# RESILIENCE RIGHTS & RESPECTFUL RELATIONSHIPS

**Level 11 – 12 Learning Materials**

# RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS

## Teaching for Social and Emotional Learning and Respectful Relationships

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# Contents

# 1 Challenge, opportunity & personal strengths

## AIMS

**Activities will assist students to:**

- Identify personal character strengths that can be drawn on to help manage the challenges and opportunities experienced in the senior years of high school.

## EVIDENCE BASE

Research in the field of positive psychology emphasises the importance of identifying and using individual strengths. Social and emotional learning programs which use strength-based approaches promote student wellbeing, positive behaviour and academic achievement.[1-3]

## 1 Emotional landscape in the senior high school years

**TIME: 20+ MINUTES**

### Learning intention

- Students identify the situations in which year 11/12 students face challenges and/or feel stressed
- Students identify situations in which help should be sought
- Students identify a range of potential sources of help, support or advice

### COACHING POINT

As you deliver the activities, we recommend you write the learning intentions on the board in student-friendly language so that students are aware of the focus of the activity. This will help you and the students to intentionally practice these skills during the activity and allow you to review the learning intentions (as prompted in the method) at the conclusion of the activity.

### Equipment

- Notebooks and pens
- A3 paper and markers
- Post-it notes

### Method

1 Explain there are some things that are good and some things that are challenging about being in the final years of high school. Put students into groups of three or four and ask each group to brainstorm 10 things that are good about being in the final years of school and 10 things that senior students can find stressful or challenging.

Option: Ask them to write each idea on a separate Post It note or slip of paper and arrange the two columns onto an A3 sheet of paper for subsequent display.

2   Ask them to review their list and brainstorm. Ask: *What kind of personal skills do senior students need to manage these challenges?*

Ask groups to compare their lists and to report on what they think are the kinds of personal skills they need to manage these challenges.

3   Explain that the subsequent activities are designed to help build these social, emotional, relational and study skills. (Techniques for managing the challenges and the negative emotions will include goal-setting, time management, stress management, safe socialising, help-seeking and peer support.)

## Review

Review the learning intentions with the class. Ask students to reflect on what they learned. Ask which aspects of the learning activity they found most useful in helping them to think about the kinds of challenges in which year 11/12 students face. Ask how the activity helped them to think about situations in which help should be sought and potential sources of help.

# 2   Study strengths

**TIME:  15+ MINUTES**

## Learning intention

- Students highlight which strengths are key to managing study demands during the senior years of schooling

## Equipment

- Notebooks and pens
- Post It notes for brainstorm (optional)

## Method

1   Explain this activity will focus on the positive qualities we admire in others and value in ourselves. We all have strengths and use them every day, though often no one names them for us, and so we don't notice that we have them. However our character strengths are an important part of who we are, and we use them to help us deal with everyday life.

2   Ask small groups to brainstorm *Strengths to survive Year 11 & 12*. Strengths can be any positive adjectives used to describe people such as hard-working, intelligent, diligent, reliable, creative, reliable and so on. Ask each group to aim for at least 20, setting a time limit for this task.

3   Ask students to look at their list and select the three most important strengths that they would like to help them cope with the study demands of Year 11 and 12. Then share with the person next to them. Explain 1) why this strength is helpful for study; 2) a particular situation in which this strength would be useful. Ask the students to be aware of situations in which they could use these strengths in the future. You could ask them to report back on some examples in the next lesson.

## Review

Invite the class to review the learning intention. Ask students to reflect on what they learned. Ask which aspects of the learning activity they found most useful in identifying personal strengths that are useful for students their age.

# 3 Using strengths to reach a goal

**TIME:** 20+ MINUTES

## Learning intention

- Students identify strengths needed to meet a specific goal

## Equipment

- *100 Positive adjectives* handout
- Sheets of A3 paper

## Method

1 Draw a picture of the fish (below) on the board. Explain that we will be looking at the strengths we will need to meet the goal: successfully completing VCE/VCAL. Provide the handout, **100 Positive adjectives,** as a resource.

Give each student a sheet of A3 paper and ask them to create a fish diagram. They can be creative but their fish needs to have a head, backbone and ribs. Ask them to write the goal 'Successfully completing VCE/VCAL' above the worm.

On the backbone of the fish, ask students to write the strengths they will need to use to reach this goal. (Remind them they can refer to the lists they made in an earlier activity in this topic.)

Ask students to work in pairs to brainstorm the steps or actions that will help them move towards that goal, then write these on the ribs of the fish, one action or step per rib (they could include health strategies, study habits, socialising strategies, personal supports and resources etc.).

Ask students to add some waves above and below their fish and write any of the negative forces that they may have to work against to move towards their goals.

2 Review the overall fish brainstorm. Ask: *Which particular (or additional) strengths or strategies might students need to harness to keep up the effort in the face of distractions, or resistance?* Students should add these to their backbone.

## Review

Review the learning intention with the class. Ask students to reflect on what they learned. Ask which aspects of the learning activity they found most useful in helping them to consider the strengths students can draw on to realise a goal.
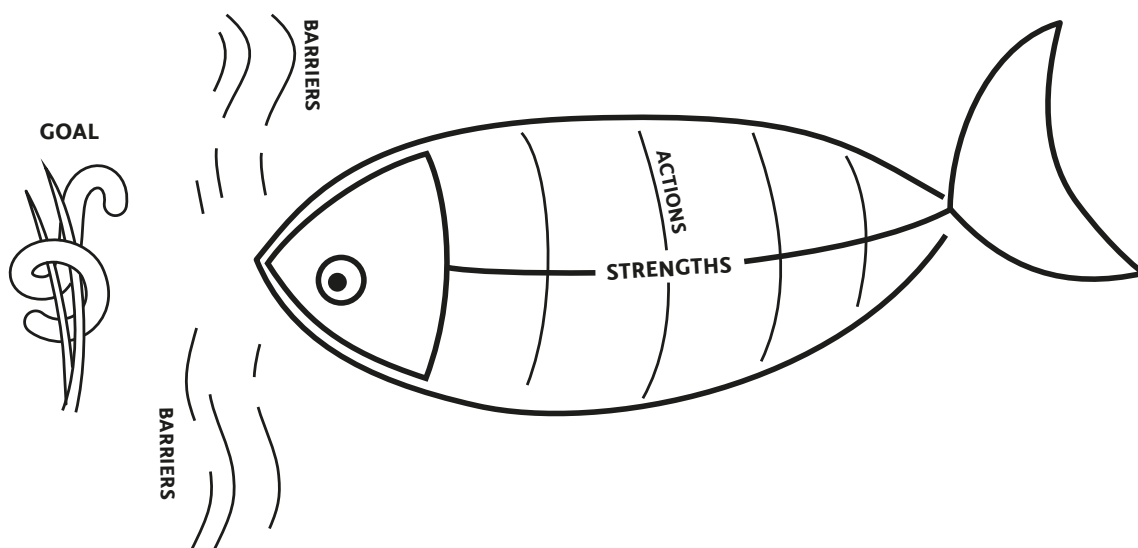
# ONE HUNDRED POSITIVE ADJECTIVES
## TO REMIND YOU ABOUT YOUR STRENGTHS

## I AM...
(or in the past, there are times when I have been...)

1. Accepting
2. Independent
3. Adaptable
4. Intelligent
5. Adventurous
6. Interested
7. Affectionate
8. Inventive
9. Ambitious
10. Joyful
11. Amusing
12. Kind
13. Analytical
14. Logical
15. Appreciative
16. Loving
17. Approachable
18. Loyal
19. Articulate
20. Motivated
21. Attentive
22. Neat
23. Aware
24. Objective
25. Brave
26. Open-minded
27. Bright
28. Optimistic
29. Broadminded
30. Organised
31. Calm
32. Outgoing
33. Careful
34. Outspoken

35. Caring
36. Patient
37. Charming
38. People-oriented
39. Cheerful
40. Perceptive
41. Clever
42. Playful
43. Compassionate
44. Polite
45. Conscientious
46. Practical
47. Cool-headed
48. Punctual
49. Courageous
50. Realistic
51. Creative
52. Reasonable
53. Dedicated
54. Reliable
55. Deep
56. Resourceful
57. Definite
58. Respectful
59. Dependable
60. Self-disciplined
61. Determined
62. Sensible
63. Easy going
64. Sensitive
65. Efficient
66. Sincere
67. Encouraging
68. Sociable

69. Energetic
70. Stable
71. Fair
72. Strong
73. Faithful
74. Supportive
75. Far-sighted
76. Sympathetic
77. Flexible
78. Tactful
79. Forthright
80. Task-oriented
81. Friendly
82. Thoughtful
83. Fun loving
84. Tidy
85. Funny
86. Tolerant
87. Generous
88. Trustworthy
89. Gentle
90. Unaffected
91. Hard-working
92. Understanding
93. Helpful
94. Versatile
95. Honest
96. Warm-hearted
97. Idealistic
98. Well behaved
99. Imaginative
100. Witty

# Topic 1 Further resources

## Reflecting on everyday practice

- What are the most important strengths for a teacher?
- What strengths can you identify in your students?
- How do you help students to recognise their own strengths in class?
- How does your school work with parents/carers to help them encourage their children recognise their own strengths?

## Web links for further reading and activities

The following link provides further information on building strengths:

- *The Authentic Happiness* website is the homepage of Dr. Martin Seligman, Director of the Positive Psychology Centre at the University of Pennsylvania. It provides detailed information about character strengths and the field of positive psychology. http://www.authentichappiness.sas.upenn.edu

## Talking further

- Encourage students to talk with their parents or carers about what kind of support they want to help them stick to their study plan.

# Optional game

## Learning intention

- Use this activity to build a spirit of teamwork and invite students to identify and reflect on the skills required for good teamwork

## Equipment

- Chopsticks or pens (make sure they are not too pointy!)
- Music to play during the game (optional)

## Method

1 Clear furniture from the space so students have room to move.

Organise students into pairs.

2 Explain that the first challenge in this game is for each pair to work together to keep a chopstick 'held' between them. Each person in the pair should have their index finger in contact with one of the two tips of the chopstick, so the chopstick is horizontal to the ground. Each pair will need to find the right 'tension' in order to maintain their 'hold' on the object.

While they work at maintaining the right tension and holding the chopstick, pairs must also begin to move around the room, experimenting with turns and moving up and down, etc. without dropping the chopstick between them (demonstrate with a volunteer).

Distribute chopsticks to each pair and allow them to practice.

3 Once partners have had a chance to practice and begin to master this challenge, add in other chopsticks to link pairs together with other pairs, until you have the whole group in a single chopstick line moving around the room. It is more fun if you play music during this game.

4 Ask students what messages they can see in this game that are also relevant when we are thinking about what makes for effective peer support in the context of the senior years of high school.

### Key messages

Use this game to highlight the importance of cooperative teamwork as part of peer support. Our network is an important part of our life and influences our wellbeing and productivity.

# 2 Goal setting and time management

## AIMS

**Activities will assist students to:**

- Understand the importance of setting goals and objectives and of devising strategies to help accomplish goals

- Generate multiple options/develop alternative solutions

- Distinguish between short term and long term consequences

- Take responsibility for their actions and decisions.

## EVIDENCE BASE

In the final years of school students can find the study load difficult and have trouble juggling multiple study demands as well as other parts of their life. A 2015 *Mission Australia* study found that the top two concerns for young people aged 15–19 years were 'coping with stress' and 'school or study problems'.[4] It is useful to provide students with a number of tools and tactics to set realistic goals and plan their time so that they can achieve their goals and maintain a good balance in life.

### COACHING POINT

The relevance of this activity and some of the others later in the lesson will depend on the time of the year. Goal setting is more relevant at the start of a year, a unit of work or a term.

## 1 Setting goals and objectives

**TIME: 15+ MINUTES**

### Learning intention

- Students learn about how to set personal goals and objectives

- Students practice using a planning tool to help develop strategies to assist in pursuing goals

### Method

1 Explain that the focus of the next activity is going to be on how to set goals, objectives and strategies. This is very important when setting out to accomplish something that takes sustained effort, such as doing one's best in the VCE/VCAL, or pursuing a sports or arts agenda.

2 Write the word **goals** and **objectives** and **strategies** on the board. Explain that although the words are often interchanged, for those who work in management and program design, they stand for different things, and the distinction is quite useful.

A **goal** is a big general aim. It is usually long term, and describes an accomplishment or achievement that someone puts effort into over time. It may sum up someone's purpose. It tends to be broad. Some examples of goals include:

- Doing well in VCE/VCAL
- Being a good friend
- Living a healthy life.

An **objective** is also a target that someone aims for however this word is used to refer to specific and concrete targets that are more short term in nature. Objectives are like the building blocks or steps that people take along the way towards their goal. They should be real, specific, occur in time, and be measurable and attainable. Some examples of objectives include:
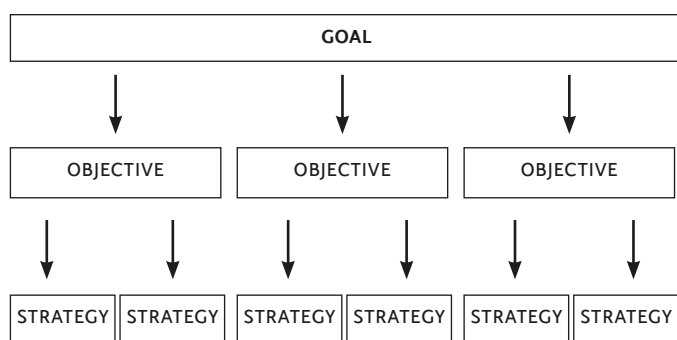
- Get my essays in on time
- Keep up to date with homework
- Show an interest in my friend's life
- Get regular exercise.

A **strategy** is a plan that tells you how you will achieve your objective. For example:

- Do three hours of homework on Monday-Friday
- Keep a calendar of due dates for work tasks
- Write a set of study notes at the end of each unit of work
- Store notes in a separate folder for each subject
- Ask my friend about their day as we walk home together
- Go for a 20-minute run on Mondays, Wednesdays and Fridays.

2  Ask students to work in pairs or trios to complete a planning map including a goal, objectives, and strategies. The goal should relate to their aspirations for their time in the senior end of the school.

Complete an example with the class, demonstrating how to use the planning model.

```
┌─────────────────────────────────────────────┐
│                    GOAL                      │
└─────────────────────────────────────────────┘
        │             │             │
        ▼             ▼             ▼
┌───────────┐   ┌───────────┐   ┌───────────┐
│ OBJECTIVE │   │ OBJECTIVE │   │ OBJECTIVE │
└───────────┘   └───────────┘   └───────────┘
    │    │         │    │         │    │
    ▼    ▼         ▼    ▼         ▼    ▼
┌──────┬──────┐┌──────┬──────┐┌──────┬──────┐
│STRAT.│STRAT.││STRAT.│STRAT.││STRAT.│STRAT.│
└──────┴──────┘└──────┴──────┘└──────┴──────┘
```

3  Arrange for some volunteers to report back to the class, and encourage the use of specific strategies for pursuing study and self-care goals. Add more study specific suggestions if needed.

Ask students to return to their strategies and show them the *SMART strategy check up.* (SMART is an acronym of five criteria: Specific, Measurable, Achievable, Realistic, and Timely).

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**SMART STRATEGIES CHECK UP**

**S**PECIFIC:     Did you say what you will actually do?

**M**EASURABLE:   How will you know you've done it? How can it be seen, or noticed or heard?

**A**CHIEVABLE:   Can it be done in the time frame? Do you need to change the amount or frequency?

**R**EALISTIC:    Does this fit in with everything else?

**T**IMELY:       Is this happening at the right time? When will you actually do this?

*This SMART acronym is attributed to Peter Drucker.*

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4  **Optional homework.** Ask students to complete a study plan for homework which encompasses their goals, objectives and strategies. Encourage them to regularly review and revise their strategies as their circumstances change and they find out more about what works for them. Remind them that when there is a breakdown, this does not mean they should throw out their objectives or forget their goal, but rather revisit, review and refresh their strategies.

## Review

Invite the class to review the learning intentions. Ask students to reflect on what they learned in the activity. Ask which aspects of the activity they found most useful in learning how to set personal goals and objectives. Ask students to consider contexts in which they might use the strategies they learned in this activity in the future (e.g. starting university, starting a new job, planning a holiday etc.).

# 2 What do you do when you study?

**TIME: 15+ MINUTES**

## Learning intention

- Students access advice on a range of study-related topics

## Equipment

- *Study advice sheet* handouts 1, 2, 3

> **COACHING POINT**
>
> **Link back**: As you deliver each activity, summarise the learnings from the previous activities within this topic to help students make connections and build on their previous learning.

## Method

1 Explain that studying is not the same as doing homework. It is the extra activity you do to train yourself to perform in your exams and other assessment tasks. It is a form of memory training and skill development you do to prepare for the big match.

2 Ask the class to work in pairs to brainstorm a list of all the things students might do when studying for exams.

Pool the list from the class. Hand out the advice sheet, then review the *Study advice sheet: Memory training* with the class to look for additional suggestions.

Emphasise that just as you can't develop all your fitness and ball skills in the week before the big match, you cannot commit to memory all the knowledge you need to draw on in the last few days before the exams. Study must be done across the term, with more intensive periods during the holidays and pre-exam period. This is where it is important to set up a study schedule (time management and scheduling is the focus of the next activity).

Refer students to the *Study advice sheet: Reducing exam pressure* and *Exam technique*.

3 Ask them to read this and then highlight the pointers they consider most important to them personally.

Ask for some feedback from the class on which pointers were highlighted and why.

Encourage students to keep the *Study advice sheet* in a safe place for future reference – stick it into diary, or photograph or scan it into a phone or computer.

## Review

Invite the class to review the learning intentions.
Ask students to reflect on what they learned in the activity.
Ask students if they found the activity helpful in terms of providing advice about study-related topics.

# STUDY ADVICE SHEET 1

## MEMORY TRAINING

- **Make notes along the way**: when you learn something new, write it down straight away.

- **In your own words**: write your study notes in your own words to ensure you understand them.

- **Read notes**: read over your notes or recite them out aloud.

- **Predict and practice**: think of the questions you may be asked and practice answering them.

- **Summary flash cards**: make cards or notes containing main points, read them regularly, recite them aloud.

- **iPods or iPhone**: record yourself reading your notes; use travel or chore time to listen to them and reinforce your understanding.

- **Exchange ideas**: discuss issues and topics with a small study group of friends; explain your notes to someone else.

- **Ask questions**: when you don't understand, write down the questions and check your text-book, or follow up with your teacher.

- **Mnemonics**: use letters or rhyme or rhythm, song or rap to help you remember key points.

- **Acronyms**: use the first letter of each word to prompt the memory.

- **Idea maps**: create pictures or diagrams that visually link concepts and areas of knowledge.

- **Group associations**: link ideas through themes and similarities.

- **Familiarity**: do practice exams and essays to help you get used to responding effectively.

- **Tactics**: set out definite strategies or ways you will go about solving problems, such as using reading time and spreading your time across exam papers.

- **Control your devices**: make your computer and phone your friend not your enemy. Turn off email, games, Facebook and messaging during study times. Have set times to do your social networking, surfing or gaming.

# STUDY ADVICE SHEET 2

## REDUCING EXAM PRESSURE

- Put social life on hold during the exam period

- Plan rewards after the exams

- Arrange for friends to visit/contact only at agreed times

- Walk or exercise daily, at least 20 minutes

- Sleep eight hours a night to rest your eyes and brain

- Maintain a balanced diet

- Avoid excessive caffeine and junk food

- Use travel time to revise

- Study actively: take notes, do past exam papers

- Start final revision eight weeks before the exams

- Plan your time, prioritise

- Avoid last minute cramming

- Create a study timetable and follow it

- In Swat Vac plan three study sessions per day plus breaks

- Start at 9am each day, stick to a routine

- Avoid partying at critical periods, focus on exams

- Don't exclude your family, ask for their support

- Use your teachers' expertise

- Have the exam timetable in a prominent place

- Ensure the equipment you need for each exam is ready (and working!)

- Know the format of the exam for each subject

- In your room, put up lists and idea maps of quotes, formulae etc. Look at them/recite them at least once a day

- Be well prepared

- Have faith in yourself, be positive

- Be thorough and focused

# STUDY ADVICE SHEET 3

## EXAM TECHNIQUE

- **In reading time**: read and understand instructions; look at the mark allocation for questions and allocate your time accordingly; make sure you leave the right amount of time for the big questions; identify questions you can answer immediately; work out the order you'll answer the questions in.

- **In writing time**: start on your selected question; do multiple choice and short answer questions before essays; don't dwell on tricky questions, highlight them and return.

- **Work steadily**: not rushed, not slowly, but with an eye on the time.

- **If you can't answer**: guess, unless there's a penalty; beware of careless mistakes; draw clear diagrams; plan essays; work at the rate you practiced.

- **Use all the exam time**: never leave early; read over what you have done.

- **On exam day**: eat a wholesome breakfast; wear comfortable clothing; exercise briefly; avoid caffeine; don't play loud music or review work on exam day; arrive early; speak positively and give encouragement to yourself and others; ensure all equipment is working; use some self-calming breathing techniques for a couple of minutes if you are very nervous.

- **In the exam**: take water in; if possible don't sit with a friend; sit where you can see the clock; use reading time well; provide an outline or essay plan of sections you can't finish; check your work; never leave early; don't use white out; write legibly. You are in control of you.

# 3 Managing your time

**TIME: 15+ MINUTES**

## Learning intention

- Students practice using a planning tool to assist with time management

## Equipment

- *How do I spend my time?* handout
- *Personal timetable* handout
- *Sample timetable* handout

## Method

1 Explain that the next activity is designed to help students to plan how they will use their time effectively.

Play a quick *Statues* game in which you call out the time of day, and students adopt an instant pose which indicates what they are doing at that time of day (e.g. sleeping, showering, eating, studying, travelling, chatting).

2 Ask students to work on a 24-clock across the seven days of their last week, and estimate how they spent their time. Distribute the *How do I spend my time?* handout to assist with this. They should include: sleeping, eating and dressing, homework, travelling, being at school (including class time), sport/exercising, leisure/TV/social networking, part-time job.

Ask them to compare with partners or a small group. Ask: *Were they surprised by any of the results? Did they find anything that was taking too much time? What strategies might they use to deal with this?*

3 Ask students to make themselves a basic study schedule, which shows when they are at school and when they are doing other things. Present or distribute the *Personal timetable* handout and ask students to complete it, and then compare with a friend. Emphasise the need for sufficient sleep. Aim for eight hours.

## Review

Review the learning intention by asking students to reflect on what they learned. Ask which aspects of the learning activity they found most useful in helping them to improve their time management skills.

# HOW DO I SPEND MY TIME

Fill in the number of hours you would spend daily on each activity.

| ACTIVITY | MON | TUES | WED | THURS | FRI | SAT | SUN | TOTAL |
|----------|-----|------|-----|-------|-----|-----|-----|-------|
| Sleeping | | | | | | | | |
| Eating | | | | | | | | |
| Dressing | | | | | | | | |
| Homework | | | | | | | | |
| Travelling | | | | | | | | |
| Class time | | | | | | | | |
| Break time | | | | | | | | |
| Sport/exercise | | | | | | | | |
| Leisure/TV | | | | | | | | |
| Social networking | | | | | | | | |
| Chores | | | | | | | | |
| Socialising | | | | | | | | |
| Part-time job | | | | | | | | |
| Games | | | | | | | | |
| Other | | | | | | | | |
| **Daily Total** | | | | | | | | |

# SAMPLE TIMETABLE

**A typical week day could have:**

- 8 hours for sleep
- 1 hour for exercise
- 1 hour for dressing, showering, getting organised
- 1 hour for travelling to school
- .5 hour for chores
- 6 hours for class time
- 3 hours for homework/music practice etc.
- 1.5 hours for meals and breaks
- 1 hour for socialising/networking
- 1 hour for leisure.

**A typical weekend day could have:**

- 8 hours for sleep
- 2–3 hours for exercise or sports
- 1 hour for dressing, showering, getting organised
- 1 hour for chores
- 3–4 hours for homework/music practice etc.
- 2 hours for meals and breaks
- 2 hours for socialising/networking
- 3–4 hours for leisure and relaxation.

**Tips during exam periods:**

- Reduce weekend socialising time
- Increase weekend time for study
- Reduce time spend in paid work
- Maintain time for adequate sleep and exercise
- Complete weekend study hours during the day time
- Fill some social needs by studying with others.

# PERSONAL TIMETABLE

Display on your wall. Review and update weekly.

| DAY | 7–9AM | 9AM–12PM | 12–3PM | 3–6 PM | AFTER 6PM |
|---|---|---|---|---|---|
| Monday | | | | | |
| Tuesday | | | | | |
| Wednesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |
| Saturday | | | | | |
| Sunday | | | | | |

## 4 Addressing procrastination

**TIME: 15+ MINUTES**

### Learning intention

- Students access advice on a range of study-related topics

### Equipment

- *Study advice sheet 4* 'Avoiding procrastination'

### Method

1 Explain that it is common for people to make good plans, but then to find themselves doing something else instead – either procrastinating or favouring their preferred or easier tasks.

2 Ask students to remember a time when they just got on with getting something done, and did not procrastinate (this could be an activity related to study, sport, work, home chores, planning a social event or doing a hobby).

Based on that memory, ask them to share their own tips for getting on with it, or avoiding procrastination. Collect these tips on the board.

3 For additional advice on dealing with the problem of procrastination, go through the *Study advice sheet* with students, clarifying meaning and asking for feedback or for examples of when people have successfully used these techniques. Ask student to select the five tips they find to be most useful, and write them in their diaries.

### Review

Review the learning intention with the group. Ask students to reflect on what they learned. Ask them if they feel that the learning activity was helpful in terms of providing advice on study-related topics.

> **COACHING POINT**
>
> Remind students that avoiding procrastination is important not only at school but throughout tertiary study and in the work force. Being able to identify issues and address procrastination will be useful skills throughout their lives.

## 5 How to use the holidays

**TIME: 10–15 MINUTES**

### Learning intention

- Students access advice on a range of study-related topics

### Equipment

- *Study advice sheet 5* 'Tips for using the holidays well'

### Method

1 Explain that in senior school, holidays aren't really holidays. They do include time off, but they are also for study.

2 Ask students to brainstorm a collective class list about what sorts of things they think they should be doing during the holidays.

Add the following four tips for using the holidays well:

- **Relax and recharge your batteries**: Get some good sleep and exercise. Wind down from the usual daily stress. Do some social, family and leisure activities.
- **Get yourself organised:** Tidy your room, desk, school bag, computer.
- **Get on top of your subjects:** Revise and summarise for each subject, make study notes, do practice exercises, essays and exams.
- **Review your study schedule:** Review the approach you took to the last term. Revise your schedule and approach where necessary to suit the challenges of the next term.

# STUDY ADVICE SHEET 4

## AVOIDING PROCRASTINATION

### Review your habits

- Identify the kinds of tasks that you tend to put off

- Identify the things you tend to do as a way to avoid these tasks (e.g. computer games, personal grooming, watching TV).

### Work out what is urgent and important

- Make a list of the URGENT or 'must do' tasks; the IMPORTANT or 'should do' tasks; and the FUN or 'like to do' tasks

- Over breakfast each day review your timetable to show when you will do the 'must do', 'should do' tasks, and 'like to do' tasks for that day and week.

### Make a timetable

- Break down big work tasks into achievable chunks

- Prioritise your tasks

- Do some of the 'musts' and some 'shoulds' each day

- Set realistic deadlines

- Commit to sticking at one task for at least 20 minutes.

### Get support to stick to your timetable

- Set your timer or phone reminders

- Ask your family to do some encouragement or policing of your schedule

- Get a study buddy

- Study at the library to get away from distractions.

### Use visual reminders

- Put your goals and objectives for the year on your bedroom wall

- Put a copy of your study timetable on your wall

- Publish your work hours on the fridge, so your family knows when you should be working and when you should be taking time off.

### Use positive self-talk

- Tell yourself: I can do it, I will do it, even when I don't feel like working. I will because I am in control

- Tell yourself: When I breakdown on sticking to my timetable, I will not give up, I will review and restart.

### Use rewards

- When you finish a task reward yourself

- Tick off the item on your to-do list

- Do a short fun task.

# STUDY ADVICE SHEET 5

## TIPS FOR USING THE HOLIDAYS WELL

1. **Relax and recharge your batteries**: Get some good sleep and exercise. Wind down from the usual daily stress. Do some social, family and leisure activities.

2. **Get yourself organised**: Tidy your room, desk, school-bag, computer.

3. **Get on top of your subjects**: Revise and summarise for each subject, make study notes, do practice exercises, essays and exams.

4. **Review your study schedule**: Review the approach you took to the last term. Revise your schedule and approach where necessary to suit the challenges of the next term.

**Some strategies:**

- Keep your body clock on track for work by getting out of bed at the usual school time, and avoiding late nights (have one sleep in per week as reward).

- On day one plan your holiday study timetable (include all activities).

- Complete one session per subject per day (like being in class at school).

- Study in the morning or early afternoon (aim for relaxing evenings).

- Include two leisure or relaxation activities per day.

- Eat healthy food, get some exercise and enough sleep (aim for eight hours).

- Reward yourself after you've done the work each day (not before!).

# Topic 2 Further resources

## Reflecting on everyday practice

- How do you help your students to think through how they might study for exams or prepare for demanding tasks?

## Web links for further reading and activities

- *Reachout* is a student-centred site providing information and activities on a variety of wellbeing issues for years 5–12. It includes advice for senior school students on managing study. http://au.reachout.com/

## Talking further

- Ask at home about the sorts of exam pressure faced by your parent/carer when they were at school. Use this as a basis for a discussion about how they can help you manage your commitments.

- Show parents or carers your timetable and ask them to help you stick at it, review it when you break it, and look at your new plans.

# Optional game – The Knots Game

Use this game as a playful approach to start or end the lesson.

## Learning intention

Students will identify that reaching out to others is an effective coping strategy.

## Method

1. Ask all the students to form groups of about eight. Each group is to stand in a circle and join hands with other students across the circle so that they form a giant human knot.

2. Once the 'knot' is complete, the group must find a way of undoing themselves without letting go of each other.

   Play the game again but this time without speaking.

3. Ask:
   - *What sort of behaviours helped the group to solve the problem?*

- *What messages can you see in this game that are relevant to our focus today on setting goals, objectives and strategies?*

**Key messages**

Effective students are good problem-solvers. They are not afraid to acknowledge that they may need to work hard over time to define a problem and to use a range of strategies to solve it.

# 3 Positive self-talk

## 1 Making success scripts

**TIME: 30+ MINUTES**

### Learning intention

- Students revise definitions of self-talk, optimism and pessimism

- Students identify the differences between positive self-talk, negative self-talk and technical self-talk

- Students develop positive self-talk scripts designed for use in a range of relevant challenges

### Equipment

- *Performance challenges* handout (one scenario per pair.) A teacher example is also included)

- *I am, I can* handout

- *Scripting for success: a self-talk exercise*

### Method

1   Explain that the focus of this activity will be on the way that our self-talk or internal conversation affects our performance when we are under pressure. Revise the definition of **self-talk**. You may wish to refer to or use activities from the lessons in the 9/10 Topic 3: Activity 1 or 7/8 Topic 3: Activity 1.

2   Explain that some psychologists divide self-talk into three types:

- **Negative self-talk** is when we say negative things to ourselves

- **Positive self-talk** is when we say positive things to ourselves

- **Technical self-talk** is when we tell ourselves how to do things while we are doing them.

Explain that in this activity the focus will be on using technical self-talk and positive self-talk as a tool in exam preparation, and in preparation for dealing with other types of performance pressure such as going for a job interview or a first date.

**3** Distribute the *Performance challenges* and *Scripting for success* handouts. Ask pairs to select one of the performance challenges (or add a challenge of their own). They can choose from:

- **Option 1**: Exam preparation
- **Option 2**: First date
- **Option 3**: Job interview
- **Option 4**: Driving test.

Their task is to develop a positive self-talk script for each of three time periods leading up to the performance challenge. Use the example provided first to model how to do the exercise (this could be shown on a slide or read out or distributed as a handout). Provide students with the *I am, I can* handout as a resource to use to help them with ideas.

**4** Once groups have finished, ask them to share these scripts. Hearing them read aloud (or performed) is one way to provide positive role-modelling (alternatives include inviting students to present their self-talk script as a rap, motivational slogan or song).

## Review

Review the learning intentions with the class by asking students to reflect on what they learned. Ask which aspects of the learning activity they found most useful in helping them to understand the concepts of positive self-talk, negative self-talk and technical self-talk. Ask students to give examples of where they will draw on what they learned in this lesson in the future.

Encourage students to keep the handouts as a resource to use when working on their own positive self-talk.

---

**COACHING POINT**

Revision of **self-talk** could include the following examples:

- Psychologists have found that when people use positive self-talk before or during a challenge then they are more likely to succeed.

- It is better for a student to approach an exam thinking, 'I am going to stay calm and focused and give this my best effort', rather than 'I am hopeless', or 'I am sure to mess this up'.

- People doing long distance or endurance events are more likely to make it to the finish if they use positive self-talk. Studying across your final year is a certain kind of marathon because you have to keep at it for a long time.

- You will perform better if you keep telling yourself 'I can stick at this', rather than if you tell yourself 'it's too hard, I will never make it'.

- Technical self-talk can also be useful. For example, telling yourself what actions to take at various stages of the challenge. 'I am going to study in three sessions lasting one hour each, with a 10 minute break in between, then take a two hour break' OR 'I am going to read the exam paper, look at the marks allocated to each question and work out how much time to allocate to each. Then I will choose the one I like best to start on and be ready to go once the start writing instruction is given'.

**Option 1: Exam preparation**

- It is the week before your end of year exam. *What is your positive self-talk?*
- It is the morning of your exam. *What is your positive self-talk?*
- It is 10 minutes before your exam. *What is your positive self-talk?*

**Option 2: First date**

- It is two days before your first date with a special person. *What is your positive self-talk?*
- It is two hours before your first date with a special person. *What is your positive self-talk?*
- It is 10 minutes before your first date with a special person. *What is your positive self-talk?*

**Option 3: Job interview**

- It is the week before your job interview. *What is your positive self-talk?*
- It is the day before your job interview. *What is your positive self-talk?*
- It is 10 minutes before your job interview. *What is your positive self-talk?*

**Option 4: Driving test**

- It is one month before your driving test. *What is your positive self-talk?*
- It is two hours before your driving test. *What is your positive self-talk?*
- It is two minutes before your driving test. *What is your positive self-talk?*

# SCRIPTING FOR SUCCESS: A SELF-TALK EXERCISE (TEACHER REFERENCE)

| WHAT'S THE CHALLENGE? | | |
| --- | --- | --- |

| DAYS BEFORE | HOURS BEFORE | MINUTES BEFORE |
| --- | --- | --- |
| **THE PATTERN: I AM...** (describe some of your strengths) | | |
| **I TELL MYSELF I AM:** | **I TELL MYSELF I AM:** | **I TELL MYSELF I AM:** |
| **THE PATTERN: I CAN...** (describe one piece of evidence that shows how you have handled performance pressure before) | | |
| **I TELL MYSELF I CAN:** | **I TELL MYSELF I CAN:** | **I TELL MYSELF I CAN:** |
| **THE PATTERN: I WILL...** (say what you will actually do – this is technical self-talk) | | |
| **I WILL:** | **I WILL:** | **I WILL:** |

# SCRIPTING FOR SUCCESS: A SELF-TALK EXERCISE

| **WHAT'S THE CHALLENGE?** Job interview | | |
| --- | --- | --- |
| **DAYS BEFORE** | **HOURS BEFORE** | **MINUTES BEFORE** |
| **THE PATTERN: I AM...** (describe some of your strengths) | | |
| **I TELL MYSELF I AM:**<br><br>• hard-working<br>• reliable<br>• friendly<br>• determined<br>• optimistic<br>• employable. | **I TELL MYSELF I AM:**<br><br>• well prepared<br>• a good choice for the job. | **I TELL MYSELF I AM:**<br><br>• capable of being calm under pressure<br>• ready to make a good impression. |
| **THE PATTERN: I CAN...** (describe one piece of evidence that shows how you have handled performance pressure before) | | |
| **I TELL MYSELF I CAN:**<br><br>• be nice to customers<br>• always come on time<br>• follow the instructions of my boss<br>• do everything required even if the job is boring or tiring<br>• fit work into my study and social life. | **I TELL MYSELF I CAN:**<br><br>• explain my CV<br>• give good answers<br>• make a positive impression<br>• ask the right kind of questions. | **I TELL MYSELF I CAN:**<br><br>• smile when greeted<br>• look poised even when I don't feel calm<br>• think of an answer to the questions I am asked. |
| **THE PATTERN: I WILL...** (say what you will actually do – this is technical self-talk) | | |
| **I WILL:**<br><br>• develop answers to five questions they might ask me before the interview so I know I have something to say<br>• organise to wear a clean, pressed and respectable looking shirt<br>• ask my parent or carer to help me think of the questions they might ask<br>• ask friends for tips based on their interview experiences<br>• look up the address so I know exactly where to go and how long it will take to get there. | **I WILL:**<br><br>• have shower and get neat<br>• take the early bus to be sure not to be late<br>• make sure I have found the entrance<br>• walk calmly around the block<br>• arrive seven minutes early. | **I WILL:**<br><br>• smile and introduce myself by shaking hands<br>• ask them to repeat a question if it's unclear<br>• refer to my notes if I need to<br>• tell them I am very keen to work in their firm<br>• thank them for interviewing me. |

## I AM...
(or in the past, there are times when I have been...)

### Use these scripts as part of your positive self-talk

| | | | | |
|---|---|---|---|---|
| 1. Organised | 21. Funny | 41. Encouraging | 61. Self-disciplined | 81. Optimistic |
| 2. Generous | 22. Patient | 42. Approachable | 62. Flexible | 82. Perceptive |
| 3. Interested | 23. Well-behaved | 43. Out-going | 63. Polite | 83. Energetic |
| 4. Strong | 24. Far-sighted | 44. Logical | 64. Reliable | 84. Entertaining |
| 5. Thoughtful | 25. Caring | 45. Interested | 65. Helpful | 85. Playful |
| 6. Determined | 26. Courageous | 46. Brave | 66. Friendly | 86. Punctual |
| 7. Outspoken | 27. Articulate | 47. Tolerant | 67. Careful | 87. Understanding |
| 8. Unaffected | 28. Objective | 48. Motivated | 68. Sensible | 88. Resourceful |
| 9. Helpful | 29. Accepting | 49. Calm | 69. Intelligent | 89. Reasonable |
| 10. Hard working | 30. Respectful | 50. Adventurous | 70. Inventive | 90. Empathetic |
| 11. Respectful | 31. Broad-minded | 51. Practical | 71. Deep | 91. Gentle |
| 12. Aware | 32. Realistic | 52. Playful | 72. Warm hearted | 92. Fun-loving |
| 13. Flexible | 33. Fair | 53. Cheerful | 73. Joyful | 93. Resourceful |
| 14. Honest | 34. Affectionate | 54. Compassionate | 74. Loving | 94. Sensitive |
| 15. Stable | 35. Definite | 55. Neat | 75. Supportive | 95. Caring |
| 16. Bright | 36. Cheerful | 56. Resourceful | 76. Easy-going | 96. Polite |
| 17. Anxious | 37. Flexible | 57. Creative | 77. Neat | 97. Careful |
| 18. Loyal | 38. Appreciative | 58. Dependable | 78. Open-minded | 98. Sympathetic |
| 19. Tactful | 39. Idealistic | 59. Kind | 79. Trustworthy | 99. Witty |
| 20. Dedicated | 40. Cool headed | 60. Amusing | 80. Independent | 100. Compassionate |

## I CAN...

### Use these scripts as part of your positive self-talk

- It might take time and effort but I can do it even if it takes me a long time
- I can speak up even if I am scared
- I can learn from my mistakes
- I can use what I have been taught
- I can apologise when I did the wrong thing
- I can draw on preparation that I did
- I can stick at it
- I can keep going even if I get stuck
- I can turn up even if I don't feel like it
- I can try a different strategy if the first one doesn't work
- I can control my nerves
- I can work out how to manage my time
- I can read the question and work out how best to show my knowledge in answering it
- I can do the right thing even when my friends don't
- I can cope with not looking like a movie star
- I can show friendship even if no one else does
- I can handle being ordinary, I don't have to be the best
- I can stay positive even if people around me are getting upset

- I can handle being different, it is OK to be who I am
- I can control myself even when I feel really angry
- I can get over it even if someone wronged me
- I can own up even when I don't want to take the blame
- I can stick with my plan even if other people are being distracting
- I can smile and be friendly even when I am nervous
- I can focus my attention just because I choose to
- I can go out of my way to help even if I don't know if it will be accepted
- I can stick at it even when I am not sure if I will make it
- I can take on a new challenge even if I am not sure how I will manage it
- I can ask for help when I need it
- I can explain what I need
- I can speak up when I know something is wrong
- I can take responsibility when leadership is needed
- I can keep my promises
- I can identify when change is needed
- I can think through how my actions might affect other people
- I can plan for my own safety and wellbeing

## 2 Positive self-talk and peer support

**TIME: 20+ MINUTES**

### Learning intention

- Students identify and practice ways of encouraging peers to identify the effect of negative self-talk, and to use positive or technical self-talk

### Equipment

- Room to move
- Strength-based questions for peer support

### Method

1 Point out to students that they can be useful to peers by encouraging them to use positive self-talk when they get stressed or to use strength-based approaches to thinking through their approach to a challenge.

   Introduce the following four questions as useful ones to use in problem solving conversations with friends.

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**STRENGTH-BASED QUESTIONS FOR PEER SUPPORT**

- *What usually works for you when you are under this kind of pressure?*
- *You've handled tough times before – what gets you through at other times? Can you use any of those tactics here?*
- *Is there anything that you need right now?*
- *What do you think would be the best thing for you to do to help yourself calm down?*

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2 Ask students to work in trios and brainstorm a few common problems that can cause stress, choosing from the low to medium range, not from the most distressing end of the spectrum.

3 Ask them to choose one of the situations as a basis for a role play. One person will play the person with the problem, one will play the helping friend, and one will be the observer who watches and gives feedback.

   Ask the helping friend to begin the role play by asking their friend what is bothering them, and then experimenting with the strength-based questions as the conversation proceeds.

4 Call a stop to the role play and ask the observer to comment on what they observed and for the various players to note what effect the strength based questions had on the thinking of the distressed person.

### Review

Review the learning intention with the class by asking students to reflect on what they learned. Ask which aspects of the learning activity they found most useful in helping them to recognise the effect of negative self-talk, and to use positive or technical self-talk. Ask students to give examples of where they will draw on the skills they have practiced (in using positive and technical self-talk) during this lesson in the next month (e.g. at exam time, before a date, on the first day of a new job etc.).

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## 3 Active listening and peer support

**TIME: 15+ MINUTES**

### Learning intention

- Students practice the skill of active listening as a way of providing peer support

### Method

1 Explain that one of the challenges that can occur when friends try to support each other in problem solving is that the person with the problem does not get listened to well enough to feel understood, or to feel free to start contributing to their own problem solving.

2 Write the term **active listening** on the board. Explain that it is a technique for listening supportively to someone.

   **Active listening** is designed to make sure your attention stays on the speaker and doesn't swing around to all the points you want to make. It is a technique designed to make the listener feel respected and understood.

   It involves the listener feeding back what they hear to the speaker; putting what they have heard in a summary in their own words. This allows the speaker to correct them if they have misunderstood or shows the speaker that they were understood. It can also help the speaker to clarify what it is that they are thinking or trying to communicate.

   Active listening can also involve picking up on the person's body language and level of emotionality and feeding back on that. Active listening is not a way of saying you agree with the speaker. Rather it is a way of showing that you understand what the speaker is saying or feeling.

**3** Ask students to work in pairs to try out the active listening technique. Person A will be the speaker, and Person B the active listener. Person A should think of something they want to complain about. Person B should ask them how they are, then Person A begins their complaint, and Person B tries out the active listening technique.

After some time, ask pairs to role-swap, and try the exercise again. Ask for feedback on how it felt for the speaker and for the active listener.

Explain that this technique can help to prevent the problem in friendships when as soon as you start telling someone what you are struggling with, they say 'me too' and the story shifts to being all about them.

## Review

Review the learning intention with the class by asking students to reflect on what they learned. Ask which aspects of the learning activity they found most useful in helping them to practice the skill of active listening as a way of providing peer support.

## Topic 3 Further resources

### Reflecting on everyday practice

- Review your own self-talk. Would you describe your thinking style as optimistic or pessimistic? How might this affect your students?

### Web links for further reading and activities

- Visit the *headspace* website and look into the 'Tips for a Healthy Headspace' within the information section. You will find there is a section on positive self-talk. This is also a place to get advice on where to seek help if negative self-talk is getting you down. http://www.headspace.org.au.

### Talking further

- Encourage students to practice positive self-talk in relation to their school, family and social situations.

- Encourage students to talk with friends and family about the ways in which they motivate themselves when they get stuck, lose confidence, or face a big challenge.

# Optional game – Goal setting

Use this game as a playful approach to start or end the lesson.

## Learning intention

- Students explore the strategies and strengths required within a team to achieve shared goals

## Equipment

- Two or three packets of balloons
- Bell or signal of some kind

## Method

1 Use this activity to explore the strategies and strengths required within a team to achieve shared goals

   You will need two or three packets of balloons and a bell or signal of some kind.

2 Organize students into groups of about five or six.

   Give each group at least three more balloons than there are group members.

   Ask them to inflate and knot the balloons.

   Assign each group a defined space in the room.

   When the bell rings, the group tosses the balloons up and then works together to keep them all in the air. Play one round of the game to allow group members to develop their skills.

3 Before the next round, set some time for the groups to discuss and plan strategies that will help them keep the balloons in the air for longer.

   On the second round, time the activity and determine if the strategies helped the team to perform better.

   Allow for a second team meeting and further revision of strategies. Re-play and again time the activity to see if team performance has improved.

4 Play a last round as a competition between all the groups. Review: *What happened to the strategies when under performance pressure?*

   Ask students to comment on what they noticed about the way the winning team played the game; i.e. what strategies were responsible for their success? Ask the winning group to comment on this as well. What other messages does this game contain about working toward goals?

**Key messages**

Strategic planning and rehearsal helps to improve performance. Setting up a strong study environment can be a group objective which helps everyone to work towards their goals. Strategies must be reviewed and revised based on reflection and analysis as to how well they are working.

# 4 Stress-management

## AIMS

**Activities will assist students to:**

- Identify common stressors for young people in the final years of school
- Identify effective coping strategies
- Consider how to support friends if they are stressed.

## EVIDENCE BASE

Stress is a normal part of life, especially as students get older. Being able to understand what stress is and how to cope with it will help students cope with challenges in the future.[5] Being able to cope with stress is an important skill for keeping yourself well and healthy.

## COACHING POINT

Different people have different reactions to stress. It is important to normalise the fact that people react differently. What one person finds very stressful may not concern another. One cries, another loses their temper.

# 1 Stress and coping

**TIME: 20+ MINUTES**

## Learning intention

- Students identify common stressors and preferred coping strategies

## Equipment

- Notebooks and pens

## Method

1  Ask students to fold a page in half. On one half they draw an image to represent causes of stress (choosing those that are suitable to share in the public space of the classroom), and on the other a favourite coping strategy. Show them the example or one of your own as a model.



Stressor: So much homework!     Strategy: Make a plan

STUDY PLAN
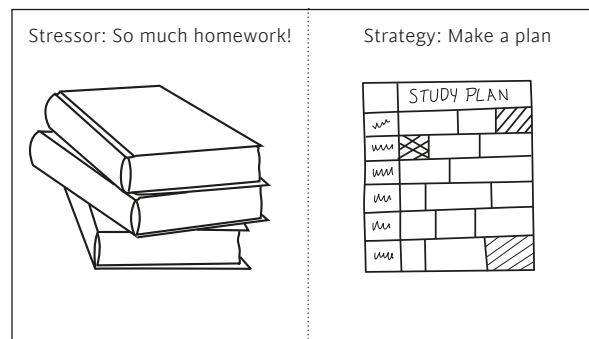
2  Ask students to meet in small groups to share their images (or arrange the class in a circle and complete as a class activity). Acknowledge that although we all deal with stress, we all have many coping strategies to assist us to deal with what is happening in our environment.

## Review

Review the learning intention with the class by asking students to reflect on what they learned. Ask which aspects of the learning activity they found most useful in helping them to identify common stressors faced by students their age. Ask if any students learned a new coping strategy today that they would like to use more in the future.

Refer back to the discussion about stressors in Topic 1 of this unit. Explain that the focus of the next activity will be on stress management and coping strategies.

# 2 Self-reflection on coping strategies

**TIME: 15+ MINUTES**

## Learning intention

- Students reflect on the strategies they tend to use to cope with stressful situations
- Students understand the distinction between proactive and reactive coping strategies
- Students expand their repertoire of positive or proactive coping strategies

## Equipment

- *How do I cope? Self-check quiz* handout
- *Proactive or reactive coping strategies* handout

## Method

1 Ask the students what they understand by the term **coping strategy**. Ask: *What is one?* Collect some examples. Give an example yourself e.g. reading a book, going for a walk, tidying the house. (To review this area, refer to the activities in Topic 3 of the Years 7/8 and 9/10 curricula.)

2 Handout the *How do I cope? Self-check quiz*. Ask students to complete the quiz.

Put students into pairs or small groups to compare where they have some similar patterns, and where they might differ.

Ask groups to report back. Ask: *Are there some 'favourite' strategies for the class? Are there some that people would like to use more often or more effectively?*

3 Coping strategies can be described as proactive or reactive. Ask students what these terms might mean. Ask: *What kind of strategies might be an example of each?* Give your own example or use those provided below.

**A proactive strategy**: Make a detailed plan showing the steps and timeline for the task, and then begin Step 1.

**A reactive strategy**: Text your friend to complain about the essay task.

4 Handout or display the list of *Proactive and reactive strategies*. Talk about why some strategies might be in the proactive or reactive group and why some strategies might be in both. Ask students to refer to a particular proactive strategy and share how that works for them in reducing stress.

Ask students to refer to their 'self-test'.
Ask: *Which ones do they use proactively?*

## Review

Review the learning intentions by asking students to reflect on what they learned. Ask how the activity helped them to reflect on the kinds of coping strategies they use most often. Ask a volunteer to summarise the difference between proactive and reactive coping strategies. Ask students which aspect of the activity was most useful in helping them to build a repertoire of proactive coping strategies.

> **COACHING POINT**
>
> Each of us has a range of different ways to cope, and often we use a different coping strategy according to what the situation is. We can learn coping styles from seeing them modelled in others. It is important to develop a broad range of coping strategies so that you are not depending on one or two that are not suited to a particular situation. Coping strategies can be either proactive or reactive depending on your purpose (e.g. are you actively selecting a strategy or escaping from a problem?). There are some examples in the table that demonstrate this.

# HOW DO I COPE? SELF-CHECK QUIZ

| STRATEGY | NEVER OR HARDLY EVER USE | USE SOMETIMES | USE A LOT | WOULD LIKE TO USE MORE |
|---|---|---|---|---|
| Talk to a friend or relative | | | | |
| Work out how to solve the problem | | | | |
| Just try even harder | | | | |
| Worry | | | | |
| Use social media | | | | |
| Ask someone to tell you what to do | | | | |
| Just do what the others are doing | | | | |
| Hope it'll all be ok | | | | |
| Eat comfort food | | | | |
| Give up | | | | |
| Pretend it's not happening | | | | |
| Listen to music | | | | |
| Blame yourself | | | | |
| Keep it to yourself | | | | |
| Tidy up | | | | |
| Play sport or exercise | | | | |
| Socialise | | | | |
| Make a plan | | | | |
| Think positive | | | | |
| Get professional help | | | | |
| Make a list | | | | |
| Procrastinate: do something else instead | | | | |
| Pray | | | | |
| Get organised | | | | |
| Read a book | | | | |
| Tell yourself you've done your best | | | | |
| Take it out on others | | | | |
| Do something to relax | | | | |
| Watch TV or movies for timeout | | | | |
| Make a joke out of it | | | | |

# PROACTIVE OR REACTIVE COPING STYLES

| PROACTIVE | REACTIVE |
|---|---|
| Do something to relax | Procrastinate: do something else instead |
| Use humour to lighten your mood | Use jokes to avoid dealing with the issue |
| Set aside a set time to watch TV or a DVD (or game, music, novel) to wind down | Escape into hours of music, TV, a novel or online games instead of dealing with the issue |
| Play sport or exercise | Take it out on others |
| Socialise | Allow friends to become a distraction |
| Make a plan | Get sick |
| Think positively about what you can achieve | Just try even harder |
| Follow your plan | Keep it to yourself |
| Talk to a friend | Blame yourself |
| Work out how to solve the problem | Pretend it's not happening |
| Get organised | Give up |
| Listen to music to lift your mood or calm yourself | Eat comfort food |
| Read a book | Hope it'll all be ok |
| Tidy up | Just do what the others are doing |
| Tell yourself you've done your best | Ask someone to tell you what to do |
| Seek appropriate help | Worry |
| Other: | Other: |

# 3 Coping in context

**TIME: 15+ MINUTES**

## Learning intention

- Students identify positive or proactive coping strategies suited to particular contexts or challenges

## Equipment

- Sets of *Coping strategies scenarios*

## Method

1 Put students into groups of three. Give each group a *Coping strategies scenario* and ask them to work through the issues. Ask: *What coping strategies could the person use? For each strategy: Is this strategy proactive or reactive? What might happen if he/she did this? What would it take for this person to use this strategy?*

Ask two groups of students who worked on the same scenario to compare notes. Ask:

- *What strategies were helpful or could cause a problem in this situation?*
- *How is self-talk related to these situations?*

Ask a volunteer to read out one of the scenarios then gather the suggested coping strategies. Ask:

- *Are they proactive or reactive?*
- *Are they likely to be helpful or cause problems?*

Repeat for at least one other scenario.

2 **Individual task**. Ask students to give written advice to the student in their scenario, short enough to fit into a text message or SMS: "If I could say one thing…" what would that advice be?

## Review

Review the learning intention by asking the class to reflect on what they learned. Ask students which aspects of the activity were most useful in helping them to identify positive or proactive coping strategies suited to particular contexts or challenges.

---

**COACHING POINT**

Some people respond to stress by working harder and harder (overworking) or setting very high standards or goals for themselves, and telling themselves they are failures if they don't meet them. They may need to set more realistic goals. Others may respond to stress by denying the real challenge, failing to set any short-term goals and not even beginning to work towards achieving them. They may need help to define their short-term goals.

### Michelle

Michelle is running in the interschool athletics sports in a couple of weeks. She's been training really hard but she's sure the opposition from the other schools will be much too strong.

*What coping strategies could Michelle use?*

*What could be the outcome of using each strategy?*

### Joelle

Joelle is having a 'pre-party' before the formal. It's the first time she's had a party. What if no one turns up? What if her family does something embarrassing?

*What coping strategies could Joelle use?*

*What could be the outcome of using each strategy?*

### Dinesh

Dinesh has a music solo performance concert in three weeks. He thinks he hasn't done enough practice to be able to perform well. He's really nervous about performing. His friends and family will all be there.

*What coping strategies could Dinesh use?*

*What could be the outcome of using each strategy?*

### Franco

Franco has a VCE exam in a few weeks. He also has a part-time job. Sometimes he feels the part-time work is more important; if he can't turn up for a shift he might lose the job.

*What coping strategies could Dinesh use?*

*What could be the outcome of using each strategy?*

# 4 Relaxation techniques

**TIME:** 15+ MINUTES

## Learning intention

- Students experience a self-calming or relaxation technique

## Equipment

- Relaxation music, note books and pens OR students could take it in turns to bring the 'relaxation music' for the day/ home group/etc.

> **COACHING POINT**
>
> Relaxation and meditation are techniques most students really enjoy. Ideally they can be practiced regularly (sometimes weekly, daily or even twice a day, just for a few minutes) and students can learn to do this on their own. Having a teacher to guide them through the process is also very helpful, especially in terms of refocusing them when their thoughts are distracted or distracting.

## Method

1  Explain that when we are in situations of heightened or prolonged stress, we benefit from use of explicit relaxation techniques such as meditation or progressive muscle relaxation. The next activity will provide a chance to try a form of progressive muscle relaxation, in which you will be guided to tighten and then relax muscles and thus contribute to reducing tension.

2  Ask students to sit comfortably in their chairs (or lie on the floor) and close their eyes. Explain you will play the CD quietly and then talk them through which muscles to focus on. Invite them to try it out to see how it works for them.

3  Use the following script to guide the progressive muscle relaxation (or use another of your own choosing).

**RELAXATION SCRIPT**

You are going to tense different muscles as much as you can without discomfort, then relax them. Focus your attention on each muscle group that I mention. Try to tighten only the intended muscles while the rest of your body stays quiet and relaxed. Breathe slowly and deeply.

Tighten the muscles in your toes and feet. Hold for a count of 10. Relax.

Now tighten your lower legs. Hold for a count of 10. Relax. Breathe.

Now tighten your stomach and back. Hold for a count of 10. Relax. Breathe.

Now tighten your neck, head and face. Hold for a count of 10. Relax. Breathe.

Now tense every muscle in your body and feel tension in every part of your body. Hold for 10, then relax.

Scan the body for any remaining tension and relax that part of the body. Feel a wave of calmness as you stop tensing. Let your body melt.

Let yourself breathe naturally for a few minutes. Enjoy feeling relaxed.

Now wiggle your toes, now your fingers. You are preparing to come back into the room.

In a moment you will open your eyes. Take a moment or two to return to your normal position.

4  Ask students to write about their experience in their Journals, or alternatively ask them to share with a partner how that experience felt. Ask for some volunteers to report on how the experience worked for them.

Explain that they can use a similar technique seated on a chair or lying on their bed at times when they want to help themselves wind down.

## Review

Review the learning intentions by asking the class to reflect on what they learned in this self-calming activity. Ask them to identify times when the technique practiced in this activity could be useful.

> **COACHING POINT**
>
> Consider using this relaxation technique in the future – particularly at stressful times during the year. Invite students to bring some suitable music or to run the activity for the class.
>
> If there's no time to do a full relaxation or visualisation, five minutes daily of sitting silently with heads down, just listening to quiet music can be helpful. *The Smiling Mind* website has a range of mindfulness and meditation material. http://smilingmind.com.au/

# Topic 4 Further resources

## Reflecting on everyday practice

- How do you manage your own stress levels?
- What is your preferred method of self-calming?

## Web links for further reading and activities

Various web resources have been designed to provide young people with information and strategies for managing stress.

- *Smiling Mind* is a web and app-based program developed by a team of psychologists with expertise in youth and adolescent therapy, mindfulness meditation and web-based wellness programs. It provides mindfulness programs for children and young people aged 7–11, 12–15 and 16–22. http://smilingmind.com.au/

- *Reachout* provides information and advice to young people. It includes useful information on managing stress. http://au.reachout.com/managing-stress

## Talking further

- Talk to those at home about the ways in which they manage stress. Show them the table of the types of coping strategies and ask them to identify which methods they predominantly use. Use this as a discussion starter about how they might help you to cope with VCE/VCAL stress.

# Optional game – Winking

Use this game as a playful approach to start or end the lesson.

## Learning intention

- Students will identify that reaching out to others is an effective coping strategy.

## Method

1  Sit the students in a circle of chairs.

2  Explain that the purpose of the game is to try out many seats in the circle.

   The way you get to try out a new seat is to wink at a person across the circle. If they make eye contact with you and wink or nod back then you swap seats.

   Aim to get as many seat swaps as you can.

   Remember to look for who might be winking at you.

3  Stop the game.

   **Key message**

   This game has us sending messages to others, and mixing so we sit with new people. We do better in life when we can reach out to others and give and receive social support. Noticing others and communicating with them is one of the key skills of friendship, and an effective coping strategy. It is one way to provide peer support. Sending clear messages is also a basic building block in our help-seeking endeavours.

# 5 Safer socialising

## AIMS

**Activities will assist students to:**

- Practice assertive talk to speak up for themselves
- Consider assertive responses to pressure situations
- Rehearse assertiveness skills in pressure situations.

## EVIDENCE BASE

Research in the field of positive psychology emphasises socialising is important but young people can face a number of risks in social situations, especially where alcohol and other drugs are involved. Young people need skills in assertiveness so they can respond well in pressure situations. Knowing what to do is one thing but then actually carrying out a planned or desired action can be much more challenging. Practical rehearsal of assertion and help-seeling skills is important so that young people are prepared for real-life situations. The first two activities may be revision if your students participated in the optional introductory lesson at the start of this unit.

## 1 Assertive talk

**TIME:  25+ MINUTES**

### Learning intention

- Students understand the concept of assertiveness
- Students identify a range of situations in which it is useful to be assertive
- Students practice the skills of assertive communication

### Equipment

- Notebooks and pens

### Method

1  Explain that **self-talk** is one way we work on ourselves. But we also need good ways to talk to others when things are not working for us. Sometimes when we are stressed we 'dump' on other people and take it out on them by being angry. We might push them around or take advantage of them. This can lead to them getting upset as well and everyone getting more stressed and upset. We call this being **aggressive**.

At other times we go too far in the extent to which we put up with people treating us badly or we don't let people know about our own needs or feelings. Sometimes we call this being a 'doormat' or being over-dependent. A more technical term is being **submissive**. The term **assertive** is used to describe the middle position between aggressive and submissive. When we are assertive, we use a strong but respectful style to express our own needs and opinions.

**Aggressive**: A person expresses their feelings and opinions in a punishing, threatening, demanding, or hostile manner. The person stands up for their own rights but the other person's rights do not matter. It sounds like: "This is what I want. What you want is not important!"

**Assertive**: A person expresses their feelings, needs, legitimate rights or opinions without being punishing or threatening to others and without infringing upon their rights. It sounds like: "I respect myself and I respect you too."

**Submissive**: A person fails to express their feelings, needs, opinions or preferences or they may be expressed in an indirect manner. It sounds like: "What you want is important; but I am not, so don't worry about me."

Provide a demonstration in which you, the teacher, show first an aggressive response, then a submissive response and then an assertive response.

> **COACHING POINT**
>
> If students have not come across the terms aggressive, submissive and/or assertive they can be quite abstract. It is helpful to act them out briefly to the group.

2 Ask pairs of students to prepare and show a brief scenario showing an assertive, a submissive and an assertive version of the one scene. Students may choose their own situation or one from the following list.

- The boss asks you to work extra hours with no notice and you have an exam in two days that you need time to study for.
- Your friends tell you that they are coming to your house to study so you can help them with their Maths, but you want to have the time to finish your own Maths assignment.
- Your parent tells you what hairstyle you must have.
- Your sibling borrows something but does not give it back clean.

- Your friend borrows money from you but never talks about paying it back.
- You want to leave the party at the agreed time, but your friends want to stay on. You have study to do the next day and don't want to be too tired to concentrate.

3 Ask students to pair share and ask: *In what situations are they more likely to be aggressive, submissive, or assertive?* Ask some pairs to share their ideas with the class.

Explain that assertiveness is a healthy way of communicating. It is a way of speaking up for ourselves in a way that is honest and respectful. Explain that assertive statements are useful when there is conflict or a relationship problem to be resolved. It is a respectful way of handling conflict or of asking for help or consideration for your needs.

## Review

Review the learning intentions with the class. Ask which aspects of the learning activity they found most useful in helping them to understand the concept of assertiveness. Ask for a volunteer to remind the group what we mean by 'assertive communication'. Ask which aspects of the lesson helped them to practice the skills of assertive communication.

# 2 Explaining how you feel

**TIME: 25+ MINUTES**

## Learning intention

- Students learn about the use of 'I' statements to tell others how they feel
- Students practice making assertive 'I' statements

## Equipment

- Notebooks and pens
- Being assertive prompt card (copy and cut up)

| BEING ASSERTIVE PROMPT CARD | |
|---|---|
| **I feel...** | **When...** |
| (say how you feel) | (state the action or happening) |
| **When...** | **I feel...** |
| (state the action or happening) | (say how you feel) |
| **and so...** | **and so...** |
| (Make your request here) | (Make your request here) |

## Method

1  Explain that assertive statements are useful when there is conflict or a relationship problem to be resolved. They are also useful when you want to let others know about your feelings, preferences, needs, wants or concerns. When we are dealing with stress or with relationship challenges, it is helpful to be able to tell people how we feel whilst still controlling the way we express our emotions. This can be done in a respectful way through an 'I' statement. In an 'I' statement, we own the feeling, explain the feeling, and make any requests.

The following formats can be useful for making an 'I' statement:

**Feeling first**
- I feel... (say how you feel)
- when... (state the action or happening)
- so... (make your request here).

**Situation first**
- when... (state the action or happening)
- I feel... (say how you feel)
- so... (make your request here).

**'I' statement without a request**
**(used just to share how you feel)**
- I feel...(say how you feel)
- when...(state the action or happening).

Give the students some examples, e.g.:
- **I feel** that you don't care about how things affect me **when** you don't listen to my side of the story, **so** can you please let me explain what was happening from my side.

- **I get stressed** about your safety **when** you get really drunk at parties, **so** can you please drink a bit less tonight.
- **When** you don't show me your draft, **I get worried** that you are falling behind or that you don't know how to do the task, **so** can you let me know what is going on with your essay.
- **When** you drive so fast, **I get scared** we are going to crash, **so** can you please slow down.

2  Put the class into pairs and ask them to help each other to design and practice an 'Assertive 'I' Statement' that is relevant in their life.

Ask some volunteers to share their statements with the class. Alternatively, ask each pair to perform one of their 'I' Statements and then ask the class to give feedback. Ask: *Was the character being assertive? What did they do well? What could they have done differently?*

## Review

Review the learning intentions by asking students to reflect on what they learned. Ask if the lesson was useful in helping them learn about the use of 'I' statements to tell others how they feel. Ask which aspects of the lesson were useful in helping them to understand and practice 'I' statements.

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**COACHING POINT**

Remind students that if negative self-talk is getting them down they can go to the wellbeing coordinator, a favourite teacher, a GP or a parent or trusted adult. They can also go to the *headspace* website and look into the *Tips for a Healthy Headspace* within the information section. They will find there is a section on positive self-talk: http://www.headspace.org.au.
This is also a place to get advice on where to seek help if negative self-talk is getting them down.

*Kids Helplin*e is also a good place for seeking help about issues that get them down. They can phone, SMS or use email.
Telephone: 1800 55 1800
www.kidshelp.com.au/kids/get-help/email-counselling/

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# 3 Drawing on strengths in social situations

**TIME: 20+ MINUTES**

## Learning intention

- Students identify strategies to prevent or reduce harms associated with use of alcohol
- Students identify assertion strategies to use in the context of negative peer pressure

## Equipment

- *Social pressure scenarios* handout (copy and cut up)
- *100 Positive adjectives* handout (from Topic 1: Activity 3)
- Room to move (for role play option)

## Method

1 Explain that the focus of this activity will be on using assertiveness skills and personal strengths to negotiate for self-care in situations where peers have different preferences and priorities.

Each group will choose a scenario (or create a new one of their own). They should work to identify the various strategies that the key character could use to negotiate for their own needs and safety to be ensured. They should then identify what an assertive response could sound like in this situation, and what strengths the key character could draw on to enact this option. (Refer to the activity on strengths from Topic 1: Activity 3. If needed, hand out the *100 Positive adjectives* list again).

2 Bring the group back together and gather feedback about what strategies the groups came up with, the strengths they identified, and the advice about what an assertive response would look like/sound like.

3 For more extensive work on the strategies, ask groups to prepare a role play demonstrating their suggested assertiveness strategy in action.

## Review

Invite the class to review the learning intentions. Ask students to reflect on what they learned. Ask which aspects of the learning activity they found most useful in helping them identify strategies to prevent or reduce harms associated with use of alcohol. Ask students how the lesson was helpful in learning strategies to use in the context of negative peer pressure.

**Party pressure**

Tricia is at a party on a Saturday night and friends who have brought alcohol to share, suggest everyone gets drunk to forget their study stress. Tricia has a lot of homework to do on Sunday, including a practice exam. She knows she needs to wake up with a clear head to do this.

*What strategies could Tricia use to assert her needs in this situation? What strengths could she draw on to manage in this situation? What would an assertive response sound like/look like?*

**Driving decision**

Adam has just got his driver's licence and is driving two friends to a party. He starts showing off by cornering really fast. It's been raining and there is quite a lot of traffic.

*What strategies could the friends use to assert their needs in this situation? What strengths could they draw on to manage in this situation? What would an assertive response sound like/look like?*

**Multiple demands**

Exams are coming up. Rohit has lots of study to do as well as part-time work three nights a week, and he is also trying to maintain a social life. He is feeling exhausted and needs an early night when a friend rings and asks if he wants to go to a party.

*What strategies could Rohit use to assert his needs in this situation? What strengths could he draw on to manage in this situation? What would an assertive response sound like/look like?*

## Topic 5 Further resources

### Reflecting on everyday practice

- What kind of practices do you use to help students think through how they will approach challenging tasks?
- What do you do to identify the kinds of student self-talk that can lead to procrastination or undermine the confidence to start a task or present work for assessment?
- How do you work on your own negative self-talk when it intrudes?

### Web links for further reading and activities

These websites offer support for young people dealing with social and personal challenges.

- *headspace* provides additional information on positive and negative self-talk. http://www.headspace.org.au

- *eheadspace* is a confidential, free and secure space where young people 12–25 or their family can chat, email or speak on the phone with a qualified youth mental health professional.
https://www.eheadspace.org.au/

- *Kids Helpline* is also a good place for seeking help about issues that get you down. Students can phone, SMS or use email.
www.kidshelp.com.au/kids/get-help/email-counselling/

- *Sane Australia* provides information, fact sheets, and podcasts about mental health issues for Years 7–12.
http://www.sane.org/

- *The Australian Drug Foundation* offers a range on information including fact sheets in working to prevent alcohol and other drug problems in communities.
http://www.adf.org.au/
http://www.druginfo.adf.org.au/fact-sheets/fact-sheets

### Talking further

- Try some assertive 'I' statements with those at home.

## Optional game

Use this game as a playful approach to start or end the lesson.

### Learning intention

Students examine the concept of leaders and followers and the need to be assertive and respectful

### Robot and controller

1  Organise students into pairs. One will be the robot and one the controller.

   The controller stands opposite the robot and raises his/her hand with palm facing the robot's face. The robot must keep his/her face the same distance from the controller's hand at all times. The controller will signal through hand movement where s/he wants the robot to move as s/he takes the robot for a walk around the room. This should be done without speaking. S/he may move the robot forward or backwards, up or down, as they progress around the room. Play for one minute.

   Signal it is time to swap roles.

Repeat the game for one minute.

2  Stop the game. Ask:
   - *Where in real-life situations do people have the experiences that were sampled in the game?*
   - *What effects can this have on the person in power?*
   - *What effects can this have on the person who must please the one in power?*
   - *What lessons can we learn from this game about how to assert our own needs and consider those of others?*

   **Key messages**

   Friends need to be respectful of each other's needs and not abuse their influence. We need also to be able to assert our own needs in the face of different forms of peer pressure.

# 6 Help-seeking and peer support

## AIMS

**Activities will assist students to:**

- Identify sources of help, support or advice
- Develop skills in seeking help, support or advice in a range of situations and from a range of sources
- Normalise help-seeking behaviour
- Practice help-seeking in an emergency situation.

## EVIDENCE BASE

The help-seeking behaviours of young people are fundamental to their mental health and wellbeing, and encouraging and fostering help-seeking behaviours is one way to improve their mental health and wellbeing.[6] There are a number of barriers that young people face when it comes to help-seeking, therefore it is important to work with students to make sure they are aware of help-seeking avenues and confident to seek help from an appropriate source when needed.

## 1 Debate of the helpers

**TIME: 40+ MINUTES**

### Learning intention

- Students identify different sources of help, support or advice
- Students consider the pros and cons of different sources of help, support or advice in different situations
- Students identify potential barriers that might prevent young people seeking help for themselves or their friends

### Equipment

- Room to move
- *Seeking professional help* handout
- *Debate of the helpers* handout

### Method

1  Divide the class into groups of three to four people. Distribute the *Seeking professional help* and *Debate of the helpers* handouts.

Allocate each group one of the following 'helpers':

- Friend
- Parent
- Home-room teacher
- School welfare officer
- Psychologist
- Kids Helpline
- G.P.
- Sibling
- Go it alone.

Each group should then choose a representative to sit on the 'chat show panel'. This representative will sit on the chat show panel and argue that their 'helper' role offers the best source of help, aiming to outdo the advantages nominated by others.

The group is to work with their representative to brainstorm ideas for the way they will respond to the scenarios. They can use the worksheet to provide a few facts, but must also think of other arguments themselves.

Use one of the following scenarios (or construct some to suit the needs of the class). Read scenario one aloud.

**2** Ask each group to prepare their representative, then send that representative forward to join the panel to be interviewed by the chat show host. Use a volunteer from the class to play the chat show host (alternatively the teacher can play this role). The chat show host will interview the different helpers in turn, using the following questions:

- *Why should (character) come to you for help?*

- *What kind of support or advice can you offer?*

- *What fears or apprehensions might (character) have about asking you for help?*

- *What makes you think you provide the best option for them?*

**3** Once each helper has been interviewed, ask some students to come and stand behind the helper who:

- They think the character would be most likely to go to (take a look where students stand, ask why they have chosen this helper? Why not the others?)

- They think the character would get the best advice/ support from (take a look where students stand, ask why they have chosen this helper? Why not the others?).

**4** Repeat the process for additional scenarios.

Discuss the concerns and fears that stop people from help-seeking. Emphasise where people can go for help in the school and the community.

## Review

Invite the class to review the learning intentions. Ask students to reflect on what they learned. Ask which aspects of the learning activity they found most useful in assisting them to identify potential sources of help and to evaluate the pros and cons of help sources.

# SEEKING PROFESSIONAL HELP

| WHAT CAN I EXPECT? | WILL I HAVE TO PAY? |
|---|---|
| **What happens when I go to a counsellor?** | |
| Counsellors will listen to what's going on, and help you figure out some options to deal with the issues you're facing, or help you find a more helpful way of thinking or approaching it. Your school may have a counsellor or welfare officer available for you to speak to. Ask a trusted teacher to refer you or a friend to them. | Your school should have a counselling service which is free to all students. If they are not able to help, they may refer you to someone else. |
| **What happens when I go to a psychologist?** | |
| Psychologists have specialist training in diagnosing, treating and preventing mental health problems so you can manage your issues. They often specialise in different areas, and in different approaches, so sometimes you have to work to find the right person for your situation. | If you get a referral from your GP (see below), you will be covered by Medicare to visit a psychologist for up to 10 sessions in one year. Depending on which psychologist you go to, Medicare will cover the whole fee. Sometimes there will be a gap that you will have to pay. |
| **What happens when I go to a GP?** | |
| Doctors these days are trained in recognising symptoms of mental health difficulties and connecting you to the right people. They can give you a referral to a psychologist or psychiatrist if you need it, and they should know exactly what services are available in your area. | If you go to a bulk-billing clinic, Medicare will cover the cost of your GP appointment. At other clinics, you may have to pay a gap payment. |
| **What happens when I go to a psychiatrist?** | |
| Psychiatrists are doctors with specialist training in mental health issues. They treat mental health disorders like depression, severe anxiety, schizophrenia and bipolar disorder. They're the ones who can prescribe you medication if you need it. <br><br> All doctors, including psychiatrists, have to keep what they talk about with their patients confidential. | A psychiatrist working in a public hospital or mental health centre is free of charge. But psychiatrists who work privately might ask you to pay each time you visit. Ask them how much it costs before each visit, and how much you'll get back from Medicare. |
| **What happens when I call Kids Helpline?** | |
| Kids Helpline is a counselling service for Australian children and young people aged between five and 25 years. When kids call *Kids Helpline*, they are connected to a counsellor after listening to a message about the counselling process, including privacy and confidentiality information. <br><br> All calls are private and confidential. You can call Kids Helpline about any issues, no matter how big or small. | Calls to *Kids Helpline* are free from mobile phones, landlines and public telephones. |

For more information, visit http://au.reachout.com/Tough-Times/Getting-help

# DEBATE OF THE HELPERS

### Scenario 1
Mali is worried about her friend Gemma who went through an unhappy relationship breakup, but did not seem to get over it. Gemma seems really down and it looks like she has been dropping behind on all her subjects, even though she has usually been a strong achiever.

### Scenario 2
Oscar is feeling increasingly worried about his end of year exams. He can't sleep and when he thinks about them his heart starts racing and he feels nauseous. His parents really want him to get into Law at university and he does not want to disappoint them but he can't see himself getting the marks.

### Scenario 3
Jacinta got drunk at a party and ended up having unprotected sex with someone she did not know. The next day she was really distressed and could not work out what to do. She didn't feel like telling anyone as she did not want stories to get out about something that she really regretted.

### Scenario 4
Mick is worried about his friend Jack who has started hanging out with guys who smoke a lot of dope. These guys no longer attend school. Mick is worried that Jack might end up dropping out as well, even though he wants to get into a TAFE Electronics course.

*Why should (character) come to you for help?*

*What kind of support or advice can you offer?*

*What fears or apprehensions might (character) have about asking you for help?*

*What makes you think you provide the best option for them?*

..............................................................................................................................................................................

# 2 Social problem solving

**TIME: 20+ MINUTES**

## Learning intention

- Students solve a problem using the problem solving model

## Equipment

- *Social problem solving scenarios* (copy and cut up)

## Method

1 Explain that problem-solving is often conducted within friendships, and so decisions may involve competing emotions and loyalties. The next activity will have them think about the sorts of strategies that people can use when what they want and what their friends want may not the be same thing, or when they must consider safety as well as fun when making social choices.

2 Put students in groups of four to six. Explain that each group will get a problem scenario. Their task will be to brainstorm the possible options for the key character, and then to rank them from most to least desirable. They will then present the scenario, options and ranking to the class. As groups present their scenario and report back. Ask:

- *Are there any other strategies that they could consider?*
- *Are there any other options they could have used earlier as prevention strategies?*
- *What would it take for the key character to be able to carry out this option? What kind of strengths and assertiveness skills would they need?*
- *What does it take to do what is right for you, when your friends are heading in a different direction?*

## Review

Invite the class to review the learning intentions by asking students to reflect on what they learned in the activity. Ask whether students found the ranking model of problem solving helpful. Ask them to think to themselves about where they might use this ranking strategy as a means of problem solving in the future.

> **COACHING POINT**
>
> Acknowledge that knowing what to do is one thing but that actually carrying out the planned action is the real challenge. Sometimes communicating can be a challenge, requiring courage and assertion.

### Celebrating

Kerry is about to have her 18th birthday. She is the last of her group of friends to turn 18, and they want to take her out for a big night. Kerry knows that this is likely to involve most of them drinking heavily. She doesn't want to get drunk, or to be looking after others who are drunk, but she is in the mood for celebrating, and she values their friendship.

### Relationship problems

Joe and Abdul have been going out for six months. Lately Abdul has become really controlling and doesn't want Joe to see any of his other friends. Now Joe thinks it might be time to break up with Abdul, but it is two weeks before the exam period.

### Work and study

Hakim has a part-time job and has been called in at the last minute to take an extra evening shift. Hakim is supposed to be studying as it's a school night and there are exams very soon, but he wants to keep the job.

### After party

Mia got permission to go to the party to be held at a friend's house after the Year 12 formal. She thought they would all look out for each other and she would be quite safe, but she found herself surrounded by a group of drunk guys who had gate-crashed the party, and her close friends were nowhere to be seen.

### Schoolies

Henri had gained his uncle's permission to use his beach house as a base for him and his friends during schoolies week. The condition was no parties, no more than five friends, pay for any damage and leave the place clean. Somehow things got out of hand with the invites and he ended up with 10 friends turning up to stay, and on the first night his friends suggested that it was such a good house, they should make it the party place, and get a group of girls to join them.

# 3 Getting medical help in an emergency

**TIME: 20+ MINUTES**

## Learning intention

- Students identify a range of situations in which young people may need to seek assistance from adults to help them respond to problems caused by alcohol or drug use
- Students consider appropriate action in response to emergency situations
- Students rehearse positive responses to emergency situations
- Students rehearse basic first aid procedures

## Equipment

- Room to move
- *Statistics cards* (copy and cut up)
- *Tips for party goers* handout

## Method

1  Divide students into groups of three to four (allowing up to seven groups).

   Ask one person from each group to come forward and collect a *Statistic card*. Their job is to read the question on the card to their group. The group members should guess the answer. The reader should then provide the correct answer and read the 'Think about' question to the group. Once the group has come up with some possible reasons, they can look at the ideas presented on the card.

   Ask some groups to report back to the class.

2  Explain that while emergency events are rare, it is important to be prepared and to know what to do in an emergency; it is important to draw on our strengths and knowledge to do the right thing and deal calmly and efficiently with an emergency, rather than panic. It is also important to actually run through and rehearse these steps so that they can remember what to do should they ever be under pressure in the moment.

   Ask for a volunteer to read the following scenario.

### SCENARIO

A group of mates are at a party. A small group of girls and boys have been drinking heavily. Sam sees that a classmate, Dash, has passed out. The party is unsupervised. Others at the party don't seem to think it is serious, and say that Dash has had too much to drink and they should put him/her in a bedroom to sleep it off. Sam tries to wake Dash, but can't get him/her to respond. Sam is worried that if they leave Dash, he/she might throw up and choke on his/her own vomit. Sam calls over a friend, Lee.

3  Ask for three volunteers to come to the front:
   - **Person One** will play the patient, **Dash**
   - **Person Two** will play the person administering the practical first aid, **Sam**
   - **Person Three** will play the person calling the ambulance, **Lee**.

Assemble the volunteers with Person One lying on the floor and Person Two and Person Three on either side.

Ask Person Two to mime the following first aid actions as you read them out:

### FIRST AID ACTIONS

Look around you and check for dangers to yourself, to other bystanders and to Dash. You note that there are no apparent dangers.

Check if Dash can be roused or respond. Use C.O.W.S.

- **C**an you hear me?
- **O**pen your eyes
- **W**hat is your name?
- **S**queeze my hand.

Dash is unresponsive

- Noting that Dash is unconscious, you ask Lee to call an ambulance immediately (000 from a landline or 000 or 112 from a mobile if it is out of credit or out of range). Lee rushes off to find a phone.
- Gently move Dash to lie on his/her back.
- Check that Dash's airways are clear (there are no blockages).
- Check that Dash is breathing. Note that he/she is.
- Gently move Dash into the lateral recovery position. (Note that an unconscious person can vomit and die due to choking on their vomit. This has happened to a number of young people in Australia). First, gently roll the person onto their back. Then you kneel on one side of them. Place the arm furthest from you out perpendicular to the body. Take the hand closest to you and place it on the opposite shoulder. Place the knee closest to you up at a right angle. With one hand under their shoulder and the other under their knee, push the person onto their side. Place the bent knee into a right angle so the person doesn't roll over onto their front.
- Keep Dash safe and warm while waiting for help to arrive. Continue to watch for signs of loss of breathing.
- If Dash were to stop breathing, you could ask someone if they know first aid and get them to take over to give two initial breaths and then check for signs of life or administer CPR if there is no pulse.
- Remember, if a person is unconscious, never try to make them drink or vomit.

Now, shift the focus to Person Three, Lee, who is the one who has immediately called the ambulance when noting that Dash is unconscious. Remind them that this is a free call from any phone, even a phone box or disconnected mobile phone. Dial 000 from a landline or 000 or 112 from a mobile. Explain that Lee will make a phone call and you will play the voice at the other end of the line and will use the standard questions the ambulance service will be likely to ask. Role play the following questions with Lee.

### CALLING 000:

- Lee dials 000/112
- Operator: *You have dialled emergency Triple Zero. Your call is being connected.*
- Operator: *Do you require Police, Fire and Rescue or Ambulance?*
- Operator: *What is the exact address of the emergency?* (The operator will ask for the suburb name and nearest cross street.)
- Operator: *What is the phone number you are calling from* (this information is important in case the operations centre needs to call back to obtain further information).
- Operator: *What is the problem? Tell me exactly what happened.*
- Operator: *How old is he/she?* (Give the approximate age if unsure.)
- Operator: *Is he/she conscious*?
- Operator: *Is he/she breathing?*

4 When the exercise is complete, thank the volunteers. Point out that people are sometimes afraid to call an ambulance because they think they will get into trouble. Inform them that if they call an ambulance they do not have to give their name. The ambulance service just needs to know where the patient is and what sort of problem the person seems to be experiencing.

Briefly discuss the ***Tips for party goers*** handout. If you wish, give students a copy to read.

## Review

Invite the class to review the learning intentions. Ask students to talk to the person next to them about what they learned in this activity. Ask some pairs to share with the group. Ask students which aspects of the learning activity were most helpful in helping them know what to do in the event of an emergency. Ask if there were any skills introduced in this activity that students would appreciate the opportunity to rehearse further.

What percentage of young people aged 16–17 report high levels of alcohol consumption (consuming 20 or more standard drinks in one day) at least once during the last 12 months?

**Answer: 30%.** 2% say that they do this weekly, or more often. Males are more likely to report high levels of alcohol consumption than females.

Source: Victorian Drug and Alcohol Prevention Council 2009

**Think about:** *Why might some young people drink at risky levels?*

Some possible reasons include: they think that it is normal; they think that it is cool or fun; they don't know how much is too much; they want to escape reality; they are trying to impress someone.

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What percentage of young people aged 16–24 say that in the last 12 months they have drunk to the point of not being able to remember what happened?

**Answer: 52%**. That's just over half.

Source: Victorian Drug and Alcohol Prevention Council 2009

**Think about:** *What are the risks that people face from this level of drinking?*

Possible risks include: passing out; choking on vomit; falls or injuries; unprotected sex; sex with the wrong person; being a victim of violence or assault; having belongings stolen; brain damage; traffic accidents.

---

What percentage of young people aged 16–24 has been injured when under the influence of alcohol?

**Answer: 18%**.
That's nearly two in 10 young people.

Source: Victorian Drug and Alcohol Prevention Council 2009

**Think about:** *Why might people be at higher risk of injury while under the influence of alcohol?*

Possible reasons include: loss of self-control; slower reactions; loss of reasonable judgement; poor decision-making; poor decisions.

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What percentage of young people aged 16–24 has driven a car whilst under the influence of alcohol?

**Answer: 11%**.
That's one in 10 people.

Source: Victorian Drug and Alcohol Prevention Council 2009

**Think about:** *What might lead to this happening?*

Some possible reasons include: they got so drunk they could not make sensible choices; they were pressured by others who were also doing it; they were trying to impress friends; they were asked to drive by an older adult who had been drinking even more.

What percentage of young people aged 16–17 report having recently used illicit (illegal) drugs?

**Answer: 19%**. That is around two in 10.

Source: Victorian Drug and Alcohol Prevention Council 2009

**Think about:** *What are the risks that people face from using illicit drugs?*

Possible risks include: passing out; unwanted side effects; over-dosing; choking on vomit; falls or injuries; unprotected sex; sex with the wrong person; being a victim of violence or assault; having belongings stolen; brain damage; traffic accidents.

---

What percentage of young people aged 16–24 has been injured when under the influence of illicit drugs?

**Answer: 11%**. That's around one in 10 young people.

Source: Victorian Drug and Alcohol Prevention Council 2009

**Think about:** *Why might people be at higher risk of injury while under the influence of illicit drugs?*

Possible reasons include: loss of self-control; slower reactions; loss of reasonable judgement; poor decision-making; poor decisions.

---

How much higher are the chances that a drinker will experience injury/accidents if their friends are also drinking?

**Answer:** A Victorian study showed that drinkers whose peers also drank were three times more likely to be injured as those whose peers did not drink.

Source: Bonomo et al. 2002

**Think about:** *Why might hanging around with other drinkers increase one's chances of being injured?*

Possible reasons include: peer pressure to drink more than one normally would; no one sober to monitor the situation and take responsibility if things get out of hand; no one able to take action in a clear-minded way if something goes wrong (e.g. call an ambulance or administer first aid).

# TIPS FOR PARTY GOERS LIST

When going to a party, there are a number of things you can do to ensure that you and your friends have an enjoyable and safe time. Many of these are linked to making sure you stay safe when people are using alcohol.

## GETTING TO AND FROM THE PARTY SAFELY

- Drinking and driving. If you are planning on drinking don't drive. Organise a lift with a person who is not going to be drinking or stay with the hosts of the party.
- Don't drive when tired. If you are tired or have to travel long distances consider organising to stay overnight with the hosts of the party.
- Don't take rides from drinkers.

## LOOK OUT FOR ONE ANOTHER

- Respect people's decisions not to drink and do not encourage risky drinking behaviours. Drinking in rounds, drinking competitions or games can encourage people to drink more alcohol than is safe.
- Have they had too much to drink? If a friend has had too much to drink, encourage them to stop drinking alcohol and switch to non-alcohol alternatives. Make sure they are OK and if they are vomiting don't leave them alone. If you think an ambulance is needed, don't hesitate to call one.
- Getting home safely. If a person is affected by alcohol do not let them drive, or walk home without assistance.

## HINTS FOR DRINKING LESS IF YOU ARE A DRINKER

- Quench your thirst with a non-alcoholic drink before you start drinking alcohol and have a non-alcoholic drink every second or third drink.
- Pace yourself. Take sips, not gulps and drink at your own pace not someone else's.
- Use a smaller glass. Try drinking smaller glasses of beer or wine and make them last longer.
- Don't let people top up your drink. Always finish your drink before getting a new one, this helps you keep track of how much alcohol you have consumed.
- Avoid drinking high-alcohol content drinks – try the low alcohol alternative. The number of standard drinks contained in an alcoholic beverage is listed on the side of the can or bottle. Some cans may contain over two standard drinks. If mixing your own drinks, use less alcohol than normal.
- Eat before and while you are drinking. Eating slows your drinking pace and fills you up. If you have a full stomach, alcohol will be absorbed more slowly. Avoid salty snacks as they make you thirsty, so you want to drink more.
- Don't just sit and drink—stay busy. Dance or talk to friends. If you have something to do, you tend to drink less.
- Don't be pressured into drinking more than you want or intend to. It's OK to say no!

# 4 Web quest: Searching online for help

**TIME: 40+ MINUTES**

## Learning intention

- Students identify some useful online resources that provide information, support and advice
- Students critically appraise internet resources

## Equipment

- Notebooks and pens
- Computers or tablets with internet access

## Method

1  Explain that in this activity, students will take some time to explore some useful websites, consider what they are for and how useful they are, as the internet can be a good source of help, support or advice.

2  Divide the class into groups no larger than four. Allocate each group one of the websites listed below. Their task is to go and have a look at the website, navigate to the various links and resources and to consider the questions provided. Explain that they will be presenting to the group at the end of the lesson and they need to summarise key things about the website so that others are well informed.

- *headspace*: http://www.headspace.org.au/
- *Youth beyondblue*: http://www.youthbeyondblue.com/
- *Bully Stoppers* (student resources): http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/students.aspx
- *ReachOut*: http://au.reachout.com/
- *Kids Helpline:* http://www.kidshelpline.com.au/
- *YSAS*: http://www.ysas.org.au/

> **COACHING POINT**
>
> Mix students randomly using a mixing game.
> For example, ask students to quickly line up in order of their birthdays (January at one end of the line and December at the other) and then count them off into groups.

3  Write the following instruction and questions on the board.

Briefly describe the website. Answer:

- Who is the target audience?
- What do you think the most useful parts of the site are?
- Find some useful facts to share with the class.

Give groups 20 minutes to explore their sites.
Then, as a team, ask them to informally present on the site they were allocated.

4  **Optional activity**

Give each group a set of *Social problem solving scenarios* cards from Topic 6, Activity 2. Which characters would benefit from the website that you reviewed? Are there any other websites that would be useful?

## Review

Invite the class to review the learning intentions. Ask students which aspects of the learning activity were most helpful in helping them identify useful online resources for young people. Ask if the activity helped them develop skills to critically appraise internet resources. Seek examples.

> **COACHING POINT**
>
> Some additional information about the recommended websites listed is available at the end of the lesson plan so that teachers can familiarise themselves with them. Since the time of writing this lesson plan, other useful websites may have been produced. Ask around or do some of your own online research before the class and add any other useful websites that you discover to the list.

## EXTRA INFORMATION ABOUT WEBSITES FOR TEACHERS

### Headspace

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

*Headspace* is Australia's national youth mental health foundation. Its website includes a section for young people that includes information, case stories, ideas for getting help and other useful resources. It also provides an online and telephone support and counselling service for young people 12–25 and their families and friends through its *eheadspace* service link.

### Youth beyondblue

http://www.youthbeyondblue.com/

*Youth beyondblue* is beyondblue's youth program. It aims to empower young people aged 12–25, their friends and those who care for them to respond to depression and anxiety. Its website provides simple information about mental health problems, as well as information about what young people can do to help themselves and others and to stay mentally well.

### Bully Stoppers

http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/students.aspx

*Bully Stoppers* is a website developed by the Victorian Department of Education and Training. It provides a series of tools and resources that aim to empower school communities to stop all forms of bullying. It includes a section dedicated to students that provides information for what to do if you are experiencing bullying, or know someone who is, explores cyber-safety, provides interactive learning modules and links to helpful resources.

### ReachOut

http://au.reachout.com/

*Reachout.com* is a student-centred site providing information, activities and advice on a variety of wellbeing issues including mental health, sex and relationships and alcohol and drugs. It also includes sections on 'how to study', 'managing work and study' and 'dealing with exam results'.

### Kids Helpline

http://www.kidshelpline.com.au/teens/

*Kids Helpline* is a telephone helpline available for students to talk to someone about an issue. The website includes information on a range of topics, such as family problems, peer pressure and exam stress. It directs users to telephone, online and email counselling services and provides information on what happens when you call. It also provides useful links to other services.

### YSAS

http://www.ysas.org.au/

*YSAS* provides a range of programs and services for young people aged 12 to 21 years who are experiencing significant problems related to their alcohol or drug use. These programs are free, confidential and voluntary. *YSAS* recognises that young people may experience a number of problems simultaneously. Youth alcohol and other drug workers are trained and experienced in dealing with a range of complex problems including alcohol and drugs, legal matters, primary and mental health, homelessness, sexual abuse and family breakdown.

### SAFEMinds

http://www.education.vic.gov.au/school/teachers/health/Pages/safeminds.aspx

*SAFEMinds* is a professional learning and resource package for schools and families that aims to enhance early intervention mental health support for children and young; increase engagement of parents and carers with schools to more effectively support their child's mental health; and develop clear and effective referral pathways between schools and community youth and mental health services.

# Topic 6 Further resources

## Reflecting on everyday practice

- What are some sources of help for you as a teacher around lesson planning, classroom management or general wellbeing issues?
- How do you model help-seeking behaviour to your students?
- How do you respond to help-seeking behaviour from your students?

## Web links for further reading and activities

Various web resources have been designed to provide young people with information they might need in a range of challenging situations. Have a look at some of these sites so that you are able to refer students appropriately.

- *SAFEMinds*. http://www.education.vic.gov.au/school/teachers/health/Pages/safeminds.aspx

- *Reachout*. www.reachout.com.au

- *Youth beyondblue*. http://www.youthbeyondblue.com/

- *Kids Helpline*. http://www.kidshelp.com.au/

- *YSAS: Youth Support and Advocacy Service*. http://www.ysas.org.au

For a focus on bullying prevention, refer to the following websites:

- *Bully Stoppers* provides information and advice relating to bullying, for years 3–12. http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/students.aspx

- *Bullying. No Way!* provides information and advice relating to bullying, for years 3–12. http://bullyingnoway.gov.au/

- *Racism. No Way!* is an Australian website providing information about racism for years 5–12, and teacher resources. http://www.racismnoway.com.au/index.html

For a focus on schoolies and safe partying see:

- The *schoolies* website provides information, tips and advice to help make sure young people, and those around them, have fun in a safe, legal and responsible way. http://www.youthcentral.vic.gov.au/government-info-assistance/youth-programs/schoolies

- *The Australian Drug Foundation* offers a range on information including fact sheets in working to prevent alcohol and other drug problems in communities. http://www.adf.org.au/ http://www.druginfo.adf.org.au/fact-sheets/fact-sheets

## Talking further

- Ask students complete a research exercise on where to go for help in the local community. They can fill in the ***Where can you get help when worried about*** handout.

- Alternatively, they may search different topics and pool the information in a later class. If they can't find services where they can get person-to-person support to include on their list, they should look for good websites and include information about them.

# WHERE CAN YOU GET HELP WHEN WORRIED ABOUT...

Money

Family conflict

Drugs or alcohol

Pregnancy or sexuality questions

Study

Stress

Housing

The law or police

Friendship breakups

Physical health

Mental health (e.g. feeling really down)

# Optional game

Use this game as a playful approach to start or end the lesson.

## Learning intention

Students will understand the importance of trust in supportive friendships

## Equipment

• One blindfold for each pair

• And place under title of game

## The trust game

Use this activity to talk about the role trust plays in successful team work

You will need one blindfold for each pair.

1 Organise students into pairs and explain that one person will be blindfolded.

Explain that in this game the sighted person will be responsible for guiding the blindfolded person around the room. They must ensure that their blindfolded partner does not crash into any furniture or any other students. Their aim is to keep their partner safe. To play at the advanced level, the sighted person is not allowed to make any physical contact with their blindfolded partner. They must guide them using their words only. To play at the basic level, the sighted person leads the blindfolded partner by their elbow. Ask pairs to choose at what level they will play the game.

Have any of those who do not wish to play arrange themselves as the obstacles in the space that the blindfolded persons must navigate from one end of the room to the other with the help of their partners. (If everyone is playing, arrange some chairs and tables as obstacles to move around.)

2 Once students have had a go, ask partners to swap roles, choose their level of play (advanced or basic) and play again.

Ask: *Where in real life situations do people have the experiences that were sampled in this game?*

**Key messages**

Reinforce that responsibility, trust and good communication is part of supportive friendship. It is also needed in the act of help-seeking.

# 7 Gender and identity

## AIMS

**Activities will assist students to:**

- Maintain a safe, responsible and gender-friendly learning environment in their class
- Identify common patterns of gender-based discrimination
- Understand the relationship between gender-based violence and gender inequality
- Understand the concepts of privilege, equality and equity
- Gain awareness of the ways in which gender norms may play out in schools, homes, workplaces and leisure settings, as well as in social media environments
- Engage critically with the ways in which gender norms can influence attitudes, choices, practices and behaviour.

## Evidence base

Research shows that the most significant determinants of violence against women are the unequal distribution of power and resources between men and women and an adherence to rigidly defined gender roles.[9]
As the National Community Attitudes towards *Violence Against Women Survey* (NCAS) notes, *'as long as we all continue to see women as less than equal to men disrespect and violence against women will continue to happen'*.[10] This means that alongside other efforts, addressing gender inequality helps to prevent violence against women.

Australian data shows that the majority of young Australians do not find violence and sexual harassment to be acceptable. However there are low levels of knowledge about how to prevent, help-seek or intervene in situations of gender-based violence.[10,][11] This highlights a critical need to teach young people about the existence, causes and consequences of gender inequality. Research shows that in order to be successful, gender education and violence prevention programs need to teach students about the relationship between gender and power.[12]

Programs must address constructions of gender identity and sexuality that sustain violence in relationships and families, and they must seek to foster gender-equitable and egalitarian relations between and among males and females.[12]

## COACHING POINT

These introductory build a shared set of knowledge and expectations, enabling students to work well together in the lessons that follow. Due to their nature, gender and identity are always present and at work. Gender and identity can be sensitive matters, and must be treated as such. The activities are based on the finding that healthy groups develop common understandings about how to work well with each other. It is important for the group to design and implement a range of appropriate classroom rules, including 'no put-downs', with a particular focus on rules that protect respectful relationships between the genders. Have this as a rule for every class and act when you hear infringements. Naming a breach can draw attention to a practice that may have become normalised in a classroom. Ignoring breaches can be interpreted as condoning the action.

## Introductory games

**TIME: 30+ MINUTES**

### Learning intention

- Students mix and get to know each other
- Students acknowledge that all are to be included
- Students build connections

### Equipment

- Room to move
- Chairs

### Method

#### INTRODUCTION

1 Seat students on chairs arranged in a circle. Explain that this game will help people to learn each others' names in a playful way.

 Go around the circle and ask everyone to say their name.

2 On second rotation around the circle, ask the first student to say their name and add the name of a city that starts with the same letter e.g. Uriah from Ulaanbataar, Jamila from Jakarta.

The next student in the circle repeats the name and city of the first student, and adds their own name and city.

This continues until the whole circle has named themselves and a city, finishing with the first person reciting the entire circle's names and cities.

Encourage students to help each other if they can't remember a name or a city.

### MIXING THE GROUP

1 Explain that this game will help people to mix and sit with different people. It is important to be able to mix with everyone in the group. Everyone is important and valued regardless of differences between people.

2 Still seated on chairs arranged in a circle, name each student as a number between one and five. Ask them to remember their number.

Point out that they all belong to the category 'numbers'.

The teacher stands in the centre of the circle. They do not have a chair. When they call out a number between one and five, or 'odds', or 'evens', students of that category must move to a different chair. (E.g. on the call of 'one', all 'ones' must leave their chairs and find a different chair. On the call of 'odds', all 'ones', 'threes' and 'fives' must leave their chairs and find a different chair). At this time, the teacher will rush to a chair and the last person left without a chair will make the next call in the game.

The next person will then make a new call.

If the category of 'numbers' is called, all players must find a new chair.

3 Play a few rounds of this game. By this time, students will be seated in a mixed arrangement.

Stop the game and point out that we all share the category 'people' just as 1, 2, 3, 4, 5 and odds and evens share the category 'numbers'. In social and emotional learning and gender literacy activities, all people are included and respected regardless of any differences between them.

### TRUST AND COMMUNICATION

1 Remaining in the seats in which they finished the previous game, divide students into mixed pairs.

Explain that this game will help to establish a safe and trusting classroom space.

Have the class move their chairs into the centre of the space, in a haphazard way (not stacked, or in rows, but scattered around the area you will use in the activity).

Line students up in their pairs along one side of the space.

2 Ask students to determine in their pairs who will be the partner to navigate this cluttered space with their eyes closed, and who will be the partner to safely guide them through it. Touching is not permitted, all guiding is verbally communicated.

Have students start from the starting line, and move through the chair obstacles to the other side of the space.

Once they reach the other side, partners switch roles and make their way back to the starting point.

3 When the activity is over ask:

- *How did it feel to be in each of those roles, both blinded and as guide?*
- *What difference can it make in life to your trust levels when others communicate honestly with you?*
- *Why is clear communication important in new relationships, romantic relationships and sexual relationships?*
- *Are there any barriers that may be in the way of communicating clearly in new relationships?*

### COACHING POINT

Although most students may well have been at the school for several years, they may not necessarily know all the class members well. Starting off with name or mixing games can set the scene for cooperative learning and show students that everyone is important and valued. An early focus on communication in new relationships can form an important foundation for discussing respect inside of cross-gender relationships and within sexual relationships.

# 1 Exploring gender stereotypes

**TIME: 15+ MINUTES**

## Evidence base

The attitudes that children and young people hold towards violence are greatly influenced by their views on gender. They have strongly developed views about what is normal, expected and appropriate for men and women to do, both within and outside relationships. However, these views can and do evolve in response to their experiences, and to the modeling provided by adults and older peers. This means that young people can respond to education inputs that challenge people's limiting beliefs about the roles and qualities that should be allocated to boys and girls, and to men and women. Young people benefit from the opportunity to consider and question gender norms, to become aware of how social norms are formed and reproduced, and to critically examine the potential negative or limiting impacts they may have.

## Learning intention

- Students assess their current levels of understanding of gender norms and their expression in routine actions or practices
- Identify common stereotypes pertaining to girls and boys, men and women, and transgender persons
- Analyse the ways in which certain gender norms and stereotypes have persisted and/or changed over time

> **COACHING POINT**
>
> **Link back**: Summarise the learnings from the previous activity to help students make connections and build on their previous learning.
>
> Students were asked in the previous activity to assess their own ability to recognise the effects of gender norms. In this activity, students will explore stereotypes of gender norms.

## Equipment

- Room to move

## Method

1 Seat students in a circle in an open space. Ask them what they understand the word **stereotype** to refer to, and elicit some examples. Prompt for examples of stereotypes that pertain to gender. (A useful definition of a stereotype is that it is a generalisation used to describe members of group, commonly over simplified and consequently exaggerated, and thus potentially offensive.)

2 **Word association:** Ask students to stand in a circle. Going around the circle, ask each person to say one word that they associate with the word 'men'. Repeat the process for the word 'women'. Ask students if they noticed any differences between the words said for 'men' and 'women'.

3 Ask students to stand around the open space, asking them to freeze in a dramatic pose that suggests a **historical stereotype of gender**. The teacher should model two examples for the class to provide some guidance. For example:
- a muscular, heroic pose, and
- a damsel in distress, fainting away, hand lifted to brow.

Explain that in turn, one half of the class is to browse the gallery of gender statues while the rest of the class remains frozen. Then they reverse.

4 Ask the students to report on what they noticed. Ask: *Were there consistent messages or replications amongst the poses of others? What were they? What were the bodies doing, signalling or showing?* Talk about the ways in which these responses articulate common stereotypes.

Ask the students to comment on any patterns, and to compare as to whether there were similarities or differences between the historical statues and the responses about the present day. Ask: *What does this tell us about our readings of gender? Was there anything missing? Did we represent third gender or transgender? Why might this category have been left invisible (if that was what happened)?*

## Review

Invite the class to review the learning intentions. Ask how the learning activity helped them understand and identify gender norms and stereotypes. Ask which aspect of the learning activity was most useful in helping them to consider the ways in which certain gender norms and stereotypes have persisted and/or changed over time.

> **COACHING POINT**
>
> This activity provides a protective framework by allowing students to engage with gender norms in a detached way, depersonalising gender into historical, social and cultural trends. Use of humour and a playful and embodied approach helps to generate a safe and relaxed environment to explore ideas about gender. Use of the statues helps to simplify and to emphasise the embodied nature of gender. The activity provides an opportunity to name and challenge dominant stereotypes.

# 2 Gender literacy and gender norms

**TIME: 20+ MINUTES**

## Evidence base

Research highlights that one of the most consistent predictors of the perpetration of violence against women at individual level is a traditional view about gender roles and relationships, and that men who are hostile towards women's non-conformity to gender roles and to challenges to male authority have a particular tendency towards violence [10, 13]. Teaching students about the constructed nature of gender identities allows them to understand how gender norms (and roles) are not fixed, but come into being due to multiple influences. Such an understanding provides students with the resources to see the inequalities that can form in gender relationships. When teaching about gender inequality and related issues, students need assistance to understand the difference between the inherent biological differences between males and females (e.g. termed differences between the sexes), and the learnt social and cultural differences (e.g. termed gender differences). Many differences in health, educational and economic outcomes are not biological in origin, rather they are associated with the influence of gender norms and associated behavioural and institutional practices. This means they are possible to change.

## Learning intention

- Students reflect on the way in which gender expectations influence thinking and behaviour
- Students analyse the way in which positive and negative gender norms influence attitudes and actions, and play out in patterns of gender-based discrimination
- Students identify social practices through which people re-inscribe and replicate gender norms and expectations
- Students develop their gender-literacy by engaging with the meanings of key terms used to signify difference in gender identity

## Equipment

- Room to move
- Butchers paper
- Felt pens

## Method

1  Ask students what they think a social norm is. (Helpful definition: a set of rules or ideas about the way individuals should behave in society.)

Ask students to discuss what they think the words **sex** and **gender** mean. How are they different?

- **Sex** is a biological category, referring to chromosomes, hormonal profiles, internal and external sex organs. (We are born like this.)
- **Gender** is a social category, referring to characteristics and behaviours that are culturally attributed to sexes. (We learn this from the world around us.)

Explain that the focus of the next activity is going to be on how gender norms and expectations influence the ways individuals enact, or 'do' gender. Students will first consider how they self-regulate or work to fit in with certain gender norms. They will then identify ways in which they have experienced or witnessed being **policed** by other members of their own gender. Finally, they will also note actions they have observed people using to police members of other genders. (The term policed here refers to the way in which people will either overtly tell others what to do, or not do, or the way in which they will 'reward' accepted behaviour and 'punish' the less-acceptable behaviour, thus encouraging people to fit within dominant gender norms.)

2  Split the class into two groups. Ask the class if they can define 'boy/man' and 'girl/woman' as gender categories, explaining that these will be two group categories.

Provide butcher paper and felt pens to the groups. Allocate each group one of the two dominant gender categories of boy/man and girl/woman. Explain that they are going to critique how gender is performed and policed. Ask the groups to brainstorm:

- **Doing gender**: how individuals in their category might 'do' gender (i.e. actions and practices people might display as part of their effort to fit within their gender membership category or to signify who they 'are')
- **Being policed by members of own gender membership group**: how people in their category are policed by members of their own gender (i.e. what girls and women do to other girls to encourage them or reward them for

being girl-like, and what boys and men do to encourage other boys/men to be boy/man-like)

- **Being policed by members of another gender membership group**: how people in their category are policed by members of another gender (i.e. what boys do to girls, and what girls do to boys, to encourage them to fit within their gender categories)

- **Being policed by earlier generations**: how people in their category are policed by members of different generations (i.e. what parents and teachers – or any other member of a different generation – do to encourage girls to be girl-like, and what they do to encourage boys to be boy-like).

3 Once completed, ask groups to share their analysis with a group assigned to work on a different gender category, and discuss their work. They should pay attention to any surprises, similarities or differences that emerge.

> **COACHING POINTS**
>
> Students might be reminded that in the previous activity they 'did' gender by enacting it with their bodies. This might provide inspiration for the current activity.
>
> Teachers may prefer to use a more structured template for teaching about gender and sexuality, the *Genderbread person V3* is suitable for this purpose and is available at http://itspronouncedmetrosexual. com/2015/03/the-genderbread-person-v3/

4 Ask them to report back to the group on what they noticed the key self-applied strategies were for 'doing' and maintaining gender norms, and what the key 'policing' strategies were for encouraging others to maintain gender norms.

Explain that 'boy/man' and 'girl/woman' have been defined as the two dominant gender identities. These are known as **cisgender** categories. Many students will not know this term, but you could first ask if any of them do, and see if they can explain it.

Explain that the term cisgender been taken up as people have become aware of the need to name the groups who are privileged by being born into this dominant gender model, and through the need to disrupt the presumption that 'man' and 'woman' are the only two gender categories available.

Explain that alongside 'cisgender', we also have **transgender** identities, or those where people's gender identities are at odds with their biological sex.

> **COACHING POINTS**
>
> **Cisgender** describes persons whose experiences of their own gender agree with the sex they were assigned at birth. For example, they were born with male body parts and feel like they are a boy or man, as opposed to someone born with male body parts, who feels like they are really a girl or a woman.

Explain that further group sub-categories are **transman** (anybody assigned as female at birth but who identifies as a boy or man), and **transwoman** (anybody assigned male at birth but who identifies as a girl or woman). An additional term: **gender fluid**, or **gender queer**, has been evolved to describe those who self-identify with multiple genders, and may move fluidly between being boy and being girl. Sometimes confused with the above is another category again. It is the category of **intersex**. Intersex is a term that refers to sex, not gender. It is used to refer to those people who are born with sexual anatomy that does not fit the typical definitions of male or female. They may have a combination of male and female sexual organs. Intersex is not an illness or disease, but rather is a physical difference that people are born with. People who are intersex will also express their own gender identity.

5 Explain that all of these categories of gender identity are separate to sexuality. Sexuality refers to a person's sexual preferences, which also can be diverse.
The word **heterosexual** is used to refer to a person who is exclusively attracted to people of the opposite sex. The word **bisexual** is used to describe people identifying as emotionally and/or sexually attracted to people of either sex. The words 'gay' and 'lesbian' are used to describe people who identify as attracted to members of the same sex. The word **asexual** is used to describe people who identify as not experiencing sexual attraction. The word **pansexual** is used to describe a person who identifies as being attracted across genders or to those who present as male, female, transgender, or androgynous.

Point out that regardless of whether people are cisgender or transgender, they will be influenced by the gender norms of their society, and they may be negatively policed if they fail to fit dominant norms. However, the more marginalised someone is, the more likely they are to be harshly or violently policed in relation to their performance of gender. Hence, as well as knowing that women experience much higher rates of gender-based violence than men, and chiefly from men, we also know that transgender persons experience very high rates of interpersonal violence, and that people who are or are thought to be same-sex attracted also experience high rates of violence, chiefly by men.

## Review

Review the learning intentions by asking students to comment on what they have learned in this activity. Were any concepts or terms raised in this activity new to students? Seek examples and clarify these concepts and terms.

Ask which aspect of the learning activity was most useful in helping them to analyse the way in which gender norms influence attitudes and actions, and play out in patterns of gender-based discrimination.

# 3 Where do masculine & feminine gender norms come from?

**TIME: 20+ MINUTES**

## Evidence base

Beliefs about gender norms and roles are socially constructed. That is, the types of behaviours considered acceptable, appropriate or desirable for a person based on their gender are created by societies. Gender norms include attitudes about what it means to act, speak, dress and express oneself as male or female. Children learn these norms and expectations from an early age and this influences the roles, attitudes and behaviours they adopt [Lane, 2008; 13]. They absorb gender expectations from many sources, including parents, friends, teachers and the media. They also observe institutional and community practices and traditions. From an early age, children engage in mimesis – copying what they see adults and older children do.[14] Thus in school settings, both adult and peer role modeling is important.

> **COACHING POINT**
>
> **Link back**: Summarise the learnings from the previous activity to help students make connections and build on their previous learning. In the previous activity, students explored how gender is policed and done by individuals. In this activity, they will explore how gender is done across different dimensions of our lives.

## Learning intention

- Students will detect and describe the way in which confining and enabling gender norms are performed individually and socially, through various cultural mediums such as sports, literature, arts, religion, media and popular culture, as well as through the material world in terms of things (clothing, objects, bodies) and spaces (events, places)
- Students will develop an understanding that gender is socially constructed through different interconnecting influences, and is not something that is fixed or inherent within persons
- Students will develop techniques for critiquing and resisting the impact of harmful and limiting gender stereotypes

## Equipment

- Room to move
- Slips of paper
- Pens
- White board and markers

## Method

1 Divide students into small groups. Explain that building on the learning in the previous activity, the focus of the next activity is going to be on identifying how gender norms are performed and shaped throughout different levels of the social and built environment. They will take a 'bird's eye view', identifying all the ways an alien might notice these differences were they to arrive on planet Earth. Ask: *Could your alien learn about gender even without being able to read or speak human languages? What would they 'see', and what could this teach them about gender?*

2 Divide the class into six groups. Each group is allocated a particular dimension of life, either a location or a practice:
- Homes
- Schools
- Sports grounds
- Department stores (including all sorts of material goods and objects
- Rituals (such as weddings, birthdays, funerals, formals/balls, Hen's/Buck's Night)
- Media.

3 Provide a bundle of small slips of paper to each group. They should brainstorm one response per slip of paper, identifying the different observable ways in which gender is organised, shaped or plays out. They should include items that also refer to the way in which the built and material worlds are part of this by also identifying the way in which particular spaces, buildings, tools, toys and other objects are 'gendered' in some way.

> **COACHING POINT**
>
> Some examples to help groups get started might be: Home: kitchen/feminine vs. shed/masculine; Department store: dolls/feminine vs. action-figures/masculine; Wedding: white dress/feminine vs. black tuxedo/masculine

4 Arrange for volunteers from each group to report back to the class on their work. Map the answers back into a 'Gender Wheel' with each group reporting back into one section of the wheel (this can be done in a large space on the floor). Once the answers are pooled, discuss the ways in which these items 'blur' together, to make a gender-producing 'machine', thus constructing gender, much in the way a color wheel, when spun, appears white, whereas when slowed down, you can see again the colors that are on the wheel. Gender construction is a bit like that. It can be 'invisible' to us when in motion, but evident when we stop and take a critical look.
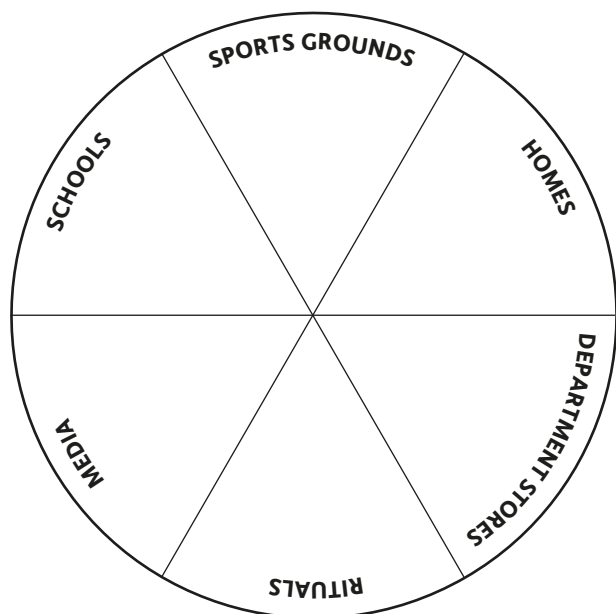
Ask the class to comment on the relationships within and between these spaces/practices that are now displayed on this 'Gender Wheel', noting how the interconnections between them contributes to the overall development of gender norms (and associated discriminatory practices). Have students consider how gender expectations can become normalised as they stack up and intersect.

4  As a class, discuss implications that may arise for people (including gender fluid and transgender individuals) from the working of gender norms, and to note some of the strategies people can and do use to notice, critique and resist negative and limiting norms.

### COACHING POINT

An example might be no VET hospitality/catering space at a boys' school because it is considered a girls' subject. Boys at that school instead choose technology/science subjects. Those students enter science/tech instead of service/hospitality courses. Therefore, we find more men than women in STEM careers, and more women than men in service/hospitality careers. Technology/science becomes considered boys' subject, and hospitality a girls' subject

### Review

Review the learning intentions by asking students to comment on what they have learned in this activity. Ask which aspect of the learning activity was most useful in helping them to consider the way in which gender norms are performed individually and socially, through the material world and through various cultural mediums. Ask students how the activity has helped them develop techniques for critiquing and resisting the impact of harmful and limiting gender stereotypes. Encourage them to look at their world through a gender-sensitive lens in the future and think critically about their observations.

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## 4  Privilege and gender

**TIME: 30+ MINUTES**

### Evidence base

Privilege refers to 'automatic unearned benefits bestowed upon members of dominant groups based on social identity'.[15] While students may be familiar with the notion of disadvantage, privilege can be harder for them to see. Many students have been raised with the assumptions of meritocracy, the idea that the unit of society is the individual, and that whatever a person ends up with must be what that person as an individual wanted, worked for, earned, and deserved. Privilege can remain invisible.

Teaching about privilege disrupts strongly ingrained beliefs that most people in the world have wide freedom of choice and that circumstances do not really matter.[15] In the context of teaching about gender and identity, it is important that teachers and students reflect on their own privilege, recognising that initially, this can bring about feelings of defensiveness, guilt and shame. It is important to move past these feelings to a positive space where change is made possible.

Understanding privilege enables students (and teachers) to consider how we all possess different social identities and inherit circumstances that come together to create differing positions of advantage (or privilege) and disadvantage. An awareness of the existence of male privilege is critical in understanding why there is a need for feminist perspectives, and education on gender at all.

### Learning intention

- Students gain understanding of the difference between equity and equality
- Students understand the concept of privilege in relation to gender and the dominant view

### Equipment

- Room to move
- *Privilege patterns player identity* cards
- *Privilege patterns statements* (copy and cut out)
- *Equity versus equality* (copy and cut out)

# Method

1. Ask students to suggest what they think the word **privilege** means.

   Explain that the term privilege is also used to help people understand that some groups have a more dominant and advantaged position in society than others. Those in the privileged position may not even notice that the world does not work so well for others. For example, people who use wheelchairs notice how hard it is to get into buildings and vehicles because in the main, they are not designed to suit their access needs. However, those who do not need to use a wheelchair may not even notice this, or that they have 'privileged' access. Other forms of privilege include:

   - Being born male rather than female: (e.g. the word he is presumed, the world of work is set up around the model of the male worker).

   - Being born into a wealthy rather than a poor family (e.g. the wealthier person gets better access to education, leisure, work, transport, health care, housing and natural resources).

   - Being a member of a religious majority rather than the minority (e.g. consider whose prayers are used, whose religious rules or holidays are recognised).

   - Identifying as straight rather than gay (e.g. given permission to marry, and whose partner is given recognition in the workplace etc.).

2. Explain that the next activity is designed to have them think about how privilege may play out in people's lives around issues relating to gender.

### PRIVILEGE PATTERNS GAME

Divide students into small groups or around three to five persons. Distribute one *player identity card* to each group. Ask the group to keep their player's identity card secret from the other groups until the end of the game. They should then select a team member to be their player, preferably a person who is not a close match in any way to the identity of the player card. This will help to challenge or confuse their competitors. They then have a quick brainstorm about how the population group that their character represents may be advantaged or disadvantaged in life due to social attitudes about some of the attributes listed as part of their identity.

Ask players to stand in a straight line in the middle of a large, cleared space. Explain that you will read a set of statements one by one. They describe things that happen in the world around the player, and may positively or negatively affect them. Each time you read a statement, the players respond as they think fits with the identity on their player identity card. They will either:

- Stand still to show not affected

- Move forward one step to show positively affected

- Move backward one step to show negatively affected
  If they are very affected they can take a giant step.

After all statements have been read out, ask the class to guess the identity of the winning player/s. Then ask the winner to reveal their card and explain how they ended up taking so many positive steps.

Invite other players to reveal their identity and explain how they believed what happened to them would either advantage or disadvantage them. Identify any advantaging features as well as disadvantaging ones.

Ask the class (including the players themselves) if they think any of the players should have ended up in a different place in the line, now they have heard how others are affected relative to them. Invite them to explain why they think this shift should be made. Ask: *What difference does Class make? Gender? Ability? Health Status? Religion? Ethnicity?*

Ask the class to review what has happened in the game, and to comment on the extent to which the game illustrates patterns of privilege that happen in real life. Ask: *How does privilege affect the different players?*

3. Ask the class what they think about men's and boys' own privilege within gender. Ask: *Are all men/boys positioned equally in the world? Or are some more privileged than others? Which? Why?*

   Ask the class to consider whether the fact that some individual women suffer gender-based violence affects women as a group. How?

   Explain that when people use the concept of privilege to view what happens in the world, issues relating to rights, equity and equality become more evident. Feminist groups have done a lot of work to draw attention to the way in which inequality happens in our worlds. Whilst they first paid attention to gender, they then also began to point to inequalities relating to race/ethnicity, social class and sexual orientation. This is because switching on a 'privilege' light bulb helps to make all forms of disadvantage more visible.

   Pose the question: *Given that some people are more privileged than others in their access to resources and a world that recognises and caters for their needs, how do you ensure that those without this privilege also get a fair chance to participate fully and reap the benefits of their society? What should be done? Should there be catch-up programs or special benefits or entitlements?* Contextualise this to examples seen in the *Privilege patterns* game.

4. Use the *Equity and equality* handout provided to introduce the concept of equity as opposed to equality. Ask students to comment on what they understand the key message in the graphic to be.

   Explain that **equality** is where people are treated the same, which can result in unequal outcomes, as people start from different points, and thus the race is always unequal. **Equity** is about recognising difference, and treating people in different ways that will help to foster more equal outcomes. The *Equity and equality* graphic helps to illustrate the difference to students. It shows how some people need additional resources or interventions to help them access the benefits of their society.

## Review

Review the learning intentions by asking students to reflect on what they have learned in this activity. Ask which parts of the activity were most useful in helping them think about the effects of privilege, and which helped them to distinguish between equity and equality. Ask a volunteer to recap the difference between equity and equality.

### COACHING POINT

Discussion of privilege can trigger feelings of anger and defensiveness, so ensure you spend time debriefing and reflecting on what individuals experienced during the investigation and how this relates to patterns of privilege that happen in the world.

Once students start to perceive themselves as implicated in systems of unfairness, it is important for the educator to facilitate hopefulness and a sense of possibility for change, in order to avoid student disempowerment. Students should not be made to feel guilty due to having privilege, or victims because they do not. This activity is designed to draw awareness to its existence and operation in the world people inhabit. Privilege tends to be invisible to those who are privileged, and evident to those who are not. You may need to explain this with further examples.

# PRIVILEGE PATTERNS STATEMENTS

**(TEACHER ONLY)**

In Australia, children who grow up in houses with lots of books, and who are read to and encourage to read, tend to do better at school.

In Australia, people make racist comments.

In Australia, there is a lot of negative talk about refugees and you hear people say they should go back to where they came from.

As a group, indigenous people are the poorest and unhealthiest in Australia. They have the highest suicide rate.

In Australia, white people are more likely to get jobs than others who are equally qualified.

In Australia, migrants face a lot of challenges in getting jobs.

In Australia, young people are embarrassed when their family does not have enough money for the everyday basics.

In Australia, poor people are blamed for their own poverty.

In Australia, young people with university-educated parents are more likely to go to university themselves.

In Australia, you hear lots of put down jokes made about people who are gay.

You never once learnt that a famous leader or artist was gay, even though you studied history and art at school.

In Australia, there are very few female politicians.

In Australia, girls are raised to believe that they are more loveable if they are beautiful.

In Australia, some neighbourhoods are really dangerous due to levels of drug use, unemployment and petty crime.

In Australia, there are no bathroom provisions for transgender people.

In Australia, if you are not into sport you are a nobody.

In Australia, men earn more than women, even in the same jobs.

In Australia, businesses, schools and clothing stores behave like transgender people do not exist.

In Australia, the only religious festivals are celebrated with holidays are from the one religion (Christianity). Those from other religions, such as Jews, Muslims, and Hindus, for example, are not given public holidays.

When you were young, you played in a school team in a sport that most people watch on TV.

In Australia, walking home at night is a big safety concern for some people.

In Australia, everywhere you look there are advertisements containing sexy images of women to help sell products.

In Australia, most victims of sexual assault feel they must hide their experience.

In Australia, gender-based violence is excused by many people because they believe it is hard for men to control their anger.

In Australia, pornography is widely watched by men and contains a lot of violence against women.

In Australia, almost every week a woman is killed by her current or former partner.

In Australia, 40% of young people believe that rape results from men not being able to control their sexual urges.

In Australia, Indigenous women are 34 times more likely to be hospitalised as a result of domestic violence than non-Indigenous women.

In Australia, students from wealthy families can have up to 10 times more money spent on their education.

In Australia, girls are called sluts if they talk about being sexually active.

In Australia, boys are encouraged to boast about sex and tell stories or show sexy images of their partners to other boys.

In Australia, transgender characters are either missing from TV shows, or played in degrading and sexualised roles.

In Australia, sexual harassment happens to one in every four women.

In Australia, you never saw a crime show in which the main character was gay.

In Australia, it is against the law for gay people to marry.

In Australia, boys are teased and called gay if they are not macho.

In Australia, girls feel they have to please their male partners by doing things that are not ok for them, or risk losing them.

In Australia, women do 21.5 hours of domestic chores a week compared to 17.5 hours for men.

In Australia, horse racing gets more airtime than women's sports.

In Australia, young people in rural and remote areas are less likely to complete high school, and commence higher education than young people from urban areas.

In Australia, 27% of 18-25 year olds experience a mental health problem.

In Australia, workplaces are not designed to include places where people can breast feed or express milk.

In Australia, women politicians are commonly discussed in terms of their appearance and men politicians are discussed on the basis of their views or performance.

In Australia, a newsreader who is a woman will be young and good looking, but a newsreader who is a man may be middle aged.

**Age:** 17

**Gender:** Woman

**Sexuality:** Identifies as straight

**Ancestry:** Indian

**Religion:** Hindu

**Location:** Poor outer suburb

**Wealth:** Family on minimum wage

**Family background:** Your parents were migrants, but you were born here

**Living with:** Asthma

**Age:** 18

**Gender:** Man

**Sexuality:** Identifies as straight

**Ancestry:** Anglo-Celtic

**Religion:** Christian

**Location:** Wealthy suburb

**Wealth:** Parents are both high income earners in business

**Family background:** Born in Australia, great grandparents came from England and Ireland

**Living with:** Depression

**Age:** 18

**Gender:** Woman

**Sexuality:** Identifies as same-sex attracted

**Ancestry:** Anglo-Celtic

**Religion:** Atheist

**Location:** Rural city

**Wealth:** Parents are wealthy and own local businesses and a large farm

**Family background:** Family history shows ancestors were early settlers from Britain and have been farmers and business people in the area for many generations

**Living with:** Anxiety

**Age:** 17

**Gender:** Woman

**Sexuality:** Identifies as same-sex attracted

**Ancestry:** Vietnamese

**Religion:** Buddhist

**Location:** Rural town

**Wealth:** Lower middle class. Parents run a restaurant.

**Family background:** Grandparents came to Australia as political refugees during the Vietnam war

**Living with:** Dyslexia (learning difficulty relating to reading)

**Age:** 16

**Gender:** Man

**Sexuality:** Identifies as straight

**Ancestry:** Egyptian

**Religion:** Coptic Christian

**Location:** Poor outer suburb

**Wealth:** Low income single mother works night shift as a hospital cleaner

**Family background:** Mother and children arrived as refugees from conflict in Egypt after living in a number of refugee camps

**Living with:** Mobility impairment and uses a wheelchair to get around

---

**Age:** 18

**Gender:** Woman

**Sexuality:** Identifies as straight

**Ancestry:** European

**Religion:** Jewish

**Location:** Middle class suburb

**Wealth:** Middle income single parent family, mother works as a nurse

**Family background:** Mother's parents came from New Zealand, great grandparents came from Germany fleeing persecution during World War 2. Father's great grandparents came from Scotland

**Living with:** Eating disorder

---

**Age:** 18

**Gender:** Identifies as Trans-woman

**Sexuality:** I am a trans-woman. I have male sexual organs, but I identify and dress as a woman and I hope to have a male partner, as is common for women.

**Ancestry:** European

**Religion:** Christian

**Location:** Middle-class neighbourhood

**Wealth:** Father in building trade and quite wealthy. Mother works in retail.

**Family background:** Grandparents came variously from Italy and from Scotland.

**Living with:** Tinnitus (ringing in the ears)

---

**Age:** 17

**Gender:** Man

**Sexuality:** Identifies as bisexual

**Ancestry:** Indigenous

**Religion:** Christian

**Location:** Outer suburb

**Wealth:** Low-middle income, mother (Indigenous) works for an Indigenous theatre company and father (Torres Strait Islander) has job in construction industry.

**Family background:** Ancestors have lived in Australia for at least 50,000 thousand years

**Living with:** Asthma

EQUALITY

EQUITY
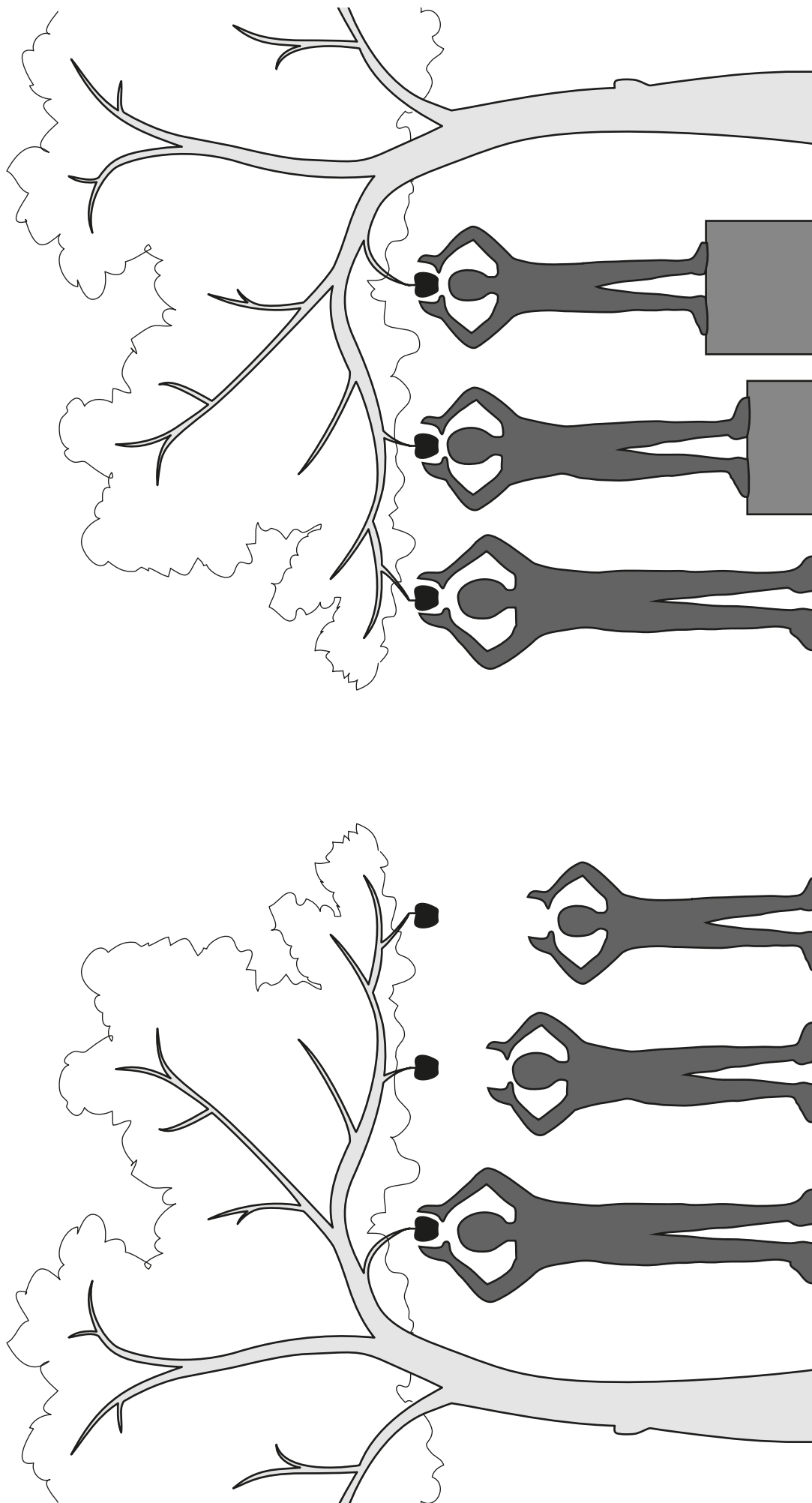
Graphic adapted from Saskatoon Health Region (2014) Advancing Health Equity in Health Care. Saskatoon: Public Health Observatory.

# 5 Gender policy snakes and ladders

**TIME: 20+ MINUTES**

## Evidence base

Some people assume that there is no need for schools to teach about equity and gender, believing that women are no longer disadvantaged in countries like Australia. However, the data shows that women and girls continue to experience inequality and discrimination in many parts of their lives.

For example in 2014 the average full time wage for a woman was 17% less than that for a man in an equivalent job.[16] The under representation of women in decision-making roles in every sector of public life in Australia is another marker of gender inequality. In the Boardrooms of Australia's top 200 companies, women account for one in five board members.[17] Patterns of violence against women are also a reflection of gender inequality.[18]

In Australia, domestic, family and sexual violence is found across all cultures, ages and socio-economic groups, but the majority of those who experience these forms of violence are women.[19] The following statistics demonstrate this:

- One in three women have experienced physical violence, since the age of 15.[20]

- One in five women have experienced sexual violence, since the age of 15.[20]

- One in four women have experienced emotional abuse by a current or former partner, since the age of 15.[20]

- In Australia, women are three times more likely than men to experience violence at the hands of a partner.[20]

- Young women, indigenous women and women with a disability experience disproportionately high levels of violence.[20]

- Family violence is often witnessed by children.[21]

- Children who witness family violence are more likely to be affected by violence as adults – either as victims or perpetrators.[22, 23]

This data highlights that violence against women is a profound problem in Australia with significant social, health, economic and other consequences. For violence prevention efforts to be successful, people need to acknowledge that violence takes place, and address the underlying causes of violence against women. These include the unequal distribution of power and resources between men and women and a continued adherence to rigidly defined gender roles, and acceptance of violence as a means to solve problems.[9]

## Learning intention

- Students gain understanding of human rights policy and law

- Students gain understanding of policy and law relating to sexual harassment in schools and workplaces

- Students gain awareness of practices which are in breach of policy and law designed to protect people's rights to learn or work in an environment free from gender-based discrimination

- Students gain awareness of how gender influences life options

## Equipment

- Copies of the *Snakes and ladders game* handout

- Dice (one per handout) and game pieces (four to five per board)

- *Snakes* cards

- *Ladders* cards

## Method

1 Assign students into groups (four or five per group)

  Each group has a game board, a set of cards, a pair of dice, and pieces (can use coins/coloured pieces of paper/ game pieces from an existing game.

  Ask anyone if they know the game *Snakes and ladders* – if someone does, ask them to explain to the group how to play it.

  Explain that in this version of *Snakes and ladders*, each player comes up against both helpful and unhelpful gender-based policies or laws as they progress through the game (life). Some policies will be written and explicit, others may be 'unwritten' or implicit.

  When they land on a snake, players should select a card, read the card out loud, and discuss the implication of this policy or law that has set them back (subsequently, this player must slide down the snake).

When they land on a ladder, players should select a card, read the card to the group, and discuss the implication of the law or policy and how this might help them in life.

Each player gets one turn, and then passes the dice to the next player.

Give students roughly 20 minutes to play the game. They may not get to the end of the game – it doesn't matter, the point is for them to discuss and understand the different policy and legal measures within the group.

2   At the end of the exercise, gather the class to discuss what they learnt. Ask:

- *Did anyone find any negatives or 'snakes' that they wish to highlight for the class?*

- *Were any of the policies surprising?*

- *Which of the positive policies (or ladder cards) did you find the most important or relevant to you?*

## Review

Review the learning intentions. Ask students which aspects of the game were most useful in raising their awareness of policy and law related to gender and relationships.

# SNAKES AND LADDERS

| 36 | 37 | 38 | 39 | 40 | FINISH |
|----|----|----|----|----|--------|
| 35 | 34 | 33 | 32 | 31 | 30 |
| 29 | 28 | 27 | 26 | 25 | 24 |
| 23 | 22 | 21 | 20 | 19 | 18 |
| 12 | 13 | 14 | 15 | 16 | 17 |
| 11 | 10 | 9 | 8 | 7 | 6 |
| START | 1 | 2 | 3 | 4 | 5 |
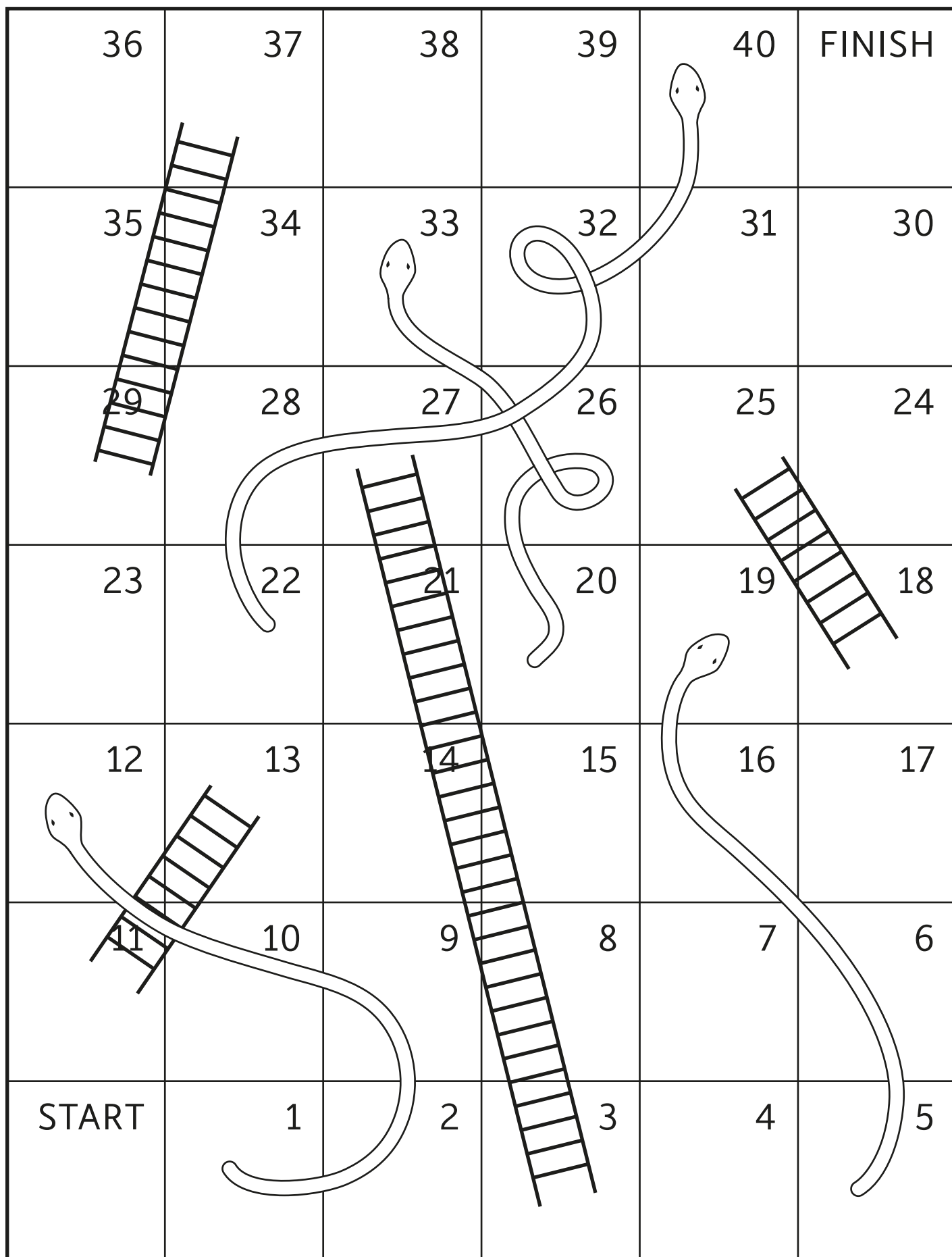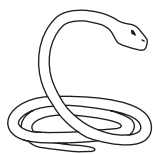
Your mother is one of the 25% of women sexually harassed in the workplace.
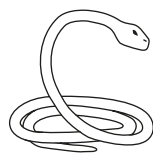
Like one in two expectant mothers, your sister experiences discrimination in the workplace after becoming pregnant.
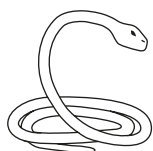
As a woman, your best friend earns 24% less (base salary difference of $27, 000 per year on average) than a man.
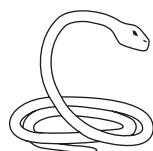
Your daughter struggles to get into her chosen profession, mining, which is made up of only 16% women
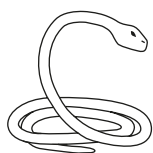
Your brother doesn't request parental leave as it isn't the norm in his workplace for men to alter their working arrangements around family commitments.
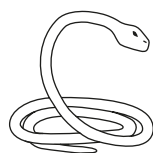
Your mother finds her superannuation payout is only 57% of your father's. $112,600 compared to his $198,000.
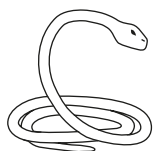
Your sister is one of the 20% of women left without a job after pregnancy, as while on parental leave her position is restructured.
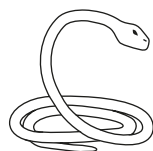
Your best friend is unable to marry their partner as the Marriage Act 1961 (Commonwealth) only allows marriage between a man and a woman.
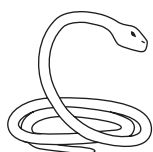
Your child, a young trans-person, is asked to leave a religious school as anti-discrimination laws don't apply there (due to religious exemptions).
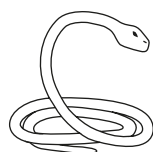
You struggle to get time to interview your dad for a school assignment. (Male parents spend around 3½ hours per day caring for children, compared to eight hours, 20 minutes for female parents.)
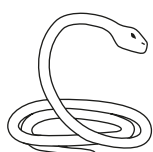
Your sister gives up on her professional surfing career as only nine% of sports coverage in Australian TV news and current affairs is accounted for by women's sport.
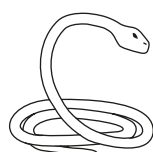
Your son is unable to take VCE Food Technology at his boys' school as it is considered a 'girl's subject'.
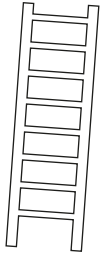
Your mother works for one of the 20.6% of Australian employers with a gender equality strategy.
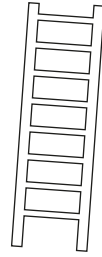
As a new parent, your son works for one of the 60.2% of Australian employers with a flexible working arrangements policy.
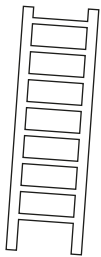
Your school takes gender-based violence seriously, and is providing education on how to prevent gender-based violence.
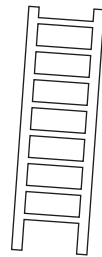
Your sibling attends an educational institution that provides for students to change their gender identifier to 'transgender/intersex/other'.
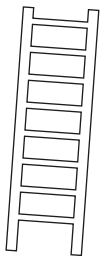
Your local council runs a support group for young GLBTIQ people.
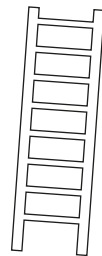
Your father is able to access 18 weeks paid parental leave, allowing him to take time off work to care for your new sibling.
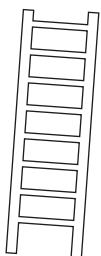
You and your friends stick up for a younger kid at school when classmates tease them for being gay. You report the incident as a breach of school rules.
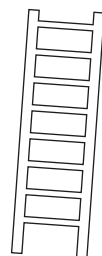
Your health class was taught about sexual diversity within sex ed, and it was not assumed that all sexual activity is between men and women.
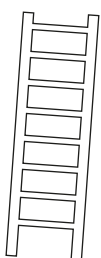
Your school runs an awareness campaign to promote acceptance and support for transgender students.
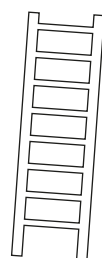
Your footy-mad daughter plays Auskick on the same team as her footy-mad brother every Saturday, and they are now getting along much better at home.
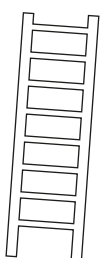
A famous athlete came out as gay and encouraged gay and straight players to celebrate diversity by joining in the Rainbow Games.
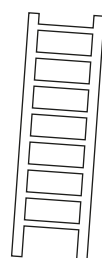
You live in a country that allows you to self-identify your gender on your passport, offering male, female and a third gender option.

## 6  The gender equity genie

**TIME: 20+ MINUTES**

## Evidence base

A strong theoretical argument has been made that in order to work towards change in gender relations, we first need a compelling vision of what might be possible if things were different. Thus being able to imagine an alternative world or future, such as one in which people do not face discrimination, violence or disadvantage due to gender, is a precursor to working to build that world.[24]

By first imagining the possibility of change, and then by performing into that possibility, people begin to make their vision come true. Having hope and a vision for a future worth working for is also a key protective factor for young people.[25] and an enabling politicising factor for those seeking to build a fairer world.[26] Consequently it is important to include a focus on visions and values within education programs addressing resilience, rights and positive gender relationships.

Research demonstrates that those with rights affirming attitudes are less likely to engage in gender-based violence, and that belief in the equality of men and women is protective against uptake of violence-endorsing attitudes and practices.[10, 11] Thus it is important for children and young people to learn about human rights, for human rights and in a learning environment that models the human rights. It is argued that when students learn about human rights, they are better placed to defend their rights and those of others when they are withheld or taken away.[27, 28]

## Learning intention

- Students gain understanding of human rights
- Students identify and enact their vision for a gender-fair world in which respectful relationships are the norm
- Students endorse positive and affirming social scripts supportive of respectful gender relationships

## Equipment

- Fishbowl, or other container
- *Equity wishes* cards (copy and cut up)

## Method

1  Explain that the 'Magic Lamp' has been rubbed, and a 'Reverse Genie' has appeared. Instead of granting the wish of the person, the Genie requires the people around the lamp to work together to grant the Genie's wish. This Genie is a Gender Equity Genie inspired by the human rights work of the United Nations. The Genie has left their wishes printed on these small slips of paper. Each group has to work out a plan to make this wish come true in the world. If there is no satisfactory plan written before the Genie returns, the spell of the 100-year 'sleep' or 'dark age' will be spun, dooming the world to continue without improvements in that area for 100 years.

2  Arrange students into pairs. Take the bowl around the pairs, having each draw out an *Equity wishes* card.

Ask pairs to discuss the wish, and devise five steps (things that would need to happen/change in the world) to make this wish come true. Invite them to work 'backwards from the future', identifying the stage that must have been reached before the change occurred, and then the stage before that, and the stage before that etc. They should accomplish at least five stages, as the Genie has a bias towards detail.

Ask pairs to share their wish (and five steps) with the rest of the class, explaining why these steps are needed to make their wish come true.

The class votes as to whether this plan would a) be likely to convince the Genie, or b) needs more work to become convincing. If they vote that a plan requires more work, they should suggest additions for their peers to consider, as a late-arriving scroll has appeared which states that unless all plans are convincing, none will be deemed to have passed as all things are interconnected in the gender machine.

## Review

Review the learning intentions with the class. Ask which aspects of the learning activity were most useful in having them think about the kinds of actions needed to build a gender-fair world.

| | |
|---|---|
| Universal peace<br><br>(Inspired by UN Charter Article 1, section 2) | End economic disadvantage<br><br>(UN Development Agenda: Economic and Social Affairs) |
| Transgender people given access to professional sports that fit with their gender identity<br><br>(Inspired by UN Declaration of Human Rights, Preamble) | Equal numbers of women and men in senior leadership positions<br><br>(Inspired by Convention on the Elimination of All Forms of Discrimination Against Women, Article 11) |
| Eliminate the gender pay gap<br><br>(Inspired by International Covenant on Economic, Social and Cultural Rights, Article 7) | Improved social equity<br><br>(Inspired by UN Charter Article 1, section 3) |
| Openly gay and lesbian athletes celebrated professional sports<br><br>(Inspired by UN Declaration of Human Rights, Preamble) | Transgender governor general<br><br>(Inspired by UN Declaration of Human Rights, Preamble) |
| End domestic violence<br><br>(Inspired by Convention on the Elimination of All Forms of Discrimination Against Women, Article 5) | End to sexual harassment on the streets and in workplaces<br><br>(Inspired by Convention on the Elimination of All Forms of Discrimination Against Women, Article 5) |
| Marriage equality for all regardless of sex or gender<br><br>(Inspired by UN Declaration of Human Rights, Preamble) | End gender-based violence<br><br>(Inspired by Convention on the Elimination of All Forms of Discrimination Against Women, Article 5) |
| Women and girls are safe to walk the streets any where, any time, night or day<br><br>(Inspired by Convention on the Elimination of All Forms of Discrimination Against Women, Article 5) | Men are free to express their tenderness and artistic natures<br><br>(Inspired by UN Declaration of Human Rights, Preamble) |
| End violence between men<br><br>(Inspired by UN Charter, Preamble) | Rape and sexual violence are amongst the 'disappearing' crimes as society becomes gender respectful and non-violent<br><br>(Inspired by Convention on the Elimination of All Forms of Discrimination Against Women, Article 5) |

# Topic 7 Further resources

## Reflecting on everyday practice

- Reflect on how everyday practices at school and in the classroom can serve to entrench gender norms and privilege.

- Are there any potentially limiting assumptions made about gender in your school? (For example, in encouraging choices about subjects, curriculum content, extra-curricular activities.)

- Are there any patterns in terms of who tends to be privileged or disadvantaged within your school?

- What strategies do you as a teacher make to foster respectful gender relationships?

- What practices does the school use to foster respectful gender relationships?

## Web links for further reading and activities

- The *Understanding Human Rights* resource, developed by the Australian Human Rights Commission, is aimed at Level 9 and above. It helps students clarify human rights concepts and provide an opportunity to explore the effect of human rights in their own lives. https://www.humanrights.gov.au/sites/default/files/content/education/understanding_human_rights/rightsED_understanding_human_rights.pdf

- *The Victorian Department of Education's* SSAFE (Same-Sex Attracted Friendly Environments in Schools) initiative aims to assist teachers with the inclusion of sexual diversity in the school's sexuality education program includes lesson plans targeted at students in Level 9 – VCE/VCAL. http://www.education.vic.gov.au/school/teachers/teachingresources/social/physed/pages/repsectdiv.aspx

- *Fightback*: *Addressing everyday sexism in Australian schools* is a teaching resource consisting of three units of work aimed at educating secondary school students about gender inequality, the objectification of young women's bodies and the use of sexist language. The resource also addresses the link between gender inequality and violence against women. While is aimed at students in Level 9–10, activities are appropriate for VCE/VCAL level. http://fhsfemco.com/?portfolio=fightback-addressing-sexism-in-australian-schools

- *Kids Helpline* provides free 24 hour counselling services online, via email or phone for Years F-12.
Telephone: 1800 55 1800
http://www.kidshelp.com.au/

- *Reach Out* is an online service for young people that provides information, support and resources about mental health issues and enable them to develop resilience, increase coping skills, and facilitate help-seeking behaviour. http://au.reachout.com/

- *Gay and Lesbian Switchboard* is a volunteer organisation which is staffed by trained volunteer counsellors who are themselves gay, lesbian, bisexual or transgender. *Gay and Lesbian Switchboard* provides a telephone counselling, referral and information service. www.switchboard.org.au

- *Sex, love and other stuff* is a booklet developed for and by young men, that talks about sex, relationships, power and respect. http://www.dvrcv.org.au/sites/default/files/SexLoveAndOtherStuff-DVRCV.pdf

- *It's pronounced metrosexual* is a comedy show and online resource for social equity which provides articles, graphics and other resources about snap judgments, identity, and oppression. http://itspronouncedmetrosexual.com/

## Extension activities

- Write a letter to a 12 year old student guiding them on how to resist confining gender norms. Include reference to some of the challenges they may face as well as strategies for managing these challenges.

- Develop gender-neutral advertising material for a new toy.

- Devise a list of verbs that have gendered meanings (eg flouncing, primping) categorising these into positive and negative verbs.

- Compare 'stereotype' and 'norm'. Ask: *What are the similarities? Differences?* Discuss what the danger could be if stereotypes are left unchallenged. (E.g. could they become accepted as norms? What could that mean?)

- Ask students to consider how multiple different factors come into play in our lives that affect opportunities and limitations available to people, and how privilege (and disadvantage) can 'stack'.

- Ask students to come up with three suggestions to better create social equity.

## Talking further

- Encourage students to talk to their peers about how gender is continually at work both through and around them.

- Teachers could also take this opportunity to engage in a broader discussion about the role and visibility of women, transgender and GLBTIQ people throughout history, and to discuss why their presence might be recorded or unrecorded.

# 8 Positive gender relations

## AIMS

**Activities will assist students to:**

- Understand the patterns and prevalence of gender-based violence

- Understand the attitudes that underpin and are associated with the prevalence of nature of gender-based in families, interpersonal and intimate partner relationships

- Understand the influence negative gender norms can have on the perpetration of within sexual and romantic relationships

- Develop safety standards for prevention of gender-based violence for different situations

- Understand how to assert personal boundaries and standards in a range of different relational situations

- Develop positive relationships across genders

- Realise their potential to educate/challenge negative gender relations.

## EVIDENCE BASE

There is a strong rationale for using schools as a site to focus on preventing gender-based violence and fostering respectful relationships among children and young people (Cornelius & Resseguie, 2007; De La Rue, Polanin, Espelage, Pigott, & Campbell, 2014). Students who participate in rigorously designed and well taught social and emotional learning (SEL) programs show improved academic outcomes, demonstrate more positive social behaviour, and are less likely to engage in risky and disruptive behaviour, including risk-taking with alcohol and other drugs.[29–31]

A whole school approach incorporates the use of multi-dimensional school wide approaches to promoting student wellbeing incorporating action across the organisational and policy levels, as well as within the classroom level and teaching program.[30, 32, 33] It typically incorporates use of classroom curriculum, school policy, teacher professional development, whole school activities, and partnerships with parents, agencies and the broader community.[34]

Studies show that school based violence prevention and respectful relationships initiatives can make a real difference, producing lasting change in attitudes and behaviours in students.[35–37] Providing explicit classroom programs to all students is a key part of a school's whole school approach to preventing gender-based violence and promoting positive relationships.[12] Research shows that people with good knowledge of the extent and gendered nature of domestic violence are more likely to recognise when and how to support victims and how to encourage action to prevent violence.[38, 39]

## 1  What is gender-based violence?

**TIME: 30+ MINUTES**

### Evidence base

Gender-based violence is associated with unequal distribution of power. Power is exercised through control of resources, ideas, and knowledge. It can be used in positive and negative ways.[40, 41] For example, someone with power can decide to use their power to create positive change. But power can also be abused. Gender-based violence is an abuse of power. It can include the abusive use of physical power, such as physical violence (like hitting, pushing, or slapping). It can also occur through the abuse of psychological or emotional influence such as when someone convinces others to do things that are against their interests or abuses their rights, or controls others through fear.[40]

In many societies, women are expected to be submissive to men and men expect to have women submit to them. This results in women having less power. Transgender people also typically have less power because they do not fit within dominant gender norms. People who self-identify as (or who are thought to be) lesbian, gay, bisexual or transgender (LGBT) tend to be disproportionately affected by violence.[42] **Homophobic** violence, **transphobic** violence and **biphobic** violence are forms of gender-based violence. They reflect negative and prejudiced attitudes and show up when people feel entitled to use violence against minority groups or against people who do not fit in with the dominant gender norms. For example, when boys and men are teased because they act in a manner which is held to be feminine, or when girls and women are excluded or judged because they want to do things that are believed to be 'too masculine' and therefore not proper for girls.

> **COACHING POINT**
>
> **Link back**: Summarise the learnings from Topic 7 activities to help students make connections and build on their previous learning.

## Learning intention

- Students understand the nature and prevalence of gender-based violence

## Equipment

- Set of *Gender-based violence* data cards

## Method

1. Ask the class to brainstorm together to build a definition of **gender-based violence**. Ensure that their definition includes the physical, sexual, psychological and social aspects of violence, and a recognition that violence can play out in face to face and digital environments.

    Gender-based violence is violence that targets individuals or groups on the basis of their gender. Gender-based violence is any act that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to someone (male, female or transgender people) based on gender role expectations and stereotypes. Gender-based violence occurs as a result of normative role expectations associated with one's gender, and unequal power relationships between genders.

    Gender-based violence can affect anyone (including males, females, intersex and transgender people).

2. Ask the class to guess what the leading contributor to death, disability and illness for women aged 15–44 years in Victoria is. Identify that it is male intimate partner violence.[43] Highlight that this data shows that gender-based violence remains a significant problem in this country.

3. Explain that in the next activity, students will find the answer to questions like:

    - *Are women more likely to be sexually assaulted by strangers or by people known to them?*
    - *Are men or women more likely to experience violence in a public space?*
    - *Is the home or the street a more dangerous place for a woman?*

4. Organise the students to work in small groups of around three to five. Provide each group with a small collection of *gender-based data cards* (provide them enough cards so there is at least one per person).

    Ask the group to allocate each person a card and then take it in turn to read the question on their card, giving other group members a chance to guess the answer before sharing it. Once they have finished quizzing each other, ask them to consider what they need to teach the class from their data. Questions to help them think about this include: What is the data saying? What can people learn from your data?

5. Ask each group to report back, sharing some important data from their collection. Ask:

    - *What have you learnt about the sorts of beliefs that may be troubling and lead to acceptance or perpetration of gender-based violence?*
    - *What have you learnt about help-seeking in relation to gender-based violence?*
    - *What have you learnt about the differing rates of violence perpetrated against women as opposed to men?*
    - *What have you learnt about the vulnerability that same-sex attracted people have to violence?*

## Review

To conclude the activity, review the learning intentions with the class. Ask to what extent the activity was useful in assisting them to understand the nature and prevalence of gender-based violence.

## FACTS: Young men experience violence

What proportion of Australian young men aged 18 to 24 years have experienced violence in the 12 months?

24%. That is just under a quarter. Young men aged 18–24 are more likely to experience violence than any other age category.

Source: Australian Bureau of Statistics. (2013). Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

## FACTS: Sexual assault by strangers

What proportion of Australian women aged 18 years and over report that they have experienced sexual violence since the age of 15, perpetrated by a stranger?

5% – That is 1 in 20. Perpetrators are more often known to the victim.

Source: Australian Bureau of Statistics. (2013). Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

## FACTS: Young women experience violence

What proportion of Australian young women aged 18 to 24 years have experienced violence in the 12 months?

13%. Young women aged 18–24 are more likely to experience violence than any other age category.

Source: Australian Bureau of Statistics. (2013). Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

## FACTS: Sexual assault by known persons

What proportion of Australian men aged 18 years and over report that they have experienced sexual violence since the age of 15 perpetrated by someone they know?

3%

Source: Australian Bureau of Statistics. (2013). Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

## FACTS: Sexual assault by known persons

What proportion of Australian women aged 18 years and over report that they have experienced sexual violence since the age of 15, perpetrated by someone they know?

16%

Source: Australian Bureau of Statistics. (2013). Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

## FACTS: Sexual assault by a stranger

What proportion of Australian men aged 18 years and over report that they have experienced sexual violence since the age of 15 perpetrated by a stranger?

1%

Source: Australian Bureau of Statistics. (2013). Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

## FACTS: Sexual assault by known persons

True or False: People who have experienced sexual assault are more likely to have been sexually assaulted by someone they know than by a stranger.

True. Both men and women are more likely to have been sexually assaulted by someone they know than by a stranger.

Source: Australian Bureau of Statistics. (2013).
Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

## FACTS: Sexual assault by a stranger

What proportion of Australian women aged 18 years and over report that they have experienced physical violence since the age of 15 perpetrated by a stranger?

8%

Source: Australian Bureau of Statistics. (2013).
Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

## FACTS: Men experiencing violence

What proportion of Australian men aged 18 years and over report that they have experienced physical violence since the age of 15 perpetrated by a stranger?

35% − That is just over a third.

Source: Australian Bureau of Statistics. (2013).
Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

## FACTS: Women experiencing violence

What proportion of Australian women aged 18 years and over report that they have experienced physical violence since the age of 15 perpetrated by someone they know?

30%. That's 3 in 10.

Source: Australian Bureau of Statistics. (2013).
Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

## FACTS: Men experiencing physical violence

What proportion of Australian men aged 18 years and over report that they have experienced physical violence since the age of 15 perpetrated by someone they know?

26% − That is a little more than 1 in 4.

Source: Australian Bureau of Statistics. (2013).
Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

## FACTS: Men and alcohol-related violence

What proportion of men who had been physically assaulted by a man reported that alcohol or drugs had been involved in their most recent incident of physical assault by a man?

68% − That's nearly 7 out of 10 cases of physical assault that are thought to have involved alcohol or drugs.

Source: Australian Bureau of Statistics. (2013).
Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

## FACTS: Where violence happens

True or false: Women are more likely than men to have experienced physical assault by a man in their home.

True. 62% of women compared to 8% of men had experienced their most recent incident of physical assault by a man in their home.

Source: Australian Bureau of Statistics. (2013). Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

## FACTS: Where violence happens

What is the most common location in which men experience physical assault perpetrated by a man?

**Place of entertainment/recreation** (34%)

Outside (24%)
Workplace (14%)
Other (11%)
Home (8%)
Another person's home (5%)

Source: Australian Research Centre in Sex, Health and Society. (2010). Writing Themselves In 3: the third national study on the sexual health and wellbeing of same sex attracted and gender questioning young people. La Trobe University, Melbourne, Australia.

## FACTS: Where violence happens

What is the most common location in which women experience physical assault perpetrated by a man?

**Home** (62%)

Perpetrators home (10%)
Outside (8%)
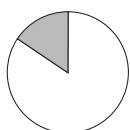Workplace (6%)
Other (6%)
Place of entertainment/recreation (5%)
Other person's home (5%)

Source: Australian Bureau of Statistics. (2013). Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

## FACTS: Where violence happens

What is the most common location in which GLBTIQ young people experience physical assault?

**School** (80%)

Sport (41%)
Social occasion (40%)
Street (35%)
Home (24%)
Work (17%)

Source: Australian Research Centre in Sex, Health and Society. (2010). Writing Themselves In 3: the third national study on the sexual health and wellbeing of same sex attracted and gender questioning young people. La Trobe University, Melbourne, Australia.

## FACTS: Men experiencing sexual harassment

What proportion of Australian men aged 18 years and over have experienced sexual harassment behaviours during their lifetime?

18% − That's just under 1 in 5 Australian men.
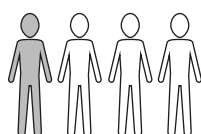
Source: Australian Bureau of Statistics. (2013). Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

## FACTS: Women experiencing sexual harassment

What proportion of Australian women aged 18 years and over have experienced sexual harassment behaviours during their lifetime?

48% − That's just under half of Australian women aged 18 and over.
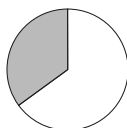
Source: Australian Bureau of Statistics. (2013). Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

## FACTS: Help-seeking about violence

What proportion of Australian women aged 18 years and over who have been physically assaulted by a man sought advice or support after their most recent incident of physical assault by a man?

68% − That's just under seven in 10. Women are more likely than men to seek advice or support than men.

Source: Australian Bureau of Statistics. (2013). Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

## FACTS: Women experiencing physical violence

What proportion of Australian women aged 18 years and over have experienced physical violence by a current and previous partner since the age of 15?

17%

Source: Australian Research Centre in Sex, Health and Society. (2010). Writing Themselves In 3: the third national study on the sexual health and wellbeing of same sex attracted and gender questioning young people. La Trobe University, Melbourne, Australia.

## FACTS: Help-seeking about violence

What proportion of Australian men aged 18 years and over who have been physically assaulted by a man sought advice or support after their most recent incident of physical assault by a man?

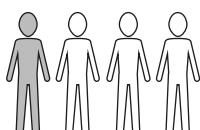45% − Men are less likely than men to seek advice or support than women.

Source: Australian Bureau of Statistics. (2013). Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

## FACTS: Women experiencing sexual violence

What proportion of Australian women aged 18 years and over have experienced sexual violence by a current and previous partner since the age of 15?

16%
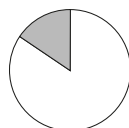
Source: Australian Research Centre in Sex, Health and Society. (2010). Writing Themselves In 3: the third national study on the sexual health and wellbeing of same sex attracted and gender questioning young people. La Trobe University, Melbourne, Australia.

## FACTS: Help-seeking about violence

What proportion of Australian young people aged 16−24 say that they know where to get help regarding a domestic violence problem?

54% − That is just over half.

Source: Harris et al. 2015, Young Australians' attitudes to violence against women: Findings from the 2013 National Community Attitudes towards Violence Against Women Survey for respondents 16−24 years, Victorian Health Promotion Foundation, Melbourne, Australia.

## FACTS: Men experiencing physical violence

What proportion of Australian men aged 18 years and over have experienced physical violence by a current and previous partner since the age of 15?

5%

Source: Australian Bureau of Statistics. (2013). Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

## FACTS: Men experiencing partner violence

What proportion of Australian men aged 18 years and over have experienced sexual violence by a current and previous partner since the age of 15?

0.4%

Source: Australian Bureau of Statistics. (2013). Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

## FACTS: Women experiencing partner violence

True or false: Australian women are most likely to experience physical and sexual violence in their home, at the hands of a current or ex-partner who is a man.

True.

Source: Australian Bureau of Statistics. (2013). Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

## FACTS: Women experiencing partner abuse

What proportion of Australian women aged 18 years and over report that they have experienced emotional abuse (behaviour causing emotional harm or fear) by a partner since the age of 15?

25% – That's 1 in 4 women.

Source: Australian Bureau of Statistics. (2013). Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

## BELIEFS

What proportion of Australian young people (aged 16–24) believe that violence against women is serious?

95%

Source: Harris et al. 2015, Young Australians' attitudes to violence against women: Findings from the 2013 National Community Attitudes towards Violence Against Women Survey for respondents 16–24 years, Victorian Health Promotion Foundation, Melbourne, Australia.

## BELIEFS

True or false: Most young people (aged 16–24) believe that violence towards a current or former partner is **never justified**.

True. Only 6% of young people say that violence towards a current partner can be justified under some conditions. The vast majority believe that it is never justified.

Source: Harris et al. 2015, Young Australians' attitudes to violence against women: Findings from the 2013 National Community Attitudes towards Violence Against Women Survey for respondents 16–24 years, Victorian Health Promotion Foundation, Melbourne, Australia.

## FACTS: Men experiencing partner abuse

What proportion of Australian men aged 18 years and over report that they have experienced emotional abuse (behaviour causing emotional harm or fear) by a partner since the age of 15?

14%

Source: Australian Bureau of Statistics. (2013). Personal Safety, Australia, 2012, Cat no. 4906.0. Canberra.

**BELIEFS**

What proportion of Australian young people (aged 16−24) believe that violence towards a current/former partner can be justified under some conditions?

6%. That's less than one in 10.

Source: Harris et al. 2015, Young Australians' attitudes to violence against women: Findings from the 2013 National Community Attitudes towards Violence Against Women Survey for respondents 16−24 years, Victorian Health Promotion Foundation, Melbourne, Australia.

**BELIEFS**

What proportion of Australian young women (aged 16−24) believe that violence towards a female partner is justified if the partner admits to sex with another man?

5%. That's one in 20.

Source: Harris et al. 2015, Young Australians' attitudes to violence against women: Findings from the 2013 National Community Attitudes towards Violence Against Women Survey for respondents 16−24 years, Victorian Health Promotion Foundation, Melbourne, Australia.

**BELIEFS**

What proportion of Australian young men (aged 16−24) believe that violence towards a female partner is justified if the partner admits to sex with another man?

8%. That's less than one in 10.

Source: Harris et al. 2015, Young Australians' attitudes to violence against women: Findings from the 2013 National Community Attitudes towards Violence Against Women Survey for respondents 16−24 years, Victorian Health Promotion Foundation, Melbourne, Australia.

**BELIEFS**

What proportion of Australian young men (aged 16−24) believe that a man is less responsible for rape of drunk/affected by drugs at the time?

12%

Source: Harris et al. 2015, Young Australians' attitudes to violence against women: Findings from the 2013 National Community Attitudes towards Violence Against Women Survey for respondents 16−24 years, Victorian Health Promotion Foundation, Melbourne, Australia.

**BELIEFS**

What proportion of Australian young people (aged 16−24) believe that domestic violence can be excused if the violent person regrets it?

26% − That's just over one quarter.

Source: Harris et al. 2015, Young Australians' attitudes to violence against women: Findings from the 2013 National Community Attitudes towards Violence Against Women Survey for respondents 16−24 years, Victorian Health Promotion Foundation, Melbourne, Australia.

**BELIEFS**

What proportion of Australian young men (aged 16−24) believe that if a woman is raped while drunk/affected by drugs she is at least partly responsible?

21% − That's a little more than one in five.

Source: Harris et al. 2015, Young Australians' attitudes to violence against women: Findings from the 2013 National Community Attitudes towards Violence Against Women Survey for respondents 16−24 years, Victorian Health Promotion Foundation, Melbourne, Australia.

**BELIEFS**

True or false: Young Australians (aged 16−24) are less likely to justify violence against women under some conditions than older Australians (aged 35−64).

False. 13% of young people aged 16−24 justify violence against women under some specific conditions compared to 9% of older Australians.

Source: Harris et al. 2015, Young Australians' attitudes to violence against women: Findings from the 2013 National Community Attitudes towards Violence Against Women Survey for respondents 16−24 years, Victorian Health Promotion Foundation, Melbourne, Australia.

**BELIEFS**

What proportion of Australian young women (aged 16−24) believe that if a woman is raped while drunk/affected by drugs she is at least partly responsible?

15%

Source: Harris et al. 2015, Young Australians' attitudes to violence against women: Findings from the 2013 National Community Attitudes towards Violence Against Women Survey for respondents 16−24 years, Victorian Health Promotion Foundation, Melbourne, Australia.

**BELIEFS**

What proportion of Australian young people (aged 16−24) believe that women who are sexually harassed should sort it out themselves?

10% − That's one in 10.

Source: Harris et al. 2015, Young Australians' attitudes to violence against women: Findings from the 2013 National Community Attitudes towards Violence Against Women Survey for respondents 16−24 years, Victorian Health Promotion Foundation, Melbourne, Australia.

**BELIEFS**

What proportion of Australian young men (aged 16−24) believe that women often say 'no' when they mean 'yes'?

22%

Source: Harris et al. 2015, Young Australians' attitudes to violence against women: Findings from the 2013 National Community Attitudes towards Violence Against Women Survey for respondents 16−24 years, Victorian Health Promotion Foundation, Melbourne, Australia.

**BELIEFS**

What proportion of Australian young women (aged 16−24) agree that women often say 'no' when they mean 'yes'?

17%

Source: Harris et al. 2015, Young Australians' attitudes to violence against women: Findings from the 2013 National Community Attitudes towards Violence Against Women Survey for respondents 16−24 years, Victorian Health Promotion Foundation, Melbourne, Australia.

**BELIEFS**

What proportion of Australian young people aged 16−24 believe that discrimination against women is no longer a problem in the workplace in Australia?

14%

Source: Harris et al. 2015, Young Australians' attitudes to violence against women: Findings from the 2013 National Community Attitudes towards Violence Against Women Survey for respondents 16−24 years, Victorian Health Promotion Foundation, Melbourne, Australia.

## ATTITUDES

What proportion of Australian young people aged 16–24 believe that on the whole, men make better political leaders than women?

24% – That's just under one quarter of young people.

Source: Harris et al. 2015, Young Australians' attitudes to violence against women: Findings from the 2013 National Community Attitudes towards Violence Against Women Survey for respondents 16–24 years, Victorian Health Promotion Foundation, Melbourne, Australia.

## ATTITUDES

What proportion of Australian young people aged 16–24 say that they would intervene if a known woman is being assaulted by her partner?

98%. Young people are more likely to say they would intervene if a known woman was being assaulted (98%) than if a stranger was being assaulted (90%).

Source: Harris et al. 2015, Young Australians' attitudes to violence against women: Findings from the 2013 National Community Attitudes towards Violence Against Women Survey for respondents 16–24 years, Victorian Health Promotion Foundation, Melbourne, Australia.

## ATTITUDES

What proportion of Australian young people aged 16–24 believe that women prefer a man to be in charge of the relationship?

35% – That's just over one third of young people. There is no significant difference between the attitudes of males and females.

Source: Harris et al. 2015, Young Australians' attitudes to violence against women: Findings from the 2013 National Community Attitudes towards Violence Against Women Survey for respondents 16–24 years, Victorian Health Promotion Foundation, Melbourne, Australia.

## 2  Attitudes associated with gender-based violence

**TIME: 30+ MINUTES**

### Evidence base

Research shows that certain attitudes are associated with higher rates of violence against women. These include acceptance of gender inequality and rigid gender roles and identities, and 'violence supportive attitudes'.[10, 44]

Since 2007 there has been substantial reform to laws surrounding rape and consent in Victoria, to reflect the idea that consent to sexual relations must be freely and voluntarily given. The *2013 National Community Attitudes towards Violence Against Women Survey* (NCAS) data showed that 10% of Australians (erroneously) believe that if a woman does not physically resist, she cannot be considered to have been raped.[10] It is important that the public is educated on this area of the law to facilitate greater understanding. Research shows that the law can have a strong influence on community social norms, but that this is dependent on people having a good awareness and understanding of the law.[10, 45]

Additionally, women who are aware that violence is against the law are more likely to report violence and are less likely to blame themselves.[46] However, Australian studies show that while most young people recognise that partner violence and sexual assault are against the law, a significant minority do not.[10, 11] There is therefore a strong rationale for teaching students about current laws, including those relating to consent, sexual assault and domestic violence.

### Learning intention

- Students analyse the attitudes underlying acts of gender-based violence
- Students gain understanding of the law relating to gender-based violence

### Equipment

- Set of *Gender-based violence scenario* cards
- *Facts of law* handout

> **COACHING POINT**
>
> Policy and law is subject to change over time. Before running this activity, check that the information provided is up-to-date and if necessary up date the *Facts of law* handout.

> **COACHING POINT**
>
> **Link back:** Summarise the learnings from the previous activity to help students make connections and build on their previous learning.
>
> In Activity 1 students explored the nature and prevalence of gender-based violence. In this activity, students will consider attitudes that underlie gender-based violence and gain an understanding of the law relating the gender-based violence.

### Method

1  Ask students to indicate if they feel knowledgeable about what the law has to say about gender-based violence. Invite those who think they have some knowledge to share what they think they know. Explain that the next activity will give them a chance to inform themselves with some basic information about gender-based violence and the law.

   Organise students to work in groups. Each group will be allocated a set of *Gender-based violence scenario* cards and the *Facts of Law* handout which provide information about the law in relation to sexual harassment and sexual assault. They should work on a selected scenario, discussing the questions which direct them to name the types of gender-based violence happening in the scenario, and then to refer to their fact sheet to see if they can work out what the law might have to say about this sort of violence.

2  Invite groups to report back on one of their scenarios. Compare the different sorts of violence that were detected across different scenarios, and what students found the law fact sheets had to say.

   To deepen the discussion, raise the assertion that the presence of 'violence supporting attitudes' is associated with higher incidence of violence. Thus to reduce violence, attitudes must be changed. Challenge students to identify what sorts of attitudes might lead to either higher rates of gender-based violence and to lower rates of help-seeking.

3  Use the table below to expand on the students' contributions. Highlight the way in which the everyday talk of regular people can play a role in either challenging or accepting violence supporting attitudes.

   Challenge students to identify if any of these violence supporting attitudes could have been at work in the scenario they reported on.

## VIOLENCE SUPPORTING ATTITUDES INCLUDE THOSE THAT:

- **JUSTIFY violence against women**.
  Sounds like: *She shouldn't have provoked him. She knows what he is like when he is angry.*

- **EXCUSE violence against women.**
  Sounds like: *He was under a lot of stress, and she should have given him some space.*

- **TRIVIALISE violence against women.**
  Sounds like: *It's not like he beat her up. He is a nice guy most of the time.*

- **MINIMISE the impact of violence against women.**
  Sounds like: *It's not like stalking is actually hurting her. She could get him to stop if she really wanted to.*

- **SHIFT BLAME for the violence from the perpetrator to the victim.**
  Sounds like: *What did she expect, walking home alone at night in a short dress? OR She should have done what he said.*

## Review

Invite the class to review the learning intentions.
Ask students to comment on what they have learned in this activity. Ask students which aspects of the activity were most useful in helping them to think about the ways in which gender inequality and violence supporting attitudes might influence the prevalence and responses to gender-based violence.

### COACHING POINT

**Protective interrupting** is a strategy that teachers can use to interrupt students who begin to disclose private information (about themselves or others) in an assertive and respectful way. It is a teaching strategy designed to protect: the person telling the story from disclosing in front of the class; class members from the distress at hearing the disclosure, or exposure to high risk behaviours; the fidelity of the lesson/program and the teacher from diverting discussion away from the focus of the lesson.

Remember to use protective interrupting if a situation arises in which a student begins to disclose private information (about themselves or others) in the group space. Interrupt the student, by acknowledging them and preventing further disclosure (e.g. Thank you... it sounds as though you have something important to talk about. Let's chat about this after the lesson.) Prioritise meeting with the student(s) in a more private, safe space within the school as soon as possible.

# GENDER-BASED VIOLENCE SCENARIOS

A 32-year old man physically assaulted his female partner of two years. He did this when they came home from a friend's 30th birthday at which she had spent time dancing and talking with an old boyfriend from her university days. Afterwards he said he was sorry, it was a one-off thing and he would never hit her again.

**Discuss:**
- *What types of violence are happening in this story?*
- *What are the attitudes that lead to this type of violence?*
- *Is this an offence?*
- *What can she do?*

Tina and Shane had been married for two years. They had a six-month old son. The baby slept in their room because it was hard to settle. One night Shane came home late after drinking with his mates at the pub. He woke Tina up and said he wanted sex. She told him she was too tired. He started swearing and throwing the baby's toys and clothes around the bedroom. She begged him to be quiet so as not to wake the baby. He forced her to have sex. It was painful.

**Discuss:**
- *What types of violence are happening in this story?*
- *What are the attitudes that lead to this type of violence?*
- *Is this an offence?*
- *What can Tina do?*

A young couple was on their third date. The man asked the woman if she was ready to have sex with him. She agreed, but she found that what he was doing was weird and painful. Part way through she started to cry. He stopped and seemed really hurt and surprised and asked what went wrong, saying he thought she would like what he was doing. She could not work out how to explain what was wrong.

**Discuss:**
- *What types of violence are happening in this story?*
- *What are the attitudes that lead to this type of violence?*
- *Is this an offence?*
- *What can she do?*

A 19-year old man started checking his girlfriend's mobile phone to see who she was talking with. Over a few months he became more and more possessive of her, calling her up to five or ten times a day to check what she was doing. At first she thought it was a sign that he was madly in love with her. Then he insisted that she stop seeing her girlfriends and either spend her time with him, or stay home. One night he tried to prevent her from going out by taking her car keys from her. She took a taxi, but did so in fear of what would happen when she returned.

**Discuss:**
- *What types of violence are happening in this story?*
- *What are the attitudes that lead to this type of violence?*
- *Is this an offence?*
- *What can she do?*

Cam liked to watch a lot of porn. His girlfriend Kat found out and asked him to stop. He told her he would if she let him make some videos of them having sex. Kat felt a bit weird about it, but she let him. He promised he would never show them to any one else. A few months later Kat broke off with Cam. It was a bad breakup. After she had left, he sent a text to her girlfriend. It had a link to a YouTube video of her having sex with him.

**Discuss:**
- *What types of violence are happening in this story?*
- *What are the attitudes that lead to this type of violence?*
- *Is this an offence?*
- *What can Kat do?*

Marco and Andy have been together for 10 years. Andy earns a lot more than Marco, and pays for everything. Marco relies on Andy financially. Marco wants to go back to uni to get a degree so he can earn more money. Marco is discouraged as Andy is always telling him that he is too dumb to go to uni (e.g. 'as if they will accept someone as dumb as you, just give up', 'just shut up, you are so stupid!'), and too weak to ever amount to anything ('look at you, you can't even stand up for yourself. You are, and will always be, nothing!') Marco has started to believe him, and is too scared to leave the relationship or to move in new directions in his life.

**Discuss:**
- *What types of violence are happening in this story?*
- *What are the attitudes that lead to this type of violence?*
- *Is this an offence?*
- *What can Marco do?*

# FACTS OF LAW

## Violence & the law

Violent behaviour is any behaviour that causes another person any injury to the body that interferes with a person's health or comfort, or places them in fear of being injured. The injury only has to be slight – it can include pain or bruising.

There does not have to be physical contact with someone to be charged with a violence-based offence. Placing a person in fear of violence towards them can also be an offence, including:

- Threatening to harm someone
- Being physically intimidating, such as standing over someone.

It doesn't matter whether the harm is intended or not, as long as you intend them to believe that you will.

Violent behaviour is an offence and can carry very serious penalties.

The crime a violent offender is charged with will depend on:

- The injuries suffered by the victim
- What they meant to happen (their intention)
- What they should have realised would happen as a result of their actions.

Common charges related to violent behaviour include:

- Assault, including sexual assault, unlawful assault and common assault
- Affray (a violent disturbance of the peace)
- Causing injury or serious injury
- Homicide, including murder and manslaughter
- Threats to kill
- Threats to inflict serious injury.

Penalties differ depending on the specific offence, but include fines, imprisonment, diversion programs, community/intensive corrections orders, and paying compensation to the victim.

## What can a person do if they have been assaulted?

- Report the assault to the police (although you can choose not to)
- Apply for an intervention order, to order the perpetrator to stay away from you
- Family violence intervention order if you have a relationship with the person who assaulted you
- Personal safety intervention order if the person who assaulted you is stalking you
- A *Safe Steps* counsellor or advocate can help you decide what to do and work with you to help you recover from the effects of assault. Their family violence response line is available 24 hours a day, seven days a week (1800 015 188). Their website is http://www.safesteps.org.au/

## Sexual harassment & the law

Sexual harassment is unwelcome and unwanted sexual behaviour that offends, humiliates, intimidates or undermines you. It can be physical, verbal, written or other conduct. It can be a single incident, or repeated behaviour.

Sexual harassment can include

- Pictures or photos
- Comments
- Emails or social media
- Suggestive behaviour
- Physical acts
  (e.g. deliberately brushing up against someone).

Sexual harassment is unlawful when it occurs in certain areas of public life, for example:

- Work (paid or voluntary)
- School, university or TAFE
- Shops
- Buying/selling goods or services
- In clubs
- In activities you participate in, such as sports.

## What can a person do if they have been sexually harassed?

Sometimes sexual harassment can involve sexual assault, stalking or blackmail, or other criminal offences. If this is the case you should contact police.

If you are being harassed at work, it is your employer's responsibility to do everything reasonable to make your workplace free from sexual harassment. It is also unlawful for you to be victimised because you have made a complaint about sexual harassment. If your employer does nothing or you are unhappy with their actions, you can report the harassment to *WorkSafe*.
See http://www.worksafe.vic.gov.au/

If you are being harassed at school, it is your school's responsibility to make you feel safe. You should report this to a teacher you trust, a school counsellor or well-being officer, and ask them to help you.

## Sexual assaults

Sexual assault includes rape, incest, child abuse, and unwanted sexual behaviour (e.g. unwanted kissing and touching).

It also includes behaviour that does not involve actual touching (e.g. forcing somebody to watch pornography, or masturbation is also sexual assault).

Sexual offences are serious crimes, with maximum penalties between 5–25 years in prison.

# Sexual offences in Victoria

## RAPE

A person rapes if:

- They sexually penetrate you without your consent, either:
  - While being aware that you are not consenting or might not be consenting
  - While not giving any thought to whether you are not consenting or might not be consenting
  - After sexual penetration they do not withdraw after becoming aware that you are not consenting or might not be consenting
  - They make you sexually penetrate (or not stop penetrating) them or another person (it does not matter if the person being penetrated consents to the act).

Penetration means putting any part of the penis into the vagina, anus or mouth. It also means any part of an object, or the body (e.g. finger or tongue) into the vagina or anus of another person.

Consent means free agreement of your own free will. Under the law, you are not freely agreeing if penetration happens:

- Because you were physically forced to do it or you feared someone else would be forced
- Because you were scared of what might happen to you or someone else
- Because you were unlawfully held (e.g locked in a house or car)
- While you were asleep, unconscious, or so affected by alcohol or drugs that you cannot freely agree
- If you are unable to understand the sexual nature of the act
- If you mistake the sexual nature of the act, or think the person is someone else
- If you believe the act if for medical or cleanliness purposes
- If you do not agree to the act, it is rape no matter what the relationship is between you and the other person. A man can be guilty of raping his wife or girlfriend.

## INDECENT ASSAULT

Covers sexual acts other than sexual penetration (e.g. someone touching your penis or breasts without your agreement).

## INCEST

When the act of penetration is done with a close relative (e.g. father, step-father, grandfather or brother). It is still incest if you are under 18 and the person is your parent's de facto spouse. If you are forced to take part in incest against your will, you have not done anything against the law. Only the person who forces you has broken the law.

## SEXUAL OFFENCES AGAINST PEOPLE WITH COGNITIVE IMPAIRMENT

Cognitive impairment includes mental illness, intellectual disability, dementia and brain injury.

A person who provides medical or health services to a person with a cognitive impairment or who works or volunteers in a residential facility must not:

- Take part in an act of sexual penetration with a person with cognitive impairment
- Take part in an indecent act with a person with cognitive impairment
- It is against the law even if the person agreed to the act.

## SEXUAL OFFENCES AGAINST CHILDREN

Offences committed against young people under the age of 18. These include:

- Sexual penetration of a child aged 12 or younger
- Sexual penetration of a child aged between 12 and 16
- Indecent act with a child under the age of 16
- Persistent (continued) sexual abuse of a child under the age of 16
- Sexual penetration or an indecent act with a child aged 16 or 17 by an adult who cares for, supervises or has authority over the child. This may include a teacher, employer, foster parent, sports coach or other roles
- Procuring a child under 16 for sexual penetration or an indecent act by an adult
- Procuring a child aged 16 or 17 for sexual penetration or an indecent act by an adult who cares for, supervises or has authority over that child
- Possessing and producing child pornography.

# What can a person do if they have been sexually assaulted?

- Report the assault to the police (although you can choose not to)
- Apply for an intervention order, to order the perpetrator to stay away from you
  - Family violence intervention order if you have a relationship with the person who assaulted you
  - Personal safety intervention order if the person who assaulted you is stalking you
- A *Centre Against Sexual Assault* counselor or advocate can help you decide what to do and work with you to help you recover from the effects of sexual assault. To locate your nearest centre, visit http://www.casa.org.au/
- The *Sexual Assault Crisis Line* (1800 806 292) is available for crisis counseling between 5pm to 9am on weeknights, and all through weekends and public holidays. Their website is http://www.sacl.com.au/

## Sexting & the law

Sexting is sending nude, sexual or indecent photos using a computer, mobile phone or other mobile device.

Sexting is a crime if you intentionally send an intimate image of a person under 18 to others, even if that person agrees to the sext being sent.

It is also an offence to send a sext of a person over the age of 18 to others if they do not agree to the image being distributed. The maximum penalty for this offence is two years in prison.

### THREATENING TO SEND A SEXT

You may be charged with an offence if you threaten to send an intimate image of a person to others if the person believes you will carry out the threat.

The maximum penalty for this offence is one year in prison.

### CHILD PORNOGRAPHY (VICTORIA)

You may be charged with possessing child pornography if you have a film, photo, publication or computer game that shows a person under 18 (or that appears to be under 18):

- involved in sexual activity
- posing in an indecent sexual manner.

### EXCEPTIONS:

- From 2 November 2014 you cannot be prosecuted if you are under 18 for child pornography offences if you take, store or send indecent images of yourself.
- Also, it is not a child pornography offence if you are under 18 and:
  - no person in the photo is more than 2 years younger than you
  - the photo does not show an act that is a serious criminal offence.

The maximum penalty for

- possessing child pornography is five years in jail
- producing child pornography is 10 years in jail.

## Child pornography offences (Commonwealth)

You may be charged with child pornography offences if you take, send, receive or store sexual or intimate photos of someone who is under 18 or appears to be under 18. Under these various laws, there are serious consequences if you get caught (between seven and 25 years in prison, depending on each individual offence).

## Age of consent if you are…

### UNDER 12 YEARS OLD

You cannot engage in sexual acts with another person, even if you agree.

### 12 – 15 YEARS OLD

You cannot engage in sexual acts with another person if you are more than two years younger than them, even if you agree.

### 16 – 17 YEARS OLD

You can engage in sexual acts with another person more than two years older than you if you agree, unless they are someone who cares for or supervises you (e.g. teacher, youth worker, foster carer). 'Adapted from various sections of Victoria Legal Aid's, 'Find Legal Answers': http://www.legalaid.vic.gov.au/find-legal-answers/

Further information for young people can be found at: http://www.legalaid.vic.gov.au/find-legal-answers/legal-rights-and-responsibilities-for-young-people'

# 3 | Asserting standards and boundaries in relationships

**TIME: 30+ MINUTES**

## Evidence base

Australian data shows that young people are a high-risk group for violence.[20] It also shows that compared to other age groups, younger women experience both victimization and intimate partner violence disproportionately.[47] Other research suggests that many young people are not aware of appropriate boundaries in relationships. A 2014 survey found that one in two young men (52%) and 40% of young women agree that tracking a partner electronically without their consent was acceptable to some degree. Additionally, one in five young people believe that women often say no to sex when they mean yes.[11] In this context, it is important to develop young people's understanding of the importance of mutuality and consent in relationship negotiations, and to equip them with skills to respond assertively when they feel that their personal boundaries are being crossed.

Students who are (or who identify as or are perceived to be) gay, lesbian, bisexual, transgender, intersex or queer (GLBTIQ) are disproportionately affected by bullying and violence in school settings.[48, 49] Those experiencing discrimination, exclusion, bullying and other forms of violence have higher rates of depression, suicidality, drug use, and school difficulties.[50–52] Approaches to addressing gender-based violence should therefore address the needs of these groups, as well as focusing on the need to prevent violence against women and girls.

Heteronormativity, or the presumption that all people are heterosexual, is damaging for those who are lesbian, gay, bisexual, intersex and transgender, even if these persons are not directly victimized. This is because their membership categories are left invisible, and the presumption is that people like them do not exist. This can lead to feelings of erasure and exclusion. It also means that programs are not designed to meet their needs. This problem of omission compounds experiences of victimisation and stigma.

## Learning intention

- Students develop strategies that can be used to communicate boundaries, seek safety and access support in a range of different situations involving gender-based violence
- Students rehearse help-seeking and peer support strategies that may be employed if responding to an incident of gender-based violence

## Equipment

- *Assertive standards and boundaries scenarios*
- *Framework for safety, self-care and change* handout

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**COACHING POINT**

**Link back:** Summarise the learnings from the previous activity to help students make connections and build on their previous learning.

In the previous activity, students considered attitudes that underlie gender-based violence and explored policy and law relating the gender-based violence. In this activity, the class will explore strategies that can be used to communicate boundaries, seek safety and access support in a range of different situations involving gender-based violence.

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## Method

1  Review the definition of gender-based violence from the previous activity.

   Explain that students will work in groups to engage with scenarios which describe instances in which gender-based violence has occurred in intimate partner relationships. They will address their selected scenario and work together to devise strategies that the victim could use. They will then report back to the class, and learn from how people have engaged developing strategies in response to different scenarios.

   Before commencing the task, share the suggested framework for safety, self-care and change in situations involving gender-based violence. Ask students to consider this framework and to devise at least one specific strategy for the victim to use at each of these four levels:

   - **Say no**: Let the aggressor/s know that their actions are not ok and you want them to stop.
   - **Seek safety**: If this does not stop, seek safety (leave, call for help, distract attention).
   - **Tell someone**: once you are in a safer place, tell someone about what has happened, including if you were threatened, and the threat was not carried out.
   - **Work with others for social change**: Be part of broader efforts to prevent or redress the effects of gender-based violence.

**2** Divide students into groups of four or five and give each group *one scenario* and a *Framework for safety and self-care* handout. Allocate time to work on responses.

Bring groups back together to introduce their scenario and present their suggestions. Encourage others to question, critique or add.

After the different groups have presented, map the strategies that seemed to be useful across multiple situations.

Ask students to comment on what peers can do to assist each other in situations like those represented in the scenarios. Record the suggested peer support strategies on the board.

## Review

Review the learning intentions. Ask students to comment of which aspects of the learning activity helped to equip them with strategies that can be used in response to situations of gender-based violence.

## SCENARIO 1: ON THE PHONE

**Who and Where**: Tim (17) in his bedroom with two male cousins, Nat (16) and Jason (15).

**What**: Nat starts bragging that he has lots of nude photos on his phone of girlfriends and some he has from school mates who have girlfriends. He asks Tim has he got any to add to his collection and starts to put him down when he says no.

**Questions:**

- How might this situation make Tim and Jason feel?
- What attitudes do you think Nat has towards women?
- What effects might Nat's actions have?
- What can Tim and Jason do?
- What can others do?

## SCENARIO 2: ON THE TRAIN

**Who and Where**: Gemma (19) is on the train on the way home on a Friday evening returning from her part time job in retail. Two young men who she does not know (who look to be in their early 20's) sit near her. A third male with them remains in a more distant part of the carriage. There are other singles or pairs of males and females sitting a little further away in the carriage.

**What:** The two men come and sit with her and start to tell her she is sexy and ask for her number. They tell her they are going to get off at the same stop and follow her home if she does not give her number, because she is so cute they want to know where to find her. One of them flicks her hair back and says he likes to see her bare shoulders.

**Questions:**

- How might this situation make Gemma feel?
- What attitudes do you think these men have towards women?
- What effects might their actions be having on her?
- What can Gemma do?
- What can others do?

## SCENARIO 3: AT THE PARTY

**Who and Where**: Delia, Trish and Fiona have dressed up for their friend's 18th birthday party. It is a hot summer night and they have short summery dresses on. Mike is with them, and he is wearing board shorts and a singlet top. They tease him for being so casual, but he says it is too hot for jeans. He defends himself saying girls worry too much about how they look and they could go out in boardies too if they wanted to.

**What:** When they have been at the party for a while, Chris, a guy from another school starts hitting on Fiona. After a few drinks together, Chris leads a drunk Fiona outside with him. After kissing her for a while he tries to touch her under her pants and she realises he is expecting to have sexual intercourse with her. She pushes his hands away and he starts to force her. As she struggles more, he says, "Don't tell me you are not asking for it." She says, "I don't even know your name". He says, "Baby I don't need to know your name" and pushes her to the ground.

**Questions:**

- How might this situation make Fiona feel?
- What attitudes do you think Chris has towards women?
- What effects might Chris's actions have on Fiona?
- What can Fiona do?
- What can others do?

## SCENARIO 4: IN THE CAR

**Who and Where**: Julia (17) and Nick (18) are at a party. They go to the same school and share many of the same friends.

**What**: Julia (Year 11) has had a crush on Nick (Year 12) for months. Nick has recently got his license. One night Julia asks Nick for a lift home from a party, pretending she has a headache and needs to get home quickly. When he agrees and they get in the car she starts to kiss him, and she tells him the headache was fake and she wants to have sex with him in his car. He says no. He is not that keen on her and he was only offering her a lift home. The next day she posts comments on Facebook saying he is impotent and warning other girls not to go out with him because he is a big disappointment. The comments are seen all around their friendship circle.

**Questions:**

- How might this situation make Nick feel?
- What attitudes do you think these Julia has towards men?
- What effects might her actions have on Nick?
- What can Nick do?
- What can others do?

## SCENARIO 5: IN THE WORKPLACE

**Who and Where**: Maria has a part time job in the business of Bruce, an old school friend of her father.

**What**: Bruce has started to pay a lot of attention to Maria, which at first she thought was just friendly and so she was friendly back. Other ladies in the office told her to watch out as it is not good to get too friendly with the boss. After a few weeks Bruce started to touch Maria when her colleagues were out at lunch and make comments about her breasts looking cute in her top. One evening he told her he needed her to work late. When she took some papers into his office he pulled her on to his lap and told her he had been longing for this time alone ever since she started working for him.

**Questions:**

- How might this situation make Maria feel?
- What attitudes do you think Bruce has towards women?
- What effects might Bruce's actions have on Maria? On others who work in that office?
- What can Maria do?
- What can others do?

## SCENARIO 6: IN THE CLASSROOM

**Who and Where**: Mike, Matteo and Mohammed are classmates in Year 10. They sit up the back of the classroom.

**What**: One day when a relief teacher was teaching their Maths class, Matteo started to show Mike and Mohammed some porn sites he had found – holding his tablet under the desk where they could see, without the teacher noticing. Mike took the tablet and handed it to Susie, and Amelia, with a note he had written, telling them to look at it, because it was a scene about Mohammed and the two of them. Susie shrieked when she saw it, yelled at Mohammed, and threw the tablet on the floor.

The teacher told Susie she would have to stay back after class and pay for any damage to the school's tablet.

**Questions:**

- How might this situation make the following people feel: Susie, Amelia, Mohammed, the teacher?
- What attitudes do you think Mike and Matteo have towards women?
- What effects might their actions be having on the girls and on each other?
- What can Susie and Amelia do?
- What can others do?

### SCENARIO 7: IN THE BEDROOM

**Who and Where**: Lia (16) and David (18) have been going out for three months.

**What**: Lia and David text a lot late at night. One night David sends a picture of his (erect) penis and asks Lia to send him back a nudie selfie. Lia does not want to. She sends a photo of her cat instead with the caption 'nude cat'. He texts back asking if she does not trust him, and says if she trusts him and loves him like he loves her, she will send the nudie shot. He promises not to share it. He sends another picture of his penis, this time it is posed next to a photo he has of her − so her face is in the picture too.

**Questions:**

- How might this situation make Lia people feel?
- What attitudes do you think David has towards women?
- What effects might his actions have on Lia and on himself?
- What can Lia do?
- What can others do?

### SCENARIO 8: ONLINE

**Who and Where**: Renata and Theo are in are in a relationship. They are both online at the same time.

**What**: Renata proudly posts a selfie from her holiday and gets 400 likes and positive comments, some of them from boys.
Theo doesn't like it when Renata is friends with other boys, and privately messages her to take it down. Renata refuses, as she feels she has the right to post what she likes about herself.
Theo posts a nasty comment on the selfie, telling Renata she looks ugly.

**Questions:**

- How might this situation make Renata feel?
- What attitudes do you think Theo has towards women?
- What effects are Theo's actions having on Renata?
- What can Renata do?
- What can others do?

# FRAMEWORK FOR SAFETY, SELF-CARE AND CHANGE IN SITUATIONS INVOLVING GENDER-BASED VIOLENCE

**STEP 1: SAY NO**
Let the aggressor/s know that their actions are not ok and you want them to stop.

**STEP 2: SEEK SAFETY**
Seek safety (leave, call for help, distract attention).

**STEP 3: TELL SOMEONE**
Once in a safer place, tell someone about what has happened, including if you were threatened, and whether or not the threat was carried out.

**STEP 4: WORK WITH OTHERS FOR SOCIAL CHANGE**
Be part of broader efforts to prevent or redress the effects of gender-based violence.

# 4 Pornography, gender and intimate relationships

**TIME: 30+ MINUTES**

## Evidence base

Gender norms and gender stereotypes are reinforced in the popular media. Dominant images and storylines can serve to limit people's views of themselves and others and of the reality of the world.[53] The media constructs physical and behavioural 'ideals' for both men and women that serve to limit the possibilities that people see for themselves and also work to create unrealistic expectations.

Human characteristics are defined as being either feminine or masculine, with more positive social values assigned to traits seen as masculine. This leads to the perpetuation of discrimination against women (and some diverse masculinities), as most of the human traits seen as feminine have less social value.[54] Young people need to develop the skills to think critically about potentially harmful or limiting messages that are fostered or reinforced via the media.

In recent times, young people's exposure to pornography has increased, along with violence and sexism in mainstream porn.[55] Pornography consumption can influence people's sexual knowledge, attitudes and behaviour, as well as their perceptions of the opposite sex.[56] Research shows a significant relationship between high levels of pornography consumption and attitudes supporting violence against women.[57] However, educational interventions can have positive effects on male attitudes towards, and participation in, violence against women.[57,58]

> **COACHING POINT**
>
> **Link back**: Summarise the learnings from the previous activities within this topic to help students make connections and build on their previous learning.

## Learning intention

- Students think critically about the potential influence of violent pornography on intimate relationships
- Students heighten their awareness of how gendered behaviours shown in pornography can shape people's understanding of gender sexual relationships

## Equipment

- Set of *Quote* cards
- Set of *Data* cards

## Method

1   Explain that now we will turn our attention to pornography as a vehicle for communicating and shaping norms within gender relationships, particularly when that pornography also incorporates acts of violence against women.

2   Divide class into small groups or pairs. Give each group one *Quote* card to work with. Ask students to discuss the quote on their cards, and attempt to develop a theory about what the information tells them.

Ask the groups to swap their *Quote* card with the group next to them, and to discuss the new information.

Repeat this process one more time, until students have read and discussed three *Quote* cards. Ask students to write down their theory about what this information tells them, as well as one question they have about any missing information in response to the quotes.

Ask each group to share with the class their thoughts (including their question) on what they have learnt from reading the three quotes. The teacher can record these ideas on the board. Discuss any similarities or differences in theories and questions that emerge between groups.

Bring all students back to a central discussion. Discuss any new information gained, and whether their questions were answered. Explore agreements/disagreements, and additional questions based on the need for further information.

3   Repeat the process of this activity (from step 2), this time using the *Data* cards.

## Review

Ask students which aspects of the learning activity were most useful in helping them think critically about the influence of violent pornography on intimate relationships. Ask students to give examples of how the lesson increased their awareness of how gendered behaviours shown in pornography can shape people's understanding of gender sexual relationships.

> **COACHING POINT**
>
> Issues that may arise for discussion could include: pornography in recent times using increased aggression on the part of the man and extreme acts causing discomfort to women partners; women partners having to look pleased by these acts; women partners having to please men partners; forced viewing of pornography via texting or social media; influence of pornography on what men think should happen between them and their partner; the belief that pornography reflects real life sexual situations; emotional manipulation to ensure compliance; lack of discussion and education options for young people; normalisation of pornographic acts; misrepresentation of what is enjoyable; access to pornography before access to trustworthy, quality sex education; potential effects on younger children; predominant use of pornography by men and boys.

**Interview with Anthony Hardwood, LA-based male porn actor on working in the industry across the last 13 years:**

You know when I started it was like very lovey dovey sex, not tough like Gonzo*. After three years they wanted to get more energy, more rough, they do like one girl with you know like four guys and they just take over and destroy her.

Source: Crabbe, M., & Corlett, D. (Co-directors). (2013). Love & Sex in an Age of Pornography. [DVD] Australia: Rendered Visible and Looking Glass Pictures.

*A hand-held camera cinematic style in which the person holding the camera, and the camera itself, can become a part of the scene. It is synonymous with a type of sex that is rougher and more 'extreme'.*

**Interview with a young woman in LA:**

Sometimes you might be surprised about what you find you might be into that you didn't really think of before, but most of the time it's just like pleasing the guy, which sounds bad, but I mean that's kind of what things have come to today.

Source: Crabbe, M., & Corlett, D. (2011). Eroticising inequality: Technology, pornography and young people. Redress, 20(1), 11–15.

**Elise, 17 years**

It can give boys lots of [ideas] depending on the porn because there's some pretty disgusting stuff out there. The boys made me watch [lists a film]. I'm sure pretty much everyone's [seen it]… it's pretty much girls doing the most vile things… and all this disgusting stuff. I'm sure there's some really disgusting boys that get ideas from that.

Source: Walker, S., Temple-Smith, M., Higgs, P., & Sanci, L. (2015). 'It's always just there in your face': young people's views on porn. Sexual Health, 12(3), 200–206.

**Molly, 16 years**

A friend of mine is in a relationship with a boy and he watches porn on the Internet and the first time they decided to have sex together he decided that to get off he would like [lists pornographic act]. You know part of me thought well how does he know that this is something that's attractive to him, but obviously he's watched it and for some reason that's excited him, but I don't think I'd want that to be my first time.

Source: Walker, S., Temple-Smith, M., Higgs, P., & Sanci, L. (2015). 'It's always just there in your face': young people's views on porn. Sexual Health, 12(3), 200–206.

**Joe, 16 years**

It's crazy… because it's very theatrical and very out there and sometimes quirky… and they think I can do that to a girl because that would be alright. Then they do it and then they hurt them or rape them… I think it's a big problem, sexting, porn, all of it. It's just a big problem. I think no-one's looking at it seriously.

Source: Walker, S., Temple-Smith, M., Higgs, P., & Sanci, L. (2015). 'It's always just there in your face': young people's views on porn. Sexual Health, 12(3), 200–206.

**Harry, 18 years**

I was listening to Triple J last night… and they were interviewing all these girls who were doing things they didn't want to, because their boyfriends saw it in porn. They do that, 'I thought you loved me', thing. I've seen it happen a lot at school… yeah it's almost a threat… 'If you don't do this, if you don't do that…'

Source: Walker, S., Temple-Smith, M., Higgs, P., & Sanci, L. (2015). 'It's always just there in your face': young people's views on porn. Sexual Health, 12(3), 200–206.

### Jaimee, 17 years

In a lot of cases [porn] is really quite disgusting and full on… I've seen some really gross stuff… I've been shown by friends that are guys… like your friend comes up and [goes] 'oh, look at this, look at this, it's really funny', and then starts playing and you're like 'whoa, hang on'… people are like 'look at it' and I'd be like 'oh, gross, put it away'.

Source: Walker, S., Temple-Smith, M., Higgs, P., & Sanci, L. (2015). 'It's always just there in your face': young people's views on porn. Sexual Health, 12(3), 200–206.

### Camille, 20 years

There's things like porn stars do that people talk about trying… things like [lists pornographic act]… I think that would be horrible personally. But pornography is making it okay. Boys think females should do it because porn stars do it.

Source: Walker, S., Temple-Smith, M., Higgs, P., & Sanci, L. (2015). 'It's always just there in your face': young people's views on porn. Sexual Health, 12(3), 200–206.

### Interview with Maree Crabbe, expert on young people and sexuality

We struggle to talk about desire, pleasure, consent, communication. But if we don't have those conversations with young people, the porn industry will… This is a really significant part of responding to the pervasiveness of aggressive internet porn. Part of it is also about modeling things – modeling respectful gender relations in our homes and communities and extended family, and maybe one day in the media and politics.

Source: Short, M. (2013) 'The problem with porn', Sydney Morning Herald (May 22, 2013)

### Interview with Maree Crabbe, expert on young people and sexuality

The point is not whether [lists pornographic acts] is good or bad… It's that the script of pornography is normalizing and misrepresenting the experiences and pleasures of lots of people, particularly women, and shaping a sense of what is expected as part of the sexual experience for many young people when that is not actually what a lot of people want to engage in.

Source: Short, M. (2013) 'The problem with porn', Sydney Morning Herald (May 22, 2013)

What proportion of Australian 16−17 year olds consider viewing of X-rated movies to be widespread amongst teenage boys?

**84% of boys,
84% of girls**

Source: Flood, M. (2007) 'Exposure to pornography among youth in Australia', Journal of Sociology, 43(1): 45−60

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What proportion of Australian 16−17 year olds consider viewing of X-rated movies to be widespread amongst teenage girls?

**15% of boys,
4% of girls**

Source: Flood, M. (2007) 'Exposure to pornography among youth in Australia', Journal of Sociology, 43(1): 45−60

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Can increased porn viewing in teenage boys result in unrealistic expectations of sex?

**Yes.** Dutch research involving 745 boys found that increased porn viewing tended to result in them viewing pornographic material as realistic.

Source: Peter & Valkenburg (2006) 'Adolescents' Exposure to Sexually Explicit Material on the Internet', Communication Research, 20(2) p. 178−204

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What proportion of videos from popular free porn websites contain physical aggression, usually by men against women?

**88%**

Source: Walker, S., Temple-Smith, M., Higgs, P., & Sanci, L. (2015). 'It's always just there in your face': young people's views on porn. Sexual Health, 12(3), 200−206.

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What proportion of Australian 16−17 year olds have watched X-rated movies?

**73% of boys, 11% of girls;**

**one in 20 boys watch on a weekly basis.**

Source: Walker, S., Temple-Smith, M., Higgs, P., & Sanci, L. (2015). 'It's always just there in your face': young people's views on porn. Sexual Health, 12(3), 200−206.

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What percentage of porn scenes contain the use of condoms?

**11%**

Source: Walker, S., Temple-Smith, M., Higgs, P., & Sanci, L. (2015). 'It's always just there in your face': young people's views on porn. Sexual Health, 12(3), 200−206.

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What proportion of Australian 16−17 year olds have deliberately accessed internet porn?

**38% of boys, 2% of girls;**

**4% of boys watch on a weekly basis.**

Source: Flood, M. (2007) 'Exposure to pornography among youth in Australia', Journal of Sociology, 43(1): 45−60

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What can happen to you if you force somebody to watch pornography?

**You can be charged with sexual assault.**

Source: Sexual assault. Victoria Legal Aid. (2014, April). Retrieved from https://www.legalaid.vic.gov.au/find-legal-answers/sex-and-law/sexual-assault

# 5 Sexual relationships and etiquette

**TIME: 30+ MINUTES**

## Evidence base

Flood[59] argues that children and young people are sexual beings and should be provided with age-appropriate and compelling materials on sex and sexuality, and that an approach must be taken that minimises exposure to sexist and violent sexual material, without sacrificing sexual speech in general. The NCAS findings for respondents aged between 16–25[11] suggest action based, interactive and peer-to-peer strategies in education are preferred by young people, and more effective in relation to gender-based violence than teachers, parents and counsellors.

The approach taken in these materials is for young people to engage with data surrounding pornography consumption amongst young Australians, and some of the problems that may arise from this within the context of building positive and respectful gender relationships. They are asked to come up with creative solutions to issues relevant to the formation of positive gender relationships in educational 'sexual relationships and etiquette' packs.

Studies show that when delivered as part of a broader whole school approach to building respectful relationships, classroom programs can have a profound and long lasting impact on student attitudes and behaviour.[36, 37, 60, 61] Research on the efficacy of these programs shows that effective programs employ participatory and interactive pedagogy. Participatory methods allow students to practice and develop the social and critical thinking skills that they can need in their lives.[60, 62]

> **COACHING POINT**
>
> **Link back**: Summarise the learnings from the previous activities within this topic to help students make connections and build on their previous learning. In this activity, students will bring together their learning in the previous activities to develop 'how to' guides for respectful relationships.

## Learning intention

- Students devise an etiquette pack to educate other young people about how to show respect within romantic and/or sexual relationships

## Equipment

- *Relationships etiquette theme* cards

## Method

1  Arrange students into groups of three or four. Explain that each group will be allocated a theme relating to etiquette within relationships. Their task is to make two piles of suggestions, one containing **Dos** and the other containing **Don'ts**. These suggestions will help to build a guide to respectful intimate relationships, and to the prevention of gender-based violence.

   Give each group a *Relationships etiquette theme* card.

   Allocate time for groups to consider their card and complete their lists.

2  Once each group has completed their lists, they should present their topic and their Dos and Don'ts lists with the class. As the groups contribute and explain their suggestions, look to see where consistent strategies have appeared across the situations, and where there are inconsistencies. Use the following questions to prompt discussion:

   - *Are the differences occurring in relation to the nature of the scenarios, or because people have different views about how to create and enact respectful relationships?*
   - *Where are there points of difficulty or tension? Where is there a sense of strong agreement?*
   - *What are the values that underpin these suggestions?*
   - *What personal strengths might it take to live into these standards?* (Refer students to their work on personal strengths from Topic 1.)

## Review

Ask students to reflect on what they learned in the activity. Reflect on the learning intentions by asking students whether the activity has influenced their confidence to talk to other young people about how to show respect within relationships.

**How to treat people with respect online**

**Establishing boundaries within a positive relationship**

**How to work out what kind of sexual material is OK for you to watch**

**What to do if you experience violence from a sexual partner**

**How to work out what kind of sexual material is OK for others to have you make, share or watch**

**What to do if you feel uncomfortable or unsafe as a result of your partner's attitudes or behaviour**

**How to check for consent at different stages of a relationship**

**What to do if you experience sexual assault from a partner**

**How to say no respectfully**

**How to support your friends if they are the victim of gender-based violence on the part of their partner**

**How to take rejection with dignity and respect for yourself and for the other person**

**How to break up respectfully**

## 6 Social and emotional learning & gender literacy self-assessment

**TIME: 30+ MINUTES**

## Learning intention

- Students self-assess their personal and relationship skills relating to social and emotional learning and gender literacy
- Students identify implications for action that arise from their reflective review

## Equipment

- *Personal and relationship skills check-up* handout

## Method

1 Explain that activities within this unit have been designed to help students to develop their personal and relationship skills. It is useful to reflect on the skills we are using routinely and well, and those we would like to improve on. It can also be useful to think about when and where we do better, and to identify the situations or relationships that we find more challenging to operate within.

Ask students to complete the *Personal and relationship skills check-up.* (They may tick as many boxes in each line as they need to, e.g. I do this and I want to get better at it, and I want to be able do it more often, but must tick at least one.) Then make a private note to self about what implications for action that they wish to take from this reflection.

2 Following the self-assessment, ask them to find one item on the checklist that they are happy to share about with a person sitting near them. Ask them to explain:

- *Why do you think this skill is important, and in what sorts of situations it is a useful skill?*
- *Does being on or offline make any difference to how important this skill is, or how hard it is to perform this skill?*

3 Invite some volunteers to summarise their discussion and share it with the class. Encourage reference to use of the skills in both person-to-person and online social environments.

# PERSONAL & RELATIONSHIP SKILLS CHECK-UP

| | I can mostly rely on myself to do this | I want to do this more often | I want to get better at this | Not sure |
|---|---|---|---|---|
| **Active listening (verbal and non-verbal)**<br>I tune in to the other person. I take in what they are saying and what their mood is. I check back with them to see if I understand what they are trying to say to me. I get when they need to talk, and I don't interrupt or switch topics on them. | | | | |
| **Sending clear and accurate verbal and non-verbal messages**<br>I talk straight with people. I say how it is for me. I tell them what I think is OK and not OK for me. I don't have to hide my feelings. | | | | |
| **Recognising emotions in yourself and managing how you express them**<br>I notice when I get angry, down, anxious or jealous, and what triggers this. I can let my self be proud and enthusiastic. I can work out how to express these feelings differently depending on the situation and how it might affect others. I know and understand my feelings, but I don't let them rule my behaviour. | | | | |
| **Understanding the experiences and perspective of others (empathy)**<br>I tune in to how others are feeling. I can imagine what it might be like for them, even if they are not showing it or telling me about it. I think about how what I do affects others. I show respect for people even if they want or like different things from me, or hold different views. | | | | |
| **Recognising your own and others' strengths**<br>I can tune in to the positives and appreciate what people can do, not just what they can't do. I can also recognise some of my own strengths, and value what they help me to do. | | | | |
| **Responding assertively and respectfully so your needs and others' needs are met**<br>I can tell people what is right for me in a respectful way, and let them know about my needs, preferences and beliefs. I can appreciate other people's needs and rights and work out ways to respect the rights of both parties when there is a disagreement. I know how to work things out without getting violent or mean, and without becoming a doormat. | | | | |
| **Problem solving (using steps to identify a problem, possible options, consequences and solutions)**<br>I can think things through before I make a choice, looking at different possible options and weighing up the positives and negatives. I don't make big decisions on the spur of the moment or when I am upset. I make sure to calm myself down so as to have time to take actions that are right for me. I don't let others push me in to things. | | | | |
| **Combatting negative self-talk and using positive self-talk**<br>When I get anxious, I can 'talk' myself through it, and can challenge my fears with some logic or some encouragement to have a go. | | | | |
| **Coping strategies and stress management**<br>When things are challenging, I have things I can do to calm my anxiety, cool down my anger, cheer myself up, get support from others, get organised, let off some steam, get some time out or distract my attention. | | | | |
| **Help-seeking for yourself**<br>I can work out when to handle things by myself, and when it is better to involve friends, family, useful adults or services. I can get over the barrier of embarrassment when I need to help-seek from others. | | | | |

# PERSONAL & RELATIONSHIP SKILLS CHECK-UP

| | I can mostly rely on myself to do this | I want to do this more often | I want to get better at this | Not sure |
|---|---|---|---|---|
| **Peer support and help-seeking with or for friends**<br>I can talk to friends when they are in a bad way. I can encourage them to help-seek when the situation calls for it, and I know how to work with them to find a useful source of help. I can go get help for a friend in an emergency, or high-risk situation, even if they won't admit to how serious the situation is. | | | | |
| **Socialising safely and assertively**<br>I can carry out strategies designed to protect my safety at social events that involve alcohol or other substances. I understand that people are vulnerable to injuries, violence, accidents, and poor decision-making when drinking or around drinkers. I can work with others to try to prevent these harms, and to seek appropriate help if or when they do occur. | | | | |
| **Recognising the effects of gender norms**<br>I understand the different sorts of pressures that can be on males and females because of social expectations. I can identify when these pressures do harm, or work to limit choices or lead to unfair or discriminatory treatment. | | | | |
| **Behaving respectfully in relation to sexual and romantic relationships**<br>I understand that some gender norms affect the way people behave in sexual and romantic relationships. I can work out that when power is unequal, or when rights aren't being respected, then it is important to speak up, say it like it is, make changes, or get out of the relationship. | | | | |
| **Asserting yourself when your boundaries have been crossed**<br>I know when someone wants to do something that is not okay by me. I know I have the right to say no when others want to involve me in actions that I don't want to do or that make me feel vulnerable or used or pushed around. I can make my boundaries clear in situations involving personal relationships, including relationships that involve sexual activity, whether person-to-person or on line. | | | | |

## Topic 8 Further resources

### Reflecting on everyday practice

- Reflect on how members of the school community react and intervene when they hear abusive comments which are gendered in nature. Are forms of sexist commentary allowed to pass without others signaling that they are unacceptable?
- How is diversity valued and respected in the school?
- What opportunities do you create to acknowledge and encourage respectful and inclusive relationships?

### Web links for further reading and activities

- *Sex, young people and the law* is a legal education kit created by *Victoria Legal Aid* for educators to assist young people understand their legal rights and responsibilities and make informed decisions about sex and relationships. It contains downloadable resources, as well as links to short videos by *Victoria Legal Aid* explaining the law as it relates to young people. https://www.legalaid.vic.gov.au/find-legal-answers/free-publications-and-resources/sex-young-people-and-law-education-kit

- *Tackling Sexual Harassment* is a resource developed by the *Australian Human Rights Commission* aimed at Level 9 and above. It provides a range of activities focused explicitly on understanding and addressing sexual harassment. https://www.humanrights.gov.au/sites/default/files/content/education/tackling_sexual_harassment/rightsED_Tackling_sexual_harassment.pdf

- *The Safe School Hub* provides learning activities aimed at ensuring a safe and respectful school learning community. This includes a suite of activities targeting students in Level 9 – VCE/VCAL. http://www.safeschoolshub.edu.au/for-students/9-12/safe-schools/#activityTwo-content

- *The Cyber Teach Toolkit* (*Bully stoppers*) provides a range of classroom activities addressing cyber safety including activities aimed at Level 9 – VCE/VCAL http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/cyberteach9to12.aspx

- *Kids Helpline* provides free 24 hour counselling services online, via email or phone for Years F-12.
  Telephone: 1800 55 1800
  http://www.kidshelp.com.au/

- *Reach Out* is an internet service for young people that provides information, support and resources about mental health issues and enable them to develop resilience, increase coping skills, and facilitate help-seeking behaviour. http://au.reachout.com/

- *The Line* is an online resource and forum for young people which focuses on relationships, gender, sex, bystander action, technology and healthy and respectful approaches for teens, parents and teachers. http://www.theline.org.au/respect

- *Love: The Good, The Bad and The Ugly* is a guide for young women on love, respect and abuse in dating relationships. http://lovegoodbadugly.com/

- *Somazone* is an Australian youth service with questions and answers on youth issues such as mental health, teenage pregnancy, sexuality, relationships, bullying, drug use, harassment and body image. http://www.somazone.com.au/

- *The Victorian Centre Against Sexual Assault (CASA) Forum* is the peak body of the 15 *Centres Against Sexual Assault*, and the *Victorian Sexual Assault Crisis Line* (after hours), which work to ensure that women, children and men who are survivors of sexual assault have access to comprehensive and timely support and intervention to address their needs. http://www.casa.org.au/

- *Mensline* is Australian national telephone and online support, information and referral service for men with family and relationship concerns. The service is staffed by professional counsellors, experienced in men's issues. http://www.menslineaus.org.au/

### Extension activities

Critique and design a sex education campaign.

**Critique**
Consider the strengths and weaknesses of *Youth and Life* (1922) – a historical perspective on sex education: 48-poster series designed to educate teenage girls and young women about the dangers of sexual promiscuity and urged them to embrace moral and physical fitness: http://gallery.lib.umn.edu/exhibits/show/youth_and_life

**Design**
Design a sex education campaign suitable for contemporary audiences that encourages the development of positive gender relationships.

### Talking further

- Encourage students to talk with respected adults, parents or carers about what they believe a couple should do to show respect for each other.

- Ask what effects they think it has if a person remains in an abusive, disrespectful or violent relationship.

## Optional game

Use this game as a playful approach to start or end the lesson.

### Learning intention

Students examine the role respectful communication in relationships.

### Equipment

- One blindfold
- And place under title of game

### Hunter and prey

1 Participants stand in a circle. The circle forms the boundary for the game.

Two people play at a time. One is the **Hunter**. This person wears a blindfold. One is the **Prey**. This person does not wear a blindfold.

The Hunter tries to capture the Prey. The Hunter may call out as often as they like 'Where are You?' The Prey must answer straight away, saying 'Here I am'. The Hunter will use the sound to try and capture the Prey. The people forming the circle must make sure the Hunter stays in the circle.

If the Hunter has not caught the Prey in one minute, a new Hunter and Prey enter the game to play in their place.

If the Hunter catches the prey within one minute, they stay in the circle and a new Prey is sent in. Play a few rounds of the game.

2 Then reverse the game by blindfolding the prey. The hunter now is only permitted to travel by hopping. Nonetheless they will quickly catch their prey.

3 Play another round and show what would happen if the observers forming the ring around the players co-operated with the blindfolded prey to ensure they did not get caught.

4 Discuss what they see as the key messages in the game in relation to gender and relationships.

Point out that in the relationships game, people may be chasing for partners. How ever, if they are to create a respectful relationship, they need to take the 'blindfold' off and communicate respectfully with each other.

# Glossary

**Accomplice**: A person or people who support or encourage violence.

**Bisexual**: Someone who is attracted to and/or has sex with people of more than one gender.

**Bullying**: When a person or a group of people repeatedly hurts or make someone feel bad. These people are called bullies. In general, bullies hurt someone whom they judge to be weaker or different. Bullying often involves repeated name-calling; frightening; damaging or taking away possessions; causing physical harm and falsely blaming someone for things going wrong. Bullying is a form of discrimination.

**Cisgender**: This term applies to the majority of people, describing a person who is not transgender. If a person is assigned female at birth and then grows up to identify as a woman, that person is cisgender. It means a person's biological sex matches their gender identity and expression.

**Consent (sexual)**: There are laws about sexual relationships and how people treat each other. These laws apply to everyone (men and women) regardless if the person is straight, same-sex attracted, queer identifying or transgender. Drugs and alcohol can affect people's ability to make decisions, including whether or not they want to be sexual with someone else. This means that if someone is really drunk or high, they cannot freely agree, or 'give consent', as their ability to provide 'free agreement' is impaired by the influence of drugs or alcohol.

**Cyberbullying**: A form of bullying using the Internet (e.g. on chat rooms, social networking sites, e-mail), or mobile phones (e.g. SMS) to inflict discomfort or harm.

**Disadvantage:** The state or instance of being in an unfavourable circumstance or condition that causes problems or reduces the relative chances of success or effectiveness.

**Domestic violence**: There are many different types of domestic violence including physical, emotional and verbal.
Domestic violence is about power and control and can be expressed in many ways. It can affect people of any age. It is sometimes called family violence, child abuse or intimate partner violence, however can occur within any relationships (for example between family members who live together, or between a young girlfriend and boyfriend).

**Discrimination**: Discrimination is the exclusion or unfair treatment of one particular person or group of people based on different traits such as sex, gender, religion, nationality, ethnicity (culture), 'race', or other personal characteristics. People who experience discrimination are prevented from enjoying the same rights and opportunities as other people. Discriminating goes against a basic principle of human rights: that all people are equal in dignity and entitled to the same fundamental rights.

**Empathy**: The ability to imagine what someone else might be thinking or feeling.

**Family violence**: see Domestic Violence.

**Gay**: A person who is primarily attracted to and/or has sex with someone of the same gender. Commonly used for men, some women also use this term.

**Gender/Gender Norms**: Gender is a concept that describes how societies manage and determine sex categories, and is used in reference to social and cultural differences rather than biological ones. It is the cultural meanings attached to men and women's roles, and can change over time and vary within and among cultures. Gender involves social norms, attitudes and activities that society deems more appropriate for one sex over another. Gender is also determined by what an individual feels and does, and how individuals understand their identities including being a man, women, transgender, gender queer and many other gender positions.

**Gender-based violence**: Gender-based violence is a sub-category of interpersonal violence. It includes forms of violence that target individuals or groups on the basis of their gender and that results in, or is likely to result in, physical, sexual, or psychological harm or suffering.

**Gender equality**: The equal valuing by society of all people regardless of gender, and equal conditions for realising full human rights and for contributing to, and benefiting from, economic, social, cultural and political development.

**Gender equity**: The process of being fair to people regardless of their gender. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent all people from operating on a level playing field. Equity is a means. Equality is the result.

**Gender expression**: How a person communicates one's gender to others including clothing, hairstyle, voice, behaviour and the use of pronouns.

**Gender fluid**: Self-identifying with multiple genders, and may move fluidly between them.

**Gender identity**: How a person identifies as being a man, woman, neither or both, or a combination, which may or may not correspond to the sex assigned to them at birth. Unlike gender expression, gender identity is not visible to others.

**Gender nonconforming**: refers to people who do not follow other people's/society's ideas or stereotypes about how they should look or act based on the female or male sex they were assigned at birth. People who are gender nonconforming may also be called and/or identify as gender variant, non-binary identifying, gender diverse, gender atypical or gender queer, and may be transgender or otherwise variant in their gender expression.

**GLBTIQ**: A commonly used acronym to encompass people who identify as gay, lesbian, bisexual, transgender, intersex and queer.

Help-seeking: Help-seeking involves communicating with other people to obtain help in terms of understanding, advice, and general support in response to a problem or distressing experience. Help-seeking relies on other people and is therefore often based on social relationships and interpersonal skills.

**Heteronormativity**: is the belief that people can be assigned into two distinct and complementary genders (man and women) with natural roles in life. As a result it asserts that heterosexuality (relations between a man and a woman) is the only sexual orientation and the only normal.

**Hegemonic masculinity**: The dominant (but not the most common) form of masculinity in society is termed 'hegemonic masculinity'. It requires boys and men to be heterosexual, tough, athletic and emotionless, and encourages the control and dominance of men over women. Men and boys are socially encouraged to express their pain, fear and stress in the form of anger and violence. In Australian society, men are not able to escape the expectations of hegemonic masculinity and men and boys who do not fit the criteria are punished and labelled as 'not a real man'.

**Homophobia**: Fear, discomfort, intolerance or hatred of homosexuality or sexually diverse people.

**Homophobic bullying**: A gendered type of bullying that is based on actual or perceived sexual orientation or gender identity. Can also be called bullying on the basis of perceived sexual orientation.

**Human rights**: The freedoms and entitlements that belong to everyone because they are human. Human rights are about respecting people's dignity and ensuring they have the resources needed to survive, develop and participate in society. They are universal and cannot be taken away.

**Intersectionality**: Intersectionality calls for a focus on the ways in which an individual's identities intersect, enabling discrimination on the basis of two or more characteristics at the same time. The term is applied to all of those in the community who experience discrimination via multiple sites (such as gender, gender identity, sex, class, race, religion, disability, sexual orientation and education). Intersectionality recognises the multiple aspects of identity that enrich our lives and experiences, as well as the ways in which they complicate and compound oppressions and marginalisations.

**Intersex**: The term used to categorise those who are born with some unclear or mixed male and female internal and/or external anatomical sexual characteristics. An intersex person may identify as male or female or as neither. Intersex status is not about sexual orientation or gender identity. Intersex people experience the same range of sexual orientations and gender identities as non-intersex people.

**Lesbian**: A woman who is attracted to and/or has sex with other women. A lesbian can also be asexual, transgender, queer, etc.

**Perpetrator**: A person who carries out a violent act or causes hurt and/or harm.

**Positive behaviour management**: Positive behaviour management approaches are those that stress prevention, support and avoidance of confrontation and that focus more on development of values, relationships and skills enabling positive student behaviour rather than on punishment for student misbehaviour.

**Power**: Power can be positive or negative. Positive power is seen when we use the power we have within ourselves to change our surroundings for the better. Negative power can be seen when one group of people uses their cultural advantages to control another group. Gender inequality is closely linked to the unequal power between females and males.

**Prejudice**: Unreasonable feelings, opinions, or attitudes generally formed without knowledge, thought, or reason often of a hostile nature, regarding a racial, religious, or other group.

**Privilege**: The idea that some groups of people have special rights or advantages relative to other groups, even when they don't actively choose to have those advantages. The term is commonly used to in the context of social inequality, particularly in regard to race, gender, age, sexual orientation and disability. Rather than being something that is earned, privilege is something that is awarded to a person based on characteristics assigned to them at birth such as sex, cultural identity, race and class.

**Queer**: is an umbrella term for sexual and gender diverse people that are not heterosexual or cisgender.

**Respect**: A feeling of understanding and appreciation for all human beings and creatures in the world.

**Sex**: (as it relates to gender). Sex is the biological traits that societies use to allocate people into the category of either male or female, through a focus on genitalia, chromosomes or some other physical characteristics. Male and female are not the only sexes, some people have genetic, hormonal and physical features typical of both male and female at the same time, so their biological sex isn't clearly male or female. They are called Intersex.

**Sexual assault**: Sexual contact that a person has not consented to. This includes touching, groping, rape, forced sex, and similar acts. People of all genders can be victims of sexual assault, no matter your age, gender identity or sexuality.

**Sexual harassment**: Sexual harassment is unwelcome sexualised verbal or physical behaviour. Examples include comments, whistling. Sexual harassment is often perpetrated by a person in authority toward a subordinate (such as from an employer to an employee).

**Sexual identity**: How individuals identify their own sexuality (usually based on sexual orientation).

**Sexual orientation**: Emotional and sexual attraction to another person or other people who may be of the opposite gender, same gender or another gender identity.

**Sexuality**: The sexual knowledge, beliefs, attitudes, values and behaviours of individuals. Its dimensions include the anatomy, physiology and biochemistry of the sexual response system; sexual identity, orientation, roles and personality; and thoughts, feelings and relationships. Its expression is influenced by ethical, spiritual, cultural and moral concerns.

**Stereotype**: A generalised and over-simplified idea about people based on one or a specific set of characteristics. Stereotypes are usually untrue and often lead to prejudice (see definition) and discrimination. A stereotype that refers to girls, boys, men or women is called gender stereotype.

**Social cohesion**: A socially cohesive society is one where all groups have a sense of belonging, recognition and legitimacy despite differences in ideas, opinions, skills and experience. Education can help promote social cohesion by including all young people and teaching the importance of citizenship, healthy peaceful relationships and respect for diversity.

**Stigma**: An opinion or judgement held by individuals or society that negatively reflects a person or group. When stigma is acted upon, the result is discrimination that may take the form of actions or omissions.

**Tolerance**: A person's willingness to accept feelings, habits, or beliefs that are different from their own and which they may not agree with.

**Transgender**: An umbrella term for people whose gender identity or expression differs from the sex assigned at birth. Transgender identity is not dependent on medical procedures. Includes, for example, people assigned female at birth but who identify as a man (female-to-male or trans man) and people assigned male at birth but who identify as a woman (male-to-female or trans woman).

**Transphobia**: The fear or hatred of transgender people or gender non-conforming behaviour.

**Victim**: A victim is a person who has been the target of violence. Some people prefer to use the word 'target' rather than 'victim' to imply that the perpetrator made a choice and that their act was deliberate. Some prefer to use the word 'survivor' rather than the word 'victim' as they find this word more suggestive of strength and recovery. Others prefer the word victim as suggesting the innocence of the targeted party.

**Violence**: The term 'violence' is used broadly to include many forms of negative treatment, including physical, verbal, psychological and sexual actions.

**Violence against women and girls**: Any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

**Whole school approach**: A whole school approach recognises that in order to achieve sustainable change, in the areas such as wellbeing promotion or violence prevention, shifts are needed at a policy, structural, process, system and institutional level. It involves engaging not just students, but school staff and the wider school community in the process of cultural change.

**Witness**: In the context of violence, a witness is a person who sees or hears about a violent act, or is told about a violent act.

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