



RESPECTFUL RELATIONSHIPS EDUCATION

YEAR 11 TO YEAR 12 – TEACHING AND LEARNING PACKAGE

March 2024

Acknowledgement of Country

We acknowledge the Tasmanian Aboriginal Community as the traditional and continuing custodians of Lutruwita, where Palawa have cared for their children and prepared them for life since the beginning of time.

Together we live, work, play and learn on what always was, and always will be, Aboriginal land.

We honour Elders, past and present, and pay our respects to all Aboriginal and Torres Strait Islander colleagues, families and friends.

We commit to ensuring every Aboriginal and Torres Strait Islander child and young person is known, safe, well and learning.



Acknowledgements

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2024 update and addition of selected sections:
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The 2024 update of this resource has been informed by a series of participatory consultations with Year 11 and 12 students from Rosny College and a virtual consultation with NAPCAN's Youth Speak Out Network (young people from across Australia). In addition, key informant interviews were carried out with teachers, principals, school wellbeing staff and a range of service providers.

The Department for Education, Children and Young People would like to thank all who participated in interviews and consultations for their valuable feedback and input.

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For the latest version of this document and additional support materials go to: www.respectfulrelationships.education.tas.gov.au

A photograph of two young women with long hair, smiling warmly. The woman on the left has dark hair and is wearing a light blue shirt. The woman on the right has brown hair and is wearing a denim jacket. They are in a classroom, with a bulletin board covered in papers and photos visible in the background. The image is partially overlaid by a colorful geometric graphic in the bottom left corner and a pink text box in the bottom right.

Respectful Relationships
Education ensures that all
Tasmanian communities value a
culture of respect and equality.

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INTRODUCTION

The *Respectful Relationships Teaching and Learning package* provides Year 11 and 12 teachers and staff with a series of evidence-informed teaching and learning activities to deliver comprehensive respectful relationships education, which includes consent education, in Tasmanian classrooms. This resource supports delivery of the Australian Curriculum v9.0.

With calls from young Australians themselves to 'teach us consent', we know young people are asking for education that builds the skills needed to have respectful and healthy relationships, to recognise violence and abuse, and to seek help.¹ This includes a strong understanding of how to give, deny and seek affirmative consent.

It is widely accepted that purposefully designed and well-delivered respectful relationships education contributes to the prevention of violence and abuse, and improving gender equality. Schools

also offer an environment where respectful relationships can be modelled. Teaching respectful relationships education provides an opportunity to help students develop the knowledge, attitudes and skills to conduct and enjoy respectful relationships. For some students, schools may provide the only safe environment to learn about, and develop skills in coping with gender-based and family violence, and abuse.

Schools can also be catalysts for generational and cultural change. As both learning environments and workplaces, schools are important settings for challenging stereotypes and addressing attitudes and beliefs about gender and power that perpetuate gender-based and family violence, and abuse. By explicitly examining power relations and challenging traditional gender roles and stereotypes in classrooms, policies and processes within the school, cultural change can be shaped.

¹ Commissioner for Children and Young People (Tas) (2022), *Respectful Relationships and Consent Education Report* Hobart, State of Tasmania (Commissioner for Children and Young People Tasmania).

REVISION AND UPDATE

In 2023-24, this teaching and learning package was reviewed and updated in response to renewed calls from young people for comprehensive consent education and the subsequent inclusion of consent and respectful relationships education within the [Australian National Curriculum](#) in 2023. The revisions also reflect a commitment within Tasmania's [Third Family and Sexual Violence Action Plan](#) to build understanding of consent, coercive control and grooming in the Tasmanian community (see Action 24). Revisions include the development of explicit lessons in these areas.

Revisions have been informed by a series of consultations with young people across Tasmania and Australia, as well as with teachers, principals, staff and community organisations. During consultation, diverse young people spoke about the need to have good information so that they can make their own well-informed decisions when it comes to sex and relationships. Young Tasmanians are passionate about ending violence against women, point to the detrimental impact of gender stereotypes (particularly on those who do not fit traditional gender binaries) and emerging challenges arising from the use of digital technologies in dating relationships. Young people are asking for comprehensive and inclusive respectful relationships education taught by non-judgemental, confident and well-informed staff.

These perspectives are echoed in a 2022 [report from the Tasmanian Commissioner for Children and Young People](#).² In consultations across the state, young Tasmanians, aged 10-17, spoke extensively about their experience of how respectful relationships and consent education is taught in Tasmanian schools and their ideas on how this could change for the better.

They highlighted schools as strategic places to deliver much needed respectful relationships and consent education, but many felt that the consent element was missing, or poorly taught. They also expressed concern about the heteronormative nature of their respectful relationships education, and made a strong call for it to be more inclusive of LGBTIQ+ people.

This resource can be used by schools in conjunction with their annual [Student Wellbeing and Engagement Survey \(SWES\) data](#), to guide action and measure the impact of teaching respectful relationships education in schools. The survey, which collects data across six domains of wellbeing, includes data on verbal, social and cyber bullying and feelings of safety and belonging at school.³

Young people
are asking for
comprehensive and
inclusive respectful
relationships
education taught by
non-judgemental,
confident and
well-informed staff.

- 2 Commissioner for Children and Young People (Tas) (2022) 'I think adults play a big role in this': Listening to the views of children and young people on 'Acceptance, Belonging and Feeling Safe' and the importance of respectful relationships and consent education.
- 3 Department for Education, Children and Young People, Student wellbeing data: Annual data from the Student Wellbeing and Engagement Survey. Hobart.

HOW TO USE THIS RESOURCE

This *Respectful Relationships Teaching and Learning package* has been designed to help schools address the issue of family and gender-based violence and promote protective behaviours and help-seeking.

It provides explicit opportunities for developmentally appropriate learning about gender norms, expectations and stereotypes, consent in the context of intimate relationships, keeping safe and how to seek help when safety is threatened.

Each activity is designed to be interactive, participatory and engaging, but also challenging. Not all of the activities raise gender-based or family violence and abuse directly, but they have been planned using themes found to be effective in addressing gender-based and family violence, including:

- * challenging assumptions about gender, power and equality
- * changing beliefs and attitudes about gender roles and expectations
- * creating a culture of respectful relationships
- * teaching students how to seek, give and deny consent
- * managing feelings and accepting responsibility for one's own emotions and behaviour
- * strategies to resolve conflict
- * knowing the difference between abusive and non-abusive relationships
- * promoting the consistent message that violence comes in many forms and is not acceptable
- * highlighting the role of trusted peers and adults in providing support
- * building peer support and help-seeking skills
- * giving information about formal help-seeking avenues.

The teaching and learning activities have been mapped against the *Personal Futures* focus area of the [Year 9 to 12 Curriculum Framework](#) and the [General Capabilities within the Australian Curriculum v9.0](#).

Personal Futures prepares students to be independent young adults capable of leading healthy, fulfilling and balanced lives, making connections to personal development goals and aspirational life pathways. This includes equipping students with the knowledge and skills to promote health and wellbeing, as well as cope with challenge and change. Teachers and other staff can find more information about the *Personal Futures* focus area on the Department's [Years 9-12 website](#) and [background paper](#).

This resource should not be viewed in isolation. There is strong evidence that respectful relationships education is most effective when it is embedded using a whole-school approach. Learn more about the six dimensions of a whole-school approach in the Our Watch [Respectful Relationships Education Toolkit](#).

MAPPING OF THE GENERAL CAPABILITIES

The activities within this resource have been mapped to the elements and sub-elements from the Australian Curriculum v9.0 General Capabilities to provide guidance for teachers and staff of how they should continue to be addressed beyond Year 10. Specifically, the elements of Personal and Social Capability, Ethical Understanding, Literacy, Critical and Creative Thinking, Intercultural Understanding and Digital Literacy capabilities are mapped throughout the resource. The relevant descriptions are provided at the start of each learning module.

Personal and social capability

Self-awareness

- * Emotional awareness (*reflect on their emotional responses to different situations*)

Self-management

- * Perseverance and adaptability (*devise, evaluate and adapt strategies to engage with unexpected or challenging situations*)

Social awareness

- * Empathy (*evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness*)
- * Relational awareness (*evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships*)

Social management

- * Communication (*devise strategies that apply effective verbal and non-verbal communication in response to feedback*)
- * Decision-making (*develop and apply criteria to evaluate the outcomes of individual and group decisions*)
- * Conflict resolution (*generate, apply and evaluate strategies to prevent and/or resolve interpersonal and intergroup conflicts*)

Ethical understanding

Understanding ethical concepts and perspectives

- * Explore ethical concepts (*evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts*)
- * Examine values, rights and responsibilities, and ethical norms (*describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms*)

Responding to ethical issues

- * Explore ethical perspectives and frameworks (*analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions*)
- * Explore ethical issues (*apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues*)
- * Making and reflecting on ethical decisions (*analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions*)

Literacy

Speaking and listening

- * Listening
- * Interacting
- * Speaking

Critical and creative thinking

Inquiring

- * Identify, process and evaluate information (*identify and clarify significant information and opinion from a range of sources, including visual information and digital sources; evaluate the information selected to determine bias and reliability*)

Generating

- * Consider alternatives (*consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change*)
- * Put ideas into action (*put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations*)

Analysing

- * Draw conclusions and provide reasons (*draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations*)
- * Evaluate actions and outcomes (*evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions*)

Intercultural understanding

Navigating intercultural contexts

- * Respond to biases, stereotypes, prejudices and discrimination (*apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination*)

Reflecting on culture and cultural diversity

- * Reflect on the relationship between cultures and identities (*evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own*)

Digital literacy

Practising digital safety and wellbeing

- * Manage online safety (*engage in safe, legal and ethical online behaviour and defuse negative online social interactions; recognise the benefits and risks of anonymity online*)
- * Manage digital privacy and identity (*recognise that their actions contribute to their passive digital footprint; manage their digital identity by controlling privacy, connections and group settings, and curating posts; consent selectively to data collection after assessing the benefits and risks of an online tool privacy policy*)
- * Manage digital wellbeing (*self-regulate the use of digital tools to purposefully enhance their wellbeing; identify how tools are designed to capture their attention*)

CREATING A SAFE AND INCLUSIVE LEARNING ENVIRONMENT

A climate of trust is essential if students are to discuss their opinions and beliefs openly. Engaging in activities to develop trust and build communication and cooperation is a necessary prerequisite for the implementation of specific components in this resource.

Students need to feel supported, respected and comfortable when they are participating in the learning activities. Purposeful and respectful discussion that avoids unpleasant experiences for students can be achieved by:

- * establishing and maintaining consistent lesson routines
- * establishing and upholding group or class rules, examples of which are outlined below
- * expecting and modelling positive and respectful behaviours
- * promoting a classroom environment free from harassment
- * demonstrating that teaching staff respect and care about what happens to all students
- * affirming diversity in the classroom, school and wider community
- * respecting students' right to remain silent.

SETTING GROUND RULES

Before any teaching about gender-based violence or respectful relationships can begin, it is important to establish some agreed ground rules to ensure that lessons run smoothly, that students feel safe contributing to activities and that interactions are respectful. It is also important to ensure students know where to seek help if required, and explain this is not the environment for sharing personal stories.

Suggested ground rules include all students' right to:

- * privacy
- * not be asked private questions
- * speak without being interrupted
- * be listened to
- * express their own opinions, ideas and feelings without judgement

- * respect
- * their own personal space
- * make mistakes without being ridiculed or laughed at.

All class members should try to:

- * join in and make a positive contribution to the lesson
- * support other people who are less confident
- * listen to and respect what others have to say
- * ensure that they don't disclose personal information about themselves or others.

USING A TRAUMA-INFORMED APPROACH

Given the statistics on violence against women and children in Australia, it is a reality that some students will have experienced or witnessed violence first-hand. A trauma-informed approach recognises that some students may have experienced trauma in their lives, and this can impact their responses and emotions during activities. Staff can apply a trauma-informed approach by:

- * being mindful of potentially triggering content and topics
- * providing a content/trigger warning at appropriate times
- * using the hypothetical examples and scenarios provided, rather than asking students to reflect on their own or others' personal experiences
- * using protective interrupting techniques when necessary to prevent students from disclosing personal information in front of their peers (see below)
- * following up and offering support to students who may need it (see below).

PROTECTIVE INTERRUPTING

Protective interrupting is a strategy that can be used to prevent students from disclosing in front of their peers while providing them with the opportunity to disclose safely and confidentially.

Class discussions are closely supervised so that students who begin to disclose private information can be interrupted quickly and sensitively, using interjections such as *“it sounds as though you want to talk about this. Why don’t we talk about it after class?”* After gently interrupting the student, the discussion is guided back to the original conversation. If necessary, the students can be reminded of the group rule of not sharing personal information in class discussions.

CLOSING THE LESSON AND DEBRIEFING STUDENTS

Closing a lesson in a positive way is critical when teaching about sensitive issues such as gender-based violence and abuse. Discussion points and key learnings need to be summarised. Case studies, unfinished stories or moral dilemmas should be brought to some point of resolution. Selection of activities for a lesson needs to be carefully thought through so that there is time to complete the lesson with an appropriate closure. Students who participate in scenarios, or who express a strong point of view about an issue, may need to be debriefed individually. Provide opportunities for the expression of strong feelings and then return students to the present situation.

USING INCLUSIVE LANGUAGE

Inclusive language ensures that all students, regardless of their background, gender identity, sexual orientation or personal experiences, feel respected and included in the discussion. Inclusive language is important across all teaching practice. In the context of respectful relationships education, it is particularly important to acknowledge the experiences and challenges of young people of diverse sexual orientations, gender identities and expressions and sex characteristics (i.e. LGBTIQ+ students). It is likely that even where students have not disclosed, there is significant diversity in your classroom. Make an active effort to avoid a heteronormative approach (i.e. to enforce the idea that heterosexuality is the norm or default sexual orientation and that all individuals should conform to traditional gender binary roles and expectations). If students – inadvertently or otherwise – use language that reinforces stereotypes, excludes or offends certain people or groups, use this as a teaching moment, encouraging open-mindedness and critical thinking. You can also make sure you incorporate the diverse examples and scenarios provided that represent a range of identities and experiences.

AVOIDING VICTIM BLAMING

While this resource provides students with strategies for assessing risk and protecting personal safety, including skills to leave abusive relationships, it is important to emphasise that the responsibility for preventing abuse always rests with the abuser and not the victim-survivor.

Victim blaming is the harmful practice of attributing responsibility or blame to the victim-survivor of abuse or violence for the actions perpetrated against them. It perpetuates a culture of silence and shame, discouraging victim-survivors from seeking help and support and obscures the accountability of those who commit abusive acts.

Educators can actively challenge victim-blaming by encouraging empathy, fostering critical thinking, and affirming the agency and dignity of each person. These actions can help establish a safer, more supportive environment where victim-survivors feel empowered to seek help, and perpetrators are held accountable for their actions.

TEACHING NOTES

The teaching notes throughout this resource identify supporting practices for staff delivering respectful relationships education. In most instances these are short but critical directions for staff working with difficult concepts or situations that may arise in the teaching of respectful relationships. This includes places where staff are recommended to give a trigger warning. Trigger warnings provide advance notice to students about potentially sensitive or triggering content that may be discussed or presented in the lesson. This proactive approach allows students to mentally prepare themselves and, if necessary, take steps to manage their emotional responses. The trigger warnings provided include an invitation for those students who do not wish to participate in the lesson to excuse themselves. Always ensure there is an alternative supervised space available for students and provide a wellbeing check-in with those who excuse themselves in case they require further support.

Parents and carers may have questions about the content covered in respectful relationships education and want to understand how to support their child or young person. In the first instance parents and carers should raise any questions or concerns with their school principal and be referred to the [Respectful Relationships Education website](#) for more information.

MANAGING DISCLOSURES

If a child or young person begins to disclose potential abuse or violence, listen and let them know they are believed and that it is not their fault. Whilst you must not 'interview' them, you can ask clarifying questions if required. It is important to let the student know straight away that if the information causes concern it will be passed on to others who can help. Any disclosure of violence or child abuse to a Department for Education, Children and Young People (DECYP) worker (member of staff, volunteer, trainee or student on work experience placement, contractor or sub-contractor over the age of 18) needs to be dual reported to the Advice and Referral Line (ARL) and the police.

Under no circumstances agree to keep it a secret and remain aware that gender-based violence and abuse thrives on secrecy. It is essential to be familiar with the Department's policies and procedures and to follow them.

[Office of Safeguarding Children and Young People](#)
(Internal DECYP access only)

[Advice for school staff](#)
(Internal DECYP access only)

When listening, use the following cues to guide thinking about the disclosure:

- * is the student currently being harmed (verbally, psychologically, physically etc.)?
- * is the student likely to be harmed in the future?
- * is anyone else being harmed?
- * what are the student's overall needs?
- * does the student need expert support from professional support staff (e.g. school health nurse or social worker)?
- * does the student need medical attention?

REFERRAL PATHWAYS AND MANDATORY REPORTING

There are a range of help sources that schools can direct students to if they are concerned about their wellbeing (these are flagged throughout the resource). These include:

[Kids Helpline](#)

Telephone and online counselling service for young people aged 5 to 25.

[headspace](#)

Mental health support for young people aged 12 to 25.

[13YARN](#)

Helpline for Aboriginal and Torres Strait Islander people who are going through a tough time.

[eSafety Commissioner](#)

Information to support Australians to stay safe online and help to remove harmful content such as cyberbullying, serious online abuse and intimate images or videos shared without consent.

[1800 RESPECT](#)

Domestic, family and sexual violence counselling, information and support service.

[Lifeline](#)

Crisis support and suicide prevention phone and webchat service.

[Tell Someone](#) (Tasmanian Government)

Information about the signs of sexual abuse and grooming and who to contact to seek help.

[Working It Out](#)

Support for young people and/or their parents/guardians provided through the Valuing Diversity Framework and Working It Out's LGBTIQ+ Schools Inclusion Officer.

Referring students for support must consider the best interests of the child or young person as the primary consideration and must comply with the Department's procedures.

There are certain incidents that require a mandatory report. This means that an adult who knows, believes or suspects on reasonable grounds, that a child is suffering, has suffered or is likely to suffer abuse or neglect has a responsibility to take steps to prevent the occurrence or further occurrence of the abuse or neglect. Concerns about the conduct of a DECYP worker that relate to child abuse require submission of a [Child Abuse Concern Notice](#) in addition to the dual reporting requirements to the ARL and police. Mandatory Reporting Training is compulsory for all DECYP staff. Further information regarding mandatory reporting and training is available:

[Safeguarding Training website](#)
(Internal DECYP access only)

[Office of Safeguarding Children and Young People](#)
(Internal DECYP access only)

ADVICE FROM YOUNG PEOPLE

When asked, young people give frank and useful feedback and advice to teachers and staff delivering respectful relationships education. In consultations informing the revision of this teaching and learning package in 2023, Tasmanian College students said that they did not want the primary message to be for them “*not to do things*”. Rather, they sought the opportunity to talk through the considerations and consequences of certain actions and decisions. Central to this, they said, was a teacher who is non-judgemental and open-minded. They spoke about needing to build strategies to resist peer pressure, and the importance of learning about consent. They were also generally passionate about making sure respectful relationships education was inclusive of students with diverse sexual orientations and gender identities. Below are some common pieces of advice from Year 11 and 12 students for staff delivering respectful relationships education:

- * Be confident but let us talk. Don't do all the talking!
- * Even when you disagree with someone's actions, accept that it is ok if a student has done something, even if it was a mistake.
- * Don't tell us what to do (or what not to do). Help us understand the consequences and considerations so we can make our own decisions.
- * Avoid victim-blaming and tell students it is ok if they have done something even if it was a mistake or something they regret.
- * Always be patient and understand some students can easily be triggered due to their past experiences.
- * If you use big words, we can't process it. Use the definitions and language that we use.

STAFF WELLBEING

The topics covered in this resource can be emotionally challenging. Teachers and staff delivering respectful relationships education are not immune to the impact of these discussions and may sometimes find themselves triggered by the content. To address this, prioritise self-care practices to help manage any emotional responses that may arise during lessons. This may include setting boundaries, practicing mindfulness or seeking support from colleagues or counsellors. Staff can access information and support from the [Staff Wellbeing intranet page](#) (Internal DECYP access only) and the Employee Assistance Program (EAP) - phone 1800 650 204.

Respectful Relationships resources developed by other state education departments

The Respectful Relationships initiative is part of a national campaign to reduce the prevalence of family and gender-based violence and abuse. This national focus means that other state education departments have developed teaching and learning resources to support teachers and other staff in addressing respectful relationships concepts.

When planning their learning programs, teachers and other staff can expand the learning activities in this resource with additional activities from resources from other states. These resources can be accessed through the following sites:

[Resilience, Rights and Respectful Relationships learning resources – Victoria](#)

[Building Respectful Relationships – Victoria](#)

[Child protection and respectful relationships - NSW](#)

[Growing and developing healthy relationships – WA](#)

RESPECTFUL RELATIONSHIPS - SCOPE AND SEQUENCE (YEAR 11 – YEAR 12)

The Respectful Relationships scope and sequence documents underpin planning at each level from Year 11 to 12.

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| | |
|--------------------------------|---|
| <p>Overview</p> | <p>Students develop an understanding of the qualities of respectful relationships. They can identify a support network of teachers, parents, peers, other trusted adults and formal services they can go to for help, and consider the most appropriate support to access.</p> <p>Students develop a common understanding about stereotypes and identities and how perceptions of the roles within a relationship can influence power and respect in relationships. Learners examine assumptions made around stereotypes, roles and their impact on familial and intimate relationships. Students explore the nature of consent and rehearse practical strategies for seeking, giving and denying consent. Learners recognise a range of potentially unsafe situations and propose strategies and behaviours to minimise their risk of harm and to report harm if they witness or directly experience it. Students develop skills in communication, negotiation, media literacy, help-seeking and advocacy.</p> |
| <p>Curriculum links</p> | <p>Year 9 to 12 Curriculum Framework (<i>Personal Futures</i> focus area); General Capabilities from V.9 of the Australian Curriculum (Ethical Understanding, Personal and Social Capability, Literacy, Critical and Creative Thinking, Intercultural Understanding and Digital Literacy).</p> |



| YEARS 11–12 | | YEARS 11–12 | | YEARS 11–12 | | |
|------------------------------------|---|--|--|---|--------------------------------|--|
| MODULE 1: RESPECTFUL RELATIONSHIPS | Module 1 learning goals | <p>Know: The factors that characterise respectful intimate relationships. The existence of harmful gender norms and stereotypes that can contribute to patterns of inequality, violence and abuse.</p> <p>Understand: Harmful gender norms and stereotypes can influence attitudes and behaviours. Violence against anyone is unacceptable. Relationships that are not respectful can be unsafe and need to be changed or ended.</p> <p>Do: Analyse general assumptions about gender in society and propose ways to challenge them in their local communities. Propose strategies for managing or ending unhealthy relationships.</p> | Module 2 learning goals | <p>Know: The characteristics of social situations that could become unsafe.</p> <p>Understand: It can be difficult to respond immediately to a situation that becomes unsafe.</p> <p>Do: Evaluate a range of ways to respond to situations where their own or others' personal safety may be at risk due to violence or abuse.</p> | Module 3 learning goals | <p>Know: How to seek help and legal rights and responsibilities in relation to reporting gender-based violence and abuse.</p> <p>Understand: Community action can be effective in changing attitudes and behaviours.</p> <p>Do: Propose community-based advocacy strategies to change attitudes and behaviours.</p> |
| | KEY CONCEPTS | | KEY CONCEPTS | | KEY CONCEPTS | |
| | 1.1 Understanding respectful relationships | <p>How can I establish and maintain respectful intimate relationships? Learners explore what makes a relationship positive, respectful and enjoyable.</p> | 2.1 Personal safety and recognising unsafe situations | <p>How can I ensure my own and others' safety in a range of social situations? Learners make judgements about the levels of risk in a situation and propose practical responses to situations where personal safety is at risk.</p> | 3.1 Accessing help | <p>How and where can I find help for myself or others who may be experiencing violence or abuse? Learners explore some of the elements to consider when supporting a friend who is in a violent or abusive relationship.</p> |
| | 1.2 Respect, gender and power | <p>How can assumptions about gender and identity be challenged by society? Learners deconstruct gender stereotypes in the media and develop practical strategies for challenging them.</p> | 2.2 Recognising and responding to violence, abuse and unsafe situations | <p>How can I prevent and respond to violence and abuse in my own and others' relationships? Learners explore and practise ways to respond to and prevent situations that may lead to violence and abuse.</p> | 3.2 Advocacy and action | <p>How can I advocate in my community to prevent gender-based violence and child abuse and better support victim-survivors? Learners develop and implement local actions to raise awareness, dispel myths relating to gender-based violence and promote gender equality and respect.</p> |
| | 1.3 Communicating and managing conflict | <p>How can I manage conflicts and end relationships in a respectful way? Learners explore a range of conflicts that are common for young people and propose practical strategies for resolving them respectfully.</p> | 2.3 Managing online relationships | <p>What are some considerations to be aware of before sharing intimate images and what are the implications for consent here? Learners consider the reasons why some people share intimate images and consider the potential consequences. They engage in discussion around consent and the sharing of intimate images.</p> | | |
| | 1.4 Seeking, giving and denying consent | <p>How can I navigate complex situations involving consent, and ensure affirmative consent is always present in intimate activity? Learners explore the importance of affirmative consent in intimate activity and consider what seeking, giving and denying consent looks and sounds like.</p> | 2.4 Recognising and responding to grooming and unwanted contact | <p>How can I recognise and respond to grooming and unwanted contact? Learners build an understanding of what grooming is, how it relates to power imbalances and what to do about it.</p> | | |
| | 1.5 Respect, power, coercion and control | <p>How can I recognise and respond to coercion and control in relationships? Learners explore signs of coercion and control in intimate relationships, consider the impacts of coercion and control and discuss strategies for escaping controlling relationships.</p> | | | | |
| | | MODULE 2: PROTECTIVE BEHAVIOURS | | MODULE 3: HELP-SEEKING | | |

YEARS 11–12



MODULE 1: RESPECTFUL RELATIONSHIPS

18

MODULE OVERVIEW

Learning goals

Know: The factors that characterise respectful intimate relationships. The existence of harmful gender norms and stereotypes that can contribute to patterns of inequality, violence and abuse.

Understand: Harmful gender norms and stereotypes can influence attitudes and behaviours. Violence against anyone is unacceptable. Relationships that are not respectful can be unsafe and need to be changed or ended.

Do: Analyse general assumptions about gender in society and propose ways to challenge them in their local community. Propose strategies for managing or ending unhealthy relationships.

Module curriculum links

Years 9 to 12 Curriculum Framework

Focus Area: Personal Futures

Learning that prepares students to be independent young adults capable of leading healthy, fulfilling and balanced lives, e.g. career and life planning, learning to learn, health and wellbeing strategies, student directed inquiry, driver education, financial literacy, basic second language skills.

General Capabilities

Personal and social capability

Self-awareness

- * Emotional awareness (*reflect on their emotional responses to different situations*)

Self-management

- * Perseverance and adaptability (*devise, evaluate and adapt strategies to engage with unexpected or challenging situations*)

Social awareness

- * Empathy (*evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness*)
- * Relational awareness (*evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships*)

Social management

- * Decision-making (*develop and apply criteria to evaluate the outcomes of individual and group decisions*)
- * Conflict resolution (*generate, apply and evaluate strategies to prevent and/or resolve interpersonal and intergroup conflicts*)

Ethical understanding

Understanding ethical concepts and perspectives

- * Explore ethical concepts (*evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts*)
- * Examine values, rights and responsibilities, and ethical norms (*describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms*)

Responding to ethical issues

- * Explore ethical perspectives and frameworks (*analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions*)
- * Explore ethical issues (*apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues*)
- * Making and reflecting on ethical decisions (*analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions*)

Literacy

Speaking and listening

- * Listening
- * Interacting
- * Speaking

Critical and creative thinking

Analysing

- * Draw conclusions and provide reasons (*draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations*)
- * Evaluate actions and outcomes (*evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions*)

Inquiring

- * Identify, process and evaluate information (*identify and clarify significant information and opinion from a range of sources, including visual information and digital sources; evaluate the information selected to determine bias and reliability*)

Generating

- * Consider alternatives (*consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change*)
- * Put ideas into action (*put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations*)

Intercultural understanding

Navigating intercultural contexts

- * Respond to biases, stereotypes, prejudices and discrimination (*apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination*)

Reflecting on culture and cultural diversity

- * Reflect on the relationship between cultures and identities (*evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own*)

(see also mapping of General Capabilities against individual Concepts)



CONCEPT 1.1 UNDERSTANDING RESPECTFUL RELATIONSHIPS

20

FOCUS QUESTION: HOW CAN I ESTABLISH AND MAINTAIN RESPECTFUL INTIMATE RELATIONSHIPS?

- * *Activity overview*

Learners explore what makes a relationship positive, respectful and enjoyable.

- * *Relevant curriculum links*

General Capabilities

Personal and social capability

Self-awareness

- * Emotional awareness (*reflect on their emotional responses to different situations*)

Social awareness

- * Empathy (*evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness*)
- * Relational awareness (*evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships*)

Ethical understanding

Understanding ethical concepts and perspectives

- * Explore ethical concepts (*evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts*)

Critical and creative thinking

Analysing

- * Draw conclusions and provide reasons (*draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations*)

Literacy

Speaking and listening

- * Listening
- * Interacting
- * Speaking

Intercultural understanding

Navigating intercultural contexts

- * Respond to biases, stereotypes, prejudices and discrimination (*apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination*)

Reflecting on culture and cultural diversity

- * Reflect on the relationship between cultures and identities (*evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own*)



LEARNING SEQUENCE

Activity description

Learning intentions

Explain to students that this activity is about exploring the qualities and skills needed to build positive, respectful and enjoyable intimate relationships. Encourage students to consider the diverse range of relationships throughout the activity, not just those between men and women. By the end of the activity, they will have examined the qualities and skills most important for ensuring a healthy and respectful relationship.



Pre-assessment activity:
Where are they at?

Draw two columns on the board, one headed *Healthy Relationships*, and the other headed *Unhealthy Relationships* and ask students to brainstorm the characteristics of each. Record them on the board under the relevant headings for discussion later. Answers might include:

Healthy relationships

- * Having fun together
- * Mutual commitment and honesty
- * Listening
- * Agreeing to disagree sometimes
- * Being able to spend time with friends without your partner and alone
- * Sharing responsibilities
- * Being kind
- * Respecting differences
- * Treating each other equally
- * Using each other's strengths

Unhealthy relationships

- * Being scared, frightened, anxious or tense when a partner is around
- * Disagreeing or arguing a lot
- * Being unable to speak their mind when a partner is around
- * Being dishonest, frequently breaking commitment or trust boundaries
- * Difficulty in communicating
- * Being constantly checked up on by a partner

- * Feeling manipulated
- * Being prevented from seeing family and friends by a partner

Explore whether there is any difference between healthy and unhealthy relationships across diverse forms of relationships (e.g. heterosexual relationships, relationships involving individuals of the same or similar gender identities). Point out that the characteristics of healthy and unhealthy relationships are generally the same across diverse forms of relationships.

Criteria for success: What to look for?

Can students:

- * describe the qualities of healthy and unhealthy relationships?
- * identify feelings associated with being in a healthy or unhealthy relationship?

Exploring the concept

Read through the information about [building healthy romantic relationships](https://headspace.org.au/building-healthy-romantic-relationships) from headspace.org.au.

Set up the Relationship continuum in the classroom by allocating one side of the room as *Most Important* and the other side as *Least Important*. Explain to students that they are going to examine what makes a healthy relationship. They will do this by ranking the skills and qualities that can build positive, respectful and enjoyable relationships along a continuum from most important in a relationship to least important in a relationship.

Distribute one of the *Skills and qualities cards* from the [Relationship Continuum Handout](#) to each student and ask them to place their card along the continuum to indicate the level of importance they believe that skill or quality has in creating a positive, respectful and enjoyable relationship.

Once all students have placed their cards, ask them to look along the continuum and identify any cards that they would like to move further up or down the continuum. Ask students to explain why they believe that skill or quality is more or less important. Once they have provided their explanation ask the class whether they agree with moving the card. Continue this process until the class is satisfied with the order and placement of cards on the continuum.

Ask the class whether they think cultural context would alter the placement of any of the skills and qualities along the continuum. Ask students to give examples and provide explanations for their responses.

Discuss with students whether the ranking of these qualities and skills would be the same for non-intimate relationships such as peer friendships, parent-child relationships, or the relationships between members of the school community. How would the rankings change and why?



Adjustment strategies

Content/Process: Students can be given blank cards and brainstorm their own qualities and skills for healthy intimate relationships and then place them in order on the continuum.

Process: Students complete ordering on the continuum individually and then present their ranking in small groups and arrive at a combined ranking.

Putting it into practice



Check for understanding

Emphasise to students that in a relationship both people should feel good about themselves, feel good about the other person, and feel good about the relationship. When a relationship is unhealthy the feelings they have about themselves, their partner or being part of the relationship will not usually be positive.

Now explain to students that they are going to examine some hypothetical situations that can occur in relationships. They will be identifying the skills and qualities from the previous activity that are either evident or diminished in the situation and exploring how the situation would make each of the parties feel about themselves, each other and the relationship.

Read out the following situations and discuss which skills or qualities are evident or missing, and how each party might feel about the situation:

- * A person cheats on their partner of three months
- * A person cheats on their partner of three years
- * A person lies to their friend

- * A person spreads gossip about their partner
- * A person supports their friend through a family problem
- * A person helps their partner deal with a difficult situation at school
- * A person breaks a promise they made to their partner
- * A person shares an intimate image of their partner with a friend.

Discuss whether there are any situations that might occur in a relationship that are irreparable – once they occur the relationship is over and cannot be maintained. Ask students to identify the types of situations that cause a break down in a relationship. Reflecting on the skills and qualities continuum, are there any that the group wishes to move given their new thinking about causes of a relationship breakdown? Discuss which ones and why.

Teaching note: It is important to acknowledge that people of all genders can experience or perpetrate violence. However, the statistics in Australia (and around the world) show that women are at a much higher risk of experiencing gender-based violence than men, and that perpetrators are overwhelmingly male. When discussing violence it should be made clear no violence is acceptable regardless of the who the perpetrators or victim-survivors are.

Criteria for success: What to look for?

Can students:

- * provide a valid description of how a person would feel in each of the situations?
- * identify the skills and qualities that are affected within each of the situations?
- * reflect on the important skills and qualities that maintain a healthy and respectful relationship?

Handouts

[Relationship Continuum Handout](#)

Resources

[Building healthy romantic relationships](#) (headspace)

[Being in a respectful relationship](#) (eSafety Commissioner)

[Romantic Relationships](#) (ReachOut)

CONCEPT I.2

RESPECT, GENDER AND POWER

24

FOCUS QUESTION: HOW CAN ASSUMPTIONS ABOUT GENDER AND IDENTITY BE CHALLENGED BY SOCIETY?

* *Activity overview*

Learners deconstruct gender stereotypes in the media and develop practical strategies for challenging them.

* *Relevant curriculum links*

General Capabilities

Personal and social capability

Social awareness

- * *Empathy (evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness)*
- * *Relational awareness (evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships)*

Ethical understanding

Understanding ethical concepts and perspectives

- * *Explore ethical concepts (evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts)*
- * *Examine values, rights and responsibilities, and ethical norms (describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms)*

Responding to ethical issues

- * *Explore ethical perspectives and frameworks (analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions)*
- * *Explore ethical issues (apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues)*
- * *Making and reflecting on ethical decisions (analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions)*

Literacy

Speaking and listening

- * Listening
- * Interacting
- * Speaking

Critical and creative thinking

Inquiring

- * Identify, process and evaluate information (*identify and clarify significant information and opinion from a range of sources, including visual information and digital sources; evaluate the information selected to determine bias and reliability*)

Analysing

- * Draw conclusions and provide reasons (*draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations*)



LEARNING SEQUENCE

Pre-activity preparation: Ask students to collect examples of gender stereotypes that are portrayed through TV shows, movies, TV advertisements or song lyrics and bring them to class.

Activity description

Learning intention

Explain to students that this activity is about gender stereotypes and how they are conveyed in our society. During this activity students will learn to deconstruct gender stereotypes in the media and develop practical strategies for challenging harmful stereotypes as well as inappropriate and sexist behaviour in society.



Pre-assessment activity:
Where are they at?

Ask small groups to brainstorm: *What does it mean to act like a man?* Ask groups to share their ideas with the class and discuss the words and expectations that groups identify. Compare the similarities and differences between groups' responses and examine the reasons that might account for these similarities and differences.

Discuss where they learn how men should act. Explain that boys are often expected to adopt these attitudes and behaviours as they become men in society and that men and boys are not born this way; these roles in society are learned.

Undertake the same brainstorm now for the question: *What does it mean to act like a woman?*

Discuss:

- * How do these stereotypes affect relationships?
- * Are there situations in which trying to live up to the stereotypes would be unhealthy for relationships? Why?
- * Could trying to conform to these stereotypes limit possibilities? If so, how?
- * How might these stereotypes affect power dynamics in a relationship?
- * How do these stereotypes impact people who do not conform to these stereotypes, for example those who identify as non-binary or a gender that is different from their assigned sex at birth?

Encourage discussion about people of different gender identities and how society's tendency to expect people to conform to traditional gender norms (societal expectations and beliefs that prescribe expected roles, behaviours, and attributes based on one's gender assigned at birth) and fit into gender binaries (male/female) can be challenging for people whose gender identity falls elsewhere. Ask students to consider how we can celebrate difference and diversity in gender identities, rather than discriminate against people who do not conform to gender binaries.

Criteria for success: What to look for?

Can students:

- * describe the impact that conforming to stereotypes can have on individuals and their relationships?

Exploring the concept

Watch the [Let's stop it at the start TV commercial](https://www.respect.gov.au) from [respect.gov.au](https://www.respect.gov.au) and explain to students that children start learning and absorbing gender norms and societal expectations about how boys, girls, men and women should behave from a young age.

Ask students to brainstorm other examples of how children and young people are exposed to gender norms and messages about how men and women should behave, e.g. toys they are given to play with, subjects they are encouraged to select at school, sports and activities they participate in, roles and jobs they do in the family, TV shows they watch and ads they are exposed to.

Divide students into small groups and ask each student to share the examples of TV shows, ads, song lyrics, music videos that portray narrow gender stereotypes that they have collected. Ask groups to investigate why TV, internet sites, musicians and magazines might portray narrow gender stereotypes and how the media influences the attitudes and beliefs of young people.

In groups research the following questions for each example:

- * Who paid for the media?
- * What group/s are the media aiming to influence?
- * How does the image/song/ad/show make them feel?

- * What story or message is being communicated?
- * What information is left out?
- * What values are being communicated?

Explain to students that by understanding the influence of the media and being able to deconstruct different portrayals of gender in the media will enable them to think critically about what they watch, see, hear, and read and the accuracy of the messages. Asking these questions helps everyone to challenge the narrow stereotypes that lead to gender inequality and discrimination, and the assumptions that can lead to violence and disrespectful relationships.

Ask groups to select one of the ads or songs that their group investigated. Ask students to create an “anti-ad” or an “alternative song” that challenges the gender stereotypes in their selection, altering the words and/or images to change the meaning to communicate equality and respect for women and girls.



Adjustment strategies

Content: Teachers can collect the TV ads, songs, movie clips to ensure they are at an appropriate level for learners.

Process: A scaffold could be provided for the development of the anti-ad or alternative song.

Product: Students could produce the anti-ad or alternative song using multimedia tools.

Putting it into practice



Check for understanding

Watch the [Attitudes to gender equality and violence against women](#) video from VicHealth and record the statements in the video that can lead to disrespectful and violent behaviour towards women e.g. “Right son... you’re the man of the house now”, “if he is a wife beater why doesn’t she just leave”, “why should she get paid to go and pop out another baby”, “give her another drink and she’s all yours”. Discuss how although many people may not agree with these statements, they will often stay silent which can be interpreted as

agreement. Explain that these negative attitudes are perpetuated because people choose not to speak out or voice their disagreement. Explain that bystanders can have a strong influence on people’s attitudes if they call out inappropriate behaviour or comments.

Ask students to select one of the comments or statements from the [Attitudes to gender equality and violence against women video](#) and, using the tips from the [Bystander Tips Handout](#), write a script for how they could respond as a bystander to challenge the negative or sexist statement. Share these responses with the rest of the class and ask students to identify which suggestions they think are most powerful and why.

Criteria for success: What to look for?

Can students:

- * propose appropriate responses that challenge inappropriate behaviour or comments?

Handouts

[Bystander Tips Handout](#)

Resources

[Power and gender in relationships](#) (eSafety Commissioner)

[What are gender stereotypes and why do they matter](#) (The Line)

[Asking for a Mate series](#) (The Line)

[Types of Abuse](#) (love is respect)

[Working It Out](#) (Tasmania’s gender, sexuality and intersex support, education and advocacy service)

[Tony Porter – A call to all men](#) (TedTalk)

[Jackson Katz – Violence against women – It’s a men’s issue](#) (TedTalk)

[The impact of discrimination \(against LGBTIQ+ people\)](#) (BeyondBlue)

CONCEPT 1.3 COMMUNICATING AND MANAGING CONFLICT

28

FOCUS QUESTION: HOW CAN I MANAGE CONFLICTS AND END RELATIONSHIPS IN A RESPECTFUL WAY?

* Activity overview

Learners explore a range of conflicts that are common for young people and propose practical strategies for resolving conflicts respectfully.

* Relevant curriculum links

General Capabilities

Personal and social capability

Self-awareness

- * Emotional awareness (*reflect on their emotional responses to different situations*)

Self-management

- * Perseverance and adaptability (*devise, evaluate and adapt strategies to engage with unexpected or challenging situations*)

Social awareness

- * Empathy (*evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness*)
- * Relational awareness (*evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships*)

Social management

- * Decision-making (*develop and apply criteria to evaluate the outcomes of individual and group decisions*)
- * Conflict resolution (*generate, apply and evaluate strategies to prevent and/or resolve interpersonal and intergroup conflicts*)

Ethical understanding

Understanding ethical concepts and perspectives

- * Explore ethical concepts (*evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts*)

Responding to ethical issues

- * Explore ethical issues (*apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues*)

Literacy

Speaking and listening

- * Listening
- * Interacting
- * Speaking

Critical and creative thinking

Inquiring

- * Identify, process and evaluate information (*identify and clarify significant information and opinion from a range of sources, including visual information and digital sources; evaluate the information selected to determine bias and reliability*)

Generating

- * Consider alternatives (*consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change*)



LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about managing conflict in respectful ways. By the end of the activity they will have developed a bank of strategies for dealing with conflicts effectively and showing respect and empathy for the parties involved in the conflict.



Pre-assessment activity: Where are they at?

Explain to students that the way they react to conflict has a significant impact on whether the outcome is positive or negative for themselves and others involved. Revisit the different ways that people can deal with conflicts that were explored in Concept 1.3 in Year 9/10.

- * **Avoiding** – issue and relationship are both insignificant.
- * **Accommodating** – relationship is more important than the issue.
- * **Forcing** – issue is more important than the relationship.
- * **Compromising** – cooperation is important (give a little, get a little).
- * **Collaborating** – relationship and issue are both important but this takes more time.

Discuss the reasons people might choose each of the strategies to deal with conflict e.g. someone might choose to avoid the issue because they dislike confrontation. Discuss whether there are some conflict resolution styles that may be disrespectful to other parties. Ask students to explain their responses and give examples.

Criteria for success: What to look for?

Can students:

- * identify how the style of conflict resolution used may impact on the outcome of the conflict?

Exploring the concept

Explain that all relationships will experience conflict at some time and this activity will look at some scenarios where people disagree. Explain that groups will explore ways to solve the conflict without the use of aggression, power or insult.

Emphasise that it is possible to resolve conflicts by negotiating or reaching a compromise.

Divide students into small groups. Distribute one of the *Conflict Resolution Scenarios* to each group (aim to have two groups looking at the same scenario allowing suggested resolutions to be compared). Ask groups to consult the [Conflict Resolution Tips](#) from loveisrespect.org and propose what each person in their conflict scenario could do to resolve the conflict without escalating it further.

Ask groups to draft a script of the conversation that may take place to try to resolve the conflict between the parties. Discuss how the techniques and steps used may be different, depending on whether they are involved directly in the conflict or as a bystander who has witnessed the conflict.

Ask groups to share their responses and provide other groups with the opportunity to critique the suggested resolutions and conversations.



Adjustment strategies

Content: Students could brainstorm common conflicts that occur in relationships between people of their age and provide suggested resolutions to them.

Process/Product: Groups can role-play the situations and responses for the group rather than, or in addition to writing out their scripted conversation.

Putting it into practice



Check for understanding

Remind the group that even in healthy relationships, conflict will happen sometimes. In a healthy relationship conflicts are resolved respectfully. Invite students to view the [Relationships Spectrum](#) from the [love is respect website](http://loveisrespect.org) to explore where different behaviours within a relationship fall along the spectrum indicating healthy, unhealthy and abusive relationships.

Explain that if a relationship becomes unhealthy, sometimes the best thing to do for the wellbeing of both parties is to end the relationship. Invite students to draw on the characteristics of unhealthy relationships from the [love is respect website](http://loveisrespect.org) to

brainstorm hypothetical situations in which an unhealthy relationship might need to be ended. Examples may include: someone does not feel the same about their partner anymore; trust has been broken; there is a change in where they live or go to school; they have found someone else they are interested in; they argue all the time; or it's not fun anymore. Encourage students to include diverse forms of intimate relationships in their scenarios. Ask the class to brainstorm ways that these relationships could be ended respectfully. Develop a bank of respectful ways to end a relationship.

Draw attention to the characteristics of an abusive relationship from the spectrum. Point out that if a relationship becomes abusive, it is best for the victim-survivor's safety and wellbeing to escape the abuse. Highlight that there is sometimes a fine line between unhealthy and abusive relationships. There are also a range of challenges that may prevent a victim-survivor leaving an abusive relationship. Ask students to consider what may prevent a victim-survivor from leaving?

Teaching note: While this lesson helps students consider strategies for leaving an abusive relationship, it is important to emphasise that the responsibility for preventing abuse always rests with the abuser and not the victim-survivor. It is important to approach discussions with sensitivity and avoid inadvertently blaming or shaming victim-survivors. Instead, focus on fostering empathy, promoting understanding, and providing support to empower individuals to make informed decisions about their safety and wellbeing.

Point out that one course of action for a victim-survivor who wants to leave an abusive relationship is to create a 'Safety Plan' or call a helpline (e.g. 1800 RESPECT) to discuss options for what to do while also remaining safe. Allow time for students to explore the information provided about this in the [Relationship Spectrum](#).

Divide the class into groups of 4-6 students and draw attention to Scenario 8 from the [Conflict Resolution Scenarios](#) (see below).

Scenario 8: Kal and Mali have been in an intimate relationship for 8 months. Recently Kal has been getting jealous when Mali goes out with her friends, especially when she is hanging out with other male friends. Kal is getting increasingly

frustrated and jealous. Sometimes he feels a rage building inside that he worries he can't control.

Ask groups to discuss the following questions:

- * What are the signs of an unhealthy relationship in this scenario?
- * What are the signs of a potentially abusive relationship in this scenario? What could escalate to make this an abusive relationship?
- * What might be some reasons why Mali may feel trapped in the relationship or reluctant to leave, despite knowing it is abusive?
- * If Mali was your friend and you became aware of her situation, what advice or support could you offer her to help her leave the relationship while maintaining her safety?

Invite groups to share their ideas.

Criteria for success: What to look for?

Can students:

- * identify features of unhealthy and abusive relationships?
- * propose respectful ways to discuss the ending of an unhealthy relationship?
- * identify common barriers to leaving an abusive relationship?
- * propose a range of options to advise a person seeking to leave an abusive relationship?
- * propose safe ways to leave an abusive relationship?

Handouts

[Conflict resolution scenarios](#)

[Conflict Resolution Tips](#) (loveisrespect.org)

Resources

[Conflict resolution – loveisrespect.org](#)

[Should we break up – loveisrespect.org](#)

[Managing the pressure of a relationship \(ReachOut\)](#)

[Coping with a break up – ReachOut.com](#)

[Dealing with relationship breakups \(headspace\)](#)

CONCEPT 1.4 SEEKING, GIVING AND DENYING CONSENT

32

FOCUS QUESTION: HOW CAN I NAVIGATE COMPLEX SITUATIONS INVOLVING CONSENT, AND ENSURE AFFIRMATIVE CONSENT IS ALWAYS PRESENT IN INTIMATE ACTIVITY?

* Activity overview

Learners explore the importance of affirmative consent in intimate activity and consider what seeking, giving and denying consent looks and sounds like.

* Relevant curriculum links

General Capabilities

Personal and social capability

Self-awareness

- * Emotional awareness (*reflect on their emotional responses to different situations*)

Self-management

- * Perseverance and adaptability (*devise, evaluate and adapt strategies to engage with unexpected or challenging situations*)

Social awareness

- * Empathy (*evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness*)
- * Relational awareness (*evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships*)

Social management

- * Communication (*devise strategies that apply effective verbal and non-verbal communication in response to feedback*)
- * Decision-making (*develop and apply criteria to evaluate the outcomes of individual and group decisions*)

Ethical understanding

Understanding ethical concepts and perspectives

- * Explore ethical concepts (*evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts*)
- * Examine values, rights and responsibilities, and ethical norms (*describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms*)

Responding to ethical issues

- * Explore ethical perspectives and frameworks (*analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions*)
- * Explore ethical issues (*apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues*)
- * Making and reflecting on ethical decisions (*analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions*)

Critical and creative thinking

Inquiring

- * Identify, process and evaluate information (*identify and clarify significant information and opinion from a range of sources, including visual information and digital sources; evaluate the information selected to determine bias and reliability*)

Generating

- * Consider alternatives (*consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change*)
- * Put ideas into action (*put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations*)

Analysing

- * Draw conclusions and provide reasons (*draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations*)
- * Evaluate actions and outcomes (*evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions*)

Literacy

Speaking and listening

- * Listening
- * Interacting
- * Speaking

Intercultural understanding

Navigating intercultural contexts

- * Respond to biases, stereotypes, prejudices and discrimination (*apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination*)

Reflecting on culture and cultural diversity

- * Reflect on the relationship between cultures and identities (*evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own*)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this session is about the importance of consent in intimate relationships. By the end of the session, they will understand what is meant by 'affirmative' consent, be familiar with strategies to seek, give, deny or gain consent and be familiar the laws relating to consent.

Teaching note: Explain that this learning sequence includes content that may be sensitive or triggering for some and if this is the case students can talk to a trusted adult, such as a teacher, school nurse, school psychologist, counsellor or social worker about how they are feeling. Any student who feels that participating in the class will be distressing should be given the option to leave and work in an alternative supervised space.



Pre-assessment activity: Where are they at?

Explain that we will start with a group activity to see how much the group understands about affirmative consent. This is not a test, rather an activity to get a sense of the level of knowledge in the room before we explore the concept further.

Read out the following statements aloud, inviting students to vote with their thumbs. Thumbs up for true, thumbs down for false. Prompt volunteers to comment on the reasoning for their vote, encouraging friendly debate. Provide the correct answer if needed using the information provided.

- * You can always tell if a person is consenting just by reading their body language. *(This is false. Relying solely on body language to determine consent is not reliable. Consent should be affirmative – that means clear, voluntary, verbal, and enthusiastic)*
- * Everyone has a responsibility to get affirmative consent before engaging in sexual activity. *(This is true. Affirmative consent is a key aspect of any sexual interaction. It is everyone's responsibility to ensure that all parties are willingly involved and enthusiastically agree to participate)*

- * Consent is a one-time agreement. If someone agrees once, they can not change their mind later. *(This is false. Consent can be withdrawn at any time. Even after initially agreeing to engage in sexual activity a person can change their mind and decide they are no longer willing to participate)*
- * Being in a long-term relationship with someone means you do not need to seek affirmative consent. *(This is false. Being in a relationship does not imply automatic or ongoing consent. Consent must still be sought and given for each sexual activity, regardless of the relationship's status)*
- * If someone is under the influence of alcohol or drugs, they can still provide valid consent. *(This is false. People under the influence of alcohol or drugs may not have the capacity to provide informed and voluntary consent)*
- * Silence or lack of resistance implies consent. *(This is false. Silence or lack of resistance does not equate to active, enthusiastic consent. Consent should be affirmative. This means it is clearly, voluntarily and enthusiastically given and not assumed based on the absence of objection or resistance)*

Ask students to work in pairs, drawing on what they learned in the voting activity to develop their own definition of affirmative consent, in the context of sexual relationships. Ask some pairs to share, comparing their definitions with the one provided below:⁴

Affirmative consent places the responsibility on each individual person participating in a sexual activity to take steps to say or do something to check that the other person(s) involved are consenting, rather than relying on the other person(s) to give their consent. This means that sexual consent can never be assumed and involves ongoing communication and decision-making between each person involved.

Explain that unlike the traditional 'no means no' approach to consent, which relied on individuals resisting or saying 'no' to indicate a lack of consent, affirmative consent encourages active participation, mutual and verbal agreement at every step of a sexual activity. Affirmative consent prioritises ensuring that all parties are not just willing but genuinely enthusiastic about engaging in sexual activity. This shift recognises that consent should never be assumed or coerced (pressured), and it

reinforces the idea that enthusiastic agreement is the gold standard for ensuring safe, respectful, and consenting sexual experiences. For this reason, in many states of Australia, there has been a shift in the law making it a legal requirement for all individuals engaged in sexual activities to actively seek affirmative consent at each stage of the sexual encounter (we will learn more about this later).

Criteria for success: What to look for?

Can students:

- * describe what is meant by affirmative consent?
- * demonstrate an understanding about what is and is not affirmative consent?

Exploring the concept

Arrange four groups and provide the following scenario:

Max and Sam are both 18 and have been in a relationship for six months. Neither of them has had sex before. Max feels ready to have sex with Sam. Sam is interested but feels uncertain about being ready and is worried about the risks. One evening, Max and Sam are watching a movie alone at home and Max starts to initiate sex.

Ask groups to start by considering what Sam might be thinking or feeling but not saying aloud. Ask a few groups to share. Ask what difference there might be if Sam's character identifies as male vs. female (e.g. both may be intrigued to try having sex, concerned about pleasing their partner, wondering if the partner will agree to use a condom, or worried about the risk of an STI, but a female may be worried about an unplanned pregnancy).

Remind the group that Sam's character is not unusual in being uncertain about whether or not to have sex or in feeling some pressure to have sex. While it is a common misconception among students that 'everyone else is having sex', in actual fact, most students in Year 10-12 in Australia have not had sex and there are many things that young people should consider before making the decision to have sex.

Teaching note: It is important to help dispel the common misconception that all students are having sex as this reduces the pressure that many young people feel to have sex. It is important to normalise the reality that many young people will choose not to have sex until they are older. This may be because of their personal or religious values, to avoid risks or just to wait until they feel ready and comfortable.

Give each of the four groups a pad of sticky notes, allocating the following questions:

- * **Group 1:** What could Max do and/or say to seek affirmative consent from Sam?
- * **Group 2:** What could Max do or say to make sure Sam is comfortable and does not feel pressure to have sex?
- * **Group 3:** What could Sam do and/or say to deny consent?
- * **Group 4:** What could Sam do and/or say to give affirmative consent?

Ask groups to consider as many ideas as possible, including verbal and non-verbal actions, writing each on a sticky note. Ask each group to present back to the class, welcoming additional ideas between groups and encouraging debate about whether the ideas comprise affirmative (clear, voluntary, explicit and enthusiastic) consent. If not, prompt for what else Max could do or say to check whether Sam is willing to continue or wants to stop? Ask: What should Max do if Sam does not give affirmative consent?

Explore what barriers might be in place to stop the characters feeling comfortable affirmatively seeking, denying or giving consent (e.g. embarrassment, unsure what to say, feel pressure to have sex, feel pressure to conform to gender norms/expectations). Acknowledge that the sexual encounter can sometimes be awkward but if they are not ready to have this conversation, they are probably not ready to be having sex.

Remind the group that affirmative consent is clear, voluntary, verbal, mutual and enthusiastic. If the person initiating the sexual activity feels any uncertainty, the best thing to do is to stop and ask. If any person involved is unsure or wants to stop, then stop. This means that everyone feels safe and respected, and that no laws are broken.

Ask if anyone is familiar with the laws regarding affirmative consent and the potential consequences for pressuring or forcing someone to continue participating in a sexual act without their affirmative consent? Explain that there are various laws relating to the need for 'free' or affirmative consent, age at which a person can consent, and sending and receiving intimate images/videos (sometimes referred to as 'sending' or 'sexting'). There are serious legal consequences for not getting it right.

In the same groups, allocate one of the following topics:

- * **Group 1:** 'Free' or affirmative consent in sexual activity
- * **Group 2:** Age of consent
- * **Group 3:** Intimate images/videos and consent

Ask groups to investigate the legal requirements and consequences under Tasmanian Law (noting that these laws differ between States and Territories), relating to their allocated topic. Refer groups to the [Youth Law Australia](#) and [Legal Aid Tasmania](#) websites to do their research. Provide an opportunity for each group to present what they have found. Alternatively distribute the [Consent and the Laws Fact Sheet](#) and invite questions.

Remind the group that to force sexual activity without affirmative consent is a serious wrongdoing called sexual assault or rape, depending on the type of sexual contact that occurs.



Adjustment strategies

Process: Allocate more than one group to each question if you have a large class size.

Process: Use a collaborative document (e.g. Google doc or JamBoard) for the group brainstorm task.

Process: Extend the activity by asking students to role-play the discussion that could take place between Max and Sam as they decide whether or not they both want to have sex. Ask volunteers to swap roles to demonstrate different courses of action for each character.

Product: Ask groups to write two scripts – one in which affirmative consent is sought by Max and given by Sam and one in which affirmative consent is sought by Max and denied by Sam.

Putting it into practice



Check for understanding

Arrange three groups. Explain that you are going to tell an unfolding story, stopping at critical points for groups to discuss and reflect on the different characters' thoughts, actions and decisions. Explain that different groups will assign different genders to the characters:

- * **Group 1:** Morgan and Alex both identify as male
- * **Group 2:** Morgan and Alex both identify as female
- * **Group 3:** Morgan identifies as male, Alex identifies as female

Read each part of the story, giving groups time to discuss the questions as you go.

Part 1: *Alex, aged 15 and Morgan, aged 17 have been in a relationship for three months and it is getting serious. They both have strong feelings for each other and spend a lot of time together. They have been intimate but have not gone as far as having sexual intercourse. Alex has never had sex before. Morgan has had sex once before in a previous relationship and Alex is aware of this.*

- * If they both gave affirmative consent, could Morgan and Alex legally have sex according to age of consent laws?
- * What would the difference be if Alex was aged 15 and Morgan was aged 21?

Part 2: *Morgan and Alex are home alone after college one day and they both happily consent to kissing and touching. Morgan interprets positive signals from Alex's body language and wants to touch Alex under the underwear – something that hasn't happened before.*

- * Could there be potential legal consequences if Morgan touches Alex under the underwear without first checking for affirmative consent?
- * What could Morgan say to check for Alex's affirmative consent before acting? Think of at least three options.

Part 3: Alex feels both nervous and excited and is initially enthusiastic about the prospect that sex might happen. Alex feels strongly about Morgan and does not want Morgan to think otherwise. Alex says clearly that they like it and it's fine for Morgan to continue.

However, after a few minutes, Alex starts to feel nervous, uncomfortable and worried that things have gone too far. Alex is suddenly uncertain about having sex, and knows that their parents would not approve. Alex also starts thinking about the potential risks of having sex. Alex decides that it is best to wait for a few more weeks at least to see where the relationship goes.

- * What are some other potential reasons why Alex may be having second thoughts about having sex?
- * How might Alex's religion or cultural background influence their decision?
- * How might Alex's body language indicate that they are no longer enthusiastic and happy to continue (e.g. there is no longer affirmative consent)?
- * What could Morgan say to check whether Alex wants to continue?
- * What could Alex say to be clear that they want to stop?
- * What is the respectful and lawful thing to do in this situation?

Part 4: Several months later Alex and Morgan have broken up – they both decided they were not ready to be in a serious relationship. One evening, they run into each other at a party. Alex has had several alcoholic drinks and comes up to Morgan, indicating interest in becoming intimate. Morgan is not drinking, feels tempted and still has strong feelings for Alex. They go upstairs together and start kissing in an empty room. Morgan notices that Alex is unsteady and can smell alcohol. Morgan can tell that Alex is very drunk.

- * Can Alex provide affirmative consent in this situation?
- * What is the best course of action for Morgan in this situation to ensure that no one regrets or is hurt by the encounter?

Ask the groups to work together to write a positive ending to Alex and Morgan's story. This should be a situation in which everyone feels safe and respected and no laws are broken.

Bring everyone together. Assess whether there were differences in responses of groups based on the gender identities. Reflect on how assumptions and responses were influenced by gender norms, expectations and power dynamics (refer to Concept 1.2).



Adjustment strategies

Process: The unfolding story could be printed on handouts (one part and relevant questions per page) and provided to groups to read and respond to.

Process: Students can write the ending of the scenario as an individual rather than group task.

Product: Ask students to write their own hypothetical scenario in which affirmative consent is sought and either given or denied.

Criteria for success: What to look for?

Can students:

- * demonstrate a range of strategies for seeking affirmative consent?
- * describe how laws relating to consent relate to different scenarios?

Handouts

[Consent and the law fact sheet](#)

Resources

[Youth Law Australia](#)

[Understanding sexual consent \(headspace\)](#)

[What is consent? \(headspace\)](#)

[Girls gotta know \(Tasmanian Women's Legal Service\)](#)

[Guys gotta know \(Tasmanian Women's Legal Service\)](#)

CONCEPT I.5 RESPECT, POWER, COERCION AND CONTROL

38

FOCUS QUESTION: HOW CAN I RECOGNISE AND RESPOND TO COERCION AND CONTROL IN RELATIONSHIPS?

* Activity overview

Learners explore signs of coercion and control in intimate relationships, consider the impacts of coercion and control, and discuss strategies for escaping controlling relationships.

* Relevant curriculum links

General Capabilities

Personal and social capability

Self-awareness

- * Emotional awareness (*reflect on their emotional responses to different situations*)

Self-management

- * Perseverance and adaptability (*devise, evaluate and adapt strategies to engage with unexpected or challenging situations*)

Social awareness

- * Empathy (*evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness*)
- * Relational awareness (*evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships*)

Social management

- * Communication (*devise strategies that apply effective verbal and non-verbal communication in response to feedback*)

Ethical understanding

Understanding ethical concepts and perspectives

- * Explore ethical concepts (*evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts*)
- * Examine values, rights and responsibilities, and ethical norms (*describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms*)

Responding to ethical issues

- * Explore ethical perspectives and frameworks (*analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions*)
- * Explore ethical issues (*apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues*)

Critical and creative thinking

Inquiring

- * Identify, process and evaluate information (*identify and clarify significant information and opinion from a range of sources, including visual information and digital sources; evaluate the information selected to determine bias and reliability*)

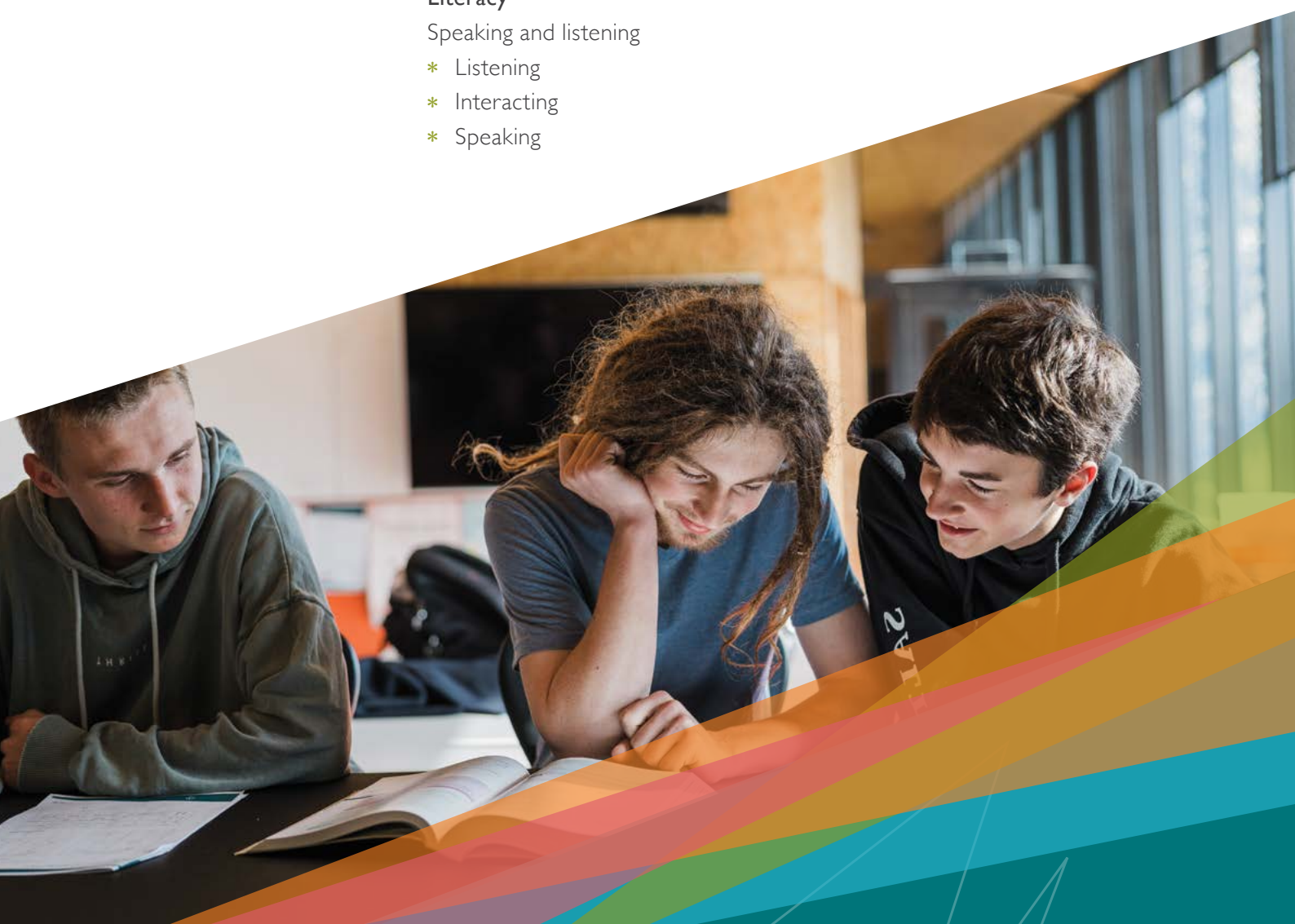
Generating

- * Consider alternatives (*consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change*)
- * Put ideas into action (*put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations*)

Literacy

Speaking and listening

- * Listening
- * Interacting
- * Speaking



LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this session will focus on control and coercion (which means persuading someone to do something by force, manipulation or threats) in relationships. The class will explore signs of control and coercion in intimate relationships and reflect on how this relates to gender norms and power dynamics. They will consider the impacts of coercion and control on victim-survivors and discuss strategies for escaping controlling relationships. They will also learn about the laws relating to coercion and control, which are types of abuse and have serious legal consequences.

Teaching note: Explain that this learning sequence includes content that may be sensitive or triggering for some and if this is the case students can talk to a trusted adult, such as a teacher, school nurse, school psychologist, counsellor or social worker about how they are feeling. Any student who feels that participating in the class will be distressing should be given the option to leave and work in an alternative supervised space.



Pre-assessment activity: Where are they at?

Start with a quick game⁵ to open a class discussion about the use of power in relationships.

Ask students to find a partner (or allocate partnerships randomly). Assign the taller person as 'robot' and the shorter as 'controller'. The controller keeps their hand around 10 centimeters away from the robot's face (remind students to avoid physical touch). The controller moves their hand to control the robot's movements. The robot must stay close to the controller's hand. Play for a few minutes then allow pairs to swap roles.

Stop the game. Ask students to reflect on what it was like to be the robot. Ask what happens in a relationship when one person is controlling another person? Is this a good use of power?

Ask the group if they have heard of coercive control. Invite definitions before explaining that:

Coercive control is a harmful behaviour in relationships where one person seeks to dominate and control another through various tactics, including manipulation, emotional abuse, intimidation, and isolation.

Coercive control is a form of power and control that erodes the other person's freedom, often making them feel trapped and powerless.

Link back to [Power and Control Wheel](#) (Concept 2.2 explored in Year 9/10). Ask students to identify some signs of coercive control in a relationship and add them to a collaborative document or JamBoard. Add from the list below if these are not contributed by students. You could also refer students to the [12 Signs of Coercive Control](#) from Relationships Australia.

- * Monitoring of activity
- * Not allowing a person to see friends/family alone
- * Monitoring movements (e.g. tracking phone, Snapchat locations, constant messaging)
- * Gaslighting (trying to make another person doubt their own thoughts, feelings, or reality)
- * Criticism and name-calling
- * Limiting access to money
- * Restricting access to transportation
- * Jealous accusations
- * Controlling aspects of health/body
- * Turning loved ones against a partner
- * Threatening loved ones

Watch the [Coercive Control – Where is the line?](#) Video, giving students the opportunity to add to their brainstorm. Ask:

- * What impacts could coercive control have on the victim-survivor?
- * Why might coercive control in a relationship sometimes be hidden/hard to see?

Collect some ideas, explaining that coercive control can affect a person's mental and physical health, relationships and reputation, employment and financial security. The abuse can also affect a person's sense of safety, their independence, and self-esteem, making them feel trapped, powerless and alone.

Explain that non-physical abuse such as coercion and control can look different in different relationships and is typically hard to spot. Explain that coercive control is incredibly harmful and a form of abuse. For this reason, coercive controlling behaviours are an offence under Tasmanian law. Refer students to the [Emotional Abuse and Coercive Control Fact Sheet](#) from Women's Legal Service Tasmania. Ask if there is anything that surprised them? Highlight that according to the law in Tasmania, individuals can be held responsible for emotional abuse even if they did not have the intention to emotionally harm someone. A person must not treat their partner in a way that they know, or ought to know, is likely to have the effect of unreasonably controlling or intimidating them, or causing mental harm, apprehension or fear.

Teaching note: The terms 'survivor' or 'victim-survivor' are generally preferred when referring to people experiencing violence/abuse within relationships because these terms emphasise resilience and strength. They acknowledge that individuals who have experienced violence are not defined solely by their victimisation but also by their ability to overcome adversity. Using these terms encourages a more empathetic and supportive approach, promoting a sense of empowerment and hope for those affected. It helps convey that recovery and healing are possible, and it fosters a culture of respect, dignity, and understanding. The term victim-survivor is used throughout this resource.

Criteria for success: What to look for?

Can students:

- * identify signs of coercive control?
- * demonstrate how controlling behaviours may negatively influence a person or relationship?

Exploring the concept

Explain that people of all gender identities and in all kinds of relationships can be perpetrators and/or victim-survivors of coercive control. Statistics, however, tell us that women are more likely to experience coercive control and other non-physical types of abuse perpetrated by men. In Australia around 1 in 4 women (23%) have experienced coercive control by a partner. This compares to around 16% of men.⁶

Refer back to the discussion in Concept 1.2 about gender and power. Ask students to think-pair-share on how harmful gender norms (societal expectations and beliefs that prescribe expected roles, behaviours, and attributes based on one's gender) and stereotypes might manifest in patterns in which men are more likely to be perpetrators of coercive control and women more likely to be victim-survivors.

Explain that traditional gender norms that associate dominance and control with men and submission and vulnerability with women can influence the dynamics of a relationship in which men feel that they are entitled to exert control over women. The societal acceptance of these norms can contribute to higher levels of controlling behaviour and violence against women, as unequal power dynamics are normalised and perpetuated, and controlling behaviour against women is often ignored, overlooked or excused. This is a problem when we know that non-physical abuse can be just as serious and harmful as physical or sexual abuse.

Arrange small groups, directing them to the [No Excuse for Abuse](#) campaign materials from Our Watch. Ask students to come up with a response to each of the characters. The response should include information about the type of abuse demonstrated, how this is harmful (e.g. the impacts on the victim-survivor) and a message about the law.

What barriers might prevent someone from leaving a controlling relationship? What are some strategies they could use to seek help?

6 Australian Bureau of Statistics (2022) 3.6 million people experienced partner emotional abuse. Canberra: ABS

Putting it into practice



Check for understanding

Refer students to the Sheika and Kevin scenario from the [Emotional Abuse and Coercive Control Fact Sheet](#) (Women's Legal Service Tasmania). Prompt small group discussions using the following questions:

- * What are some indicators of coercive control in this situation? (name as many as possible)
- * What might be preventing the victim from leaving the relationship?
- * What could a close friend or family member of Sheika do or say to check if they are ok?

Ask each student to put themselves in the shoes of a close friend who is worried about Sheika. Their task is to script the opening of a conversation with Sheika. The conversation should check in with Sheika and offer friendly advice, including some options of where to seek help. Ask a few students to share their scripts, inviting peer feedback.

Allow time for groups to do some research online to find out what services might be available and useful to Sheika. Service options could include crisis counselling or legal support. Ask groups to compile a list with as many options as possible (an option is to make this a race and see who gets to five help sources first).

Ask:

- * What are some of the reasons why Sheika may feel reluctant to reach out for help?
- * What are some ways that the friend could check in to ensure that Sheika is getting the help she needs?



Adjustment strategies

Process: Ask students to write their own hypothetical scenarios involving coercive control and then swap with another group to discuss the questions. Encourage groups to reflect diverse relationships in their scenarios, not just relationships between men and women.

Product: Ask students to work together to design a help-source brochure, poster or webpage advertising free and accessible counselling and legal support for people experiencing emotional abuse and coercive control.

Criteria for success: What to look for?

Can students:

- * demonstrate how gender norms and power dynamics are reflected in patterns of coercive control?
- * provide advice about what someone experiencing coercive control could do to seek help?

Handouts

[Emotional abuse and coercive control fact sheet \(Women's Legal Service Tasmania\)](#)

Resources

[What is coercive control? Relationships Australia](#)

[See the signs of coercive control SA Government](#)

MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

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



MODULE 2: PROTECTIVE BEHAVIOURS

MODULE OVERVIEW

Learning goals

Know: The characteristics of social situations that could become unsafe.

Understand: It can be difficult to respond immediately to a situation that becomes unsafe.

Do: Evaluate a range of ways to respond to situations where their own or others' personal safety may be at risk due to violence or abuse.

Module curriculum links

Years 9 to 12 Curriculum Framework

Focus Area: Personal Futures

Learning that prepares students to be independent young adults capable of leading healthy, fulfilling and balanced lives, e.g. career and life planning, learning to learn, health and wellbeing strategies, student directed inquiry, driver education, financial literacy, basic second language skills.

General Capabilities

Personal and social capability

Self-management

- * Perseverance and adaptability (*devise, evaluate and adapt strategies to engage with unexpected or challenging situations*)

Social management

- * Communication (*devise strategies that apply effective verbal and non-verbal communication in response to feedback*)
- * Decision-making (*develop and apply criteria to evaluate the outcomes of individual and group decisions*)
- * Conflict resolution (*generate, apply and evaluate strategies to prevent and/or resolve interpersonal and intergroup conflicts*)

Social awareness

- * Empathy (*evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness*)
- * Relational awareness (*evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships*)

Social management

- * Communication (*devise strategies that apply effective verbal and non-verbal communication in response to feedback*)
- * Decision-making (*develop and apply criteria to evaluate the outcomes of individual and group decisions*)

Ethical understanding

Understanding ethical concepts and perspectives

- * Explore ethical concepts (*evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts*)
- * Examine values, rights and responsibilities, and ethical norms (*describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms*)

Responding to ethical issues

- * Explore ethical perspectives and frameworks (*analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions*)
- * Explore ethical issues (*apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues*)
- * Making and reflecting on ethical decisions (*analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions*)

Literacy

Speaking and listening

- * Listening
- * Interacting
- * Speaking

Critical and creative thinking

Inquiring

- * Identify, process and evaluate information (*identify and clarify significant information and opinion from a range of sources, including visual information and digital sources; evaluate the information selected to determine bias and reliability*)

Generating

- * Consider alternatives (*consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change*)
- * Put ideas into action (*put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations*)

Analysing

- * Draw conclusions and provide reasons (*draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations*)

- * Evaluate actions and outcomes (*evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions*)

Digital literacy

Practising digital safety and wellbeing

- * Manage online safety (*engage in safe, legal and ethical online behaviour and defuse negative online social interactions; recognise the benefits and risks of anonymity online*)
- * Manage digital privacy and identity (*recognise that their actions contribute to their passive digital footprint; manage their digital identity by controlling privacy, connections and group settings, and curating posts; consent selectively to data collection after assessing the benefits and risks of an online tool privacy policy*)
- * Manage digital wellbeing (*self-regulate the use of digital tools to purposefully enhance their wellbeing; identify how tools are designed to capture their attention*)

(see also mapping of General Capabilities against individual Concepts)



CONCEPT 2.1 PERSONAL SAFETY AND RECOGNISING UNSAFE SITUATIONS

46

FOCUS QUESTION: HOW CAN I ENSURE MY OWN AND OTHERS' SAFETY IN A RANGE OF SITUATIONS?

* Activity overview

Learners make judgements about the levels of risk in a situation and propose practical responses to situations where personal safety is at risk.

* Relevant curriculum links

General Capabilities

Personal and social capability

Self-management

- * Perseverance and adaptability (*devise, evaluate and adapt strategies to engage with unexpected or challenging situations*)

Self-management

- * Communication (*devise strategies that apply effective verbal and non-verbal communication in response to feedback*)
- * Decision-making (*develop and apply criteria to evaluate the outcomes of individual and group decisions*)
- * Conflict resolution (*generate, apply and evaluate strategies to prevent and/or resolve interpersonal and intergroup conflicts*)

Ethical understanding

Understanding ethical concepts and perspectives

- * Explore ethical concepts (*evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts*)
- * Examine values, rights and responsibilities, and ethical norms (*describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms*)

Responding to ethical issues

- * Explore ethical perspectives and frameworks (*analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions*)
- * Explore ethical issues (*apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues*)
- * Making and reflecting on ethical decisions (*analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions*)

Critical and creative thinking

Inquiring

- * Identify, process and evaluate information (*identify and clarify significant information and opinion from a range of sources, including visual information and digital sources; evaluate the information selected to determine bias and reliability*)

Generating

- * Consider alternatives (*consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change*)
- * Put ideas into action (*put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations*)

Literacy

Speaking and listening

- * Listening
- * Interacting
- * Speaking



LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about making judgements about the levels of risk in a situation. Emphasise that the primary responsibility for preventing harm or risk relating to abuse and violence always lies with those engaging in behaviour that causes harm, injury or distress to others. While there is no excuse for such behaviour, we can all take proactive steps to safeguard ourselves and others when potential harm is present. This includes knowing when to step in and take action to reduce risks. During this activity students will identify indicators of risk in situations, including situations involving violence or abuse, and propose practical and appropriate responses to situations where personal safety is at risk.

Teaching note: A critical aspect of teaching personal safety, especially in discussions about preventing child abuse and sexual abuse, is addressing the issue of victim blaming. Victim blaming is the harmful practice of attributing responsibility or blame to the victim-survivor of abuse or violence for the actions perpetrated against them. It perpetuates a culture of silence and shame, discouraging victim-survivors from seeking help and support and obscures the accountability of those who commit abusive acts. While learning to assess risk and keep oneself safe are useful skills, it is essential to foster an empathetic learning environment where students understand that the responsibility for preventing abuse rests with the abuser, not the victim-survivor.



Pre-assessment activity: Where are they at?

Explain to students that one of the factors that helps people to assess the level of risk in a situation is intuition or instinct.

Discuss:

- * What is intuition or instinct?
- * What is involved in using intuition or instinct when assessing risk?

- * What does this have to do with trusting your own judgement?

Invite students to brainstorm situations in which people may find it helpful to use their intuition.

Teaching note: Intuition is a feeling or hunch people may have about something. When people talk about intuition they are using the sophisticated synthesis of a lot of information and past experience. Intuition is an important aspect of being able to trust personal judgements. Therefore, it is valuable to develop an ability to recognise and use intuition.

Read out the series of scenarios provided below and ask students to indicate whether the situation is high risk (indicate by making a cross with the arms – no deal style), medium risk (indicate with a thumbs down), low risk (indicate with thumb pointing horizontally) and no risk (indicate a thumbs up). Select one or two students to explain their decision after each statement.

Read out the following:

- * Driving around in a crowded car and not wearing a seatbelt.
- * Gangs (or individuals) carrying knives.
- * Being caught in the middle of a violent argument between two other people.
- * Running out of money when out.
- * Uninvited people gatecrashing a party.
- * Getting a lift home with a person after just meeting them at a party.
- * A stranger coming near another person giving them an uneasy feeling.
- * Older people saying things about or looking at a younger person.
- * Walking past big groups of people in a street or a shopping mall.
- * Someone stealing someone else's bag.
- * Being followed (or verbally harassed) by a group of people.
- * Waiting at the bus stop at night.
- * Walking down the road at night alone.
- * Being at home alone.
- * People getting drunk and using drugs at a party.
- * Travelling on a train.
- * Being on a railway platform at night.

- * Being approached by someone asking for money.
- * A stranger driving near a person and asking them to get into their car.
- * Drivers doing wheelies, screeching brakes or swerving to scare someone.

Adapted from Personal Safety Plans – NSW Department of Education and Training.

Criteria for success: What to look for?

Can students:

- * understand the role that intuition and instinct play in making judgements about personal safety?
- * judge the level of risk associated with a range of situations using their intuition?

Exploring the concept

Explain to students that there are two elements that guide people when making a decision about the level of risk in a situation. These are:

- * being able to trust your own judgement (intuition and instinct)
- * taking into account what others think.

Distribute the [Indicators of risk checklist](#). Point out that students may have come across this in previous years (Years 7/8: Module 2 – Concept 2.2).

- * WHO are you with? Who else is around?
- * WHAT are you doing? What are you being asked to do? What are others doing?
- * HOW are you feeling about the situation?
- * WHERE are you?
- * WHEN is this happening?

Explain to the class that when they are in a situation that could become risky or unsafe it is helpful to think about these five questions to work out how safe it is and whether they need to leave or respond. If there are other people in the situation, these people can become a really important part of the decision they make, so they need to talk about how they are feeling in the situation.

Designate each corner of the classroom as high risk, medium risk, low risk or no risk.

Read the following scenarios and ask students to determine whether the scenario is high, medium, low, or no risk based on the Indicators of Risk checklist. Ask them to move to the corresponding corner of the room.

- * Walking home alone at night through an unlit park.
- * When affected by alcohol or other drugs.
- * As a passenger in a car with a driver who is affected by alcohol or other drugs or driving recklessly.
- * When a person tells their partner what they can and can't wear out.
- * When a person always decides what movie their partner should go to see.
- * When a person constantly wants to know where their partner is and who they are with.

Refer back to the previous lesson (Concept 1.5) on coercive control. Which of these scenarios might indicate coercive control in a relationship? Invite students to justify their decisions on level of risk of each scenario based on WHO, WHAT, HOW, WHERE and WHEN. Allow students to move to a different corner of the room if they feel that another student's argument of the level of risk changes their initial judgement.

Putting it into practice



Check for understanding

Remind students that there is no excuse for people behaving in a way that causes harm or hurt to others. However, there are some things that we can all do to look after our own and others' safety when there is a risk that harm may occur. One important aspect of personal safety is looking out for each other in social situations. Explain that a big part of this involves knowing when to step in and take action to reduce the risk.

Read out the following unfinished story and stop at each point to allow students to assess the situation and discuss what they would do in a pair or group of three:

The party – setting the scene

Laksmi and her close friend Jessie are going to a party. Laksmi does not know the person having the party but Jessie does. They used to go to school together a few years ago. Laksmi and Jessie have agreed to leave the party together, no matter what.

At the party

8pm. *When Laksmi arrives at the party everybody seems to be having a good time. There are people up dancing and singing, and someone is taking around some food. Laksmi hangs out with Jessie unsure about the other people at the party.*

Ask students to give a thumbs up, thumbs down or thumbs neutral for level of risk. Continue reading.

9pm. *A group of people Laksmi recognises from another school arrives. She starts talking and joking around with them. A few people show signs of drinking too much and others seem a little happy. There are heaps of people at the party now. People are starting to mix with others and everyone appears to be settling in for a great night.*

Ask students to give a thumbs up, thumbs down or thumbs neutral for level of risk. Continue reading.

10pm. *Laksmi has not seen Jessie for a while. The party is getting really noisy. Small arguments have been breaking out but have eventually settled without fights occurring. A group of people have just gatecrashed the party and are looking for some action. At this point one of the people Laksmi recognised decides to leave and offers her a lift.*

Ask students to give a thumbs up, thumbs down or thumbs neutral for level of risk. Continue reading.

11pm. *Laksmi still can't find Jessie. She is feeling anxious because Jessie has been gone for quite a while. She goes to look for Jessie and asks two of her friends to help. She goes through the whole house and backyard area. There is still no sign of Jessie. She asks people if they have seen Jessie. No-one has seen them for at least an hour. Finally, she decides to look around the side of the house. She finds Jessie lying on the ground with torn clothing. Jessie appears to be unconscious.*

Discuss the following questions as a class:

- * What could Laksmi do in this situation?
- * What aspects of the Indicators of risk should be considered when making a decision about what to do?
- * What actions could Laksmi take to look out for Jessie? Why?
- * What might Laksmi consider when deciding her course of action?
- * What is the worst thing that could happen if help is not sought in this scenario? How could this be prevented?

Explore whether students made an assumption about Jessie's gender identity as the scenario unfolded. Would the responses to the above questions differ if Jessie identified as male or female? Why?

Criteria for success: What to look for?

Can students:

- * judge the level of risk associated with a range of social situations?
- * use the *Indicators of risk checklist* to justify their judgements?

Handouts

[Indicators of risk checklist](#)

Resources

[headspace – Assessing and responding to safety concerns](#)

CONCEPT 2.2 RECOGNISING AND RESPONDING TO VIOLENCE, ABUSE & UNSAFE SITUATIONS

FOCUS QUESTION: HOW CAN I RESPOND TO AND PREVENT VIOLENCE AND ABUSE IN MY OWN AND OTHERS' RELATIONSHIPS?

- * *Activity overview* Learners explore and practise ways to respond to and prevent situations that may lead to violence and abuse.

- * *Relevant curriculum links*
 - General Capabilities*
 - Personal and social capability**
 - Social awareness
 - * Empathy (*evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness*)
 - * Relational awareness (*evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships*)
 - Self-management
 - * Communication (*devise strategies that apply effective verbal and non-verbal communication in response to feedback*)
 - * Decision-making (*develop and apply criteria to evaluate the outcomes of individual and group decisions*)
 - Ethical understanding**
 - Understanding ethical concepts and perspectives
 - * Explore ethical concepts (*evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts*)
 - * Examine values, rights and responsibilities, and ethical norms (*describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms*)
 - Responding to ethical issues
 - * Explore ethical perspectives and frameworks (*analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions*)
 - * Explore ethical issues (*apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues*)

Literacy

Speaking and listening

- * Listening
- * Interacting
- * Speaking

Critical and creative thinking

Inquiring

- * Identify, process and evaluate information (*identify and clarify significant information and opinion from a range of sources, including visual information and digital sources; evaluate the information selected to determine bias and reliability*)

Generating

- * Consider alternatives (*consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change*)
- * Put ideas into action (*put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations*)

Analysing

- * Draw conclusions and provide reasons (*draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations*)
- * Evaluate actions and outcomes (*evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions*)



LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about exploring ways to prevent and respond to situations that may lead to violence and abuse.

Teaching note: Explain that this learning sequence includes content that may be sensitive or triggering for some and if this is the case students can talk to a trusted adult, such as a teacher, school nurse, school psychologist, counsellor or social worker about how they are feeling. Any student who feels that participating in the class will be distressing should be given the option to leave and work in an alternative supervised space.



Pre-assessment activity:
Where are they at?

View the [Teen dating violence video](#). Arrange small groups. Refer students to the [What is Abuse](#) webpage from Kids Helpline. Point to the different forms of abuse listed in the resource, highlighting that abuse can come in many forms. Invite them to refer to the resource to help them answer the following questions:

Discuss:

- * What forms of abuse and violence (or potential abuse/violence) are evident in this situation?
- * What harmful gender norms/expectations are evident in this situation?
- * What could the girl do to deal with this situation and remain safe?
- * What could the boy's mates say to him to discourage this form of abusive behaviour?
- * Why do you think some people stay with a partner even after there have been incidents of abusive behaviours?
- * What signs might indicate that someone you know may be experiencing abuse?

- * What role do you think family and friends could play if they know someone is experiencing or using abuse or physical violence in a relationship?

Criteria for success: What to look for?

Can students:

- * identify signals that indicate personal safety is at risk?
- * identify and name signs of violence and abuse in a relationship?
- * describe strategies to manage situations where personal safety is at risk?
- * discuss the role that family and friends can play in supporting someone to manage or leave an unhealthy or abusive relationship?

Exploring the concept

Explain to students that no form of violence or abuse is excusable and it is never the victim-survivor's fault if they are experiencing violence or abuse (this is called victim-blaming and is harmful). In situations involving violence or potential violence, there are some choices or actions different people can make to 'draw the line' in an effort to prevent the abuse from happening. This may be a choice or action of the person who is about to perpetrate violence/abuse, the person who is about to experience violence/abuse or a bystander to violence/abuse. Divide the class into small groups and allocate each a [Draw the Line Scenario](#).

Explain that each of the scenarios includes a situation in which there is potential for characters to make different choices or actions. The aim is to help them make the choices and actions that will lead to a positive outcome.

Ask each group to read their allocated scenario and discuss the questions provided. Ask groups to debate the options and suggest what the consequences could be for different choices of actions. Ask groups to share their scenario and choices with the rest of the class and discuss how realistic each course of action is. Discuss whether it is harder to draw a line in some situations than in others? What makes it difficult?

Putting it into practice



Check for understanding

Explain to the class that there are times when bystanders also are left with a choice of stepping in to prevent violence or ignoring it. Emphasise to students that the reasons for violence and abuse thriving is from people turning a blind eye to it and not intervening when they could have.

Explain that taking positive action as a bystander can be confronting – especially in public places or in situations when there are friendships with the people involved. However, there are some practical strategies to help intervene safely and effectively which can give them the confidence to step in and take appropriate action.

Teaching note: The following video shows a fictional scenario leading up to a rape, and may be distressing for some students. Please take this into consideration before showing the clip to your group and provide a trigger warning and the option not to participate.

Watch the video [Who are you?](#)

Discuss with the group:

- * Would you have intervened if you were one of the characters? When would you have stepped in? How would you have stepped in?
- * What would stop you from stepping in if you were one of the characters?
- * Was there anything you felt the bystanders could have done better – even after the rewind when they stepped up?

Highlight the following important points for bystanders to the class:

- * As a bystander, making sure you are safe is the priority and no one should intervene if this puts them at risk of harm.
- * If there are people in positions of authority, such as security or staff, make them aware of the situation. Talk about the situation to others around you for backup and support.

- * If you feel safe and comfortable doing so, gently try to remove the person at risk from the threat. Confronting the perpetrator is NOT the purpose, but looking after the person you are worried about is the best thing you can do.
- * Always stay calm, and keep your tone and body language non-threatening.
- * If the situation is getting increasingly out of control, be ready to step away immediately – have an exit strategy before you go in.
- * If you are witnessing violence occurring or obviously about to occur, call 000.

Direct students to the [Calling out sexism 'amongst the boys'](#) resource from The Line, which includes a list of potential ways to take action.

Allocate students one of the stories from the [True Stories⁷ Handout](#). Ask students to identify points in the stories where bystanders could have stepped up and prevented sexist, abusive or violent behaviour. Ask students to script the conversation they would use to intervene using the 'sexism come backs' provided in the [Calling out sexism](#) resource.

Ask students to share their conversations with the class and invite the class to critique each conversation in terms of effective prevention of violence or abuse.

Criteria for success: What to look for?

Can students:

- * identify the proactive strategies bystanders can take to safely and effectively intervene in a situation of potential violence?
- * suggest appropriate responses as a bystander in a situation where violence or abuse is happening or could happen?

Handouts

[Draw the Line Scenarios](#)

[True Stories Handout](#)

Resources

[What is Abuse \(Kids Helpline\)](#)

CONCEPT 2.3 MANAGING ONLINE RELATIONSHIPS

FOCUS QUESTION: WHAT ARE SOME CONSIDERATIONS TO BE AWARE OF BEFORE SHARING INTIMATE IMAGES AND WHAT ARE THE IMPLICATIONS FOR CONSENT?

* Activity overview

Learners consider the reasons why some people share intimate images and consider the potential consequences. They engage in discussion around consent and the sharing of intimate images.

* Relevant curriculum links

General Capabilities

Personal and social capability

Self-awareness

- * Emotional awareness (*reflect on their emotional responses to different situations*)

Self-management

- * Perseverance and adaptability (*devise, evaluate and adapt strategies to engage with unexpected or challenging situations*)

Social awareness

- * Empathy (*evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness*)

Ethical understanding

Understanding ethical concepts and perspectives

- * Explore ethical concepts (*evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts*)
- * Examine values, rights and responsibilities, and ethical norms (*describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms*)

Responding to ethical issues

- * Explore ethical perspectives and frameworks (*analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions*)
- * Explore ethical issues (*apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues*)
- * Making and reflecting on ethical decisions (*analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions*)

Literacy

Speaking and listening

- * Listening
- * Interacting
- * Speaking

Digital literacy

Practising digital safety and wellbeing

- * Manage online safety (*engage in safe, legal and ethical online behaviour and defuse negative online social interactions; recognise the benefits and risks of anonymity online*)
- * Manage digital privacy and identity (*recognise that their actions contribute to their passive digital footprint; manage their digital identity by controlling privacy, connections and group settings, and curating posts; consent selectively to data collection after assessing the benefits and risks of an online tool privacy policy*)
- * Manage digital wellbeing (*self-regulate the use of digital tools to purposefully enhance their wellbeing; identify how tools are designed to capture their attention*)



LEARNING SEQUENCE

Activity description

Introducing the concept

Explain to students that this activity is about sharing intimate content (e.g. images or video) and the short and long-term impacts that can result as a consequence of sharing and showing images of others. It also explores the role bystanders play in the situation.



Pre-assessment activity:
Where are they at?

Discuss the platforms that young people commonly use to share intimate images (e.g. dating apps, WhatsApp, Snapchat) and the perceived prevalence of sharing intimate images among young people. Explain that surveys show that around 1 in 3 young Australians aged 14-17 report experience with sending, being asked and asking, sharing or showing nude or nearly nude images or videos, although many believe it is more common. 1 in 20 (5%) report that they have shared an image of someone else online or shown it to others on their device.⁸ Ask students if they are surprised by these results. Explore why/why not?

Brainstorm the reasons why people in intimate relationships may share intimate images (seek a variety of responses such as to show affection and love, for sexual arousal, due to pressure from a partner etc.). Discuss how the communication online may differ to communication that takes place face to face.

Ask students to describe how the Internet and mobile phones can have a positive impact on intimate relationships.

Criteria for success: What to look for?

Can students:

- * identify multiple reasons/pressures why young people may choose to send intimate images?
- * describe the positive impact that mobile and digital technologies can have on intimate relationships?

Exploring the concept

Write the following scenario on the board and ask pairs to discuss the questions provided. Invite students to refer to the 'Sexting and consent' section from the [Consent and the Law handout](#).

Ryan and Tai are both 17. They have been dating for 6 months. Tai is going on a family holiday for 3 weeks. Ryan says they will miss Tai and requests Tai to send a nude picture every now and then.

- * What kind of pressures might Tai feel to send or not send nude pictures to Ryan?
- * What might Tai consider before sending a nude picture?
- * What are the legalities around sending a nude picture? How would this be different if Tai was 17 and Ryan was 21?

Watch the [Project Rokit video](#) *What if I get hassled for photos I don't want to send?* As a class discuss the following questions:

- * What kinds of pressures might be on girls when it comes to sharing intimate content?
- * What kinds of pressures might be on boys when it comes to sharing intimate content?
- * Are the pressures similar or different in same-sex vs. heterosexual relationships?
- * What are some strategies that a person can use if they are feeling pressured to share intimate content when they do not want to?

Continue the Ryan and Tai scenario.

Tai decides that they trust Ryan and sends a nude photo. Several months later, Tia and Ryan break up and Ryan feels dejected and angry. In a fit of anger and revenge, Ryan shares Tai's intimate photo with a group of his mates on Snapchat.

Discuss:

- * What are the legalities around sharing a nude picture of someone else without their consent?
- * What could Tai's friends advise Tai to do in this situation?

Watch the [Project Rokit video](#) *How can I support someone whose photo was leaked?* and ask students to build on their responses to the above.

Explain the following (Adapted from eSafety Commissioner):

- * Image-based abuse is when someone shares, or threatens to share, an intimate photo or video of someone else without their consent. It is still image-based abuse if it's a screenshot or recording of a live chat (sometimes known as capping), or a meme, or even a fake that has been edited to look like someone. Image-based abuse is never OK. It is important that it is NEVER the victim-survivor's fault if someone share's their image without their consent, even if they decided to send the image in the first place.
- * Even if a person sends someone an intimate image or video themselves, or agrees to someone taking one, that doesn't mean they're allowed to share it with anyone else. It is also important to remember that online conversations or videos (including Snapchats) can be recorded secretly, and the things shared seen by other people.

Criteria for success: What to look for?

Can students:

- * identify a range of factors that influence people's decision to send intimate images?
- * understand the impact of an intimate image being shared can have on the person in the intimate image?

Putting it into practice



Formative assessment opportunity

Show the video of [Jarrod's story](#) from Office of eSafety Commissioner.

Ask students to think about why Jarrod would have chosen to do nothing up until this point (encourage discussion about gender norms, expectations and pressures).

Discuss as a class some of the reasons why bystanders sometimes do nothing. Ask students to consider:

- * What would it take for a bystander to act if they were Mia or Caleb's friend?
- * What would be some of the reasons why a bystander might not act immediately?
- * Has Caleb potentially acted against the law? What are the potential consequences?
- * What would it take for Jarrod to finally act? What action could he take?

Explain to the class that the emotional impacts of when an intimate and private image goes viral can be really damaging for the individual(s) involved. Ask students to identify what some of the emotional impacts might have been on Mia. Discuss whether the class believes that these impacts would be lessened if the photo wasn't actually of Mia. Why or why not?

Explain the concept of hindsight and how after an event has happened we will often look back and wish we had acted in a different way. This is often the case for people who share other's intimate content without their consent. Ask students in small groups to use the [Rewrite Your Story website](#) to rewrite Caleb's story in a way in which he behaves respectfully. Share their responses with the class.

Criteria for success: What to look for?

Can students:

- * identify and describe some of the influences that determine whether bystanders will make a stance when it comes to sharing of others' intimate images without their consent?
- * propose realistic strategies for Mia, Jarrod and Caleb to deal with different scenarios?
- * propose realistic strategies for supporting Mia and Jarrod to deal with the situation effectively?

Resources

[Consent for sharing photos and videos](#) (eSafety Commissioner)

[Rewrite your story](#) (eSafety Commissioner)

[Tagged](#) (eSafety Commissioner)

[What is sexting & image-based abuse?](#) (headspace)

CONCEPT 2.4 RECOGNISING AND RESPONDING TO GROOMING

FOCUS QUESTION: HOW CAN I RECOGNISE AND RESPOND TO GROOMING?

* *Activity overview*

Learners build an understanding of what grooming is, how it relates to power imbalances and what to do about it.

* *Relevant curriculum links*

General Capabilities

Personal and social capability

Social awareness

- * *Empathy (evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness)*
- * *Relational awareness (evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships)*

Social management

- * *Communication (devise strategies that apply effective verbal and non-verbal communication in response to feedback)*
- * *Decision-making (develop and apply criteria to evaluate the outcomes of individual and group decisions)*

Ethical understanding

Understanding ethical concepts and perspectives

- * *Explore ethical concepts (evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts)*
- * *Examine values, rights and responsibilities, and ethical norms (describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms)*

Responding to ethical issues

- * *Explore ethical perspectives and frameworks (analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions)*
- * *Explore ethical issues (apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues)*

Critical and creative thinking

Inquiring

- * Identify, process and evaluate information (*identify and clarify significant information and opinion from a range of sources, including visual information and digital sources; evaluate the information selected to determine bias and reliability*)

Analysing

- * Evaluate actions and outcomes (*evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions*)

Literacy

Speaking and listening

- * Listening
- * Interacting
- * Speaking



LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about understanding what grooming is, how it relates to power imbalances, how to identify it and what to do about it.

Teaching note: Explain that this learning sequence includes content that may be sensitive or triggering for some and if this is the case students can talk to a trusted adult, such as a teacher, school nurse, school psychologist, counsellor or social worker to talk about how they are feeling. Any student who feels that participating in the class will be distressing should be given the option to leave and work in an alternative supervised space.



Pre-assessment activity: Where are they at?

Explain that grooming is a term that is generally not well understood and a behaviour that is often hidden. It is important to understand what grooming is so that people can identify it when it happens and do something about it. Ask students to work in pairs to do some rapid research online and come up with a short definition of grooming. Ask a few pairs to share their definitions. Compare it to the one below:

Grooming is a manipulative process that an individual (often an adult) uses to build trust with someone (often a child or teenager), with the intention of exploiting or abusing them sexually, emotionally, or in some other way.⁹

Explain that anybody can be a groomer, no matter their age, gender or race. Grooming can take place over a short or long period of time – from weeks to years. Groomers may also build a relationship with the child/young person's family or friends to make them seem trustworthy or authoritative.

Children and young people can be groomed online, in person or both – by a stranger or someone they know. This could be a family member, a friend or someone in a position of authority such as a teacher, faith group leader or sports coach.

Refer back to Concept 1.5 (Respect, Power, Coercion and Control). Ask students to consider how grooming may be a form of coercive control. Explain that grooming can be considered a form of coercive control – a pattern of behaviour in which one person seeks to dominate and control another person through various tactics. Grooming typically involves a series of actions and behaviours with the intention of establishing trust and emotional connection with the victim-survivor, ultimately leading to the victim-survivor being more vulnerable to exploitation or abuse.

Criteria for success: What to look for?

Can students:

- * provide an accurate definition of grooming?

Exploring the concept

Refer back to discussions about power in relationships ([Concept 1.2](#)). Explain that grooming is intricately linked to the dynamics of power and control. Groomers often exploit their power/authority over their targets, which can make it difficult for the victim-survivor to recognise and call out the grooming behaviour. Ask the class to discuss the power imbalances in the following relationships:

Child – Older family member/carer

Teacher – Student

Faith leader – Child/young person

Sports coach – Team member

Doctor – Patient

Encourage students to consider the dynamics of age, gender, trust and authority. Refer back to the discussion in Concept 1.4 about consent. Explain that under Tasmanian law, if a person is in a position where the other party has power over them then the person cannot give consent even if they want to. This applies in situations in which one person has power or authority over the other, such as a teacher and a student. In this kind of situation, a teacher can not accept consent from a student even if the student gives it.

Teaching note: In the event of student disclosure, it is essential to respond with empathy, belief, and immediate action. In the first instance, use protective interrupting to discourage the student from disclosing personal stories in front of the class. Follow up with the student after class, thanking them for their trust and reassuring them that they have done the right thing by sharing. Let them know that you believe them and that their safety is a top priority. There are certain incidents that require a mandatory report. This means that staff have a legal obligation to report the appropriate authorities. Please consult the [Step by Step Guidance for Concerns, Information and Incidents of Child Abuse](#) (DECYP access only).

Invite pairs to do some additional online research and come up with a list of signs that might indicate grooming is happening. Pool ideas, building a shared list and encouraging students to provide detail about these signs.

Signs might include:

- * Excessive attention
- * Child/young person isolating themselves from friends/family
- * Secretive behaviour
- * Gifts and favours
- * Emotional manipulation, making the victim feel valued or loved
- * Inappropriate content shared with the victim
- * Threats or blackmail towards the victim

Explain that the group will explore some examples to practice recognising the signs and impacts of grooming. Allocate half of the pairs Scenario 1 and half Scenario 2. Ask them to read the scenario and discuss the following questions.

- * What are the power dynamics in this relationship?
- * What are some potential signs of grooming?
- * What are the likely impacts on the victim?
- * Who could they ask for help?

Scenario 1

Taylor is a 16-year-old promising athlete and a member of the local soccer club. Taylor's team is led by Coach Alex, a well-respected sports coach who has been at the club for several decades. Coach Alex often singles out Taylor for one-on-one coaching. Initially this makes her feel special and she is very keen to improve so enjoys the extra attention. Over time, Coach Alex begins sending Taylor text messages, and these become more frequent, personal and invasive. Coach Alex starts to compliment Taylor's appearance and encourages secrecy, saying that if Taylor tells the teammates, they might feel jealous. Taylor starts to feel uncomfortable about the messaging. Coach Alex seems to make a big effort to make friends with the parents (including Taylor's parents) and build their trust.

Scenario 2

Sal, a 15-year-old student, is active on social media platforms. Sal accepts a friend request from an online username 'Anonymous123'. 'Anonymous123' picks up that Sal feels lonely and isolated and initiates conversations with them, expressing a keen interest in Sal's hobbies and daily routine. They offer to be a source of support for Sal, as long as Sal remains committed to them and doesn't talk to anyone else or tell anyone about their special relationship. The two share personal stories and develop what feels like a close relationship. Over time, the conversation starts to shift with 'Anonymous123' introducing explicit topics and sharing inappropriate content. It becomes clear that 'Anonymous123' is an adult in their 50s. Sal starts to feel uncomfortable but is unsure how to respond and worried about telling someone.

Ask a volunteer to read Scenario 1 aloud and provide responses to the questions. Ask other groups who had the same scenario to add ideas. Repeat with Scenario 2. Explain that the second scenario involves online grooming. Research shows that 1 in 4 young people have been contacted

by someone they don't know online and 38% of young people chat to strangers online ([Office of the eSafety Commissioner](#)). Therefore, it is very important to be aware of the signs of grooming and know what to do about it if they are worried it is impacting themselves or a peer.

Criteria for success: What to look for?

Can students:

- * identify some common signs of grooming?
- * identify the impacts of grooming on the victim-survivor?
- * identify how grooming links to power in relationships?

Putting it into practice



Formative assessment opportunity

Explain that grooming remains underreported. This may be because it is often hidden, victims do not recognise that they are being groomed or abused, or feel shame, fear, or confusion about the situation. Additionally, perpetrators of grooming often manipulate and control their victims, making them hesitant to come forward or report the abuse. Societal stigma, the fear of not being believed, or the belief that they are somehow responsible for the grooming can further discourage victims from seeking help or disclosing their experiences. However, grooming is a serious form of abuse and this is why grooming is a criminal offence in most States and Territories in Australia. Explain to students that we will conclude the lesson by 'putting ourselves in the shoes' of someone who is in a position to give help and support to a grooming victim. Provide the following scenario (read aloud or write on the board):

Put yourself in their shoes scenario: A friend discloses that they have been receiving text messages from an older family friend. At first, the messages were fairly innocent but they have become increasingly explicit. The friend seems distressed and doesn't know what to do. You decide that it is best to go to a trusted adult to explain the situation and seek advice about what to do.

Ask pairs to identify several trusted adults they could go to with this problem and work together to script the opening of the conversation. This should include a clear description of the issue, how it is affecting the friend and a request for help. Ask what they would do if the first adult they went to was unhelpful or dismissed the concern? Explain that unfortunately, it is not always the case that an adult will take a young person seriously or believe them. For this reason, it is good to have a range of options for seeking help, in case some of them end up being unhelpful.

Ask students to consider any formal service that the friend could go to for help and evaluate the pros and cons of approaching each. Based on this, which service would they recommend the friend approach and why?

Criteria for success: What to look for?

Can students:

- * demonstrate ability to explain a situation involving grooming?
- * identify help-seeking avenues for people experiencing grooming and other forms of unwanted contact?



Adjustment strategies

Process: Ask students to develop the script as a homework task.

Product: Ask students to conduct a role-play in which the friend approaches a trusted teacher and asks for help.

Resources

[Unwanted contact and grooming: factsheet](#) (Office of the eSafety Commissioner)

[Tell Someone](#) (Tasmanian Government)

[Grooming](#) (National Office for Child Safety)

MODULE REFLECTION

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After teaching the activities in this module, consider the following questions:

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



MODULE 3: HELP-SEEKING

MODULE OVERVIEW

Learning goals

Know: How to seek help and legal rights and responsibilities in relation to reporting gender-based violence and abuse.

Understand: Community action can be effective in changing attitudes and behaviours.

Do: Propose community-based advocacy strategies to change attitudes and behaviours.

Module curriculum links

Years 9 to 12 Curriculum Framework

Focus Area: Personal Futures

Learning that prepares students to be independent young adults capable of leading healthy, fulfilling and balanced lives, e.g. career and life planning, learning to learn, health and wellbeing strategies, student directed inquiry, driver education, financial literacy, basic second language skills.

General Capabilities

Personal and social capability

Social awareness

- * Empathy (evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness)
- * Relational awareness (evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships)

Social management

- * Communication (devise strategies that apply effective verbal and non-verbal communication in response to feedback)
- * Decision-making (develop and apply criteria to evaluate the outcomes of individual and group decisions)

Literacy

Speaking and listening

- * Listening
- * Interacting
- * Speaking

Critical and creative thinking

Inquiring

- * Identify, process and evaluate information (identify and clarify significant information and opinion from a range of sources, including visual information and digital sources; evaluate the information selected to determine bias and reliability)

Generating

- * Consider alternatives (consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change)
- * Put ideas into action (put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations)

Analysing

- * Draw conclusions and provide reasons (draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations)
- * Evaluate actions and outcomes (evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions)

Ethical understanding

Responding to ethical issues

- * Explore ethical perspectives and frameworks (analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions)
- * Explore ethical issues (apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues)

(see also mapping of General Capabilities against individual Concepts)

CONCEPT 3.1 ACCESSING HELP AND SUPPORT

66

FOCUS QUESTION: HOW AND WHERE CAN I FIND HELP FOR MYSELF OR OTHERS WHO MAY BE EXPERIENCING VIOLENCE OR ABUSE?

* Activity overview

Learners explore some ideas and actions to consider when supporting a friend who is in a violent or abusive relationship.

* Relevant curriculum links

General Capabilities

Personal and social capability

Social awareness

- * Empathy (*evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness*)
- * Relational awareness (*evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships*)

Social management

- * Communication (*devise strategies that apply effective verbal and non-verbal communication in response to feedback*)
- * Decision-making (*develop and apply criteria to evaluate the outcomes of individual and group decisions*)

Literacy

Speaking and listening

- * Listening
- * Interacting
- * Speaking

Critical and creative thinking

Inquiring

- * Identify, process and evaluate information (*identify and clarify significant information and opinion from a range of sources, including visual information and digital sources; evaluate the information selected to determine bias and reliability*)

Generating

- * Consider alternatives (*consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change*)
- * Put ideas into action (*put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations*)

Analysing

- * Draw conclusions and provide reasons (*draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations*)
- * Evaluate actions and outcomes (*evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions*)



LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about understanding some of the elements to consider when supporting and helping a friend who is in a violent or abusive relationship. During the activity they will identify a range of sources of information, advice and help that can support a victim-survivor of family or gender-based violence or abuse.

Teaching note: Consider the opportunity to invite a service provider to co-deliver this session. For example, someone from a domestic violence or counselling service. This will provide an expert to answer questions and ensure students are familiar with a local service.



Pre-assessment activity: Where are they at?

Ask the group to brainstorm a range of people and places that they can go to get advice, support and help for someone experiencing violence or abuse in a relationship (or violence and abuse in any other context). Encourage students to think broadly in terms of people, services, websites, organisations etc. Record students' suggestions on a whiteboard or butchers paper.

Provide students with ten adhesive dots and explain that they are going to use the dots to select the sources they would feel most comfortable going to for advice, help or support. To select a service they can stick one or more dots next to where it is written on the brainstorm list. The more dots they use, the more comfortable they feel using the source of support.

When everyone has used all of their stickers, explore as a class the sources of information that students feel most comfortable accessing.

Discuss:

- * which types of sources were most popular?
- * why are some sources more popular than others?

- * which of the sources would be the most reliable in terms of the information and support they provide?
- * which ones were the most likely to provide support to a person in an abusive relationship?

Criteria for success: What to look for?

Can students:

- * identify appropriate sources of help and support for those experiencing violence and abuse?
- * explain reasons for young people feeling more comfortable accessing help, support and advice from certain sources?
- * discuss the reliability and effectiveness of a range of services in being able to prevent or stop violence or abuse in relationships?

Exploring the concept

Explain to students that one of the myths that surrounds gender-based violence is that a victim-survivor could simply leave an abusive relationship. Explain to students that sometimes there can be safety risks for the victim-survivor if and when they try to leave.

Further explain that when it is assumed that a victim-survivor of gender-based violence stays by choice, blame is removed from the perpetrator and the responsibility for dealing with the violence is placed on the victim-survivor.

Teaching note: It may be useful to remind students that the scope of the issue of violence against women in Australia (and worldwide) warrants a strong focus on where women can go for help. However, it is a reality that people of all genders can experience violence in relationships (and beyond) and may find themselves in a situation in which they need to seek help. Use this lesson as an opportunity to promote help-seeking for a range of wellbeing issues beyond violence – such as mental health, discrimination, loneliness etc. – while maintaining a special focus on help and support for women experiencing violence and abuse.

Discuss with the group:

- * what stops people in violent or abusive relationships from asking for help?
- * why might someone who is being abused find it difficult to leave an abusive partner or take other action to protect themselves?

Encourage the group to think about the practical, emotional and other possible consequences of leaving or taking action.

Putting it into practice



Check for understanding

Teaching note: Explain that this learning sequence includes content that may be sensitive or triggering for some and if this is the case students can talk to a trusted adult, such as a teacher, school nurse, school psychologist, counsellor or social worker about how they are feeling. Any student who feels that participating in the class will be distressing should be given the option to leave and work in an alternative supervised space.

Allocate students one of the [True Stories](#) that was used in the previous activity about bystander behaviour (see Handouts). Explain that this time students are going to imagine that they are a friend of the person in the scenario.

Direct students to the [Helping a friend in an abusive relationship section](#) of The Line.org website. Ask students to develop a script of the conversation as well as an action plan for how they can support their friend to access the advice and help they need to safely leave the violent relationship. Remind students to be conscious of the possible dangers the person may face when trying to leave the relationship and how these dangers could be mitigated.

Invite some groups to present their story, script and action plan to the class. Encourage constructive criticism by using questions such as:

- * if you were the friend, would you feel supported?
- * are there other sources of help that could be added to the action plan?

Criteria for success: What to look for?

Can students:

- * propose realistic options for supporting and helping the friend to leave a violent or abusive relationship?
- * identify appropriate ways to mitigate the danger of leaving a violent relationship?

Handouts

[True Stories Handout](#)

[Helping a friend in an abusive relationship \(The Line\)](#)

Resources

[Tell someone](#) (Tasmanian Government)

[The Line](#)

[Our Watch](#)

[Family Violence Counselling and Support Service \(FVCSS\)](#)

[1800 RESPECT](#)

[Engender Equality](#)

CONCEPT 3.2 ADVOCACY AND ACTION

70

FOCUS QUESTION: HOW CAN I ADVOCATE IN MY COMMUNITY TO PREVENT GENDER-BASED VIOLENCE AND CHILD ABUSE AND BETTER SUPPORT VICTIM-SURVIVORS?

* *Activity overview*

Learners develop and implement local actions to raise awareness, dispel myths relating to gender-based violence or abuse and promote gender equality and respect.

* *Relevant curriculum links*

General Capabilities

Critical and creative thinking

Inquiring

- * Identify, process and evaluate information (*identify and clarify significant information and opinion from a range of sources, including visual information and digital sources; evaluate the information selected to determine bias and reliability*)

Generating

- * Consider alternatives (*consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change*)
- * Put ideas into action (*put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations*)

Analysing

- * Draw conclusions and provide reasons (*draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations*)

Literacy

Speaking and listening

- * Listening
- * Interacting
- * Speaking

Ethical understanding

Responding to ethical issues

- * Explore ethical perspectives and frameworks (*analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions*)
- * Explore ethical issues (*apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues*)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity will support students to propose, develop and implement local actions to raise awareness and dispel myths relating to gender-based violence and abuse.



Pre-assessment activity:
Where are they at?

Re-visit the [Let's stop it at the start ad](#) and discuss the messages and slogans used in this campaign e.g. "If you think violence against women is a big problem, tackle it when it is a little one"; "Violence against women lets stop it at the start"; "Violence against women doesn't just start, it grows".

In small groups, brainstorm a range of slogans that could be used to raise awareness amongst the local community about gender-based and family violence and abuse.

Share the slogans and discuss:

- * what is the key message behind each slogan?
- * who in the community needs to hear this message?
- * what is the best way to spread this message through the community?
- * who is the best person/people/group/organisation to endorse this message within the community?

Exploring the concept

Explain to students that by creating greater understanding and awareness about gender-based violence and abuse it is possible to break down one of the greatest barriers to help-seeking: stigma. Stigma prevents victim-survivors from getting the help they need.

Ask students to brainstorm what it is they would like to change in order to prevent gender-based violence and abuse and better support the victim-survivors in the community. This could include:

- * increasing the amount of funding that goes to support services or emergency accommodation locally and raising awareness about the issue of gender-based violence and abuse amongst the school community or in the wider local area
- * making more young people aware of the help services that are available in their local area if they are experiencing partner violence or abuse
- * dispelling myths about gender-based violence or abuse
- * challenging gender stereotypes and gender inequality.

Generate a list of common themes from the responses and record these on a whiteboard so that everyone can see them.

Ask students to nominate which themes or areas for change most resonate with them. Divide the class into groups based on these themes.

Putting it into practice



Check for understanding

Explain to groups that the scope of this module does not allow them to take on a large-scale action at this stage. Ask groups to identify an action that they could initiate and implement within the next 3 weeks.

Emphasise the importance of keeping the action simple, specific and achievable. Actions could include:

- * raising awareness about the issue of gender-based violence and abuse through a community information session run at a local sporting club
- * organising a fundraising event for a local women's shelter
- * creating digital media content that provides accurate information about gender-based violence and abuse that can dispel myths, raise awareness and could be published on the school's website.

Distribute the handout [Action Planning Template](#) and ask groups to use it to write their proposal for action.

Combine each group with another group and ask them to share their proposed actions. Ask each group to consider whether their partner group's actions are realistic and achievable based on the following questions:

- * Can the activities and intended outcomes be achieved in the time available?
- * Will the action be a step toward making the change that was part of the class's overall vision?
- * Are the resources needed to take the action available? e.g. video equipment, venues, etc.
- * Does the action need revising? If so, how and why?

Ask groups to make any changes necessary to their Action Plans.



Adjustment strategies

Process: Students could work together on a class-based action for change.

Product: Individual students or groups could create digital content for use on the school website and on other local community websites.

Criteria for success: What to look for?

Can students:

- * develop a proposal for a realistic advocacy activity to prevent or reduce gender-based violence and abuse in their local community?
- * implement their action plan successfully within the timeframe allocated?

Handouts

[Action planning template](#)

Resources

[Change the story \(Our Watch\)](#)

[Excuse interpreter](#)

[Respect checklist](#)

[Conversation guide](#)

[SmartSafe+ app](#)

MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

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





SUBTITLÉD

HANDOUTS



RELATIONSHIP CONTINUUM

Years 11 & 12: Module 1 – Concept 1.1

Rank the following skills and qualities that can build positive, respectful and enjoyable relationships in order of most important to least important.

Skills and qualities cards

| | | |
|-----------------|--------------------|--------------------|
| Honesty | Reliability | Open communication |
| Trust | Shared interests | Equality |
| Sense of humour | Commitment | Independence |
| Respect | Consent | Love |
| Safety | Fun | Accepting |
| Protective | Common goals | Negotiation |
| Compromise | Financial security | Responsible |
| Supportive | Loyalty | Levels of comfort |

BYSTANDER TIPS

Years 11 & 12: Module 1 – Concept 1.2

NOTE: This handout includes content that may be sensitive or triggering for some. If this is the case, talk to a trusted adult, teacher, a member of the school’s professional support staff or access one of the support services such as Kids Helpline or 1800 RESPECT.

Bystander Tips

Bystanders are individuals who witness potentially harmful or violent situations and have the power to make a positive impact. By taking action, bystanders can prevent and address incidents of violence, support those experiencing violence, and contribute to a culture of respect and safety.

Not everyone will respond to a situation in the same way. Find an approach that ensures you do not compromise your own safety and that feels right for you.

Below are a range of strategies that a bystander can use to respond when they witness violence or concerning behaviour.

| | | |
|--|--|--|
| <p>Speak up</p> <p>Politely and firmly address the situation by letting the perpetrator know that their behaviour is not acceptable. Use phrases like <i>That’s not okay</i>, <i>You are making me uncomfortable</i> or <i>Please stop</i>.</p> | <p>Distract & redirect</p> <p>Divert the attention away from the violence by asking questions, changing the subject, or suggesting a non-violent strategy to resolve the situation.</p> | <p>Find help</p> <p>Get help from someone in a position to intervene - a trusted adult or authority figure, such as a teacher, parent or police officer.</p> |
| <p>Offer support</p> <p>Approach the victim-survivor discreetly and offer assistance. Let them know you are there to help and that they’re not alone.</p> | <p>Use non-verbal cues</p> <p>Make eye contact with the victim-survivor to show empathy and support. Sometimes, a simple gesture can provide comfort.</p> | <p>Document</p> <p>If it is safe to do so, document the incident by taking notes, photos, or recording audio/video. This may be helpful for reporting or as evidence later.</p> |
| <p>Create a distraction</p> <p>If it is safe and necessary, create a diversion to interrupt the violence, such as loudly dropping something or making a commotion.</p> | <p>Seek guidance</p> <p>Consult with a trusted adult or counsellor for advice on how to handle the situation and support the victim-survivor effectively.</p> | <p>Support reporting</p> <p>Gently encourage the victim-survivor to report the incident to the appropriate authorities (e.g. school staff or justice personnel). Offer to accompany them if they feel uncomfortable doing it alone.</p> |

Remember that your safety should always be top priority. If you ever feel physically threatened or unsafe when intervening, prioritise your wellbeing and seek help immediately from authorities or trusted adults.

CONFLICT RESOLUTION SCENARIOS

Years 11 & 12: Module 1 – Concept 1.3

Scenario 1: Joshua tells Emily that he has seen her partner flirting with somebody else at the shopping centre.

What can Emily do?

Scenario 2: Amil is out with his brother who has a disability and walks with a limp. Some kids come up to them and start making fun of him.

What can Amil do?

Scenario 3: One of the boys in Sam's class is being picked on because he is quiet and shy. He hates sport but loves singing and has just joined a local choir. Now everyone is calling him a "wimp". In the bus on the way home, he is confronted by a group of older kids who start pushing him around and back him into a corner. Sam is also on the bus and witnesses this.

What can Sam do?

Scenario 4: Alex wants to go to a party that finishes at midnight. All of Alex's friends have got permission to stay but Alex's parents/carers say they have to be home by 10 o'clock at the latest.

What can Alex say to them?

Scenario 5: Georgie is 16 and recently has discovered she is attracted to other girls. She wants to tell her parents this but knows that it will cause conflict because it is against her parents' religion and values. She feels distraught but also feels that she wants to be honest.

What can Georgie say to her parents?

Scenario 6: One of the girls in Jordan's class is really good at football and wants to join the all-boys football team. The boys won't let her. They say girls are rubbish at football and it's a man's game. They also say all the other teams would laugh at them. They start calling her 'butch' and a 'lesbian' in front of the class.

What can Jordan do?

Scenario 7: Jack is in a close-knit group of friends who hang out together after school and on the weekends. One of the boys in the group discloses that he has a crush on another guy and that he thinks he is gay. He asks his mates to keep it to themselves as he is still trying to work it out. Two members of the group start to exclude him and start spreading rumours about him at school.

What can Jack do?

Scenario 8: Kal and Mali have been in an intimate relationship for 8 months. Recently Kal has been getting jealous when Mali goes out with her friends, especially when she is hanging out with other male friends. Kal is getting increasingly frustrated and jealous. Sometimes he feels a rage building inside that he worries he can't control.

CONSENT AND THE LAW

Years 11 & 12: Module 1 – Concept 1.4¹⁰

NOTE: This handout includes content that may be sensitive or triggering for some. If this is the case, talk to a trusted adult, teacher, a member of the school's professional support staff or access one of the support services such as Kids Helpline or 1800 RESPECT.

What does consent mean?

Generally, consent means getting permission to do something. Consent is important in many different types of everyday situations. For example, a person should ask for someone else's permission before borrowing something of theirs or before posting a photo of them on social media. Consent to sexual experiences is no different.

Legally, consent means free agreement (this is another way of saying 'affirmative consent'). It is best to think of consent as an enthusiastic yes. A person does not give their consent if they are silent, or if they do not do anything to communicate their consent. Consent can also be withdrawn at any time.

Some useful principles of consent to remember are:

| Affirmative consent in sexual relationships is: | | | |
|--|---|--|--|
| Mutual | Freely given | Informed | Certain and clear |
| All people involved need to agree, every single time | A choice all persons involved make without pressure, guilt or threats | All persons involved understand what is about to happen | A YES, not a 'maybe or 'I think so' or 'I should' |
| Enthusiastic | Reversible | Specific | Ongoing |
| All people involved are excited and want to take part in the sexual activity | Any person involved can stop and change their mind at any time | Saying yes to one thing does not mean saying yes to everything | Needed before and during each sexual activity, as well as the next one |

Adapted from [Kids Helpline](#)

When is it important to make sure someone consents?

A person needs to have affirmative consent before doing any kind of sexual activity with another person, not just penetrative sex. This includes kissing or touching someone, as well as oral or penetrative sex.

All people involved in a sexual activity need to give consent, and to make sure everyone else consents. However, it is especially important for the person initiating sexual activity to make sure the other person (or people) consents. The law says that a person must take reasonable steps to make sure another person(s) is consenting.

CONSENT AND THE LAW CONTINUED

Years 11 & 12: Module 1 – Concept 1.4

What affirmative consent looks and sounds like:

Consent must be continually given and received. A person can not ever assume that someone has consented, even if they are in a relationship with that person, or they have consented to something in the past.

To check someone is freely consenting, a person can:

- ask the other person what they want to do (for example, 'Can I kiss you?' or 'Do you want to do what we were doing yesterday?', or 'Do you want to wait?')
- ask the person where their boundaries are (for example, 'Do you feel comfortable doing this?' 'I was thinking about trying oral sex, how do you feel about that?', or 'Should we wait a bit longer?')
- check in regularly to make sure they are still comfortable, especially if they start to look uncomfortable or unsure
- look at a person's body language to see if they look comfortable (while body language can be a good way to figure out how the other person is feeling, it is never a replacement for verbal communication. It is always important to check in with the other person and make sure they consent.)

What free consent does not look and sound like

Just because a person says 'yes', it does not always mean they have consented. The law says a person does not consent if they:

- don't say or do anything to communicate consent
- agree or submit because they are scared of the other person or because the other person has threatened them
- agree or submit because of the position of another person (for example, the other person is in a position of authority like a teacher or a police officer)
- agree or submit because they have made a mistake about the identity of the other person, or the nature of the act
- are asleep, unconscious, or seriously affected by alcohol or another drug
- can't understand the nature of the act

A person can withdraw their consent at any time. If a person changes their mind, or says something like 'stop', it is a crime to keep going.

A person cannot consent to sexual activity if they are under the legal age of consent (see below).

Alcohol, drugs and consent

Consent can not be 'freely given' if a person is too intoxicated. Everyone needs to actively consider how the effects of alcohol or other drugs can impact a potential partner's capacity to give consent.

What does age of consent mean?

The age of consent is the age at which the law says a person can agree to do a sexual activity with another person. If a person is under this age, the law says that they cannot legally consent to a sexual act, and any person who does a sexual act with them has broken the law.

What is the legal age of consent in Tasmania?

The age that someone can consent to any kind of sexual contact varies between states and territories in Australia.

In Tasmania, the age of consent is 17. If a person is 17 years old or older, they can legally engage in sexual acts with another person who is 17 years or older, as long as both people agree to it.

However, there are legal defenses that apply in specific circumstances, which means someone would not be prosecuted for a crime for having sex with a person under 17:

CONSENT AND THE LAW CONTINUED

Years 11 & 12: Module 1 – Concept 1.4

- if a person is aged 12-14, they can legally agree to have sex with someone who is not more than 3 years older than them
- if a person is 15 or older, they can legally agree to have sex with someone who is not more than 5 years older than them.

It is a crime for a person to do a sexual act with another person who is under 12 years old. It is also a crime for a parent to have sexual intercourse with their child, or for someone who is over 16 to have sexual intercourse with a parent or sibling – even if there is consent.

Sexting and consent

There are important laws around consent and sexting/sending nudes. In Tasmania, when sexting involves someone under 18, it can be 'child pornography' (also known as 'child exploitation material'), an 'obscene publication', or an 'indecent act'.

In Tasmania, young people are not likely to be charged with a crime for consensual sexting. However, it is still illegal, and when there is a big age difference between two people who are sexting, it's more likely to be prosecuted.

Penalties can be applied against someone who uses nude/sexy pictures to intentionally hurt or take advantage of a young person. Moreover, sending a photo or video of a person doing a sexual act or showing their genital or anal region without their consent is image-based abuse (sometimes called 'revenge porn'), and it can be a crime.

Image-based abuse is a crime in Tasmania where someone observes, visually records, possesses, or distributes a prohibited recording or image of another person without their consent.

A 'prohibited image' is a visual recording or image that shows:

- a person's genitals, breasts or anal area (even if they are wearing underwear e.g. a picture taken up someone's skirt)
- a person doing a sexual act
- a person undressed, showering, bathing or going to the toilet
- a person doing anything else people usually do in private

Stealthing and consent

Stealthing is when a person deliberately does one of three things without the consent or against the wishes of someone they have sex with:

- does not wear a condom
- removes a condom
- damages a condom.

In Tasmania stealthing is considered rape and is against the law.

Non-fatal strangulation and consent

Non-Fatal Strangulation (NFS) is when a person has survived 'having pressure applied over the neck by any means'. It may also be called 'choking' by some people. In Tasmania, non-fatal strangulation is against the law.

What are the consequences?

If a person commits a crime relating to the above, the consequences can be very serious. They could be investigated and charged by the police, and if they are found guilty, they could end up with a criminal record and even go to jail. For some offences they could also be placed on the Tasmanian Community Protection Register, which is a register of people who commit certain sex offences against adults or children.

INDICATORS OF RISK

Years 11 & 12: Module 2 – Concept 2.1

| | |
|--------------|--|
| WHO | <ul style="list-style-type: none">• Who are you with?• Who else is around? |
| WHAT | <ul style="list-style-type: none">• What are you doing?• What are you being asked to do?• What are others doing? |
| HOW | <ul style="list-style-type: none">• How are you feeling about the situation? Body warning signals, feelings. |
| WHERE | <ul style="list-style-type: none">• Where are you?• Where are your parents/carers/other trusted adults? |
| WHEN | <ul style="list-style-type: none">• When is this happening? |

DRAW THE LINE SCENARIOS

Years 11 & 12: Module 2 – Concept 2.2

NOTE: This handout includes content that may be sensitive or triggering for some. If this is the case, talk to a trusted adult, teacher, a member of the school's professional support staff or access one of the support services such as Kids Helpline or 1800 RESPECT.

Ash receives an image from a school mate Joe. It is an image of a girl he used to date in her underwear.

- What type of violence/abuse is evident or potentially going to happen in this scenario?
- What power dynamics and harmful gender norms are at play?
- What are the harms associated with this?
- Are there potential legal consequences?
- What can Ash say or do to draw the line and make it clear that this behaviour or potential behaviour is not ok?

Sameer is at a party with a bunch of mates. Some people have had a lot to drink. Sameer's mate Tom points to a girl who looks like she is passed out and says: 'That girl looks really out of it. I wonder what we could do to her'.

- What type of violence/abuse is evident or potentially going to happen in this scenario?
- What power dynamics and harmful gender norms are at play?
- What are the harms associated with this?
- Are there potential legal consequences?
- What can Sameer say or do to draw the line and make it clear that this behaviour or potential behaviour is not ok?

Amir observes that an adult at the school is always touching them and it is starting to make them feel uncomfortable. Then one evening, they receive an uninvited text message from the adult.

- What type of violence/abuse is evident or potentially going to happen in this scenario?
- What power dynamics and harmful gender norms are at play?
- What are the harms associated with this?
- Are there potential legal consequences?
- What can Amir do or say to draw the line and make it clear that this behaviour or potential behaviour is not ok?

DRAW THE LINE SCENARIOS *continued*

Years 11 & 12: Module 2 – Concept 2.2

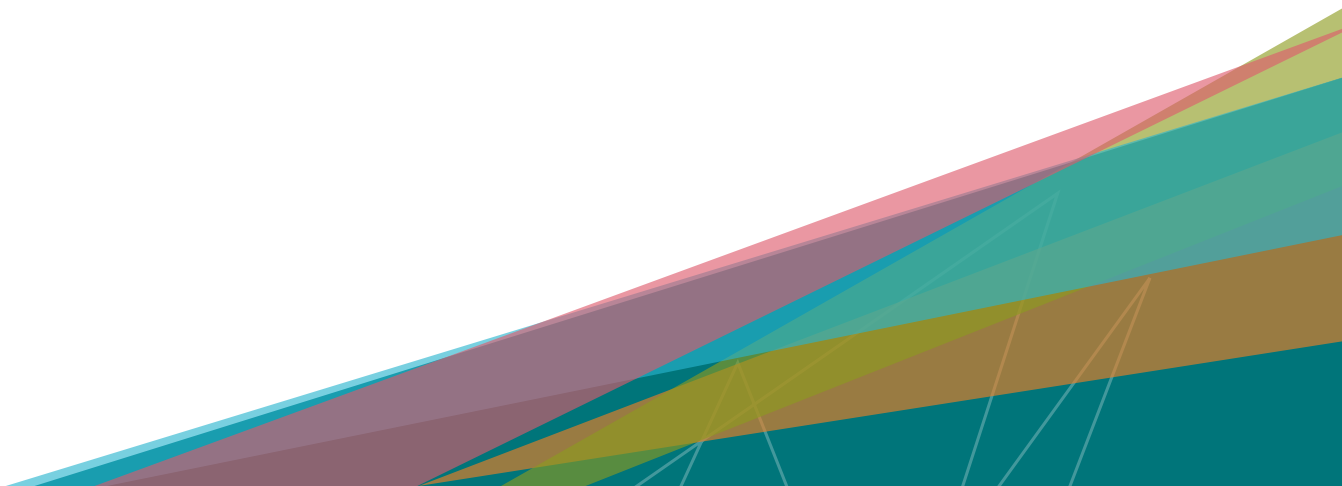
Will and Jess have been together for a year and recently started having sex. Will also likes watching porn. He tells Jess that he has seen some girls in porn clips who seem to enjoy being choked. He would really like to try this out with Jess as he is sure that she will like it too*.

- What type of violence/abuse is evident or potentially going to happen in this scenario?
- What power dynamics and harmful gender norms are at play?
- What are the harms associated with this?
- Are there potential legal consequences?
- What can Will do or say to draw the line and ensure that he does not perpetrate violence/abuse?

*Note that in Tasmania, non-fatal strangulation, choking or suffocation is recognised as a significant form of violence and is against the law.

George and Kit have been together for 6 months. George has very strong feelings for Kit, but Kit always seems to have more important things going on, and this sometimes makes George feel dejected and angry. George starts suspecting that Kit has feelings for someone else. One evening Kit comes over and George is expecting they will have a sleepover. But after 30 minutes Kit makes an excuse to leave. George reaches to grab Kit by the shoulders in a jealous rage.

- What type of violence/abuse is evident and/or potentially might happen in this scenario?
- What power dynamics and harmful gender norms are at play?
- What are the harms associated with this?
- Are there potential legal consequences?
- What can George do or say to draw the line and ensure that he does not perpetrate violence/abuse?



TRUE STORIES¹¹

Years 11 & 12: Module 2 – Concept 2.2

NOTE: This handout includes content that may be sensitive or triggering for some. If this is the case, talk to a trusted adult, teacher, a member of the school's professional support staff or access one of the support services such as Kids Helpline or 1800 RESPECT.

SALLY'S STORY*

The abuse started when I was 15. I met him through school and the relationship lasted five months. The abuse was constant and started from day one.

He would force his hand into my underwear and restrained me, like pushing me against a wall, so I couldn't pull away. He forced me to do sexual things I did not want to do and spread rumours round the school that I was 'loose' and 'easy'. I spoke to my friends but they did not seem to understand what was happening.

I felt confused, I knew what was happening was wrong but I also didn't know what was right. I hadn't been told what was normal in a relationship and didn't realise that it's OK to say no and he should have respected that. Young people should realise you can say "no" at any point and help is available – there's always a way out.

I felt that because my relationship only lasted five months and didn't involve full sexual intercourse, it didn't mean as much. It does. Things affect people in different ways, and it has affected me a lot.

I don't think people think of domestic violence as an issue for teenagers. Whether that's because of our age, or because sexual abuse is usually assumed to be from an adult. But, I know I'm not the only girl this has happened to.

* Adapted from [Disrespect No Body Campaign](#)

SARAH'S STORY*

I was friends with my boyfriend for a year before we started going out. Three months into the relationship everything changed, he became possessive and controlling. I wasn't allowed to see my friends, or spend time with family. If my phone rang he'd answer it and read my messages. He made me overeat so I would put on weight because he said he didn't want other boys looking at me. He would bombard me with texts and phone calls. I once had over two hundred missed calls in three hours because I wouldn't answer my phone.

I soon couldn't face going to college because he'd be there, waiting for me outside lessons. And it got physical; he'd grab me so I couldn't leave his side, he took my phone so I couldn't call anyone. Once he wouldn't let me on the bus and then he dragged me off down the road. He hurt my wrist and I had a sling for a few days.

But I would always go back to him because he told me he wouldn't do it again and he made me feel like I had nobody but him. I felt dependent on him.

People tell you to end it, but it's not easy. It can be the most dangerous time. When I did, he cut his wrists in front of me, held me against a wall and screamed abuse in my face. Now whenever I see him, I shake and feel sick. I have so much respect for people who leave abusive relationships.

* Adapted from [Disrespect No Body Campaign](#)

TRUE STORIES *CONTINUED*

Years 11 & 12: Module 2 – Concept 2.2

AMBER'S STORY*

When I was almost 15, I was out with my girlfriends where we met these older teenage boys who were friends of friends. On our way into town, the group got split up and while the others went off to get something I was left with this one boy I hardly knew. He asked me to come and wait at his place until we met up with the others again. I thought he was being nice. At the time I had an injury so I had trouble walking so this was a good option.

We were alone in the house. He started off being nice, but at one point he went out and when he came back he had condoms. I was in shock – I had no idea this would happen. He then told me to get undressed and I said “what for?”. I felt completely powerless and scared. He was older and bigger than me and very assertive and dominating; he made me feel compelled to do what he said. I was worried that if I refused he might get aggressive and he could turn nasty. I really didn't want to find out what would've happened if I didn't do as he said. I felt completely taken advantage of.

Later, when we met up with the rest of the group, he just acted normal, like he had done nothing wrong. That was really difficult – it felt surreal. I kept quiet about it cos I was shocked and confused. I was worried what would happen if I spoke about it. I didn't want my friends or the boys to think I was easy. I thought it was much more likely they'd listen to his version of what happened cos I felt powerless. I was worried if I might be pregnant too even though a condom was used.

There was a second incident that happened a while after this one that was similar. I was out with a large group of friends and got stuck talking to this boy a year older than me. He was really quite drunk. He started hugging and kissing me which I went along with and I was kind of OK. Everyone seemed to disappear around me and he led me into the trees behind us. He just kept taking me further and further. He started off being nice but also being persuasive. He kept on and on and pressured me for oral sex. He said no-one would find out. He gripped my arm and was squeezing my wrist. He said he wouldn't let me go until I did it. I had no idea what he was capable of, especially since he was so drunk. Again I felt powerless, that my friends had disappeared, no-one to help me. I was in shock. And again, later when we met up with others in the group he acted as if nothing happened, nothing was wrong. He was kissing me and it felt weird.

* Adapted from [Disrespect No Body Campaign](#)

TRUE STORIES *continued*

Years 11 & 12: Module 2 – Concept 2.2

LUKE'S STORY*

When I was 16, I was sexually assaulted by a family friend. He gave me loads of alcohol and I got really drunk. I was too embarrassed to tell anyone and he told me that no-one would believe me. I started to drink and take drugs to try to get it out of my head.

Soon after I came out and I started going out to gay clubs. I met my first boyfriend when I was 17. He was 25. He was really popular, fun and good looking. I really liked him, although there were things about the relationship that were hard. At the beginning, I had sex with him because I thought it was what I should do as his boyfriend. I was scared of losing him if I didn't. I didn't tell him about the sexual assault or that I found having sex difficult.

When I turned 18, I moved into his flat and things started to change. He didn't like me going out without him. He said he didn't like my friends and gradually I lost contact with people. He started to restrict the time I spent with my family too. He said he didn't want me to work and that he wanted to look after me. He started to look through my phone to check up on where I was and who I was with. I was dependent on him for money and I became increasingly cut off from other people.

Arguments became more regular, often becoming physical. He would slap me, push me, hold me down and throw things at me. I started to make excuses to avoid having sex with him and for a while, he didn't question it. But eventually he started asking questions. During an argument, I told him I was assaulted when I was younger. He said he could understand why I was raped and that it sounded like I led the guy on. He started pressuring me into having sex and would threaten me if I refused. I had sex with him to keep the peace, even though I didn't want to. I didn't tell anyone and pretended everything was fine. He said that it was normal for men to fight when they are together. He was my first boyfriend and I didn't know any different. Things got worse and worse between us. After one argument, I tried to leave the flat to get away from him. He locked me in, beat me up and threatened me with a hammer – forcing me to have sex with him.

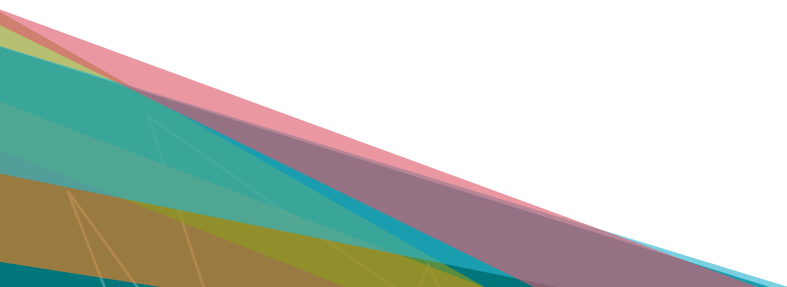
Afterwards he blamed me, saying that I was a 'tease' and that he was entitled to have sex with me whenever he wanted to. I escaped from the flat when he was asleep and called the police. They said that what I was experiencing was domestic abuse and put me in touch with organisations that could help me. I thought that it was only women who could experience domestic abuse from their partner. I didn't realise it could happen to men too.

* Adapted from [Disrespect No Body Campaign](#)

ACTION PLAN TEMPLATE

Years 11 & 12: Module 3 – Concept 3.2

| ACTIVITIES INVOLVED | INTENDED CHANGES AS A RESULT OF ACTIONS | RESOURCES REQUIRED | TARGET AUDIENCE | GROUP MEMBER RESPONSIBLE AND TIMELINE |
|---------------------|---|--------------------|-----------------|---------------------------------------|
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