

# PDHPE

Stage 5: Child Protection Education

Unit of work

Setting and respecting  
boundaries in  
relationships

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# Introduction

It is mandatory to teach child protection education in every stage of learning from Kindergarten to Year 10 as part of the NSW Education Standards Authority (NESA) [Personal Development, Health and Physical Education \(PDHPE\) K-10 syllabus](#).

Senior students in NSW government schools extend their learning about respectful relationships, protective strategies, power, abuse and violence as part of the mandatory 25 hour [Life Ready](#) course.

The Child Protection Education curriculum support materials are designed to guide teachers through syllabus implementation using effective teaching and learning approaches for sensitive content. The teaching and learning units provided are optional support materials for the implementation of child protection and respectful relationships education as part of the mandatory PDHPE K-10 syllabus.

Materials should be reviewed in full and endorsed by the school principal before use.

For effective child protection education, it is important to:

- [create a supportive learning environment](#)
- [inform parents and carers](#)
- [use suitable teaching strategies](#)
- [prevent public disclosures](#).

It is important that teachers are prepared to use [protective interrupting](#) if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the [Child Protection Policy: Responding to and reporting students at risk of harm](#). The [Mandatory Reporter Guide](#) (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the [Child Protection website](#).

Teaching and learning resources, planning, programming and policy advice, school based considerations and professional learning can be accessed on the Department of Education's [PDHPE curriculum website](#).

## Unit description

Through this unit, students will investigate the need for establishing boundaries in relationships. They will recognise and apply self-management and interpersonal skills required to maintain respectful intimate relationships throughout the unit. For example, they will demonstrate ways to give and receive consent.

Boundaries are a key part of establishing respectful relationships. Setting and respecting boundaries requires people to draw on their self-management and interpersonal skills including communication and compromise. Negotiating consent protects and promotes positive intimate relationships, allowing both people to feel safe and supported. Recognising and responding to early warning signs of unsafe behaviours in relationships assists with avoiding unsafe, abusive and violent situations in relationships.

Through this unit, students will recognise challenging behaviours in relationships and identify skills and strategies to manage unsafe, abusive and violent situations in relationships. This unit provides teaching and learning activities around Child Protection education.

Students will investigate the essential question: How does negotiating boundaries promote and protect respectful relationships?

## Skills in focus

### Self-management

Self-awareness

- developing greater control and responsibility for our actions, feelings and behaviours.

Decision-making and problem-solving

- finding solutions to problems.

Help-seeking

- recognising when help is needed
- accessing support and support networks.

### Interpersonal

Communication

- verbal and nonverbal communication
- listening, eg active

- negotiation and conflict management
- assertiveness.

## Propositions

Throughout this unit, the propositions are embedded as follows:

### Educative purpose

Students are provided with opportunities to develop the knowledge and skills required to recognise early warning signs of abusive behaviour and react in safe and positive ways. They will create, apply, practise and evaluate strategies and skills to keep themselves and others safe.

### Strengths-based approach

Activities in this unit are designed to allow students to recognise and demonstrate their personal strengths. Specifically, their communication skills and ability to create and respect personal boundaries in relationships. Students also develop their skills to provide support and advice to those around them who may be in relationships where boundaries have been crossed and a person's health, safety and wellbeing may be at risk.

### Develop health literacy

Students are provided with a range of scenarios that depict unsafe, abusive or violent relationships. They first analyse the situation presented and identify warning signals present, then suggest the most appropriate response to protect the safety and wellbeing of those involved. They also assess the appropriateness of websites and services to support young people.

### Critical inquiry

Students are given the opportunity to assess the appropriateness of information available on the eSafety Commissioner website, with a focus on engagement and accessibility for young people and marginalise individuals and groups. They are encouraged to challenge behaviours which are viewed as abusive or which do not respect personal boundaries and rights.

## PDHPE Syllabus outcomes and learning focus

Outcomes	Unit learning goals	Evidence of learning
<p><b>PD5-2</b> researches and appraises the effectiveness of health information and support services available in the community</p>	<ul style="list-style-type: none"> <li>Assess the accessibility and inclusivity of the eSafety Commissioner website</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>conduct an audit of the accessibility and inclusivity of the eSafety Commissioner website</li> </ul>
<p><b>PD5-3</b> analyses factors and strategies that enhance inclusivity, equality and respectful relationships</p>	<ul style="list-style-type: none"> <li>Identify the need for establishing boundaries in relationships</li> <li>Understand the importance of consent</li> <li>Recognise that acting responsibly online promotes health, safety and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>identify examples of boundaries specific to different types of relationships</li> <li>describe a range of sexual behaviours</li> <li>identify examples of unethical online behaviour</li> </ul>
<p><b>PD5-7</b> plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities</p>	<ul style="list-style-type: none"> <li>Recognise examples of image-based abuse and support offered</li> </ul>	<ul style="list-style-type: none"> <li>develop their understanding of image-based abuse and how to access support and offer advice if required</li> </ul>
<p><b>PD5-9</b> assesses and applies self-management skills to effectively manage complex situations</p>	<ul style="list-style-type: none"> <li>Recognise communication is an important skill required for negotiating boundaries</li> <li>Recognise and apply the skills of verbal and nonverbal communication, active listening and negotiation, required to maintain intimate relationships</li> <li>Recognise challenging behaviours in relationships.</li> <li>Identify skills and strategies to manage unsafe, abusive and violent situations in relationships</li> <li>Assess situations as safe and unsafe</li> </ul>	<ul style="list-style-type: none"> <li>recognise the importance of communicating personal needs and boundaries</li> <li>practise negotiation of boundaries in a range of scenarios</li> <li>identify how an individual might respond to safe and unsafe situations</li> <li>identify early warning signs of challenging and unsafe behaviours in relationships</li> <li>apply skills and strategies to manage unsafe, abusive and violent situations in relationships</li> <li>practise clear no responses to requests from people to send sexual images or videos</li> </ul>
<p><b>PD5-10</b> critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts</p>	<ul style="list-style-type: none"> <li>Identify ways to give and receive consent</li> </ul>	<ul style="list-style-type: none"> <li>reframe scenarios to reflect positives uses of power</li> <li>demonstrate strategies for challenging gender based abuse or violence</li> </ul>

# PDHPE Syllabus content

Key inquiry questions	Syllabus content
<p>How can people respond positively to life challenges?</p>	<ul style="list-style-type: none"> <li>• Examine the impact of changes and transitions on relationships (ACPPS090)               <ul style="list-style-type: none"> <li>– assess behavioural expectations in different relationships and social situations and examine how these expectations can influence decisions, actions and wellbeing <b>S I</b></li> </ul> </li> <li>• Predict future challenges and opportunities and the skills required to manage these in a positive way               <ul style="list-style-type: none"> <li>– recognise early warning signs of challenging and unsafe situations, eg physical, emotional and social indicators, external signs, controlling behaviour <b>S</b></li> </ul> </li> <li>• Refine skills to manage challenges to respond or protect themselves and others from unsafe, abusive or violent situations, eg refusal skills, emergency plans, risk assessment, talk, trust, take control strategy <b>I</b></li> </ul>
<p>What factors enhance inclusivity, equality and respect in relationships?</p>	<ul style="list-style-type: none"> <li>• Investigate the characteristics of respectful relationships and the rights and ethical responsibilities of individuals in relationships               <ul style="list-style-type: none"> <li>– describe rights and recognise responsibility to others in a variety of relationships, eg consent, ground rules, boundaries <b>I</b></li> <li>– discuss the components of inclusive and equal relationships, eg empathy, active listening <b>I</b></li> <li>– practise and evaluate their ability to use interpersonal skills to develop and maintain respectful and inclusive relationships, eg informed consent, conflict resolution, seeking help, providing feedback, asserting a stance on an issue <b>I</b></li> <li>– evaluate influences on ethical behaviour across a range of relationships, eg online and offline relationships, sharing material on social media <b>I</b></li> </ul> </li> <li>• Investigate how the balance of power influences the nature of relationships and propose actions to build and maintain relationships that are respectful</li> <li>• Propose protective strategies for a range of neglect and abuse situations, eg family and domestic violence, bullying, harassment, homophobia, transphobia and vilification <b>I</b></li> </ul>

Key inquiry questions	Syllabus content
<p>What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others' wellbeing?</p>	<ul style="list-style-type: none"> <li>• plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short or long-term risk (ACPPS091) <ul style="list-style-type: none"> <li>– practise self-management and interpersonal skills to manage and respond to a variety of challenging or unsafe situations, eg sexual relationships <b>SI</b></li> <li>– propose and practise a range of realistic responses to scenarios where peers are encouraging them to behave in unhealthy or unsafe ways in a variety of contexts, eg drug use, sexual behaviours, use of offensive online material, sexting, gambling, road use <b>SI</b></li> </ul> </li> <li>• demonstrate and advocate appropriate strategies to keep themselves safe while supporting others in various situations, eg posting offensive material online, bullying, harassment <b>SI</b></li> </ul>
<p>How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?</p>	<ul style="list-style-type: none"> <li>• evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community <ul style="list-style-type: none"> <li>– examine Australian Government online safety programs and resources to explore the support services available to young people, eg cyberbullying, offensive online material, gambling, sexting <b>S</b></li> </ul> </li> <li>• critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels <ul style="list-style-type: none"> <li>– critique the appropriateness of health and support services that provide advice and support on health-related issues and propose strategies to encourage young people to access appropriate services <b>SI</b></li> </ul> </li> <li>• examine and promote young people's rights to healthcare and support services <ul style="list-style-type: none"> <li>– investigate community health resources to evaluate how accessible they are for marginalised individuals and groups and propose changes to promote greater inclusiveness and accessibility, eg people in rural and remote areas, lesbian, gay, bisexual, transgender and intersex people (LGBTI), people from culturally and linguistically diverse (CALD) backgrounds, people with disability <b>S</b></li> </ul> </li> </ul>



# 1

## Setting and respecting boundaries

### Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.



### Learning goals

- Identify the need for establishing boundaries in relationships (PD5-3)
- Recognise communication is an important skill required for negotiating boundaries (PD5-9)



### Success criteria

Students will:

- recognise the importance of communicating personal needs and boundaries
- identify examples of boundaries specific to different types of relationships
- practise negotiation of boundaries in a range of scenarios



### Resources

- Signs
  - Two-way street
  - Not a two-way street

## Switch on

Introduce the learning goals and discuss them with the class.

Introduce the Question Box to the class.

The question box allows for anonymity and establishment of student prior knowledge in relation to PDHPE concepts. Allowing students to ask questions in an anonymous manner will increase student access to reliable information. Even though anonymous, it is expected that teachers will reasonably be able to work out the identity of a student should a disclosure be made, so a child protection response can be provided. If it is a large group or the teacher

is not familiar with students' work, they could invite students to add their name, if they wish, saying it will not be shared with the group. Although not all students will, this should assist with identification, if it is needed. The box should be a material item such as a shoe box, bowl, or hat.

Explain to students:

- The question box can be used to ask questions that they want to know but don't want to ask in front of everyone.
- The question box is anonymous, but you might choose to add your name if you wish.

## 1 Setting and respecting boundaries

- Everyone will be given a blank piece of paper at the end of each lesson.
- Everyone must record something on their piece of paper whether it is a question or something else, for example, last night's dinner to ensure the questions remain anonymous or a drawing.
- They must place their own paper into the question box.
- Questions will be answered at the next lesson.

Share the following statement "Relationships are a two-way street."

Students:

- record the types of relationships they have had, currently have, or may have in the future.
- suggest what they think this quote means. Identify the characteristics of a two-way street style relationship.
- contribute suggestions to a class discussion.

## Understand

### Setting boundaries

Share the importance of setting and respecting boundaries as an important part of respectful relationships. Talking about your boundaries with your partner or people in the relationship is a great way to make sure that each person's needs are being met and individuals feel safe in relationships. Setting and respecting boundaries assists people to protect their rights and responsibilities in relationships.

Students use a T chart to record:

- the rights people have in relationships. Sample answers may include: to be heard, to be treated with respect, to say no, honesty, loyalty, personal space, to have friends, to pursue interests, maintain family connections.
- the responsibilities people have in relationships. Sample answers may include: to show respect, to actively listen, respect that no means no, to be honest, to trust, allow people their space.
- Students use their list of current and future relationships or relationships they see around them from the earlier activity.
- Group the relationships into broader categories ie family, school, friends, sexual, work.
- With a buddy, list examples of boundaries that should be respected under each of the relationship categories.
- Share with another pair.

Display the headings emotional, physical, and digital. Explain to students that boundaries in a sexual relationship can be categorised under these three headings. Students share their examples of boundaries for sexual relationships and suggest which category they fit under.

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Note: Share the examples below if not included in the student's suggestion:

### Emotional

- expressing your feelings when you are ready, not in response to what your partner says
- having time apart
- feeling free to hang out with friends (of any gender) or family without having to get permission
- spend time by yourself doing things that you enjoy or that help you relax.

### Physical

- know your limits with sexual behaviours and communicate this with your partner
- Sex isn't currency: You don't owe your partner anything. Just because your partner takes you out to dinner, buys you a gift, or says "I love you" doesn't mean you owe them anything in response. It isn't fair for your partner to claim that you don't care about them because you won't "go all the way." Even if you've done it before, you are never required to do it just because your partner is pressuring you.
- Remember, no means no.

### Digital

- Before you talk to your partner about your online relationship, check in with yourself to see what makes you feel comfortable. Start by considering your digital boundaries.
- Is it okay to tag or check in?
- Do we post our relationship status?
- Is it okay to friend or follow my friends?
- When is it okay to text me and what is the expectation for when we return it?
- Is it okay to use each other's devices?
- Is it okay to post, tweet or comment about our relationship?

Consider the statement "sex isn't currency: you don't owe your partner anything". Explore the concept of being made to feel like you owe someone.

- In groups of three, allocate one focus relationship per group - family, school, friends, or work.
- Groups develop five examples of when a person could be made to feel like they 'owe' someone in the types of relationship they have been allocated. Sample answers may include owing your boss unpaid overtime because they bought you lunch or give you a ride home; owing your old friends time because you've been busy with new friends and they are pressuring you to hang out when you don't want to.
- Groups swap and record what boundaries could be put in place to protect individuals from feeling the pressure of "owing" someone.

It is important that teachers are prepared to use protective interrupting if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the Child Protection Policy: Responding to and reporting students at risk of harm. The Mandatory Reporter Guide (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the Child Protection website.

## 1 Setting and respecting boundaries

### Exploring boundaries

Establishing an agreement in your relationships is important.

Introduce the skills of negotiation and compromise.

- Explain that negotiation and compromise are two important skills required when exploring boundaries in relationships.
- As a class, develop a definition for each skill.
- Identify some examples of when students have used negotiation or compromise.

Students brainstorm what skills and strengths they can draw on when negotiating boundaries? For example, skills include verbal and non-verbal communication, active listening, expressing feelings, assertiveness, understanding others needs and circumstances. Strengths include discerning, honest, persistent, perceptive, creative, humour, courageous.

- In pairs, students choose a strength or skill and a type of relationship, for example work, home, school, friends.
- Identify a scenario within that relationship which may require compromise and negotiation. For example, asking for a change of shifts or more shifts at work. Asking parents or carers to go to a party or stay with friends over a weekend. Asking a teacher for an extension on an assignment.
- Students adopt a role and practise negotiating new boundaries within this scenario.
- Reflect on how each student drew on their skills and strengths to negotiate and compromise.
- Share your reflections as a class.

Draw the focus to intimate relationships. Explain to students that once a person knows

how they feel, they can talk to their partner to figure out an agreement that works for both of them. This may involve some negotiation and compromise. It is important to communicate their boundaries at the start of a relationship and recognise that they have the right to change their boundaries at any time. This also means that their partner has the right to change their boundaries also. The key is being open and honest about them.

### Act and apply

#### Two-way street?

Read out each of the statements below and ask students to move towards the sign or designated area of the classroom they feel describes the relationship: two-way street and/or not a two-way street. Invite students to discuss their choice after each statement, focus on their thoughts and thought process.

- Accepting responsibility for your own happiness. Answer: Two-way street
- Accepting transitions, change and endings. Answer: Two-way street
- Always focusing on your partner's flaws and worst qualities. Answer: Not a two-way street
- Being able to balance being apart and being together. Answer: Two-way street
- Being able to see and focus on your own and your partner's good points. Answer: Two-way street
- Being loyal and committed to your partner. Answer: Two-way street
- Being open and asking for what you want in a clear way. Answer: Two-way street
- Being unable to ask for what you want. Answer: Not a two-way street
- Not listening when your partner says no to sexual activity. Answer: Not a two-way street

## 1 Setting and respecting boundaries

- Being unable to build and maintain close friendships with others. Answer: Not a two-way street
- Wanting too little togetherness. Answer: Not a two-way street
- Being unable to change, let go, and move on. Answer: Not a two-way street
- Being your own person. Answer: Two-way street
- Blaming and criticising your partner for having different traits and qualities from you. Answer: Not a two-way street
- Communicating in a way that is open and real. Answer: Two-way street
- Constantly checking your partner's socials. Answer: Not a two-way street
- Displaying jealousy and relationship addiction; being uncommitted to your partner. Answer: Not a two-way street
- Feeling incomplete without the other person. Answer: Not a two-way street
- Having meaningful friendships outside the partnership. Answer: Two-way street
- Playing games; being manipulative; not being willing to listen in a non-defensive way. Answer: Not a two-way street
- Not being assertive about your boundaries and limits of sexual activity. Answer: Not a two-way street
- Posting information or images without permission. Answer: Not a two-way street
- Relying on others (especially your partner) to make you happy. Answer: Not a two-way street
- Respecting and accepting the ways in which you and your partner are different. Answer: Two-way street
- Wanting to know your partners passwords for their online accounts. Answer: Not a two-way street

Share the scenario below with the class.

Jamie and Ash have been going out for about a month now and things are getting serious. Jamie really likes Ash and wants to keep the relationship fun and exciting. Ash has suggested they move the sexual side of their relationship to the 'next level' via a message, Jamie isn't so sure and replied saying "let's discuss the situation face-to-face".

In pairs, students follow the three steps of a circle of viewpoints thinking routine.

- One student in each pair will explore Jamie's perspective and the other Ash's.
- Allocate each pair a particular type of communication. For example, one group in the class could write from a passive perspective and another could write in an aggressive perspective to focus on effective communication.

### Jamie

- "I am thinking of negotiating boundaries from the point of view of Jamie"
- "I think negotiating boundaries ... (describe from Jamie's viewpoint) ... because ... (explain your reasoning) ..."
- "A question or concern I have from Jamie's viewpoint is ..."

### Ash

- "I am thinking of negotiating boundaries from the point of view of Ash"
- "I think negotiating boundaries ... (describe from Ash's viewpoint) ... because ... (explain your reasoning) ..."
- "A question or concern I have from Ash's viewpoint is ..."

## 1 Setting and respecting boundaries

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- Students role play the face-to-face conversation considering the other person's point of view.
- Pairs reflect on and share the skills and strengths they displayed during the role-play.

### **Formative assessment opportunity.**

By collecting this work, students can demonstrate evidence towards outcomes PD5-3 and PD5-9, recognise communication is an important skill required for negotiating boundaries and demonstrates interpersonal skills required to maintain respectful intimate relationships.

# 2

## Use your powers for good not evil

### Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.



#### Learning goals

- Recognise and apply the skills of verbal and nonverbal communication, active listening, and negotiation, required to maintain intimate relationships (PD5-9)
- Understand the importance of consent (PD5-3)
- Identify ways to give and receive consent (PD5-10)



#### Success criteria

Students will:

- describe a range of sexual behaviours
- practice the use of personal skills to communicate their boundaries and give and receive consent clearly
- identify how an individual might respond to safe and unsafe situations



#### Resources

- [Consent](#) Victoria Legal Aid 2017
- Sex? Not sex? activity cards (one set per group of four)
- Paper strips of two different colours (eg yellow and green), one of each per student
- Two small boxes differentiated by the same two colours as the paper strips

### Switch on

Introduce the learning goals and discuss them with the class.

Highlight to students that one example of a physical boundary in an intimate or sexual relationship is consent.

As a class, review the key points regarding consent. (Source: Victoria Legal Aid)

- Consent is a legal term.
- Consent laws are meant to protect people's safety in a relationship.
- Consent means free agreement to having sex or taking part in sexual touching.
- The person who wants to have sex must make sure they get the other person's consent.

- Saying nothing is not the same as giving consent. A person can show they do not give consent through their body language. They do not have to say anything.

- Consent is required for all sexual activity.

Think, pair, share.

- Individually, students predict some potential problems that may arise when it comes to negotiating consent.
- Students share their list with a partner and together develop solutions to overcoming these barriers.
- Share ideas with the whole class.

Focus communication on text or chat. Students record responses and share as a class.

- What could be some advantages of negotiating consent via text or chat?



## 2 Consent

- What could be some disadvantages of negotiating consent via text or chat?

It is important to reinforce the need to check in and ask for consent at the time. Consent can be given and received at any time before or during sexual activity and people have the right to change their mind.

Explain to students that discussing feelings is a way of establishing boundaries. Boundaries allow people to engage in sexual behaviours and feel comfortable. Pleasure is the ultimate goal – consent is the first step to pleasure.

As a class, watch the short YouTube clip on [Consent](#), developed by Victoria Legal Aid.

- In pairs, complete a Step inside thinking routine.
- One student completes the Step inside thinking routine from Jimmy's perspective and one from Carla's perspective, then share.

### Jimmy

- What can Jimmy see, observe, or notice?
- What might Jimmy know, understand, hold true, or believe? What makes you say that?
- What might Jimmy care deeply about? Provide reasons why.
- What might Jimmy wonder about or question? Justify your answer.

### Carla

- What can Carla see, observe, or notice?
- What might Carla know, understand, hold true, or believe? What makes you say that?

- What might Carla care deeply about? Provide reasons why.
- What might Carla wonder about or question? Justify your answer.

Students share with class the differences they noticed between Jimmy and Carla's perspectives.

## Understand

**Sex? Not sex?** (Adapted from Catching On Later AusVELS Levels 9 & 10 Sexuality Education Activities)

In groups of four, students use a set of Sex? Not sex? activity cards. The set is made up of the Sex? Not sex? voting cards and cards outlining a range of sexual behaviours.

Groups sort the sexual behaviour cards into two categories: 'sex' or 'not sex'.

Allow time for discussion and for a consensus to be reached.

Once all the groups have completed this task, read out a sexual behaviour card to the class, and allow each group to vote either 'sex' or 'not sex' by holding up one of their voting cards.

Keep track of the results on the board. Repeat with each sexual behaviour card.

Discuss the following as a class.

- Where there was class agreement, why was this an easy or more straightforward behaviour to classify?
- Where the whole class was not in agreement, had there also been disagreement within the groups. If so, why? Why is it more difficult to classify these behaviours?
- What would be a clear definition of sex? Would it be the same for everyone?
- To what extent is it important for everyone to have the same way of defining these sexual behaviours?



## 2 Consent

- What could be the implications for couples who have different definitions of sex?

Use a [continuum activity](#) to explore differences and similarities between online and offline relationships. Allocate 4 areas within the room: strongly agree, agree, disagree, strongly disagree. As you read a statement, ask students to move to the area of the room which represents their view. Invite students from each area to share their views. Sample statements include:

- changing your mind during sex is not fair on the other person
- oral sex is not sex
- if a partner engages in oral sex with someone else that is not cheating
- talking about sex with your partner before you engage in it ruins the experience
- most people want the same thing when it comes to sex anyway.

Teachers are encouraged to reinforce key messages after students have responded, including consent is required, communication assists with building a level of comfort, communication helps to establish what people like/don't like, what we see in media such as pornography is not real, everyone's preferences and level of comfort is different when it comes to sex, and it can change too.

### Understand

Highlight to students that knowing how and when to state your limits with sexual behaviours to your partner can be a challenge. Recognising and acknowledging your partner's limits is equally as important in maintaining a respectful relationship. Using a range of self-management and interpersonal skills can assist you both to clearly express and adhere to expectations.

**Speaking up** (Adapted from Catching On Later AusVELS Levels 9 & 10 Sexuality Education Activities)

This activity assists students to develop and practise their communication, assertiveness and negotiation skills using a bank of conversation starters about whether or not to have sex.

Use a think, pair, share to brainstorm and record:

- the reasons young people may want to have sex. Display for the class.
- the reasons young people may not want to have sex. Display these next to the first list.

Hand out one slip of yellow paper and one slip of green paper to each student. (Other colours can be used.)

Students use the yellow paper to record an opening line which might be used to get a conversation started about whether or not to have sex. Bundle these conversation starters together. They can use the statements already on the board to help them get started.

Students use the green paper to record a response they might use if their partner had started the conversation about having a sexual relationship. Bundle these conversation starters together.

- Ask students to consider writing responses from a passive, assertive, or an aggressive perspective.
- Responses could be a 'yes, because ...' response, or a 'yes, but ...' response with attached conditions; or it might be a 'no, because ...' response pointing out the reasons why not.

In a circle, the responses are placed in the centre.

- Pair students. For example, the student on your right and the student on your left to move to the centre.
- The student from your right will take a slip from the yellow bundle and the student from your left will take a slip from the green bundle.
- Beginning with yellow, the student reads out the statement and the student with green reads the reply.

**2** Consent

- The statements that have been read are left on the floor beside the boxes.
- Go around the circle twice, until each student has read both a yellow statement and a green statement. Sometimes the replies will not make a very good match for the opening line. Don't worry about it – have a laugh and proceed to the next pair.
- Repeat the process, this time asking students to identify whether the yellow statement is passive, assertive, or aggressive. Where a response is passive or aggressive, ask students to modify the response to focus on negotiation in an assertive way.
- Repeat the process, this time asking students to identify whether the green statement is passive, assertive, or aggressive. Where a response is passive or aggressive, ask students to modify the response to focus on negotiation in an assertive way.

Discuss the following questions as a whole class.

- Why do you think it might be difficult to start the conversation?
- Why do you think it might be difficult to reply to your partner?
- Where might this conversation lead?
- Is it OK to have the conversation and decide not to have a sexual relationship?
- Why is communication about sex important? Possible answers:
  - It helps to ensure that consent to having sex is given freely, without coercion.
  - It helps to avoid misunderstandings.
  - It might help prevent an unintended pregnancy.
  - It might help prevent the spread of STIs.

If you're not quite sure about participating in a sexual act, how might your body indicate that? Relate this discussion back to your teaching of trusting your gut and recognising emotion.

This is addressed in the stage 4 units as a reference point.

If you're not sure about participating in a sexual act, but go ahead despite those inner feelings, how might you feel afterwards? Who could you access to discuss this?

What is the law with regard to consent?

## Understand

### Recognising non-verbal communication

Explain to students that it is also important for students to recognise that there are many ways of communicating. The look on someone's face and their body language are also ways of communicating how they feel, and often have more meaning than the words they say.

Read the statements to the class. Students raise their hand if they think it is a comfortable sign or cross their arms in front if they think it is an uncomfortable sign.

Comfortable signs	Uncomfortable signs
Pulling you closer	Pushing you away
Actively touching, kissing, hugging	Holding their arms tightly around their body
Relaxed body & facial expressions	Uncomfortable or painful facial expressions
Laughing/ giggling	Turning away from you or hiding their face
Enthusiastic noises	Stiffening muscles
Responsive to your touch	Not responding to your touch

## 2 Consent

Students reflect on the factors that may impact on a person's ability to express, recognise, and acknowledge non-verbal communication of consent.

Remind students that to achieve a 'two-way street' in an intimate situation, they will need to protect their own physical boundaries while being aware of, and acknowledging, their partner's boundaries.

Revise the [consent video](#), developed by [Victoria Legal Aid](#). Replay if necessary. As a class, discuss the following:

- What examples of non-verbal communication did Carla use to convey how she was feeling to Jimmy?
- What messages did Jimmy get from Carla's non-verbal communication?
- Did non-verbal communication impact on the situation in a positive or negative way? What makes you think that?

### Act and apply

Students answer the following questions to gauge their understanding and prepare them for the next activities.

- Why is it important to set boundaries in intimate relationships? What are some examples?
- What might influence people to have different ideas about what they consider to be sexual behaviours?
- How can a clear understanding of the sexual behaviours assist an individual to negotiate consent assertively?
- How can taking the time to think about your physical boundaries and ways to express them clearly, be beneficial in different situations?
- How could a person use non-verbal communication to not consent to sexual behaviours? Give examples of assertive non-verbal communication.

As a class, watch the YouTube clip on [Consent](#) again.

Carla and Jimmy

(clip transcript)

[Jimmy and Carla are lying in a bed together. Carla is awake and looking at her phone while Jimmy is still sleeping.]

**Jimmy:** Hey, chicklet. You sleep ok?

**Carla:** Sort of. Better get up, Jimmy. It's four o'clock.

**Jimmy:** Phone's dead. Too much YouTube. You should have slept.

**Carla:** I'll just sleep later.

[Jimmy turns away from Carla, gets out of bed and starts to put his jeans on.]

**Jimmy:** I said I'm sorry.

**Carla:** I know.

**Jimmy:** It's just, I think you're a super-hot girl. I can't help it.

**Carla:** You should have asked me if I wanted to do anything. You just went ahead and did stuff.

**Jimmy:** I thought you liked what we did. I thought you liked having sex with me. I'll call you later. Ok? Chicklet?

Jimmy turns to face Carla.

Students work through the following activities.

- Did Carla consent to having sex? What were some indicators (verbal and nonverbal) that made you think that?
- Suggest some statements Carla could have said to Jimmy at the time when she felt uncomfortable with what was happening.
- What would influence Carla's ability to use these statements and communicate her thoughts and feelings with Jimmy?

## 2 Consent

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- What [strengths](#) would have assisted Carla to be more confident and able to communicate her thoughts?
- What if they've had sex before? Do Carla or Jimmy have the right to say 'no' at any time in the future.

Consider the situation and record responses to the following:

- How might Jimmy feel when Carla says no?
- How should Jimmy respond when Carla says no?
- How might Carla feel when she says no?
- How will Carla feel if Jimmy acknowledges Carla's right to change her mind and say no?

If the situation was reversed, and Jimmy said no, how would the response and feelings of both parties be similar or different?

### Before and after

Divide the class into two groups, one is A, and one is B.

- Students in group A record a script for a scene that occurred before the clip where Carla and Jimmy both communicate their physical boundaries and clearly give consent for the sexual behaviours, they are willing to share together.
- Students in group B record a script for a scene that occurred after the clip where Carla and Jimmy discuss what happened and communicate how they are feeling. Both Carla and Jimmy need to demonstrate they have taken responsibility for their actions, feelings, and behaviours. They should also restate their boundaries and level of consent for sexual behaviours.
- Students pair up as A and B to compare how Carla and Jimmy's story has evolved.

### Reflection

Each pair joins with another pair to complete a What did we learn today?

Distribute sticky notes to each group and ask them to record the main points they learn and any questions they may have. Students place sticky notes in a central place in the room.

Answer any questions asked. Review the key messages.

# 3

## Acting on the signs

### Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.



#### Learning goals

- Assess situations as safe and unsafe (PD5-9)
- Recognise challenging behaviours in relationships (PD5-9)
- Identify skills and strategies to manage unsafe, abusive, and violent situations in relationships (PD5-9)



#### Success criteria

- Students will:
- identify early warning signs of challenging and unsafe behaviours in relationships
  - apply skills and strategies to manage unsafe, abusive, and violent situations in relationships



#### Resources

- Examples of red flags in relationships
- Red flag scenarios

### Switch on

Introduce the learning goals and discuss them with the class.

Explain to students that the previous activities focused on boundaries, consent, and sexual behaviours in intimate relationships. However, it is important to be aware of a range of challenging and unsafe situations that can occur in our own and others' relationships. How people manage them is critical to their wellbeing and safety?

Show the short clip [Love Control Victoria](#) (Source: bentwheelproduction 2009).

Students work through a See, Think, Wonder thinking routine. Remind students to use global language rather than any personal language or references.

- What do you see?
- What do you think is going on?

- What does it make you wonder?
- Share as a class.

### Understand

Explain to students that there can be a number of early warning signs of challenging and unsafe situations in relationships.

It is very important to watch out and be aware of them in your own relationships, and also acknowledge the responsibility you have to alert others to them if you recognise them occurring in their relationship.

#### 'Red flag' sorting activity

Introduce the concept of a 'red flag' to students.

A red flag is something indicating a warning of trouble or danger ahead.

### 3 Acting on the signs

This activity could also be completed online using Padlet or a Google doc. The instructions below are using graffiti sheets and post it notes. This could be modified to suit the class and the context for learning.

Conduct a “brainswarm” where students write as many relationship ‘red flags’ they can think of. This could be done using sticky notes. Remind them to think about the wide range of relationships. Students could refer back to their see, think and wonders from the previous activity.

Display five A3 pages around the room with the headings.

- Physical
- Emotional
- Social
- External signs
- Controlling behaviours.

Students place their sticky notes under the appropriate headings.

Invite students to complete a “poster walk” to read the sticky notes for each heading.

You may wish to display the Examples of red flags in relationships if students have difficulty brainstorming.

As a class, discuss the following questions:

- Do you think people would be able to easily recognise the examples you just read on the poster walk? Why? Why not?
- What might affect their ability to recognise them? For example, they think the behaviours are normal, they are in denial.

Select 5 red flags. Assess the level of challenge for an individual to address each ‘red flag’ with a partner?

How confident and comfortable would you feel to point out ‘red flags’ in other people’s relationships? What would increase your level of comfort or confidence?

What are some skills and strengths people could draw on when discussing ‘red flags’ with their partner or someone they are worried about?

Explain how one skill and one strength could be applied, and how it would increase the comfort or confidence level of an individual.

It is important that teachers are prepared to use [protective interrupting](#) if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the [Child Protection Policy: Responding to and reporting students at risk of harm](#). The [Mandatory Reporter Guide](#) (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the [Child Protection website](#).

### Recognising ‘red flags’

Divide the class into groups of three.

Distribute a copy of ‘red flag’ scenario A, B, C, or D and a highlighter to each group.

- Scenario A Jasmin and James
- Scenario B Lisa and Andy
- Scenario C Carol and Joe
- Scenario D Cameron and Raoul

Each group reads through the scenario to gain an understanding of the relationship they will be analysing.

For their scenario, highlight any ‘red flag’ behaviours they recognise.

Swap with another group until all groups have reviewed all four scenarios.

Discuss the following questions.

- Explain how realistic the scenarios are and provide reasons for your views.



### 3 Acting on the signs

- To what extent, do you think 'red flag' behaviours would be evident in intimate relationships as people get older?

Choose another type of relationship, for example, family, peers, friends, work colleagues, coaches, tutors. Describe what these 'red flag' behaviours might look like, sound like or feel like in this type of relationship.

Share as a class.

Reinforce to students that it is very important to recognise, acknowledge and act on 'red flag' behaviours as they are warning signs of challenging and unsafe situations in relationships.

## Understand

Highlight to students that there are different skills and strategies people can use to respond to 'red flags' and protect themselves if they are in unsafe, abusive or violent situations.

Display the following four skills and strategies for students:

- refusal skills
- emergency plan
- risk assessments
- Trust, Talk, Take control.

Assess student level of understanding on the skills and strategies. Students raise their hand if they have heard of at least one of the skills or strategies before.

Students turn to a shoulder buddy and share:

- What is one thing you already know about one or more of the skills and strategies?
- What is one strength that a person could draw on to use one of the skills or strategies, for example, honesty, bravery, leadership?
- Describe a time that you have seen one of these strategies or skills in action.

- How relevant are these strategies and skills to the lives and experiences of young people?

Distribute the information sheet on each of the examples of skills and strategies. Students become familiar with each skill and strategy before applying them in the next activity.

## Act and apply

Students work in pairs with one of the 'red flag' scenarios. Ensure it is a different example to the one they highlighted in the previous activity.

Students:

- read the scenario to first identify which character is at risk of an unsafe, abusive, or violent relationship.
- identify which of the four skills or strategies this character could use. They may use more than one. For example:
  - Scenario A Jasmin and James = Risk assessment
  - Scenario B Lisa and Andy = Refusal skills
  - Scenario C Carol and Joe = Emergency plan
  - Scenario D Cameron and Raoul = Trust, Talk, Take control
- create the fourth scene of the scenario where the character actions the chosen skills or strategy.

As an application task, students could present the scene they have developed by reading it out, role playing it, or creating an online cartoon.

### **Formative assessment opportunity.**

By collecting this work, students can demonstrate evidence towards outcome PD5-9, demonstrating application of knowledge of strategies to solve problems and seek help.

### 3 Acting on the signs

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Pairs join to make groups of four. Students swap and read the scenario from the other pair.

- Each pair adopts the role of the friend of the character at risk. As that friend:
  - suggest which skill or strategy is most suitable in their situation
  - provide advice about how the character can put the skill or strategy into action.

As an application task, students could present the scene they have developed by reading it out, role playing it, or creating an online cartoon.

**Formative assessment opportunity.**

By collecting this work, students can demonstrate evidence towards outcomes PD5-9, demonstrating application of skills and strategies to manage unsafe, abusive, and violent situations in relationships.

Discuss as a whole class:

- Describe a time when you may need to seek help for your friend if they don't recognise the 'red flag' warning signs?
- Who might you ask for advice about how you can support your friend? For example, a trusted adult.



# 4

## Being respectful and responsible online

### Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.



### Learning goals

- Recognise that acting responsibly online promotes health, safety, and wellbeing (PD5-3)
- Assess the accessibility and inclusivity of the eSafety Commissioner website (PD5-2)
- Recognise examples of image-based abuse and support offered (PD5-7)



### Success criteria

- Students will:
- identify examples of unethical online behaviour
  - practise clear no responses to requests from people to send sexual images or videos
  - conduct an audit of the accessibility and inclusivity of the eSafety Commissioner website
  - develop their understanding of image-based abuse, and how to access support, and offer advice if required



### Resources

- Post/Don't post sign
- <https://www.esafety.gov.au/parents/big-issues/sending-nudes-sexting>
- Your stories handout
- The Hunting (Series) <https://www.sbs.com.au/ondemand/program/the-hunting>
- Excerpt from The Hunting <https://www.sbs.com.au/ondemand/video/1574969411586>

### Switch on

Introduce the learning goals and discuss them with the class.

Explain to students that this section of the unit is going to explore how developing greater control and acting responsibly online can promote the health, safety, and wellbeing of everyone.

**To post or not to post?** (Adapted from Building Respectful Relationships: Stepping out against gender-based violence)

Display the signs, Post/Don't post, up on either side of the room as position points.

Students find a partner.

Inform students that you will be reading out some examples of photos/videos and that they will have to decide in their pair if they would post it or not.

Read each photo/video example. They need to discuss, agree and stand on the side of the room they have chosen.

Invite students to describe what influenced their decision after each one.

- A photo of somebody blowing out candles on a cake at their birthday
- A photo of a woman dressed in a burqa
- A photo of a group of friends swimming at the beach

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- A photo of a student in their underwear in their bedroom, taken without their consent
- A photo of a girl that shared with her partner
- A video of somebody being bullied
- A photo of people in a race at a swimming carnival
- School photos
- A private video of a girl dancing to her favourite song at home, which was stolen from her mobile phone
- A photo taken of two people kissing at a party taken without their knowledge
- A photo of students getting changed for PE
- A photo of a girl climbing some stairs, which shows her underwear
- A photo of a year 8 boy crying in the playground
- A photo of some puppies
- A photo of an Indigenous Australian in ceremonial dress (ie body paint).
- When discussing your position as a pair, were aspects of ethical behaviour considered or discussed? What makes you say that?
- What could be some influences on whether people behave ethically online?
- Pausing to think before posting is a strategy people can use to regulate their behaviour online. How can this strategy promote ethical behaviour? Sample responses could include: allows people to think clearly, reduces emotion, increases self-control, people take greater responsibility for their actions and behaviours.

As a class, discuss some observations. Which examples were harder to make a decision on than others? Did you both agree on all examples? Do you think everyone in the class answered honestly?

Introduce the concept of ethical behaviour.

- Students record a definition for what they think ethical behaviour means.
- Share as a class.
- Establish a class definition.
- Ethical behaviour can be described as demonstrating respect, honesty, fairness, equality, dignity, and diversity in relationships. Examples of ethical behaviours can include respecting a person's boundaries and decisions around consent.

Ask students:

- How could we link ethical behaviour to our previous positioning activity?

## Understand

Explain to students that while they may feel confident that they will behave ethically online, some people can feel pressured, coerced, bribed, threatened, or be influenced by others to share information, images or videos.

Share the data with the class to reaffirm to students that not 'everyone is doing it. (Source: <https://www.esafety.gov.au/parents/big-issues/sending-nudes-sexting>)

- In a 2017 eSafety survey, 9 out of 10 young people aged 14 to 17 thought that sexting happened among their peers — as a kind of courtship behaviour. However, it may not be quite as common as they think.
- 1 in 3 said they had actually experienced sexting in some way – whether sending, receiving, asking, being asked, sharing or showing nude or nearly nude pictures.
- 5% said they had sent an intimate image, and 19% of these said they did it because they trusted the person they sent it to.
- 15% reported being asked for an image, with 52% of requests coming from someone they did not know.
- 73% said they did not send an image after being asked (82% of 14-year olds compared to 66% of 17-year olds).

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### Send noods not nudes

Show the short clip [Send noods, not nudes](#), developed by the eSafety Commissioner.

Share the four steps students can take if they feel pressured to send a nude.

#### Ask them to stop

Sometimes in relationships people do things without thinking about the other person. This isn't cool. If someone is pressuring you and you feel safe to do so, ask them to stop. It might not always work, but sometimes just letting them know they're upsetting you will make them reassess their actions.

#### Send something else

It is always OK to say no. But you might want to get creative in the way you send the message. Why not send something else, like a meme or clever one-liner? Instead, you could send noods.

#### Report and block

If asking them to change their behaviour doesn't work, don't continue communicating with them. Follow these steps:

- Take screenshots of the requests (this will help if you need to take further action at any stage, so think of it as 'insurance')
- Report the person to the social media service or app they used to contact you
- Block them so they can't contact you through that social media service or app again
- If they contacted you via text message, block their phone number from your device.
- The eSafety Guide has online safety advice, tips on how to block accounts and reporting links.

#### Get support

If they're not getting the message, talk to a trusted adult. If you want more support, there are professional counselling services like Kids Helpline where you can speak to someone confidentially online or over the phone.

Source: <https://www.esafety.gov.au/parents/big-issues/sending-nudes-sexting>

Students imagine they have received a message from a partner. Draft a reply to the request clearly conveying that they will not be sharing images or videos in return.

"Babe. Long-time no see. I miss you hottie. How bout you send me a pic to make me miss you more? Show me how much you love me".

Acknowledge that it may be easy to draft a reply to a scenario during class but more difficult in real life.

As a class, brainstorm reasons people may find it challenging to say no to the request.

Students record three things they could do to support a friend to say no.

### Understand

#### Reliable sources – eSafety Commission

Inform students that the eSafety Commissioner (eSafety) is Australia's national independent regulator for online safety. Their purpose is to help safeguard Australians at risk from online harms and to promote safer, more positive online experiences.

## 4 Being respectful and responsible online

The eSafety Commissioner website, <https://www.esafety.gov.au/>, is a reliable and valid source of information they can access if in need of advice or support regarding theirs' or others' online safety.

Allow students time to explore the section of the website dedicated to supporting young people. <https://www.esafety.gov.au/young-people>

- Whilst exploring the site, students complete a P-M-I (Plus, Minus, Interesting).
- After exploring the site, discuss the following as a class.
  - Did you find the website easy to navigate?
  - Was the information written in a way that made it easy to understand for young people?
  - Was the information accessible and relevant to people in rural and remote areas, lesbian, gay, bisexual, transgender, and intersex people (LGBTI), people from culturally and linguistically diverse (CALD) backgrounds, people with disability?
  - How could the website be improved to ensure everyone can access the information?
  - Did the website engage and keep you interested?
  - Would anyone like to share points from their PMI?

Students draft an engaging post for the eSafety Commissioner's Communications Manager to share on their social media accounts to promote the availability of the eSafety Commissioner website as a source of online support for young people. Make young people the audience.

### Image-based abuse

Introduce the concept of Image-based abuse (IBA). Image-based abuse happens when an intimate image or video is shared without the

consent of the person pictured. 'Sexting' or sharing nudes is an example of IBA.

Students watch [Image-based abuse](#), Office of the eSafety Commissioner to develop their understanding of what IBA includes.

Students access the [Your stories](#) page of the Image-based abuse section of the eSafety website.

- Randomly assign three characters to each student to focus on for the activity.
- Draw student attention to the Get support section at the bottom of each story.

Ask students to complete the questions on the Your Stories Handout.

- What image-based abuse happened to the character?
- How did it affect their wellbeing?
- Who did they turn to for help?
- How was the situation resolved?

Next, ask students to circulate around the room to find out from others about the stories they did not read. They must tick off the list on the bottom to ensure they have heard all 13 stories.

Discuss the following:

- Do you think the stories are realistic?
- Could you use some of the strategies the people used in other situations unrelated to IBA?
- Do you feel reading through the stories has developed your ability to support friends and family who may experience IBA in the future? What further support do you need to be able to offer help to friends and family?

### Act and apply

The Hunting is an SBS television drama that follows the lives of four teenagers, their teachers, and families in the aftermath of a nude teen photo scandal. The whole series is rated M.

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Note: In accordance with the [audio-visual material in schools – procedures for use](#), material classified M should only be considered for students who are 15 years and over. Material in this classification may contain themes and scenes which require a mature perspective. Decisions about whether the use of M classified films, television materials and computer games in the school will be approved must be made by the Principal. The Principal may delegate the task of previewing the material to an appropriate member of the teaching staff who will advise the Principal as to suitability for students 15 years and over.

Parents are to be informed in advance of presentation so that they have the opportunity to withdraw their child from the viewing.

Show students the excerpt from The Hunting <https://www.sbs.com.au/ondemand/video/1574969411586>. The characters in the clip are: Nassim, Andy, and Amindip.

As a class, brainstorm aspects in the clip that have been addressed so far in the unit. Ensure the following examples are highlighted and discussed: digital boundaries, 'red flag' behaviours, 'sexting', influences on ethical behaviour, image-based abuse.

Inform students that the story takes a terrible turn when Nassim sends the photo of Amindip to Andy who then shares on social media. Much of the school community and Amandip's parents see the photo of her.

Pretend you are Amandip's friend. She is incredibly distressed by the situation and needs your advice and support to best deal with the situation.

Use the information you reviewed from the Get Support section on the eSafety Commissioner website to advise Amandip. Her parents have removed all access to technology from her so you will need to write the main points down and give it to her on paper. She will be able to use the computers at school if needed to action some of your advice.

Organise your advice under two headings:

- [Get support https://www.esafety.gov.au/about-us/counselling-support-services](https://www.esafety.gov.au/about-us/counselling-support-services)
- [Take action https://www.esafety.gov.au/key-issues/image-based-abuse/take-action](https://www.esafety.gov.au/key-issues/image-based-abuse/take-action)

Ask students to share the advice they gave to Amandip to ensure all aspects have been covered.

# Evaluation

Use the following questions to complete an analysis of the teaching and learning in the unit of work. Sample questions to address include:

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