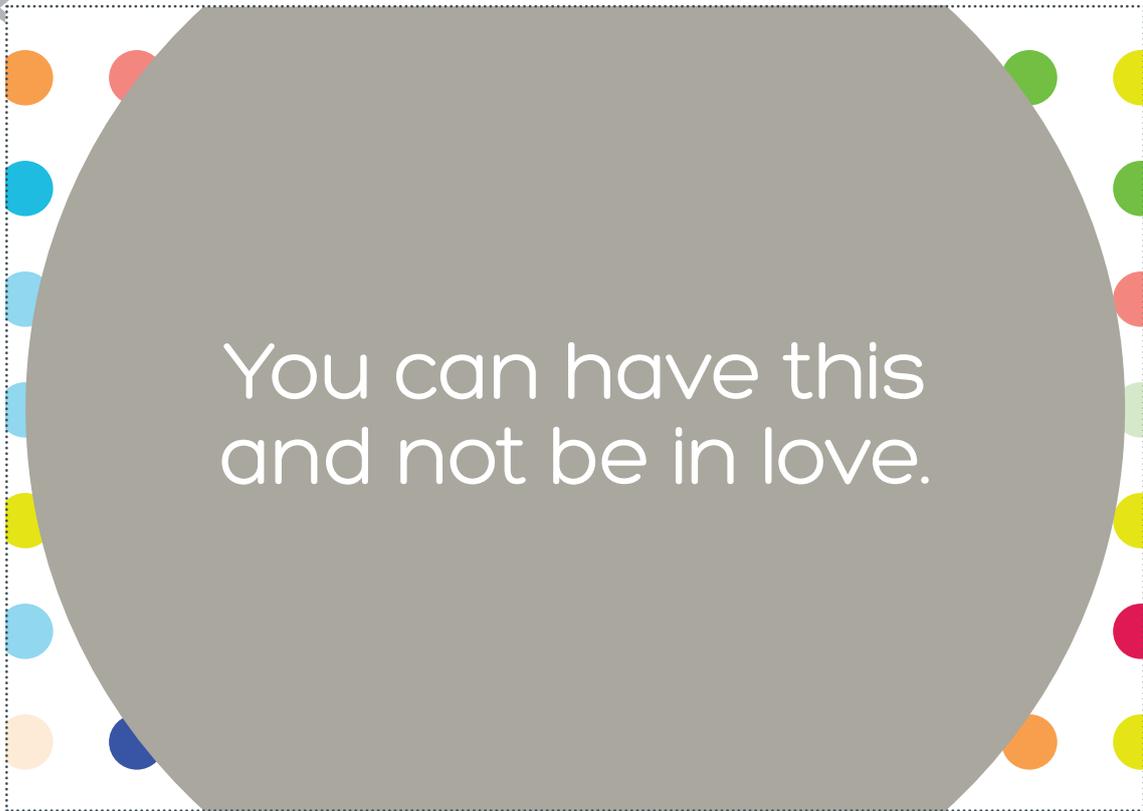


...involves physical contact between people.



You can have this with a complete stranger.







...is often enjoyed
by having sexual
intercourse and
touching.



...can be forced on
someone.





...only tends to be
short lived; it goes
on for minutes.



You can have this
only as long as the
body's sex organs
keep working.





...usually begins in
teenage or early
adult years.



...is not always great
and can be difficult
to negotiate at
times.



Activity: 9-10.11.2

Key Messages

- Everybody has the right to decide where their limit is in every relationship.
- Intimacy can mean different things to different people.

Activity Details

THEME	Respectful Relationships
SUB THEME	Sexual decision-making
TIME	40 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • a set of <i>Intimacy scale</i> cards for each group.

Adapted with permission from Mackay, L and Cleland, A 1994, *Challenges and change: a sexuality education programme for adolescents*, New Zealand Family Planning Association, Auckland.

Intimacy scale

Purpose

To explore issues relating to relationships, intimacy and communication.

Teaching notes

This activity lets students look at their own attitudes and values and how they might respond to real-life situations where they need to make choices. It generates a lot of discussion, so it's important to allow plenty of time for each step. It's designed to be done in groups, but also works well as a class activity, where some students are given a card and asked to silently put themselves on the continuum. Each student is then given the chance to explain their choice before taking part in a class discussion.

Procedure

1. Ask the students to define 'intimacy'. Allow them time to develop a definition, with a partner, and discuss, as a class, until a consensus is reached.
2. Explain that a dictionary definition of intimacy is: a close, familiar and usually affectionate or loving personal relationship with another person or group.
3. Broaden the definition of intimacy by briefly discussing if it is possible to be physically, emotionally, spiritually, intellectually and sexually intimate.
4. Divide the class into groups of four to six students, giving each group a set of *Intimacy scale* cards.
5. Ask students to place each card on a scale from 'Most intimate' to 'Least intimate'. Students do not have to place all cards on the continuum and may decide that some are not relevant to what they would participate in within a relationship. There are no right or wrong answers.
6. Each group must try to come to agreement about the placement of the cards. Allow plenty of time for group discussion.
7. Ask a spokesperson from each group to report back the three most intimate and three least intimate activities and the group's reasoning.

Discussion

A class discussion could focus on the following questions:

- How do individual perceptions of intimacy affect the placement of cards?
- Does everybody have a right to decide where her/ his limit is at any given time? How is this expressed?
- How is the context of each activity relevant to the degree of intimacy involved?
- What influences your decisions about how intimate you are with someone?
- What happens when two people in a relationship want different levels of intimacy at the same time?
- What happens if we try to pressure someone to be more intimate than they are ready for?
- Where does a relationship start and how does it continue?
- How are our beliefs/ attitudes about intimacy formed?
- Where/ who can you go to for help or information about relationships and decisions?

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and describe a range of social and cultural factors that influence the development of personal identity and values</p>	<p>Roles and responsibilities in sexual relationships and how these can affect health and wellbeing</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Describe how local and global values and beliefs determine personal and others' social relationships</p> <p>Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others</p>	<p>Complex social conventions and how these influence feelings and behaviour</p> <p>Values as social constructs and principles</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.







Showing affection
in public



Saying "I love you"





Dancing together



Sharing secrets





Texting or
Facebooking
each other



Introducing your
partner to your
parents





'Having a feel'
with your
clothes on



Giving presents
to each other





Sleeping together
(no intercourse)



Going to the movies





Listening to music



Hugging







Sending a nude
photo of yourself
to your boyfriend/
girlfriend



Flirting





Oral sex



Having sexual
intercourse





Fingering/ hand job



Looking at porn
together



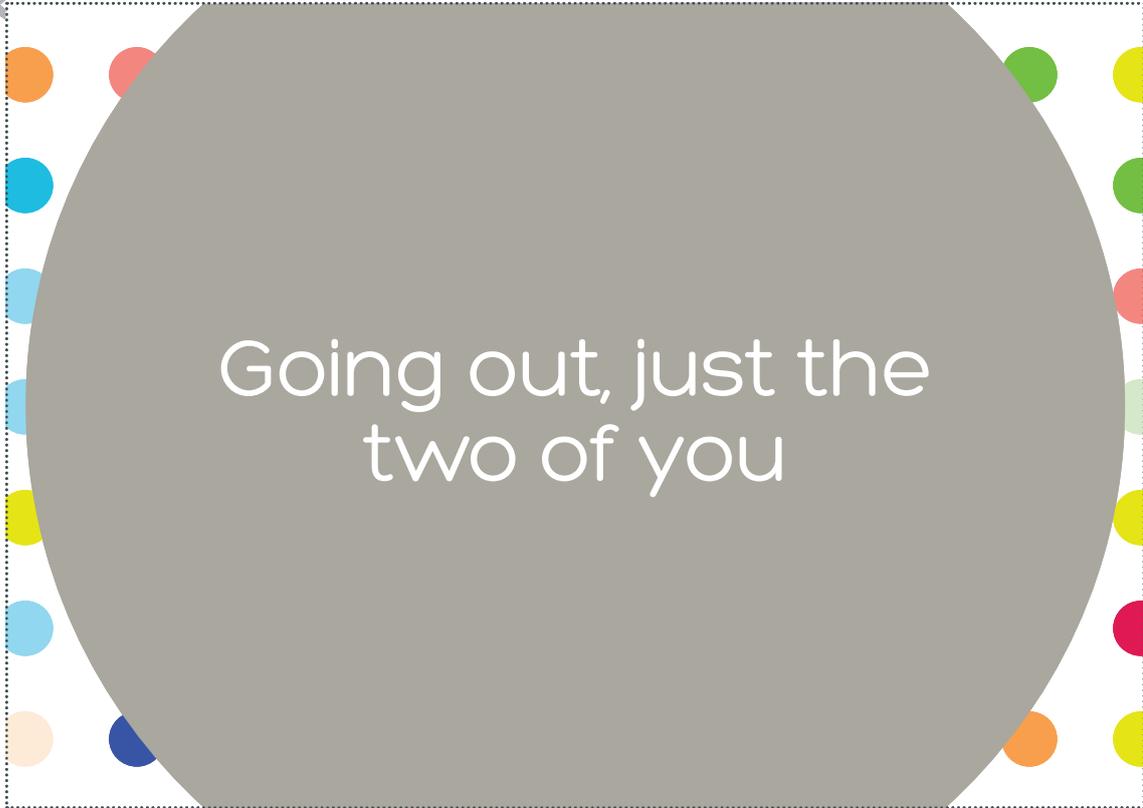


Holding hands



Hanging out at
each other's houses





Activity: 9-10.11.3

Key Messages

- During adolescence, young people may become interested in more intimate relationships.
- Dating is a way to spend time with someone in order to get to know them.

Activity Details

THEME	Respectful Relationships
SUB THEME	Love relationships
TIME	20 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	• a copy of <i>Home interview: dating</i> for each student.

Home interview: dating

Purpose

To encourage communication between parents/ carers and their children on the subject of dating.

Teaching notes

This worksheet requires students to interview a trusted adult about relationships and dating. This may not be possible for some students due to cultural constraints or individual family values. For these students, it may be possible to provide an onsite 'adult' who they can share the activity with (e.g. other teachers, school counsellor, welfare staff, school nurse etc).

Procedure

1. Hand out the *Home interview: dating* worksheet and explain it is a homework activity.
2. Explain that students are to interview their parents/ carers if possible, or another trusted adult.
3. Explain that the aim is to reflect on the idea of dating and the role it plays in relationships and to think about how dating has changed over the last 20 years.
4. In the next class/ session, have students discuss their findings.

Discussion

These questions can be used as follow up:

- What is dating?
- What role does it play in relationships?
- Did people date much 20 years ago?
- If they did, what did they do?
- Do people date much now when they are teenagers?
- How is dating depicted on television?
- What are the differences between TV dating and dating in reality?

End the discussion by brainstorming and recording advice given by the interviewee on dating.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Interpersonal development</p>	Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others	Complex social conventions and how these influence feelings and behaviour
<p>Dimension Building social relationships</p>	Describe how local and global values and beliefs determine personal and others' social relationships	Values as social constructs and principles

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Home interview: dating

Interview a parent/ carer, if you can. If they are unavailable, ask another trusted adult who is at least one generation (20-25 years) older than you.

Dating in the 'olden days'

1. Define 'dating' as it was for you as a teenager.

2. Were there any rules about dating when you were a teenager?

3. In what ways, if any, do you think dating has changed over the last generation for teenagers?

4. Do you think dating is easier or harder for young people these days? Why?

5. What advice would you give a teenager about dating these days?



Teaching sequence 12: Sexual and gender diversity

Learning outcomes

Students will:

- critically examine assumptions about same-sex attraction and gender diversity
- examine the concept of gender and reflect on the challenges that are faced by people who identify as gender questioning
- examine a model of sexual orientation that highlights the fluid nature of sexuality and how it can change in different life circumstances and over different timeframes
- explore the range of homophobic attitudes that exist and challenge personal attitudes towards these
- identify strategies that students could use to combat homophobic and transphobic bullying and support young people of all sexual orientations and gender identities
- identify school policies and practices in relation to sexual harassment, homophobia, transphobia and discrimination.

Key messages

- It is important for all young people to feel supported, safe and secure at school, regardless of their sexual orientation or gender identity.
- Sexuality is not fixed and there is a diverse range of sexual orientations.
- Sexuality is vital and dynamic and an integral part of our lives from birth.
- It is difficult to describe sexual orientation or gender diversity in simple terms.
- Young people have an essential role to play in supporting their peers and are important agents of change in combating homophobic and transphobic bullying.

a. **Review the home activity: Family interview on dating**

Review the homework by discussing how comfortable students felt in interviewing an adult about relationships and dating. Ask students if they were surprised by any of the responses given and if so, why.

b. **Activity 9-10.12.1: Choosing values**

This activity, from the resource titled *Affirming diversity* by the New Zealand Family Planning Association, provides students with the opportunity to examine values and challenge negative attitudes around sexual and gender diversity.

c. **Discuss gender identity**

Examine the concept of gender, using the Teacher reference sheet included with the above activity. Draw the model on the board and discuss as a class. As this is a complex area of sexuality education, notes have been provided to assist in debriefing.

d. **Activity 9-10.12.2: Being a trans man**

This activity is a great way to explore issues around gender identity and challenge students to be more inclusive in their definitions of gender and sexuality. It has been taken from the curriculum resource titled *Talking sexual health* by Debbie Ollis and Anne Mitchell (2001).

e. **Outline the sexual trichotomy model**

This model was developed as part of the resource *Talking sexual health*. It provides a framework for examining the complex nature of sexual orientation and understanding why there is variation in how it is defined by different cultures and over different times.

f. **Activity 9-10.12.3: Binary thinking**

This activity provides the necessary background for Activity 9-10.12.4 (see part g).

g. **Activity 9-10.12.4: Opposite ends of the pole**

This activity builds on understandings gained from the sexual trichotomy model and binary thinking (see parts e and f). It allows students to work in small groups to examine scenarios and make decisions about the sexual orientation of different characters.

h. **Activity 9-10.12.5: Investigating policies and practices**

Use this activity to investigate policies and practices in relation to sexual harassment, homophobia, transphobia and discrimination.

Continued next page...

Teaching sequence 12: Sexual and gender diversity (continued)

- i. **Discuss positive strategies to support sexual and gender diversity in school life**
Finish with a discussion on the importance of affirming the diversity of young people in schools. Ask students to suggest practical ways that they could do this. If time allows, students could develop some whole-school strategies for creating and maintaining a school environment that affirms the diversity of young people. For more information on whole-school learning activities, see the *SafeLanding Sample Unit of Work AusVELS Levels 9-10*.
- j. **Question box**
Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.
- k. **Home activity: Investigating policies and practices**
Students are to ask their parents if they know of any policies or practices of clubs, businesses or other organisations that deal with sexual harassment, homophobia, transphobia or discrimination.

Activity: 9-10.12.1

Key Message

- It is important for all young people to feel supported, safe and secure at school, regardless of their sexual orientation or gender identity.

Activity Details

THEME	Identity
SUB THEME	Values and beliefs
TIME	40 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • list of <i>Choosing values statements</i> Teacher reference sheet • <i>Gender diversity</i> Teacher reference sheet • <i>Choosing values</i> cards • cleared space on the floor.

Affirming Diversity; an educational resource on sexual orientation and gender identity, New Zealand Family Planning Association, 2007.

Choosing values

Purpose

To facilitate students in clarifying their own values by reflecting on views and beliefs of different members of their class. This activity also helps to dispel myths and stereotypes that could lead to bullying and/ or abuse.

Teaching notes

This activity is best done when the students have had previous sessions where they have discussed and learnt about diverse sexual orientations and gender identities. The activity can be done as a whole class or in smaller groups. Reinforce ground rules, especially confidentiality and no put downs. There are no right or wrong answers in this activity. Students should also have the right to pass if they feel uncomfortable about the questions asked.

Please note: For this activity, please refer to Tool 31 Teacher fact sheet on addressing the needs of same-sex attracted and sex and gender diverse young people in Tools for Teachers. A summary page titled Gender Diversity has been included as a Teacher reference sheet.

Procedure

1. Place the *Choosing values* cards ('Agree', 'Disagree' and 'strongly disagree') in each corner of the room.
2. Read out a *Choosing values* statement from the list and invite students to stand on a corner that most closely fits with their feelings about the statement.
3. Encourage discussion between students standing in the same corner.
4. Ask for a volunteer at different points of the corner to say why they are standing there.
5. Discuss between two and five comments for each statement if time permits.

Discussion

Discussion points might include:

- What or who might influence the values we hold?
- Which statements were challenging?
- What assumptions does our community commonly hold about people who are same-sex attracted, intersex, trans or gender diverse?
- Are the assumptions fair?

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and describe a range of social and cultural factors that influence the development of personal identity and values</p> <p>Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships</p>	<p>Sexuality and sexual health issues such as safer sex practices, sexual negotiation, same-sex attraction and the impact of alcohol on sexual and personal safety.</p> <p>Assumptions, community attitudes and stereotypes about young people and sexuality</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Choosing values statements

Teacher reference sheet

Heterosexuals flaunt their sexuality by public displays of affection.

An 11 year old who says "I am gay" is probably just going through a phase.

A transwoman (male to female) should be able to compete in women's sporting events.

Talking about homosexuality with young people encourages them to experiment sexually with the same sex.

People choose to be gay.

Most Australians think it's okay to be gay or lesbian.

A child is better off with two heterosexual parents than with two gay parents.

An intersex person should live as a man or a woman.

Gay men are more promiscuous than straight men.

The main reason for sex is pleasure.

Sex outside marriage is wrong.

It would bother me if people assumed I was gay.

I would feel uncomfortable if a transgender person was in the same public toilet as me.

I'd feel comfortable if someone of the same sex asked me out on a date.

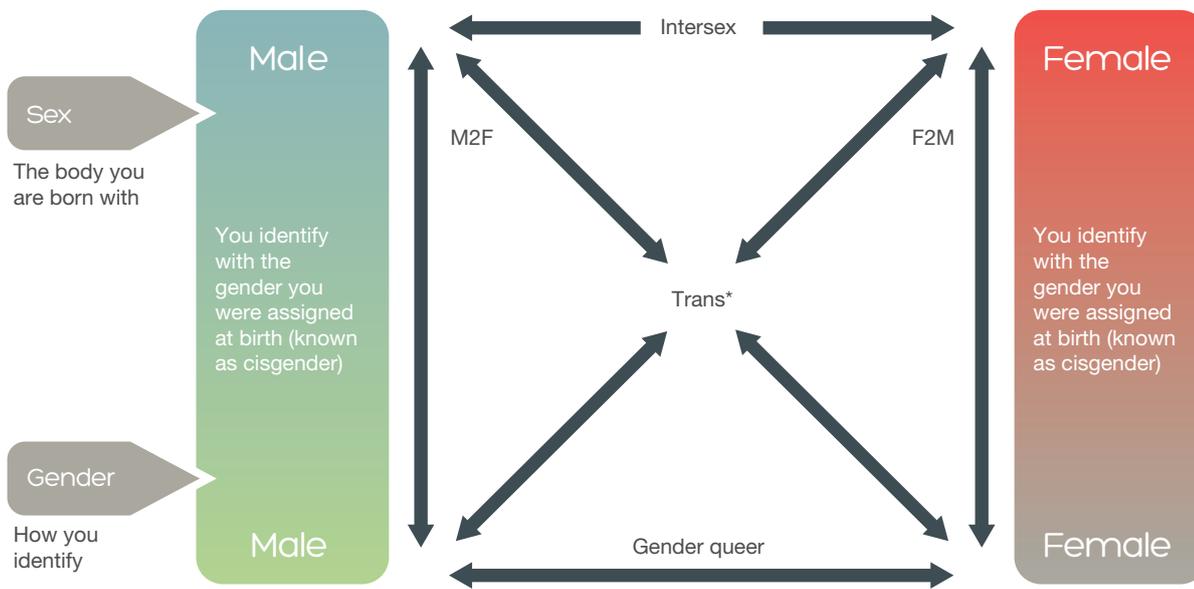
Lesbians can't have 'real' sex.



Gender diversity

Teacher reference sheet

Sex and gender are fluid



Adapted from Family Planning NZ 2007, *Affirming Diversity: An educational resource on sexual orientation and gender diversity*, NZ Family Planning Association, pp. 70-73.

SEX: This is the body we are born with. The majority of us were born with bodies on either end of the 'male' and 'female' spectrum. Children who are born somewhere along this spectrum may have an 'intersex' condition (the old term was 'hermaphrodite').

GENDER: Gender relates to how masculine or feminine we feel we are is a socially constructed concept. For a transgender person, a woman may have been born with a male sex/ body, but she may identify as a woman in terms of her gender. Those who choose to undergo hormone therapy/ surgery to align their biological sex with their gender identity are often called transsexuals (or 'male-to-female' M2F, or 'female-to-male' F2M).

Please note: Gender identity and sexual orientation are two separate things (i.e. one does not inform the other).

Further information

For more information about sexual and gender diversity and a list of organisations that cater for the needs of people who are intersex, trans and gender diverse, refer to *Tool 31* in *Tools for Teachers*.







Activity: 9-10.12.2

Key Messages

- It is difficult to describe sexual orientation or gender diversity in simple terms.
- Young people have an essential role to play in supporting their peers and are important agents of change in combating homophobia and transphobic bullying.

Activity Details

THEME	Identity
SUB THEME	Values and beliefs
TIME	30 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • <i>Being a trans-man</i> worksheet (one per student).

Being a trans-man

Purpose

To help students develop an understanding of the issues faced by a person who is transgender.

Teaching notes

This may be a sensitive issue in your classroom especially if a student is or has a close friend or family member who is a transgender person. There may also be students in your class who hold discriminatory attitudes to people who are transgender. As with all sensitive issues, students should be allowed to express their opinions, (in a respectful manner) but the teacher should step in to make the law clear on issues of discrimination and human rights.

Procedure

1. Hand each student a copy of the worksheet, *Being a trans-man*.
2. Explain that this is a young person's account of their life as a person who identifies as a trans-man.
3. Choose a student (or have a volunteer) to read aloud the account on the worksheet.
4. Discuss the questions at the end of the worksheet.

From Ollis, D and Mitchell, A 2001, *Talking sexual health: a teaching and learning resource for secondary schools*, ANCAHRD, Canberra. Used by permission of the Australian Government.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and describe a range of social and cultural factors that influence the development of personal identity and values</p> <p>Compare and evaluate perceptions of challenge, risk and safety</p> <p>Identify and describe a range of social and cultural factors that influence the development of personal identity and values</p> <p>Compare and evaluate perceptions of challenge, risk and safety</p>	<p>Assumptions, community attitudes and stereotypes about young people and sexuality</p> <p>Social and cultural factors influencing the development of personal identity, including gender</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others</p> <p>Describe how local and global values and beliefs determine personal and others' social relationships</p>	<p>Complex social conventions and how these influence feelings and behaviour</p> <p>Values as social constructs and principles (both in a local and global context)</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Being a trans-man

This is a transcript of an interview with a young person who identifies as a trans-man. Read and discuss the questions below.

I've never quite fitted into society. Although it was my childhood dream to have a wife and kids and a house and a car, 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 am 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)...ie. 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 am 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 guy's 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

Discussion

- How might society define this person in terms of their gender? Why?
- What are the implications of this definition/s for this person?
- What does it tell us about gender and/ or sexuality?
- How does he feel about himself?
- How much power does this person have?
- What changes would need to happen in society to enable this person to feel more comfortable with his gender identity and/ or sexuality?

From Ollis, D and Mitchell, A 2001, *Talking sexual health: a teaching and learning resource for secondary schools*, ANCAHRD, Canberra. Used by permission of the Australian Government.



Activity: 9-10.12.3

Key Message

- Sexuality is not fixed and there is a diverse range of sexual orientations.

Activity Details

THEME Identity

SUB THEME Values and beliefs

TIME 20 minutes

AusVELS Levels 9-10

YEARS 9 & 10

EQUIPMENT • whiteboard and markers.

From Ollis, D and Mitchell, A 2001, *Talking sexual health: a teaching and learning resource for secondary schools*, ANCAHRD, Canberra. Used by permission of the Australian Government.

Binary thinking

Purpose

Students will define the concept of binary thought and identify the limitations of it in relation to sexuality and gender.

Teaching notes

This activity is necessary before teaching *Opposite ends of the pole, Activity 6.12.4*. It uses simple examples to introduce the concept of binary thinking and how inadequate it is when dealing with complex issues.

Procedure

1. Read the following statements aloud and ask students to think about how they would answer them:
 - Lying to protect someone is wrong
 - There are deserving and undeserving poor people
 - A person should only ever have sex with someone they love
 - Abortion is wrong
 - Love always makes a person feel good
 - If one person is hurting another person, you should do something about it

Please note: Students can only 'agree' or 'disagree' with these statements. They need to think about the answer, but don't necessarily need to verbalise it.
2. Ask students if they found it difficult to simply 'agree' or 'disagree' and ask them to explain why it is difficult.
3. Inform students that it can be difficult to answer because some issues are very complex and need to be considered more deeply. This is because people frequently think in a one dimensional fashion based on opposites. This is called binary thinking.
4. Ask students to brainstorm a number of examples of binary thinking (e.g. hot/ cold, rich/ poor, right/ wrong, etc.). Write these on the board. Discuss how useful this type of thinking is and what some of the limitations may be.
5. Ask students to provide examples of where binary thinking is not adequate to represent what they wish to say (e.g. hot/cold does not include the range of temperatures, such as tepid, warm, freezing, etc.). Write these on the board to show a line, or continuum, for the concept.
6. Discuss how limiting this type of thinking can be for describing sexuality and gender (e.g. gay or straight only, male or female only).
7. Let students know that the next activity will utilise their understanding of binary thinking.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Interpersonal development</p>	Describe how local and global values and beliefs determine personal and others' social relationships	Complex social conventions and how these influence feelings and behaviours
<p>Dimension Building social relationships</p>	Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others	Values as social constructs and principles

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Activity: 9-10.12.4

Key Message

- Sexuality is vital and dynamic and an integral part of our lives from birth.
- It is difficult to describe sexual orientation or gender diversity in simple terms.

Activity Details

THEME	Identity
SUB THEME	Values and beliefs
TIME	60 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • a copy of the worksheet, <i>Opposite ends of the pole</i> per group • a set of <i>Opposite ends of the pole: scenarios</i> per group • <i>Opposite ends of the pole</i> Teacher reference sheet • whiteboard and markers.

Opposite ends of the pole

Purpose

To enable students to understand the complexity of sexuality and sexual orientation.

Teaching notes

Sexuality is an integral part of life. It involves more than our sexual behaviour or identity and is not limited by our bodies. It influences our perceptions, attitudes and behaviours in relation to others and to society. This activity provides a model for students to more easily understand the complexities and broader context of sexual identity.

Procedure

1. Refer to the statements from the previous activity, *Binary thinking*.
2. Discuss whether it was possible to answer those questions with a simple 'agree' or 'disagree' and why? Discuss the need to consider complex situations more deeply.
3. Introduce the *Trichotomy model* as a different way of viewing sexuality, using the notes on the *Opposite ends of the pole* Teacher reference sheet (see *Tool 31*, in *Tools for Teachers* for further information on this model).
4. Hand out the *Opposite ends of the pole* worksheets. Ask students (in small groups) to examine the scenarios and to fill in the worksheet.
5. Each group should report back to the class. This classification system may cause some frustration, which is part of the learning from this activity. The fact that we cannot easily agree shows the complexity of human sexuality. We should not assume a person's sexual orientation based on their sexual behaviour. It is also an individual's right to choose how they identify, and this may vary depending on their private or public identity/ identities (e.g. a person may identify as a lesbian to friends, but as heterosexual to family) and this may change over time.

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AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and describe a range of social and cultural factors that influence the development of personal identity and values</p> <p>Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships</p>	<p>Social and cultural factors influencing the development of personal identity, including gender</p> <p>Assumptions, community attitudes and stereotypes about young people and sexuality</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others</p> <p>Describe how local and global values and beliefs determine personal and others' social relationships</p>	<p>Complex social conventions and how these influence feelings and behaviour</p> <p>Values as social constructs and principles (both in a local and global context)</p>

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Opposite ends of the pole

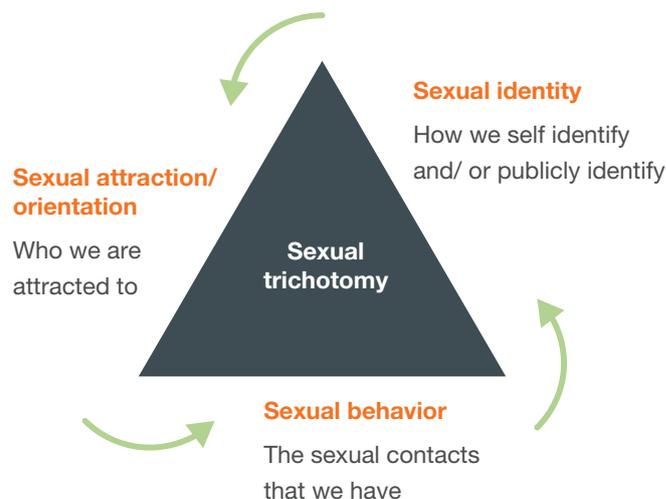
Teacher reference sheet

Sexual attraction/ orientation refers to a person's basic attraction to other people. This attraction may be to members of the opposite sex (heterosexual), members of the same sex (homosexual) or members of both sexes and/ or genders (bisexual or parasexual). There has been considerable debate around whether a person's sexual orientation is fixed or if an element of choice is involved. No objective conclusions have been reached. It would appear that many people believe their orientation to be fixed or inherited, with others reporting a change in orientation at a particular stage in their lives.

Sexual behaviour refers to what a person does sexually. In many cases, this behaviour matches people's sexual orientation but in many cases, it does not. For example, a person may be involved in heterosexual behaviour but feel their orientation is homosexual or vice versa.

Sexual identity refers to how people see themselves and how they present themselves to others. At times, sexual identity can be different to people's sexual orientation and sexual behaviour, which can cause a high level of personal stress. This is especially important in terms of the dominance of

THE SEXUAL TRICHOTOMY MODEL:



From Ollis, D and Mitchell, A 2001, *Talking sexual health: a teaching and learning resource for secondary schools*, ANCAHRD, Canberra. Used by permission of the Australian Government.



Opposite ends of the pole: Scenarios

Sally

Sally is a college student who had a two year sexual relationship with her female roommate. When the relationship broke up, she began dating a male student. She married him and enjoys their sex life.

Van

After an adolescence that included dating and having sex with girls, Van joined the army and was stationed at an isolated research base. There he developed a close and loving relationship which included sexual contact with another man. When he transferred closer to home, he began dating women again.

Michael

Michael is a young man who earns money from older men who perform oral sex on him. When he goes home to the woman with whom he lives, Michael speaks negatively about these men.

Maria

Maria is 40 years old and has only ever been attracted to and had sexual relationships with men. Six years ago, she met a woman to whom she was sexually attracted and for six months fantasised about having sex with her. Since this attraction passed, she has never been attracted to another woman.

Bruce

Bruce says, by the time he was seven or eight years old, he knew he was different to other boys. Now middle-aged, he has never had sex once with a woman, although many of his friends are women. Since adolescence, he has been involved in a series of sexual relationships with men.

Kym

Kym is married and has three children. His only experiences of sexual intercourse have been with his wife. When he masturbates, he fantasises only about men. Although he does not intend to act out his fantasies, he is sexually attracted to several of his male friends.

Ginny

After 20 years of marriage and two children, Ginny divorced under bitter and hostile circumstances. She moved in with another divorced woman and, after several months, the two of them began a loving, sexual relationship that has continued for several years. Before this experience, Ginny had never fantasised about sex with another woman or considered the possibility.

Karen

Karen was married for 16 years. During this time, she had two sexual relationships with women. She ended her marriage because she fell in love with a woman whom she has been with for the past three years. In this time, she has had three sexual encounters with men.



Opposite ends of the pole

	Sexual orientation	Sexual identity	Sexual behaviour	How would traditional binary thinking identify this person?
Sally				
Van				
Michael				
Maria				
Bruce				
Kym				
Ginny				
Karen				

From Ollis, D and Mitchell, A 2001, *Talking sexual health: a teaching and learning resource for secondary schools*, ANCAHRD, Canberra. Used by permission of the Australian Government.



Activity: 9-10.12.5

Key Messages

- It is important for all young people to feel supported, safe and secure at school, regardless of their sexual orientation or gender identity.
- Young people have an essential role to play in supporting their peers and are important agents of change in combating homophobic and transphobic bullying.

Activity Details

THEME	Health services and resources
SUB THEME	Sexual health services
TIME	60 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • copies of the school's policy and procedures on discrimination • copies of the DEECD's policy and procedures on discrimination.

Investigating policies and practices

Purpose

To evaluate anti-discrimination policies. To emphasise the importance of policies and procedures when dealing with discrimination.

Teaching notes

This is the only activity that directly covers the key learning foci of AusVELS Levels 9-10 on policies and practices on sexual harassment, homophobia and discrimination. Students need access to school and other policies. DEECD policies can be used as well and these can be downloaded from the *Catching On-Line* website at www.education.vic.gov.au/school/teachers/teachingresources/social/physed/pages/sexualityed.aspx. Health education approaches, including sexuality education policies can be found at www.education.vic.gov.au/school/principals/spag/curriculum/pages/health.aspx. *Gender identity (students with a transgender or intersex status)* policies and procedures are available from www.education.vic.gov.au/school/principals/spag/health/pages/genderidentity.aspx.

Procedure

1. Ask students if they know what the words 'policy' and 'procedures' mean. Discuss.
 - Why would you need them?
 - Who benefits from them?
 - Which comes first, policy or procedures?
2. Inform students they are going to be investigating policies and procedures on sexual harassment, homophobia, transphobia and discrimination. Students may wish to do this with a partner or as part of a small group.
3. Ask students to brainstorm and record the key elements that would indicate a policy or procedure was successful in promoting positive behaviour and attitudes as well as dealing effectively with discriminatory behaviour.
4. Share this list as a class. Choose four or five main elements to base the investigation on.

Continued next page...



Procedure (continued)

5. Assist students to access relevant school, government and non-government policies and procedures. Groups can be divided to investigate one policy type e.g. a student's workplace policy.
6. Use the discussion questions below to assist students in analysing their policy. Give students ample time to work on the investigation.
7. When completed, have students share their findings.
8. There are many actions which could follow from this exercise. Students may wish to advocate for changes to policy or they may wish to run a marketing exercise to ensure the school community are well informed of the relevant policies and practices. School nurses or wellbeing staff may play a role in further advancing any issues students have identified.

Discussion

Discussion might include:

- Are these policies and practices adequate to ensure the wellbeing of students/ staff/ employees of all sexual and gender identities?
- Identify any gaps in the policies and outline suggested changes.
- How are students/ staff new to the school/ workplace informed of these policies?
- Are existing staff/ students/ employees aware of the policies?

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Analyse how government and non-government bodies can be used to support the health needs of young people</p>	<p>Policies and practices in schools in relation to sexual harassment, homophobia and discrimination</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others</p> <p>Describe how local and global values and beliefs determine personal and others' social relationships</p>	<p>Values as social constructs and principles (in a local and global context)</p> <p>Barriers to achieving positive relationships and practical strategies to overcome these barriers</p> <p>Complex social conventions and how these influence feelings and behaviour</p>

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Teaching sequence 13: Sexuality and the media



Learning outcomes

Students will:

- identify policies and practices in relation to sexual harassment, homophobia, transphobia and discrimination
- reflect on the role of the media in shaping body image
- recognise that media images are digitally enhanced and explore the impact that this may have on the body image of young people
- understand that there is a wide range of diversity in genitalia and that this is normal and healthy
- critically reflect on how the depiction of genitalia in pornography could impact on the sexual self-esteem of young people.

Key messages

- The media can be a powerful force in shaping our body image, gender and sexual lives.
- The images we see in the media are often digitally enhanced and altered.
- There is a wide range of diversity in how male and female genitalia look and this is normal.
- It is important to recognise that pleasurable sex is usually about positive feelings of self-esteem and being able to communicate sexual needs to a partner. It is not about the size, shape or look of the genitalia or physical self.

a. Review the home activity: Investigating policies and practices

Review the homework by asking students to share what they found out about other club, organisation or workplace policies and practices in relation to sexual harassment, homophobia, transphobia and discrimination. As a class, discuss whether or not students think that these are adequate to ensure the safety and wellbeing of people of all sexual and gender identities. Compare these policies with the school's policies and procedures. Discuss what could be done to improve on these.

b. Discuss the media and body image and show online websites

As a class, briefly discuss the impact of the media in shaping the body image of young people. Briefly explore how male and female body shapes are presented in the media (e.g. magazines, television, the internet etc.) and which stereotypes exist. Ask students if they think that these body types or stereotypes are achievable for the vast majority of young people. Show online websites which illustrate how photos of models in a range of media are digitally altered to remove any imperfections and to create distorted body types <www.youtube.com/user/fpvsafelanding/videos>. Discuss how pervasive these techniques are and how they encourage young people to uphold an idealistic view of how a male or female should look. Ask students how this could impact on the sexuality and sexual behaviour of a young person.

c. Discuss internet pornography, body image and sexuality

Briefly explore what students understand pornography to be. Ensure that you validate a range of responses and reiterate that although legal for adults, people have a wide range of values and beliefs around its use.

Discuss how internet and magazine pornography, along with other forms, are usually digitally enhanced (e.g. airbrushed). In Australia, the Office of Literature and Classification legislation requires photos of genitalia in magazines of a certain rating to be digitally altered to appear 'less offensive'. Explore with students the impact that this may have on the sexuality of young people (e.g. looking at unrealistic depictions of female genitalia could affect the body image of young women and the expectations of their partners).

Although there is no similar regulation for internet pornography, there is a general acceptance in the porn industry of the fact that many actors have had their bodies, specifically their genitalia, surgically enhanced. Again, discuss the impact that this may have on the sexuality of young people.

Ask students whether or not they think that an unrealistic portrayal of male and female genitalia could impact on how young people behave sexually. Discuss if this could affect intimate behaviour such as oral sex (e.g. some young women may feel that their genitals look different and not attractive, some

Teaching sequence 13: Sexuality and the media (continued)

young men may feel inadequate if they have seen pornography where males may have unusually large penises etc.). For more information and useful teaching tools see the YouTube clips under the section on body image at www.youtube.com/user/fpvsafelanding/videos.

d. **View and discuss *The great wall of vaginas* and the *Sexperience* clip**

Ask students if they think that there is diversity when it comes to how male and female genitalia look in reality. Explain how pornography may show vaginas as being very similar (e.g. pink in colour, little visible labia, no pubic hair etc.). Discuss how young people are often concerned about how their penis or vagina 'should look' but that in reality, there is a wide range when it comes to how genitalia actually look, as is the case for any part of our bodies.

Show students the website, *The great wall of vaginas* www.greatwallofvagina.co.uk. This artwork depicts plaster casts of different vulvas. It was done by the artist Jamie McCartney to show the uniqueness of the female form. A similar piece of work by Greg Taylor on display at the Mona Art Museum in Hobart. Discuss with students what they notice about the diversity of the genitalia shown (e.g. size, shape, position of the labia etc.). Reinforce that the casts show healthy and normal vulvas and that there is a wide range when it comes to what vulvas (and penises) look like in reality. Emphasise that everyone is different and that we are all normal. Again, compare this to how internet or magazine pornography may depict genitalia.

View the *Sexsperience* clip at www.sexperienceuk.channel4.com/videos/7673, which shows a school session where students view a photographic range of penis types. A similar discussion could follow after viewing this clip as a class.

*Please note: Teachers should view the *Sexperience* clip before showing it to students, to assess suitability for their school. The clip shows photos of actual penises.*

e. **Activity 9-10.13.1: Okay or not okay?**

This activity is a simple examination of the influence that the media can have on our everyday lives and relationships.

f. **Question box**

Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.

g. **Home activity: Family values and pornography**

Ask students to discuss the issue of pornography with their parents and find out what their family values are on this issue. Ask students to reflect on how these values on pornography align with their own.

Please note: Be mindful that the completion of this activity may not be possible for some students due to cultural or family sensitivities. Students will need to make their own decision regarding this.

Activity: 9-10.13.1

Key Messages

- The media can be a powerful force in shaping our body image, gender and sexual lives.
- The images we see in the media are often digitally enhanced and altered.

Activity Details

THEME	Safety, risk and challenges
SUB THEME	Technology, pornography and sexual health wellbeing
TIME	30 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • a copy of the <i>Okay or not okay?</i> scenarios.

Okay or not okay?

Purpose

To reflect on the role of media in shaping body image, sexuality and gender.

To recognise that media images are digitally enhanced and explore the impact this may have on young people's body image.

Teaching notes

The media powerfully influences the lives of young people. This activity allows students the opportunity to explore different ways that the media can impact on their sexual sense of self.

Procedure

1. Explain to students that, throughout the following activity, you want them to consider positive and negative effects of the media on body image, gender and sexuality.
2. Ask students to work in groups and give each group a set of cards.
3. Ask the students to read the scenarios on each of the cards and answer the questions listed at the end.
4. When students have completed the activity, work through each scenario, and the answers, as a class.
5. Allow for discussion and explore any differences of opinion.
6. In conclusion to each scenario discussion, ask the class to suggest clear and definite strategies to overcome the impact of the media and/or porn.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and describe a range of social and cultural factors that influence the development of personal identity and values</p> <p>Analyse the positive and negative health outcomes of a range of personal behaviours and community actions</p> <p>Demonstrate understanding of appropriate assertiveness and resilience strategies</p>	<p>Social and cultural factors influencing the development of personal identity, including gender</p> <p>Assertive strategies to protect the health and wellbeing of self and others</p> <p>Roles and responsibilities in sexual relationships and how these can affect health and wellbeing</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others</p> <p>Describe how local and global values and beliefs determine personal and others' social relationships</p>	<p>Managing peer influence and building positive peer relationships</p> <p>Complex social conventions and how these influence feelings and behaviours</p> <p>Values as social constructs and principles</p>

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Scenario 1

A teenage couple (male and female) are sitting on the couch watching TV. A commercial comes on for cosmetics. The guy comments about the actress/ model in the ad, 'She's so hot. Why don't you look that hot?' It's the first time he has ever said anything negative about his girlfriend.

- How would the girlfriend feel?
 - What could she say to her boyfriend about the way she feels?
 - What should she do if he continues to say things like that to her?
 - What possible effect has the commercial had on the couple?



Scenario 2

Two male friends are sitting on the couch reading magazines. One of the guys has a weight problem. He finds an article about a celebrity trainer. He shows his mate the picture of a guy with a 'six pack'.

'Check out this guy's abs. I wish I had abs like that,' he says.

His friend replies, 'Man that guy's a fag. All guys who spend that much time in the gym are fags'.

- What might each guy be concerned about?
- What stereotypes are the friends perpetuating here?
- Is it possible, or desirable, for all people to achieve a well-defined and toned body shape?





Scenario 3

A guy and his girlfriend have been dating for a while and their relationship has become more physical. After seeing her vulva for the first time, he is shocked and tells her it doesn't look normal. He says it's not like the ones he has seen in pornos. The next day, he updates his Facebook status to 'single'.

- How has porn influenced this guy's view of what women look like?
 - How do you think she would feel?
- How may this affect her future relationships?
- How is porn affecting his relationships?



Scenario 4

Cassie has feelings for Sophie, a girl in her class who is an 'out and proud' lesbian. When Cassie asks Sophie out, she says yes. Cassie is happy they have a date, but she starts to get nervous because she has never even kissed anyone before. She decides to do some research on the Internet. She watches some girl-on-girl porn. Now she is scared. What if Sophie wants to do that stuff with her? She is starting to wish she had never asked Sophie out.

- Why might the porn site scare Cassie?
 - Is porn sex realistic sex?
- What would be a better place for Cassie to get information?
- How might this experience affect her date?



Scenario 5

Ben, who's 15, is at his friend's house hanging out one night, eating pizza and watching TV. His mate mentions that his dad has some porn DVDs they could watch if they wanted. Ben hasn't seen a lot of porn before, so he agrees. After watching porn, the thing that amazes Ben the most is that all the guys have really big penises and the women seem to like that. He starts to worry that his penis is too small, that he won't be good at sex, and that he will never find a girlfriend.

- How has porn affected Ben?
- What has it done to his self-image and his confidence?
 - How might this affect him in the future?
- What would you say to Ben about the men in porn?



Scenario 6

Sandy is at her cousin Gemma's 16th birthday sleepover. She is excited because she's only 14 and has really looked up to Gemma for years, plus she gets to hang out with Gemma's friends.

During the night, the girls talk about relationships, fashion and school. One of the girls decides to read out aloud the letters page in a fashion magazine. The first letter is about a girl who says her boyfriend really wants her to have a Brazilian wax but she's scared it will hurt. Some of the girls start to laugh. One girl says, 'Yeah, it hurts but you've got to do it! Pubic hair is gross!'

Gemma notices Sandy looking embarrassed. She asks what's wrong. Sandy confesses she's never had a wax. Gemma says, 'That's okay. There has to be a first time for everybody.' Now Sandy wants to get waxed. She wants to be like Gemma and her friends.

- How has the magazine letter influenced the girls' idea of what is normal?
 - Why does Sandy want to get a Brazilian wax?
- How have Sandy's feelings about what's 'normal' changed?
 - How do magazines impact on a person's self-image?



Teaching sequence 14: Sexuality and pornography

Learning outcomes

- Students will:
- explore what pornography is and how it can be used in society
- critically reflect on how pornography and the depiction of women and sexual norms could impact on sexual pleasure and performance
- identify the role of good communication and positive feelings in achieving mutual sexual pleasure.

Key messages

- There is a wide range of societal values around the use of pornography and it is important for young people to understand their own values around this issue.
- Pornography does not depict body forms (including genitalia) or sexual acts in a realistic way and this can influence gendered expectations around sexual pleasure and performance.
- Pornography often communicates messages of male aggression and female sexual subservience. This is not conducive to healthy, positive relationships.

Please note: For background information on the complex issue of pornography and young people, it is recommended that teachers read the section on Pornography, technology and sexuality in the Background teaching notes of Sample Units of Work AusVELS Levels 9-10.

a. **Review the home activity: Family values and pornography**

Review the homework by asking students to share what they discussed with their parents around the topic of pornography and family values. Ask students if they were surprised at the values that their parents hold and whether or not they hold similar values. Discuss whether or not it was awkward for students to have this conversation with their family. Reinforce that there is a range of values that families may have on the topic of pornography and that it is a complex and often confronting issue.

b. **Activity 9-10.14.1: What's the harm?**

This activity is best completed in small groups. It allows students to explore the potential impact of pornography on sexual performance and pleasure. Allow a lot of time for discussion and debriefing as a class. Reinforce the key messages around body image, respect for women, consent, good communication and the role of self-esteem and positive feelings in enhancing pleasurable sex.

c. **Activity 9-10.14.2: The porn industry**

Read and discuss selected excerpts from the book titled *Pornland* by Gail Dines and newspaper and journal articles. Ask students the extent to which they agree or disagree with these comments and why. For more information on the porn industry, see the teacher notes included with this activity.

d. **Summarise pornography, sexual pleasure and the communication of sexual needs**

Discuss the issues of sexual pleasure and the important role that communication plays in mutually enjoyable sex. Acknowledge that pornography may have a valid space in the sexual lives of some young

people. However, young people need to be critical if they choose to use pornography. It is important for them to be aware that it rarely depicts sexuality or the human body in a realistic or healthy way and that women are often positioned as subservient and lacking power. Explain that often, women are shown as enjoying violent, aggressive sexual acts and it is important to understand that this is not ethical, nor does it reflect the reality of a respectful, positive relationship.

Explain that pornography is created by an industry with the aim of making money and that real, pleasurable sex is much less extreme and relies on positive feelings of self-esteem and respect for others. Discuss how a healthy and respectful relationship should enable good communication about intimate, sexual matters.

Ask students to summarise three key things that they have learnt about pornography and sexuality, as well as three key elements of a positive, respectful relationship. Students are to determine if there is any correlation between these lists and then share their findings with the class.

e. **Question box**

Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.

f. **Home activity: Family values and safe partying**

Students are to ask their parents if they feel that there was as much pressure on them when they were young as there is for young people today to drink and attend parties where alcohol is consumed.

Activity: 9-10.14.1

Key Messages

- Pornography does not depict body forms (including genitalia) or sexual acts in a realistic way and this can influence gendered expectations around sexual pleasure and performance.
- Pornography often communicates messages of male aggression and female sexual subservience. This is not conducive to healthy, positive relationships.

Activity Details

THEME	Safety, risk and challenge
SUB THEME	Technology, pornography and sexual health wellbeing
TIME	30 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • <i>What's the harm?</i> worksheet per student (optional) • a set of <i>What's the harm?</i> cards per group.

What's the harm?

Purpose

To allow students to critically examine the potential impact of pornography on sexual performance and pleasure.

Teaching notes

This activity will stimulate discussion around a potentially sensitive subject. It is important to validate a range of societal values about pornography, but also to challenge any myths or stereotypes presented. The classroom should be a safe space to discuss some of the complexities around the use of pornography. Students need to understand that pornography does not usually depict sexual acts or genitalia in a realistic way. This could influence gendered expectations about sexual pleasure and performance. It is important that students recognise that pleasurable sex is usually about positive feelings of self-esteem and being able to communicate sexual needs to another person. Use the teacher notes titled *The Porn Industry: things to consider* for further information and facts included after *Activity 9-10.14.2*.

An alternative way to run this activity is for students to fill out the *What's the harm?* worksheet individually and then share their views in small groups.

Procedure

1. Divide the class into groups of five or six students.
2. Distribute a set of *What's the harm?* cards to each group.
3. Ask each group to read the cards and categorise each under one of the heading cards ('potentially harmful' or 'unsure'). Allow 15-20 minutes for this.

Discussion

A class discussion could include the following points:

- Which images had the most potential for harm?
- What type of harm could they cause?
- How could young people minimise their potential harm?
- Was it easy for the group to agree on the placement of the cards? Why or why not?
- What might be some of the gendered messages young people receive from porn? (List these responses on the board.)
- How can porn affect expectations around sexual performance? Is this different for males and females? If so, how?
- What role do you think communication plays in achieving pleasurable sex?
- How can people communicate their sexual needs in real life?

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and describe a range of social and cultural factors that influence the development of personal identity and values</p> <p>Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships</p> <p>Compare and evaluate perceptions of challenge, risk and safety</p> <p>Analyse the positive and negative health outcomes of a range of personal behaviours and community actions</p>	<p>Social and cultural factors influencing the development of personal identity, including gender</p> <p>Assumptions, community attitudes and stereotypes about young people and sexuality</p> <p>Challenge, risk and safety in relation to sexuality and harm minimisation strategies</p> <p>Roles and responsibilities in sexual relationships and how these can affect health and wellbeing</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others</p> <p>Describe how local and global values and beliefs determine personal and others' social relationships</p> <p>Evaluate personal behaviour in relationships, identify potential conflict and employ strategies to avoid and/ or resolve it</p>	<p>Complex social conventions and how these influence feelings and behaviour</p> <p>The impact differing values and beliefs have on relationships</p> <p>Managing peer influence and building positive peer relationships</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



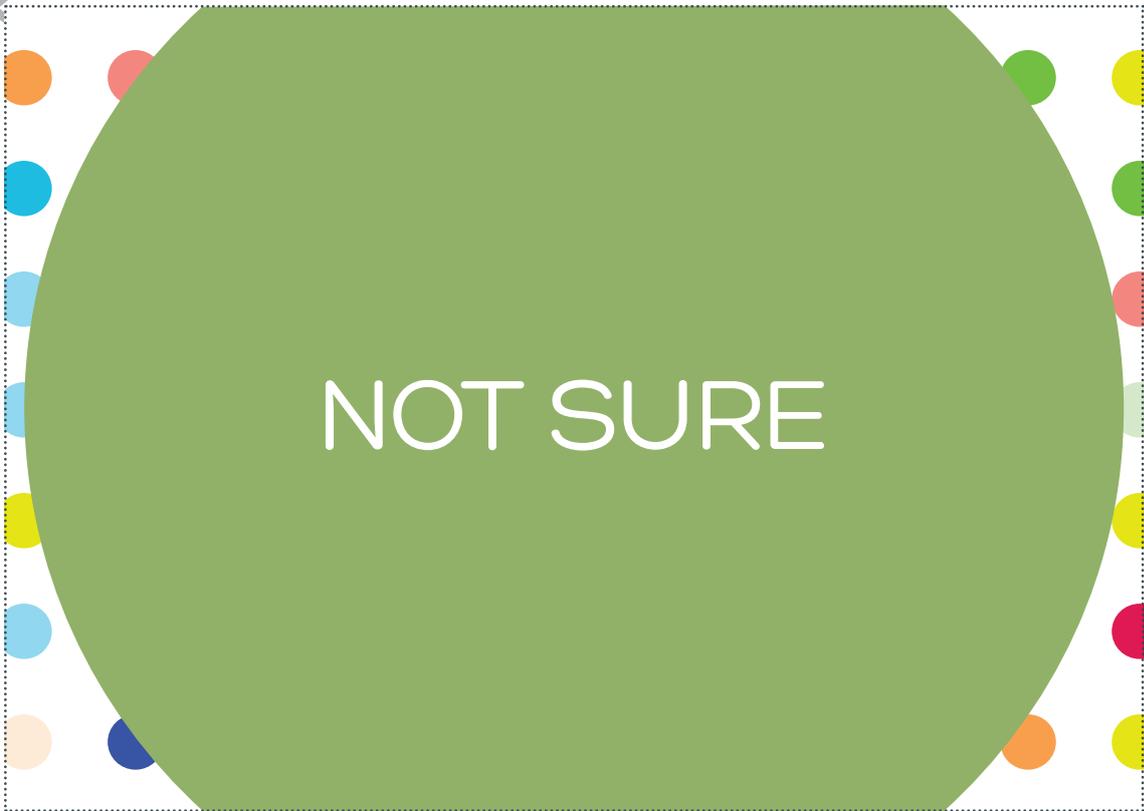
What's the harm?

Read each scenario, and tick whether you think it describes something that is 'potentially harmful', 'not harmful' or 'unsure'.

Scenario	Potentially harmful	Not harmful	Unsure
A guy who watches internet porn every day in his bedroom.			
A couple who watch porn movies together and then act out the storyline.			
A guy who 'tries out' things he has seen in porn with his partner.			
A girl who watches porn with her boyfriend because he wants her to.			
A girl who enjoys watching porn movies sometimes.			
A gay guy who watches porn to work out what 'good sex' is.			
A guy who receives porn on his mobile and sends it on to his mates.			
A guy who watches porn to work out what he will do for his first sexual experience.			









A guy who watches
internet porn every day
in his bedroom



A couple who watch porn
movies together and then
act out the storyline



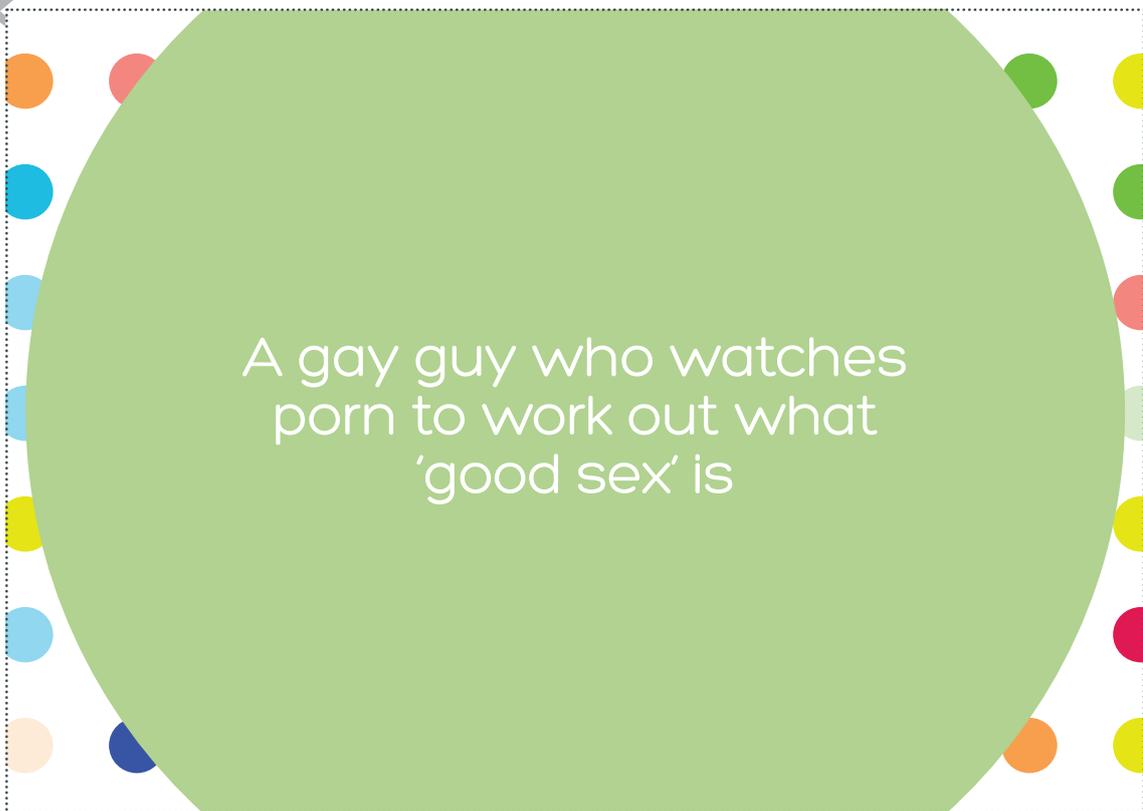


A guy who 'tries out' things
he has seen in porn with
his partner



A girl who watches porn with
her boyfriend because he
wants her to







A guy who receives porn on his mobile and sends it on to his mates



Activity: 9-10.14.2

Key Messages

- Pornography does not depict body forms (including genitalia) or sexual acts in a realistic way and this can influence gendered expectations around sexual pleasure and performance.
- Pornography often communicates messages of male aggression and female sexual subservience. This is not conducive to healthy, positive relationships.

Activity Details

THEME	Safety, Risk and Challenge
SUB THEME	Technology, pornography and sexual wellbeing
TIME	30 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • copy of <i>The Porn Industry: things to consider</i> Teacher notes.

The porn industry

Purpose

Students will critically reflect on how pornography and the depiction of women and sexual norms could impact on sexual pleasure and performance.

Students will explore what pornography is and how it can be used in our society.

Students will identify the role of good communication and positive feelings in achieving mutual sexual pleasure.

Teaching notes

It is difficult to teach about the negative influence of porn on society without using some graphic language. The Teacher reference notes (included in this activity) offer a diverse selection of quotes from the book *Pornland*, and newspaper and journal articles. It is up to teachers to select the quotes most suitable to their students and school. Be sensitive to the needs and maturity level of your students.

Procedure

1. Inform the class that you will be dealing with the sensitive topic of the porn industry and the way it depicts sex, men and women. Note that some students may be embarrassed or disturbed by the quotes and examples read out in class.
2. Read out some of the quotes included in *The porn industry: things to consider* Teacher reference notes.

Discussion

Have a class discussion, using the following questions as a starting point:

- What kind of language is used to describe the women in porn?
- What effect would this language have on the men who look at porn?
- What effect might this have on men who watch porn?
- What effect might this have on women who watch porn?
- What impact could it have on someone's sexuality?

Information sourced from:

Dines, G 2010, *Pornland: how porn has hijacked our sexuality*, Beacon Press, Boston.

Vogel, L 2011, *Public health advocates push for safer sex in pornographic film industry*, Canadian Medical Association Journal, vol. 183, no. 5, pp. E261-262.

Crabbe, M and Corlett, D 2010, *Eroticising inequality: technology, pornography and young people*, DVRCV Quarterly, edition 3, pp. 1-6.

Tarrant, S 2010, *Pornography 101: why college kids need porn literacy training*, Alternet, <www.alternet.org/authors/11613>

Stark, J 2010, *Women worried by genital "abnormality"*, The Age, December 12, <www.theage.com.au>

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and describe a range of social and cultural factors that influence the development of personal identity and values</p> <p>Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships</p> <p>Demonstrate understanding of appropriate assertiveness and resilience strategies</p> <p>Analyse the positive and negative health outcomes of a range of personal behaviours and community actions</p>	<p>Social and cultural factors influencing the development of personal identity, including gender</p> <p>Assertive strategies to protect the health and wellbeing of self and others</p> <p>Roles and responsibilities in sexual relationships and how these can affect health and wellbeing</p> <p>Support strategies for young people experiencing difficulties in relationships or with their sexuality</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others</p> <p>Describe how local and global values and beliefs determine personal and others' social relationships</p> <p>Evaluate personal behaviour in relationships, identify potential conflict and employ strategies to avoid and/ or resolve it</p>	<p>Complex social conventions and how these influence feelings and behaviour</p> <p>Managing peer influence and building positive peer relationships</p> <p>Values as social constructs and principles</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



The porn industry: things to consider

Teacher reference notes

Pornography has been an established practice in many societies for as long as there has been written or pictorial history. Whilst it could be argued that porn may have a valid space in the lives of some young people, recent developments in technology have meant that porn is more widely available than ever before. This increased availability of porn could be harmful if young people do not have the skills or ability to make sense of what they see. It is important that young people are given a space within sexuality education to critically deconstruct the messages of porn and particularly to explore how women and men are portrayed.

The following facts and quotes about porn are sourced from a number of books and newspaper and journal articles. Many of them are opinions of people rather than informed research. They are useful as discussion starters with students. Choose only the information and quotes that are suitable for your students and school community.

A definition of porn

Pornography is the explicit portrayal of sexual subject matter for the purpose of sexual gratification. Pornography is often distinguished from erotica, which consists of the portrayal of sexuality with high-art aspirations, focusing also on feelings and emotions, while pornography involves the depiction of acts in a sensational manner, with the entire focus on the physical act, so as to arouse quick intense reactions.

(Wikipedia, accessed online May 2013).

A snapshot of the porn industry

The big business of porn

- Estimated to be worth around \$96 billion worldwide in 2006
- \$13 billion in America
- over 13,000 films released every year
- 420 million porn pages on the Internet
- 4.2 million porn websites
- 68 million search engine requests for porn daily (Dines, 2010, p. 47).

This makes pornography a larger industry than US basketball, football and baseball combined.

(Crabbe and Corlett, 2010, p. 1).

The men in porn

- Are soulless, unfeeling, amoral
- They feel entitled to use women in any way they want
- They demonstrate no empathy, respect or love for the women they have sex with

- They control the pace, timing and the sex act, in order to demonstrate the control they have over women
- Their hands never caress or fondle, rather they hold down or force. (Dines, 2010, p. xxiv-xxv).

The women in porn

- Are always ready for sex
- The word 'no' is absent from their vocab regardless of how humiliating or degrading the suggested act is
- They very rarely expect to feel 'satisfied'
- Satisfaction comes from satisfying the man
- They never worry about STIs or pregnancy
- Their bodies never seem to be damaged by the aggressive sex
- They are immune to being called all manner of nasty names. (Dines, 2010, p. xxiv-xxvi).

Porn and violence

Veteran porn actor and producer Bill Margold quoted in *Pornland*

"I'd like to really show what I believe the men want to see: violence against women. I firmly believe that we serve a purpose by showing that... because they get even with the women they can't have."

(Dines, 2010, p. xxvi).

Continued next page...



“Imagine what would happen if suddenly we saw a slew of dramas and sitcoms on television where, say, blacks or Jews were repeatedly referred to in a racist or anti-Semitic way, where they got their hair pulled, faces slapped, and choked by white men pushing foreign objects into their mouths... By wrapping the violence in a sexual cloak, porn renders it invisible, and those of us who protest the violence are consequently seen as anti-sex, not anti-violence.” (Dines, 2010, p. 88).

“The desire to see women utterly degraded and powerless explains in part why anal sex has become so popular in porn.” (Dines, 2010, p. 69).

Eroticising inequality: technology, pornography and young people

Anthony Hardwood, an LA-based male porn actor:

“Describing the gonzo scene for which he, another man and a woman won the porn equivalent of an Academy Award, Hardwood said that it was not like sex, it was like ‘crazy’, that you wouldn’t think that they were human, and that the girl was ‘very tough, because she took everything’.” (Crabbe and Corlett, 2010, p. 2).

“Mainstream pornography communicates messages of male aggression and female sexual subservience. Often, it eroticises the degradation of women and male brutality.” (Crabbe and Corlett, 2010, p. 3).

“Pornography both shapes and reflects assumptions about straight masculinity, female sexuality, expectations of beauty and how women are treated, particularly women of colour. Porn has the potential to affect the sexual pleasure and safety of all.” (Tarrant, 2010).

Porn and STIs

“According to the California Medical Association, between 2004 and 2008, nearly 2850 cases of sexually transmitted infections were diagnosed among some 2000 adult film performers in Los Angeles County alone. Approximately 70 per cent of those infected were women, a quarter of whom suffered multiple infections.” (Vogel, 2011).

Porn and body image

Women worried by genital ‘abnormality’

“A study of almost 800 women revealed that 75% did not like their partner looking at their genitals during sex because they feared their body parts would be a turn-off. 47% were so concerned by their appearance that they were considering having some form of vaginal ‘rejuvenation’ surgery, such as a labioplasty operation.”

The study of women aged between 18 and 80 revealed that high levels of anxiety about their genital image made it difficult for many to relax in the bedroom.

Half of the group, which had a mean age of 34, worried that their partner would find the look or odour of their genitals “repulsive”, while one in four feared the size or appearance of parts of their vulval region were unattractive or inadequate.

Psychologist and clinical sexologist Frances D’Arcy-Tehan, who is completing her doctorate through the University of Sydney, called on doctors and psychologists to help allay women’s fears by explaining the variations of women’s genitalia and discussing how these body parts can be misrepresented in pornography.

“In my private practice, I had a 16 year-old girl who came in and said her 18 year-old boyfriend told her vagina didn’t look like the images he saw on the internet.

That’s often where the beginnings of anxiety start.” (Stark, 2010).

Attitudes towards women as influenced by porn

“The messages that porn disseminates about women can be boiled down to a few essential characteristics; they are always ready for sex and are enthusiastic to do whatever men want, irrespective of how painful, humiliating, or harmful the act is. The word ‘no’ is glaringly absent from porn women’s vocabulary.” (Dines, 2010, p.xxiii).

“...women of the porn world seem to enjoy having sex with men who express nothing but contempt and hatred for them and often, the greater the insults, the better the orgasm for all involved.” (Dines, 2010, p. xxiv).

“It is a world filled with one-dimensional women who are nothing more than collections of holes.” (Dines, 2010, p.xxiv).

Exposure to pornography

Exposure to pornography among youth in Australia

- Youth in Australia are routinely exposed to sexually explicit images.
- Among 16 and 17 year-olds, three-quarters of boys and one-tenth of girls have watched an X-rated movie.
- Three-quarters of 16 and 17 year-olds have been exposed accidentally to pornographic websites.
- 38% of boys and 2% of girls have deliberately searched for pornographic websites.
- Internet pornography is a particularly pervasive source of minors’ exposure to pornography, both accidental and deliberate.
- Males are more likely to seek out, and are more frequent consumers of, both X-rated movies and pornographic websites.
- Internet users of any age find it difficult to avoid unplanned encounters with sexually explicit materials. (Flood, 2007).

21st Century pornography: A key site of women’s oppression?

Pornography is an important vehicle to transmit gendered behaviours, as it helps shape people’s sexuality. For many youngsters porn is the first sex education they receive; it can be very confusing as it is also intensely personal.

- Predominantly women are portrayed as objects for

the male gaze and as servants to the household and the broader economy.

- The affordability of digital cameras has opened up a large space for home-made porn videos, shared on the internet, which in itself has revolutionised how porn is being bought and consumed.
- These technologies also make it possible to watch porn now anywhere, anytime – including your mobile phone.
- Pornography has been mainstreamed to such an extent that even *Playboy* and the infamous bunny symbol is now ‘normal’; there are pencils and cases, erasers, little purses and socks for young girls with the *Playboy* symbol.
- Market research conducted by internet providers found that the average age a boy first sees porn today is 11 and a study from the University of Alberta found that one third of 13 year-old boys admitted viewing porn.
- A UK survey published by the *Psychologies* magazine found that a third of 14 to 16 year-olds had first seen sexual images online when they were 10 or younger. 81% of those polled looked at porn online at home, while 63% could easily access it on their mobile phones.
- In Australia, it is estimated that 70% of men and 30% of women view pornography online.
- Analysis of best-selling porn has revealed that “physical and verbal aggression is present in 90% of mainstream porn scenes”.
- To talk about most mainstream porn as “empowerment” is highly misguided. Women still are second-class people. Many are not even the ‘object of desire’ anymore in porn, but simply functional vessels to be used and abused.

(Windisch, 2011).

Information sourced from:

Dines, G. 2010, *Pornland: how porn has hijacked our sexuality*, Beacon Press, Boston.

Flood, M. (2007) ‘*Exposure to pornography among youth in Australia*’, *Journal of Sociology*, The Australian Sociological Association, Volume 43: pp. 45–60

Vogel, L. 2011, ‘*Public health advocates push for safer sex in pornographic film industry*,’ *Canadian Medical Association Journal*, vol. 183, no. 5, pp. E261-262.

Crabbe, M. and Corlett, D. 2010, ‘*Eroticising inequality: technology, pornography and young people*,’ *DVRCV Quarterly*, edition 3, pp. 1-6.

Tarrant, S. 2010, ‘*Pornography 101: why college kids need porn literacy training*,’ *Alternet*, <www.alternet.org/authors/11613>.

Stark, J. 2010, ‘*Women worried by genital “abnormality”*,’ *The Age*, December 12, <www.theage.com.au>.

Windisch, M. (2011) ‘*21st Century pornography: A key site of women’s oppression?*’, June. URL (consulted 29 October 2012): <www.thescavenger.net/feminism-a-pop-culture/21st-century-pornography-a-key-site-of-womens-oppression-736.html>.



Teaching sequence 15: Safe partying

Learning outcomes

Students will:

- identify issues around partying, sexual safety and personal wellbeing that are relevant to young people
- recognise the impact that different levels of alcohol can have on sexual behaviour and thinking
- examine a number of scenarios and reflect on the complexities around sexuality, partying, safety and personal wellbeing.

Key messages

- There are many positive experiences associated with attending parties. However, there are also potential issues that can arise in terms of sexual safety and personal wellbeing.
- It is important to recognise the impact that alcohol can have on sexual behaviour and thinking, as well as to develop skills which can minimise the harm that may be associated with parties and sexual safety.
- It is important to recognise the complexities of potential situations and to act early before situations get out of hand. The consumption of alcohol can adversely affect how people manage tricky situations.

- a. Review the home activity: Family values and safe partying
Review the homework by asking students to share what they discussed with their parents around the topic of safe partying. Ask them if their parents think that there is more pressure on young people today than when they were young to drink alcohol and attend parties. Discuss whether or not students were surprised at the values that their parents hold and if they hold similar values around this issue. Discuss whether or not there are shared experiences of adolescence, regardless of which generation a person is from.
- b. Brainstorm issues around partying and sexuality
On the board, write the heading 'partying and sexuality'. Brainstorm as a class to come up with sexual issues that can confront young people at parties. Include issues around alcohol consumption, consent, public sexual behaviour, mobile phone use, hooking up with strangers, accepting lifts from others, unsafe sex etc. The issues can be discussed as they are written or collectively at the end. Let students know that they will be examining some of these issues more closely during this session.
- c. Rank the most harmful issues
Ask volunteers to come up and circle, from the list on the board, the issues that are potentially the most harmful for the personal safety of young people. Choose the top 5-6 of these. Form students into small groups and ask them to rank the issues from least to most harmful. Ask students if they think

that these issues would be as potentially harmful if they were occurring at a party where no-one had consumed any alcohol or taken drugs. Debrief as a class by discussing the impact of alcohol and drugs on sexual and personal safety.

- d. Activity 9-10.15.1: Stepping out: partying
This activity enables students to examine how alcohol can impact on behaviour and thinking. It requires students to reflect on a scenario and then answer questions about whether certain behaviours are likely to occur, based on the level of drinking involved. This activity is a great group energiser, as it involves movement.
- e. Activity 9-10.15.2: Party risk taking
This small group activity allows for a lot of discussion on the complexities of partying and sexuality. Discuss with students the need to act early to circumvent potential problems.

Ensure students understand that it is much more difficult to manage a situation once a lot of alcohol is involved or the situation has escalated to a certain point. The emphasis should be on developing ways to identify potential problems ahead of time and to act decisively to manage these situations.

Continued next page...

Teaching sequence 15: Safe partying (continued)

Strategies may include:

- not drinking too much or not drinking at all
 - alternating alcoholic drinks with water or soft drinks
 - ensuring that at least some people in the group are sober
 - taking a mobile phone with you
 - looking out for friends and intervening if they are making unwise decisions or are affected by alcohol
 - letting parents know where you are going and giving an estimated time at which you will arrive home
 - pre-arranging lifts home with parents or other trusted adults.
- f. Question box
Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.
- g. Home activity: News article on risky partying
Students are to find a news article online that illustrates a risky situation in terms of alcohol, partying and sexuality. They are to then discuss with their parents how their family would react if they (or their friend) were involved in a similar situation.

Activity: 9-10.15.1

Key Messages

- There are many positive experiences associated with attending parties. However, there are also potential issues which can arise in terms of sexual safety and personal wellbeing.
- It is important to recognise the impact that alcohol can have on sexual behaviour and thinking, and to develop skills which can minimise the harm that may be associated with parties and sexual safety.

Activity Details

THEME	Safety, risk and challenge
SUB THEME	Technology, pornography and sexual health wellbeing
TIME	30 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • <i>Stepping out: partying</i> character cards, one per student • <i>Stepping out: partying</i> Teacher scenario sheet.

Adapted from an activity used in NSW Department of School Education 1994, *Mates: HIV and AIDS related discrimination*, NSW Department of School Education, Sydney.

Stepping out: partying

Purpose

To identify some potential sexual risk factors around partying and actions students can take to minimise these risks.

Teaching notes

This is a good energiser as it gets students up and moving. Allow plenty of time to debrief at the end. You will need a large space to conduct this activity - it could even be done outside.

Procedure

1. Clear a space in the centre of the room. Ask the students to form a line across the centre of the room, facing you. Students will need space to move backwards and forwards.
2. Distribute a character card (numbered 1-14) to each student, asking them not to show it to anyone else. Students are to imagine being the character described on their card.
3. Explain that you will read a series of situations and they have to decide whether or not the situation poses a risk for their character. They should take a step forward for 'yes' if it is a risk and a step back for 'no' if it is not a risk.
4. Emphasise that the situation should be addressed according to what the students think would really happen, not what would happen in an ideal world. Further, the students may not have all the information for each scenario, so they will have to base their responses on assumptions.
5. Read out the scenarios using the Teacher scenario sheet read out the scenarios. At the end students should be spread out across the room.

Debriefing:

- Ask the students closest to the front to reveal their character. Do the same for students at the back. Work towards the middle until all students have revealed their characters and situation.
- Identify which situations are the most risky and which are lower risk and discuss why students think this.
- Encourage students to verbalise how they felt about the exercise and what they learnt from it.
- Draw out differences for any students who had the same character. Look at the scenarios that they responded to differently and discuss why a character could react differently and the factors that influence students' decision-making.
- Identify what factors make a situation more risky at parties. Summarise actions students can take to ensure they are safe at parties and when out socialising.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and describe a range of social and cultural factors that influence the development of personal identity and values</p> <p>Analyse the positive and negative health outcomes of a range of personal behaviours and community actions</p>	<p>Sexuality and sexual health issues such as safer sex practices, sexual negotiation, same-sex attraction and the impact of alcohol on sexual and personal safety</p> <p>Support strategies for young people experiencing difficulties in relationships or with their sexuality</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Describe how local and global values and beliefs determine their own and others' social relationships</p>	<p>Complex social conventions and how these influence feelings and behaviours</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Stepping out: partying

Teacher scenario sheet

You go to a small house party with some of your friends. You know everyone there and nothing gets out of control. You have one to two drinks across the whole evening, which makes you tipsy.

You go to your friend's house with some other mates you don't know very well. Their parents are not home, so you all have quite a bit to drink and end up very drunk. You don't leave the house and everyone spends the night there.

You and your friends are really bored, so you roam the streets and end up drinking in a park. You have two to three drinks each (which makes you tipsy) to try and make the night more exciting.

You go to a massive party in the area. It seems like the whole state is there. You have never met most of the people who are there. You drink a whole bottle of vodka, play drinking games and enter a sculling contest.

You are invited to a party by the hot guy/ girl you have been chasing for ages. None of your other friends are invited, so you go on your own. You want to impress your date and end up drinking so much that you are really, really drunk.

You attend a party in the local area. You don't know many people there and use this opportunity to chat to a group of girls/ guys and make some new friends. You drink no alcoholic drinks.

You and some close friends' head into the city for the night. You take drink bottles full of alcohol and start drinking on the train, before you have had anything to eat. You and your friends spend the night wandering aimlessly around the city in a drunken haze. At one stage, you throw up on the footpath.

You are invited to a party by the hot guy/ girl you have been chasing for ages. None of your other friends are invited, so you go on your own. You want to impress your date and the two of you share a couple of premixed drinks. You get a little tipsy.

You attend the school formal with your friends. You have such a great time you continue parting afterwards at a guy from school's house. You have a joint to celebrate.

You go on a date with your new boyfriend/ girlfriend. You have a really romantic evening and end up staying out really late. You have no alcoholic drinks.

You go on a date with your new boyfriend/ girlfriend. You have a really romantic evening and end up staying out really late. You have quite a few drinks together to relax, and you end up quite drunk and sleeping at his/ her house.

You go to a party with your friend to celebrate their sister's 18th birthday. Your older cousin buys you a six pack of beer/ pre-mixed vodka-based drinks for the night. You drink them all in about two hours and end up really drunk.

Your parents allow you to have some close friends over for dinner to celebrate your birthday. They buy you all the food you want and allow each member of the group to have one, low-alcohol mixed drink each. You drink your one mixed drink with dinner.







3.
A gay 15 year
old who is not
'out' yet



4.
A young lesbian





5.
A 17 year old
male



6.
A 17 year old
female





7.
A bisexual girl
in a steady
relationship



8.
A 12 year old girl





9.
A 12 year old
boy



10.
A 15 year old
with a boyfriend





11.
A 15 year old
with a girlfriend

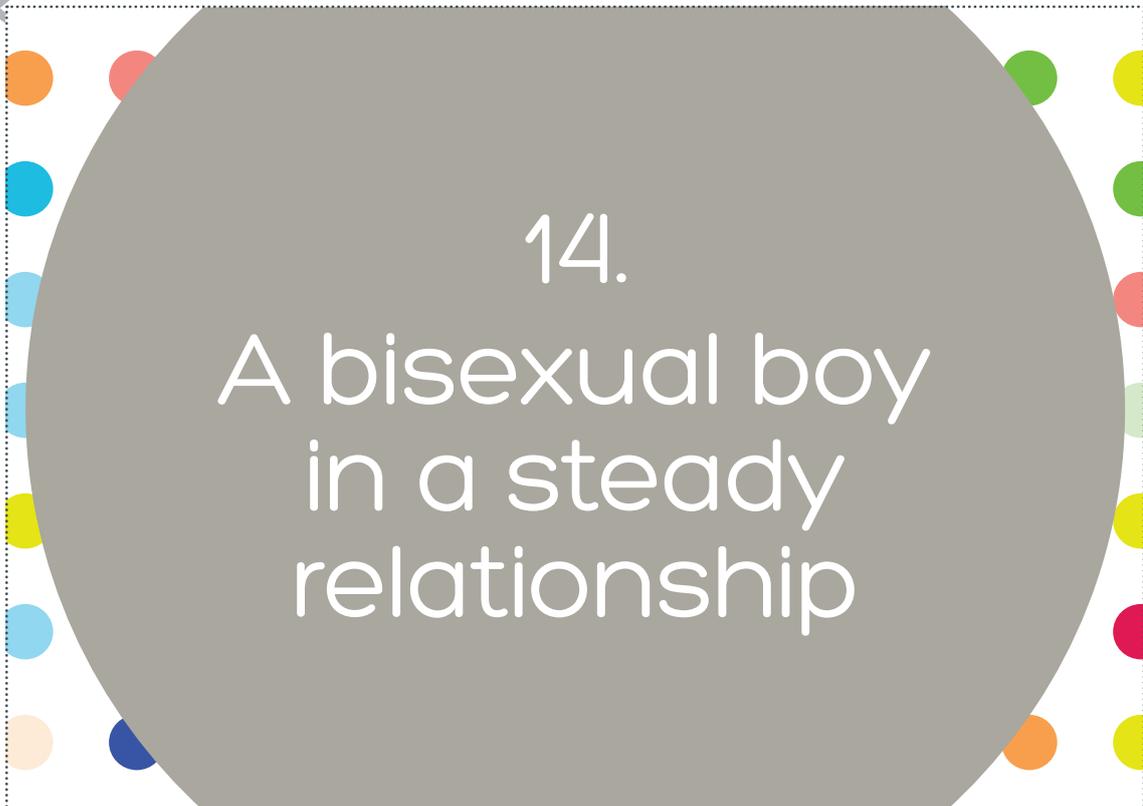


12.
A 14 year old girl





13.
A 14 year old
boy



14.
A bisexual boy
in a steady
relationship



Activity: 9-10.15.2

Key Message

- It is important to recognise the complexities of potential situations and to act before situations get out of hand. The consumption of alcohol can adversely affect how people manage tricky situations.

Activity Details

THEME	Safety, Risk and Challenge
SUB THEME	Safe partying and sexual wellbeing
TIME	40 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> a <i>Party risk taking</i> hypothetical for each group.

Party risk taking

Purpose

To enable the students to develop a greater awareness of possible outcomes and consequences of decision-making.

Teaching notes

This activity aims to present real-life situations to the students to allow them to develop problem solving skills and to consider preventative strategies and possible ways of reacting to situations at parties. It is best presented at the end of a unit of work. Emphasise that each person has the right to make up their own minds about when they are ready to engage in any sexual activity and that they should come to that activity of their own free will.

Procedure

1. Divide the students into four to five groups and distribute a scenario to each group. Some groups will have the same scenarios.
2. Ask the students to read their scenario and to discuss the questions.
3. Invite each group to report back to the class.

Discussion

A class discussion could focus on some of the following points:

- Were the situations realistic or not? If not, what changes could you make so that they are realistic?
- What would have happened next in regards to feelings, self-esteem and friendships between each of the characters?
- What are the differences between male and female stereotypes in relationships and sexual activity?
- In terms of the pressures of saying yes/ no; why were these people unable to withstand the pressures?
- Discuss the difficulty of communicating with friends about personal or sensitive issues, and how one may overcome this.
- Brainstorm guidelines for dealing effectively with the pressures (i.e. the need to give clear messages, checking out each other's expectations and avoiding situations in which you are powerless to say no).
- Where/ who we can go to for help or information in these situations?

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify and describe a range of social and cultural factors that influence the development of personal identity and values</p> <p>Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships</p> <p>Compare and evaluate perceptions of challenge, risk and safety</p> <p>Demonstrate understanding of appropriate assertiveness and resilience strategies</p> <p>Analyse the positive and negative health outcomes of a range of personal behaviours and community actions</p>	<p>Assertive strategies to protect the sexual health and wellbeing of self and others</p> <p>Roles and responsibilities in sexual relationships and how these can affect health and wellbeing</p> <p>Sexuality and sexual health issues such as safer sex practices, sexual negotiation, same-sex attraction and the impact of alcohol on sexual and personal safety</p> <p>Challenge, risk and safety in relation to sexuality and harm minimisation strategies</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others</p> <p>Describe how local and global values and beliefs determine personal and others' social relationships</p> <p>Evaluate personal behaviour in relationships, identify potential conflict and employ strategies to avoid and/ or resolve it.</p>	<p>Managing peer influence and building positive peer relationships</p> <p>Conflict resolution skills</p> <p>Complex social conventions and how these influence feelings and behaviour</p> <p>Values as social constructs and principles</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.





Hypothetical 1

Mark really likes Sarah, although he has always been too shy to tell her so. One night, they are both at a party, drinking heaps and having a great time. Later, they are talking and drinking with others in the kitchen. Everyone is getting pretty drunk.

After a while, the others leave the kitchen and Mark is alone with Sarah. He puts his arms around her and starts to kiss her. Sarah cuddles up to him. Mark leads Sarah off to one of the bedrooms. In the bedroom, they lie down and start kissing again. Sarah is confused, she feels sexy and wants to have sex with Mark, but feels it is not the right time or place. She starts to push him away. Mark feels angry and frustrated; he really wants to have sex with Sarah.



Hypothetical 1: Questions

1. Do you think that Mark and Sarah would have sex in this situation?
2. If they do, what are some of the possible consequences?
 3. Why do you think Sarah is confused?
 4. How does Sarah reach a decision?
 5. Why is Mark angry? What should he do?
6. What might Mark do if Sarah decides not to have sex with him?
 7. Is alcohol affecting Mark?
 8. Is alcohol affecting Sarah?
9. How could they be better prepared for situations like this in the future?





Hypothetical 2

Serena is 16 years old. She loves partying, drinking and dancing. Serena thinks she is more relaxed when she has had a couple of drinks, and it seems easier to talk to guys.

A lot of Serena's girlfriends drink, but Serena reckons that some of them drink way too much.

Serena hates seeing her friends really drunk and doing things they would never do when they were sober. She often has to look after them; they get a bad reputation and wake up the next morning worrying about what they have done.



Hypothetical 2: Questions

1. What is Serena's attitude to alcohol?
2. What is her attitude to her girlfriends' behaviour? Why?
3. Would her attitude be the same or different to boys she knew getting really drunk? Why/ Why not?
 4. What do you think of girls getting really drunk?
 5. What do you think of boys getting really drunk?
 6. Is there a difference? If so, why?
7. What are some of the consequences for girls when they get really drunk?
8. What are some of the consequences for boys when they get really drunk?
 9. Are these consequences the same for both males and females?
If not, is this fair?
10. How could Serena talk with her friends about their use of alcohol?
11. How can you relax and enjoy yourself and not end up doing things you might later regret?



Teaching sequence 16: Sexual health services and Medicare

Learning outcomes

Students will:

- identify a local sexual health care provider and the services that they offer
- recall the sexual health services that are provided under Medicare
- identify where they could obtain assistance for a number of specific sexual health issues
- identify the steps that are required to access a sexual health service
- review the key messages in the area of sexual health.

Key messages

- Sexual health and wellbeing have a significant impact on our general health.
- Medicare provides specific sexual health services.
- It is important to have many sources of support to go to for assistance with sexuality issues and to be familiar with local sexual health services.

a. **Review the home activity: News article on risky partying**

Review the homework by asking students to share the different news articles that they found online. Discuss some of these situations and how the young people involved were likely to have felt. Ask students what part alcohol or drugs played in the situation. Encourage students to share how their parents would have reacted if they were faced with a similar situation. Ask students to imagine being the parents of the young people involved in the article. Discuss how they would feel and whether or not there would be any legal implications for the young people involved.

Reinforce that it is always easier to manage situations when alcohol is not involved and before the situation escalates to an unsafe point. Review some of the skills that young people need to develop to help them in managing these situations.

b. **Invite a guest speaker from a local sexual health service that provides services under Medicare**

Invite an appropriate speaker to address students. Examples include a school nurse, a local community health nurse, a family planning health care provider or a local GP. The guest speaker could outline the services that their agency provides, what sexual health services are provided under Medicare and then answer any questions that students may have. Alternatively, you can arrange a visit to the service where students can meet staff and become familiar with both the service and what Medicare provides in terms of sexual health.

Students can also use the internet to search for information on:

- how Medicare is funded
- how to get their own Medicare card
- what Medicare covers.

c. **Activity 9-10.16.1: Local health services**

This activity requires students to brainstorm sexual health issues that young people may need to seek assistance for. They are then required to research local services that could provide this assistance.

d. **Activity 9-10.16.2: Who would you go to?**

Use this activity to help students in becoming aware of the different services that are available for specific sexual health issues. It is best completed in small groups.

e. **Activity 9-10.16.3: Accessing sexual health services**

This activity requires students to reflect on the practical steps that they would need to take to access a sexual health service.

f. **Review the key sexual health messages**

Review the key sexual health messages and reinforce where young people can go for assistance with questions or concerns. Reiterate the importance of sexual health and safety for a person's overall wellbeing.

g. **Conclusion**

Thank students for their input into the sexuality education unit. Let them know that they can continue to ask questions throughout the year in relation to the content covered.

Activity: 9-10.16.1

Key Messages

- Medicare provides specific sexual health services.
- It is important to have many sources of support to go to for assistance with sexuality issues and to be familiar with local sexual health services.

Activity Details

THEME	Health Services and Resources
SUB THEME	Sexual health services
TIME	20 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • whiteboard and markers • internet access for each group.

Local health services

Purpose

To provide students with an opportunity to consolidate their learning.

To allow students the opportunity to develop a resource pack of local sexual health services.

Teaching notes

This is a quick activity to allow students an opportunity to consolidate what they have learnt so far and develop a list of sexual health resources and services available in their area.

It could be further developed by having a visiting speaker provide extra information and resources.

Procedure

1. Ask the students to brainstorm a list of issues, relating to young people's sexuality, for which they might need specialist help. List these on the board. Include sexual orientation issues, violence/ abuse, rape, sexual assault, sexual harassment, contraception, STIs, gender identity issues, relationship advice, menstruation, pregnancy, adoption, fostering and abortion.
2. Divide the class into groups of four to six students.
3. Using the class list, ask each group to use the Internet to find all the local services which could help with each of the issues identified.
4. Ask each group to share their responses with the class.
5. Consolidate all responses onto one list and display in the classroom. You could also provide each student with a copy of this list.
6. Students could include detailed information, such as:
 - opening hours
 - costs, if any
 - address and contact details
 - if appointments are necessary
 - particular issues covered by this organisation
 - additional useful websites.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p>	Identify the health services and products provided by government and non-government bodies	Support strategies for young people experiencing difficulties in relationships or with their sexuality
<p>Dimension Health knowledge and promotion</p>	Analyse how government and non-government bodies can be used to support the health needs of young people	Sexual health services available for young people and Medicare services

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Activity: 9-10.16.2

Key Messages

- Medicare provides specific health services.
- It is important to have many sources of support to go to for assistance with sexuality issues and to be familiar with local sexual health services.

Activity Details

THEME	Health Services and Resources
SUB THEME	Sexual health services
TIME	30 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> • a set of <i>Who would you go to?</i> problem cards and service cards.

Who would you go to?

Purpose

To show students that there are many different services available that can help with each health issue they may encounter.

Teaching notes

It is advisable to familiarise yourself with the services listed in this activity in advance. Blank cards have been included so you can write relevant local, youth-friendly services on them to use as well. You will also need to discuss with the students how bulk billing works, whether they need to have their Medicare card with them or if the number will suffice, at what age they can apply for their own Medicare card and the laws about confidentiality. (Information about Medicare has been provided on the next page).

Procedure

1. Spread the service cards around the floor and explain the source of help each service provides.
2. Give each pair of students a problem card and ask them to consider who they would go to for advice about their problem.
3. Ask each pair to read their problem aloud to the group and then place the card on the service they would go to for help.
4. Foster discussion through asking the following questions:
 - What issues are important in each situation?
 - Who else could assist with the problem?
 - Would the service keep this problem confidential?
 - How would the person arrange payment for this consultation?
 - What do you think the reception staff know about this person's problems and personal details?
 - What could the person do if this service couldn't or didn't help them?

Adapted from Barwon Medicare Local 2009, *Docs and Teens - Program Manual*, <www.gpageelong.com.au/files/Practice_Support/Prevention_early_intervention/Docs_and_Teens/Manual_2009.pdf>.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p>	Identify the health services and products provided by government and non-government bodies	Sexual health services available for young people and Medicare services
<p>Dimension Health knowledge and promotion</p>	<p>Analyse how government and non-government bodies can be used to support the health needs of young people</p> <p>Demonstrate understanding of appropriate assertiveness and resilience strategies</p>	<p>Assertive strategies to protect the health and wellbeing of self and others</p> <p>Support strategies for young people experiencing difficulties in relationships or with their sexuality</p>

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Teacher information on the use of Medicare cards

- ▶ If a child or young person of any age has his or her own Medicare card, no information related to the use of the card can be released to a parent or guardian without the consent of the child/ young person.
- ▶ For a young person aged 14 or 15 on his or her parent's Medicare card, information generally will not be released without the young person's consent, but a parent or guardian may request Medicare Australia to approach any treating medical practitioner to determine if the practitioner will disclose to the parent or legal guardian any information they hold about the young person's treatment.
- ▶ Disclosure of information relating to a young person aged 16 and over on his or her parent's Medicare card will be made available only with the young person's consent.
- ▶ Young people need the number of the Medicare card if they don't have the card itself.
- ▶ Young people aged 15 or older can get their own Medicare card. A passport or school card can be used as I.D.

For more information visit: Department of Human Services < www.humanservices.gov.au/customer/dhs/medicare>
Australian Law Reform Commission <www.alrc.gov.au>





Your friend told you she felt forced into having sex with someone she met at a party



You want to find out where to get information about same-sex relationships





Your partner has told you they have got chlamydia and you want to know what to do



You are at a party and a friend has become unconscious





You had unprotected sex last night and need advice on what to do



You're pregnant and not sure whether you want to keep the baby





A group of kids at school are picking on you every day



Your best friend told you about their suicidal thoughts





You are worried about when
to start having Pap tests



You are worried about a
friend who wants to lose
weight and is vomiting a lot



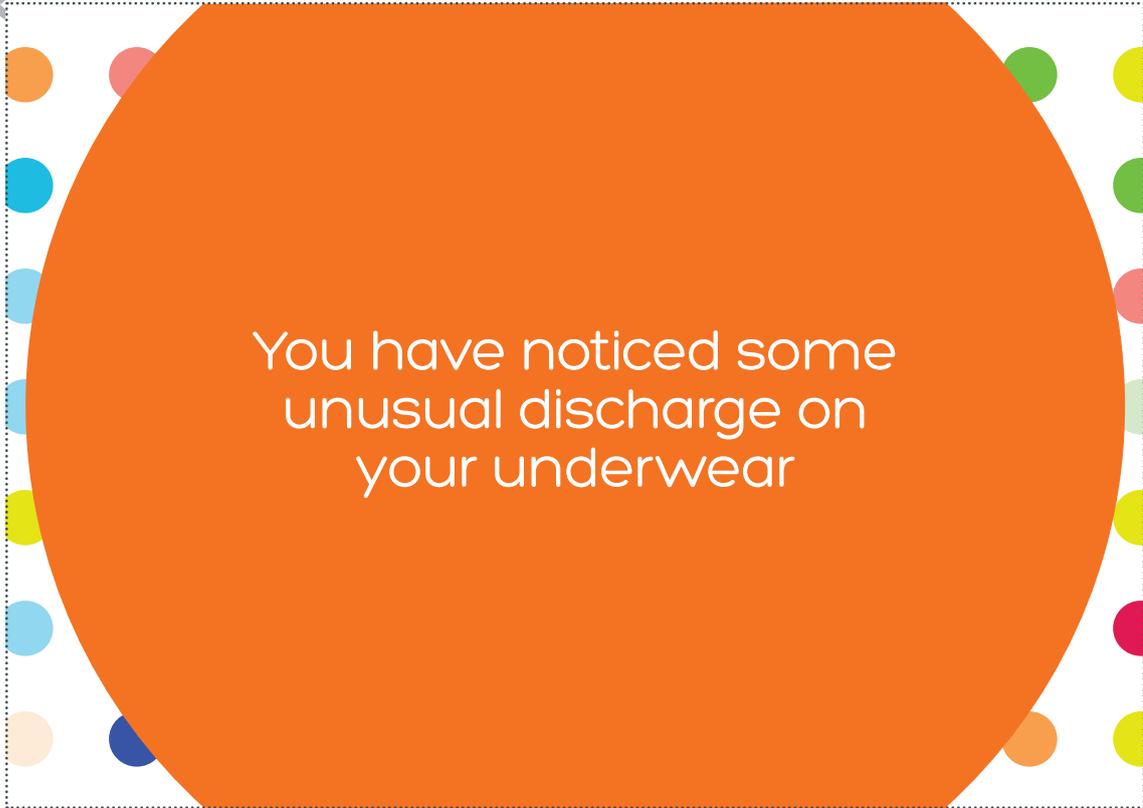


You want to get your own Medicare card but are unsure how to



You are thinking about having sex for the first time and want advice







You have noticed one of your testicles is really sore and swollen



Your partner has become possessive and physically abusive towards you







000
Police/
Ambulance



The Action
Centre
1800 013 952 or
9660 4700





Sexual Assault
Crisis Line
and CASA
1800 806 292



School
Counsellor/
Welfare
co-ordinator





Family Planning
Victoria
1800 013 952
www.fpv.org.au



Trusted Adult/
Parent/ Carer





Kids Helpline
1800 551 800
or
Lifeline 13 11 14



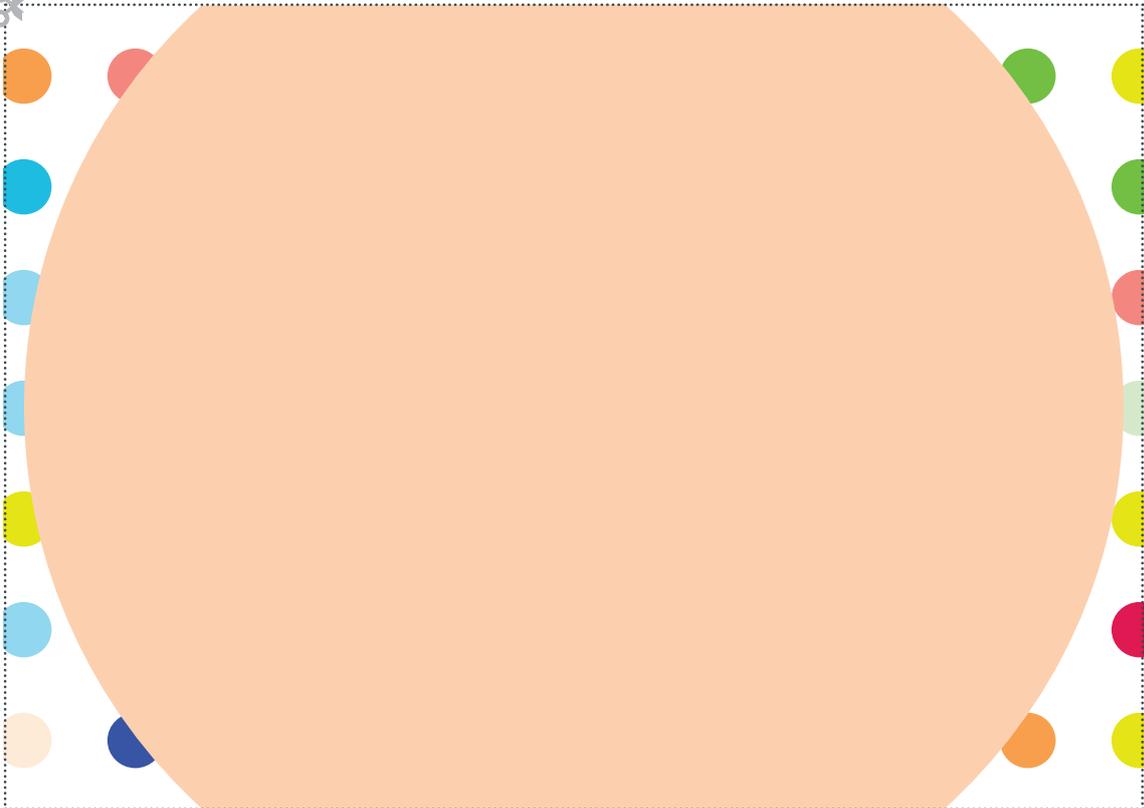
School Nurse

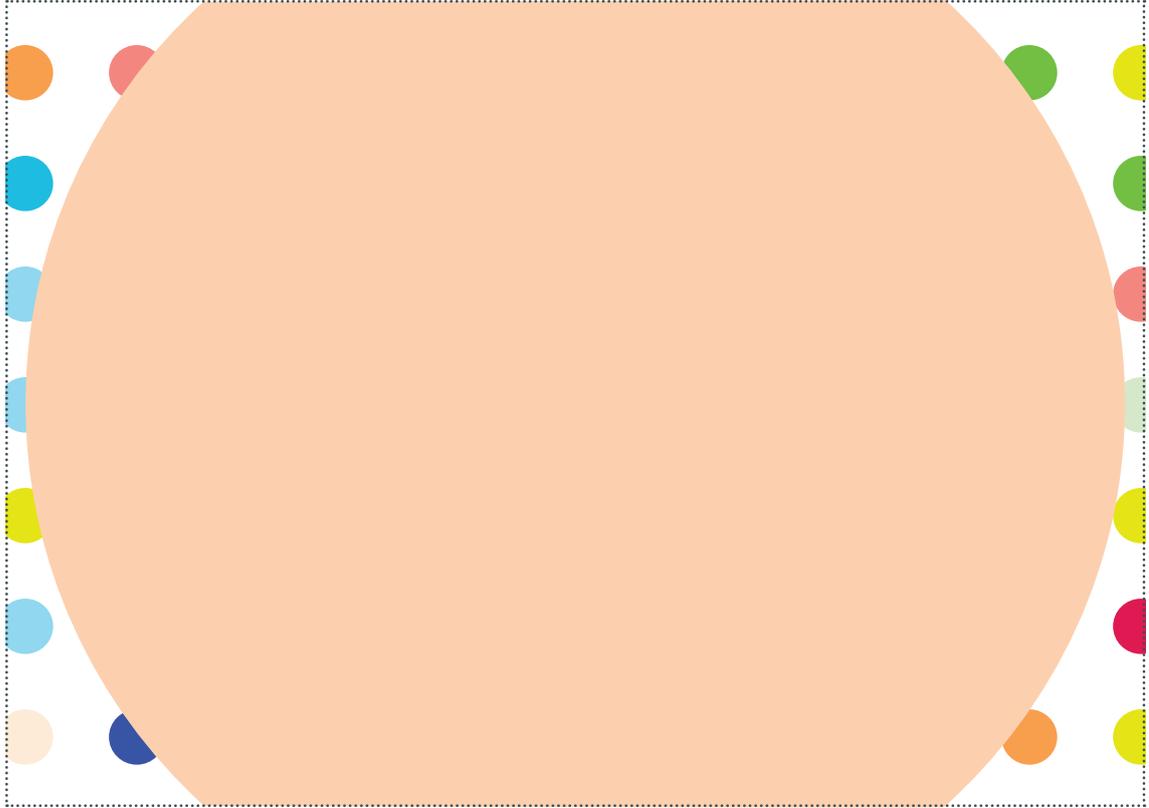




Safe Schools
Coalition Victoria

www.afeschoolscoalition.org.au
9285 5131





Activity: 9-10.16.3

Key Message

- It is important to have many sources of support to go to for assistance with sexuality issues and to be familiar with local sexual health services.

Activity Details

THEME	Health services and resources
SUB THEME	Sexual health services
TIME	60 minutes
AusVELS	Levels 9-10
YEARS	9 & 10
EQUIPMENT	<ul style="list-style-type: none"> computer with Internet access brochures from local sexual health services a copy of the <i>Accessing sexual health services worksheet</i>.

Accessing sexual health services

Purpose

To demonstrate the steps students need to follow when accessing sexual health services.

Teaching notes

This activity is a practical way of preparing students for accessing sexual health services. Students are often not sure of how to organise and follow up health service appointments so this activity aims to address this issue. Students are more likely to use a health service if it is easy to access, so providing them with knowledge about accessing health services may improve their overall health status. If possible, try to source brochures/ websites of local sexual health services that can be used in this activity. Students can present their findings to the class via discussion or a PowerPoint presentation.

Procedure

1. Give students the handout *Accessing sexual health services* and ask them to fill it in.
2. Allow students time to research the answers using the Internet and/ or brochures.
3. Students can work individually or in pairs/ groups.
4. Students should report back to class with their results.

Discussion

Some discussion points could include:

- Are there any steps in accessing sexual health services you think would be difficult? Why/ why not?
- How could you approach your parents/ carers about accessing sexual health services on your own?
- Do you always have to have parental permission?
- Were there procedures that you thought were too complicated to follow? If so, how could you make it simpler and easier?
- Who could you talk to for further support in this area?

AusVELS Context:

Strand: Physical, personal and social learning

Levels 9-10	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p>	Identify the health services and products provided by government and non-government bodies	Sexual health services available for young people and Medicare services
<p>Dimension Health knowledge and promotion</p>	Analyse how government and non-government bodies can be used to support the health needs of young people	Support strategies for young people experiencing difficulties in relationships or with their sexuality

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Accessing sexual health services

This table will help you to think about what you or a friend might need to consider, ask and have ready at each stage of accessing a sexual health service.

	Things to consider	Questions I might ask	Things I might want or need
Before you arrive	e.g. how will you get there? • • •	e.g. will I need to pay anything? • • •	e.g. Medicare card number • • •
When you are there	• • •	• • •	• • •
Before leaving	• • •	• • •	• • •
After leaving	• • •	• • •	• • •



Whole school learning activities

Sexuality education should not be limited to the curriculum and classroom practice. Instead, the way that the school is organised, the environment and ethos, and the links and partnerships that the school has with other services, all have an impact on student learning. The accumulation of knowledge and skills, an environment which supports growing and developing (physically, socially and emotionally) and the ease of accessing relevant services represent important school considerations in maximising the sexual health and wellbeing of school community members.

Below are a number of ideas that you may like to consider as a starting point in ensuring that your sexuality education program moves beyond individual classroom learning opportunities to a shared school and community experience.

Secondary School Ideas

Identify strategies where students can share their learning with other students. This may include the following:

- Classes of Year 7 students creating and providing information to local Year 6 students about services that are available in their community to support them as they grow and develop
- Year 8 students providing orientation for new Year 7 students in where and how to access support for their health and wellbeing at the school
- Hold a poster competition to convey health messages (for example on ways that students can be safe at parties or on the importance of consent)
- As a class, create a role play about dealing with friendships or relationships and present to other classes
- Make a display of models and/ or information and showcase in the reception area
- Develop a list of useful services and how to access them as a class and make a link to it on the school website
- Invite students to make mini clips to demonstrate and share their learning with others and hold a lunchtime movie session.

Provide staff and students with opportunities to link with internal and external health and wellbeing services. This may include the following:

- Inviting the school nurse, welfare staff or guest speakers into the classroom to support your program and inform students about their services
- Excursions to relevant health services to enhance awareness about their location, available services and how to access them
- Running an 'amazing race' competition (within the school or beyond it) to find sexual health information and relevant services
- Have senior students organise and run a health/ wellbeing day
- Support students to make links with a local, state-wide or national health promotion awareness campaign and to create and/ or distribute relevant information to the wider community
- Student leadership groups to run school activities and raise awareness of specific health issues or campaigns (e.g. World Aids Day, International Women's Day).

Explore ways in which the school can enhance parent/ carer and child communication and relationships. Some ideas might include the following:

- Inviting a guest speaker and hosting a parent/ carer night about how to develop your relationship with your child as they grow increasingly independent
- Attaching a regular newsletter item that addresses different parenting issues and how to overcome them
- Providing a parent login section on the school website that provides practical communication information for parents
- Having students complete a communication task that showcases their learning to parents through art or information technology and is displayed during a parent night or in a foyer during parent/ teacher interviews
- Incorporate homework activities into the sexuality education program at all year levels.

Endnotes

1. See, for example, *Supporting sexual diversity in schools*, DEECD 2009, accessible via www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/supportsexualdiversity.pdf ; and the DEECD's 'Diversity and Equity' page, accessible via www.education.vic.gov.au/hrweb/divequity/Pages/default.aspx.
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