

Sexually transmissible infections

Learning objective

Students investigate the risks, symptoms and methods of transmission of STIs and safer sex behaviours.

Take Home Messages

Remind students of the take home messages:

- STIs are passed on through vaginal, oral and anal sex.
- Most STIs are passed on by sharing certain body fluids (semen, blood, vaginal fluid).
- Some STIs are passed on by genital skin-to-skin contact.
- Most STIs don't cause any symptoms, so many people don't realise they have one.
- The only way you can be sure you don't have an STI is to have an STI test.
- Left untreated, STIs can cause serious long term health issues.
- Safer sex is about protecting yourself and your partners from STIs (and unintended pregnancy).

Curriculum Links

[WA Curriculum](#)

- [ACPPS092](#): External influences on sexuality and sexual health behaviours, including the impact decisions and actions have on their own and other's wellbeing.
- [ACPPS095](#): Critical health literacy skills and strategies: evaluating health services in the community; examining policies and processes for ensuring safer behaviours.

[International technical guidelines on sexuality education](#)

- The human body and development
- Skills for health and wellbeing

Materials

- 1 x piece of paper divided into 4 for each student. Write a small 'g' on the back corner of around 3 or 4 pieces. (Small pieces of paper that have been used on one side works well for this to disguise the 'g' on the back) Butcher's paper and markers. 7 pieces made up with the following questions/statements: STIs are passed on by?; How do I know if I have an STI?; How are STIs treated?; What can happen if STIs are left untreated?; How can I reduce my risk of getting an STI?; How/where do I get an STI test?; Other interesting information.
- Electronic or printed copies of [SHQ's STI brochure](#) - 1 per student.
- Access to [Get the Facts](#) website.

Before You Get Started

- [Protective interrupting](#) - Teachers need to know and understand how to use this technique to prevent students from potentially disclosing sensitive information or abuse in front of other students.
- [Dealing with disclosures](#) - Teachers must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- [Question box](#) - Have a question box available in every lesson to allow students the opportunity to ask questions that may be too embarrassing or unsafe for them to ask openly in class. See [Setting up the question box](#) and [Types of questions](#) for further information. For ways to answer

some of the curly questions, see [Student FAQs](#).

- Trauma informed teaching - Be aware of the possibility that student may have experiences of STIs, sexual violence or unintended pregnancy and content of this lesson may be triggering. Consider the timing of this lesson, liaise with school health team in case additional support is required.
- Consider your own thoughts, feelings, attitudes and values on this topic and be aware of how they may influence the way you present this activity. Be aware of your own self-care and support networks.
- Refer to the Background teacher notes: [STIs/BBVs](#), [Respectful relationships](#) and [Safer sex and contraception](#).

Learning Activities

Group agreement

5 minutes

Teaching tip: A group agreement must be established before any RSE program begins to ensure a safe learning environment. Read: [Essential information: Establishing a group agreement](#) for tips on how to create one and what to include.

1. Revise the class [group agreement](#).

For this lesson, it is important that students remember the agreement around confidentiality and de-identifying information if sharing a story.

Learning Activities

Introduction: 4 squares (STI transmission exercise)15 minutes

1. Do not explain to students the purpose of this exercise. Present the task as an energiser or 'getting to know you'.
2. Hand out the pre-prepared pieces of paper divided into 4 squares. Don't tell students that some pieces have 'g' written on the back to indicate use of glove.
3. laugh Explain that students are going to be asked some questions. They will need to move around the room and talk to their classmates. At the end of the activity they will have four different names on their piece of paper - one in each section, each related to a different question. Ask:
 1. Find someone in the room who plays the same sport as you.
 2. Sign each other's piece of paper in one of the 4 spaces.
4. Continue asking students questions until everyone has 4 people's signatures on their paper. Remind students that they can't have the same person's name signed twice on their paper.
 1. Ideas for questions. Someone who...
 1. likes/hates the same food as you
 2. likes the same Netflix series as you
 3. has a letter in their name the same as you
 4. has the same colour socks on as you.
5. Ask everyone to take their seats.
6. laugh Explain that this activity is actually to show how easily infections can spread. This infection is spread by signing your name. It is a 'Signature Transmissible Infection'. Ask for a volunteer who is OK to pretend that they have an infection.

Teaching tip: Use this as positive reinforcement for this young person being responsible for their health and going to get tested for an infection. Getting tested and having check-ups is part of our general wellbeing and important part of keeping us healthy.

8. Say: "(Student's name) has been to O-Day at Uni. They signed their name lots that day and they heard an advert from the WA Department of Health that said the only way to know for sure if you have the 'Signature Transmissible Infection' is to have a test."
9. Say: "If you have (Student's name) signed on your piece of paper, please stand up. You are all at risk of having the Signature Transmissible Infection."
10. Ask: Student standing - how do you feel? (Worried, angry, upset, not bothered, ambivalent)

Teaching tip: Some students may blame the person who 'gave it to them'. Use this as a teaching point to say that it is not possible to know if they GOT it from this person or if they GAVE it to this person. The person who got tested was looking after their health and doing the right thing of notifying their contacts.

11. Ask students to stand if they signed any of the papers of the students standing. And so on. Very quickly, most of the class will be standing.
12. Say: "Turn your piece of paper over. If you have a 'g' written in the corner, you wore a glove when you signed your name. You are not at risk of the 'Signature Transmissible Infection'. You can sit down."
13. Ask: Students sitting down because they wore a glove - how do you feel? (relieved, proud of myself for being safe, not bothered, etc) What do you think the 'Signature Transmissible Infection' represents? (Sexually transmissible infection, STI, sexually transmissible disease)

Teaching tip: Explain that we don't use the term 'STD' (i.e. disease) anymore as not all infections cause disease, especially if treated early. What does the glove represent? (condom or dam)

Learning Activities

Thumbs up/thumbs down quiz 10 minutes

Have students respond to the following statements using a [thumbs up, thumbs down](#) voting strategy and discuss their voting with someone close by. Clarify misconceptions as they appear. Stress that some of the statements are about their opinions while others have a correct and incorrect answer. STIs are only passed on through vaginal and anal sex. (False: some STIs can be passed on by oral sex and genital skin-to-skin contact.) I would know if I had an STI because it would be painful or I would be able to see something. (False: most people don't experience any symptoms from STIs or the symptoms can be so mild they don't notice) You only need to wear a condom with someone who has had sex with lots of people. (False: Anyone who has ever had vaginal, oral or anal sex can be at risk of an STI.) STIs aren't very common, I'm not really at risk of getting one. (False: STIs are very common, especially in young people 15-29 years. About 1 in 3 people will get an STI in their lifetime.) All STIs can be cured. (False. All STIs can be treated and managed. Some STIs can be cured (e.g., chlamydia and gonorrhoea) and some cannot (e.g., HIV). People can be reinfected which means that can get an STIs again after it has been cured.) There are vaccines available for some STIs. (True. There is a vaccine for HPV - the virus that causes genital warts and cervical cancer, and a vaccine for hepatitis B. There are no vaccines for other STIs like HIV, chlamydia, gonorrhoea or syphilis.)

Learning Activities

Graffiti walk 15 minutes

Graffiti walk: Students use [SHQ's STI brochure](#) and [Get the facts](#) to add to posters around the room that say:

1. STIs are passed on by?
2. How do I know if I have an STI?
3. How are STIs treated?
4. What can happen if STIs are left untreated?
5. How can I reduce my risk of getting an STI?
6. How/where do I get an STI test?
7. Other interesting information.
8. Discuss answers and address any misconceptions.

3-2-1 Reflection

Question box 10 minutes

- Provide students with time to write questions for the question box.

Teaching tip: If the question box is already set up, you may like to choose some questions related to the lesson to answer.

- Remind students of the '[Ask a question feature](#)' on [Get the Facts](#) and the [free STI testing](#).

Health Promoting Schools

Background teacher note: [Health promoting schools framework](#)

Partnerships with parents

- Run a parent workshop prior to delivering RSE lessons so that parents can see the resources used, ask questions and find out how to support the school program by continuing conversations at home.
- Add the [Get the Facts](#), [Talk Soon. Talk Often](#) and [SECCA app](#) links to your website/e-news for parents.

Partnerships with school staff

- Collaborate with the Science teachers to look at how different infections are transmitted, treated and their impact on the body.
- Collaborate with the Humanities and Social Sciences teachers to look at the history and impact of STIs on different communities at different times.
- Invite the school nurse to a class or an assembly to introduce them to the students and let them know what their roles are and how they can help the students.

Blood-borne virus safety

Learning objective

Students complete a true/false pre-quiz on blood-borne viruses (BBVs). The Laugh and learn video stimulus and websites (provided) are used to research how BBVs can be transmitted and prevented. Findings are reported via a choice of radio advert/social media post/whole class display

Take Home Messages

- BBVs are transmitted from person to person through blood to blood contact.
- Some BBVs such as HIV and hepatitis B can also be sexually transmitted.
- BBVs often don't have symptoms for many years which means many people don't realise they have a BBV.
- If left untreated, BBVs can cause serious long term health problems
- BBVs are easily preventable by: using a condom when having sex; not sharing needles; getting piercing/tattoos from reputable places that use safe blood practices; having vaccinations (hep B).
- BBVs can be treated and managed, and some can be cured.

Curriculum Links

[WA Curriculum](#)

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

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

[International technical guidelines on sexuality education](#)

- Violence and staying safe
- Skills for health and wellbeing

Materials

- Teacher resource: BBVs safety_quiz questions and answers (1 copy for teacher)
- Scrap paper for T/F quiz answers
- Laugh and learn - BBV safety video (1min 46sec)
- Preferred media to record and display research

Before You Get Started

- [Protective interrupting](#) - Teachers need to know and understand how to use this technique to prevent students from potentially disclosing sensitive information or abuse in front of other students.
- [Dealing with disclosures](#) - Teachers must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- [Exploring my own values](#) - Consider your own thoughts, feelings, attitudes and values on this topic and be aware of how they may influence the way you present this activity.
- [Question box](#) - Have a question box available in every lesson to allow students the opportunity to ask questions that may be too embarrassing or unsafe for them to ask openly in class. See [Setting up the question box](#) and [Types of questions](#) for further information. For ways to answer some of the curly questions, see [Student FAQs](#).

- Preview [Laugh and learn - BBV safety video](#) (1min 46sec) to determine suitability for your students.
- Background teacher notes/guides provide content knowledge for teachers prior to lesson delivery: [STIs and BBVs](#); [Body art: tattoos and piercings](#); [BBV related risks: Needles and syringes](#); [Human Immunodeficiency Virus \(HIV\)](#).
- Other background reading: [Needle and syringe programs](#); [Ins and outs of sexual health](#).

Learning Activities

Group agreement 15 minutes

Teaching tip: A group agreement must be established before any RSE program begins to ensure a safe learning environment. Read [Essential information: Establishing a group agreement](#) for tips on how to create one and what to include.

1. Revise the class [group agreement](#).
2. Trigger warning - Say:

"This lesson covers topics that can sometimes be difficult for people. If you feel uncomfortable, you may like to take a break from the room."

Introduction - true or false quiz 15 minutes

1. Ask students: what do you think the acronym BBV stands for? Take answers (some answers may be humorous and that's ok)
2. Say:

"BBV stands for blood-borne virus. BBVs are transmitted from person to person through blood to blood contact, for example HIV and hepatitis C. We're going to start with a true or false quiz to see what you already know about BBVs. By the end of the lesson you will have the information to answer all the questions correctly, but for now the quiz is purely for you to assess your own pre existing knowledge."

3. Ask students write 1-10 on a piece of scrap paper. Tell students that they do not have to reveal their answers or put their names on the sheet, and that they can throw the sheet in the bin when complete. The quiz is for their own learning and reflection.
4. Ask students each of the 10 True or False questions in [Teacher resource: Blood-borne virus quiz and answer sheet](#). As each question is asked, wait for students to write T or F and then give the answer only as True or False explaining that students will find out the reasons for the answers by the end of the lesson.

Laugh and learn video - blood-borne virus safety 15 minutes

5. Watch the [Laugh and learn video - blood-borne virus safety](#) (1min 46sec).
6. Ask:

Why do you think humour is used? What do you think of the use of humour?

(e.g. lots of people have negative thoughts and myths about BBVs; break the ice/tension of a serious topic; issues like BBVs can be sensitive and embarrassing, and people use humour to cope with their embarrassment and/or lack of knowledge)

Does it help get information across? How?

What is the message/information you got from this video?

(e.g. BBVs can be transmitted through tattoos, piercings, needles and unprotected sex; some BBVs can also be sexually transmitted; chlamydia is not a BBV; to prevent BBVs, avoid blood to blood contact)

7. Provide access to the [Blood Aware animation](#) for the whole class. This click through animation should take approximately 2-3 minutes to read.

8. Ask:

What new piece of information did you learn from that animation?

(e.g. Blood cannot enter the body through the skin; blood can carry viruses such as HIV and hep C; blood can only enter the body through a break in the skin or lining of the mouth, vagina, penis or anus; once inside the break in the skin, it can mix with the blood and may result in the transfer of a virus; the ways that you can come into contact with someone else's blood include: unsafe injecting drug use, unsterile tattooing equipment, not using condoms when having sex, sharing razors and toothbrushes, needlestick injury, unsterile body piercing; blood particles can be too small to see without magnification (so you may not see the blood)).

9. Explain:

Virus present + body fluid (e.g. blood) + activity (e.g. unsterile body piercing) + point of entry (e.g. broken skin) = risk

"Blood can also carry the hep B virus. Some BBVs (HIV and hep B) are also transmitted through other body fluids (semen and vaginal fluids) which is also why condoms need to be used. People can come into contact with someone else's blood in other ways such as sporting injuries which is why it is important to let an adult know if someone is bleeding, following the sports blood rule and appropriate first aid procedures."

Group research

15 minutes

10. Divide the class into groups of 4. Each group will need access to the website getthefacts.health.wa.gov.au/bloodsafe as a reliable source of information for the activity.

11. Ask:

Why do you think you have been given this website [Get the Facts](#) and not asked to search for your own information?

(Anyone can write anything online and when looking for health information it is important to check who is writing material and that it comes from a reliable and credible source and is up to date and relevant to Western Australia (as laws, services, etc can differ from state to state and country to country). The Get the Facts website is written by WA Department of Health and aims to provide accurate and reliable information on sexual health, blood-borne viruses and relationships for young people in Western Australia. Its specific target group is 13-17 year old people. It is regularly updated to maintain current information.)

12. Give each group 10 minutes to research answers to one of the following questions on the Get the Facts website.

13. Ask each group to write what they think are the 5 most important pieces of information that all people should know about their topic.

- What are BBVs - hep B?
- What are BBVs - hep C?
- What are BBVs - HIV/AIDS?
- How can BBVs be spread? Unprotected sex
- How can BBVs be spread? Body piercings
- How can BBVs be spread? Body tattoos
- How can BBVs be spread? Injecting drug use
- How can BBVs be prevented?

14. Have each group report their findings to the whole class.

Suggestions for class reporting

- Complete student activity sheet to be combined into a display about being Blood Aware (See example Teacher resource: [BBV safety example of display](#)).
- Create 20-30 second radio adverts they can record and play back to class. This must get the 5 clear messages across and appeal to a target audience (e.g. young people).

Teaching tip: Allow students to ask student presenters questions of the information presented to clarify points.

3-2-1 Reflection

15. [3-2-1 Reflect](#) - ask students to individually complete the following (on the board/on a sheet/verbally).

- 3 things I learnt
- 2 things I found interesting
- 1 question I have

16. Ask students to share information with a partner or in a small group.

17. Ask for volunteers of pairs or small groups to share their questions or add the questions to the question box. (For tips on how to set up a question box see [Essential information: Question box](#)).

18. Ask:

Thinking about your score on the quiz at the beginning of the lesson, do you think your score would change if you took the quiz now? Why?

Health Promoting Schools

Background teacher note: [Health promoting schools framework](#).

Partnerships with parents

- [Talk Soon. Talk Often: a guide for parents talking to their kids about sex](#) is a free hardcopy resource that can be bulk ordered by schools and [website](#). Send a copy home to parents prior

to starting your RSE program. The booklet offers ages and stage related information on puberty (and other topics) so that parents can reinforce the topics covered in class. ([How to order hard copies.](#)) Provide the link to parents on school websites and social media.

- Order copies of [Puberty](#) and [Relationships, sex and other stuff](#) to be sent home for parents. Provide the link to parents on school websites and social media.
- Run a parent workshop and run this activity with parents to model the content that will be covered in your RSE program.
- Run a parent and child evening session, where the children can teach the parents what they have been learning about.

Partnerships with school staff

- Invite the school nurse to your class to answer some of the question box questions. This serves two purposes - they may be able to answer some of the questions you are unsure of and helps to build a relationship between the students and the nurse.
- The school nurse may like to take small groups of students requiring additional or specialised care to run separate activities with on this topic.

Sexual consent and the law

Learning objective

Students analyse sexual consent and the law through real life scenarios.

Take Home Messages

- Consent is the free agreement to do something.
- Sexual consent must be mutual, freely given, informed, certain, coherent, clear and ongoing.
- Sexual consent can be withdrawn at any time.
- Sexual activity without consent is against the law (sexual assault).
- The laws around sex and consent are there to help protect people from harm and abuse.
- Understanding what consent is and the laws around consent is a foundation for respectful relationships and contributes to the prevention of sexual assault.

Curriculum Links

[WA Curriculum](#)

- [ACPPS093](#): Investigate how empathy and ethical decision making contribute to respectful relationships
- [ACPPS094](#): Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses

[International technical guidelines on sexuality education](#)

- Values, rights, culture and sexuality
- Skills for health and well-being
- Violence and staying safe

Materials

- Item belonging to another person in the class (e.g. pencil)
- Video: [Tea and consent](#) (2min 50sec video)
- 1 x Y chart for each group of 4-6 students (electronic, photocopy or butchers paper)

- 1 x Teaching Resource: Consent scenarios student activity sheet for each group (or individual)
- 1 x Teaching Resource: Consent scenarios teacher answer sheet (electronic or photocopy)

Before You Get Started

- Consider the timing of this lesson given the possible triggering content. It may be best delivered before a lunch break or at the end of the day so that students have time to process information before another lesson and have time to seek help if required. Be aware that discussing topics such as sexual consent and sexual assault can be upsetting for people as they reflect on their own experiences or that of people close to them.
- Liaise with the school health team (e.g. Community health nurse, school psychologist) to inform them of the content you will be covering in class. It may be helpful to have these additional adults in these lessons or on standby for any individual or small group work that may need to take place.
- [Protective interrupting](#) - Teachers need to know and understand how to use this technique to prevent students from potentially disclosing sensitive information or abuse in front of other students.
- [Dealing with disclosures](#) - Teachers must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- [Exploring my own values](#) - Consider your own thoughts, feelings, attitudes and values on this topic and be aware of how they may influence the way you present this activity. Be aware of your own self-care and support networks.
- Preview [Tea and consent](#) (2min 50sec video) to determine suitability for your students. NB: There are a number of versions of this video online. Some contain expletives and some are spoofs of the video - please check that you have the correct video before use.

Learning Activities

Group agreement and self-care 10 minutes

Teaching tip: A group agreement must be established before any Relationships and Sexuality Education (RSE) program begins to ensure a safe learning environment. Read: [Essential information: Establishing a group agreement](#) for tips on how to create one and what to include.

1. Revise the class [group agreement](#).
2. Remind students that throughout the lesson they can write any questions down and add them to the question box at the end of the lesson (if they do not wish to ask them during the lesson). See [Essential information - Setting up a question box](#).

Trigger warning - Say:

"This lesson covers the topic of sexual consent and sexual assault. These topics can sometimes be difficult for people. Please let me know if you feel you need to take a break from the room."

Before we start, let's check that everyone knows where to go for help if you want to check anything that this lesson raises for you."

4. Ask students:

Who are some trusted adults you can talk to?

(Possible answers: parents, grandparents, teacher, older siblings, doctor, other family members, etc)

Teaching tip: It is important not to tell students who their trusted adults are or should be. You can offer a list of suggestions of who they might be. For some students, some of the people you suggest, may not be people that are safe for them to talk to. Students should not be made to share their list of trusted adults publicly unless they wish to do so.

Who are some people at this school that you can talk to?

(Possible answers: class teacher, other teachers, school psychologist, community health nurse, youth workers, etc)

What services and online support is available?

(Possible answers: [Sexual Assault Resource Centre \(SARC\)](#), [KIDSHelpline](#), [Headspace](#), GPs, [Sexual Health Quarters](#), [Beyond Blue](#), [Lifeline](#), [1800 Respect](#))

What is consent? 15 minutes

5. Ask for a volunteer to bring an item belonging to them (e.g. a pencil) to the front of the class to model the following examples of consent/not consent.

Person 1: "May I borrow your pencil please?" Person 2: "Yes" (hands pencil) Person 1: (takes pencil)

"This is clear, affirmative consent."

Person 1: "May I borrow your pencil please?" Person 2: (no answer) Person 1: (takes pencil)

"Even though, I asked politely, I did not get consent. The absence of a 'no' is not a 'yes'."

Person 1: "May I borrow your pencil please?" Person 2: "No, sorry." Person 1: "Awww, come on. I let you use my pen last week". Person 2: "Errr, hmmm, OK I guess."

"Is this consent?" (no, it has been coerced or pressured).

Person 1: "May I borrow your pencil please?" Person 2: (nods head, smiles and hands pencil)

"Is this consent?" (yes, non-verbal consent)

"What if they weren't smiling and nodding?" (unclear if consent has been given).

"How could we check to make sure we have consent?" (ask the person again, ask for clarification, not take the pencil until we are sure).

"What if they let me borrow their pencil yesterday?" (Not consent - consent has to be given on each occasion).

"What if I took the pencil and used it to scratch under my armpit?" (Not consent. It is unlikely the person understood what they were agreeing to).

"What if I borrow the pencil and then they change their mind and want the pencil back?" (consent has been removed and the pencil should be returned).

6. Say:

"The same principles apply to consent in sexual situations. Consent must be certain, clear, informed, freely given, and it can be removed at any time. Consent is important for all people, of all sexualities and in all kinds of relationships. Consent is a fundamental part of respectful relationships. Now we are going to look at consent in more detail"

Optional activity: Video - Tea and consent

7. Say:

"We are going to watch a 3 minute video that uses drinking tea as an analogy for sexual consent"

8. Watch: [Tea and consent](#) (2min 50sec video)

9. Ask:

What did you think about the video?

What were the key messages of the video?

(Possible answers: consent can be removed, you can't make someone consent, you can change your mind, it's ok to change your mind, unconscious people can't consent, consenting last week does not mean consenting this week)

What consent looks like, feels like, sounds like 10 minutes

10. Divide class into groups of 4-6 using [Grouping strategy: Birthday line up](#)

11. Ask:

How difficult was it to line up without talking?

How did you communicate your birthday to others?

(Using my fingers, wrote it down, pointed to a calendar /display in the room, etc)

Were there any miscommunications?

What would make it easier to check the non-verbal communication?

(Ask them, verbal communication, etc)

12. Say:

"Communication is vital for sexual consent. Consent and communication between sexual partners is the foundation for respectful, safe, mutual sexual experiences. It is everyone's responsibility to check that their sexual partners are enthusiastically consenting to any sexual activities. Let's explore some different ways that consent may be communicated."

13. Use [Teaching Strategy: Y chart](#) to explore what consent looks like, feels like, sounds like.

Teaching tip: Depending on your classroom demographics, you may wish to have additional adults assisting with this activity or to do the activity as a whole class if you feel the class require closer guidance.

Possible answers:

Looks like	Feels like	Sounds like
<p>Kissing you back</p> <p>Touching you back</p> <p>16 years and older</p> <p>Someone voluntarily taking their clothes off</p>	<p>Everyone involved wants to be there</p> <p>Pleasurable</p> <p>Not drunk or drugged</p> <p>Freely given (not pressured or coerced)</p> <p>Safe</p> <p>Them pulling you closer</p>	<p>Enthusiastic 'Yes!'</p> <p>"That feels good"</p> <p>"Keep going"</p> <p>"Sure"</p> <p>"Do it again"</p> <p>Clear!</p> <p>Continually checking in by asking:</p> <p>Asking 'Is this OK?',</p> <p>'Does this feel good?'</p> <p>'Would you like to try?'</p>

14. Say:

"It is important to remember that consent is an ongoing conversation. Each of these answers are just examples of things that might help to determine if someone is consenting. It is important to keep checking in with a partner.

When it comes to consent, the absence of no does not mean a 'yes'. Uncertainty, hesitation, umming and ahing are NOT signs of enthusiastic consent. It's important to be aware of verbal or non-verbal signs from sexual partners.

Saying 'Stop', 'I'm not sure', 'Can we slow down?' or changing the subject are all examples of how people might indicate they are not consenting. A person who is not consenting might give non-verbal signs instead of saying 'no', like not responding to touch, silence, turning away, pushing a partner away, crying or freezing.

Although we can communicate and consent non-verbally, the only way to be sure a partner consenting is to ask. And the best, most clear way to give enthusiastic consent is to say it - 'Yes!'

Without consent, sexual activity is sexual assault. Experiencing sexual assault can have significant impacts on a person's physical and mental health throughout their lifetime. The harm caused by sexual assault impacts individuals, families and communities.

If you are not sure if your partner is consenting but you keep going anyway, it is not only not ok and harmful — it is against the law."

Sex and the law 10 minutes

15. Look at the [Youth Law Australia](#) website and demonstrate how to navigate to the WA laws and the section on Sex and consent.
16. Discuss:

What is legal age of consent in WA?

(In WA, the legal age of consent is 16. This means when you are 16 years or older, you can have sex with another person aged 16 or older as long as you are both freely consenting. However, it is a crime for a person who is caring for you, supervising you or has authority over you (like a teacher, coach, boss) to have sex with you while you are between the ages of 16-18.)

What do we mean by 'sex'?

(According to the law, sexual intercourse means when a penis, finger, object or any part of a person is fully or partially inside another person's vagina or anus. Sexual intercourse also includes any kind of oral sex. A sexual act can include a lot of different sexual activities, not only sexual intercourse e.g., kissing, touching, mutual masturbation, making another person watch pornography, sending and receiving sexual pictures. Consent is required for any sexual act. There are a few different laws about sex and consent and different sexual crimes e.g., sexual assault, indecent assault)

Why are there laws around the age of consent in WA?

(The laws around consent are there to protect people from harm and abuse.)

Discussion can be extended to explore cultural expectations and understandings about teenage sexual relationships:

- How do the laws about consensual sex differ from the unwritten rules or expectations?
 - Do the unwritten rules and expectations around teenage sexual relationships vary with age, e.g. would your parents have different ideas about these rules or expectations?
 - Do these unwritten rules and expectations vary depending on where you are, e.g. at school, at a school dance, at a friend's place, at the park?
 - Do the laws about consensual sex vary with where you are?
 - Where do these unwritten rules and expectations around teenage sexual relationships come from?
14. Stress that regardless of age, if someone has not given consent to sexual activity and it has taken place, it is a crime.

Consent scenarios 15 minutes

Students apply their knowledge of sexual consent to scenarios.

1. Provide each small group with a copy of the Teaching Resource: Consent scenarios student activity sheet and allocate each group a different scenario to work through.
2. Ask students to read the scenario and associated questions they have been given. Ask the students to identify the key points, discuss whether the situation is consensual or not and provide reasons for their answers.
3. Have each group share their scenario and findings with the whole class.
4. Discuss questions or concerns and clarify any inconsistencies as they arise.

3-2-1 Reflection

Students write on a prepared worksheet or in a journal:

- 3 x recalls: write three facts the legal aspects of consent e.g.,

People must be of legal age to have sex (WA – 16 years of age)

People must be willing and want to have sex (free agreement)

People must be able to have sex (not drunk, under the influence of drugs, asleep, unconscious or not mentally capable of understanding what is happening).

- 2 x so what's: write two things about why consent information is relevant and important.
- 1 x questions: write one question they have about consent.

Students should be reminded that sex without consent is considered a crime.

For support, people can contact the school psychologist, school nurse, the [Legal Aid WA Infoline](#), [Aboriginal Legal Service of WA](#), [Sexual Assault Resource Centre](#) or the police.

Health Promoting Schools

Background teacher note: [Health promoting schools framework](#)

Partnerships with parents

- [Talk soon. Talk often: a guide for parents talking to their kids about sex](#) is a free resource that can be bulk ordered by schools and [interactive website](#). Consider sending a copy home to parents prior to starting your RSE program or providing a link to your website/e-news for parents and carers. The booklet offers age and stage related information on sex and relationships so that the topics covered in class can be reinforced at home. ([How to order hardcopies.](#))
- Send copies of [Relationships, sex and other stuff](#) home. ([How to order free copies.](#))
- Run a parent and carer workshop prior to delivering RSE lessons so that parents and carers can see the resources used, ask questions and find out how to support the school program by continuing conversations at home.
- Add the [Get the Facts](#) and [SECCA app](#) links to your website/e-news.

Partnerships with school staff

- Invite the school health professionals and pastoral care staff (school nurse, school psychologist, chaplain, boarding house master, etc) to a class or an assembly to introduce them to the students and let them know what their roles are and how they can help the students.

Power to manage relationships

Learning objective

Students explore skills needed when dealing with challenging relationships and unsafe situations.

Take Home Messages

- Adolescence is a period of dramatic physical, social and emotional change involving many new feelings and experiences.
- Sexual feelings are a normal part of adolescent change.
- Sexual activity has physical, social, emotional and legal implications.
- Individuals are responsible for the decisions and choices they make regarding their sexual behaviour.
- People have different attitudes, values and beliefs towards sex and sexuality.

Curriculum Links

[WA Curriculum](#)

[ACPPS093](#): Investigate how empathy and ethical decision making contribute to respectful relationships - investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful.

[International technical guidance on sexuality education](#)

- Relationships
- Violence and staying safe
- Skills for health and wellbeing

Materials

- Teaching Resource: Sexuality cards [one class set]

Document [Sexuality cards.docx](#)

- Teaching Resource: Respect and Consent Quiz [one quiz per student and one teacher answer sheet]

Document [Respect and consent quiz.docx](#)

- Teaching Resource: He said, she said party script [one 2-sided copy per group]

Document [He said, she said party script.docx](#)

Before You Get Started

- Self-esteem and confidence of some students may be an issue during this activity. Be reassuring and support students as they develop the ability to practise assertive “no” statements. This will also help students with their development of resilience and emotional wellbeing. See the Guide: [Resilience and life skills](#) for more information.
- It is possible that a student may have been involved in a traumatic experience relating to sexual abuse. Teachers should know and understand the [protective interrupting](#) technique and what, why, when and how it is needed and used before facilitating this activity. It is important that teachers are familiar with the [Dealing with disclosures](#) Guide and have a risk management strategy in place.

- Refer to Guides: [STIs/BBVs](#), [Establishing ground rules](#) and [Healthy relationships - Gender, power and consent](#) for further content information related to this activity.

Learning Activities

Sexuality card icebreaker 10 minutes

The following activity is intended to be used as an ice-breaker exercise to provide an opportunity to introduce some sexuality and relationships terminology that may be used and/or referred to throughout the lesson.

1. Before the lesson prepare a class set of the Teaching Resource: Sexuality cards.
 1. Note: There is space provided to add in other words that are relevant to the class or words that have been brought up and discussed before.
 2. Make sure the additional words are relevant to the activity and remove those that may not be appropriate for the group.
2. Have the whole class sit in a large circle.
3. Outline the rules of the activity:
 1. Review the class ground rules, or if there are none, propose the following as a discussion in establishing a set all students will agree to before proceeding:
 1. no put downs - Everyone has the right to their beliefs, values and opinions
 2. no personal questions
 3. everyone has the right to pass (not to answer questions)
 4. all questions are good questions (even if they are provocative!)
 5. listen when other people are speaking
 6. respect the opinions of others
 7. use correct terminology
 8. use inclusive language
 9. maintain confidentiality - What is said in the room stays in the room (apart from the exception of the teacher's duty of care regarding mandatory reporting).
 10. no identifying information - If a student is telling a story about a friend they should not include their friend's name or any identifying information. Students should be encouraged to talk in the third person i.e. 'a person I know'
 11. Refer to Guide: [Establishing Ground Rules](#)
 2. The first student selects the top card from the deck of sexuality cards. They say the first word that comes to mind relating to the word on the card, for example, naked = sex; tolerance = acceptance; flirting = fun etc.
 3. Students place their card to the bottom of the 'deck'. This continues around the circle.
 4. It's important to remind students that they are allowed to 'pass' if they don't feel comfortable speaking about their word (refer to class ground rules). Discuss with students the importance of respecting and supporting the choices of others and their own values and beliefs.
4. Sit in the circle with the class. Model the first selection.
 1. Remind the class that although there are likely to be words mentioned that we may not say or talk about at school, we need to make sure that the words used are not offensive to other students.
 2. Emphasise that some words can have different meanings for different people, so it is important to communicate more about these topics if needed, to create a shared understanding.
5. When everyone has had a turn with a card, ask students to reflect on the activity. Pose the questions:
 1. Why is it important to know about words relating to sexuality and relationships?
 2. What is the problem, if at all, if we all have different understandings of and meanings

about these words?

Respect and consent quiz

15 minutes

1. The following activity will provide important information to remind students about respect, consent and consent and the law.
2. Give each student a copy of the Teaching Resource: Respect and Consent Quiz (alternatively, display the Quiz electronically and ask students to note their own True/False responses in their notebooks).
3. Have students complete the activity independently and then go through the correct answers with the whole class. (there is additional information for the teacher in the Teacher Guide).
4. Determine if the class is ready and there is time to proceed with the 'He said, she said' Party Script Activity based on their level of understanding about consent.

Learning Activities

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- Determine if the class is ready and there is time to proceed with the 'He said, she said' Party Script Activity based on their level of understanding about consent.

'He said, she said' party script 25 minutes

Note: The small group Party Script activity should not be attempted before the Year 9 activity [Sexual consent and the law](#) has been completed. The script will form the basis of discussion as students review and extend their existing knowledge of sexual consent. Students learn a range of skills and understand when to use and apply them if dealing with challenging or unsafe situations.

1. Ask students to get into pairs or small groups of four.
2. Provide each group with a copy of the Teaching Resource: He said, she said party script and ask them to focus on Party Script A.
3. Give groups an opportunity to read through Party Script A and briefly discuss.
4. Show the following questions on a white/interactive board. Ask each group to respond to the question prompts as a whole class or discuss in small groups:
 1. Did Emma give consent to have sex with Jacob? Where in the script does it support your answer?

2. What were some of the factors that influenced how both Emma and Jacob behaved?E.g. they were in an established relationship, alcohol, partying/celebration, location, trust, respect, body language, readiness, communication.
 3. How could Jacob have responded differently?E.g. Checked to see if Emma was giving clear consent and was ok to have sex before going ahead.
 4. At what point of the story could Jacob have done something differently?E.g. At Scene 7, Jacob could have asked Emma's friends to go and lie down with her/check on her instead and talk to her later about why he didn't think it was a good idea OR provide a couple of other scenarios
 5. Did Jacob and Emma have consensual sex?Teaching point: Giving consent means that everyone involved can clearly and freely agree to the sexual activities that will occur. If everyone is not willing or not able to give consent (such as if someone is asleep or under the influence of drugs or alcohol) then the sexual activity would be an assault and as such would be against the law. The law requires a person to be 16 years or older to provide consent to engage in any sexual activities.
 6. Was it sexual assault?Teaching point: Sexual assault can be a violent, unexpected, traumatic and sometimes life threatening event or series of events, even if the person has 'passed out'. Sexual assault is ANY unwanted sexual act or behaviour which is threatening, violent, forced or coercive and to which a person has not given consent or was not able to give consent.
5. Ask students to focus on Party Script B. In their small groups discuss where in the script the characters acted differently.
 6. Ask students to underline or highlight where in the script the characters demonstrated the following skills when they had to deal with an emotional, social and physically challenging situation (there may not be examples to find showing these skills):
 1. Refusal skills
 2. Communicating choices
 3. Acting assertively
 4. Expressing thoughts opinions & beliefs
 5. Initiating contingency plans

A new script, a new ending

1. Students apply their knowledge, skills and understanding of respect and consent to create a new script. It does not have to be a party script.
2. If time is limited, students can edit the existing party script from Scenes 7 – 10 only. The following criteria must be met:
 1. The script demonstrates respectful behaviour and consent between the two characters.
 2. At least two of the following skills are included in the script (refusal, communicating choices, acting assertively, expressing thoughts opinions & beliefs and/or initiating contingency plans).
 3. At least two of the following questions are included in the script.
 1. What do you want to do?
 2. Are you ready to do this?
 3. Is there anything that you're not comfortable doing?
 4. Do you want to stop?
 5. Are you happy to go further?
3. Join pairs or small groups together. Each pair/small group reads through their new script. The other group members should be actively listening to ensure the set criteria have been met.

Alternate activity: Students create their new script as a short play or electronic presentation.

3-2-1 Reflection

Students watch a YouTube clip: Partying and consent (https://youtu.be/YoUPqH_i_Qs) [6:29min]. The clip shows young people at a party drinking and dancing. Two of the characters go into the bedroom but the young male involved decides to walk away and not try and have sex with a very intoxicated young female.

Ask students to reflect on the storyline presented with the following question in mind:

- How does this clip demonstrate respect and consent?

3-2-1 Reflection

External related resources

[The practical guide to love, sex and relationships](#)

A teaching resource from the Australian Research Centre in Sex, Health and Society, La Trobe University.

[Topic 1 - Introducing Love, Sex and Relationships](#)

- Ethical framework for love, sex and relationships
- Decision making
- Sexuality timeline- what is the average of: first sexual feelings, falling in love, identifying as gay/straight/bisexual, drinking alcohol, learning about sex at school, etc.

[Topic 2 - Love, etc](#)

- Elements of healthy relationships