



# RESPECTFUL RELATIONSHIPS EDUCATION

**YEAR 9 TO YEAR 10**  
**PROGRAM EXTRACTED FROM YEAR 7 TO YEAR 10 - TEACHING AND LEARNING PACKAGE**

October 2024

## Acknowledgement of Country

We acknowledge the Tasmanian Aboriginal people as the traditional custodians of this land, and we pay respect to Elders past and present, for they hold the memories, traditions, culture and hope of First Nations people in Tasmania.



## Acknowledgements

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For the latest version of this document and additional support materials go to: [www.respectfulrelationships.education.tas.gov.au](http://www.respectfulrelationships.education.tas.gov.au)





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

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## INTRODUCTION

Schools are places where children learn how to interact with others and work together in a respectful way. Schools model respectful relationships and can help students to understand that no one should be abused. For some students, schools may provide the only safe haven they have for coping with family violence and abuse. Going to school for these students provides the stability and support they require.

Schools are also important settings for challenging stereotypes and addressing attitudes and beliefs about gender and power that perpetuate family violence and abuse. Schools can be catalysts for generational and cultural change, as they are both places of learning for students and places of work for

adults. By explicitly examining power relations and challenging traditional gender roles and stereotypes in classrooms and in policies and processes within the school workplace, cultural change can be shaped.

Please note this program has been extracted directly from the full Respectful Relationships Teaching and Learning Package: Year 7 - Year 10.

Peers are a key source of support for all students, regardless of their experiences of family violence. Young people often find it easier to talk to their friends about the issues and problems they may be having. These teaching and learning materials have been developed to provide students with the knowledge and skills required to support their peers.



# HOW TO USE THIS RESOURCE

The *Respectful Relationships Teaching and Learning package* has been designed to help all schools address the issue of family and gender-based violence. Tackling abusive behaviour and narrow attitudes towards gender, power and violence should be embedded in the culture of the school and addressed continually, rather than as stand alone programs that are implemented in isolation.

The activities in this resource provide explicit opportunities for developmentally appropriate learning about permission, consent, gender stereotypes and roles, keeping safe, respectful relationships 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 family violence and abuse directly, but they have been planned using themes found to be effective in addressing family violence, including:

- \* teaching students how to seek, gain, give and deny permission and consent through age-appropriate scenarios
- \* challenging assumptions about gender, power and equality
- \* changing beliefs and attitudes about men and women
- \* creating a culture of respectful relationships
- \* 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 is not acceptable
- \* highlighting the role of peers and adults in providing support
- \* giving information about where to get help.

The teaching and learning activities have been mapped to Health and Physical Education and the general capabilities within the Australian Curriculum v9.0.

The mapping for Health and Physical Education is included at the beginning of each module and at the start of each concept and identifies the elements of the achievement standard and the content descriptions that are addressed.

## MAPPING OF THE GENERAL CAPABILITIES

The Personal and Social Capability, Ethical Understanding, Critical and Creative Thinking and Literacy capabilities are all mapped throughout the resource.

For the Personal and Social Capability and Ethical Understanding the activities have been mapped to the elements and sub-elements from the Australian Curriculum v9.0 to provide more guidance for teachers of how they should be addressed. The descriptions are provided at the start of each learning module.

### *Personal and social capability*

#### Self-awareness

- \* Emotional awareness (PSC-EA)

#### Self-management

- \* Emotional regulation (PSC-ER)
- \* Perseverance and adaptability (PSC-PA)

#### Social awareness

- \* Empathy (PSC-E)
- \* Community awareness (PSC-CA)
- \* Relational awareness (PSC-RA)

#### Social management

- \* Communication (PSC-C)
- \* Conflict resolution (PSC-CR)

### *Ethical understanding*

#### Understanding ethical concepts and perspectives

- \* Explore ethical concepts (EU-EEC)
- \* Examine values (EU-EV) rights and responsibilities and ethical norms (EU-RRE)

## Responding to ethical issues

- \* Exploring ethical perspectives and frameworks (EU-EEPF)
- \* Explore ethical issues (EU-EEI)
- \* Making and reflecting on ethical decisions (EU-MED) (EU-MR)

*Achpernsw.com.au For the Critical and creative thinking and Literacy capabilities the mapping is to the elements and sub-elements.*

## Literacy

### Speaking and listening

- \* Interacting (LIT-LI-I)

### Reading and viewing

- \* Understanding texts (LIT-RV-UT)

### Writing

- \* Creating texts (LIT-W-CT)

## Critical and creative thinking

### Inquiring

- \* Identify, process and evaluate information (CCT-INQ)

### Generating

- \* Consider alternatives (CCT-CA)
- \* Put ideas into action (CCT-IDEAS)

### Analysing

- \* Draw conclusions and provide reasons (CCT-DCR)
- \* Evaluate actions and outcomes (CCT-EAO)

### Reflecting

- \* Thinking about thinking (metacognition) (CCT-TT)
- \* Transfer knowledge (CCT-TK)

## Intercultural understanding

### Navigating intercultural contexts

- \* Respond to biases, stereotypes, prejudices and discrimination (IU-BSPD)

### Reflecting on culture and cultural diversity

- \* Reflect on the relationship between cultures and identities (IU-RCI)
- \* Explore the influence of cultures on interactions (IU-ICI)

## Digital literacy

### Practising digital safety and wellbeing (DL-DSW)

- \* Manage online safety (DL-DSW-OS)
- \* Manage digital privacy and identity (DL-DSW-PI)
- \* Manage digital wellbeing (DL-DSW-DW)



# 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, respectful discussion which avoids unpleasant experiences for students can be established 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 teachers 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 family 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.

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
- \* 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.

## 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 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 family 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.

## TEACHER NOTES

The Teacher notes throughout this resource identify supporting practices for teachers. In most instances these are short but critical directions for teachers working with difficult concepts or situations that may arise in the teaching of respectful relationships.

## MANAGING DISCLOSURES

If a child or young person begins to disclose potential abuse or family 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 as quickly as possible that if the information causes concern it will be passed on to others who can help.

Under no circumstances agree to keep it a secret and remain aware that family 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](#)

[Advice for school staff](#)

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

- \* is the student currently being harmed?
- \* is the student likely to be harmed in the future?
- \* is anyone else being harmed?
- \* does the student need medical attention?
- \* what are the student's overall needs?

## REFERRAL PATHWAYS AND MANDATORY REPORTING

Referring students for support must comply with the Department's procedures.

Mandatory Reporting Training is compulsory for all DECYP staff. Further information regarding mandatory reporting and training is available:

[Mandatory Reporting Procedures](#) (DECYP access only)

[Office of Safeguarding Children and Young People](#)  
(External Access)

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

## *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. This national focus means that other state education departments have developed teaching and learning resources to support teachers in addressing respectful relationships concepts. When planning their learning programs, teachers 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 7 – YEAR 10)

The Respectful Relationships scope and sequence documents underpin planning at each level from Year 7 to 10.

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Overview	Students develop an understanding of the qualities of respectful relationships. They can identify a support network of teachers, parents, peers and other trusted adults they can go to for help. Learners recognise a range of potentially unsafe situations and propose strategies and behaviours to minimise their risk of harm. 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. Students develop skills in communication, negotiation, media literacy, help-seeking and advocacy.
Curriculum links	Health and Physical Education Years 7-10; General capabilities (Ethical understanding, Personal and social capability, Literacy, Critical and creative thinking, Intercultural understanding and Digital literacy)





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YEARS 9–10





# YEARS 9-10 SCOPE AND SEQUENCE

## MODULE 1

### Learning goals

**Know:** The factors that influence our relationships with others. The impact of violence on the community.

**Understand:** Conflict can be managed by using negotiation and respectful communication. Inequalities can lead to violence and abuse in relationships.

**Do:** Evaluate appropriate ways of managing a range of conflict situations. Analyse the impact of violence on health, wellbeing and relationships.

### Key concepts

**What factors can influence my relationships with others?**

Learners explore the role of gender stereotypes and societal norms and their impact on relationships and identities.

**What influence can gender stereotypes have on power in relationships?**

Learners explore the impact that gender stereotypes and narrow perceptions of masculinity and femininity can have on relationships.

**How can I show respect when I am negotiating and managing conflicts in relationships?**

Learners investigate how to manage conflicts in a way that shows respect and results in positive outcomes for all parties.

**What strategies can we use to clearly and respectfully seek, give and deny consent?**

Learners refine strategies to communicate clearly and respectfully their choices, needs and opinions in a range of relationship scenarios.

**What are the different types of power that can be exerted in relationships and how can coercion be used to control another person?**

Learners explore the different types of relationships that can exist in relationships and investigate the nature of power imbalances and how they can lead to coercion and control.

## MODULE 2

### Learning goals

**Know:** The cues to be aware of in relation to personal safety in a range of situations.

**Understand:** External influences and contextual factors can impact on personal safety.

**Do:** Propose intervention strategies they can implement as a bystander to prevent or respond to violence and abuse.

### Key concepts

**How can external influences and contextual factors influence my personal safety?**

Learners investigate how attitudes towards women and gender equality can lay the foundation for violence-supportive behaviours.

**What cues should I be aware of that indicate a relationship could be becoming unsafe?**

Learners explore the different cues that indicate that their relationship may be disrespectful, unhealthy or abusive.

**What strategies can I use as a bystander when I witness violence or violence-supportive attitudes or behaviour?**

Learners explore appropriate responses as bystanders to challenge sexist and violence-supportive attitudes or violent behaviours.

**What are the social, emotional and legal considerations when contemplating sending and/or sharing a sext message?**

Learners explore the social, emotional and legal implications of sending, receiving and sharing sext messages.

## MODULE 3

### Learning goals

**Know:** The types of actions that can help prevent violence and abuse.

**Understand:** Community members have a responsibility to take action to prevent violence and abuse.

**Do:** Critically analyse the types of help and support available in the community and propose a range of support pathways for someone in an abusive relationship.

### Key concepts

**Where can I find help for myself or someone else in a violent or abusive relationship?**

Learners investigate the types of help available to support people who are in violent or abusive relationships.

**How can I take action to prevent violence and abuse in relationships?**

Learners explore the role of the media in changing societal attitudes to violence against women and their children.

# MODULE 1: RESPECTFUL RELATIONSHIPS

## MODULE OVERVIEW

### *Learning goals*

**Know:** The factors that influence students' relationships with others. The impact of violence on the community.

**Understand:** Conflict can be managed by using negotiation and respectful communication. Inequalities can lead to violence and abuse in relationships.

**Do:** Evaluate appropriate ways of managing a range of conflict situations. Analyse the impact of violence on health, wellbeing and relationships.

### *Health and Physical Education*

#### Relevant aspects of achievement standard

Students propose and evaluate personal strategies to manage their identities, emotions and responses to change.

Students evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships.

Students propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk.

#### Relevant content descriptions

Analyse factors that shape identities and evaluate how individuals influence the identities of others (AC9HP10P01)

Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships (AC9HP10P04)

Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships (AC9HP10P03)

Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities (AC9HP10P05)

Examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships (AC9HP10P07)

Evaluate emotional responses in different situations to refine strategies for managing emotions (AC9HP10P06)

### *General capabilities*

#### Personal and social capability

Evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships (PSC-Relational awareness)

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

#### Ethical understanding

Analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions (EU-Exploring ethical perspectives and frameworks)

Analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions (EU-Making and reflecting on ethical decisions)

#### Intercultural understanding

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

#### Literacy

Reading and viewing – Understanding texts

#### Critical and creative thinking

Identify, process and evaluate information (CCT- Inquiring)

# 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?



# CONCEPT 1.1 UNDERSTANDING RESPECTFUL RELATIONSHIPS

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FOCUS QUESTION: WHAT FACTORS CAN INFLUENCE MY RELATIONSHIPS WITH OTHERS?

\* *Activity overview*

Learners explore the role of gender stereotypes and societal norms and their impact on relationships and identities.

\* *Relevant curriculum links*

## *Health and Physical Education*

### Achievement standards

Students propose and evaluate personal strategies to manage their identities, emotions and responses to change.

Students evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships.

### Content descriptions

Analyse factors that shape identities and evaluate how individuals influence the identities of others (AC9HP10P01)

Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships (AC9HP10P03)

## *General capabilities*

### Personal and social capability

Evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships (PSC-Relational awareness)

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

### Ethical understanding

Analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions (EU-Exploring ethical perspectives and frameworks)

Analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions (EU-Making and reflecting on ethical decisions)

### Intercultural understanding

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

### Literacy

Reading and viewing – Understanding text



## LEARNING SEQUENCE

### Activity description

#### Learning intentions

Explain to students that this activity is about looking closely at the stereotypes and norms that exist in society about how males and females should behave, dress, interact and work.



#### Pre-assessment activity: Where are they at?

Write the following statement up on the board:

*Every society has its definition of what it means to be a man and a woman.*

(ICU) Ask students to write down how they think their society defines what it means to be a man and a woman. Discuss the similarities and differences between the definitions for each. Ask students to brainstorm a list of the types of behaviour or qualities that are defined as appropriate for men and women and which behaviours and qualities are deemed inappropriate e.g. it is appropriate for a woman to show her feelings in public, it is inappropriate for a man to cry in front of his friends.

(ICU) Compare and discuss the similarities and differences across the lists. Ask which of these definitions are linked to biology i.e. describe all males or all females. Discuss how these definitions are arrived at if they are not linked to biology.

**TEACHER NOTE:** *You will find that few or none are biological. At this point you can introduce the distinction between biological sex and socially constructed gender.*

Discuss whether these definitions describe the ways men and women have always been expected to behave or have expectations changed over time. Ask students to suggest why they may have changed over time.

#### Criteria for success: What to look for?

Can students:

- \* identify gender stereotypes that exist in society?
- \* describe stereotypical behaviour expectations associated with being male/female?
- \* suggest how stereotypes were formed and why they came to develop?

### Exploring the concept

Ask 5 volunteers to demonstrate what they think it means to:

- \* throw like a girl
- \* run like a girl
- \* jump like a girl
- \* act like a girl.

Ask the rest of the class to note the common elements of the demonstrations e.g. runs slowly or with poor technique, not accurate, weak etc. Ask volunteers where they have seen these techniques or behaviours demonstrated and why they believe their demonstrations genuinely reflect the way girls run, throw, jump or act.

(LIT) Show the YouTube video [Like a girl](#), the Mythbusters episode - [Throws like a girl](#), and [Always #Like A Girl Karlie Harmen – A female quarterback story](#).

(ICU+PSC) Explore with students the parts of their demonstrations at the start of the activity they think may have been inaccurate. Discuss how stereotypes about how girls play sport can be formed and promoted in society. Examine the role that the media plays in creating and maintaining stereotypes.

(PSC) Ask students to consider the impact of telling someone they throw, catch, run or act like a girl. Discuss whether the impact would be different if you were to say this to a girl this as opposed to saying it to a boy.

(Source: [I Am A Girl – Health and Physical Education curriculum materials](#)).

## Putting it into practice



### Check for understanding

Revisit the lists of appropriate and inappropriate behaviours for males and females. Ask students to suggest 3 or 4 words that sum up a man and a woman in our society.

(PSC) Discuss the implications for individuals who do not conform to societal expectations for appropriate behaviour or qualities for a man or a woman.

(PSC+ICU) Discuss whether their definitions advantage males or females in terms of power in relationships, career opportunities or the expectations of family and partners.

(PSC+ICU) Discuss how these stereotypes and society's demands for conformity can limit what people are able to achieve and impact on their relationships. Discuss how someone might feel if they do not conform. Ask students to suggest what choices they can make and actions they can take to help break down these stereotypes.

### Criteria for success: What to look for?

Can students:

- \* identify the implications of not conforming to stereotypes?
- \* describe some of the implications of narrow gender stereotypes on relationships, careers and expectations?
- \* propose actions they can take to break down stereotypes in society?

## Resources

YouTube video – [Like a girl](#)

Mythbusters episode – [Throws like a girl](#)

YouTube video – [Always #Like A Girl Karlie Harmen – A female quarterback story](#)

[I Am A Girl Health and Physical Education curriculum materials](#)

# CONCEPT 1.2 RESPECT, GENDER AND POWER

**FOCUS QUESTION: WHAT INFLUENCE CAN GENDER STEREOTYPES HAVE ON POWER IN RELATIONSHIPS?**

\* *Activity overview*

Learners explore the impact that gender stereotypes and narrow perceptions of masculinity and femininity can have on relationships.

\* *Relevant curriculum links*

## *Health and Physical Education*

### Achievement standards

Students evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships.

### Content descriptions

Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships (AC9HP10P03)

Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities (AC9HP10P05)

## *General capabilities*

### Personal and social capability

Evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships (PSC-Relational awareness)

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

### Intercultural understanding

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

### Literacy

Reading and viewing – Understanding texts

### Critical and creative thinking

Identify, process and evaluate information (CCT- Inquiring)

## LEARNING SEQUENCE

### Activity description

#### Learning intentions

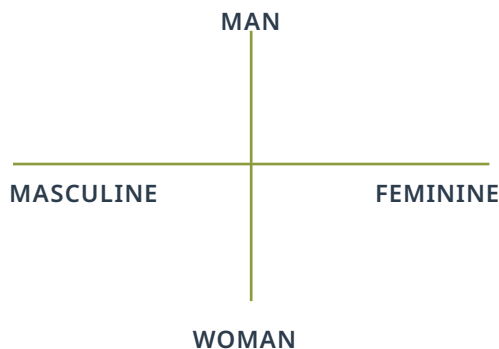
Explain to students that this activity will build on the previous activity about stereotypes. During this activity students will explore the impact that gender stereotypes and narrow perceptions of masculinity and femininity can have on relationships and can lead to violence-supportive attitudes.



#### Pre-assessment activity: Where are they at?

Conduct a silent brainstorm using post-it notes, to record as many behaviours that are portrayed in the media as typical of a man and a woman.

On the board, draw the following graphic:



(CCT) Ask students to position their post-it notes on the zone of the grid which best represents whether the behaviour is typical of a man or woman and whether the behaviour is considered masculine or feminine.

Discuss whether being male is the same as being masculine and whether being feminine is the same as being female.

#### Criteria for success: What to look for?

Can students:

- \* explain the differences between being male or female and masculine or feminine?
- \* identify stereotypical assumptions about masculine and feminine behaviour?

### Exploring the concept

(LIT+ICU) Show an excerpt from the TV show *Modern Family* and discuss the roles that Mitchell and Cam play. Discuss Cam's character as the primary caregiver in the household and whether that role would traditionally be considered a female role and a feminine behaviour. Discuss how that role compares with his role as drummer in a band or coach of a college gridiron team.

(PSC) Ask students to brainstorm other characters in TV shows, movies or the music industry that do not conform to stereotypes. How are these characters portrayed in the media – are they portrayed positively or are their non-conformist traits portrayed negatively?

### Putting it into practice



#### Check for understanding

(LIT+ICT) Explore advertisements from the 1930s until the 1970s from the [National Film and Sound Archive website](#). In particular, visit the page on [stereotypes of women in advertising during the 1940's](#).

(CCT) Ask students to select 5 of the advertisements and compare them to modern day advertisements for similar products and services by answering the following questions:

- \* What is the advertisement about?
- \* How are men and women represented?
- \* Think about the setting such as the kitchen, laundry, workplace, etc., the activities they are engaged in, and the language that is used by and about men and women, etc.
- \* Who is represented and who is omitted?
- \* How do you feel about the advertisement?
- \* What are the literal and implied messages of the advertisement?
- \* Who is it aimed at?
- \* How would this advertisement be received today?
- \* What does this tell us about how ideas about gender change over time?



- \* Using the internet, research current advertisements and identify whether they highlight stereotypical views about gender and whether they highlight sexuality that affirms diversity.
- \* How are the advertisements achieving this? Consider the roles of the males and females and what they say, what they wear, and what the product is promoting.
- \* After exploring these advertisements, and thinking about the advertisements you see around you today in the media, discuss the following question in a small group: *To what extent has advertising about boys and girls, and men and women, changed over time?*

(LIT+ICU) Discuss similarities and differences and any misconceptions they have as a result of these findings. Discuss the impact the media has on our perceptions of gender and our expectations about how to behave in society e.g. because I am female I need to wash the clothes. Discuss the influence of the media and gender expectations on shaping identities and designating roles within relationships.

### Criteria for success: What to look for?

Can students:

- \* identify similarities and differences between the portrayal of males and females?
- \* discuss the impact of the media on perceptions of gender?
- \* describe the influence of the media and gender expectations on identities and relationships?

### Resources

[National Film and Sound Archive of Australia - stereotypes of women in advertising during the 1940's](#)

# CONCEPT 1.3 COMMUNICATING AND MANAGING CONFLICT

FOCUS QUESTION: HOW CAN I SHOW RESPECT WHEN I AM NEGOTIATING AND MANAGING CONFLICTS IN RELATIONSHIPS?

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\* *Activity overview*

Learners investigate how to manage conflicts in ways that show respect and results in positive outcomes for all parties.

\* *Relevant curriculum links*

## *Health and Physical Education*

### Achievement standards

Students propose and evaluate personal strategies to manage their identities, emotions and responses to change.

Students evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships.

### Content descriptions

Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships (AC9HP10P04)

Evaluate emotional responses in different situations to refine strategies for managing emotions (AC9HP10P06)

## *General capabilities*

### Personal and social capability

Evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships (PSC-Relational awareness)

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

### Ethical understanding

Analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions (EU-Exploring ethical perspectives and frameworks)

Analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions (EU-Making and reflecting on ethical decisions)

### Intercultural understanding

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

### Literacy

Reading and viewing – Understanding texts

### Critical and creative thinking

Identify, process and evaluate information (CCT- Inquiring)

## LEARNING SEQUENCE

### Activity description

#### Learning intentions

Explain to students that this activity is about conflicts and how to manage them in ways that show respect and results in positive outcomes for all parties.



#### Pre-assessment activity: Where are they at?

Introduce the different types of conflict that can occur:

- \* within people (intrapersonal)
- \* between people (interpersonal)
- \* within groups (intragroup)
- \* between groups (intergroup)

(CCT) Ask students to provide examples of each type of conflict. Ask students to identify where these types of conflict happen e.g. bus stop, hallway, playground, on the way to school, shopping centre, sporting field, at work.

*TEACHER NOTE: Students should understand that conflict is all around and that it is not a bad thing. The way they perceive conflict and how it is handled can demonstrate respect or disrespect for the other party(ies) and will have a bearing on whether the outcome is positive or negative.*

#### Criteria for success: What to look for?

Can students:

- \* correctly identify examples of each type of conflict?

### Exploring the concept

Read out the following scenario and ask students to identify the types of conflict.

*Chrissie and Sam both play on the school's football team. Chrissie is the coach's niece and is their star striker. Sam plays in the forward line and is hoping to impress this season so that she gets picked in the regional representative team. It's 2-2 with 5 minutes to go in the game and Chrissie gets possession just outside of the area but is marked closely by her opposition player. Sam calls for the ball as she is unmarked and has a clear shot on goals. Chrissie decides to take on her player and tries a shot on goal – she misses and Sam is furious because she thinks that Chrissie is always hogging possession and never gives her a chance to show her skills. She storms over to the sideline towards the coach and ...*

(ICU+PSC) Set up a *Circle of viewpoints* process where students explore a range of different perspectives on the scenario. Brainstorm a list of different perspectives that could be taken in relation to this scenario and record them on the board e.g. coach, Sam, Chrissie, other team members, opposition players, referee. Allocate or ask students to select one perspective each and then use the script skeleton below to explore the scenario from their chosen or allocated perspective.

- \* I am thinking of the shot on goal scenario from the point of view of ... *the viewpoint you've chosen.*
- \* I think ... *describe the scenario from your viewpoint.*
- \* A question I have from this viewpoint is ... *ask a question from this viewpoint.*

(LIT) Give students time to think about the scenario from their allocated or chosen perspectives and to complete their scripts.

(ICU+PSC) Ask students to stand in a circle and ask each student in the circle to give the viewpoint from their perspective based on their script. Record the different viewpoints on the board or use the Circle of Viewpoints template.

Discuss any new perspectives students now have about the scenario.

## Putting it into practice



### Check for understanding

(PSC) 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. Introduce the class to the different ways that people can deal with conflicts.

- \* Avoiding the issue: Issue and relationship both are insignificant
- \* Accommodating: Relationship is more important than the issue
- \* Forcing: The 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.

(PSC) 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 being in confrontations. Discuss whether there are some conflict resolution styles that may be disrespectful to other parties.

(PSC+ICU) Refer to the different perspectives explored in the football scenario and discuss the ways each of the characters might have dealt with the conflict and their reasons for this. Explore how other people in the scenario would feel when a particular style of conflict resolution was used. Discuss the outcomes that might be achieved for the different characters using each style of conflict resolution e.g. if Sam decided to force the issue with the coach on the sideline during the match.

(LIT) Ask students to write the ending of the scenario using one or more of the conflict styles from the perspectives of Chrissie, Sam and the coach.



## Adjustment strategies

Content: A range of scenarios could be developed for exploration that includes sport, friendship, work-based conflict.

Process: Students could work in small groups where each group member takes on the perspective of one of the people involved in the conflict.

Product: Groups could role play the end of the scenario using different conflict resolution styles to show different outcomes.

### Criteria for success: What to look for?

Can students:

- \* propose responses to the conflict that align with the different conflict resolution styles?
- \* identify how the style of conflict resolution used will impact on the outcome of the conflict?

## Handouts

[Circle of viewpoints](#)

## Resources

Circle of Viewpoints: A thinking process that helps students to identify and consider different and diverse perspectives. While engaged in this thinking routine, students gain a greater awareness of how others are feeling and thinking. It also reinforces that people will think differently about a topic. This routine gives a structure to assist in exploring these viewpoints to gain a broader, more complete understanding of the topic, event, or issue being discussed.

[Love is respect – Conflict resolution tips](#)



# CONCEPT 1.4 SEEKING, GIVING AND DENYING CONSENT

FOCUS QUESTION: WHAT STRATEGIES CAN WE USE TO CLEARLY AND RESPECTFULLY SEEK, GIVE AND DENY CONSENT?

## \* *Activity overview*

Learners refine strategies to communicate clearly and respectfully their choices, needs and opinions in a range of relationship scenarios.

## \* *Relevant curriculum links*

### *Health and Physical Education*

Relevant aspects of achievement standard

Students propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk.

### Relevant content descriptions

Examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships (AC9HP10P07)

### *General capabilities*

#### Personal and social capability

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

#### Ethical understanding

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 (EU-Examine values, rights and responsibilities and ethical norms)

## LEARNING SEQUENCE

### Activity description

#### Learning intentions

Explain to students that this activity is about gaining affirmative consent, assertive communication and respecting individuals' rights. During this activity they will learn about the laws in relation to seeking, giving, refusing and accepting the refusal of consent, and reflect on the potential impact of their own behaviour on others.

*TEACHER NOTE: Explain that this learning sequence includes content that may be sensitive or triggering for some and if this is the case students should talk to a trusted adult, teacher, school counsellor or access one of the support services such as kidshelpline or 1800RESPECT to talk about how they are feeling.*



#### Pre-assessment activity: Where are they at?

Ask students to describe to a partner what they think is the definition of consent. Ask pairs to share their definition with the class. Refer back to the definition of consent that students were taught in Years 7 and 8.

- \* consent means permission to do something
- \* consent involves a shared decision, open communication and respect for each person's rights
- \* consent involves one person asking for something or asking to do something, and the other person responding.

Watch one of the following videos [The basics of sexual consent](#) or [Sex, consent and relationships](#) if students need a refresher on the basics of consent.

Explain that there are many different ways to be sure that you are giving or gaining consent. Emphasise that sexual consent always needs a verbal enthusiastic YES, but it's also important to look out for non-physical signs of consent such as body language. When physical and verbal signs of consent are given together, we can be sure that the other partner(s) consent.

Divide students into small groups and ask each group to brainstorm body language signals that might indicate that consent is being freely and enthusiastically given.

*TEACHER NOTE: Some YES body-language signals:*

- \* *Relaxed, open body language*
- \* *Moving closing*
- \* *Kissing/touching back*
- \* *Taking clothes off*
- \* *Making eye contact.*

Explain to the class that even if they see physical YES signals, it is still important to verbally ask your partner for their consent. As a class, brainstorm how you might check in verbally to get consent.

*TEACHER NOTE: this could sound like "are you ready for {this sexual activity}?" "are you keen to do {this sexual activity} now?" Although this can feel awkward and cringe, it shouldn't be, consent can be sexy and fun.*

Emphasise to the class that if you don't feel comfortable having this conversation with your partner, then you need to work together to get to that stage of your relationship before engaging in any sexual activity.

Now ask each group to brainstorm body language signals that might indicate that consent is not being freely given or enthusiastic.

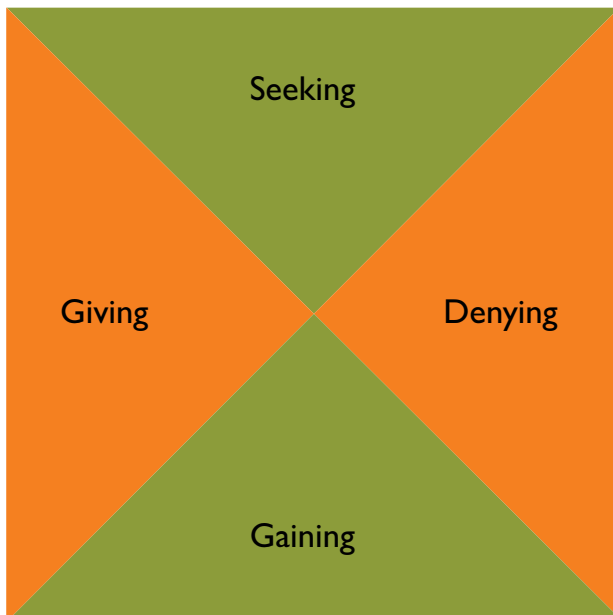
*TEACHER NOTE: Some NO body-language signals include:*

- \* *Rigidity*
- \* *Look uncomfortable*
- \* *Breaking eye contact*
- \* *Moving away*
- \* *Closed-off body language (i.e. legs or arms crossed)*
- \* *Keeping clothes on*
- \* *Not kissing/touching back.*

Explain to students that a person is not 'playing hard to get' or "wanting to be persuaded" when displaying these signals, they're not keen or enthusiastic about the activity - in other words they are not giving consent. If you notice any of these body language cues then you should definitely stop what you are doing and check-in with your partner.

Explain to the class that they will be looking at how they communicate and make choices when seeking, gaining, giving and denying consent.

Draw 4 quadrants on the white board and write Seeking, Gaining, Giving, Denying in the four segments as shown below. Explain to students that the processes in the green or top/bottom sections are related to the person who is asking for permission or consent and the processes in the orange or left/right sections are the person who is responding.



Give each student 6-8 sticky notes and ask them to record a question, response, gesture or phrase/word that would be a way of either seeking, giving, gaining or denying consent. Emphasise to students they just write one idea on each sticky note.

Once students have got an idea on each of their sticky notes, ask them to place each of their sticky notes in the corresponding quadrant on the board.

Give students a chance to look at each of the ideas and discuss the following questions with the class:

- \* Could any of the responses also go in a second quadrant? Is this a problem if the same response/question, gesture or phrase could be used for a different purpose in the consent process?
- \* Are there any responses that you think are unclear, could be misinterpreted or should not be in the quadrant they have been placed in? Why do you think this?

## Criteria for success: What to look for?

Can students:

- \* identify responses that are clearly seeking, giving, gaining or denying consent?
- \* recognise when a response could be unclear or misinterpreted or is incorrectly identified?

## Exploring the concept

Ask students why they think it is important to be clear in whether a person has gained consent before they do something. Emphasise that there are consequences if they do something sexually without the other person's consent. These consequences go beyond just breaking the trust you have with your partner and potential causing them harm, there are also serious legal consequences.

Divide students into small groups to investigate the legal requirements for Tasmania in relation to seeking, giving, refusing and accepting the refusal of consent. Ask groups to compare the Tasmanian laws to the laws in other states and territories and other countries they may travel to in the future. Refer groups to [Legal Aid Tasmania](#) and [Youth Law Australia](#) websites to do their research.

*TEACHER NOTE: Family Planning Tasmania have a [summary of rights and responsibilities when having sex with others](#) webpage which simply summaries 'sex and the law' and 'choice and consent' that you may wish to direct students to.*

As a class, discuss how these laws relate to relationships with friends, colleagues, strangers and intimate partners, in both online and offline interactions.

Explain to students that when we are seeking, giving or denying consent we need to be absolutely clear with the language and signals that we are giving and receiving. The most important thing when talking about sex is to be honest and open in your communication.

Watch the video [Let's talk about consent in relationships](#).

Explain to students that the consent conversation is a necessary conversation we need to have but can sometimes be a tricky one if it is the first time you are having a conversation about getting intimate. If you are in a long term relationship, things are a little easier because you will probably have a trust and rapport that has developed, making the conversation a little easier. Being in a longer term relationship means you will also have a pretty good understanding of your partner's needs so you will be better able to respect them and their decision. It's when the relationship is in its very early stages that the consent conversation can be trickier.

Ask students to get into pairs to create a list of questions that a person could ask to seek consent for sex. Ask each pair to record their questions on butcher's paper or an online collaborative document such as a padlet, Jamboard or Google Doc.

Ask students to read through all of the questions created by the class and identify those questions they think could be realistically used to gain consent. Discuss the sorts of responses each of the questions could elicit.

To discuss this further ask the following questions:

- \* What sorts of responses could be mistaken for a yes when they are actually a "No" or an "I don't know"?
- \* What responses can you give to be absolutely clear that you are an enthusiastic yes?
- \* What responses can you give to be absolutely clear that you are not giving consent?

You could make this a more active task by changing it into a race to see which pair can write the most checking in type questions or ways to see if someone is happy with what's happening in a sexual situation. (Source: Activity 2: [Checking in relay - Love Sex and Relationships](#))

## Putting it into practice

Explain to students that we have talked a lot about how to ask for consent and ways to give or deny consent, but how does someone make the decision about whether they want to have sex. Research tells us that the majority of Year 10 - 12 students (53%) had not engaged in sexual intercourse.

*TEACHER NOTE: 47% of students taking the National Survey of Australian Secondary Students and Sexual Health reported they had engaged in sexual intercourse, including 34 per cent of Year 10s, 46 per cent of Year 11s and 56 per cent of Year 12s. It is important to dispel the myth some students have that all of their peers are engaging in sexual activity so they should as well.*

Watch the video If you could go back and give yourself advice before your first sexual experience, what would it be? from The Line website.

Discuss with students some of the advice given in the video and why the people might want to give their younger self this advice.

Direct students to read the article Sex - [Why wait?](#) on The Line website.

Ask students to think about advice they may have heard, seen on TV or in the media or been given by others about making the decision to have sex.

Explain that some students report they make the decision to have sex because they are being pressured into it. Direct students to [The Line website](#) to explore what advice other young people are giving to those who feel like they are being pressured into having sex.

Ask students to write their own response to the question:

"My boyfriend of three months is trying to convince me to have sex with him. I do feel ready, but I don't like the fact that he is pressuring me constantly! It makes me feel unsafe. I would happily have sex with him if he didn't treat me this way. What should I do?"

Ask students to volunteer to share their responses with the class.

Handout blank sheets of paper and ask students to write down the questions they would like to get answers about sex and consent. If they don't have a question they want answered, students can just write down their favourite quote or draw a picture on the sheet of paper. Ask all students to fold up their paper and post it in the question box as they leave the classroom at the end of the lesson.





## Check for understanding

There is a short quiz that students can take about consent which also tells you what you should be doing. [Consent Quiz: Putting the Pressure on for Sex | The Line](#)

### Criteria for success: What to look for?

Can students:

- \* identify responses that are clearly giving consent and responses that are clearly denying consent?
- \* recognise situations where a response could be unclear or misinterpreted?

Summarise the key points for students by emphasising the following:

You can check in with your partner by asking:

- \* are you comfortable with what's happening?
- \* are you enjoying yourself?
- \* do you feel good?
- \* do you want to keep going?

When it comes to getting consent right:

1. Check in with your partner on every new activity, big or small.
2. Listen to your partner.
3. Respect what your partner is communicating to you, either verbally or non-verbally.
4. Stop as soon as anything seems unclear.

## Resources

[The basics of sexual consent](#)

[Legal Aid Tasmania](#) and [Youth Law Australia](#) websites

[Let's talk about consent in relationships](#)

[If you could go back and give yourself advice before your first sexual experience, what would it be?](#) from The Line website

[Sex - Why wait? on The Line website](#)

[How to handle being pressured into having sex - The Line website](#)

[Consent Quiz: Putting the Pressure on for Sex | The Line](#)

The following additional resources could also be shared and discussed with students.

*TEACHER NOTE: Ensure you read, listen or watch these prior to showing them to your students to ensure they are appropriate for your school context.*

### LISTEN

- \* Podcast: In the No Part 2  
Source: Radiolab  
<https://www.wnycstudios.org/story/no-part-2>

This podcast explores what some might call the gray space when it comes to consent and highlights the importance of ensuring you have an enthusiastic yes before you initiate any intimacy.

### WATCH

- \* Video: Rise Above Let's talk about Consent In Relationships  
Source: Rise Above  
<https://www.youtube.com/watch?v=JasI2q3l26M&t=6s>

This short YouTube video includes young people discussing their own experiences when it comes to talking about what they wanted from their relationship.

### READ

- \* Twitter: Short story: first year of college  
Source: Sheila O'Malley, Twitter  
<https://twitter.com/sheilakathleen/status/1049113196383141888?s=21>

This is a personal narrative published via Twitter about one woman's experience of consent after too many drinks.

# CONCEPT 1.5 RESPECT, POWER, COERCION AND CONTROL

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FOCUS QUESTION: WHAT ARE THE DIFFERENT TYPES OF POWER THAT CAN BE EXERTED IN RELATIONSHIPS AND HOW CAN COERCION BE USED TO CONTROL ANOTHER PERSON?

\* *Activity overview*

Learners explore the different types of relationships that can exist in relationships and investigate the nature of power imbalances and how they can lead to coercion and control.

\* *Relevant curriculum links*

## *Health and Physical Education*

Relevant aspects of achievement standard

Students evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships.

## *Relevant content descriptions*

Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships (AC9HP10P04)

## *General capabilities*

### *Personal and social capability*

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

Develop and apply criteria to evaluate the outcomes of individual and group decisions (PSC-Decision making)

### *Ethical understanding*

Consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes (EU-Making and reflecting on ethical decisions)

## LEARNING SEQUENCE

### Activity description

#### Learning intentions

Explain to students that this activity is about power dynamics in relationships and how an imbalance of power can lead to coercion and control which is the pre-cursor to violence and abuse.

During this activity they will learn to recognise the different types of power in relationships and discuss what coercion and control look like in relationships and what you can do if you find yourself or someone you know in a coercive relationship.

*TEACHER NOTE: Explain that this learning sequence includes content that may be sensitive or triggering for some and if this is the case students should talk to a trusted adult, teacher, school counsellor or access one of the support services such as kidshelpline or 1800RESPECT to talk about how they are feeling.*



#### Pre-assessment activity: Where are they at?

Provide students with the handout [Types of power in relationships: The good and the bad.](#)

In small groups, get students to read the handout and for each type of power, provide another example of a good use of that type of power and a bad or negative use of that type of power.

Discuss each type of power and whether students have experienced any of these types of behaviours in their own lives or have seen them in the media in news reports, TV shows or movies.

*TEACHER NOTE: Emphasise to students that using Coercive power is never OK and there are no good examples. Explain that coercive control is a pattern of behaviour that is intended to control a person by humiliating, threatening to harm, punish or frighten their partner.*

#### Criteria for success: What to look for?

Can students:

- \* recognise positive uses of power in interactions and relationships?
- \* recognise negative use of power in relationships?

Explain to the class that they will be looking at how they communicate and make choices when seeking, gaining, giving and denying consent.

### Exploring the concept

Explain to students that knowing the different types of power and how they can be used (or abused) is important to our ability to make ethical decisions in our interpersonal relationships. When relationships become disrespectful and abusive it is usually the result of one partner abusing their power in the relationship.

Explain to students that abuse of power generally involves a person using controlling behaviours. Controlling behaviour is when one person uses their personal power or influence to make another person behave in a way they wouldn't usually, stop them from freely making decisions, or convince them their reality is different to what they know it to be.

Emphasise to students that if another person's behaviour feels oppressive and makes them feel as if they can't make their own decisions then the behaviour has become abusive. Controlling behaviours are not always obvious so it's important to recognise the different controlling behaviours, their purpose, and be able to name them if they appear in your own relationship, or of someone that you know.

Abuse of power can happen in an intimate relationship, a working relationship, a bullying scenario or online relationship. To explore these concepts further, discuss the following questions with the class:

- \* What sorts of situations might occur where one person has little power or control over what happens?
- \* If you found yourself in a position of power, how can you ensure that you use that power respectfully?
- \* When a person feels like they have low power, or even no power, what can they do to change the situation or take back some control?

*TEACHER NOTE: During discussion it is important to revisit and emphasise any previous teaching about what to do if a relationship feels unhealthy or unsafe, including speaking to someone about it and retaining any evidence such as photos, text messages or voicemails, writing these down if necessary.*

Discuss with the class, what the law recognises as controlling behaviour in intimate relationships. For example, it is illegal under Australian law to:

- \* cut a partner off from their family, friends, culture, or religious ceremonies
- \* harm pets
- \* deny a partner their financial independence
- \* threaten to withhold medication
- \* insult them in defamatory ways such as racism
- \* harass them online (texts, emails, chat) or via phone
- \* stalk or follow them in public or outside their work
- \* prevent a partner from being able to pay for reasonable living expenses
- \* fail to accept a breakup, loiter.

Alert students to the fact that the law also protects victims from threatening behaviour via digital means:

- \* using a mobile phone to make a threat, menace, harass, or cause offence
- \* using a postal service to make a threat, menace, harass, or cause offence.

*TEACHER NOTE: It is important to signpost students to sources of help should they or anyone they know need it, including named members of staff in school. Students should be reassured throughout that if they, or someone they know, find themselves in a controlling relationship, then if they report it they will be believed and helped. To find out more about what the law is in Tasmania, visit the [Youth Law Australia site](#).*

## Putting it into practice

Provide the following links for students to complete further research about what coercive control is and how to recognise situations where it is being experienced within a relationship.

- \* Choose to watch: [What is coercive control? ABC News](#)
- \* Choose to watch and/or read: [What is coercive Control? SBS News](#)
- \* Choose to read: [Coercive control is a pattern of controlling and manipulative behaviours within a relationship](#)

As a class, watch the short film “[RED FLAGS](#)”. Discuss the range of behaviours that were highlighted in the video that represented coercive control.



## Check for understanding

*TEACHER NOTE: Emphasise to the class that although the scenarios they are watching involve heterosexual relationships, coercive control can happen in any relationship regardless of gender, age, race, socio-economic status, sexual orientation, disability or background.*

Play the video “[Is this coercive control?](#)” up until 3:35mins when the discussion with the group of young people begins.

As a class discuss:

- \* Does the relationship seem healthy? Why? Why not?
- \* Are there any warning signs about either character’s behaviour?
- \* Identify any clues as to the characters’ feelings about one another.

In small groups ask students to identify and discuss the specific behaviours they believe are coercive or controlling. Ask students about evidence for their responses e.g. if they think something isn’t right, what are the clues? Encourage them to look at body language and expressions as well as what the characters say, including clues as to what may have happened off-camera.



*TEACHER NOTE: Try to lead the discussion with impartial and non-judgemental questioning that encourages students to form their own opinions e.g. 'What might she be feeling? What are the clues?' rather than 'Why is she scared?' Encourage students to both support and challenge one another's ideas and opinions to form their own beliefs about what is going on in the scenario.*

Play the video of the discussion with the young people and compare to the discussion that the small groups had about the scenario.

Ask students in small groups to discuss the scenario and propose what strategies could be used to deal with this situation by:

- \* the victim?
- \* the victim's friends / work colleagues?
- \* the perpetrator?
- \* the perpetrator's friends / family?

Ask students to imagine this scenario was happening to a friend or family member of theirs. What steps could they take to support and help the victim?

### Criteria for success: What to look for?

Can students:

- \* recognise behaviours that constitute coercive control in an intimate relationship?
- \* propose strategies to manage the scenario and prevent any further harm?
- \* propose practical ideas of what they could do if the scenario was being experienced by a friend or family member?

## Handouts

[Types of power in relationships - the good and the bad](#)

## Resources

[What is coercive control? ABC News](#)

[What is coercive control? SBS News](#)

[Coercive control is a pattern of controlling and manipulative behaviours within a relationship](#)

["RED FLAGS"](#)

[Is this coercive control?](#)

[Is this coercive control?](#) (Explanation page for Check for understanding scenario)

## Additional information about coercive control

[Domestic and family violence tactics and strategies - Our Watch](#)

[Tasmanian Victim Support Services](#)

# MODULE 2: PROTECTIVE BEHAVIOURS

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## MODULE OVERVIEW

### *Learning goals*

**Know:** The cues that affect personal safety in a range of situations.

**Understand:** External influences and contextual factors can impact on personal safety.

**Do:** Propose intervention strategies they can implement as a bystander to prevent or respond to violence and abuse.

### *Health and Physical Education*

#### Relevant aspects of achievement standard

Students evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships.

Students propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk.

#### Relevant content descriptions

Analyse factors that shape identities and evaluate how individuals influence the identities of others (AC9HP10P01)

Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships (AC9HP10P03)

Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities (AC9HP10P05)

Plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk (AC9HP10P08)

Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships (AC9HP10P04)

### *General capabilities*

#### Personal and social capability

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

Reflect on their emotional responses to different situations (PSC-Emotional awareness)

Evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships (PSC-Relational awareness)

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

#### Ethical understanding

Analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions (EU-Exploring ethical perspectives and frameworks)

Analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions (EU-Making and reflecting on ethical decisions)

#### Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

#### Literacy

Reading and viewing – Understanding texts

#### Digital literacy

Engage in safe, legal and ethical online behaviour and defuse negative online social interactions (DL-Manage online safety)

# 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?



## CONCEPT 2.1 PERSONAL SAFETY

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### FOCUS QUESTION: HOW CAN EXTERNAL INFLUENCES AND CONTEXTUAL FACTORS INFLUENCE MY PERSONAL SAFETY IN RELATIONSHIPS?

#### \* *Activity overview*

Learners investigate how attitudes towards women and gender inequality can lay the foundation for violence-supportive behaviours.

#### \* *Relevant curriculum links*

##### *Health and Physical Education*

##### Achievement standards

Students evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships.

##### Content descriptions

Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships (AC9HP10P03)

##### *General capabilities*

##### Personal and social capability

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

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

##### Ethical understanding

Analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions (EU-Making and reflecting on ethical decisions)

##### Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

##### Digital literacy

Engage in safe, legal and ethical online behaviour and defuse negative online social interactions (DL-Manage online safety)



## LEARNING SEQUENCE

### Activity description

#### Learning intentions

Explain to students that this activity will explore common beliefs in society that perpetuate violence-supportive attitudes and behaviours.



#### Pre-assessment activity: Where are they at?

Ask students to brainstorm definitions for family violence and gender-based violence. Discuss what students think the causes of family and gender-based violence might be.

Set up a 4 way continuum using the four corners of the learning space as *Strongly Agree*, *Strongly Disagree*, *Agree*, and *Disagree*.

(CCT) Explain to students that after listening to a range of statements they are to move to the corner that best reflects their response to each one of them. Invite students to share the reasons for each of their choices. Allow students to move to different positions after listening to others' responses.

4 way continuum statements:

- \* The main cause of violence against women is that men are unable to manage their anger.
- \* Partner violence can be excused if the perpetrator regrets it.
- \* Partner violence can be excused if the person is so angry they lose control.
- \* Partner violence can be excused if the offender is heavily affected by alcohol.
- \* Rape results from men not being able to control their sexual urges.
- \* A woman could leave a violent relationship if she really wanted to.
- \* Family violence is a private matter to be handled in the family.
- \* Women make up or exaggerate claims of partner violence in family law cases.

- \* If a woman is drunk or high on drugs she is partly to blame if she is sexually assaulted.
- \* Women often say no when they mean yes.
- \* Women who say they were raped led the man on and later had regrets.

(PSC) Discuss the following questions with the class:

- \* How do you think you formed your opinion?
- \* Where do you think your parents or grandparents would have stood?
- \* Would your responses have been different if you were in an all boys or an all girls class? Why? How would they have been different?

#### Criteria for success: What to look for?

Can students:

- \* identify influences on how their opinions on gender and violence were formed?
- \* recognise how these opinions and attitudes have changed over time?

### Exploring the concept

Watch the video animation [Attitudes to gender equality and violence against women](#) by VicHealth.

(PSC) Display the statements from the continuum activity and discuss what affect agreeing with these statements can have on victims, perpetrators and the community as a whole. Discuss whether violence is likely to continue or to stop if the perpetrator believes these statements. If a bystander agreed with the statements would they be likely to intervene? Discuss what each of the statements says about who is responsible for violence and whether violence is acceptable or not.

Display the following list of ways that people condone violence against women or distribute the [Ways of Condoning Violence](#) handout:

- \* Justify: it is acceptable for men to use violence in some situations e.g. if a woman slept with another man.
- \* Excuse: men cannot be held fully responsible and the violence is attributed to external factors e.g. men not being able to control their sexual urges.

- \* Trivialise: the violence is not sufficiently serious to warrant action e.g. it was only a slap across the face, and she is not injured badly.
- \* Downplay: deny that violence occurs or deny that behaviours constitute violence e.g. its only rape if the woman physically resisted.
- \* Shift blame: hold the woman or victim slightly responsible e.g. she asked for it because of the way she dressed.

(Source: *Our Watch Framework: Change the Story*)

Ask students to identify which statements are examples of each of the ways that violence can be condoned e.g. women make or exaggerate acts of violence in court cases is an example of trivialising, downplaying or shifting blame for violence.

## Putting it into practice



### Check for understanding

(ICT) Divide students into groups of 2 or 3 and allocate one of the statements from the previous activity to each group. Ask groups to research the evidence related to each of the statements. From their research they must create a fact sheet, report, infographic or multimedia presentation that provides the facts in relation to the statement and how agreeing with the statement condones violence against women.

(ICT) Direct students to the following websites for their research:

[The Line – Facts and Figures](#)

[The gendered nature of violence](#)

[Our Watch – Facts and figures](#)

[ReachOut.com – Abusive relationships fact sheets](#)

[VicHealth - Gender Equality](#)

## Criteria for success: What to look for?

Can students:

- \* locate and present the facts in relation to their selected statement in a logical way?
- \* develop a reasoned argument for why these attitudes perpetuate violence against women?

## Handouts

[Ways of condoning violence](#)

## Resources

[Attitudes to gender equality and violence against women](#) animation by VicHealth

[The Line – Facts and Figures](#)

[The gendered nature of violence](#)

[Our Watch – Facts and figures](#)

[ReachOut.com – Abusive relationships fact sheets](#)

[That's Not Cool website](#)

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

## CONCEPT 2.2 RECOGNISING SAFE AND UNSAFE SITUATIONS

FOCUS QUESTION: WHAT ARE THE CUES THAT INDICATE A RELATIONSHIP COULD BE BECOMING UNSAFE?

\* *Activity overview*

Learners explore a range of cues that indicate that their relationship may be disrespectful, unhealthy or abusive.

\* *Relevant curriculum links*

### *Health and Physical Education*

#### Achievement standards

Students evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships.

#### Content descriptions

Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships (AC9HP10P03)

### *General capabilities*

#### Personal and social capability

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

Evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships (PSC-Relational awareness)

#### Ethical understanding

Analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions (EU-Exploring ethical perspectives and frameworks)

Analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions (EU-Making and reflecting on ethical decisions)

#### Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

## LEARNING SEQUENCE

### Activity description

#### Learning intentions

Explain to students that this activity is about the warning signs and cues that indicate relationships are unhealthy or disrespectful.



Pre-assessment activity:  
Where are they at?

(PSC+CCT) Introduce students to the [Relationships spectrum](#) and discuss the differences and changes that occur in relationships when they move through the spectrum from healthy to unhealthy to abusive. Ask students to identify examples of issues in relationships that might indicate they are unhealthy or abusive.

#### Criteria for success: What to look for?

Can students:

- \* identify situations that indicate a relationship may be unhealthy or abusive?
- \* describe the characteristics of unhealthy and abusive relationships and how these differ from healthy relationships?

### Exploring the concept

*TEACHER NOTE: This activity requires access to an Internet enabled device.*

(EU) Ask students to go to the [Cool, Not cool quiz](#) online. Ask students to go through each of the scenarios and decide whether the situation is Cool or Not Cool. Ask students to record the percentage of responses for each scenario and reasons provided for selection.

(EU) When students have completed the three sets of quizzes, discuss some of the scenarios that they felt were NOT COOL. Ask students to identify what it was about the situations that made them feel it was NOT COOL.

#### Criteria for success: What to look for?

Can students:

- \* identify situations where abuse or a violation of rights has occurred?
- \* describe characteristics of situations where the interactions may be unhealthy, disrespectful or abusive?

### Putting it into practice



Check for understanding

(PSC) Introduce students to the [Power and control wheel](#). Explain to students that the wheel is a tool that illustrates the different ways an abusive partner can use power and control to manipulate a relationship.

Divide students into 8 groups and allocate each group one spokes from the wheel e.g. isolation/exclusion, peer pressure, anger/emotional, using social status, intimidation, minimise/deny/blame, threats, sexual coercion.

(PSC) Ask each group to use the *Power and control wheel* to learn more about the form of abuse they have been allocated and to record examples of abuse and some of the warning signals and cues to look out for if a relationship is becoming abusive.

Ask each group to report their findings to the class. Discuss whether some spokes are more harmful in a relationship than others. Ask students to suggest reasons for this.



Adjustment strategies

Process: The activity could be set up as a jigsaw activity where students move between expert and home groups rather than all groups reporting back to whole class.

Product: Students could develop a written report to be shared as a class resource.

### Criteria for success: What to look for?

Can students:

- \* describe examples of unhealthy and abusive behaviour in relationships?
- \* identify cues and warning signals that indicate a relationship may be unhealthy or abusive?

### Resources

[Relationship spectrum – Love is respect](#)

[That's not cool website](#)

[Power and control wheel](#)

[ReachOut.com Abusive relationships fact sheets](#)

[Building Respectful Relationships – Victoria](#)



## CONCEPT 2.3 RESPONDING TO UNSAFE SITUATIONS

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**FOCUS QUESTION: IF I AM A BYSTANDER, WHAT STRATEGIES CAN I USE WHEN I WITNESS VIOLENCE OR VIOLENCE-SUPPORTIVE ATTITUDES OR BEHAVIOURS?**

**\* Activity overview**

Learners explore appropriate responses for bystanders to challenge sexist and violence-supportive attitudes or violent behaviours.

**\* Relevant curriculum links**

### *Health and Physical Education*

#### Achievement standards

Students evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships.

Students propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk.

#### Content descriptions

Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities (AC9HP10P05)

Plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk (AC9HP10P08)

### *General capabilities*

#### Personal and social capability

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

Reflect on their emotional responses to different situations (PSC-Emotional awareness)

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

#### Ethical understanding

Analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions (EU-Exploring ethical perspectives and frameworks)

Analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions (EU-Making and reflecting on ethical decisions)

#### Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

#### Literacy

Reading and viewing – Understanding texts

#### Digital literacy

Engage in safe, legal and ethical online behaviour and defuse negative online social interactions (DL-Manage online safety)

## LEARNING SEQUENCE

### Activity description

#### Learning intentions

Explain to students that this activity is about what bystanders can do to challenge sexist and violence-supportive attitudes and behaviours.



Pre-assessment activity:  
Where are they at?

(CCT) Ask students to recall some of the violence-supportive attitudes that condone violence against women and perpetuate gender inequalities that have been discussed previously.

These attitudes and beliefs include:

- \* The main cause of violence against women is that men are unable to manage their anger.
- \* Partner violence can be excused if the perpetrator regrets it.
- \* Partner violence can be excused if the person is so angry they lose control.
- \* Partner violence can be excused if the offender is heavily affected by alcohol.
- \* Rape results from men not being able to control their sexual urges.
- \* A woman could leave a violent relationship if she really wanted to.
- \* Family violence is a private matter to be handled in the family.
- \* Women make up or exaggerate claims of partner violence in family law cases.
- \* If a woman is drunk or high on drugs she is partly to blame if she is sexually assaulted.
- \* Women often say no when they mean yes.
- \* Women who say they were raped led the man on and later had regrets.

(CCT) Discuss how these attitudes create gender inequalities and condone violence against women by trivialising, playing down, justifying, excusing or shifting blame.

Criteria for success: What to look for?

Can students:

- \* recall a range of attitudes and beliefs that drive gender inequalities and condone violence against women?
- \* describe the link between these attitudes and gender inequalities?
- \* recognise how these attitudes condone violence against women?

### Exploring the concept

Now ask students to go to *The Line website* and read the text conversation [You called your GF what?](#)

Explain to students that one of the ways they can prevent violence against women in society is to start challenging sexist behaviour, inappropriate comments and violence-supportive attitudes when they witness them.

Explain to students that to challenge someone about their behaviour safely they can:

- \* Address the comment not the person
- \* Ask a question that makes them re-think their statement
- \* Use a we statement to gain support of the people around you
- \* Take non-verbal action
- \* Make the connection between the comment and the person's own experience.

(ICT) Direct students to [Calling out sexism 'amongst the boys'](#) to find out more information about each of these strategies.

Revisit the text message conversation (*You called your GF what?*) and ask students to identify which of the strategies were used in each example.

## Putting it into practice

**TEACHER NOTE:** This activity requires students to have access to an internet-enabled device



### Check for understanding

(PSC) Divide students into groups of three or four and give each group a different situation card from the [More Than a Bystander! handout](#). Each group reads through the situation and answers the first two questions e.g. for the shopping centre scenario:

What are you thinking? I think that is sexual harassment.

What are you feeling? I feel embarrassed in this situation.

(PSC) Ask groups to share their responses with the class. Ask students to describe how their thoughts and feelings might influence how they react and what they do. Ask students why it might be important to recognise how they are feeling before they decide how they will react or what they will do.

(CCT) Now ask groups to discuss the question What would you do? by considering the 5 strategies for challenging inappropriate behaviour discussed earlier i.e. address the comment not the person, ask a question that makes them re-think their statement, use a we statement to gain support of the people around you, take non-verbal action, make the connection between the comment and the person's own experience.

(CCT) Ask groups to share what they would do with the class. For each response discuss:

- \* How might each of their responses affect the person or people involved?
- \* What do you think the impact and outcome of the violence would be on all the people involved?
- \* What might be going on inside the person who acts violently towards others, such as the boys in the third situation card?
- \* Do people have a responsibility to get involved?
- \* What are the risks in getting involved?
- \* What are the advantages of getting involved?



### Adjustment strategies

Process: Students could respond to the scenarios on a handout individually.

Product: Students could role-play their responses for the class.

### Criteria for success: What to look for?

Can students:

- \* describe the thoughts and feelings of a bystander to violence?
- \* recognise how their thoughts and feelings might influence their responses?
- \* propose appropriate ways to respond to the situation and challenge the behaviour safely and assertively?

## Resources

[You called your GF what?](#)

[Calling out out sexism 'amongst the boys'](#)

[The Conversation Guide – respect.gov.au](#)

[More Than a Bystander](#) – Building Respectful Relationships resource – Victorian DEECD

# CONCEPT 2.4 SEXTING AND RELATIONSHIPS

**FOCUS QUESTION: WHAT ARE THE SOCIAL, EMOTIONAL AND LEGAL CONSIDERATIONS WHEN CONTEMPLATING SENDING AND/OR SHARING A TEXT MESSAGE?**

**\* Activity overview**

Learners explore the social, emotional and legal implications of sending, receiving and sharing text messages.

**\* Relevant curriculum links**

## *Health and Physical Education*

### Relevant aspects of achievement standard

Students propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk.

Students evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships.

### Relevant content descriptions

Plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk (AC9HP10P08)

Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships (AC9HP10P04)

## *General capabilities*

### Personal and social capability

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

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

### Ethical understanding

Analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions (EU-Exploring ethical perspectives and frameworks)

Analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions (EU-Making and reflecting on ethical decisions)

### Digital literacy

Engage in safe, legal and ethical online behaviour and defuse negative online social interactions (DL-Manage online safety)

## LEARNING SEQUENCE

### Activity description

#### Introducing the concept

Explain to students that this activity is about the impacts and implications that can result from sharing personal information and images online.



#### Pre-assessment activity: Where are they at?

Explain to students that they are going to be doing a blind vote activity where they will respond to a number of statements without knowing how other students are responding. Ask students to put their heads down on their table and close their eyes.

Read the following statements out and ask students to raise one hand and make a fist if their response is 'no' and raise one hand and give a thumbs up if their response is 'yes'.

- \* Do you think it is dangerous to send an explicit picture of yourself to your boyfriend or girlfriend as a "sex"?
- \* Do you think it is OK to show an explicit photo of your boyfriend or girlfriend to your best friend?
- \* Do you think it is OK to share an explicit image of someone else if it has been shared with you?

Record the number of "yes" and "no" responses for later in the lesson.

#### Criteria for success: What to look for?

Can students:

- \* understand the risk of sharing explicit photos with others?
- \* perceive problems with showing or sharing explicit photos of others?

### Exploring the concept

Show the class the video [Alarmed – keep your private parts private](#) from the eSafety Commissioner.

Discuss as a class what the girl's nightmare is depicting in reality.

Explain to the class that sending an intimate picture or sext to your boyfriend or girlfriend may seem like innocent flirting or just a bit of fun at the time but can have serious legal or social consequences.

Display the results of the blind voting activity to the class and discuss the results in terms of the risks and problems with sharing pictures of yourself and others.

Watch the video [Make cyberspace a better place – sexting scenario – social and legal consequences animation](#) (Kidshelpline)

Discuss the role different people (Amy, Patrick, Patrick's friends, students at school commenting on Facebook) played in the situation and the possible reasons why they may have acted the way they did.

Brainstorm the social, emotional and legal consequences for each of the people involved in the situation.

*TEACHER NOTE: The social implications can include loss of reputation for the person depicted in the image and/or loss of trust from parents. Loss of control of the distribution of the image – it may be found by unexpected people including future employers, future boyfriends or girlfriends or other relatives. The images may be used by others to try to harm the person or their relationships. It is also important to remember that once something is shared online it is very hard to remove it from the digital space – particularly if it has been shared beyond the original post. This means there may be implications with future employers finding old photos that have been shared. Some of the emotional implications for Amy were shame and embarrassment at others having seen her photo. She was also very anxious about how people would react and didn't want to go to school and face them.*



*Sexting can be a crime and the penalties can include jail and registration as a sex offender with restrictions imposed on work and travel. Taking or sending nude or sexually suggestive photos of yourself or anyone else under 18 years is illegal because it is in violation of Australian child pornography laws. The sender and receiver can both be charged, even if they agree to the picture being taken. Some states have prosecuted teens involved in sexting incidents although in some circumstances charges may less likely to be laid if the people involved consented and the images were kept private and not shared for malicious purposes.*

## Putting it into practice



### Formative assessment opportunity

Discuss the reasons why Amy decided to send the sext to Patrick. Explain to students that they are now going to do an instant replay activity where they re-write the situation to reduce the harms experienced by each of the people involved.

Distribute the [Instant replay handout](#) and explain that the original situation all began from a simple text message from Patrick to Amy. Divide the class into pairs and ask each pair to create a new script for the original text conversation between Patrick and Amy. In this conversation, groups need to design responses from Amy that stand up to Patrick and don't let him pressure her into sending him the photos.

Once pairs have completed their script ask them to share with another pair and discuss whether the responses are realistic and whether they would work in convincing Patrick that sexting was a no-win situation for Amy.

## Criteria for success: What to look for?

Can students:

- \* identify parts of the original conversation where Patrick was placing inappropriate pressure on Amy?
- \* propose responses from Amy that stand up to the pressure from Patrick?

- \* propose realistic responses that would make Patrick realise what he was expecting of Amy and the reasons he was giving were not appropriate?

Explain to the class that if they have shared a photo of themselves with someone and they now want to get it deleted there are ways that this can be done. Explain that the eSafety Commissioner is responsible for helping young people to have safe and positive experiences online. The [eSafety Commissioner's website](#) provides a range of resources and tools that young people can use to get help or support if they or their friends have an issue with cyberbullying, sexting or online grooming.

Direct students to the eSafety website and ask them to propose three steps that Amy could take to deal with her situation.

## Handouts

[Instant Replay activity](#) handout

[My nudes have been shared](#) – brochures with practical tips for dealing with sexting from the Office of the Children's eSafety Commissioner

## Resources

[Make cyberspace a better place – sexting scenario – social and legal consequences animation \(Kidshelpline\)](#)

[Sexting - Just send it](#) (includes worksheets, lesson plan and PowerPoint)

[Online Safety - Department for Education, Children and Young People](#) - resources to address the issues of sexting and digital circulation of inappropriate images

# MODULE 3: HELP-SEEKING SKILLS

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## MODULE OVERVIEW

### *Learning goals*

**Know:** The types of action that can help prevent violence and abuse.

**Understand:** Community members have a responsibility to take action to prevent violence and abuse.

**Do:** Critically analyse the types of help and support available in the community and propose a range of support pathways for someone in an abusive relationship.

### *Health and Physical Education*

#### Relevant aspects of achievement standard

Students propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk.

Students synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing.

Students evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships.

#### Relevant content descriptions

Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities (AC9HP10P05)

Plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk (AC9HP10P08)

Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions (AC9HP10P09)

### *General capabilities*

#### Personal and social capability

Evaluate ways of contributing to communities at local, regional, national and global levels (PSC-Community awareness)

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

#### Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

#### Literacy

Reading and viewing – Understanding texts

#### Digital literacy

Engage in safe, legal and ethical online behaviour and defuse negative online social interactions (DL-Manage online safety)

# 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?



## CONCEPT 3.1 ACCESSING HELP

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**FOCUS QUESTION: WHERE CAN I FIND HELP FOR MYSELF OR SOMEONE ELSE IN A VIOLENT OR ABUSIVE RELATIONSHIP?**

\* *Activity overview*

Learners investigate the types of help available to support people who are in violent or abusive relationships.

\* *Relevant curriculum links*

### *Health and Physical Education*

#### Achievement standards

Students propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk.

Students synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing.

#### Relevant content descriptions

Plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk (AC9HP10P08)

Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions (AC9HP10P09)

### *General capabilities*

#### Personal and social capability

Evaluate ways of contributing to communities at local, regional, national and global levels (PSC-Community awareness)

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

#### Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

#### Literacy

Reading and viewing – Understanding texts

#### Digital literacy

Engage in safe, legal and ethical online behaviour and defuse negative online social interactions (DL-Manage online safety)

## LEARNING SEQUENCE

### Activity description

#### Learning intentions

Explain to students that this activity will help them to identify the range of help services that are available to support people who are experiencing violence or abuse in their relationships.



#### Pre-assessment activity: Where are they at?

(CCT) Ask students to identify different sources of information they could access to find help and support if they were experiencing violence or abuse in a relationship.

Encourage students to think broadly in terms of people, services, Internet sites, organisations etc.

#### Criteria for success: What to look for?

Can students:

- \* identify appropriate sources of help and support for those experiencing violence and abuse?

### Exploring the concept

(CCT+ICT) Revisit the scenarios from the previous activity on the *More Than a Bystander!* handout. For each of the scenarios ask students to identify where the person experiencing violent behaviour could go to get help, support and advice.

**TEACHER NOTE:** For some scenarios you may need to direct students to do an Internet search to locate appropriate services.

The following websites include links to different services, Internet sites and other useful links:

[The Line](#)

[Our Watch](#)

[ReachOut.com](#)

### Putting it into practice



#### Check for understanding

Divide students into groups of 3 and read out the following unfinished story:

*Imagine that Robbie has been your best friend since you both started high school together. Lately Robbie has been really quiet and has been missing school a lot. Today Robbie didn't turn up at school and you had a really important Maths test. On your way home you decided to drop around to Robbie's house to see what's going on. When you walk down the front path you hear Robbie's dad yelling really loudly and then you hear something smashing on the floor ...*

(CCT) As a class discuss the following questions:

- \* what factors should you consider when deciding what to do? e.g. your own safety, the safety of Robbie, who else might be in the house.
- \* how might you react in this situation?
- \* what can you do to help Robbie in this situation?
- \* who else might be able to help in this situation?

Continue reading out the next part of the story:

*You decide not to go into the house and you head straight home. You're not sure what to do and you worry about it most of the night. You decide that you have to do something when you get to school the next day ...*

*When you get to school the next morning you find Robbie sitting in the corner of the playground. You go over and say ...*

(LIT+CCT) Ask groups to write a script of what they would say to Robbie and how the conversation might go. Share the conversations with the rest of the class and ask other groups to provide suggestions for how Robbie might react and what else could be said.



Read out the final part of the Unfinished story:

*Robbie tells you "Dad has a bad temper and gets really angry over the littlest things. He used to only take it out on mum but now he's starting to turn on me and my little brother. I don't know what to do but I'm scared he's going to hurt one of us really bad."*

(CCT) Ask groups to put together a plan of action for how they can support Robbie to get help and support for this situation. Emphasise that the plans need to explore a range of help-seeking options and take into account the appropriateness of the services, the safety of Robbie, Robbie's mum, and Robbie's little brother. Groups need to research a range of local services and online or phone services and create a list of 10 sources of help and support. Groups then prioritise the services from most appropriate to least appropriate, providing reasons for their decisions. Ask groups to share their responses with the rest of the class.

### Criteria for success: What to look for?

Can students:

- \* suggest appropriate conversation starters to discuss Robbie's situation?
- \* propose appropriate ways to help and support Robbie?
- \* evaluate the appropriateness of a range of services available Robbie could use to get help and support?

### Handouts

Love is respect - [Help a friend handout](#)

### Resources

[The Line – Get help](#)

[ReachOut.com](#)

[Respect – Domestic violence support](#)

[Our Watch](#)

[That's Not Cool](#)

## CONCEPT 3.2 ADVOCACY AND ACTION

### FOCUS QUESTION: HOW CAN I TAKE ACTION TO PREVENT VIOLENCE AND ABUSE IN RELATIONSHIPS?

#### \* *Activity overview*

Learners explore the role of the media in changing societal attitudes to violence against women and their children.

#### \* *Relevant curriculum links*

##### *Health and Physical Education*

###### Achievement standards

Students propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk.

Students synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing.

###### Relevant content descriptions

Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities (AC9HP10P05)

Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions (AC9HP10P09)

##### *General capabilities*

###### Personal and social capability

Evaluate ways of contributing to communities at local, regional, national and global levels (PSC-Community awareness)

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

###### Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

###### Literacy

Reading and viewing – Understanding texts

###### Digital literacy

Engage in safe, legal and ethical online behaviour and defuse negative online social interactions (DL-Manage online safety)

## LEARNING SEQUENCE

### Activity description

#### Learning intentions

Explain to students that this activity is about how the media can provide positive messages about health issues or societal problems to raise consciousness and change prevailing behaviours and attitudes.



**Pre-assessment activity:**  
Where are they at?

(CCT+LIT) Discuss where people get messages about how to behave such as billboards, advertising, magazines, family). Ask students to think of slogans or campaigns that encourage certain kinds of behaviour or choices (e.g. 'If you drink and drive, you're a bloody idiot', 'Speeding kills', 'Quit. For life').

#### Criteria for success: What to look for?

Can students:

- \* identify where messages can be found about how to behave?
- \* identify examples of health promotion slogans?

### Exploring the concept

(LIT) Show 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 let's stop it at the start"; "Violence against women doesn't just start, it grows".

(LIT+PSC) In small groups, design five slogans that could be used to encourage certain kinds of behaviour towards others, or influence choices for respect in relationships e.g. stand up when you see disrespectful behaviour, treat your partner with respect, treat others with the respect you deserve.

Share the slogans with the rest of the class and discuss the following:

- \* Who are these slogans directed at?
- \* Are they intended to be used before or after violence occurs?
- \* Who do these slogans suggest is responsible for stopping violence and showing respect?

*(Adapted from Building Respectful Relationships, Vic DEECD, page 98)*

### Putting it into practice



**Check for understanding**

(ICT+PSC) In the same groups students use the slogans they have developed to create a social media campaign to be run through the school's social media channels. The campaign will raise awareness about respectful relationships and aim to reduce the prevalence of violence and violence-supportive behaviours and attitudes.

Ask groups to answer the following questions to guide the development of their social media campaign.

- \* What makes a relationship healthy?
- \* Can you always see warning signs of disrespect or abuse?
- \* Why are healthy relationships important in your school?
- \* What would you like to communicate to other students, staff and the community about healthy relationships? Why is this important? How could this be communicated?
- \* What change would you like to see in your school community in relation to healthy relationships?
- \* What challenges are there in your community to changing how people see healthy relationships? How can you overcome these challenges?

### Criteria for success: What to look for?

Can students:

- \* develop appropriate slogans that target key drivers of unhealthy relationships?
- \* create a campaign that is relevant and will engage the target audience?

### Resources

[Lets stop it at the start](#) advertising campaign – Australian Government

[The Line](#)

[ReachOut.com](#)

[Respect – Domestic violence support](#)

[Our Watch](#)

[White Ribbon Foundation Australia](#)

[That's Not Cool](#)

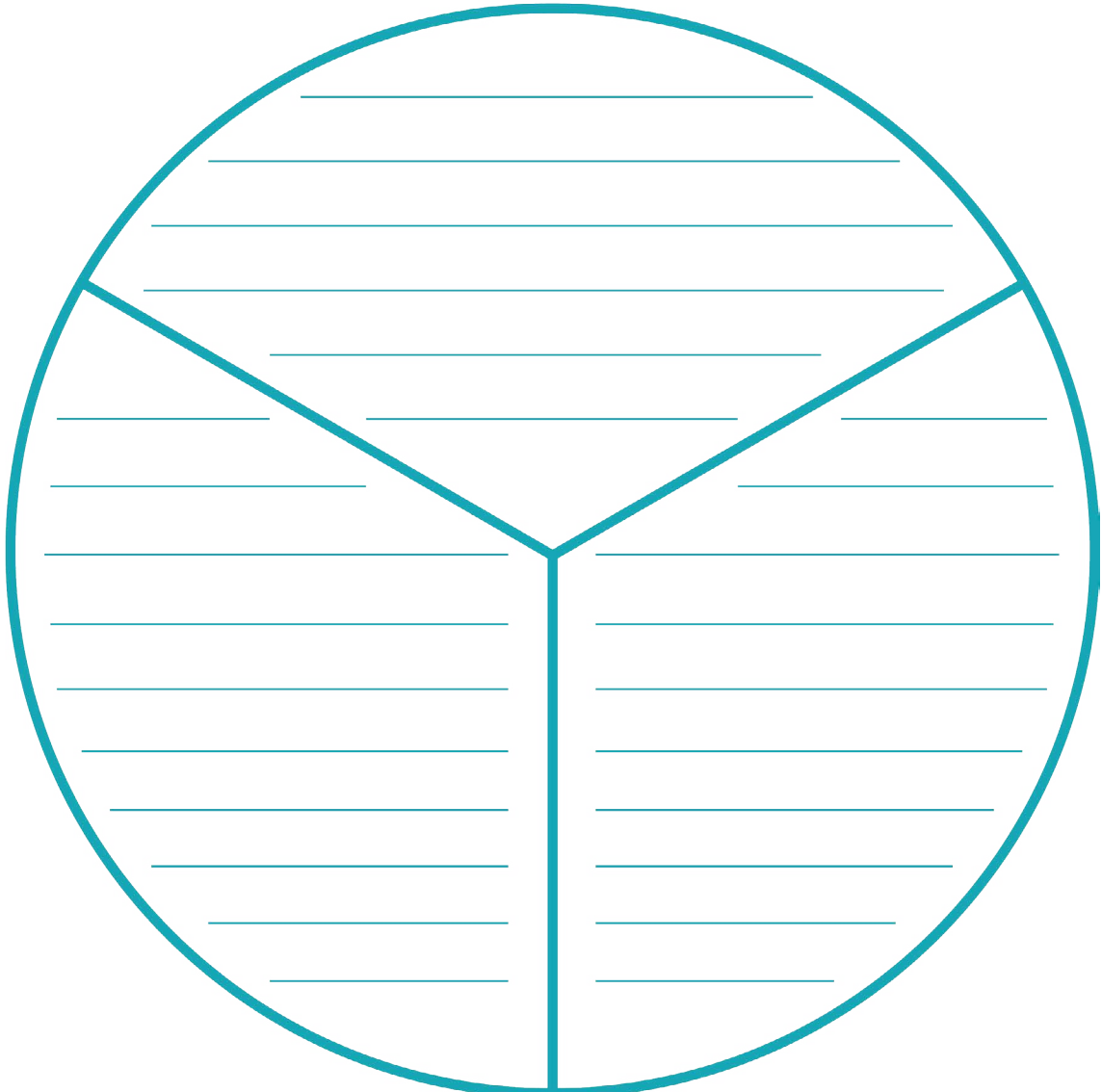
# HANDOUTS





# CIRCLE OF VIEWPOINTS

Years 9 & 10: Module 1 – Concept 1.3



Place Topic or Unit Here



# TYPES OF POWER IN RELATIONSHIPS - THE GOOD AND THE BAD

Years 9 & 10: Module 1 – Concept 1.5

In the relationships we have with other people, power can take different forms depending on the nature of the relationship.

## SOCIAL POWER

Social power is the ability of one person to be able to change the beliefs, attitudes or behaviours of another person.

### THE SIX SOCIAL POWERS

**Legitimate power:** power that comes from a position or a role held by a person.

- \* The good: A teacher has the power to manage their class according to the rules and norms of the school.
- \* The bad: A coach threatens to drop a player from the team if they don't agree to "take-out" an opposition player.

Social and cultural norms about roles can also influence who holds a position of authority in family and other cultural structures.

**Expert power:** where expertise or knowledge is the source of power – "knowledge is power".

- \* The good: You follow a doctor's advice on what to do when you're feeling sick.
- \* The bad: An IT specialist hacks into your personal data when your computer is being upgraded.

**Informational power:** when someone has information that others need or want and are controlling it for a purpose.

- \* The good: The local radio station provides emergency updates from the Fire Service during bushfire season to ensure the community has access to the most accurate information.
- \* The bad: One partner won't tell the other the PIN to their joint bank account because they want to control the finances.

**Referent power:** when other people want to associate with a person or want to be like the person. The person has power because they possess certain traits that other people want to gain or emulate, or they simply have the ability to attract the admiration of others.

- \* The good: Your older brother is a star at soccer and popular at school so you take up soccer even though you hate sports because you hope it might make you popular too.
- \* The bad: A TikTok celebrity takes advantage of their status and sells dodgy weight loss products to their followers.

People with referent power are often charismatic with good interpersonal skills. If a person with referent power uses their popularity to get what they want at the expense of others' rights, that can be abusive.

**Reward power:** when a person compensates another person for compliance. Reward power is used to gain something of value from others by promising something of value in return.

- \* The good: Your parents have promised to order your favourite takeaway for dinner on Saturday night but only if you spend the afternoon helping in the garden.
- \* The bad: Your partner promises gifts in exchange for you doing all of the household chores each week.

The reward could be a 'thing' or something intangible like personal approval. Using the promise of a reward to get a YES to a decision can be disrespectful and, in some situations, could be abusive.

**Coercive power:** when a person feels threatened with disapproval or rejection for not behaving a certain way or doing a certain thing. There is no good about this type of power.

- \* You agree to send your partner some nudes even though you're worried they might get shared because if you don't your partner has threatened to break up with you.
- \* A person using coercive power can punish you for your actions, how you behave, even your attitude and beliefs.

# WAYS OF CONDONING VIOLENCE

Years 9 & 10: Module 2 – Concept 2.1

**Justify:** it is acceptable for men to use violence in some situations

*e.g. if a woman slept with another man.*

**Excuse:** men cannot be held fully responsible – attribute the violence to external factors

*e.g. men not being able to control their sexual urges.*

**Trivialise:** the violence is not sufficiently serious to warrant action

*e.g. it was only a slap across the face, and she is not injured badly.*

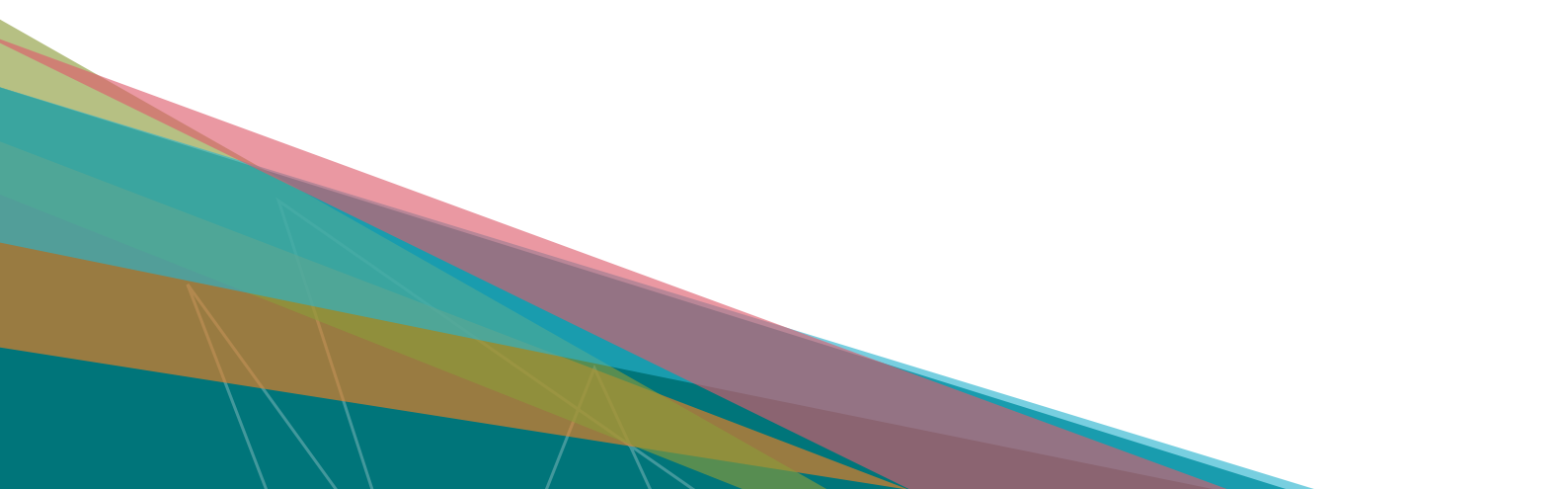
**Downplay:** deny that violence occurs or deny behaviours constitute violence

*e.g. it's only rape if the woman physically resisted.*

**Shift blame:** hold the woman or victim slightly responsible

*e.g. she asked for it because of the way she dressed.*

(Source: Our Watch Framework: Change the Story)



# INSTANT REPLAY

Years 9 & 10: Module 2 – Concept 2.4



