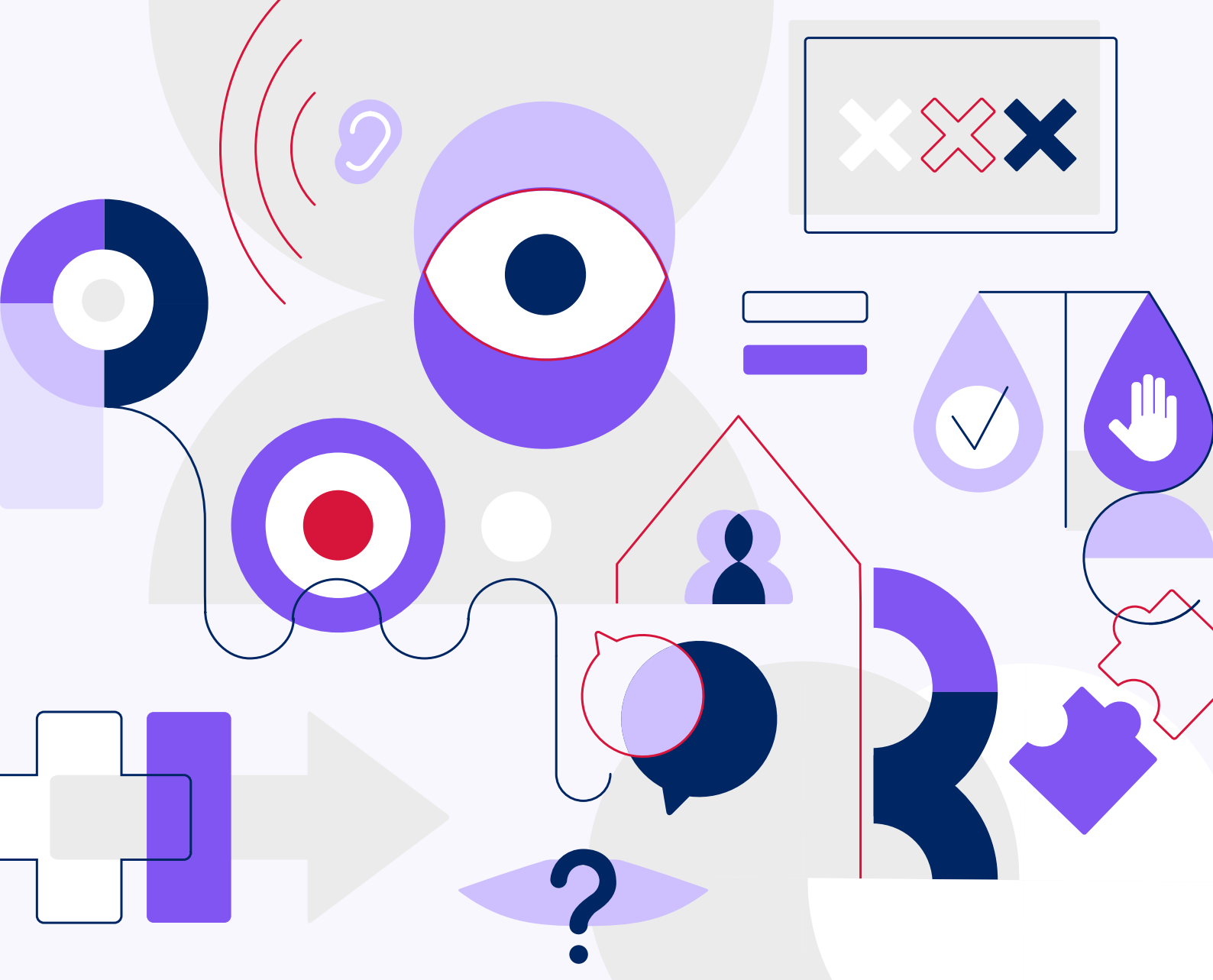




NSW Department of Education

Teaching Respectful Relationships Education K-12

February 2026



Acknowledgements

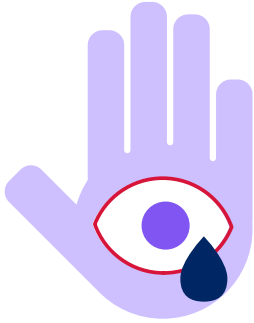
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What is RRE?



Respectful Relationships Education (RRE) explicitly addresses the prevention of gender-based violence. Gender-based violence is any form of violence targeting a person because of their gender or gender presentation. It can include domestic, family and sexual violence.

Introduction

Respectful Relationships Education (RRE) is most effective when embedded across the curriculum and supported by the whole-school community. Explicitly teaching foundational RRE knowledge and skills requires more than one lesson. It needs structured, age-appropriate learning that builds over time.

These concepts should be taught explicitly, in safe and inclusive classrooms. This helps students develop the language, confidence and strategies they need to build respectful, caring relationships in the real world.

RRE addresses the knowledge, understanding, skills and attitudes which children and young people need to build and maintain safe, respectful relationships throughout life.

The Teaching Respectful Relationships Education K-12 curriculum resources address the RRE related issues which research tells us children and young people may be exposed to throughout their lifetime. These include:

- bodily autonomy
- coercion, grooming
- child protection education (abuse, personal safety, rights and responsibilities) consent and privacy
- domestic, family and sexual violence (DFS)SV
- bullying, discrimination and vilification
- extremism
- nudes or sexting
- pornography
- sexual extortion (sextortion)
- deep fakes and AI companions.

The resources address the issues in an age-appropriate, evidence-based, trauma-informed way.

We have given additional focus in our curriculum resources to the concepts of respect, power, gender, privacy and consent as these are deeply embedded in the content and central to the issues children and young people are exposed to.

A whole-school approach is unequivocally considered to be the best-practice model for Respectful Relationships Education. Schools should ensure that content is explicitly taught in ongoing, incremental and cumulative stages. This approach should be multifaceted, with a range of teaching resources and techniques, and supported by the broader school environment, school policy and cross-curricular links.

Teachers should adopt a rights-based, ethics-based and sex-positive approach. Rights-and-ethics-based approaches promote and embed human rights frameworks, social-justice perspectives, and ecological models.

They are deemed to be effective in:

- addressing stigma
- capturing and helping students to understand the nuance of gaining, receiving and negotiating consent
- providing guidance for students on how to engage in healthy relationships and to behave ethically
- empowering young people to make decisions based on a set of values, which is ultimately more sustainable across the lifespan.

Within NSW, the Personal Development, Health and Physical Education (PDHPE) syllabus addresses contemporary health concepts important to students' learning and development. These include the concepts of personal identity, mental health and wellbeing, relationships, consent, ethical behaviours online and self management and interpersonal skills. These concepts are all central to Respectful Relationships Education.

There is also opportunity for concepts embedded in RRE to be addressed in other key learning areas, in addition to a broader whole school approach.

Aim

Respectful Relationships Education aims to assist students in:

- developing skills in recognising and responding to unsafe situations
- seeking assistance effectively
- establishing and maintaining respectful and equal relationships
- strengthening attitudes and values related to equality, respect and responsibility.

Outcomes of RRE

Internationally, research has demonstrated that school-based prevention initiatives can reduce the likelihood that students will go on to experience or perpetrate violence in the future.

Implementing respectful relationships education in schools in Australia has shown evidence of increases in:

- students' knowledge of, attitudes towards, and confidence in discussing issues of domestic violence, gender equality and respectful relationships
- teachers' understanding of the importance of respectful relationships education
- school level commitments to respectful relationships, for example, positive student classroom behaviour and positive student-student and teacher-student relationships (OurWatch, The evidence for respectful relationships education, viewed 11 June 2025).

Addressing gender and drivers of gender based violence

The term domestic and family violence covers a wide spectrum of behaviours that involves an escalating spiral of abuse and violence.

These behaviours can include physical, sexual, psychological, emotional, cultural, spiritual and financial abuse. It can include coercive control and manipulation. The most common and pervasive instances of family and domestic violence occur in current or former intimate partner relationships, perpetrated by men against women and their children. However, the term domestic and family violence includes all violence between family members, and partner against partner.

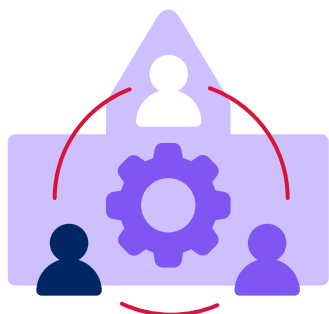
Violence against women and their children is deeply rooted in power imbalances that are reinforced by gender norms and stereotypes. Attitudes, gender stereotypes and social norms are learned through social and cultural expectations.

The gendered drivers of violence against women impact the rate at which violence against women happens. Other reinforcing factors are not the cause of violence against women, but they do contribute to the severity and frequency of violence against women. (OurWatch)

Understanding the drivers of violence is key to knowing how to prevent it and schools have a critical role in addressing the gendered drivers of violence against women, and not focus just on the reinforcing factors.

The primary prevention model embedded in the whole school approach seeks to change the social norms, structures and practices that perpetuate these inequalities and ultimately influence individual attitudes and behaviours leading to violence.

Programming advice



It is recommended that schools deliver this content in Terms 2 or 3. This allows a rapport and safety to be developed in the class throughout Term 1. It also ensures any public disclosures can be addressed with time for referral and follow up.

Respectful Relationships Education should not be taught as an isolated component. It should be integrated with related content. It involves teaching and learning about three topics:

- **Topic 1** – Staying safe – navigating personal wellbeing
- **Topic 2** – Boundaries and limitations – how far is too far?
- **Topic 3** – Beyond the line – understanding bullying, discrimination and extremism

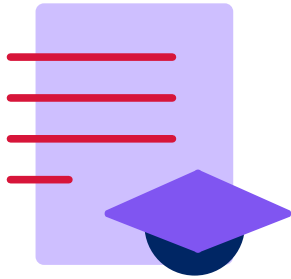
How schools approach each topic will depend on what students already know and can do, and how the school Respectful Relationships Education program is constructed.

There are three main approaches which schools can take to incorporate Respectful Relationships Education into their curriculum programs and units.

1. Programming Respectful Relationships Education as blocks or units of work. For example, units of work based on the three Respectful Relationships Education topics are taught in each year, or across each stage.
2. Integrating Respectful Relationships Education concepts throughout PDHPE or other KLA units.
3. A combination of the above two approaches. For example, there is an integrated unit called “Hang with the ‘in crowd’ ” which includes Respectful Relationships Education concepts as relationships, bullying, abuse of power, bribes and threats. Later in the year there is a whole unit to cover the rest of the three Respectful Relationships Education themes.

Each approach has advantages and disadvantages. The approach which schools choose to take will depend on the school. If your school wants to take the first approach, then ensure that the unit is not taught in Term 4. Units contain content specific to abuse. There is risk of personal student disclosures and teaching it last in the year inhibits adequate follow-up.

Using the resources



The Teaching Respectful Relationships Education K-12 curriculum resources have been designed to support primary and secondary teachers to provide respectful relationships education. The resources include teaching and learning materials for Kindergarten to Year 12.

The resources are structured into 3 key topics. Each topic is embedded across each of the stages of learning with key messages and activities developing knowledge, understanding and skills at an age appropriate level.

In teaching RRE, if you teach Topic 1 from the K-12 curriculum resources, you meet the child protection education requirements for schools. Topic 1 covers content and concepts related to prevention of domestic, family and sexual violence, abuse and aspects of child protection education, so you are compliant when you deliver this content.

While Topic 1 meets the requirement, students get much stronger, more coherent learning when Topics 1, 2 and 3 are integrated across the year.

The same core concepts – respect, gender, power, privacy and consent – are threaded through every topic, so students see these ideas applied in different contexts rather than as isolated lessons.

You can think of Topic 1 as the baseline – the non-negotiable foundation that keeps us compliant and students safer. Adding Topics 2 and 3 turns that foundation into a complete protective learning environment, where young people can connect the dots between relationships, online practices and peer cultures.

If you are planning for quality, map how you will revisit respect, gender, power, privacy and consent through Topics 1, 2 and 3 over the year and Stage, so students experience a consistent, reinforcing message rather than one-off lessons.

Meeting student need

Age-appropriate Respectful Relationships Education (RRE) delivers content matched to a child's chronological age or year level, using general norms for typical milestones, while ensuring information is scientifically accurate, incremental, and free from shame. The syllabus guides this content.

An age appropriate approach to RRE aligns teaching with the predictable stages of healthy sexual development, spanning infancy through adolescence.

All students engage in all topics with tailored teaching and learning activities and personalised adjustments for students with disability, if needed. The aim is to support healthy relationship and sexuality development.

Topic overview

Topic 1 – Staying safe – navigating personal wellbeing

Key issues in focus: Domestic, family and sexual violence, abuse, power, protective strategies.

Description: This topic introduces students to the concept of personal wellbeing in various dimensions, including physical, emotional, and social health.

Students learn about identifying safe and unsafe situations and how to protect themselves in different environments such as home, school, and online.

It may include understanding feelings and emotions, recognising stress or distress, and developing skills to seek support when needed.

Emphasis is placed on self-awareness, self-care strategies, and building resilience.

Students are encouraged to develop a sense of autonomy and to practise decision-making that prioritises their safety and wellbeing.

Topic 2 – Boundaries and limitations – how far is too far?

Key issues in focus: Sharing images, consent, safe online behaviours, boundaries, image-based abuse, nudes, sextortion and pornography.

Description: This topic explores the concept of personal boundaries, physical, emotional, and digital.

Students learn about consent and respecting their own boundaries as well as those of others.

Discussions may cover how to communicate boundaries clearly and assertively.

It deals with recognising inappropriate behaviour, peer pressure, and situations where boundaries might be challenged.

Students are supported to understand that it is okay to say 'no' and to seek help if they feel uncomfortable or unsafe.

This topic also addresses social norms, respect in relationships, and the importance of limitations to maintain healthy interactions.

Topic 3 – Beyond the line – understanding bullying, discrimination and extremism

Key issues in focus: Bullying, harassment, discrimination, vilification, racism, extremism, healthy masculinities and the manosphere.

Description: Building on the foundations of personal safety and boundaries, this topic addresses situations where these have been breached.

It likely covers recognising signs of abuse, bullying, harassment, or other harmful behaviours.

Students learn about available support systems, including trusted adults, school counsellors, and community resources.

There may be a focus on empowerment, helping students to know when and how to speak up, report concerns, and support peers who might be at risk.

Legal and ethical considerations around safety and respectful relationships are introduced in age-appropriate ways.

This topic aims to build a culture of respect and responsibility, encouraging students to contribute to safe and inclusive environments.

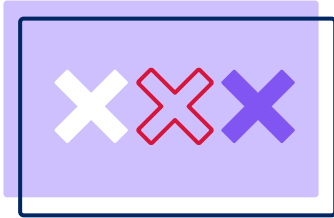
Lesson structure

Teaching Respectful Relationships Education K-12 curriculum resources include stage based lessons which include a consistent structure:

- tune in – short activity based around the content and key concepts of the lesson to ignite thinking
- understand – core essential learning of the topic aligned to learning intentions
- act and apply – activities which enable students to have the opportunity to put their learning into practice.

Each lesson is designed as a sequence of learning. They can be used in their entirety, or teachers may select some sections of the lesson to insert into their existing units to complement learning for their student and school context. It is recommended that the learning is of an adequate duration to allow students the opportunity to build in-depth knowledge, understanding and skills.

Teaching sensitive content



The content included in Respectful Relationships Education (RRE) can affect individuals in different and sometimes unexpected ways.

This includes not only students, but also staff and leaders who deliver curriculum content, receive a disclosure, engage in conversations with students about this content and issues or who may themselves be impacted by trauma, abuse or domestic, family and sexual violence. Individuals can be impacted not just initially, but also at a later stage.

Teacher check in and readiness

Before delivering a lesson on RRE or any potentially challenging content, it can be beneficial for staff to check-in with themselves and a trusted supervisor. This self-awareness check-in:

- prioritises the personal wellbeing of the staff member
- supports the effective teaching of the content
- helps the staff member feel more prepared to appropriately respond to a disclosure.

It is not uncommon for staff to be affected emotionally when delivering RRE, especially if a disclosure is made by a student, colleague or member of the community. In such cases, staff members can access support through the NSW Department of Education's Employee Assistance Program. Confidential support is available by calling 1800 951 198 or visiting the website.

Self-care extends beyond seeking professional support. It is important to recognise that self-care can also involve engaging in everyday practices that help to recharge and refuel.

Setting up the learning environment

Recognise that some students may find it difficult to contribute to class discussions and may say little in group activities. Don't assume they are not engaged in the activities but rather provide all students with the opportunity to contribute in less public ways.

Individual students within the group have differing needs and backgrounds. Consider and tailor lessons to cater for differing cultural perceptions of what should be taught at a certain age. Assess any physical or psychological risks associated with an activity before using a variety of teaching strategies.

Principles

To best meet the needs of students, each of these principles should be considered when designing, delivering and evaluating Respectful Relationships Education in schools. School programs and practices should be evaluated on an annual basis to ensure each of these principles is being met.

Principle	Description
Whole-school approach	Respectful relationships and gender equality are sustainably embedded across whole-school communities.
Age and developmentally appropriate	RRE is gradually expanded and differentiated according to students' ages and developmental stages.
Inclusive and intersectional	RRE is inclusive for all students and acknowledges intersecting forms of power and inequality
Critical and transformative	RRE challenges power, inequality and discrimination.
Culturally safe, responsive and trauma-informed	RRE promotes and is delivered in culturally safe, responsive and trauma-informed school environments.
Evidence-based and continuous improvement	RRE is evidence-based and regularly monitored, evaluated and improved.
Expert-developed and curriculum linked	RRE aligns with the curriculum and is supported by resources developed by experts.
Addressing the gendered drivers of violence	RRE addresses the gendered drivers of violence.
Empowered student voice	All students are empowered to contribute to the development, selection and delivery of RRE.

Source: Commonwealth Department of Education, 2026, The National Respectful Relationships Education Expert Working Group.

Teaching strategies

Programs that involve active participation and interactive learning approaches are most effective when teaching Respectful Relationships Education. These [teaching strategies](#) have been embedded throughout the Respectful Relationships Education resources.

It is important to assess any physical or psychological risks associated with an activity before following these teaching strategies.

Considerations when selecting resources and activities

Teachers should consider the following when selecting activities.

- Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context.
- Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care.

- Apply professional judgements to all strategies, teaching and learning approaches and resources including audiovisual materials (for example, videos, media clips and YouTube), interactive web-based content (for example, games, quizzes and websites) and texts.
- Modify or extend some aspects of suggested activities accordingly.
- Seek endorsement by the school principal before use of materials in NSW government schools.

For more information access the [Resource review flowchart](#).

Communicating with parents and carers

Some aspects of Respectful Relationships Education may be viewed as sensitive or controversial, such as learning about abuse, child protection, respectful relationships, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the program, so that parents and caregivers have time to raise any concerns about the content or resources used for curriculum delivery.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. [Sample information letters](#) are available on the [Respectful Relationships Education website](#).

Respectful Relationships Education and public disclosures

A disclosure is when someone reveals information about themselves, or others (such as a sibling, friend or parent), to another. In this instance, it is information about harm, or risk of harm. Studies have shown that implementing Respectful Relationships Education (RRE) can increase the likelihood of disclosures of child protection concerns, including abuse and violence. Participation in RRE helps students recognise when they or someone they

know may be experiencing or engaging in abusive behaviours. This awareness can also extend to their families, leading to further disclosures. Staff delivering RRE may also come to recognise their own experiences of domestic and family violence or sexual abuse.

To support this, all school staff – teaching and non-teaching – must complete mandatory child protection training (MyPL – Mandatory training) to understand how to appropriately respond to disclosures. If unsure, staff should speak with their principal or workplace manager. A key element of effective whole-school implementation of RRE is ensuring all staff feel prepared and confident to respond appropriately to disclosures when they occur.

Preventing public disclosures

While disclosures can assist in identifying and responding to instances of abuse, public disclosures are not desirable. Public disclosures can:

- compromise confidentiality
- cause distress to both the student making the disclosure and others present
- hinder appropriate follow-up.

Staff must therefore be proactive in preventing them. School leaders should ensure all staff are familiar with strategies to prevent and manage public disclosures. This applies to both teaching and non-teaching staff, regardless of whether they are delivering content that may prompt disclosures.

The following information provides a range of strategies to prevent public disclosures.

Establishing clear expectations

At the beginning of lessons addressing RRE topics, teachers should inform students that if anyone shares personal information suggesting they may be at risk of harm, the teacher is required to report it. This should be done in a way that is suitable to the developmental age and stage of a class. For example:

- a teacher of Early Stage 1 may tell their students 'My job as a teacher is to help keep you safe. If you tell me something that makes me worried you might be hurt or unsafe, I will need to let the principal know so we can help you.'
- a teacher of Stage 6 may tell their students 'As someone who is required to report, I want you to know that I care about your wellbeing. If you tell me anything that suggests you might be in danger, such as abuse, violence, underage drug use or unsafe behaviours, I have a responsibility to inform the principal so that we can ensure your safety and provide the help you need.'

Maintain professional boundaries

Teachers should answer questions and respond to statements in a general, non-personal manner. For example, using words and phrases such as 'Everyone ...' or 'Some people feel ...' It is important that teachers consistently maintain a professional role and avoid personalising discussions.

Global discussion rather than personal

Global discussions maintain a focus on general concepts rather than personal experiences. It assists teachers and students to clearly differentiate between public and private information. Teachers can demonstrate this by encouraging the use of third person language, such as 'If someone ...' or 'What if a person ...?' as opening statements.

Additionally, it is important to inform students that if they feel distressed or need support following the lesson, there are resources available for them to access. Teachers can share information about various support options, such as school counsellors, other wellbeing staff, helplines, or community services, and encourage students to reach out for support whenever they need it.

'One step removed' approach

Instead of questions that are direct and personal, such as 'What would you do if ...?', teachers should take a more indirect approach such as 'Suppose X happened to someone. What advice would you give?'

Another way of doing this is for teachers to use scenario-based case studies and moral dilemmas to explore sensitive topics. By using phrases such as 'X might happen' or 'Y could happen', students are invited to explore different perspectives without feeling pressured to reach a single, definitive conclusion. This approach supports critical thinking, promotes respectful discussion, and creates space for uncertainty – particularly useful when navigating sensitive or complex topics within RRE.

Protective interrupting

Protective interrupting is a strategy used to prevent a student from making a potentially harmful public disclosure and instead guide the conversation to a private setting where they can receive appropriate support. The strategy involves the staff member gently interrupting the student to prevent any further details from being shared and inviting them to continue the conversation in a more appropriate setting. For example, a teacher might say, 'Thank you, it sounds like you have something important to talk about. Why don't we have a chat at recess?' If the student is unwilling to meet later, the teacher should reassure them that support is still available and suggest they speak with another trusted adult at school if they feel more comfortable doing that. If any part of the disclosure made before the interruption raises concern, staff must report any suspected risk of harm to their principal or delegate, in line with their mandatory reporting obligations.

Responding to disclosures

If a child or young person intentionally discloses abuse to a staff member, they are likely seeking help. Research shows that a trusted adult's response to a disclosure can influence future help-seeking and trauma recovery. Responding appropriately also protects the trusted adult, helps avoid jeopardising any legal action against the perpetrator, and can reduce the risk that the disclosure leads to further harm.

Regardless of whether a child or young person makes an intentional disclosure or not, the trusted adult could say:

- 'I believe you'
- 'You did the right thing telling me'
- 'I'm glad you told me'
- 'I am going to try to help you'
- 'Would you like me to refer you to [the school counsellor or school psychologist]?'
- 'This is what I am going to do'
- 'You are not to blame'

A teacher may also consider proactively teaching these responses to students in case a peer discloses personal information to them.

If a disclosure is made, the trusted adult should not:

- react in a shocked or repulsed way
- act as if they were already aware
- ask leading questions
- ask to see evidence of alleged abuse
- ask questions that could be critical of the disclosure
- ask the person to repeat themselves
- promise that they will keep it to themselves
- discuss the disclosure freely with others who do not need to know
- confront the person causing harm.

If the disclosure involves identifying one or more peers who have engaged in reportable behaviour, steps should also be taken to minimise the opportunity for direct, close or immediate contact between the students afterwards.

Unless it is likely to cause distress to the child or young person, the trusted adult may also take notes to record the details of what prompted the disclosure. In doing so, staff should provide relevant information to support their concerns and give context to the situation. (See Information for staff to include in a report.)

The trusted adult should follow the Child Protection: Responding to and reporting students at risk of harm Policy and Procedures to immediately report the disclosed abuse to the principal or workplace manager.

Dealing with resistance and backlash

RRE is a primary prevention initiative designed to reduce rates of domestic, family and sexual violence. It does this through addressing the drivers of this gendered based violence, promoting gender equality and building respect.

Resistance to gender equality initiatives is normal and expected. Research shows it's actually a sign that change is occurring.

Resistance exists on a spectrum from passive to active responses. Passive resistance might look like disengagement or apathy, while active resistance might involve vocal opposition or deliberate undermining.

When people resist, it often means core beliefs or privileges are being challenged. Understanding this helps us respond effectively.

Rather than becoming discouraged by resistance, see it as a natural part of the change process that requires strategic, not reactive, responses.

Stage

5

S5 – Topic 1:

Staying safe – navigating personal wellbeing

Lesson 1 – unpacking our toolkit

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will deepen their understanding of responsibility, respect and ethical behaviour in relationships.

- Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships

[Personal Development, Health and Physical Education 7–10 Syllabus](#)
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Syllabus outcomes and content

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Examine and refine interpersonal skills and actions to take greater responsibility for the safety, health and wellbeing of themselves and others

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

- Investigate the characteristics of inclusive, equal, safe and respectful relationships and propose strategies to enhance current and future relationships

Why this learning matters

Each student brings unique experiences to this content. Young people need to be empowered to be in control of their own body and actions to confidently identify and respond to indicators of unhealthy behaviours. This lesson will develop essential interpersonal and self-management skills, including active listening, negotiation and considering diverse perspectives to build empathy.

Teaching advice

Ensure students actively participate in opportunities to practise self-management and interpersonal skills. These include the use of scenarios that involve

active listening, negotiation and empathy. Promoting leadership and supporting students to recognise others' strengths allows for the development and refinement of upstander behaviour and inclusive actions. Challenge students to collaboratively analyse situations and develop solutions to consider a diverse range of perspectives. Access the teaching and learning section of the department's [Respectful Relationships Education website](#) for strategies.

Vocabulary

accountability, intimate

Lesson preparation

- interactive whiteboard (IWB)
- [Resource 1 – Would you?](#)
- [Resource 2 – key terms reference guide](#)
- [Resource 3 – key terms reference guide – suggested answers](#)
- [Resource 4 – Alex and Jordan](#)
- [Resource 5 – relationship criteria template](#)

Lesson

Learning intention

Students are learning to:

- develop self-management and interpersonal skills to understand the influence of gender stereotypes on responsibility, respect and ethical behaviour in relationships.

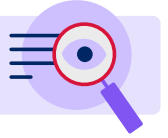
Success criteria

Students can:

- define ethical behaviour, respect and responsibilities in a range of different relationships
- explain the impact of gender stereotypes on decision-making
- understand the importance of trusting gut instinct in making safe and informed decisions.

Tune in

Introduce skills in focus:
self-awareness and communication



Introduce the learning intention and success criteria.

Today we are learning about responsibility and respect in relationships. We will also reflect on our self-management and interpersonal skills. By the end of this lesson, you will be able to explain the influence of gender stereotypes on relationships and understand how your existing skills can help in making safe and informed decisions.

Formative assessment opportunities:
Outcome PH5-SMI-01

Observe students' responses during the 'Would you?' activity.

Monitor student contributions during paired and class discussion about gender stereotypes and the sexual violence pyramid.



Students recognise and respond to gut instinct in a range of complex contexts.

Use the statements in [Resource 1 – Would you?](#) to explore behaviours and decisions.

Show each statement for 5 seconds while students decide and respond. Students:

- respond with a thumbs up to indicate yes, they would engage in the activity or thumbs down to indicate no, they would not engage in the activity. Students may also use an alternative way of expressing a decision or their understanding, for example, colour or card polling (green: yes/agree, yellow: unsure/partial and red: no/disagree). Access the [Explicit teaching checking for understanding technique guides](#) to explore other response systems
- explain their decision-making and reflect on whether their gut instinct and decision-making are influenced by physical reactions, thoughts, past experiences or fear.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning more about how gut instinct influences how people think, act and behave by providing rapid, subconscious feedback based on past experiences, body signals and emotions. Gut instinct helps us make quick decisions when there isn't time to weigh all the options. These physical sensations in our body reflect emotional states and lead us towards or away from a choice or action based on how it feels in the body. They are early warning signals prompting us to avoid danger or harm before our rational thoughts kick in.

Introduce a short, guided 'body scan for gut feelings' exercise. An example that can be adapted is [Body Scan Meditation](#) (Greater Good Science Center 2025).

Explain to students that we will view gut instinct or our inner compass as a personal power tool. This tool can assess comfort in decision-making, so we will practise using it so it always takes priority.

The following task could be used as a homework task to deepen understanding of the inner compass and body cues. Students will learn to connect specific bodily cues to their emotional responses and gut instinct to enhance emotional literacy and self-awareness.

- Encourage students to spend the next week noticing their body's responses to day-to-day situations. For example, how does your body respond when someone compliments you? Or when they compliment you, but it feels insincere? Or you're asked to do something you're uncomfortable with? Do you feel subtle physical sensations such as tightness in the stomach, tense shoulders or a feeling of lightness? Record your responses so we can discuss.

Students explore ways to challenge negative attitudes and beliefs, including gender stereotypes, as a way of preventing various forms of violence.

Teaching note

In this topic, students will learn about the sexual violence pyramid. At the top of the pyramid are physical expressions of violence, in the middle are behaviours which remove a person's autonomy or normalise violence, and at the base and the starting point of the pyramid are attitudes and beliefs.

Invite students to imagine or create a pyramid.

At the **top** of the pyramid is the word 'violence'.

As a class, discuss some examples which sit at the top of the pyramid. For example, physical assault, sexual assault, rape, homicide, stealing, murder, sexual abuse, verbal abuse, psychological abuse.

Explain to students that in the **middle** of the pyramid are behaviours which take away someone's control or normalise violence.

Define behaviours

Definition

Behaviours or actions that remove someone's autonomy or control are often described as coercive control, and can appear in relationships, workplaces or families as deliberate attempts to dominate, restrict choices and undermine independence.

Behaviours or actions which normalise violence include ways of thinking, communicating or acting that make violence seem acceptable, ordinary or unavoidable in relationships or communities.

Discuss the definition as a group to identify common points and important elements.

Students express their understanding of any behaviours or actions they believe might fit into the middle of the pyramid.

Behaviours or actions which remove someone's autonomy or control

- Coercion
- Stalking
- Exploitation

- Threats or intimidation
- Isolating someone
- Gaslighting
- Surveillance, tracking or monitoring
- Humiliation
- Manipulation
- Groping or non-consensual touch

Behaviours or actions which normalise violence

- Non-consensual exposure or witnessing
- Pornography
- Deep fakes and revenge porn
- Non-consensual photo sharing
- Catcalling or leering
- Victim blaming (toughen up)
- Joking about or trivialising violence
- Media and cultural representations
- Peer acceptance of violent acts
- Justifying violence (teach someone a lesson)

At the **base** of the pyramid are the words ‘attitudes’, ‘beliefs’ and ‘norms’.

Students learn more about how these attitudes and beliefs lead to behaviours that sit at the base of the pyramid.

Teaching note

Examples have been provided to guide teachers in any conversations which may arise. These include attitudes and beliefs which can lead to sexual violence, such as bragging, body shaming, strict gender roles, objectification and slut shaming.

Define bragging, body shaming, strict gender roles and slut shaming.

Definitions

Bragging means talking about yourself in a way that shows off and tries to make other people feel impressed or jealous. It's when someone keeps telling everyone how great, talented or successful they are, often to get attention or praise.

Body shaming is making fun of, criticising or saying unkind things about someone's body shape, size or appearance. This can be about weight, height, how someone looks or even what they wear. It hurts people's feelings and can seriously affect their self-esteem and mental health.

Strict gender roles are rules or expectations about how boys and girls, or men and women, should act, dress or think just because of their gender. For example, expecting boys to never cry or only like sports, or telling girls they have to like makeup or be quiet and polite. These strict 'rules' limit people and aren't fair.

Slut shaming is when someone is insulted, judged or bullied because of what they wear, how they act or rumours about their sexual life. It often targets girls, but can happen to anyone, and makes someone feel embarrassed or ashamed, even if there's no truth to what is being said.

Explain to students that attitudes and beliefs lead to behaviours. Check for understanding of definitions by using examples from other contexts such as sport where an attitude of self-improvement may lead to behaviour such as fitness training.

Gender stereotypes are ideas about how the members of a certain gender should behave. The ideas are biased and based on the beliefs and norms of that society. Gender stereotypes and gender norms are at the base of the pyramid.

- In pairs, students express their understanding of why gender stereotypes are harmful.

Suggested response

Attitudes which are associated with gender stereotypes are things like 'boys will be boys' or what people refer to as 'banter'. They affect mental health and can distort perceptions and expectations in relationships, much like a rusty, bent measuring tape can compromise a building's integrity, leading to unhealthy relationships. Gender stereotypes promote inequality and create unrealistic expectations about how people 'should' behave based on their gender. These stereotypes can lead to disrespect and exclusion, and they've been shown to contribute to domestic violence in Australia.

Understand

Model skills in focus:

self-awareness and communication



Practise skills in focus:

self-awareness and communication



Guide students to build their understanding of key terminology, such as equal, mutual respect, inclusive, responsibilities, effective communication, negotiation, setting boundaries and speaking up. Use the first row of [Resource 2 – key terms reference guide](#) to explain the definition and check for understanding of ‘characteristics’ and ‘examples’. Use [Resource 3 – key terms reference guide – suggested answers](#) for support.

Assign a row to different pairs. Students fill in rows based on each other’s work and continue to use the resource throughout this topic. Check for understanding as pairs present ideas.

As a class, discuss the following questions.

- What do responsibilities look like in a healthy relationship?
- What does it mean to be accountable for your actions in a relationship?

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning more about how personal values strongly shape how individuals understand what a respectful relationship is, because values act as internal guides for what is seen as respectful, fair or acceptable in interactions with others. Our personal values, or what we view as important, influence how we define respect, how we resolve differences, how we accept or celebrate people’s diversity and how we set and respect boundaries. Being aware of and communicating these values openly is essential for maintaining healthy and respectful relationships.

As a class, discuss the following questions.

- Is it important to have the same or different values as our friends?
- What challenges may arise when our values differ?
- Is it important that partners have the same or different values?
- How do people navigate having different values?
- What does it mean to be accountable for your actions in a relationship?
- How do we navigate if we have the same or different values as our partner?

Students identify and analyse their personal strengths and evaluate how gut instinct influences thoughts, actions and behaviours.

Ask students to think of a time their gut instincts urged them to act, or not act, in a certain way.

- How did that feeling align or not align with your core values?
- How did you or how could you have used that gut feeling to inform a decision or set a boundary?

Ask students to describe a situation where they made a choice that aligned with their values and helped someone.

- What was the outcome?
- What do you do well in relationships (friendship/family/intimate)?
- What is one interpersonal skill you are proud of?

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning more about the importance of personal responsibility in relationships. This means being accountable for our actions, providing emotional support, and creating a sense of security and worth for both partners. Responsibility is linked to ethical behaviour, guiding us to make fair decisions. Our gut instinct serves as a reminder of our responsibilities, promotes empathy and helps us make choices that align with our values and enhance the wellbeing of others.

Act and apply

Evaluate skills in focus:

self-awareness and communication



Formative assessment opportunities:

Outcomes PH5-SMI-01, PH5-RRL-01

Review students' suggestions in the stop, start and keep doing activity.

Monitor discussion during the Think-Pair-Share and assess students' contributions on rights and responsibilities in relationships.

Assess students' responses and justifications in Resource 5 – Relationship criteria template.



Students apply their understanding of key terminology to identify equality, accountability and respect in a relationship scenario.

Read the scenario in [Resource 4 – Alex and Jordan](#). While reading, students identify the things that Alex and Jordan need to stop doing, start doing and keep doing to maintain a respectful relationship.

Students report back on one action or behaviour for both Alex and Jordan to stop, start and keep doing.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning more about how relationships are often complex, and sometimes boundaries can feel unclear or blurred. The examples of Jordan and Alex shows us how 2 people can perceive something completely differently. That is why it is important to make sure everyone involved checks in with each other about what they are comfortable with and what they are not.

It is important to know that this is not just a one-time conversation either. It is something we need to ensure is ongoing so that everyone feels safe, respected and understood. Keeping these conversations going helps us build trust and make sure our relationships stay healthy.

Individually, students express their understanding by answering the following questions.

- How would your gut instinct respond to this scenario?
- How might you act if you were Alex or Jordan?

Use a Think-Pair-Share strategy to answer the following questions.

- Do you think the scenario shows the relationship is mutually respectful or inclusive?
- Is each person fulfilling their responsibilities?
- How could Jordan validate Alex's feelings while explaining their personal perspective?
- How could they find a compromise that respects both views?
- How do you think Jordan's or Alex's perceptions of what is acceptable in a relationship have been influenced by gender stereotypes?

Students design criteria with examples for the qualities essential in a respectful relationship.

Students work in small groups with [Resource 5 – relationship criteria template](#). The criteria are the standards, rules or levels that guide decision-making or judgement on whether the relationship is respectful.

Communication has been completed as an example. Students discuss the remaining qualities and record criteria with examples for each quality.

Encourage students to discuss:

- how gender stereotypes may influence their criteria
- how to avoid these influences.

Each group will present their criteria and justifications to the class.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning more about how important it is to understand these qualities in relationships. These are not just words; they are about how we treat each other in relationships and help us understand what respectful relationships look like in real life. When everyone understands the role of communication, respect, trust, setting boundaries, negotiation, conflict resolution, responsibility and speaking up, relationships feel safe, supportive and fair. Remember, knowing what respect looks like and sounds like helps us build connections where everyone feels heard and valued.

Did we learn what we aimed to today?

Individually, students reflect on the importance of establishing healthy relationships.

Discuss how the relationship criteria could help people navigate challenges similar to those faced by Alex and Jordan.

Encourage students to consider how they can apply these criteria in their own lives and relationships.

Students create a 'toolkit journal' to reflect on their learning.

- What new skill or insight did I add to my toolkit today?
- When did I feel most confident or capable in this lesson?
- What would I like to practise more?

Lesson 2 – using our power tools

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will deepen their understanding of effective communication, negotiation, setting boundaries and speaking up in relationships. They will understand how language is gendered and how the use of this language and stereotypes can contribute to normalising sexual violence. Students will identify harmful behaviours and attitudes and use effective communication and speaking up to propose responses to intervene.

Syllabus outcomes and content

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Explain and demonstrate how being resilient and assertive can assist in managing a range of situations

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

- Examine strategies that enhance safety and positive experiences in intimate and sexual relationships, such as effective communication, respecting people's choices, personal boundaries and affirmative consent
- Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships

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Why this learning matters

Effective communication, negotiation, boundary setting and speaking up strategies equip students to handle complex social situations confidently, ensuring their interactions are respectful and supportive. Identifying harmful attitudes and behaviours, and discussing ways to intervene, builds students' skills and confidence to take a stand against stereotypes that can lead to a cycle of negativity and harm.

Teaching advice

Ensure students actively participate in opportunities to practise skills in effective communication, negotiation, setting boundaries and speaking up. Challenge students to collaboratively discuss the effects of gender stereotypes and develop solutions that consider a diverse range of perspectives. Access the teaching and learning section of the department's [Respectful Relationships Education website](#) for strategies.

Vocabulary

cultural norms, mitigate, reciprocal respect

Lesson preparation

- interactive whiteboard (IWB)
- [Resource 6 – fishbowl prompts](#)
- [Resource 7 – setting boundaries](#)
- [Resource 8 – Emma and Liam 1](#)
- [Resource 9 – Emma and Liam 2](#)
- [Resource 10 – sexual violence pyramid](#)
- [Resource 11 – behaviours, attitudes and intervention](#)

Lesson

Learning intention

Students are learning to:

- practise skills in effective communication, negotiation, setting boundaries and speaking up to mitigate the impact of gender stereotypes on relationships.

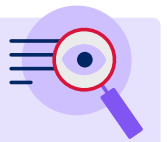
Success criteria

Students can:

- explain the importance of trusting gut instinct in decision-making within relationships
- demonstrate effective communication skills by proposing and negotiating boundaries in various scenarios
- identify and discuss the effects of gender stereotypes
- propose ways to challenge stereotypes.

Tune in

Introduce skills in focus:
communication, decision-making
and collaboration



Introduce the learning intention and success criteria.

Today we are learning about effective communication and boundary setting. We will also reflect on the impacts of gender stereotyping on relationships. By the end of this lesson, you will be able to identify and discuss the effects of gender stereotypes and use effective communication to negotiate healthy relationship boundaries.

Students explore and apply skills such as effective communication and negotiation.

Explain to students that we will continue exploring gut instinct and additional tools for our toolbox, focusing on essential skills such as effective communication, negotiation, setting boundaries and speaking up.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning how trusting our gut instinct is a powerful tool in relationships, helping us discern right from wrong and make decisions aligned with our values.

Students deepen their understanding, build confidence, and develop respectful listening and speaking practices through a fishbowl debate.

Teaching strategy – fishbowl debate

This involves a small group of students discussing a topic in a circle while the rest of the class observes and takes notes on key points, questions and challenges. This format encourages equal participation, respectful dialogue and critical thinking as students present and rebut arguments. It aims to develop students' abilities to evaluate health, safety and wellbeing strategies, as well as interpersonal and self-management skills. Access the [RRE Teaching strategies resource](#) for more information on how to run a fishbowl debate.

Explain the strategy to students. Offer all students a defined role, to either participate in the discussion or observe and comment on the discussion.

Students form their 2 groups: a discussion group and an observation group. The discussion group sits on the inside of the circle and the observation group sits on the outside.

Share a scenario, such as a conflict over the price of something. The teacher demonstrates the key terms 'communicate effectively', 'negotiate', 'set boundaries' and 'speak up' and refines understanding of these strategies as examples of assertive action.

Use [Resource 6 – fishbowl prompts](#). As the first group discusses a question or problem posed by the teacher, the second group listens actively and takes notes, as they will have a chance to share their observations and questions in the next rotation.

After the discussions, all students can reflect on the quality of discussion, or the groups can swap roles. After the completion of several rotations, facilitate sharing of insights and reflections across the class.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning more about how students can apply effective communication, negotiation, boundary setting and speaking up in their own lives. Setting clear and agreed-upon boundaries are a component of respectful relationships and can reduce the likelihood of conflict.

Understand**Model skills in focus:**

communication, decision-making and collaboration

**Formative assessment opportunities:****Outcomes PH5-RRL-01, PH5-SMI-01**

Monitor partner conversations and review students' responses when categorising ideas for 'discussion' and 'no discussion'.

Review students' responses and suggestions in the paired activity on asserting clear boundaries.



Students demonstrate their understanding of boundaries and how they are set and respected in relationships.

Introduce [Resource 7 – setting boundaries](#).

In pairs, students place each idea into the 'Discussion' category or 'No discussion' category. The categorisation and judgement should be made based on a respectful relationship.

Facilitate a share back as a class to clarify responses.

Select a few of the setting boundary ideas. In pairs, students:

- explicitly identify the physical and emotional response to the situation that makes them feel it requires a boundary
- propose ways to respectfully 'speak up' and negotiate these boundaries
- practise translating a physical and emotional response into clear, assertive communication to rehearse setting the boundary.

As a class, compile a list of suggestions for the use of clear, unambiguous communication when setting boundaries in respectful relationships.

Act and apply

Practise skills in focus:

communication, decision-making and collaboration



Evaluate skills in focus:

communication, decision-making and collaboration



Formative assessment opportunities:

Outcomes PH5-RRL-01, PH5-SMI-01

Review students' responses in annotation of [Resource 8 – Emma and Liam 1](#) and [Resource 9 – Emma and Liam 2](#).

Monitor and evaluate students' responses during gesture voting on gendered language and subsequent class discussion.

Review and monitor students' responses in [Resource 11 – behaviours, attitudes and intervention](#).

Assess students' understanding through responses in the individual reflection section of [Resource 11 – behaviours, attitudes and intervention](#).



Students practise effective communication, negotiation, setting boundaries and speaking up through real-life scenarios.

Individually, read the story in [Resource 8 – Emma and Liam 1](#).

Students highlight and annotate where Emma or Liam have used effective communication, negotiation, boundary setting and speaking up.

As a class, share the annotations and highlights to discuss the difference of opinions.

Build on this by introducing the second version in [Resource 9 – Emma and Liam 2](#).

Repeat the process.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning more about differences in perspective and how what is considered acceptable for one person may not be for another. This demonstrates the complexities when navigating respectful relationships. Language can also play a role in communication breakdown and problematic behaviours. For example, the word 'dramatic' leans into the gender stereotype of a person being emotional or unreasonable. Typically, this is attributed to females.

Students demonstrate their understanding of gendered language.

Present each of the following terms to the class.

- Too much
- Wimp
- Nagging
- Sensitive or soft
- Difficult
- Cry baby
- Dramatic
- Sissy

Students use a thumbs up gesture to indicate the term is gendered or applies to a gender. They use a thumbs down gesture to indicate the term is not gendered or associated with a particular gender. Students may also use an alternative way of expressing a decision or their understanding, for example, colour or card polling (green: yes/agree, yellow: unsure/partial and red: no/disagree).

After each term, students provide examples of how it is gendered using the following questions.

- What makes the term offensive to one particular gender?
- How does the term relate to relationships?

In pairs, students select 3 terms and discuss the impact of gendered language on individuals and relationships using the following question.

- What messages do these terms send about how people 'should' behave?

Suggested response

'Wimp' tells males that they have to be tough and not show weakness or emotions, or else they are seen as weak or less of a man. 'Nagging' is usually used towards girls, and it sends the message that if they speak up or repeat themselves, they are annoying or overly bossy. 'Dramatic' makes it seem like some people, mostly girls, are too emotional or overreact, like their feelings are not valid. These words say that males should be strong and unemotional, and females should be quiet or not too expressive.

In pairs, students express their understanding of gender stereotypes. Have students use the following questions and ideas to add to or refine their responses.

- How could the use of these terms impact the individual who receives the message?

Suggested response

If someone keeps hearing that they are a 'wimp' or 'dramatic,' they might feel like they have to hide how they really feel, which can be bad for their mental health. It can make them doubt themselves or feel ashamed for being honest about their emotions. It could also make people stay quiet about problems in relationships because they do not want to be labelled or misunderstood. Sometimes people who do not neatly fit into a stereotypical gender norm are labelled with these words. Their sexuality is questioned, adding to the impact on all students in the school community.

- Why or why not would this language be at the base of the sexual violence pyramid?

Suggested response

This kind of language fits at the base because it normalises disrespect and stereotypes. When people use these words, they unintentionally support the idea that it is okay to ignore or dismiss people's feelings, especially if they do not neatly fit into a stereotypical gender norm. This can lead to more serious things like harassment or violence because it starts with not valuing someone's boundaries or emotions.

- What stereotypes might Emma or Liam be labelled with?

Suggested response

Emma might be called 'dramatic' or 'nagging' if she expresses how she feels or sets boundaries, which could make it harder for her to speak up. Liam might be called a 'wimp' if he shows vulnerability or weakness, which would pressure him to act tougher or not talk about his feelings.

- How does this stereotyping impact the way we manage our wants, needs, emotions and boundaries in relationships?

Suggested response

Stereotypes make it hard for people to say what they really want or feel in a relationship and make them feel like they need to hide emotions or ignore their boundaries. People could end up ignoring their own needs or not respecting others because of this.

- How harmful is the potential influence and impact of gender stereotypes and gendered language on relationships?

Suggested response

These are very harmful because it stops honest communication and respect between people. When people feel judged or labelled, they might shut down or act in ways that are not healthy. This can lead to misunderstandings, lack of trust, and even unhealthy or abusive relationships. So, getting rid of this kind of language is really important to make relationships respectful and safe.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning more about how gender stereotypes are harmful and restrict emotional expression for everyone. They create a culture where some emotions are seen as 'acceptable' for one gender but not for another, which can undermine genuine feelings and healthy communication in relationships. By recognising the negative impact of gendered terms, we can aim to use more neutral and respectful language when talking about emotions.

Students develop awareness of the sexual violence pyramid.

Define sexual violence and students add the term to their key terms reference guide.

Definition

Sexual violence occurs if someone is forced, coerced or manipulated into any sexual activity. It includes coercion if the other person does not want it but agrees because they feel scared, tricked or forced. It includes behaviours such as unwanted touching, sexual harassment, assault and being made to watch sexual acts or images.

Activities are forced if consent is not given, or it is withdrawn, or a person is unable to consent due to age or other factors. It includes things such as unwanted touching, sexual harassment, being made to watch sexual things, or someone sharing private pictures without permission. (Adapted from [Australian Institute of Health and Welfare](#) n.d.)

Discuss the definition as a group to identify common points and important elements.

Revise the sexual violence pyramid from the previous lesson.

Explain that the sexual violence pyramid is a tool used to help explain how different levels of attitudes, belief and actions contribute to the existence and continuation of sexual violence. It shows how harmful ideas at the base support more serious and visible acts of violence higher up in the pyramid.

Distribute handouts of [Resource 10 –sexual violence pyramid](#) and explain each level of the pyramid.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning more about the sexual violence pyramid and how it emphasises the importance of addressing and intervening at all levels, not just the most severe cases. This allows opportunity to effectively prevent and reduce sexual violence in society. It highlights that by changing attitudes and addressing lower-level behaviours, we can work towards a culture that does not tolerate sexual violence in any form.

Students reflect on the relationship between sexual violence and attitudes towards genders, gendered language and gender stereotypes.

Define the concepts of ‘mum jokes’ and ‘catcall’.

Definitions

Mum jokes are a form of insult humour focusing on someone’s mother, typically exaggerated and meant to tease, but they can be controversial because of their sexist or disrespectful undertones.

A **catcall** is when someone makes a loud, usually unwanted, sexual comment, whistle or shout directed at a person (often a woman) in public. It can include things such as whistling, yelling remarks about someone’s appearance, or shouting requests or crude comments as the person walks by.

Discuss the definitions with the class and determine where they would fit on the sexual violence pyramid.

Use the following questions to stimulate student reflection. Invite them to record responses to each question; these are not for sharing with the class.

- Are you surprised to see behaviours such as mum jokes, catcalls and gender stereotypes classified as acts that lead to sexual violence? Is this something you were aware of?
- How do the behaviours at the pyramid base lead to more severe forms of sexual violence?
- How does it change the way you think about sexual violence, attitudes towards genders, gendered language and gender stereotypes and the way some of these have been normalised?

Students explore the influence of gender stereotypes and societal attitudes on sexual violence behaviours.

As a class, discuss how media represents the behaviours you see in the pyramid. How does this representation contribute to or reinforce gender stereotypes and normalise sexual violence?

Students discuss how power dynamics play a role in sexual violence. Explore the influence of gender stereotypes and societal influence on sexual violence behaviours through the following questions.

- How does the media represent the behaviours you see in the pyramid?
- How does this contribute to, or reinforce, gender stereotypes and normalise sexual violence?

Students identify harmful behaviours and attitudes and propose responses to intervene.

Introduce the following scenario.

Scenario – boys’ reactions: During lunch, you hear a group of Year 9 boys talking about how one of them asked a girl out, but she declined.

His friends respond with, ‘She’s stuck up anyway’, ‘Just keep pushing’, and ‘You need to man up and try harder’.

The group laughs and one comments, ‘No means yes, bro.’

Students identify the harmful comments, behaviours and attitudes in the scenario above.

In pairs, students use [Resource 11 –behaviours, attitudes and intervention](#) to propose ways to respond to the harmful comments. Examples have been modelled to guide students in their responses.

As a class, discuss each comment, behaviour and attitude in the scenario and determine where each harmful behaviour fits on the sexual violence pyramid.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning more about how statements such as those made by the Year 9 boys dismiss the girl’s clear response and increase pressure on boys to ignore her choice. Notice how the comments equate persistence with masculinity, reinforcing the harmful idea that ‘real men’ do not accept no. The laughter is particularly concerning because it masks harmful attitudes as humour.

When groups laugh at coercive behaviour, they normalise it and deflect from its seriousness.

Comments such as ‘No means yes, bro’ pressure boys to ignore consent, risking harmful behaviours and normalising sexual violence. While young people see these types of conversations as innocent and normal, they are harmful. They create a group mentality for attitudes and behaviours that disrespect and normalise violence against girls and women. It needs to be challenged and stopped.

Individually, students complete the ‘my responses’ column in the individual and peer reflection table within [Resource 11 –behaviours, attitudes and intervention](#).

To share, students form small groups and rotate around the group to hear each other’s responses to each question. As groups discuss ideas, students may choose to add to their table by recording ideas from their peers’ responses.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning more about how, by addressing these harmful behaviours, we are taking a stand against stereotypes that can lead to a cycle of negativity and harm and preparing for effective ways to intervene. Standing up is not just about calling out inappropriate comments. It is also about fostering an environment where everyone feels respected and valued.

Together, we can challenge stereotypes and create a safer, more inclusive space for all. Your voice matters and standing up against these attitudes is a vital step towards positive change.

Did we learn what we aimed to today?

Students add to their ‘toolkit journal’ to reflect on their learning.

- What new skill or insight did I add to my toolkit today?
- When did I feel most confident or capable in this lesson?
- What would I like to practise more?

Lesson 3 – toolkit talk on stereotypes and warning signals

Creating a safe, respectful and inclusive classroom

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All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will investigate the impact of gender stereotypes and recognise patterns of behaviour that may contribute to domestic violence and abuse.

- Examine skills and devise strategies to promote healthy and respectful relationships and limit or end harmful relationships

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Syllabus outcomes and content

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Examine and refine interpersonal skills and actions to take greater responsibility for the safety, health and wellbeing of themselves and others

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

- Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships

Why this learning matters

Developing an understanding of gender stereotypes empowers students to recognise behaviours that may contribute to domestic violence. By exploring how societal expectations influence attitudes toward power, control and aggression, students become adept at identifying unhealthy dynamics and promoting healthy dynamics. This awareness enhances their skills in communication, conflict resolution and empathy, ultimately fostering respectful relationships and helping to prevent abuse.

Teaching advice

Encourage students to actively engage in opportunities to propose strategies for effective communication and identify barriers to conflict resolution. Challenge them to collaboratively explore the impact of gender stereotypes and develop solutions that incorporate a diverse array of perspectives. Access the teaching and learning section of the department's [Respectful Relationships Education website](#) for strategies.

Vocabulary

empower, intimidation

Lesson preparation

- interactive whiteboard (IWB)
- [Resource 12 – Emma and Liam 3](#)
- [Resource 13 – problematic behaviours](#)
- [Resource 14 – responding to problematic behaviours](#)

Lesson

Learning intentions

Students are learning to:

- understand patterns of behaviour that contribute to domestic violence and abuse
- develop strategies for 'speaking up' in challenging situations.

Success criteria

Students can:

- explain how gender stereotypes contribute to patterns of behaviour that reflect domestic violence and abuse
- propose strategies for speaking up and identify ways to overcome potential barriers.

Tune in

Introduce skills in focus:
communication, negotiation
and empathy



Introduce the learning intentions and success criteria. Explain to students that today we are learning about the connection between gender stereotypes and domestic, family and sexual violence. We will also reflect on patterns of abusive behaviour and strategies of 'speaking up' in challenging situations. By the end of this lesson, you will be able to propose strategies for speaking up and identify ways to overcome barriers when intervening in complex situations.

Students deepen their understanding of problematic behaviours (red flags) in relationships.

Explain to students that in relationships, we can identify positive (healthy) and negative (unhealthy) indicators or behaviours. They are like a warning system. Let's think about these as green flags and red flags.

Define red flags and green flags.

Definitions

Green flags are positive signals that indicate a healthy, supportive and respectful partnership. Examples include open communication, respecting boundaries, kindness, trust, honesty, balanced power and mutual respect.

Red flags serve as warning signals that indicate potentially unhealthy, unsafe, harmful or abusive behaviours. Examples include possessiveness, jealousy, disrespecting boundaries, manipulation, control and difficulty handling conflict respectfully.

Discuss the definitions as a group to identify common points and important elements.

Teaching note

Focusing on green flags helps students understand what to look for and build in their relationships, promoting positive connection and wellbeing. Discussing red flags helps students recognise when a relationship could be harmful and teaches them to protect themselves. It gives students the language and tools to evaluate relationships critically and encourages self-respect and respect for others.

Students read [Resource 12 – Emma and Liam 3](#). Using [Resource 13 – problematic behaviours](#), students highlight and annotate problematic behaviours in the Emma and Liam scenario.

Discuss the types of behaviours identified as problematic or red flags. As a class, align them to the levels in the sexual violence pyramid from Lesson 2. Correct and refine responses where appropriate.

Define coercive control, abuse and power imbalance with the class. Students add the terms to their key terms reference guide.

Definitions

Coercive control is when someone you care about keeps trying to control, scare, assault, threaten, punish, humiliate and intimidate you again and again. They may try to stop you from doing things you want or make you scared to say 'no'. It's a kind of abuse that isn't always physical but can still be very harmful. It's about making someone dependent, isolating them and controlling their everyday life. It looks like:

- someone constantly checking where you are or who you're with, online or in real life
- making you feel bad, guilty or scared if you don't do what they want
- stopping you from seeing your friends or family, or always wanting to know your passwords and messages
- using threats, jealousy, put-downs or lies to control your choices.

Abuse means treating someone in a way that hurts them or makes them feel scared, powerless or bad about themselves. It's never okay, and it's never the fault of the person being abused. Abuse is about having power over someone and using that power to hurt them, either physically, emotionally, sexually or by not taking care of them.

Power imbalance is when one person or group has more control, influence or ability to make decisions than another person or group. Power imbalances can make relationships unfair and can lead to problems such as bullying or someone feeling unsafe. In friendships, a power imbalance might happen if one friend always decides what to do and the other just follows, or if someone uses secrets or popularity to control others.

Discuss the definitions as a group to identify common points and important elements.

Students recognise problematic behaviours as a pattern and investigate how these behaviours and patterns can impact relationships and individuals.

In small groups, students discuss the following questions.

- How could a power imbalance develop or exist in a relationship?

Suggested response

Power imbalances can develop or exist in a relationship when one person has more control, influence or authority over the other. This means the relationship isn't equal and one person has more power to make decisions or get their way. This power imbalance could be a result of differences in age or experience; someone having more resources, such as money, access to friends, social status or popularity; confidence; threats; manipulation or someone being dependent on the other. Power imbalances can make a relationship feel unfair or unsafe and can be a warning sign for unhealthy or abusive behaviours.

- How do isolated problematic behaviours differ from ongoing issues in a relationship?

Suggested response

Isolated problematic behaviours are single, one-time actions that might be concerning or upsetting but don't by themselves mean a relationship is unhealthy or abusive. They can be mistakes, misunderstandings or moments of stress that don't happen repeatedly. Ongoing issues in a relationship happen when harmful behaviours or patterns repeat frequently over time, creating a constant or growing problem. These ongoing issues can be things such as repeated disrespect, control, manipulation or abuse that build up and seriously damage trust, safety and happiness in the relationship.

- At what point do we recognise a range of problematic behaviours as a pattern?

Suggested response

We recognise a pattern when the same negative actions or reactions happen often or in similar situations. Problems don't get resolved but come back again and again. One or both people feel stuck, upset or unsafe because the issues continue. You notice repeated cycles such as blaming, fighting, ignoring each other or one person always controlling decisions. Small problems add up and create ongoing hurt or stress rather than being isolated incidents.

- What are the potential consequences of accepting or ignoring problematic behaviours in a relationship?

Suggested response

Accepting or ignoring problematic behaviours in a relationship can lead to serious negative consequences over time, affecting emotional, physical and mental wellbeing. These might include worsening behaviour, loss of self-esteem or mental health challenges, damaged trust or communication or normalising unhealthy relationships.

- How can individuals conduct a 'vibe check' in a relationship? Why is this important?

Suggested response

A 'vibe check' in a relationship means taking a moment to pause and honestly check how you feel about the relationship and how it's going. It's about noticing your emotions, your sense of safety, and whether things feel good or unhealthy. Doing a vibe check helps you keep track of your own feelings and make sure you're in a healthy, respectful relationship. It helps you notice early if something isn't right so you can make choices to protect yourself.

Share as a class to check for understanding.

Students re-read [Resource 12 – Emma and Liam 3](#) and reflect on their own emotional and physical response to the problematic behaviours in this situation.

Individually, students answer the following questions.

- If you were in Emma's position, would you speak up to Liam? Why or why not?
- If you were to confide in someone about it, who would you choose, and what kind of support would you seek?
- What additional tools or support would you need in this situation?
- Do stereotypes influence your decisions in these scenarios? Why or why not?
- Would fear or intimidation affect your likelihood of speaking up?

Understand

Model skills in focus:

communication, negotiation and empathy



Formative assessment opportunity:

Outcome PH5-SMI-01

Review students' responses and justifications in [Resource 14 – responding to problematic behaviours](#).



Students identify strategies for speaking up to problematic behaviours and rate the effectiveness of each strategy.

Display on-screen or share [Resource 14 – responding to problematic behaviours](#) for the class. Read through and explain the modelled example of talking to a friend.

Guide students through the class completion of another example such as telling a teacher. Discuss ideas and clarify any misconceptions.

In small groups, students use [Resource 14 – responding to problematic behaviours](#) to continue to propose ways to respond to problematic or red flag behaviours.

As a group, rank the effectiveness of the strategies out of 10 and be prepared to justify the ranking to the class. Each group determines their most effective strategy to share with the class.

As a class, invite each group to share their most effective strategy. Explain the barriers and the solution to overcome the barriers. Share and justify the rating for the strategy. Students add any new or different ideas to their own worksheets.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about the importance of being able to recognise problematic behaviours and the impact language and stereotypes have on relationships. The story about Emma and Liam shows us patterns of behaviour that indicate abuse and coercive control. You are now going to take a closer look at some underlying, often subtle behaviours that might seem less serious but actually contribute to attitudes that lead to violence against women.

Act and apply

Practise skills in focus:

communication, negotiation and empathy



Evaluate skills in focus:

communication, negotiation and empathy



Formative assessment opportunities: Outcomes PH5-SMI-01, PH5-RRL-01

Monitor and review students' responses and suggested ways to speak up to harmful comments.

Assess student contributions and understanding when contributing to class discussion.

Review students' responses in toolkit reflection.



Students critically evaluate a scenario for examples of disrespect and ways of speaking up.

Explain to students that today as we are learning more about the underlying behaviours that impact

on violence, it is essential to consider how young men can challenge the 'bro code' and disrespectful attitudes towards women. While friendships among young men can provide valuable support, they sometimes involve belittling or objectifying women. This behaviour can normalise disrespect and violence against women by placing loyalty to peers above respect for women. Young men need to feel empowered to speak out against such attitudes and become positive role models to promote healthier interactions and reduce how stereotypes can influence violence. (Adapted from [The Line](#) n.d.)

Students practise ways to speak up and respond to comments which might arise in their peer groups.

Working in pairs, students create ways to speak up and respond to the following comments and attitudes.

- 'Bro before hoes'
- 'Sisters before misters'
- 'He's whipped'
- 'She has friendzoned him'
- 'Girls are only good for one thing'
- 'What would you rate her out of 10?'
- 'Little man syndrome'
- 'One of the boys' or 'YTB (yeah the boys)'
- 'It's giving ...'
- A pick-me

Teaching note

The phrase 'It's giving' is a slang expression used to describe the vibe, mood or impression that someone or something is giving off. It means that whatever is being talked about reminds you of a particular feeling or style. People say 'It's giving' followed by a word or phrase that explains the vibe.

A 'pick-me' (often called a 'pick-me girl') is a slang term for a person, usually a girl or young woman, who tries very hard to get the attention or approval of boys or men by acting differently from other girls. This often means she puts other girls down, rejects things traditionally seen as 'girly', or tries to seem more likeable to boys by saying or doing things that make her seem 'not like other girls'.

Facilitate a class discussion to share ways to speak up and respond to the comments and attitudes.

Introduce the scenario below.

Scenario – soccer game: A female teacher repeatedly asks boys to move their soccer game away from students eating lunch. The boys ignore her and continue playing. When a male teacher approaches and tells them to move, they immediately comply and apologise to him.

In pairs, students discuss the following questions.

- What might this scenario suggest about how students view male and female authority?

Suggested response

Students demonstrate different respect levels for different staff. This may be gendered. This could be a learned response, where other students have acted in the same way and the result is a pattern of disrespect over time.

- How might this gendered response impact student behaviour and the overall school culture?

Suggested response

Patterns of behaviour could be normalised. If not addressed, then the expectations of student behaviour are not being met. Teacher confidence may decline, with disrespected staff, in this case female staff, feeling unsafe and uncomfortable in the school environment.

- How could schools challenge these dynamics?

Suggested response

Teaching Respectful Relationships Education, respect and gender equality to students. Upskilling staff to demonstrate respect and using inclusive and respectful language. Building a respectful school culture where all staff and students promote equality, create healthy power dynamics, and challenge inequality, disrespect and gender stereotypes.

Facilitate a class discussion to share insights.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about behaviours and understanding how even the small things, like the language we use or subtle actions, can build up to serious issues such as abuse and violence. Recognising these signals early helps us challenge harmful attitudes and keep each other safe.

Remember, it is not just about knowing what's wrong, but also about stepping up and supporting each other to create respectful and safe communities.

Did we learn what we aimed to today?

Students add to their 'toolkit journal' to reflect on their learning.

- What new skill or insight did I add to my toolkit today?
- When did I feel most confident or capable in this lesson?
- What would I like to practise more?

Lesson 4 – expanding our toolkit by understanding consent

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will enhance their understanding of consent, and explicitly sexual consent, by exploring its application in different contexts. They will emphasise the significance of mutual respect in the process of communicating consent, fostering a deeper appreciation for healthy relationships.

Syllabus outcomes and content

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Evaluate the influence that respect, empathy and self-awareness have on establishing and maintaining respectful relationships

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

- Describe the rights and responsibilities within intimate and sexual relationships that help create positive and safe experiences, including how to gain, give and deny consent
- Examine strategies that enhance safety and positive experiences in intimate and sexual relationships, such as effective communication, respecting people's choices, personal boundaries and affirmative consent

[Personal Development, Health and Physical Education 7–10 Syllabus](#)
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Why this learning matters

Understanding consent is crucial for students as it equips them with the knowledge to navigate intimate relationships with clarity and respect. By exploring the nuances of affirmative consent and classifying sexual behaviours, they learn to differentiate between healthy and unhealthy interactions. This reinforces the importance of mutual agreement and boundaries. This

learning fosters essential communication skills and self-advocacy, empowering students to contribute to a culture of consent and create safe, supportive environments for themselves and others.

Teaching advice

Organise students into diverse groups for discussions and activities. This allows them to encounter different perspectives and encourages collaboration. Access the teaching and learning section of the department's [Respectful Relationships Education website](#) for strategies.

Vocabulary

non-verbal cues

Lesson preparation

- interactive whiteboard (IWB)
- sticky notes
- [Resource 15 – key principles of sexual consent](#)
- [Resource 16 – comfortable indicators](#)
- [Resource 17 – uncomfortable indicators](#)
- [Resource 18 – Sex? Not sex?](#)
- [Resource 19 – giving, gaining and denying consent scenarios](#)

Lesson

Learning intention

Students are learning to:

- deepen understanding of consent by exploring its application in various contexts.

Success criteria

Students can:

- identify and interpret sexual consent in different scenarios
- gain, give or deny consent respectfully in various contexts
- analyse real-life situations
- identify instances that impact on affirmative consent.

Tune in

Introduce skills in focus:

self-awareness, communication and advocacy



Introduce the learning intention and success criteria. Explain to students that today we are learning about the various contexts for consent. We will reflect on how this knowledge will enable you to navigate intimate relationships. By the end of this lesson, you will be able to identify mutual agreement and healthy boundaries.

Students explore the meaning of boundaries and consent in relationships.

Teaching strategy – sticky note storm

Students are each given several sticky notes. Individually, each student writes down their answer to one question, recording one idea per sticky note. Display the question clearly on the board or somewhere visible in the classroom. When all ideas have been contributed, the class works together to group the sticky notes into similar categories. Label the categories and discuss with students why their ideas fit within each group and how the categories connect to one another. Access the [RRE Teaching strategies resource](#) for more information on how to run a sticky note storm.

Use a strategy such as a sticky note storm to encourage students to express their understanding and perspectives on the following question.

- Why is it important to set boundaries in relationships, especially as they become more intimate?

As a class, read the range of responses, group and summarise the comments.

Reinforce that intimacy and sexuality exist on a spectrum and healthy relationships are built on respect and communication.

Explain that consent is one example of a physical and emotional boundary in an intimate or sexual relationship.

Students review the definitions and essential principles related to sexual consent.

Define sexual consent.

Definition

Sexual consent is the voluntary agreement to engage in sexual activity. It must be informed, enthusiastic and given freely without any form of coercion, manipulation or pressure. Consent can be communicated through verbal affirmation, body language or actions, and it is important to understand that it can be revoked at any time.

Discuss the definition as a group to identify key elements and important points.

Explain the following important points to the class.

Trusting our gut instinct or internal compass during the process of gaining, giving or denying consent is crucial for making choices that feel right in complex situations. The internal compass:

- can help clarify what feels appropriate or inappropriate
- ensures that consent is both mutual and respected
- safeguards personal wellbeing.

Gaining, giving and receiving consent is a vital skill that empowers individuals to advocate for themselves and others.

- Sexual consent is a legal requirement. Laws surrounding sexual consent are designed to ensure individuals' safety within relationships.
- Sexual consent is free and voluntary. It involves a voluntary agreement to engage in sexual activity or sexual touching, including kissing, touching or oral sex.
- The individual wishing to engage in sexual activity must ensure they gain the other person's clear and voluntary sexual consent.
- Sexual consent must be clearly communicated. A person has to say or do something to communicate they are giving consent.

- Consent cannot be assumed because someone doesn't say 'no'.
- Silence does not equate to consent; a person can indicate a lack of consent or a 'no' through their body language without needing to verbalise it.
- Consent is mandatory for all sexual activities.
- Sexual consent can be withdrawn at any time. A 'yes' for one sexual behaviour does not mean 'yes' for all behaviours. Ongoing sexual consent should be gained, given and received.

More information is available for teachers in [Resource 15 – key principles of sexual consent](#).

Adapted from [Check consent, every time](#) (NSW Government, Department of Communities and Justice 2025).

Define affirmative consent and implied consent.

Definitions

Affirmative consent in NSW law means that both people must clearly and actively agree ('yes') to any sexual activity for it to be legal and respectful. Affirmative consent requires a person to actively gain, give or receive clear, mutual agreement to engage in sexual activity.

Implied consent refers to a situation where consent is not explicitly stated but rather assumed. It may be assumed from their actions or the situation but isn't explicitly stated. Implied consent is more commonly used in understanding consent for things like using personal information or routine medical procedures, where someone's actions or participation indicate agreement without expressly saying so.

Source: [Check consent, every time](#) (NSW Government, Department of Communities and Justice 2025).

Students use the definitions provided to explain the difference between affirmative consent and implied consent. Use questions to check for understanding.

- Why is implied consent not suitable or appropriate for engaging in sexual behaviours?

Suggested response

People should not use implied consent for sexual activity because it means assuming someone agrees based on their silence, past actions or inaction. This can be very dangerous and harmful, especially for people who have experienced

trauma. Implied consent can lead to violating someone's boundaries. Active and affirmative consent respects a person's autonomy over their own body and respects everyone's boundaries and feelings.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning more about how people's silence or lack of active consent is not the same as agreement to sexual activity. They might worry about upsetting their partner or fear consequences if they refuse consent, so they don't always communicate clearly even if they do not want to participate. We are also learning about people who have experienced past trauma, including sexual abuse or violence. They might freeze, feel scared, or find it hard to say 'no' or speak up clearly. These are reasons why affirmative consent is a law and requirement for all individuals who are legally able to participate in sexual activity.

Understand

Model skills in focus:

self-awareness, communication and advocacy



Formative assessment opportunities:

Outcomes PH5-SMI-01, PH5-RRL-01

Assess students' responses to statements during the indicators of comfort or indicators of discomfort activity.

Review students' responses in individual list and partner discussion on giving or denying consent.



Explain to students that it is crucial to understand that communication occurs in various forms.

Non-verbal cues, such as facial expressions and body language, play a significant role in conveying feelings and can often carry more weight than spoken words. Recognising these subtle signals is particularly important when negotiating consent,

as they can provide insight into a person's comfort level and willingness. Being aware of these different methods of communication can help ensure that consent is clearly communicated, understood and respected.

Students investigate non-verbal communication to identify indicators of comfort and discomfort.

Read one example from [Resource 16 – comfortable indicators](#) and one from [Resource 17 – uncomfortable indicators](#) to the class. Check understanding of the signals, such as body language, that lead to the assessment as comfortable or uncomfortable.

Read through the remainder of the examples while students:

- raise their hand if they think the statement indicates a sign of comfort
- cross their arms in front of their body if they think the statement indicates a sign of discomfort (or is uncomfortable)
- justify their decision-making.

Students predict some potential problems that may arise when it comes to gaining, giving or denying consent. Individually, students create a list. For example, miscommunication, mixed signals, pressure, different expectations, difficulty saying 'no', conflict, under the influence of alcohol or drugs.

Students share their list with a partner and together develop solutions for clear communication about consent.

Remind students that they often communicate through text, chat or messaging platforms. This impacts their ability to communicate clearly.

In small groups, students discuss and record:

- advantages of communicating consent via text or chat
- disadvantages of communicating consent via text or chat.

Ideas to support discussion are contained in the following table.

Advantages of communicating consent via text or chat

- Time to think and consider feelings
- Less pressure
- Record of consent
- Avoid misunderstandings
- Feel safer to express personal boundaries
- Feel safer to deny consent
- Accessible anytime

Disadvantages of communicating consent via text or chat

- Lack of non-verbal cues means you could misinterpret tone and meaning
- Pressure to respond quickly
- Privacy risks – can be saved, shared or seen by others
- Not always immediate
- Can change your mind but written consent may not reflect that
- Not ongoing

Share ideas as a whole class.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning more about how communicating about consent, feelings and boundaries via text or chat can be a helpful tool for clear and thoughtful communication, but it also requires careful attention to avoid misunderstandings and protect privacy.

Act and apply

Practise skills in focus:

self-awareness, communication and advocacy



Evaluate skills in focus:

self-awareness, communication and advocacy



Formative assessment opportunities:

Outcomes PH5-SMI-01, PH5-RRL-01

Assess students' understanding through their sorting of sexual behaviours into categories.

Review students' responses during paired discussions to determine whether consent was given, whether it was affirmative or implied, and to identify related behaviours on the sexual violence pyramid.



Students apply learning to evaluate whether scenarios can be classed as 'sex or not sex'.

In groups of 4, students use a set of activity cards from [Resource 18 – Sex? Not sex?](#) 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 2 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 behaviour easier or more straightforward to classify?
- When the whole class was not in agreement, was there also 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?
- What could be the implications for couples who have different definitions of sex?

Students apply learning to evaluate whether consent was given.

Students read [Resource 19 – giving, gaining and denying consent scenarios](#). In pairs, discuss the following questions for each scenario.

- Is consent given?
- If it is affirmative consent, how do we know?
- Is consent implied? Why do you think it is implied rather than affirmative?
- What are the potential implications in this scenario?
- Are there any behaviours that would rank on the sexual violence pyramid? Why/why not?
- What could have potentially influenced the decisions and conversations? (for example, gender stereotypes)
- How do gendered expectations influence gaining, giving, receiving or denying consent?

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning more about the terminology of 'affirmative consent'. Wrap up the discussion on sexual consent by reminding students that consent is not just a one-time conversation. Communicating consent is a skill we need to develop. It requires us to recognise our emotions, trust our inner compass, assertively communicate, actively listen, negotiate and show understanding and empathy. Challenge students to think of consent as another power tool. It helps us stay true to our inner compass and gut instinct.

Did we learn what we aimed to today?

Students add to their 'toolkit journal' to reflect on their learning.

- What new skill or insight did I add to my toolkit today?
- When did I feel most confident or capable in this lesson?
- What would I like to practise more?

Lesson 5 – curating our toolkit

Creating a safe, respectful and inclusive classroom

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All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will explore complexities surrounding consent and the influence of obligation on decision-making. They will analyse power dynamics in relationships to understand how these factors affect their ability to be effective upstanders. Students will develop strategies to support themselves and others when there are power imbalances. They will also practise gaining, giving and denying consent, fostering a more respectful and inclusive environment.

Syllabus outcomes and content

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Demonstrate skills in conflict resolution and evaluate strategies that assist with managing emotions

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

- Examine how power balances impact respectful relationships in contexts such as school, home, the workplace or with friends
- Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships

[Personal Development, Health and Physical Education 7–10 Syllabus](#)
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Why this learning matters

Recognising the importance of consent encourages students to stand up for themselves and their peers, ultimately contributing to a safer and more supportive community. Equipping students with these skills not only enhances their personal relationships but also prepares them to advocate for positive change in their broader social environments.

Teaching advice

Encourage active participation, model upstander behaviour, and use reflective questioning to deepen students' understanding and assessment of consent, obligation and power dynamics. This lesson requires students to start to consider the ways in which they may be able to act as upstanders. If your class needs support in recognising the ways in which they can do this, refer to Stage 4 Topic 3 Lesson 1 or Stage 5 resources to support students in exploring their strengths, skills and strategies. Access the teaching and learning section of the department's [Respectful Relationships Education website](#) for strategies.

Vocabulary

assertive, empathy, manipulation, obligation, upstander

Lesson preparation

- interactive whiteboard (IWB)
- [Resource 20 – consent conundrums](#)
- [Resource 21 – the problem with power](#)

Lesson

Learning intention

Students are learning to:

- analyse power dynamics in relationships
- evaluate factors that affect individuals' ability to make informed decisions and be upstanders.

Success criteria

Students can:

- describe obligation
- reflect on personal experiences of feeling pressured in relationships
- analyse power dynamics
- assess the impact of power dynamics on standing up for oneself and others
- propose strategies for being assertive upstanders in situations involving consent and power imbalances.

Tune in

Introduce skills in focus:
communication, help-seeking
and advocacy



Introduce the learning intentions and success criteria. Explain to students that today we are learning about power dynamics in relationships that influence decision-making and upstander behaviour. We will also reflect on how this understanding can support students to advocate for positive change. By the end of this lesson, you will be able to assess power dynamics in relationships and propose assertive interventions.

Students explore ways to respond to and reinforce personal boundaries by participating in a consent continuum.

Teaching strategy – movement-based continuum

Students actively engage in reflecting on their understanding and opinions about a topic by physically positioning themselves along a continuum or in designated areas of the classroom. Access the [RRE Teaching strategies resource](#) for more information on how to run a positioning continuum activity.

Using a movement-based continuum, students deepen their understanding of diverse viewpoints and the complexities of defining sexual behaviours.

Set up the room by placing signs to assign areas – strongly agree, agree, disagree, and strongly disagree.

Explain to students that you will read out a series of statements. After each statement they are to move to the area of the room which reflects their position on the statement.

Read each of the statements from [Resource 20 – consent conundrums](#).

Invite students from each area to express their understanding and perspectives after you read each statement.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning about why it is important to reinforce key messages about consent and the role of effective communication in ensuring comfort in relationships. People's preferences and comfort levels can change. Clarify that media representations, such as pornography, do not reflect reality.

Highlight to students the significance of knowing how to set their personal limits around sexual behaviours while also respecting their partner's boundaries. Trusting their instincts and communicating effectively are essential skills for expressing and maintaining expectations in a healthy relationship.

Students work in pairs to propose a way to respectfully respond to and reinforce personal boundaries for a range of consent conundrums.

Model a response for the class using the following consent conundrum.

- My partner wants to imitate things they see in pornography, but I am not comfortable with that.

Suggested response

It is really important that I feel safe and comfortable in this relationship. I have every right to say 'no' to anything that doesn't feel good or right for me, as do you. Pornography often shows things that aren't real or respectful, so it's okay to set boundaries about what we're happy doing.

This response validates the individual's feelings, emphasises their right to set boundaries, and encourages open communication with respect for consent and comfort.

Using this as a guide, students work in pairs to respond to the following consent conundrums.

- My partner thinks oral sex is not sex.
- My partner wants more physical intimacy in our relationship, but I am not ready.
- You shouldn't be in a long-term relationship if you're not prepared to have sex.

Facilitate a class discussion. Encourage pairs to share ideas and perspectives to check for understanding.

Understand

Model skills in focus:

communication, help-seeking and advocacy



Practise skills in focus:

communication, help-seeking and advocacy



Formative assessment opportunities:

Outcomes PH5-SMI-01, PH5-RRL-01

Assess students' understanding as they list reasons why someone might feel they 'owe' another person in an intimate relationship.

Review students' responses in the individual reflection and paired discussion on power imbalance scenarios.



Students investigate power imbalances in relationships to understand the implications for young people.

Students discuss the following statement as a class. What does it mean?

'Intimacy isn't a deal: you don't owe anyone anything.'

Explain that 'owing' is most usually associated with financial or business relationships. We may owe the bank interest on a loan. Ask for other examples and check for understanding of the key characteristics: a legal or official agreement where both parties have legal responsibilities and protections (for example, the bank cannot change things without your approval and without government legislation.)

In small groups, students discuss what might make us feel like we owe someone in an intimate relationship.

Groups record a list of reasons why someone may feel they 'owe someone in a relationship'. Check for understanding that the class recognises the differences between business and intimate scenarios.

Swap responses with another group and consider new or different ideas.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how power imbalances in relationships can put significant pressure on interactions. When one person has more control, due to traditional gender roles, societal expectations or emotional manipulation, the other person in the relationship may feel unable to voice their feelings. This imbalance can lead to fear, anxiety or resentment, hindering open and respectful communication and making it difficult to trust our instincts.

Define power imbalance.

Definition

Power imbalance is when one person or group has more control, influence or ability to make decisions than another person or group. Power imbalances can make relationships unfair and can lead to problems such as bullying or someone feeling unsafe. In friendships, a power imbalance might happen if one friend always decides what to do and the other just follows, or if someone uses secrets or popularity to control others.

Discuss the definition as a group to identify key points and important elements.

Read out the scenarios from [Resource 21 – the problem with power](#). Individually, students reflect on how they would respond.

- Would you speak up? Why or why not?
- What limits your ability to speak up, for example, power imbalance, influence of stereotypes or safety?

Use the Raj and Tzu scenario to explore feeling pressured because of the idea of owing someone.

Scenario – Raj and Tzu: Raj and Tzu have been dating for a few months. Raj gave Tzu a birthday gift and paid for dinner several times. One day, Raj says to Tzu, 'I bought you all those gifts and took you out so much, don't you think it's only fair you pay me back with sexual favours?' Tzu feels uncomfortable and not ready to have sex. They didn't agree to this kind of expectation.

Tzu isn't sure how to respond because Raj's words make them feel guilty and worried about hurting Raj's feelings.

- In pairs, students discuss how to say 'no' and set clear boundaries.

Suggested responses (may include)

'I appreciate the gifts and time together, but I'm not ready for sex, and I want us to only do things we both feel comfortable with.'

As a class, discuss what actions Tzu should take in this situation.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning that sex is based on mutual consent and respect, not on owing someone or trading favours, and that setting boundaries is important and okay. Open and honest communication is key. Tzu should share how they feel and expect respect for their boundaries. If Raj continues to pressure them, Tzu should consider seeking help from a trusted adult, friend or counsellor because pressure and guilt are signals of an unhealthy relationship.

Trusting your gut instinct in relationships is vital. If something feels off or you feel pressured to do something uncomfortable, that's your inner compass telling you to pay attention. It's also important to recognise the role of upstanders. If you see someone else in a similar situation, you can help by supporting them. Remember, in any relationship, you don't owe anyone anything, and your feelings and boundaries are important.

Act and apply

Evaluate skills in focus:

communication, help-seeking and advocacy



Formative assessment opportunities:

Outcomes PH5-SMI-01, PH5-RRL-01

Assess students' ability to interpret emotions, behaviour acceptability, perspectives and the placement of Ryan's actions on the sexual violence pyramid.

Observe students' ability to define passive, assertive and aggressive responses and suggestions on how they might act as upstanders in the scenario.



Students apply learning to discuss responses to scenarios involving passive, assertive and aggressive responses.

Read the following scenario to students.

Scenario– Yumi and Ryan: Ryan is a 20-year-old hanging out with his friends at a party and has a crush on an 18-year-old girl named Yumi. As he walks past her, he playfully says, 'I'm going to catch you later.' Throughout the evening, whenever he spots Yumi, he winks at her, makes inappropriate sexual gestures, and says things like, 'You're coming with me later, babe.' Yumi laughs it off or ignores him, but she asks her friends to stick by her side, so she isn't left alone.

[The Line](#) (n.d.).

In pairs, students respond to the following questions.

- What is Ryan feeling? Is his behaviour acceptable?
- Would everyone perceive Ryan's actions the same way? Justify your response.
- Where do Ryan's behaviours sit on the sexual violence pyramid?
- How would Yumi be feeling? Does she appreciate the advances from Ryan or not? How do we know?
- What strategy has Yumi used to respond to Ryan's behaviour?

- What role do Yumi's friends play and how could they have further supported her?
- What could Yumi do to clearly communicate her feelings to Ryan?
- What should Ryan's friends do, if anything?
- Why is this behaviour a problem? What might it lead to?

Ask the class: What if we approached this situation with empathy for Ryan? Approaching Ryan's behaviour with empathy means trying to understand what might be going on for him emotionally and psychologically, even if his actions are uncomfortable or inappropriate for Yumi.

Facilitate a class discussion using the following questions as a guide.

- How might understanding Ryan's feelings, experiences and motivations change our perspective on his behaviour?
- What might Ryan be feeling or thinking that led him to behave this way?
- Could Ryan be seeking attention or approval from his friends?
- How might insecurity play a role?
- How does this understanding of Ryan's perspective influence how we respond to his behaviour?

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning that empathy helps us see Ryan as someone still learning about relationships and needing support to understand consent and respect, rather than just judging him as inappropriate or disrespectful. This approach promotes education and growth instead of shame. From an empathetic perspective, Ryan might be:

- nervous or unsure about how to express his interest, so he uses playful or teasing gestures to get attention
- influenced by social or peer pressure to act 'cool' or confident, even if he doesn't fully understand the impact of his behaviour on Yumi
- experimenting with flirting styles while still learning social cues, which can sometimes come across as inappropriate

- not aware that Yumi feels uncomfortable or that his repeated comments and gestures are making her feel unsafe.

Ryan's behaviour might stem from a combination of wanting connection and approval, mixed with a lack of experience or understanding about respectful boundaries. Young people's brains are still developing emotional regulation and social skills, which can lead to clumsy or misguided attempts at flirting.

Understanding this perspective doesn't excuse the behaviour, but it helps us recognise that Ryan may benefit from guidance on how to communicate interest respectfully and recognise others' boundaries, which is important for building healthy relationships.

Ask the class to reflect on whether their thinking would change if it was Yumi making the advances on Ryan. Invite students to share their perspectives.

Define upstander behaviour.

Definition

An **upstander** is someone who supports others by either indirectly helping, such as reporting incidents to a trusted adult or encouraging inclusivity among peers, or by directly intervening, like addressing inappropriate actions to show positive support.

As a class discuss the definition of an upstander and compile a list of indirect and direct upstander behaviours. Display these on the board to support the class in clarifying understanding of the ways we can be upstanders.

Define the terms passive, assertive and aggressive.

Definitions

Passive response is one where the person shows little to no resistance to opposition.

Assertive response is when the person can clearly, firmly and confidently articulate their boundaries and what they will and will not accept.

Aggressive response is when the person expresses their boundaries, needs or wants in a forceful or hostile way.

Check for understanding of the definitions by asking students to give examples of each of the response types.

In pairs, students analyse the scenario with Yumi and Ryan to determine if they can be a upstander with an assertive approach, a passive upstander, or if they are still developing these skills.

Remind students that each situation is complex, and it is important to consider your safety and that of others before intervening. Factors such as past experiences and confidence can influence your decision to act as an upstander.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning that aggressive responses are unhelpful and should be avoided. A passive response happens when you feel uncomfortable but lack the tools to speak up, which can lead to doing things you do not want to do. An assertive response is when you trust your gut instinct and clearly express your thoughts and feelings while respecting others.

Did we learn what we aimed to today?

Students add to their 'toolkit journal' to reflect on their learning.

- What new skill or insight did I add to my toolkit today?
- When did I feel most confident or capable in this lesson?
- What would I like to practise more?

Lesson 6 – reinforcing our toolkit against domestic violence

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will explore family and domestic violence, including the warning signals and the emotional complexities of supporting friends. They will analyse the impact of domestic violence in Australia, engage in discussions about societal responses, and collaborate to propose ways to address family and domestic violence.

- Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships
- Examine support networks and rehearse protective strategies that can be used to help themselves and others in situations of coercion, neglect and abuse

[Personal Development, Health and Physical Education 7–10 Syllabus](#)
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Syllabus outcomes and content

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Demonstrate skills in conflict resolution and evaluate strategies that assist with managing emotions

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

Why this learning matters

Understanding family and domestic violence equips students with the knowledge to recognise warning signals and provide appropriate support to peers in need. By engaging in meaningful discussions and collaborative problem-solving, students can contribute to breaking the cycle of violence and promoting a culture of respect and empathy.

Teaching advice

Ensure that group work is well managed to facilitate open discussions while minimising discomfort. Encourage students to share their perspectives in a safe and constructive manner. Access the teaching and learning section of the department's [Respectful Relationships Education website](#) for strategies.

Vocabulary

assumptions, barriers, campaign, policy, trauma

Lesson preparation

- interactive whiteboard (IWB)
- [Resource 22 – warning signals](#)
- [Resource 23 – assumptions about domestic and family violence](#)
- [Resource 24 – preventative actions table](#)

Lesson

Learning intention

Students are learning to:

- explore the concept of family and domestic violence in Australia to propose actionable solutions to reduce the impact.

Success criteria

Students can:

- describe the warning signals of family and domestic violence
- analyse factors that contribute to the impact of domestic violence in Australia
- propose practical and informed solutions to address family and domestic violence.

Tune in

Introduce skills in focus: empathy building, help-seeking and collaboration



Introduce the learning intention and success criteria. Explain to students that today we are learning actionable solutions for domestic violence. We will also reflect on the warning signals and contributing

factors to domestic violence. By the end of this lesson, you will be able to propose practical and informed solutions to family and domestic violence.

Students investigate the warning signals of family and domestic violence.

Define family and domestic violence. Students add the definitions and examples to their key terms reference guide.

Definitions

Family and domestic violence refers to a pattern of abusive behaviour in an intimate or family relationship that is used to gain or maintain power and control over another person. This type of violence can manifest in various forms, including physical, emotional, psychological, financial and sexual abuse. It affects individuals regardless of gender, age or cultural background and can have severe and lasting impacts on victims, their families and communities. Family and domestic violence often occurs within the home and can involve current or former partners, as well as other family members.

Physical violence involves the use of physical force that results in harm or injury to the victim. It can include hitting, slapping, choking or any other form of physical assault.

Emotional violence is also known as psychological abuse. This form involves undermining a person's self-worth or emotional wellbeing. It can include verbal abuse, manipulation, intimidation and constant criticism.

Financial violence as a form of abuse occurs when one partner has control over the financial resources, preventing the other from accessing money or financial information. It can involve withholding funds, stealing or restricting access to financial assets.

Social violence involves isolating the victim from friends, family or other social networks, limiting their ability to engage with others. It can include controlling who the victim sees or communicates with.

Psychological violence encompasses behaviours that cause psychological harm, such as threats, coercion and stalking. It can lead to anxiety, depression and fear in the victim, impacting their mental health and overall wellbeing.

Facilitate a class discussion on the definitions and check for understanding of the key differences between each term. Highlight common elements and important ideas.

Students use [Resource 22 – warning signals](#) to categorise the indicators of family and domestic violence under the headings of physical, emotional, financial, social and psychological.

Facilitate a class discussion to check for understanding of the key differences between the indicators.

Individually, students respond to the following questions.

- How can an individual spot early signs of unhealthy dynamics?
- What are my boundaries and how would I express them?
- Given what we know about the sexual violence pyramid and how attitudes and behaviours such as put-downs and jealousy can escalate, what strategies could you put in place to ‘vibe check’ your relationships or interactions?

Understand

Model skills in focus: empathy building, help-seeking and collaboration



Practise skills in focus: empathy building, help-seeking and collaboration



Formative assessment opportunities:
Outcome PH5-RRL-01

Assess students’ ability to thoughtfully consider and articulate strategies for helping a friend they suspect is experiencing family or domestic violence.

Review students’ responses to the questions about how young people might experience and be impacted by violence, how they can support peers, and where to find help.



Students analyse information from government sources on recognising and supporting teenagers who are experiencing domestic violence.

Explain to students that seeking help for a friend dealing with family and domestic violence is important but knowing how to provide that help can be challenging. It is essential to consider each person’s unique situation and approach the topic with understanding and respect.

Show the entire article, [Six tips to keep someone comfortable](#) in a mental health conversation (Mental Health First Aid 2024), or reduce to the 6 headings and a simple explanation. Explain the benefits of each tip and check understanding by asking students to rank or describe which tips they feel comfortable or uncomfortable with.

By maintaining open communication, young people can create a safe space for friends to share their experiences and remind them they are not alone. In pairs, students discuss how they would approach the conversation with a friend they suspect might be experiencing family and domestic violence.

As a class, share suggestions and ideas.

Reinforce the importance of supporting those affected by family and domestic violence.

Ask students: What does ‘support’ mean in this context?

Reinforce the importance of seeking the right help from the right places.

Introduce students to the range of specialised services that can provide support for those experiencing family and domestic violence.

Working in pairs, students access the following websites.

- [Domestic, family and sexual violence – NSW Government](#)
- [Victims Services – NSW Government](#)
- [1800RESPECT](#)
- [Our Watch](#)
- [ReachOut Australia](#)
- [Kids Helpline](#)
- [Domestic Violence NSW](#)
- [Lifeline Australia](#)

Students review the information to answer the following questions.

- How might a young person experience violence?
- How might a young person be impacted by violence?
- How can a young person support another young person exposed to violence?
- Where can a young person access support?

Act and apply

Evaluate skills in focus: empathy building, help-seeking and collaboratio



Formative assessment opportunities: Outcomes PH5-SMI-01, PH5-RRL-01

Review students' responses to questions linked to stimulus materials.

Review students' responses and contributions in [Resource 24 – preventative actions table](#).



Teaching note

The next part of the lesson uses an ABC Q&A clip on domestic violence in Australia. Please be aware that the content of the clip may raise emotions for some students. If the content is not suitable for the class context, find an article or data related to domestic and family violence and use as a stimulus for discussion. A range of websites can be used to access reliable information for teachers, including the [Australian Institute of Health and Welfare – Family and domestic violence webpage](#), [1800RESPECT](#), and [Full Stop Australia](#).

Students evaluate personal and political responses to domestic violence.

Explain that we are going to explore the impact of family and domestic violence not only on the individual being harmed but also on those who witness this behaviour. As we explore the stimulus materials, pay attention to both emotional and

physical impacts, and think about what kind of social change is needed to interrupt this cycle.

Teaching note

Stimulus materials:

ABC Q&A clip – [Domestic violence in Australia \(12:52\)](#)

eSafety Commissioner – [Domestic violence webpage](#)

1800RESPECT – [How to support someone experiencing domestic and family violence webpage](#)

NSW Department of Communities and Justice – [Domestic, family and sexual violence webpages](#)

Students use the stimulus materials to answer the following questions.

- What stood out to you in the stimulus material information?
- How does the stimulus material information make you feel?
- What are the long-term and short-term impacts of domestic and family violence?
- What assumptions do people make about people who experience domestic and family violence?
- What assumptions do people make about people who use violence?
- How can society change these assumptions?

Facilitate a class discussion about the stimulus materials to help students understand the extent and impact of family and domestic violence in Australia.

Teaching note

Highlight that in Australia 1 in 6 women and 1 in 16 men have experienced violence from a partner. Explain to students that by understanding the significant impact of domestic and family violence on individuals and families we can have a more informed and empathetic perspective. Use [Resource 23 – assumptions about domestic and family violence](#) to guide the discussion.

Introduce students to the information on [Sexual assault reporting option](#) online (NSW Police Force n.d.) by guiding them through a walkthrough of the reporting website.

Challenge students to consider this concept as a preventative measure and consider how this could be adapted to support victims of domestic violence. This is modelled in [Resource 24 – preventative actions table](#). Use this to support class discussion and development of ideas.

Students work in small groups to propose ways in which individuals, schools, communities, workplaces, social media platforms and governments can contribute to the prevention of domestic and family violence in Australia. Record ideas in the preventative actions table.

- Examples: education and awareness, speaking up, creating safe spaces, funding strategies, emergency housing, support services.

Facilitate a class discussion to share ideas and explore ways to increase awareness and prevent family and domestic violence.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning that recognising and responding to signs of harm in our peers is vital to creating safe and supportive communities. Early awareness allows us to provide help or guide friends to professional support, interrupting cycles of domestic and family violence. By understanding the emotional and physical impacts and addressing harmful assumptions, we foster empathy and promote social change. Supporting peers with respect and informed action empowers them and contributes to preventing further harm.

Did we learn what we aimed to today?

Students add to their 'toolkit journal' to reflect on their learning.

- What new skill or insight did I add to my toolkit today?
- When did I feel most confident or capable in this lesson?
- What would I like to practise more?

Lesson 7 – refining our toolkit – intersectionality and media influence

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will analyse how gender and violence, including sexual violence, are portrayed in media and popular culture, exploring the impact of these representations on societal attitudes. They will examine how the normalisation of sexual violence in various forms of media can perpetuate harmful stereotypes and contribute to a culture of violence. Additionally, they will be encouraged to advocate for gender equality by challenging these representations and promoting respectful relationships within their communities.

Syllabus outcomes and content

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Demonstrate skills in conflict resolution and evaluate strategies that assist with managing emotions

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

- Discuss how the portrayal of sexuality and sexual health in the media and online content may influence people's attitudes toward safe, respectful and consensual relationships

[Personal Development, Health and Physical Education 7–10 Syllabus](#)
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Why this learning matters

Understanding the portrayal of gender and violence in media helps students critically evaluate societal norms. This empowers them to challenge harmful stereotypes, ultimately fostering a culture of gender equality and respect within their communities.

Teaching advice

Discussing sexual violence and gender stereotypes can be confronting for students. It is crucial to

monitor group dynamics closely and actively intervene in collaborative conversations. This will ensure that all students feel supported to engage meaningfully with the material and each other. Access the teaching and learning section of the department's [Respectful Relationships Education website](#) for strategies.

Vocabulary

intersectionality, portrayal, sexualised

Lesson preparation

- interactive whiteboard (IWB)
- [Resource 25 – character cards](#)
- [Resource 26 – character statements](#)
- [Resource 27 – media-based stereotypes and phrases](#)
- [Resource 28 – advertisement](#)

Lesson

Learning intentions

Students are learning to:

- critically examine how the media presents gender roles and violence
- recognise ways that media portrayals reinforce unfair or harmful stereotypes about men, women and relationships
- challenge media representations and the normalisation of harmful stereotypes.

Success criteria

Students can:

- describe how the media sometimes sensationalise or trivialise violence
- identify specific examples of how gender and sexual violence are portrayed in the media
- propose strategies for challenging harmful stereotypes and promoting gender equality in their communities
- argue the case for accurate and empathetic media representations that support gender equality and prevent violence.

Tune in

Introduce skills in focus:
communication and advocacy



Introduce the learning intentions and success criteria. Explain to students that today we are learning about the effects of the media's portrayal of gender roles and harmful stereotypes. We will also reflect on how the normalisation, trivialisation and sensationalism of violence contribute to harmful stereotypes. By the end of this lesson, you will be able to propose strategies for challenging harmful stereotypes and media portrayals.

Students explore the impact of gender stereotypes.

Explain that today we are learning that gender stereotypes and rigid roles can foster harmful beliefs about behaviour, often linking aggression with strength and making controlling or violent behaviour in relationships seem normal. These traditional roles can create situations where one partner feels they can dominate the other, leading to abuse being viewed as acceptable.

However, it is important to understand that these stereotypes do not affect everyone equally. Factors such as race, culture and money also play a significant role in how these gender roles are experienced and reinforced. For example, individuals from different cultural backgrounds may face unique pressures that shape their views on gender and power. Similarly, those from lower socioeconomic backgrounds might experience additional challenges that complicate these dynamics. This is called intersectionality.

Define intersectionality.

Definition

Intersectionality is a way of understanding how different parts of a person's identity combine to shape their experiences of power, privilege, and discrimination. It recognises that aspects such as race, gender, class, sexuality, disability, and culture do not act separately but intersect, creating unique experiences that cannot be understood by looking at each factor in isolation.

As a class, discuss the common elements and important points.

Students take one character from [Resource 25 – character cards](#) and assume that role for the activity.

Read out each of the [Resource 26 – character statements](#) one by one.

Instruct students to step forward if they believe the statement describes their character and step backwards if they do not think the statement describes their character.

Encourage students to consider their character's background, beliefs and circumstances before they step forward or backward.

As a class, facilitate discussion to check for understanding. Use the questions below.

- In what ways did background, beliefs and circumstances influence your character's responses? Can you provide specific examples?
- In what ways did gender influence your character's responses? Can you provide specific examples?
- How does ethnicity and culture influence the experiences of individuals?
- How does diversity of sex, gender and sexuality shape the experiences of individuals?

Read [Resource 27 – media-based stereotypes and phrases](#).

- Students consider their character and identify which stereotype they believe would most influence their character.
- Invite students to read out their character card and explain ways the stereotype would influence decision-making.

Facilitate a share back and check for understanding by challenging students to consider the following questions.

- In what way do you think gender stereotypes still exist?
- Explain why you believe some young people are influenced by them.
- Do you believe that everyone who fits a stereotype behaves that way?

- Where do you see these stereotypes reinforced the most? Is it among people you know or in media and marketing?

Restate that challenging stereotypes promotes gender equality and promotes respectful relationships.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about the impact of stereotypes. We will now move into looking at the role of the media in representations of sexual violence that reinforce harmful messages and portray gender stereotypes.

Understand

Model skills in focus:
communication and advocacy



Practise skills in focus:
communication and advocacy



Students review the sexual violence pyramid to develop deeper awareness of its levels.

Recap the levels of the sexual violence pyramid from Lesson 2, Resource 5.

Students match [Resource 27 – media-based stereotypes and phrases](#) to the levels of the pyramid and justify their responses.

Students investigate how media representations reinforce stereotypes that underpin sexual violence.

Before viewing the advertisement for a pair of shoes in [Resource 28 – advertisement](#), students predict its content by applying their understanding of gender stereotypes related to women.

- How do you think women will be portrayed in this advertisement?
- What images or settings might be used to represent them?

- What messages or stereotypes about women might the advertisement convey?
- How will it challenge or reinforce traditional gender roles?
- Who will the advertisement be aimed at?
- What assumptions might be made about the audience's views on gender and women?

Students discuss their predictions with a partner and then view the advertisement to compare their predictions to the actual content.

Teaching note

Guide students to develop skills to critically analyse media images and advocate for respectful and positive representations.

The 2006 Jimmy Choo advertisement shows a woman apparently passed out in a car boot with a man brandishing a spade.

Portrayal of violence against women: this imagery strongly suggests violence and threat, feeding into fears about women's vulnerability and safety. It connects fashion, a glamorous industry, with a scene of danger and victimisation, which is deeply troubling.

Female model is objectified: she is shown as a passive 'victim' with little agency, reinforcing stereotypes that women are helpless or powerless. The image merges ideas of female beauty with victimhood, which can normalise the idea that being attractive is linked to being at risk of violence.

Power. the ad's inclusion of a man as the figure threatening the woman reinforces harmful associations between men and violence.

Encourage students to think about how this advertisement makes them feel and what messages it sends about women and men.

- Why do brands use violent or disturbing imagery to sell products?

Discuss why this kind of portrayal is harmful and how it might contribute to real-world sexism or violence.

- What impact does the association between big-name brands and this type of imagery have on society's views of gender and violence?

Teaching note

The Jimmy Choo brand utilises high-visibility locations worldwide, including Times Square, New York City and Downtown Dubai, United Arab Emirates. It also uses global flagship stores in major fashion capitals such as London, Paris, Milan, Tokyo and Hong Kong, where campaign visuals are often featured prominently.

Support students to analyse how the global visibility of media campaigns further reinforces harmful gender stereotypes, attitudes and messages.

- How are consent and mutual respect portrayed in the Jimmy Choo ad?
- In what other type of media are consent and mutual respect portrayed in this way?
- How might constant exposure to sexualised bodies in advertising or other media affect someone's view of their own body?
- If a young person learns about relationships through advertising or media, what might they assume is 'normal' in a relationship? Are these assumptions healthy?
- How are women and men expected to behave in these different types of media? What roles are shown repeatedly? Who has power, and who doesn't?
- How do we know when something is constructed for fantasy, not reality? Why is this distinction important when it comes to media such as advertising or pornography?
- Where would these attitudes, behaviours and images sit on the sexual violence pyramid?

Act and apply

Evaluate skills in focus:

communication and advocacy



Formative assessment opportunities: Outcomes PH5-RRL-01, PH5-SMI-01

Review students' proposed actionable steps under the headings of Raising awareness, Community engagement, and Policy and legislation.

Review students' individual reflection in toolkit journal.



Students add to their 'toolkit journal' to reflect on their learning.

- What new skill or insight did I add to my toolkit today?
- When did I feel most confident or capable in this lesson?
- What would I like to practise more?

Students advocate for gender equality by challenging media representations and promoting respectful relationships within their communities.

In small groups, students:

- propose ways to reduce the media's use of sexualised and violent images that reinforce stereotypes and violence
- design actionable steps that can be implemented under the following headings: Raising awareness, Community engagement, and Policy and legislation.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how gender stereotypes shape the way people behave and relate to each other. These stereotypes can make harmful behaviours, such as aggression and control in relationships, seem normal, which can lead to abuse. Reinforce that not everyone experiences these stereotypes in the same way; factors such as culture, background and resources also affect how people are influenced.

Recognising and seeing things from different perspectives helps us understand how beliefs and circumstances shape responses.

Revise how media often reinforces these harmful stereotypes, such as showing women as passive or men as aggressive, and how this can affect how we see ourselves and others.

Think about how you can use this knowledge to speak out against unfair stereotypes and support respectful relationships. Your voice matters in creating change.

Did we learn what we aimed to today?

Lesson 8 – using our toolkit for good

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will critically examine the role of media in shaping perceptions of gender stereotypes and the importance of challenging harmful narratives.

Syllabus outcomes and content

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

- Discuss how the portrayal of sexuality and sexual health in the media and online content may influence people's attitudes toward safe, respectful and consensual relationships

PH5-SHW-01 analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing

- Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours

PH5-IBC-01 analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities

- Propose and evaluate skills and strategies that enhance identity and a sense of belonging for themselves and other

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Demonstrate skills in conflict resolution and evaluate strategies that assist with managing emotions

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Why this learning matters

By developing critical thinking skills, students learn to analyse and question media messages that perpetuate harmful stereotypes, enabling them to become more discerning consumers of information. Students enhance their communication skills, learning to speak up and engage others in meaningful conversations about media influence and societal norms. This empowers them to challenge discriminatory behaviours and attitudes in their communities. By fostering empathy, understanding and active participation, students are prepared to contribute to safer and more equitable environments, ultimately playing a vital role in the prevention of violence.

Teaching advice

Monitor discussions, collaborative activities and creative expression to ensure all students have equal opportunity to contribute to advocacy strategies and learn how to foster respectful conversations around media influence. Access the teaching and learning section of the department's [Respectful Relationships Education website](#) for strategies.

Vocabulary

advocacy, banter, curated

Lesson preparation

- interactive whiteboard (IWB)
- [Resource 29 – upstander behaviours worksheet](#)
- [What is the YeS Project? \(3:06\)](#) – eSafety Commissioner
- [Dismantling gender stereotypes in media, marketing and advertising: creating an equitable future in Asia-Pacific](#) – UNICEF and UN Women 2023
- [These modern mums have taken the tradwife hashtag and made it their own](#) – ABC article by Safioleas and Bissell 2025
- [Men feel stressed if their female partners earn more than 40 per cent of household income](#) – ABC article by Syrda 2019

Lesson

Learning intentions

Students are learning to:

- demonstrate skills in speaking up
- propose ways to challenge harmful stereotypes and media messages to create safer and fairer environments.

Success criteria

Students can:

- outline ways to limit harmful stereotypes
- demonstrate ways to start conversations with friends about these topics
- propose strategies to reduce the impact of media representations and stereotypes.

Tune in

Introduce skills in focus:
strengthening personal identity,
leadership and advocacy



Introduce the learning intentions and success criteria. Explain to students that today we are learning how to challenge harmful ideas by speaking up. We will also reflect on media messages that perpetuate harmful stereotypes. By the end of this lesson, you will be able to use communication skills to start healthy conversations and propose strategies to counter harmful messaging.

Students reflect on the impacts of the media they consume.

Students watch the [What is the YeS Project? \(3:06\)](#) clip from the eSafety Commissioner website. Discuss the clip and extend student thinking with the following questions.

- Can you identify specific media messages that have influenced your views or beliefs? Consider your involvement in online trends.
- Reflecting on the media you consume, how do these messages impact your perspective and the perspectives of your peers?

- What steps can you take in your school or community to counteract negative media messages and promote a culture of respect?
- How can you encourage others to critically analyse media content?
- Why is it crucial for young people to actively engage in discussions about the influence of media?
- In what ways can these discussions lead to a safer and more equitable community for everyone?

Understand

Model skills in focus:

strengthening personal identity, leadership and advocacy



Practise skills in focus:

strengthening personal identity, leadership and advocacy



Formative assessment opportunities:

Outcomes PH5-RRL-01, PH5-SHW-01, PH5-IBC-01

Review and monitor students' responses during the Think-Pair-Share on strategies to challenge stereotypes.

Review students' responses in [Resource 29 – upstander behaviours worksheet](#).



Students evaluate strategies to challenge harmful stereotypes in the media.

Provide the following examples of issues and gender stereotypes from the UNICEF report students are about to read. For each statement, guide students to guess the age group it refers to (answers are in brackets) and suggest potential ways we can address or reduce the stereotype. Use this pre-reading activity to check for understanding of terminology.

- 'Girls seen as shy, modest, while boys seen as more confident' (0–10 years)
- 'Girls' worth tied to attractiveness to men' (11–17 years)
- 'Women generally portrayed as caregivers or object of sexual desire' (18+)

In pairs, students read pages 10 and 12 of the UNICEF report [Dismantling gender stereotypes in media, marketing and advertising: creating an equitable future in Asia-Pacific](#) (UNICEF and UN Women 2023).

Use a Think-Pair-Share strategy to answer the following questions. Consider grouping students to answer one question only, allowing greater depth. All groups report back to allow each student to hear the responses to all questions.

- According to the report, what are some effective strategies to challenge and change harmful gender stereotypes? Discuss how these strategies can be implemented in your school or community.
- In what ways can media be used to promote positive representations of gender and combat stereotypes? Suggest specific campaigns or initiatives that could help in reshaping public perceptions.
- How can individuals, particularly young people, engage in advocacy to prevent violence against women and dismantle harmful stereotypes? What role do you think you can play in this movement?

Students read the ABC News article [‘These modern mums have taken the tradwife hashtag and made it their own’](#) (Safioleas and Bissell 2025). Before reading, check for understanding and context by comparing the meanings of the terms: 'wife', 'homemaker', 'tradwife', 'modern mum', 'stay-at-home mum', 'tradwyf'. Note that, for some students, the difference might be in connotations. In small groups, students then discuss the following questions.

- What is a trad wife (traditional wife)?
- How does the media portrayal of the tradwife lifestyle influence public perceptions of gender roles?
- What role do social media influencers play in shaping societal expectations?
- In what ways can media representations of gender roles reinforce or challenge traditional power dynamics between men and women?
- Can you give an example of how media can either perpetuate stereotypes or promote progressive views?
- If we consider online materials, what are some of the additional features of highly curated material?

Students read the ABC News article [‘Men feel stressed if their female partners earn more than 40 per cent of household income’](#) (Syrda 2019). Before reading, check for understanding and context around the term ‘breadwinner’. Use a hook question to activate interest: ‘How important do you think it is in a family, relationship or friendship that being the breadwinner is shared equally?’ In the same small groups, students discuss the following questions.

- How does the media portrayal of traditional male breadwinner roles influence societal expectations of masculinity? Do you think this reflects contemporary views?
- In what ways can media representations reinforce or challenge power imbalances in relationships?
- How do media narratives around male breadwinners affect men’s mental health and identity?
- Why is it crucial to focus on equality, power and choice in relationships rather than adhering to traditional gender roles?

Facilitate a class discussion and challenge students to consider the following questions.

- How can individuals make informed decisions about their roles in relationships and society?
- Why is it important to be aware of the implications of adopting certain lifestyles or roles?

Students propose and justify ways of speaking up to media tactics and influences.

Present students with the following scenario:

A friend’s reel: Imagine a friend has sent you a reel that appears to be influenced by unhealthy media perceptions and representations. Propose ways to respond to the friend’s reel, focusing on constructive and supportive language, highlighting the harmful media perceptions and representations in the reel.

Facilitate share back and support students in developing a range of ways to speak up.

Students complete [Resource 29 – upstander behaviours worksheet](#) to reflect on their personal skills and consider how they can better support themselves and others in similar situations.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today, we are learning more about how the media and society often use stereotypes to shape how we see gender roles, such as expecting girls to be shy or women to be caregivers, and assuming men have to be the main earners. These ideas can limit people and create unfair expectations.

Revise that the significance of different stereotypes varies depending on our age and they affect us in many ways. Reinforce our role in challenging these stereotypes by speaking out, supporting positive representations, and being thoughtful about the messages we share and receive.

Remember, being an upstander means using your voice to promote respect and equality. So, keep in mind that media shapes ideas about gender, but we have the power to challenge those ideas and choose respect, fairness and equality in how we relate to others.

Act and apply

Evaluate skills in focus:

strengthening personal identity, leadership and advocacy



Formative assessment opportunity: Outcomes PH5-IBC-01, PH5-SMI-01

Review students’ responses and proposed arguments in response to the statement.



Students challenge harmful attitudes and beliefs about violence in Australia.

Students choose one of the following design formats to create a response to the statement ‘We don’t have a problem with stereotypes in Australia, it’s just banter. No-one can take a joke anymore. Plus, I am only one person. What can I do anyway?’

- Write a letter to a friend or family member.
- Create a 30-second social media reel.
- Design a visual advocacy poster.
- Record a spoken-word poem or rap.

In their response, students should:

- propose arguments to explain the extent of the impact of domestic, family and sexual violence in Australia
- show understanding of the relationship between attitudes and behaviours on the base of the sexual violence pyramid and the violence on the top
- suggest actionable steps that one person can take to limit the impact of media representation and stereotypes.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about being able to recognise how the media and society can shape our views about gender roles and relationships. Stereotypes can limit people and create unfair expectations.

We need to ensure we challenge these stereotypes by starting honest conversations, supporting positive representations, and thinking carefully about the messages you share and see in the media. When you speak up and question negative attitudes, especially those at the base of the sexual violence pyramid, you help to prevent more serious harm.

It is possible for you, even as one person, to make a positive difference. By practising advocacy, reflecting on your upstander skills, and responding constructively to harmful media content, you show leadership and help create safer, fairer environments.

Remember, media can influence how we think, but you have the power to challenge these ideas and promote equality and respect in your school and your community.

Did we learn what we aimed to today?

Students add to their 'toolkit journal' to reflect on their learning.

- What new skill or insight did I add to my toolkit today?
- When did I feel most confident or capable in this lesson?
- What would I like to practise more?

Resource 1 – Would you?

Would you go skydiving?

Would you volunteer for a public speaking role?

Would you follow or add a stranger?

Would you get in a car with a driver under the influence of alcohol?

Would you accept a vape?

Would you send someone a nude?

Would you speak up if a friend was blackmailing you?

Would you intentionally exclude someone from a chat?

Would you make excuses for being treated poorly in a relationship?

Would you stay with a partner who:

- threatened you?
- manipulated you?
- controlled you?
- hit you?

Resource 2 – key terms reference guide

Fill in the rows for each term.

Term	Definition	Characteristics	Example
Equal	This term refers to the state of being the same in quantity, quality or status.	This idea simply describes a situation, such as 2 runners coming equal first in a race.	There are equal amounts of salt and pepper in this recipe.
Inclusive	This term signifies the practice of ensuring that all individuals, regardless of their background, identity or abilities, are welcomed, accepted and valued.		
Mutual respect	This refers to a reciprocal regard for the feelings, wishes and rights of others.		
Responsibilities	The duties or obligations that an individual is expected to carry out. Responsibilities involve accountability for one's actions and decisions, and they often require individuals to consider the impact of their behaviour on others.		

Resource 3 – key terms reference guide – suggested answers

This teaching resource provides suggested answers to support in the completion of the key terms reference guide throughout Lesson 1.

Term	Definition	Characteristics	Example
Equal	This term refers to the state of being the same in quantity, quality or status.	This idea simply describes a situation, such as 2 runners coming equal first in a race.	There are equal amounts of salt and pepper in this recipe.
Inclusive	This term signifies the practice of ensuring that all individuals, regardless of their background, identity or abilities, are welcomed, accepted and valued.	Open-mindedness, celebration of diversity, and creating safe spaces.	Organising events that cater to everyone; ensuring all voices are heard in discussions.
Mutual respect	This refers to a reciprocal regard for the feelings, wishes and rights of others.	Active listening, valuing differing opinions, and supporting one another.	Acknowledging a friend's feelings even if you disagree; giving constructive feedback.
Responsibilities	The duties or obligations that an individual is expected to carry out. Responsibilities involve accountability for one's actions and decisions, and they often require individuals to consider the impact of their behaviour on others.	Accountability, dependability, supportiveness, and trustworthiness.	Being honest about your feelings; helping a friend when they are in need; following through on commitments in a group project.

Resource 4 – Alex and Jordan

Alex and Jordan are in an intimate relationship. Alex believes in maintaining open and honest communication in relationships and feels that flirting online is a form of cheating. Jordan believes that online interactions are harmless and sees flirting as a way to connect with friends without emotional attachment.

Alex discovers that Jordan has been liking and commenting flirtatiously on a mutual friend's social media posts. Some of the posts include 'jokes' about Alex and subtle jabs in the form of isolated comments.

Alex feels hurt and betrayed, interpreting these actions as a breach of trust and respect in their relationship. On the other hand, Jordan sees these actions as harmless fun and believes Alex is overreacting.

Resource 5 – relationship criteria template

Use the table to find criteria and examples for each quality.

Quality	Criteria	Examples
Communication	What does effective communication look like in a relationship? How should partners express their feelings and concerns? • Active listening • Open dialogue • Expressing feelings • Regular check-ins • Respectful tone • Non-verbal communication	• Active listening: partners take turns speaking and listening without interrupting. • Open dialogue: partners discuss issues honestly and openly, sharing their thoughts and feelings without fear of judgement. • Expressing feelings: partners use 'I' statements to express their feelings (for example 'I feel hurt when ...') rather than blaming each other. • Regular check-ins: partners schedule regular times to discuss their relationship and any concerns that may arise. • Respectful tone: partners maintain a calm and respectful tone, even during disagreements, to foster a safe space for conversation. • Non-verbal communication: maintaining comfortable eye contact and nodding while someone speaks to show you are listening and engaged.
Respect		

Resource 5 – relationship criteria template continued

Quality	Criteria	Examples
Trust		
Setting boundaries		

Resource 5 – relationship criteria template continued

Quality	Criteria	Examples
Negotiation		
Conflict resolution		

Resource 5 – relationship criteria template continued

Quality	Criteria	Examples
Responsibility		
Speaking up		

Resource 6 – fishbowl prompts

1. Communicate effectively	Share a time when effective communication helped resolve a misunderstanding or conflict.	What specific strategies did you use to ensure that your message was clear and understood?
2. Negotiate	Discuss a situation where you had to negotiate with someone to reach a compromise.	What were the key points you focused on, and how did you ensure both parties felt satisfied with the outcome?
3. Set boundaries	Reflect on an experience where you needed to set personal boundaries with a friend, family member or peer.	What approach did you take, and how did that help maintain a healthy relationship?
4. Speak up	Describe a moment when you had to speak up for yourself or someone else in a challenging situation.	What motivated you to take action, and what was the reaction of those involved?

Resource 7 – setting boundaries

1. Communicate effectively

Share a time when effective communication helped resolve a misunderstanding or conflict.

- What specific strategies did you use to ensure that your message was clear and understood?

2. Negotiate

Discuss a situation where you had to negotiate with someone to reach a compromise.

- What were the key points you focused on, and how did you ensure both parties felt satisfied with the outcome?

3. Set boundaries

Reflect on an experience where you needed to set personal boundaries with a friend, family member or peer.

- What approach did you take, and how did that help maintain a healthy relationship?

4. Speak up

Describe a moment when you had to speak up for yourself or someone else in a challenging situation.

- What motivated you to take action, and what was the reaction of those involved?

Resource 7 – setting boundaries continued

Classify the ideas from the list using the following table.

Discussion	No discussion

Resource 7 – setting boundaries continued

Hard launching your relationship on socials

Hanging out with friends and family

Having time apart

Adding each other's friend or following friends

Post or comment about our relationship

Tag or check in

Soft launching your relationship on socials

Use each other's devices

Spend time by yourself doing things that you enjoy or that help you relax

Flirting with others when in a relationship

Meeting family

Sharing passwords or account information

Talking about how often to communicate (texts, calls)

Discussing each other's comfort levels with intimacy

Making decisions about joint activities or events

Holding hands in public

Hugging or kissing in front of friends

Choosing to cuddle or sit close together

Initiating or discussing physical intimacy (for example, kissing, touching)

Deciding how to navigate physical boundaries during events (for example, parties)

Discussing comfort levels with sexual activity

Exchanging gifts or personal items (for example, clothing, jewellery)

Sharing a bed or sleeping over at each other's homes

Engaging in playful physical activities (for example, tickling, wrestling)

Resource 8 – Emma and Liam 1

Emma and Liam have been dating for over a year. They enjoy spending time together but occasionally have differing preferences for activities. One evening, Liam excitedly suggests going to the movies over the weekend to see a new action film. However, Emma has arranged other plans with her friends. Liam feels disappointed that Emma doesn't want to join him for the movie, while Emma feels pressured to participate in an activity she doesn't enjoy.

Liam expresses his feelings to Emma. He says, 'I was really looking forward to going to the movies together, but I understand that you have other plans.' Emma listens to Liam's perspective and responds, 'I appreciate you wanting to spend time with me, but these are plans I have had in place for a few weeks.' Liam acknowledges Emma's feelings, saying, 'I get that. It's important for both of us to enjoy our time with our friends.'

They discuss alternative options. Emma suggests, 'How about we watch a documentary at my place, and then we can plan to see a movie next weekend?' Liam agrees to the compromise, feeling valued and understood. He responds, 'That sounds great! I'd love to watch a documentary with you.'

Resource 9 – Emma and Liam 2

Emma and Liam have been dating for over a year. They enjoy spending time together but occasionally have differing preferences for activities. One evening, Liam excitedly suggests going to the movies over the weekend to see a new action film. However, Emma has arranged other plans with her friends.

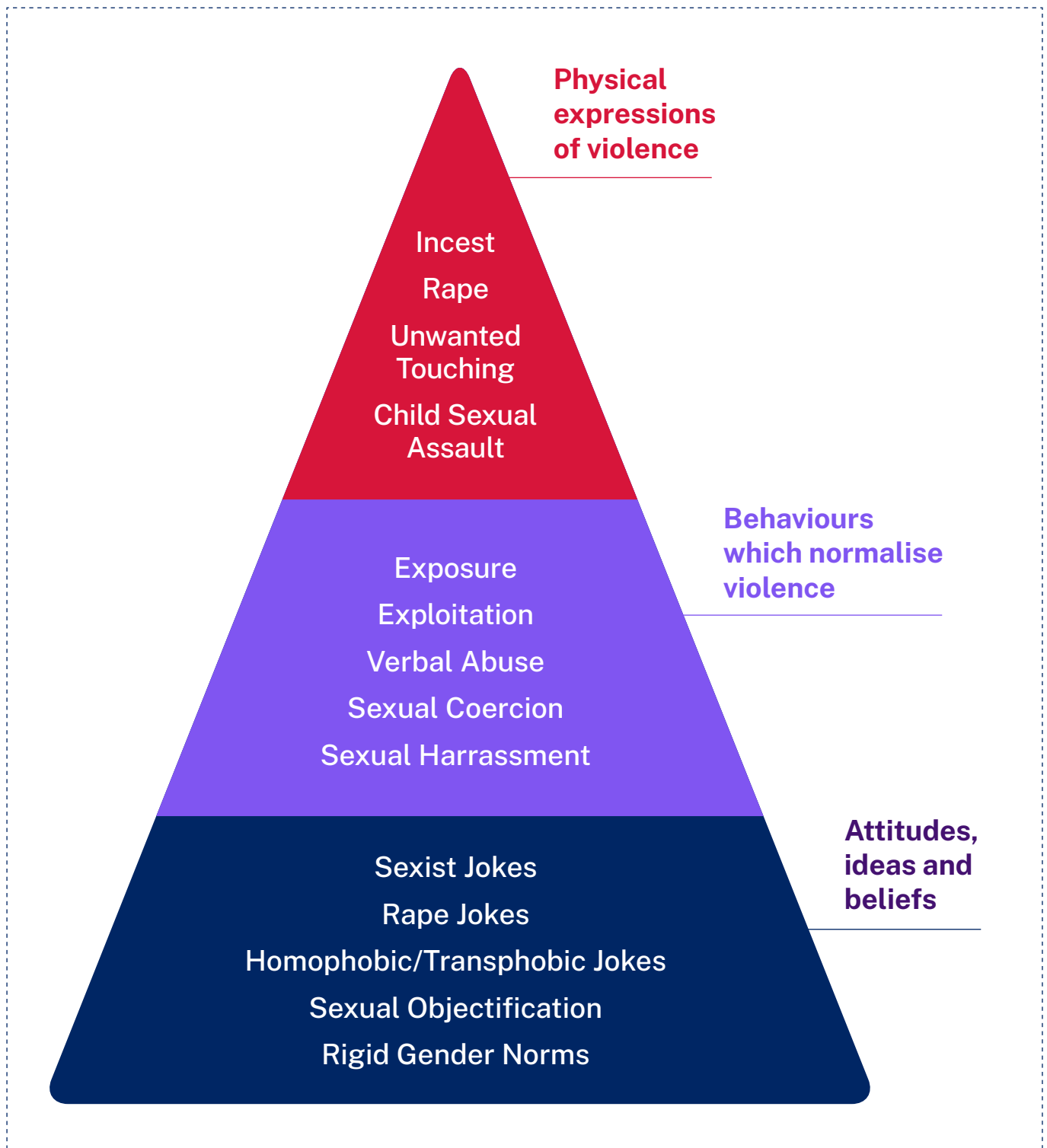
Liam feels disappointed that Emma doesn't want to join him for the movie. In a moment of frustration, he suggests, 'Why don't you just ditch your friends for one night? It's not like you don't see them all the time.' Emma feels pressured by Liam's suggestion and responds negatively, saying, 'That's not fair, Liam! I've had these plans for weeks, and I don't want to cancel on my friends just to see a movie you like.'

Liam realises his suggestion was inconsiderate and expresses his feelings again, saying, 'I was really looking forward to going to the movies together, but I understand that you have other plans.' Emma listens to Liam's perspective and clarifies her stance, 'I appreciate you wanting to spend time with me, but these are plans I have had in place for a few weeks. I want to honour my commitments to my friends.' Liam acknowledges Emma's feelings, saying, 'I get that. It's important for both of us to enjoy our time with our friends. I let my disappointment get the best of me.'

They discuss alternative options. Emma suggests, 'How about we watch a documentary at my place, and then we can plan to see a movie next weekend?' Liam responds, 'Nah its fine, let's just forget about it, you go and have fun.'

Resource 10 – sexual violence pyramid

At the top of the pyramid are physical expressions of violence, in the middle are behaviours which remove a person's autonomy or normalise violence, and at the base and the starting point of the pyramid are attitudes and beliefs.



Resource 11 – behaviours, attitudes and intervention

Complete the rows in the following table.

Comments or behaviour	Harmful attitudes	Potential responses
She's stuck up.	Immediate disrespect and degrading because the girl made a choice that was not the positive outcome for the boy.	That's not fair to say.
Just keep pushing.	Unbalanced power and suggestion to ignore the rights of the girl. Pressure to be aggressive and persistent.	She said no – respect that.

Resource 11 – behaviours, attitudes and intervention continued

Complete the rows in the following table.

Question	My responses	Peer responses
What was your initial reaction to learning that behaviours such as mum jokes, catcalls and gender stereotypes are acts of sexual violence?		
Were there any acts or behaviours included in levels of the pyramid that surprised you? Why?		
How do the jokes, comments and behaviours at the pyramid base normalise or lead to more severe forms of sexual violence?		
How would you respond if you ever felt uncomfortable with a comment or joke?		
What new understanding do you have about the normalisation of sexual violence?		
How can we actively challenge or change behaviours that contribute to the normalisation of sexual violence in our school or community?		
How does this lesson change your perspective on how you interact with others?		

Resource 12 – Emma and Liam 3

Emma and Liam have been dating for over a year. They enjoy spending time together but occasionally have differing preferences for activities. One evening, Liam excitedly suggests going to the movies over the weekend to see a new action film. However, Emma has arranged other plans with her friends.

Liam's mood changes immediately and he snaps at Emma remarking, 'Oh again. Why don't you just ditch your friends for one night? Why do you even want to spend time with them? They are all fake friends anyway!' Emma feels pressured by Liam's suggestion and responds negatively, saying, 'That's not fair, Liam! I've had these plans for weeks, and I don't want to cancel on my friends just to see a movie you like.'

Liam responds by stating; 'Yeah of course you don't. You like your friends more then you like me!' and storms out of the room, slamming a door behind him.

Emma gives Liam some time to cool off and approaches him to suggest an alternative arrangement. Liam ignores Emma and refuses to talk to her about it. The following day Liam sends Emma a message saying that he is really hurt by her actions and that she should want to spend her weekends with him, not her friends. He says the only way he will talk to her again is if she cancels the plans with her friends and stays in for the weekend with him. Emma agrees.

Resource 13 – problematic behaviours

The following table classifies some examples of problematic and red flag behaviours.

Physical	Emotional	Social	Controlling
• Making you afraid by using looks, actions or gestures • Smashing things • Destroying property • Abusing pets • Displaying weapons • Hurting you • Getting you drunk or drugging you to get sex • Repeatedly making sexual advances after you've said 'no' • Forcing you into sexual behaviours without consent	• Making or carrying out threats to hurt you • Threatening to leave • Threatening to commit suicide • Threatening to report you to the police • Making you drop charges • Making you do illegal things • Manipulating or making threats to get sex • Threatening to take children away • Threatening to cheat on you	• Treating you like a servant • Making all the decisions • Acting like the 'master of the castle' • Being the one to define men's and women's roles • Threatening to expose your weakness or spread rumours • Telling malicious lies about you to your peers	• Controlling what you do • Not letting you hang out with friends • Discouraging you from studying • Deciding where you go and hang out all the time • Limiting your outside involvement • Using jealousy to justify actions • Limiting money you can have and what you spend it on • Dictating what you eat

Resource 14 – responding to problematic behaviours

Complete the table below to list ways to respond to problematic behaviours or red flags. Identify some potential barriers for each suggestion and how to overcome them.

Ways to respond to problematic behaviour	Potential barriers to response	How to overcome barrier	Effectiveness rating out of 10
Talking to a friend	You might feel judged. They may not know what to do or they may react poorly and increase the problem.	Ask the friend if they have any knowledge, skills or ideas. Depersonalise the conversation and seek ideas that you may be able to use.	5/10 It is better to seek help somehow and ask someone than not at all, but maybe it needs to be a trusted adult rather than a friend.
Respect			

Resource 15 – key principles of sexual consent

Sexual consent laws in NSW require you to say 'yes' clearly and freely to anything that happens with your body. It's always okay to say 'no' or change your mind. In NSW, anyone under 16 cannot legally say 'yes' to sexual activity, and any sexual activity with someone under 16 is against the law, even if the young person agrees or wants it to happen.

Sexual consent is free and voluntary

Sexual consent is when people freely and voluntarily agree to engage in sexual activity, including kissing, touching and oral sex. It is about making sure everyone is comfortable with what is happening and freely choosing to say yes.

This means there are situations where people can't consent (even if they say yes), because they can't freely choose. This includes if they're:

- heavily affected by drugs or alcohol
- unconscious or asleep
- manipulated or threatened into consenting.

Sexual consent is clearly communicated

A person has to say or do something to communicate consent. You cannot assume someone is consenting because they do not say 'no'.

Sexual consent can be withdrawn

Someone can change their mind and withdraw consent at any time. As soon as a person withdraws consent, the sexual activity must stop.

Sexual consent is ongoing

You always need to check consent, whether it is the first time you are hooking up with someone or the hundredth time. You need to check consent before and during any sexual activity, including kissing, touching and oral sex.

Sexual consent is specific

If someone consents to one thing (like kissing), it does not mean they have consented to other things (like touching).

Source: [Make no doubt campaign: Consent explained](#) (NSW Government, Department of Communities and Justice 2025)

Resource 16 – comfortable indicators

Moving closer to you

Engaging in touch, such as hugging, kissing or playful nudges

Regularly starting conversations or suggesting future catch-ups

Holding hands or linking fingers together

Frequently using cheerful emojis or playful GIFs that show warmth and humour

Having relaxed body language and facial expressions

Keeping eye contact

Laughing or showing enjoyment

Quick and enthusiastic messages that show interest in the chat

Making happy sounds or expressions

Being responsive to your touch

Openly sharing thoughts, feelings or personal stories

Smiling and leaning in closer

Showing excitement or happiness through texts, emojis or reactions

Resource 17 – uncomfortable indicators

Pushing you away or creating distance

Crossing their arms tightly around themselves

Taking long pauses before replying, which may signal disinterest

Avoiding eye contact

Frequently turning off notifications or leaving conversations without explanation

Turning their body away from you or hiding their face

Providing short or uninterested responses

Ignoring invitations for future chats or plans, indicating a lack of interest

Displaying uncomfortable or pained facial expressions

Not acknowledging your questions or comments, leading to feelings of neglect

Tensing up or stiffening their body

Not responding to your attempts at touch

Giving quiet or uncertain replies

Seeming disengaged or distracted during the interaction

Using harsh or dismissive language that creates discomfort or tension

Resource 18 – Sex? Not sex?

Massage A person gets sexual pleasure from being massaged.	Masturbation Giving yourself sexual pleasure, usually by touching or rubbing your genitals. Can involve fantasy.
Nipple stimulation Licking, sucking or rubbing the nipples for sexual arousal.	Pornography or sex toys Using images or toys for sexual arousal and pleasure.
Phone sex Phone calls which are sexually arousing but not abusive.	Text messages Messages which are sexually arousing but not abusive.
Holding hands A person gets sexual pleasure from holding hands with someone.	Kissing Partners use their mouths to pleasure each other's mouths. Can also kiss anywhere on partner's body.
Body or genital rubbing Rubbing genitals against a partner's body or genitals for sexual pleasure.	Love letters A person gets sexual pleasure from writing or receiving love letters.
Anal intercourse A man inserts his penis into his male or female partner's anus.	Cuddling A person gets sexual pleasure from cuddling their partner.
Oral sex (cunnilingus) A person uses his or her tongue to stimulate the female partner's genital area.	Vaginal intercourse A male inserts this penis into his female partner's vagina.
Fantasy Imagining things that are sexually arousing.	Oral sex (fellatio) A person uses his or her mouth/tongue to stimulate their partner's penis.
Digital stimulation A person inserts their finger(s) into their partner's vagina or anus.	Internet messages Messages which are sexually arousing but not abusive.

Resource 18 – Sex? Not sex? continued

Use the voting cards below for the Sex? Or Not sex? Activity

Sex

Not sex

Resource 19 – giving, gaining and denying consent scenarios

Scenario 1 – Jamie and Alex

Jamie and Alex are on a date and have been enjoying each other's company. As the night progresses, Jamie leans in and asks, 'Can I kiss you?' Alex smiles and replies, 'Yes, I'd like that.' They share a kiss, and afterwards, Jamie asks, 'Are you comfortable continuing?' Alex responds, 'Yes, let's keep going.'

Jamie and Alex have continued to see each other and are considering becoming more intimate. They sit down together to talk about their boundaries and desires. Jamie says, 'I'd love to be more intimate, but I want to make sure we're both on the same page. What are you comfortable with?' Alex replies, 'I'm open to it, but I want to take things slow.' They continue discussing what they enjoy and establish that they will check in with each other as they proceed.

Jamie and Alex have now been in a committed relationship for several months. One evening, while watching a movie at home, Jamie gently puts an arm around Alex. Alex leans into Jamie and cuddles closer. Jamie then kisses Alex on the forehead and smiles.

Scenario 2 – Sam and Casey

Sam and Casey have been friends for a while and often hang out together. One night, they are watching a movie at Sam's place. As the movie progresses, Sam puts an arm around Casey, and Casey leans into Sam. However, Sam then attempts to kiss Casey without verbally checking in first. Casey is surprised and hesitates, unsure of how to respond. Sam then starts to initiate physical intimacy by moving towards more intimate contact without asking. Sam assumes Casey is okay with it. However, Casey seems hesitant and pulls away slightly, feeling uncomfortable but unsure how to voice it. Sam doesn't notice Casey's discomfort and continues.

Resource 20 – consent conundrums

Changing your mind during sex is not fair on the other person.

Stealthing is acceptable if you had consent for sex.

Oral sex is not sex.

It is never okay to share a passcode.

Reproductive coercion – tampering with birth control is acceptable without both agreeing.

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.

You should always share your location with your partner.

Consent can be given and revoked at any time during a sexual encounter.

Using protection during sex is a shared responsibility between partners.

Emotional intimacy is just as important as physical intimacy in a sexual relationship.

It's okay to have sexual experiences without being in a committed relationship.

Discussing sexual boundaries is essential before becoming sexually active with someone.

Resource 21 – the problem with power

You are playing a game of football, and the coach calls you from the field and asks why you're 'playing like a girl'.

You overhear some boys from your school making inappropriate jokes about a girl you know and her body.

Things are getting out of hand in the group chat, and the roasting has turned into cruelty towards one of the members.

You see someone get pushed over by a group of older kids.

Your parents refuse to allow you to spend time with a friend because they think they are a bad influence.

You are on the bus and can hear kids up the back watching online content they shouldn't be and showing it to little kids.

Resource 22 – warning signals

Unexplained injuries or frequent visits to the hospital

Extreme jealousy or possessiveness

Isolation from friends and family

Humiliating or belittling comments

Control over finances or restricted access to money

Fear of a partner's anger or reaction

Changes in behaviour or withdrawal from usual activities

Monitoring of phone calls or messages

Threats of violence or intimidation

Guilt or shame about the relationship

Destruction of personal property

Pressure to engage in unwanted activities

Frequent checking on whereabouts or activities

Verbal threats against loved ones or pets

Sudden changes in spending habits or financial distress

Resource 23 – assumptions about domestic and family violence

People often make common assumptions about those who experience domestic and family violence, but many of these are myths that do not reflect the true complexities of abuse. These assumptions can cause harm by blaming victims, discouraging them from seeking help, or making it harder for support systems to provide effective assistance. Some of these assumptions include:

‘If it was that bad, they’d just leave.’ This ignores how dangerous leaving can be, as leaving an abusive partner can sometimes increase the risk of harm. Many victims also face barriers such as fear, love for their partner, financial dependence or isolation from family and friends.

‘Domestic violence is only physical abuse.’ In reality, abuse can be emotional, psychological, financial, sexual and controlling behaviour – all forms that cause serious harm but may not leave visible marks.

‘Victims must tell someone or seek help.’ Many victims do not or cannot disclose abuse because abusers often isolate them, manipulate them or threaten them. Trauma can also affect their ability to talk about what they’ve experienced.

‘Victims are weak or responsible for the abuse.’ Victims often stay in abusive relationships due to complex reasons such as fear, trauma or lack of support, not because they are weak or are at fault.

‘Only people without resources or education get abused.’ Abuse affects people of all backgrounds, including those with jobs, education and financial independence. Abuse can involve controlling how victims use their resources or interact with others.

‘If a victim uses violence too, they are not really victims.’ Abuse dynamics are complex. Some victims may use violence in self-defence or as a way to survive, which does not negate their experience of being abused.

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Resource 24 – preventative actions table

Work in small groups to propose ways in which individuals, schools, communities, workplaces, social media platforms and governments can contribute to the prevention of domestic and family violence in Australia. Record ideas in the preventative actions table below.

Examples: education and awareness, speaking up, creating safe spaces, funding strategies, emergency housing, support services.

Preventative action or idea	What would it involve?	How would it help reduce domestic violence?
Third party concern register	A government-run online portal where family or friends can anonymously report concerning behaviours that may have been reported to them about a relationship. For example, my sister and her husband have been fighting a lot and she keeps leaving for her safety while he 'cools off'. The register would have built-in notification. It may trigger a welfare check by police after a certain number of reports or could be used to inform an apprehended violence order (AVO) or domestic violence order (DVO) if a call to police was made.	Early identification: Anonymously reporting concerning behaviours allows for early detection of potential domestic violence (DV) situations, helping to identify patterns before they escalate. Encouragement to report: Reduces stigma and fear associated with reporting, empowering friends and family to act when they witness concerning behaviours. Facilitating intervention: A threshold of reports could trigger police welfare checks, ensuring timely support for at-risk individuals. Provides authorities with valuable data to prioritise cases effectively. Support for victims: Offers access to resources and support services for those in danger. Data can assist in legal actions such as AVOs or DVOs by documenting concerning behaviours. Community engagement: Raises awareness about DV and promotes healthy relationship practices within the community. Encourages discussions on recognising and addressing unhealthy dynamics. Confidentiality and trust: Anonymity builds community trust, encouraging reporting without fear. Protocols would ensure data security and confidentiality.

Resource 24 – preventative actions table continued

Preventative action or idea	What would it involve?	How would it help reduce domestic violence?

Resource 25 – character cards

Zahara

- Female
- Australian born from an Arabic family, lives in a city apartment block
- I am a practising Muslim.
- In my culture it is not appropriate for any male or female, even family, to hug and kiss in public.
- It is not appropriate for me to make eye contact with another male who is not related to me, and dating is not a common practice.
- Sometimes I feel people assume I'm shy or unapproachable because I don't interact with males outside my family, but really I'm just respecting my culture.
- My family expects that the person I will establish a committed relationship with will be through arrangement by the parents of both individuals.

Hong

- Male
- Vietnamese, lives in a city apartment block
- My religion is Buddhism.
- I greet people who are older than me by bowing my head with palms under my chin as a sign of respect. Depending on the relationship I have with a person I also shake their hands or just say hello.
- If I like a girl, I would ask a friend to pass on the information. On a special occasion I may show my feelings by buying her a small gift.
- If I want to go out with someone, I ask permission from her parents because I believe it is the right thing to do.
- Some people say I'm old-fashioned for asking permission to date, like I'm not independent, but I believe respect is important.
- I don't want to have sex until I am in a committed relationship with someone I love.

James

- Male
- Aboriginal, lives in a rural town
- If I like someone, I usually tell a friend first.
- I always find out more about the person's background and where they come from before I start a relationship.
- People sometimes tell me to 'man up' and not worry so much about traditions or feelings, like real men don't show emotion.
- I am very proud of my people's traditions and would have to consult the Elders before I started a relationship.

Adrienne

- Non-binary
- French, lives in outer suburbs of the city
- I greet all my friends with a hug, and a kiss on the cheek.
- I know a lot of people through school, sport and work, so I like to go out a lot.
- When I go out a lot and enjoy socialising, some people label me as 'the party animal' without knowing me.
- My parents have a lot of trust in me and don't have a problem with me dating.

Resource 25 – character cards continued

Tony

- Male
- Maori, born in New Zealand, lives on a fruit farm in a regional area of the state
- I greet my family and relatives with a hongi (nose to nose) but my friends and I have a special handshake.
- I have a lot of tattoos that are significant to my culture, and I think this scares girls off.
- A lot of the girls I meet are usually older than me because most of the girls my age don't approach me. I get the feeling they are intimidated by my size.
- I've been told that having tattoos makes me look intimidating, but they are part of my culture and identity.
- If I like someone, I will take them home to meet my parents before I get into a serious relationship.

Darhan

- Male
- Australian born, from a Mongolian family who lives in a rural town
- I am a practising Christian and hope to be a minister one day.
- I greet all my friends with a firm handshake.
- In my family, dating is seen as a great way to get to know someone, but because my parents met at church, they think I should form a relationship with someone from church too.
- Some people think I'm too strict or 'uncool' because I want to date someone from church.
- My parents would not approve of me going out with someone who wasn't a Christian, but I don't have a problem with it.

Sienah

- Female
- Australian born with Indian parents, living in the city
- My parents are Sikhs, but I don't really follow the religion myself.
- My parents believe in arranged marriages and expect to choose the person that I will one day marry. This causes problems for me because the boys I meet can't understand why my parents would do that.
- My parents don't mind if I have boyfriends as long as they are, as they say, 'from a good family'.
- When my parents expect an arranged marriage, some people say I must be 'the flirtatious girl' or rebellious, but it's more complicated than that.
- I have had boyfriends at school before but I don't tell my parents because I know they want me to be with someone who has similar beliefs to them.

Brendan

- Male
- Anglo-Australian, born and lives in the city
- I have lots of friends from different backgrounds and they all call me '20 questions' because I ask people too much, nothing too personal, but I just like to find out more about people and where they come from.
- My mums both don't have a problem with me having a girlfriend; they just want me to find someone who makes me happy.
- If I start a relationship with a girl, I like to be friends with her first.
- Sometimes my friends joke that I ask too many questions because they think I'm nosy when I try to understand people's stories.
- I don't believe in sex before marriage.

Resource 25 – character cards continued

Brett

- Male
- Anglo-Australian born in Sydney, lives near the beach
- I live with my mum and 2 brothers.
- My mum always talks to me about meeting a nice girl one day and getting married. My mum is a practising Christian, but I don't believe in religion.
- My brothers are always bringing girls home, but they have never really had a steady relationship.
- When I meet someone, I'm usually really shy, and I just say hello. I think if someone is interested in me, they will make conversation.
- My brothers tease me for being shy and say I need to 'man up' and get a girlfriend, like boys should always be chasing girls.
- My brothers always hassle me for not having a girlfriend, but they just don't understand.

Nic

- Does not identify as male or female
- Fijian, lives near the beach
- My family are very religious. We are all devout Hindus.
- We go to church every Sunday and I sing in the choir.
- I am very close to my family. I am the oldest of 4 brothers and 3 sisters. My grandparents also live with us and I take care of them a lot of the time.
- My parents let me go out with friends sometimes, but most of the time I am busy with family celebrations, gatherings or other commitments.
- I am a pretty quiet person so when I meet someone new I don't say much. Having a relationship is something I would like but my family has to come first.

Mary

- Female
- Tanzanian, lives in a large regional town in the state
- In my culture, my male friends are only allowed to speak to me when my brother and father are around.
- Dating is not common practice where I come from. If I wanted to start a serious relationship my parents would have to give permission.
- I usually meet people through my family at social gatherings.

Alex

- Female or male
- Australian born from an Italian family, lives in outer suburbs of the city
- I greet all my friends with a kiss on each cheek.
- People sometimes call me 'flirtatious' because I greet friends with kisses, but it's just how I show friendship and affection.
- With previous partners I have been able to hang out with them at school and at friends' parties but it takes a few weeks for me to introduce them to my parents.

Resource 26 – character statements

Is quiet during group work and rarely shares opinions.

Frequently makes jokes and tries to make others laugh.

Speaks confidently in front of the whole class.

Has a strong opinion and isn't afraid to debate with others.

Allowed to go partying on school nights without much supervision.

Often skips class and doesn't seem to care about school rules.

Frequently argues with teachers or challenges their authority.

Known for dressing in a way that some say is 'too rebellious'.

Regularly posts provocative or controversial things on social media.

Is very outspoken about social or political issues, sometimes in a confrontational way.

Refuses to follow the school dress code or uniform rules.

Often makes assumptions about others based on how they look or speak.

Known for being very competitive and willing to bend rules to win.

Is perceived as an 'outsider' or 'loner' because they don't join groups or clubs.

Resource 27 – media-based stereotypes and phrases

‘Boys will be boys.’

‘She was asking for it.’

‘Real men don’t show emotion.’

‘The Flirtatious Girl’

‘The Party Animal’

‘The Bro Code’

‘The Victim Blamer’

‘The Objectified Woman’

‘The Sexual Harasser’

‘The Hypersexualised Male’

Resource 28 – advertisement

Violence against women is being normalised and even sexualised through advertising.

Women posed as dead bodies are being used in advertising campaigns, including Miley Cyrus in a Marc Jacobs fashion shoot and America's Next Top Model asking contestants to pose as if they'd just been killed.

An image, from a [Jimmy Choo advertisement](#), shows a woman apparently passed out in the back of a car. It is advertising shoes.

Note: teachers choose whether the image is appropriate for their school context.

(Source: Cochrane 2014)

Resource 29 – upstander behaviours worksheet

What are your main insights from today's lesson about media influence and harmful stereotypes?

Below are skills that help challenge harmful stereotypes and support respectful relationships. Assess how well you perform each skill and rank them from 1 to 5 (1 = most confident, 5 = needs most development), by recording the number next to the skill.

Skill	Rating (1 to 5)
Responding respectfully to harmful media or online content	
Listening without judgement	
Starting conversations with empathy	
Collaborating with others to challenge stereotypes	
Sharing facts about respectful relationships and media literacy	

Now, answer the following questions to explore your answers further.

Why did you rank your skills this way?

What experience or feeling influenced your choices?

What is one specific action you can take this week to support someone affected by harmful media or stereotypes?

What is one specific action you can take this week in your school or online to raise awareness about respectful relationships or gender-based violence?

Create a hashtag you could post online or say to a friend who shares harmful or stereotypical content. Keep it respectful and supportive.

References

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S5 – Topic 2:

Boundaries
and limitations
–how far is
too far?

Lesson 1 – media influence, power and respectful relationships

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will focus on the influence of media on self-esteem, identity and relationships among young people. They will explore how media representations can shape perceptions of power, stereotypes and gender norms. Through critical analysis of online and offline interactions, students will learn the importance of ethical behaviour and responsible digital citizenship in fostering respectful relationships. The lesson aims to equip students with tools to navigate media influences and promote inclusivity within their interactions.

Syllabus outcomes and content

PH5-IBC-01 analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities

- Analyse how interactions in online environments can impact self-esteem, self-worth, identity and reputation

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Examine ethical online behaviour and evaluate the significance of responsible digital citizenship
- Explain and demonstrate how being resilient and assertive can assist in managing a range of situations

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Why this learning matters

Understanding the impact of media on identity and relationships is crucial for young people as they navigate an increasingly digital world. By analysing media representations and their effects, students can develop critical thinking skills that empower them to make informed decisions about their interactions and self-perception. Promoting ethical online behaviour and respectful relationships not only fosters individual wellbeing but also contributes to a safer and more inclusive community. This learning is essential in helping students to

understand the dynamics of power and respect in both personal and digital contexts, ultimately preparing them to be responsible digital citizens and empathetic individuals in their relationships.

Teaching advice

Focus on creating an engaging and interactive environment that fosters open dialogue, encouraging students to share real-world examples of power imbalances and respectful relationships. During the role-play activity, facilitate discussions that help students navigate both online and offline scenarios, prompting them to identify ethical behaviours and the impact of stereotypes on power dynamics. Encourage students to reflect on their personal experiences to deepen their understanding of the material and promote self-awareness. Access the teaching and learning section of the department's [Respectful Relationships Education website](#) for strategies.

Vocabulary

distortion, power dynamics, sexualised representations

Lesson preparation

- interactive whiteboard
- [Resource 1 – prompts for stay and stray](#)
- [Resource 2 – advertisements](#)
- [Resource 3 – media messages and profit debate](#)
- [Resource 4 – role-play prompts](#)

Lesson

Learning intentions

Students are learning to:

- understand how media representations influence identity, self-worth and relationships
- explore the role of power, stereotypes and gender norms in shaping relationships
- recognise how ethical behaviour and digital citizenship contribute to respectful relationships.

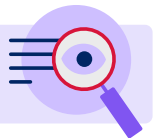
Success criteria

Students can:

- identify media stereotypes and their connection to power dynamics
- explain how online and offline interactions affect identity and relationships
- propose strategies to promote respectful, inclusive relationships
- analyse personal experiences of influence by media and power dynamics.

Tune in

Introduce skills in focus:
self-awareness and communication



Introduce the learning intentions and success criteria. Explain to students that today we are learning about how the media impacts on relationships. We will also reflect on ethical online behaviours and the power dynamics in digital contexts. By the end of this lesson, you will be able to propose strategies for healthy online and offline relationships.

Students analyse media influences in relationships.

Teaching note

Introduce the topic by explaining that it will focus on media messaging and the impact this can have on our relationships and expectations of others. We are going to start by exploring how all media follows predictable storylines or patterns that we see again and again. Knowing this helps us realise that media is created, edited and often exaggerated. This way, we do not just assume that everything we see reflects real life and we can apply a critical perspective as viewers.

Working with a partner, students list as many media storylines as they can. Use a 'transformation' storyline as an example. Explain that this refers to a storyline where a shy, insecure character learns to believe in themselves through new experiences and friendships, transforming into a confident, courageous individual.

Discuss the following questions and invite students to share responses with the class.

- What message does this script and storyline promote?
- Who has power in this script and storyline?
- Think about the gender roles and expectations you notice in media. How do these stereotypes shape what people think is 'normal' or acceptable?

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how the media uses predictable storylines and exaggerations to shape what we believe. It is important to see how these messages often include ideas about gender and relationships. This leads us to think about gendered expectations and how these impact the way people relate to each other. By understanding media storylines and patterns now, we are setting the foundation for unpacking and discussing more complex messages throughout this topic.

Introduce the stay and stray teaching strategy to students.

Teaching strategy – stay and stray

Create groups of 3 and number students 1, 2 and 3. Spread the groups of 3 around the room. For a statement each person will be provided a set period, for example 30 seconds to express their thoughts on the statement. For these 30 seconds the other 2 students are listening and not speaking or interrupting. Each person in the group takes their 30 seconds on the same statement.

Once all 3 have expressed their thoughts, rotate the groups by: person 1 moves clockwise, person 2 stays stationary, and person 3 moves anti-clockwise. Repeat the process for each statement. Access the [RRE Teaching strategies resource](#) for more information on how to run a stay and stray.

Using the stay and stray teaching strategy, students explore the impact of the media on relationships.

Inform students that they will hear a prompt about the power of the media. Each person will have 1–2 minutes uninterrupted to express their understanding of their informed personal responses, while the other 2 group members listen attentively.

After each student has shared their understanding, rotate groups.

Display or read aloud the first statement from [Resource 1 – prompts for stay and stray](#).

Use a timer to keep each turn to 1–2 minutes. After each round, facilitate the group rotation.

Continue the process for all 6 prompts. After the final prompt, ask students to reflect on patterns, insights or questions that emerged.

As a class, conduct a debrief. Encourage students to share key points or surprising observations from their stay and stray conversations.

Students individually reflect and share their understanding of the following questions.

- How does media influence our understanding of identity, self-worth and relationships?
- How does media reinforce stereotypes and how does this impact power dynamics in relationships?
- What are the potential impacts of excessive consumption of these media messages? What are you being fed?

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how the media's influence is dual-faceted: it enables connection and identity exploration but also creates pressures from idealised images, social comparison and cyber risks that challenge healthy self-worth and relationship building.

Media reinforces stereotypes by repeatedly presenting narrow and oversimplified images of gender roles, identities and behaviours. For example, men are often portrayed as dominant, aggressive and decision-makers, while women are shown in passive, domestic or sexually objectified roles. This stereotyping impacts power dynamics in relationships by normalising unequal distributions of power.

Excessive media consumption feeds young people a mix of idealised, biased and sometimes disturbing content that can negatively influence their self-concept and relationships. Harmful content related to gender stereotypes and violence can perpetuate unequal power dynamics, internalised gender roles and tolerance of abuse. Online environments can expose young people to cyberbullying, hate speech and predatory behaviour, magnifying anxiety and social isolation.

Understand

Model skills in focus:

self-awareness and communication



Practise skills in focus:

self-awareness and communication



Formative assessment opportunities:

Outcome PH5-IBC-01

Assess the clarity and relevance of students' justifications in group analysis of advertisements.

Observe students' ability to construct arguments with supporting evidence in debate preparation.

Monitor students' ability to adapt and argue for opposing viewpoints.

Review students' development of critical evaluation of media messages by assessing responses in the 'I used to think ... but now, I think ...' task.



Students explore the motivations of media messaging.

Introduce and explain key persuasive techniques used in advertisements, such as emotional appeal, celebrity endorsements and the bandwagon effect.

Lead the class through the analysis of one example from the soft drink advertisement in [Resource 2 – advertisements](#).

Model how to identify messages, emotions, the potential target audience, the use of symbols, slogans and representations of gender.

Assign students to work in small groups.

Students work in small groups to analyse [Resource 2 – advertisements](#).

Groups analyse the soft drink advertisements to propose a list of messages being conveyed in these media examples.

- What emotions or ideas does the advertisement use through images, colours and text? How do these elements deliver its message?
- What techniques does it use to persuade a targeted audience? Are they effective?
- Looking at the use of symbols or slogans in the advertisement, what deeper meanings do they convey? How might different people interpret them?
- What message does it send about gender roles or identities? What clues in the advertisement help you understand this?

Facilitate a class discussion and summarise ideas shared in response to the advertisements.

Individually, students reflect and express their understanding of how media messaging influences audiences through the techniques analysed.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today, we are learning more about how advertising holds significant suggestive power, often influencing audiences in subtle and sometimes subliminal ways rather than through overt messages. While advertisements may not always explicitly state their intentions, they use images, colours, symbols and gender representations to shape viewers' perceptions and attitudes. This indirect approach can be highly effective, embedding ideas about identity, values and social roles without the audience being fully aware. Understanding these techniques helps students critically analyse how advertising influences beliefs and behaviours beyond the obvious.

Students work in pairs assigned as either affirmative or negative for a debate.

Share the debate statement.

- Media messages about relationships are more about profit than honest representations.

Allow students time to research and develop arguments for one side of the debate using [Resource 3 – media messages and profit debate](#).

Students should be encouraged to develop at least 2 independent reasons with support drawn from their research.

Join each 'negative' pair with an 'affirmative' pair so that students engage in a debate.

After participating in the debate, pairs rotate and repeat the debate, this time taking on the opposing side of the argument.

Facilitate a class discussion and summarise arguments from the debates to check for understanding. Ensure equal emphasis on each of the following questions.

- In what ways might media messages create unrealistic or narrow standards for beauty, gender roles or personality traits?

Suggested response

Media often shows only certain types of people as beautiful, like very thin or muscular bodies, which isn't realistic for everyone. It also shows guys and girls acting in certain ways, like boys being tough and girls being caring, which doesn't include all kinds of personalities.

- Can you identify examples where media representations have positively or negatively influenced your own or others' sense of identity?

Suggested response

Sometimes seeing people like me on TV makes me feel proud and accepted. But other times, when media shows stereotypes, it makes me feel like I don't fit in or that I should act a certain way to be accepted.

- How do media messages about relationships differ from real-life experiences?

Suggested response

Media often shows relationships as perfect and super romantic all the time, but real relationships have problems and require effort. Real life isn't always as exciting or dramatic as what's on TV or social media. Sometimes, media also normalises unhealthy behaviours like jealousy, controlling actions or constant fighting by making them seem like a normal part of relationships, which can give young people the wrong idea about what is acceptable or healthy.

- Why might media focus more on sensational or sexualised portrayals of relationships rather than respectful and healthy ones?

Suggested response

Media companies want to grab our attention and get more views or clicks, so they use drama and sex because it sells better and gets people talking, even if it's not realistic or healthy.

- How can constant exposure to certain types of relationship messages in media affect what young people expect from their own relationships?

Suggested response

It can make young people think that all relationships should be like what they see in media, super exciting or perfect, which can lead to disappointment or unhealthy expectations. Media sometimes also makes behaviours like jealousy, possessiveness or drama seem normal or even romantic, which can cause young people to accept unhealthy patterns in their own relationships.

- How can young people critically evaluate media messages to protect their self-esteem?

Suggested response

They need to remember that media is often exaggerated or edited, they should think about what's real versus what's fake, and they should focus on being true to themselves instead of trying to copy what they see.

- Why do you think media companies use ‘sex sells’ strategies rather than promoting authentic, respectful relationships?

Suggested response

Because sex and drama attract more attention and make more money for media companies, so they choose those strategies to get more viewers, even if it’s not the best message.

- What are the consequences of prioritising profit over authentic and respectful messages for young people?

Suggested response

Young people might develop unrealistic ideas about relationships and self-worth, which can hurt their confidence and how they treat others. It might also make it harder for them to build healthy relationships.

Invite students, working in pairs, to express their understanding using a simple sentence such as:

- I used to think ... but now, I think ...

Act and apply

Evaluate skills in focus:
self-awareness and communication



Formative assessment opportunities: Outcome PH5-SMI-01

Observe how students demonstrate understanding of key concepts such as media distortion, power imbalances, respect and ethics during group role-play activities.

Monitor students’ ability to suggest practical strategies to challenge distorted media messages in both role-plays and class discussions.

Review students’ individual written reflections for insight into their personal experiences and critical thinking about media misrepresentations.

Review students’ ideas about influences exerted by media and social media.



Students investigate responses to power imbalances and distorted media messages.

Briefly revisit key ideas from the previous debate about media influence, focusing on how power and profit can distort messages about identity and relationships.

Explain that we are now moving from analysing how advertisements influence beliefs and shifting our focus to the purpose of media. We are going to consider whether the messages we consume are intended to inform us or influence us for profit.

Teaching note

For a starting point if extra information is needed, see [How movies, online videos, apps and other media influence pre-teens and teenagers](#) (Raising Children 2024).

To spark discussion about whether and why the media distorts information to exaggerate negative news, use the image of headlines in *The Guardian* article ‘[The media exaggerates negative news](#)’ (Pinker 2018). See especially the light-hearted headlines ‘War has not broken out!! Everything is generally fine’ and ‘School day happens as planned – local kids grades go up’. Focus on unpacking key vocabulary such as ‘distort’ and key ideas such as the business model of the media being dependent on heightened drama.

Remind students that role-plays explore behaviours, not people. No one is required to share personal experiences, and we always keep characters fictional.

Explain that students will participate in role-plays to explore real-life scenarios involving power, respect and ethics.

Students work in small groups of 4–5 students with [Resource 4 – role-play prompts](#).

Students adopt roles in their groups.

Allow time for students to create and share role-play responses and ideas.

Facilitate a class discussion. Ensure equal emphasis on each of the following questions.

- What power imbalances were present?
- Were the behaviours respectful and ethical? Why or why not?
- How could the people involved challenge distorted media messages?
- What can we learn about healthy, authentic relationships from this scenario?

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how power, respect and ethics seen in our scenarios play out in real-life situations. We saw how power imbalances can affect the way people behave and how important it is to act respectfully and ethically, even when challenges arise.

We also discussed how distorted media messages can influence behaviours and attitudes, and how people can challenge those messages to promote healthier, more authentic relationships. Remember, understanding power and ethics helps us build stronger, more respectful connections with others.

As you move forward, keep thinking about how you can recognise power imbalances, choose respectful actions, and challenge harmful messages in your own relationships and communities.

Students evaluate strategies to challenge media misrepresentations.

Individually, students reflect on their own personal experiences with media, relationships and power by expressing their understanding of the following questions.

- What are some examples where media messages have misrepresented what respectful relationships look like?
- How can young people challenge or resist distorted media messages about identity and relationships?
- How have your own views about relationships, identity or self-esteem been influenced by media messages?
- What strategies can you use to think critically about media and not be misled by unrealistic or profit-driven portrayals?
- How can you support your peers in recognising authentic and respectful messages about relationships and identity?

Lesson 2 – pornography as a media product of influence

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will explore pornography as a media product, critically analysing its depictions of sexuality and their impact on social views of relationships. The lesson encourages critical discussions about how pornography is shaped by stereotypes, gender norms and power dynamics, as well as its potential impact on students' understanding of consent and respect in relationships. Students will engage in reflective and analytical thinking, enabling them to understand the broader implications of media portrayals on their perceptions of healthy relationships.

Syllabus outcomes and content

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

- Discuss how the portrayal of sexuality and sexual health in the media and online content may influence people's attitudes toward safe, respectful and consensual relationships
- Students will explore pornography as a media product, critically analysing its depictions of sexuality and their impact on societal views of relationships.

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Examine and refine interpersonal skills and actions to take greater responsibility for the safety, health and wellbeing of themselves and others

[Personal Development, Health and Physical Education 7–10 Syllabus](#)
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Why this learning matters

Understanding the influence of pornography as a media product is essential for students as they navigate their own perceptions of sexuality and relationships. This learning helps students recognise how unrealistic portrayals in pornography can distort their expectations and beliefs about consent, respect and gender roles. By critically examining these media influences, students are equipped to challenge stereotypes and advocate for gender equality, which is vital in preventing violence and abuse in relationships. This lesson fosters critical thinking and encourages informed discussions about media consumption, ultimately promoting healthier, more respectful attitudes towards relationships among young people.

Teaching advice

To create a safe and respectful learning environment during this sensitive lesson, begin by gauging students' confidence and comfort levels regarding discussions about pornography's influence. This initial check will help you assess the room's readiness for deeper conversations. Encourage students to articulate their thoughts on the links between pornography, gender stereotypes and relationship expectations to facilitate more profound analysis.

Throughout the lesson, promote engagement with one another's perspectives, allowing for balanced discussions on whether pornography is purely entertainment or if it shapes societal beliefs. Be mindful of students' emotional responses and remain prepared to address any public disclosures in accordance with the department's [Child protection – responding to and reporting students at risk of harm](#) policy. By maintaining an open dialogue and providing a supportive atmosphere, students are empowered to critically engage with the media's portrayal of sexuality and its impact on their understanding of respectful relationships. Access the teaching and learning section of the department's [Respectful Relationships Education website](#) for strategies.

Vocabulary

aggression, ethical responsibility, objectification, profit-driven industry, sexualised imagery, societal expectations, stereotypes, violence

Lesson preparation

- interactive whiteboard
- [Resource 5 – media life versus real life](#)
- [Resource 6 – impacts of pornography](#)

Lesson

Learning intentions

Students are learning to:

- recognise pornography as a media product that influences stereotypes, gender norms and power structures
- critically examine unrealistic portrayals in pornography and links to broader media messages.

Success criteria

Students can:

- identify unrealistic portrayals of sexuality and relationships in pornography
- analyse the influence of gender stereotypes and the pornography industry power structures
- reflect on how media portrayals influence societal attitudes toward consent and respect.

Tune in

Introduce skills in focus:
self-awareness, critical thinking
and decision-making



Introduce the learning intentions and success criteria. Explain to students that today we are learning about the unrealistic portrayals in pornography as a media product. We will also reflect on the influence of pornography on violence and abuse in relationships. By the end of this lesson, you will be able to explain the influence of pornography and understand its role as a profit-driven industry.

Students reflect on the impacts of pornography on relationships.

Define pornography.

Definition

Pornography is defined as sexually explicit media that are primarily intended to sexually arouse the viewer and typically include portrayals of nudity or various sexual acts. Pornography can be visual or written material that is created to sexually arouse viewers or readers. It often depicts sexual acts, nudity or sexualised imagery and is commonly found in various media formats, including magazines, films and online content. (Crabbe 2009).

Discuss the definition and remind students that pornography is a staged performance. It is carefully acted, edited and exaggerated to attract viewers, much like action movies or reality TV shows. It follows a predictable storyline or pattern rather than showing real-life intimacy or genuine communication. Recognising this helps us understand that pornography does not represent real relationships or healthy expressions of closeness.

To reinforce and consolidate understanding of how a media storyline compares to real life, students use [Resource 5 – media life versus real life](#) to sort a list of behaviours.

Facilitate a class discussion where students share back responses. Clarify misconceptions and check for understanding using the following questions.

- Which items were missing from the media life storyline and why does that matter?
- What problems might occur if someone believes the media life storyline is real?

Understand

Model skills in focus:

self-awareness, critical thinking and decision-making



Formative assessment opportunity:

Outcome PH5-RRL-01

Evaluate students' understanding of the relationship between pornography, gender stereotypes and relationship expectations through their responses in the quick write task.



Students examine the definitions and impacts of pornography.

Read out the information on [Resource 6 – impacts of pornography](#) to the class.

Check understanding of the term 'aggression' and connect to earlier learning about how representations of aggression in the media can normalise attitudes and behaviours in the real world.

Facilitate a class discussion and support students in understanding the impacts of the representation of aggression in pornography on respectful, consensual and safe sexual experiences.

Teaching strategy – quick write

This involves students writing rapidly and without stopping in response to a prompt or open-ended question. Access the [RRE Teaching strategies resource](#) for more information on how to run a quick write.

Students express their understanding or complete a quick write to support them consolidating ideas and developing their understanding of the relationship between pornography, gender stereotypes and relationship expectations.

Use the following prompts to support the quick write and responses. Clarify misconceptions and check for understanding.

- How do you think pornography might influence people's ideas about gender roles and relationships?
- In what ways can gender stereotypes seen in media affect our expectations of romantic relationships?
- Why is it important to think critically about the messages in pornography when it comes to understanding healthy relationships?

Act and apply

Practise skills in focus:

self-awareness, critical thinking and decision-making



Evaluate skills in focus:

self-awareness, critical thinking and decision-making



Formative assessment opportunities:

Outcomes PH5-RRL-01, PH5-SMI-01

Observe and evaluate the quality of students' participation in the Socratic seminar.

Review students' reflections on statements about pornography's influence.

Evaluate students' individual reflections on the commercial nature of the pornography industry.

Review students' ideas about the influences of media and its representations.



Students examine the impacts of pornography on beliefs, values and actions in the real world.

Teaching strategy – Socratic seminar

This involves a small group of students discussing a topic in a circle while the rest of the class observes and takes notes on key points, questions and challenges. This format encourages equal participation, respectful dialogue and critical thinking as students present and rebut arguments. It aims to develop students' abilities to evaluate health, safety and wellbeing strategies, as well as interpersonal and self-management skills. Access the [RRE Teaching strategies resource](#) for more information on how to run a Socratic seminar.

Tell students that they will engage in a Socratic seminar and explain the process.

Provide students with the prompt ahead of the seminar.

- Is media just entertainment, or does it shape societal beliefs and perceptions about relationships and gender?

Students prepare for the Socratic seminar by recording initial thoughts, questions and any relevant examples on how pornography might relate to gender stereotypes and relationship expectations.

Remind students that throughout the seminar we are always respectful and listen actively.

Teaching note

Encourage students to support points with reasons or evidence. Allow all participants to contribute. Guide students gently with open-ended questions if the discussion stalls. Encourage critical thinking by prompting students to explain their reasoning and inviting them to consider alternative viewpoints. Challenge assumptions respectfully by asking students to provide evidence or reasoning for their perspectives. Provide feedback on participation, listening skills and the quality of contributions.

Consider the following alternative or additional strategies, especially for a class requiring further scaffolding.

- Teachers may consider the Harvard Graduate School of Education (2015) Project Zero thinking routine [Options Diamond](#). Students are given the topic of banning pornography. They use the Options Diamond template to then consider options within this scenario: Ban it for certain age groups? Ban certain types of pornography? The thinking routine structure supports critical thinking by scaffolding the exploration and discussion of different options.
- Facilitate a brief group activity where students design a set of ethical business principles for the pornography industry. Students may consider how a different industry (for example car dealers or doctors) are governed by a set of industry standards or values to protect consumers (and workers). Students brainstorm and agree on a set of principles to govern society's minimum expectations of the way that people are treated within the pornography industry, then compare with other industries. Discuss the implications to clarify understanding and dispel misconceptions. This can be facilitated by recording students' ideas and crossing out ideas that are inappropriate or not accurate and circling ones that are similar, with consensus from students.

Arrange the classroom and run the Socratic seminar.

Summarise the concepts raised in the seminar and ensure equal emphasis on all student viewpoints – neither pro-pornography nor anti-pornography positions should dominate.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning that pornography is a complex and often controversial topic that affects how many people understand relationships, gender roles and societal expectations. While some may view pornography simply as a form of entertainment, it is important to recognise that it often reflects and reinforces certain gender stereotypes. These stereotypes can shape unrealistic and sometimes harmful expectations about how people should behave in relationships.

Many portrayals in pornography are not neutral; they frequently depict gender roles in ways that emphasise dominance, submission and objectification. These representations can influence viewers' beliefs about power dynamics in relationships, potentially normalising inequality and unhealthy behaviours. It is crucial to understand that these portrayals rarely reflect the reality of respectful, consensual relationships.

Moreover, a significant concern is the frequent depiction of violence and aggression in pornography. This can blur the lines between consensual sexual activity and abuse, contributing to distorted ideas about consent and respect. Research has shown links between exposure to violent pornography and increased acceptance of gender-based violence, making it an important issue to discuss critically.

By exploring these complexities, we can develop a more informed and critical understanding of how pornography might shape attitudes towards gender and relationships. This awareness is essential for fostering healthy, respectful relationships and challenging harmful stereotypes and behaviours.

Students undertake a reflection to express their understanding of the following statements by indicating if they strongly disagree, disagree, neither agree nor disagree, agree or strongly agree.

- I understand how pornography can influence attitudes and behaviours.
- I understand the ways pornography can affect relationships and self-image.
- I can recognise unrealistic or harmful messages in pornography.
- I am confident in discussing the impact of pornography with others respectfully and thoughtfully.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how media messages are normalised in pornography and how storylines are created. We will now start to explore pornography as an industry, focusing on who profits from it and who may be harmed.

Students investigate the business model of the pornography industry.

Individually, students reflect and record their initial thoughts on the following statement.

- Consumers of pornography are being duped and let down by the industry.

To support students in determining their position on the statement, they reflect on the concept of pornography as a profit-driven industry by expressing understanding of the following questions.

- Why do you think the industry that creates and distributes pornography exists?
- What role does profit play in shaping the content produced by this industry?
- How might the demand for certain types of content influence the portrayal of gender roles and behaviours through sexualised media such as pornography?
- In what ways could the commercial nature of the industry that creates and distributes pornography contribute to the reinforcement of stereotypes or violent content?
- Why should individuals question how media commodifies intimacy, objectifies bodies and potentially perpetuates harmful norms?

- How does this help us critically evaluate the messages that media and the pornography industry send about relationships and consent?
- What ethical responsibility, if any, do producers and consumers have in challenging harmful representations within media or explicit or intimate materials such as pornography?

Facilitate a class discussion and check for student understanding.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how pornography raises significant ethical concerns, including the perpetuation of harmful stereotypes, and its contribution to gender-based violence. Despite these serious issues, the pornography industry generates enormous profits worldwide. It is estimated to be worth over \$100 billion annually. This vast financial incentive often prioritises profit over the social impact of the content produced. Understanding these ethical challenges and the scale of the industry can help us critically evaluate the harmful effects of pornography and why many argue that it is a problematic and damaging part of our society.

Did we learn what we aimed to today?

In acknowledgement of the complex area of focus for this lesson, students engage in a short grounding activity by using the Gotcha! Game.

- Students form pairs and are positioned facing each other.
- Each player holds out one hand, palm flat and facing up. With the other hand, each player points their index finger straight down, touching the middle of their partner's outstretched palm.
- Catcher: tries to close their palm and catch the other person's finger. Pointer: tries to pull their finger away before it gets caught.
- Count to 3 and on 3, both players act at the same time.
- After a few rounds, encourage students to change partners.

Lesson 3 – pornography industry: power, profit and exploitation

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will focus on understanding the pornography industry as a complex, global, profit-driven system with entrenched power imbalances. They will examine how these power dynamics affect respectful relationships, particularly in contexts such as the workplace and media industries. Through collaborative learning activities, students will investigate patterns of exploitation within pornography, recognise the risks associated with its production and consumption, and critically analyse the media narratives and stereotypes that surround this industry. This exploration aims to foster awareness of gender equality and the importance of challenging assumptions that can lead to violence and abuse in relationships.

Syllabus outcomes and content

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Demonstrate skills in conflict resolution and evaluate strategies that assist with managing emotions

PH5-SHW-01 analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing

- Examine how power balances impact respectful relationships in contexts such as school, home, the workplace or with friends

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

- Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships

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Why this learning matters

Understanding the industry that produces pornography and its influence on power dynamics is crucial for fostering respectful relationships and promoting gender equality. By examining how exploitation occurs within this industry, students can better recognise the risks associated with pornography and its impact on societal attitudes towards consent and respect. This learning empowers students to critically question media narratives and challenge stereotypes that may perpetuate harmful dynamics. Ultimately, equipping students with this knowledge contributes to their ability to advocate for safe and equitable relationships, both in their personal lives and within broader societal contexts.

Teaching advice

Encourage open dialogue so students can research and explore aspects of the pornography industry, including its structures and ethical concerns. As students share their key findings, prompt them to consider how power imbalances manifest in both production and consumption. Guide students to focus on specific areas such as performer rights, legal issues and challenges to gender equality. This will allow for a comprehensive understanding of the industry while promoting critical thinking. Throughout the lesson, be attentive to students' emotional responses and ensure you are prepared to handle any public disclosures in accordance with the department's [Child protection – responding to and reporting students at risk of harm](#) policy. Access the teaching and learning section of the department's [Respectful Relationships Education website](#) for strategies.

Vocabulary

consumption, financial incentives, globalisation, manipulative tactics, profit-driven

Lesson preparation

- interactive whiteboard
- [Resource 7 – SOLE enquiry guide](#)

- [Resource 8 – tactics used by industry to target young people](#)
- [Resource 9 – jigsaw information and questions](#)

Lesson

Learning intentions

Students are learning to:

- understand the pornography industry as a global, profit-driven system influenced by power imbalances
- recognise exploitation patterns in production and consumption.

Success criteria

Students can:

- explain how the industry generates profit through power structures
- identify exploitation risks within pornography
- critically question media narratives and stereotypes.

Tune in

Introduce skills in focus:
critical thinking, decision-making
and collaboration



Introduce the learning intentions and success criteria. Explain to students that today we are learning about the industry that produces pornography. This industry is a global profit-making system that tricks, influences and exploits producers and consumers. We will also reflect on the risks of this industry to our own ideas of consent and respect. By the end of this lesson, you will be able to critically question media narratives and stereotypes.

Students examine the link between media messages and media industry profit.

Working in pairs, student revisit learning on media scripts and storylines in relationships. Students discuss the following statement.

- What a media product leaves out can be more influential than what it shows.

Invite students to share back responses and positions on the statement.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how pornography and other media forms, including digital and mainstream media, routinely leave out communication, care, comfort, equality, awkwardness and diversity. When these things go missing, the script becomes distorted.

Working in the same pairs, students create a 2-column table with the headings ‘what is missing from the script or storyline’ and ‘what is shown in the script or storyline’.

Use the following as a model to guide students in the completion of the table.

What is missing from the script or storyline	What is shown in the script or storyline
Checking in	Dominance
Affirmative ongoing consent	Instant readiness

Invite students to share responses and clarify any misconceptions. Use the following questions to support students in understanding the link between media messaging and profit.

- Who benefits when a certain script or storyline is repeated?
- What makes a media product ethically responsible?

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning that pornography and other media forms use certain storylines and images repeatedly because they attract viewers and generate money. The way these stories are created is influenced by what will sell best, not by what is true or healthy. Understanding this helps us see how profit shapes the messages we receive.

Understand

Model skills in focus:

critical thinking, decision-making and collaboration



Formative assessment opportunities:

Outcomes PH5-SHW-01, PH5-RRL-01

Assess students’ ability to research, summarise and communicate key tactics used by the global pornography industry during the SOLE task.

Monitor students’ group discussions and evaluate proposed actions to reduce the impact of key tactics.

Review students’ individual reflections on whether consumers are ‘duped and let down’ by the pornography industry.



Students use research skills to investigate the tactics of the global pornography industry.

Teaching strategy – Self-organised learning environment (SOLE)

Organise students into groups. Groups are to research a question. Students organise their own roles within their groups and decide how they will record their responses.

Allocate a process for groups to report back their findings. This could be creating a video and sharing on a class blog or online space, creating a presentation and delivering to the class via an online platform, or creating a podcast using an interview style to explain their findings. Access the [RRE Teaching strategies resource](#) for more information on how to run a SOLE.

Students work in pairs in a Self-Organised Learning Environment (SOLE), using information in [Resource 7 – SOLE enquiry guide](#). Students may only use the teacher-approved resources provided.

Students read and summarise their research on the following points.

- The global structure of the pornography industry.
- How the pornography industry generates large profits and the financial incentives behind it.
- Manipulative tactics used by the industry to recruit young people into consumption.
- The impact of these tactics on individuals and society.

Provide slips of paper or an online platform where students can write anonymous reflections or responses to the above statements.

Read aloud a selection of common themes shared by students and use these for group discussion.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how the pornography industry has evolved from magazines to a major internet business controlled by a few powerful companies. It makes money through advertising, data collection and paid subscriptions, often exposing young people to inappropriate content. The industry uses manipulative tactics, such as accidental exposure, addictive site designs and cultural references, to attract and keep young users.

These practices impact individuals and society by shaping unrealistic and harmful expectations about sex, reinforcing stereotypes, and risking the normalisation of inequality and violence. Understanding these tactics helps us critically evaluate the media messages we encounter.

Students analyse tactics used by a range of industries that target and manipulate young people for profit.

Divide students into groups of 3 and number them 1, 2, and 3. Spread groups around the room.

For each key statement researched in the SOLE, each student gets to share their findings or thoughts.

Only the speaker talks or expresses their findings or thoughts; the other 2 students listen without interrupting.

Repeat so each student shares on the same statement.

Rotate members after all 3 students have spoken and repeat share process. Continue to rotate groups until all statements have been explored.

In their current groups of 3, students review the list of tactics in [Resource 8 – tactics used by industry to target young people](#).

Students collaborate and discuss who the target audience of each tactic may be, determining whether it is individuals, groups or society.

Groups then determine what actions could be taken to reduce the impact of the tactics listed.

Use the following as a model to support students.

- The tactic of associating products with fun, success or social acceptance is commonly used in advertising and media to encourage people to buy or use a product by linking it to positive feelings or social benefits.
- This tactic often targets individuals who want to feel included, popular or successful. It appeals to their personal desires for happiness and acceptance.
- To reduce the impact, you could teach people how to recognise these marketing tactics so they can think critically about the messages they receive.

Students review the list of tactics and consider if any of those listed are used by other industries such as tobacco, alcohol or gambling.

Students create a Venn diagram to compare the tactics used by the industry that creates and distributes pornography to target young people with those used by other industries, such as tobacco, e-cigarettes, alcohol or gambling.

Facilitate a class discussion and clarify student understanding of the tactics used to target young people.

Individually, students revisit, reflect and record their thinking on the following statement from Lesson 2.

- Consumers of pornography are being duped and let down by the industry.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how the pornography industry generates enormous profits by capitalising on high demand and digital accessibility, often producing sensational content to maximise revenue. Manipulative tactics target young people through online marketing, free content and promises of quick financial gain, exploiting vulnerabilities to recruit them as consumers or performers. These practices can lead to individual harm, including exploitation and distorted views of relationships, while also reinforcing harmful gender stereotypes and contributing to societal issues such as gender-based violence. This highlights the ethical concerns and the need for critical awareness of the industry's impact.

Act and apply

Practise skills in focus:

critical thinking, decision-making and collaboration



Evaluate skills in focus:

critical thinking, decision-making and collaboration



Formative assessment opportunities:

Outcomes PH5-SHW-01, PH5-RRL-01, PH5-SMI-01

Observe how effectively each 'expert' explains their topic and how well peers engage and ask questions.

Evaluate students' contributions to the Venn diagram and whole class discussion connecting performer rights, legal issues and gender equality.

Review students' responses in their one-sentence reflections.



Students research legal and ethical aspects of pornography.

Students work in small 'expert' groups to explore one of the following topics in the pornography industry:

- performer rights
- legal issues
- gender equality.

Expert groups use the guiding questions in [Resource 9 – jigsaw information and questions](#) to research and discuss their assigned topic in depth. Groups should gather key facts, examples and questions.

Allow appropriate time for students to collate resources and reorganise into 'jigsaw groups'.

Jigsaw groups are formed by bringing together one member from each expert group (so that each jigsaw group has a performer rights expert, a legal issues expert, and a gender equality expert).

Each expert takes turns teaching their topic to the group, ensuring all members learn from each perspective.

After sharing, facilitate a whole class discussion to connect the topics and explore how performer rights, legal issues and gender equality intersect within the pornography industry. You may wish to use a Venn diagram to collate the responses as a visual representation for students.

Encourage students to reflect on the complexities and ethical considerations involved by individually creating a statement explaining how power, profit and gender inequality intersect in the industry.

Students read and review the list of company values from [31 Company Values Examples To Drive Organizational Success](#) (Bartram 2025).

Using this, students work in pairs to determine 5 values that the pornography industry is lacking.

Each pair then joins another pair to form a small group. The group collates their company values and develops a brief ethical framework that could be used as a statement of industry ethics, outlining how it would protect consumers and artists.

Model the following example on the board for the class.

1. Using the value of honesty, we recognise that the industry should maintain honesty in all dealings with consumers and artists.
2. Honesty protects consumers by ensuring they are provided with clear, accurate and truthful information. It means there is no deceptive or misleading material and that will allow consumers to make informed choices based on reliable and honest communication.
3. Honesty will protect artists and performers because the industry will represent the work and rights of artists. The industry will maintain transparency in contracts and agreements, openly discussing all terms and conditions. There will be no manipulation or exploitation of artists by being truthful and upfront in all negotiations.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning how the pornography industry operates as a global profit-driven system that often relies on power imbalances and exploitation. It selectively presents content that distorts reality by leaving out important aspects such as consent, communication, care and diversity. This creates harmful and unrealistic portrayals that impact individuals' understanding of relationships and bodies.

Revise the importance of developing critical thinking and media literacy skills to empower us to question and challenge these distorted narratives. Understanding the ethical concerns around performer rights, legal protections and gender equality helps highlight the importance of accountability and the need for more respectful, diverse and truthful representations in media.

Reinforce that this understanding helps us better navigate media influences and promote healthier, more equitable attitudes toward bodies, relationships and consent.

Did we learn what we aimed to today?

Students engage in a grounding activity.

Ask students to pause and focus on their surroundings. Guide them through the following steps.

- Focus on 5 things you can see. They might be objects, colours, people or anything in your environment.
- Focus on 4 things you can feel. This could be the floor under your feet, your clothes against your skin, a slight breeze or the warmth of your hands.
- Focus on 3 things you can hear. These could be obvious or subtle sounds such as voices, footsteps, birds, air conditioning or other noises.
- Focus on 2 things you can smell. Recall 2 of your favourite smells.
- Focus on one thing you can taste. Think about your favourite food or drink and imagine its taste.

Lesson 4 – pornography, body image and unrealistic expectations

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will explore the relationship between pornography, body image and unrealistic expectations. The lesson aims to assess how respectful relationships can foster personal growth while creating safe and supportive environments. Students will discuss how media portrayals of sexuality and sexual health, particularly in pornography, can influence attitudes toward body image and expectations in relationships. Through critical analysis of unrealistic portrayals and the impact of technology, including AI-generated content, students will gain insights into the consequences these influences have on self-esteem and interpersonal dynamics.

Syllabus outcomes and content

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Examine and refine interpersonal skills and actions to take greater responsibility for the safety, health and wellbeing of themselves and others
- Evaluate a range of strategies that contribute to a safe, inclusive and positive online user experience

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

- Discuss how the portrayal of sexuality and sexual health in the media and online content may influence people's attitudes toward safe, respectful and consensual relationships

PH5-IBC-01 analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities

- Examine support networks and rehearse protective strategies that can be used to help themselves and others in situations of coercion, neglect and abuse

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Why this learning matters

Understanding the impact of pornography and media portrayals on body image and relationship expectations is crucial for students as they navigate their own identities and relationships. This learning empowers students to critique unrealistic standards and recognise the diversity of bodies, fostering a healthier self-image. By discussing the consequences of these portrayals, students can develop a more nuanced understanding of self-esteem and the potential harm of societal expectations. This knowledge is essential for promoting respectful relationships and encouraging students to challenge harmful narratives that can lead to negative outcomes in their personal lives and communities. Ultimately, this lesson supports the development of critical thinking skills and resilience in the face of unrealistic societal standards.

Teaching advice

When teaching about pornography, without assuming all students have watched or know what it is, educators should follow key guidelines.

Create a safe, non-judgemental space. Acknowledge pornography as one of many sources young people might hear about or encounter. Clarify and specify classroom expectations around confidentiality, respect and no pressure to disclose personal experiences. Reinforce respect for all thoughts and opinions and reassure students that the lesson will not show any pornographic material.

Frame pornography within broader concepts of online safety, relationships, consent and media literacy. Focus on age-appropriate explanations about pornography and why it's important to understand its influence on views about sex and relationships. Present factual information about pornography's characteristics, such as its unrealistic portrayals, high rates of violence or lack of consent depiction. The aim is not to scare or shame but to develop critical thinking about any exposure.

Throughout the lesson, encourage students to critically engage with the content by reflecting on the societal messages they encounter and their personal responses to these influences. Be prepared to support students emotionally, as discussions on

body image can evoke strong feelings. By fostering an open dialogue and promoting critical thinking, you will help students better understand the implications of media portrayals on their self-esteem and relationship expectations. Access the teaching and learning section of the department's [Respectful Relationships Education website](#) for strategies.

Vocabulary

AI-driven image manipulation, body dissatisfaction, body positivity, deepfake technology, media bodies, media literacy, real-world diversity

Lesson preparation

- interactive whiteboard
- [Resource 10 – AI and deepfake technology debate](#)

Lesson

Learning intention

Students are learning to:

- critique how pornography reinforces unrealistic body ideals and relationship expectations.

Success criteria

Students can:

- identify unrealistic portrayals of bodies and sexuality
- identify deepfakes and the influence of artificial intelligence (AI) or technology on body ideals
- explain consequences for self-esteem and relationship expectations
- reflect on personal responses to societal messages.

Tune in

Introduce skills in focus:
self-awareness, critical thinking
and decision-making



Introduce the learning intention and success criteria. Explain to students that today we are learning about how pornography reinforces unrealistic body imagery. We will also reflect on how to critique the

industry and recognise the diversity of bodies. By the end of this lesson, you will be able to identify harmful online images and reflect on your personal responses to societal messages.

Students compare and contrast the representation of body types and determine potential impacts on sense of belonging.

Teaching note

Explain that this lesson will focus on all sexualised or idealised media. This will include film, advertisements, influencers and music videos. The focus will be on how these forms of media often repeat the same body script: edited, perfected, unrealistic.

Challenge students to complete a spot-the-difference task in a short timeframe. For example, spot 5 differences in 2 pictures in 30 seconds.

At the completion of the timeframe, students share how many differences they could spot and reveal answers. Discuss the questions with the class.

- Was it easy or hard to find the differences?
- Did you miss anything? If so, why?
- How do we react when we can't spot changes right away?

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we have been learning more about how to tell the obvious and subtle differences between 2 pictures. Imagine if those differences were harder to spot or even designed to trick you. In the real world, photos and videos are not always as real as they seem. We know deepfake technology can change what we see, sometimes almost invisibly.

Show a safe, non-sexual image that has been edited. Students annotate:

- What is emphasised?
- What is removed?
- What message does it send?
- How is this similar to media scripts, including pornography's body expectations?

Discuss common body types portrayed in media, such as those shown in film clips, movies or even explicit material, including unrealistic or manipulated body types. Contrast this with the diversity of body shapes, sizes, genders and abilities in real life.

Explain that the purpose of the activity is to identify similarities and differences between these representations.

Draw 2 overlapping circles on the board or provide students with worksheets for a Venn diagram.

Label one circle 'media bodies' and the other 'real-world diversity'.

Facilitate a class or small group discussion to list characteristics seen in media, such as film clips and movies. For example, often idealised, specific body shapes, exaggerated features.

Similarly, list characteristics of real-world body diversity. For example, a variety of sizes, shapes, abilities and ethnicities.

In the overlapping section, write any traits or aspects that both groups share. For example, human bodies, expressions of sexuality.

Ask students to reflect on how the differences in portrayal might affect people's body image and self-esteem.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning that expectations about body type, often shaped by media and pornography, create unrealistic standards that many people feel pressured to meet. These ideals can negatively affect individuals' self-esteem, body image and mental health, leading to feelings of inadequacy or dissatisfaction. Such narrow portrayals reinforce gender stereotypes and limit the acceptance of diverse bodies, impacting how people view themselves and others in relationships.

Healthy relationships are supported when people feel accepted and valued for who they are, not pressured into narrow ideals.

Understanding and challenging these expectations is essential for promoting body positivity and fostering healthier, more inclusive attitudes toward physical diversity.

Understand

Model skills in focus:

self-awareness, critical thinking and decision-making



Practise skills in focus:

self-awareness, critical thinking and decision-making



Formative assessment opportunities:

Outcomes PH5-SMI-01, PH5-IBC-01, PH5-SHW-01

Monitor students' contributions during the hot potato activity to assess their understanding of the varied impacts of unrealistic body portrayals.

Evaluate students' ability to articulate and explain impacts of media messages during team sharing and whole class discussion.

Assess students' responses to the follow-up questions about media literacy, strategies to resist harmful ideals, and the importance of critically examining media messages.



Students participate in a hot potato strategy to share their understanding of the impacts of unrealistic body portrayals.

Teaching strategy – hot potato

This strategy involves teams sitting in a circle and passing sheets of paper to collaboratively develop ideas. Divide participants into teams of equal size, ideally 4 or 5 members, and provide each person with a sheet of paper. Assign a task, such as creating a list of proposals for beautifying the school grounds. Each team member writes as many unique ideas as possible on their sheet within a set time, like 2 minutes. On a signal, such as a bell, everyone passes their sheet to the next person, who reads the ideas and adds new ones within the same time limit.

This process continues until the sheets return to their original owners. Participants must avoid writing duplicate ideas, ensuring that all contributions are unique. This method encourages teamwork and the sharing of diverse ideas. Access the [RRE Teaching strategies resource](#) for information on how to run a hot potato.

Explain the key areas where harmful media messages can affect people: self-esteem, body image, mental health, and feelings of social pressure. Then, to check understanding, take one example – such as media messages about having ‘clear skin’ – and explore the impacts in each of these 4 areas.

- Self-esteem: messages about clear skin might make someone feel more or less worthy or confident about themselves.
- Body image: these messages can shape the way someone sees and judges their own face or skin.
- Mental health: pressure to have ‘perfect’ skin might contribute to stress, anxiety, low mood or other mental health challenges.
- Social pressure: these messages can make people feel pressured to look a certain way to fit in, avoid judgement or be accepted by others.

Explain the hot potato strategy to students. Organise students into groups of 4–5 members (equal numbers if possible) and complete a hot potato activity on the impacts of media messages.

Invite each team to share key findings or unique impacts listed on their sheets.

Facilitate a class discussion on the range of impacts identified. Ensure equal attention to self-esteem, body image, mental health and social pressure.

Further challenge students to express their understanding using the following questions.

- How do unrealistic body standards influence the way society views gender roles and shape expectations in relationships?

Suggested response

Unrealistic body standards make society expect boys and girls to look and act a certain way. This can make people feel like they have to follow these roles instead of just being themselves.

This affects how relationships work because people might expect certain behaviours or appearances instead of real connection.

- In what ways can media literacy help us recognise and challenge harmful body stereotypes presented in the media?

Suggested response

Media literacy teaches us to think critically about what we see, so we do not just believe everything. It helps us spot when images are photoshopped or edited and understand that the perfect bodies we see aren't always real. This helps us question and challenge those stereotypes instead of feeling pressured to fit them.

- What are some strategies individuals can use to resist or question unrealistic body ideals and promote healthier relationship expectations?

Suggested response

People can remind themselves that everyone's body is different and that health and respect are more important than looks. They can follow media that shows real, diverse people and talk with friends or family about how media can be misleading.

- How might unrealistic body portrayals affect how people feel about themselves and others in real-life relationships?

Suggested response

If someone always sees only perfect bodies, they might feel bad about how they look and think they are not good enough. This can make them less confident and more stressed in relationships, maybe worrying that the other person expects them to look a certain way. It can also make people unfairly judge others based on looks instead of who they really are.

- Why is it important to critically examine the messages about body image that we receive from different media sources?

Suggested response

If we do not question these messages, we might believe things that are not real and feel bad about ourselves. Thinking critically helps us see

through the lies and understand that real bodies come in all shapes and sizes, and that our worth isn't just about how we look.

Act and apply

Evaluate skills in focus:

self-awareness, critical thinking and decision-making



Formative assessment opportunities:

Outcomes PH5-RRL-01, PH5-SMI-01, PH5-IBC-01



Observe and assess students' participation in Think-Pair-Share and class discussions.

Evaluate students' ability to develop reasoned arguments by reviewing their preparation and contributions to the debate.

Review students' individual written reflections to gauge their personal insights on societal and media-driven pressures.

Review students' ideas about influences exerted by media and social media.

Students reflect on their understanding of body image and respectful relationships.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning more about how pornography and mainstream media often present unrealistic and narrow body ideals that do not reflect the rich diversity of real human bodies. These portrayals set unattainable standards that can negatively affect individuals' body image, sense of self and self-esteem, creating pressures to conform to these distorted ideals.

Explain to students that they will extend their learning by considering how advances in AI technology, including deepfake technology, intensify these challenges.

Define deepfakes and AI-driven image manipulation.

Definition

Deepfakes and **AI-driven image manipulation** enable the creation of highly realistic but fabricated or altered images and videos that further distort body ideals. These technologies make it increasingly difficult for individuals to distinguish between authentic and manipulated representations of bodies, reinforcing unrealistic expectations and perpetuating harmful stereotypes.

Discuss the definitions as a group to identify common points and important elements.

Refer back to the spot-the-difference activity. Students complete a Think-Pair-Share, using the following prompts.

- How does digital editing reinforce unrealistic expectations?
- What ethical issues are created when someone's image is edited?

Students work in pairs to prepare for a debate on the following topic.

- AI and deepfake technology can have positive effects on body ideals and relationships.

Allow time for students to develop their arguments for one side of the debate using [Resource 10 – AI and deepfake technology debate](#).

Students should prepare at least 2 reasons, with supporting evidence, then participate in the debate.

Teaching note

If the class is split on their final post-debate opinions, model respect for others' perspectives. The teacher could bring the activity to a constructive and positive compromise by guiding the class to establish a set of 'guiding principles' for the safe use of AI and deepfakes.

Facilitate a class discussion on the impacts of AI and deepfake technology. Students express their understanding of the impacts by responding to the following questions.

- What pressures do you think perfectionism creates when it comes to body image?

Suggested response

I think perfectionism makes people feel like they always have to look a certain way, like they need to be flawless or match some impossible ideal. It can make you really stressed out and less confident because you start comparing yourself to others and feel like you are never good enough.

- Why is it okay to feel awkward or imperfect about our bodies sometimes?

Suggested response

It is normal to feel awkward or imperfect because nobody's body is perfect. Everyone goes through changes and sometimes feels uncomfortable in their own skin. Feeling that way is just part of being human, and it is okay because those feelings do not last forever.

- What important feelings or experiences about bodies and sexuality are often left out of media stories?

Suggested response

Media often leaves out things like feeling confused or scared about your body or sexuality, or the fact that everyone's experiences are different. They mostly show perfect or romantic stuff, but do not talk about things like body changes, insecurities or respecting personal boundaries.

- How can media do a better job of showing respect and boundaries around bodies and relationships?

Suggested response

Media could show more realistic relationships where people respect each other's feelings and limits, not just romantic or physical stuff. They should include examples of healthy communication and a variety of experiences so people understand it is okay to say no or set boundaries.

- Why is it important to include diverse perspectives and experiences when talking about bodies in media?

Suggested response

Because everyone comes from different races, sizes, abilities, genders and cultures and hearing about only one type of body or experience makes a lot of people feel excluded or invisible. Showing diversity helps everyone feel accepted and understood, and it teaches respect for differences.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning more about how media, including pornography and other sexualised media, often present unrealistic and idealised images of bodies and relationships. These images are frequently edited and manipulated, creating a narrow ideal that doesn't reflect the true diversity of real people's bodies, genders, abilities or experiences. Advances in technology, such as deepfakes and AI-driven image manipulation, make it even harder to tell what is real and what has been artificially created.

These unrealistic portrayals can make people feel pressured to meet impossible standards, and this can have serious effects on self-esteem, body image, mental health and even expectations about relationships. Media stories rarely show the full reality and they often leave out honest experiences such as confusion, insecurity or the need for personal boundaries. This makes it even more important for everyone to think critically about the messages we receive about bodies and relationships, and to challenge stereotypes when we encounter them.

Media should represent a wide range of body types, backgrounds and experiences. When the media includes more diversity and shows healthy, respectful relationships, it helps people feel valued and accepted for who they are.

Did we learn what we aimed to today?

Individually, students record a reflection.

- In what ways have societal and media-driven expectations around body image and relationships influenced your own beliefs and behaviours?
- In what ways do you think these pressures shape how people view themselves and others?
- Reflect on whether challenging these expectations is possible or necessary, and explain why.

Lesson 5 – consent, boundaries and coercion in the pornography context

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will explore the critical concepts of consent, boundaries and coercion within the context of pornography. The lesson aims to clarify the rights and responsibilities inherent in intimate and sexual relationships, emphasising the importance of gaining, giving and denying consent. Students will examine the ways in which media portrayals distort the understanding of consent and boundaries. They will also discuss strategies that enhance safety and promote positive experiences in relationships through effective communication and respect for personal boundaries.

Syllabus outcomes and content

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Explain and demonstrate how being resilient and assertive can assist in managing a range of situations

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

- Examine strategies that enhance safety and positive experiences in intimate and sexual relationships, such as effective communication, respecting people's choices, personal boundaries and affirmative consent
- Describe the rights and responsibilities within intimate and sexual relationships that help create positive and safe experiences, including how to gain, give and deny consent

PH5-IBC-01 analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities

- Analyse how interactions in online environments can impact self-esteem, self-worth, identity and reputation

[Personal Development, Health and Physical Education 7–10 Syllabus](#)
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Why this learning matters

Understanding consent, boundaries and coercion is essential for students as they navigate intimate and sexual relationships. This learning empowers students to recognise the difference between real-world consent and the distorted portrayals often seen in pornography. By critically examining coercive behaviours, students can develop a clearer understanding of their rights and responsibilities in relationships. This knowledge is vital for promoting respectful interactions and ensuring that students can advocate for themselves and others in matters of consent. Ultimately, this lesson helps students build the skills necessary to foster safe and positive experiences in their personal lives, contributing to a culture of respect and accountability.

Teaching advice

Encourage open dialogue and respectful interactions during rewriting of scenarios, allowing students to practise responses to various situations involving consent. In the following discussions, guide students in critically analysing how pornography can misrepresent consent and boundaries, helping them to articulate their thoughts clearly. Throughout the lesson, be attentive to the emotional responses of students, and be prepared to support them should challenging topics arise. By fostering a culture of respect and critical thinking, you will empower students to advocate for consent-based relationships in their own lives. Access the teaching and learning section of the department's [Respectful Relationships Education website](#) for strategies.

Vocabulary

affirmative and ongoing consent, power dynamics

Lesson preparation

- interactive whiteboard
- [Resource 11 – key principles of sexual consent](#)
- [Resource 12 – consent scenarios](#)
- [Resource 13 – behaviours table](#)

- [Make no doubt - Kiss \(0.15\)](#) – Department of Communities and Justice via YouTube
- [Make no doubt - Chill \(0.15\)](#) – Department of Communities and Justice via YouTube
- [Make no doubt - Party \(0.15\)](#) – Department of Communities and Justice via YouTube

Lesson

Learning intention

Students are learning to:

- build understanding of real, affirmative consent
- understand how distorted portrayals in pornography can be challenged.

Success criteria

Students can:

- explain the difference between real-world consent and media portrayals in entertainment scripts
- identify coercive behaviours in sexual and relational contexts
- advocate for consent-based, respectful relationships.

Tune in

Introduce skills in focus:
communication, decision-making
and help-seeking



Introduce the learning intentions and success criteria. Explain to students that today we are learning about coercion and consent in the context of pornography. We will also reflect on how distorted portrayals in pornography can be challenged. By the end of this lesson, you will be able to advocate for consent-based, respectful relationships.

Students deepen understanding of consent.

Remind students that consent should be freely given, affirmative and ongoing. Revisit the key principles of sexual consent from Topic 1. Use [Resource 11 – key principles of sexual consent](#) if required.

Project scenario 1 from [Resource 12 – consent scenarios](#) and check for understanding of the aspects of the scene that confirm consent.

Watch the following short clips from the ‘Make no doubt’ campaign on consent (NSW Department of Communities and Justice 2022):

- [Make no doubt -Kiss \(0.15\)](#)
- [Make no doubt -Chill \(0.15\)](#)
- [Make no doubt -Party \(0.15\)](#)

Facilitate a class discussion. Check for understanding by calling for examples from the clips that show consent as freely given, affirmative and ongoing.

Using [Resource 12 – consent scenarios](#), students work in small groups to determine if consent is freely given, affirmative and ongoing, or not given.

Facilitate a class discussion and check for student understanding.

To extend students’ understanding, use scenario 6 about Alex and Casey to create a series of one-liners that express how Casey might feel or think in this moment.

Include lines that reflect discomfort, confusion, hesitation, or the desire to communicate boundaries.

Include what Casey could say to affirm or refuse consent clearly, even if they felt unsure or scared.

Aim to capture the importance of verbal communication and why silence does not equal consent. Examples might include:

I’m not sure I’m okay with this.

- Can we slow down and talk about this?
- Please stop, I don’t want this right now.
- I don’t feel comfortable with this.
- Can we check in before you touch me?

Facilitate a class discussion and invite students to share responses to the following question.

- Why it is important to communicate consent clearly.

Reflect on how Casey’s one-liners could change the situation if they were spoken out loud.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how consent in any sexual activity must be freely given, clearly agreed to, and ongoing, meaning everyone involved feels comfortable and can say yes or no at any time. This is the foundation of respectful and safe relationships.

But in pornography, consent is often shown very differently. It’s sometimes assumed, unclear or missing altogether. This can give the wrong idea about what real consent looks like and may lead people to think that ignoring clear communication is normal or acceptable.

Pornography also often shows male dominance and aggression as part of sexual encounters, which can reinforce harmful stereotypes and unhealthy power dynamics. These attitudes can contribute to serious problems such as sexual violence and domestic abuse.

By understanding the difference between real consent and how it’s shown in media such as pornography, we can learn to respect each other’s boundaries and build healthier, safer relationships.

Understand

Model skills in focus:

communication, decision-making and help-seeking



Formative assessment opportunities:

Outcomes PH5-SHW-01, PH5-RRL-01

Assess students’ responses in behaviours table activity.

Review rewritten Casey and Alex scenario to ensure it models communication, checking in, respect and care.

Observe and assess students’ participation and critical thinking during the fishbowl debate.



Students analyse pornography's distortion of consent and boundaries.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning that if people assume intimacy will look like an entertainment script, problems arise. Copying entertainment scripts leads to pressure, misunderstanding, ignoring boundaries, fear or discomfort. Real relationships rely on communication.

Working in pairs, students complete [Resource 13 – behaviours table](#), categorising the behaviours as either scripted or healthy relationship behaviours.

Check for understanding and clarify any misconceptions.

Using the scenario of Casey and Alex, students work in the same pairs to rewrite the scenario to model using communication, checking in, respect and care.

Facilitate a share back and confirm student responses that model the use of communication, checking in, respect and care to demonstrate consent.

Teaching strategy – fishbowl debate

This involves a small group of students discussing a topic in a circle while the rest of the class observes and takes notes on key points, questions and challenges. This format encourages equal participation, respectful dialogue and critical thinking as students present and rebut arguments. It aims to develop students' abilities to evaluate health, safety and wellbeing strategies, as well as interpersonal and self-management skills. Access the [RRE Teaching strategies resource](#) for more information on how to run a fishbowl debate.

Explain the fishbowl debate structure to students. Remind them that a small group of students will sit in the 'inner circle' to actively discuss the topic, while the rest of the class observes quietly from the 'outer circle.' After some time, students can rotate so everyone has a chance to participate in the inner circle.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning that media content is scripted entertainment. It is not a guide to consent or healthy respectful relationships. Real relationships and real consent require clear communication, comfort and the right to stop at any time.

Explain that the topic of the debate is: consent in the media is often portrayed differently than in real life. In pornography, consent is assumed, scripted or non-verbal. Discuss.

Encourage students in the inner circle to explore ideas such as how these portrayals might shape real-life expectations about consent. Invite them to consider whether the way consent is shown in media is realistic.

Prompt discussion around:

- the messages that the media sends about consent
- what viewers might learn or assume about what is acceptable or normal in intimate relationships based on these portrayals
- why it is important to distinguish between entertainment and real-life consent
- the difference between scripted content made for entertainment and the clear, ongoing communication needed in real relationships.

After the fishbowl debate, bring the whole class together to debrief. Invite students to share insights, surprises or remaining questions.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how clear, affirmative and ongoing consent is essential in any real-life relationship. Consent means everyone involved freely agrees, communicates openly and can change their mind at any time.

Pornography does not accurately represent consent, and it is crucial to understand that these portrayals are not real or valid examples of consent. Pornography is scripted entertainment and does not reflect the respectful communication and mutual agreement that healthy relationships require.

Keeping this in mind helps us build safer, more respectful connections based on trust and clear communication, rather than unrealistic or harmful expectations.

Act and apply

Practise skills in focus:

communication, decision-making and help-seeking



Evaluate skills in focus:

communication, decision-making and help-seeking



Formative assessment opportunity:

Outcomes PH5-SMI-01, PH5-IBC-01

Evaluate students' individual written reflections on the impact of coercive behaviours and messages in pornography.



Students evaluate the impact of coercive behaviours and messages in pornography.

Individually, students reflect on their learning and express their understanding using the following questions.

- In what ways does pornography often portray consent differently from real life?
- How might these media portrayals contribute to misunderstandings about boundaries and respect in intimate relationships?
- How damaging can false messages about consent and power be for individuals? Can you list some examples?
- How might these messages affect young people's ideas about healthy relationships and their own behaviour?
- Considering that pornography is a global, profit-driven industry, do you think consumers are being 'duped' by the way consent and relationships are portrayed?
- How can being aware of these portrayals help us make healthier choices about the media we consume and how we treat others?
- What are some practical ways you can promote clear communication, respect and consent in your own relationships with friends, family or partners?

Teaching Respectful Relationships Education

Lesson 6 – algorithms, media literacy and challenging harmful norms

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will explore the influence of algorithms on social media and their role in shaping the content that users encounter online, including pornography and harmful messages. The lesson aims to develop students' critical media literacy skills, enabling them to analyse how algorithm-driven content can reinforce gender stereotypes and affect self-esteem, self-worth and relationship expectations. Students will learn to recognise the risks associated with exposure to harmful sexualised content. They will discuss strategies to promote safe and inclusive online environments, fostering respectful relationships in both digital and real-world contexts.

Syllabus outcomes and content

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Explain and demonstrate how being resilient and assertive can assist in managing a range of situations

PH5-SHW-01 analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing

- Describe the rights and responsibilities within intimate and sexual relationships that help create positive and safe experiences, including how to gain, give and deny consent

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

- Examine ethical online behaviour and evaluate the significance of responsible digital citizenship
- Describe the rights and responsibilities within intimate and sexual relationships that help create positive and safe experiences, including how to gain, give and deny consent

PH5-IBC-01 analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities

- Analyse how interactions in online environments can impact self-esteem, self-worth, identity and reputation

[Personal Development, Health and Physical Education 7–10 Syllabus](#)
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Why this learning matters

Understanding how algorithms shape online experiences is crucial for students as they navigate a digital world filled with diverse and often misleading content. This learning empowers students to critically evaluate the information they encounter, helping them resist harmful messages and challenge unrealistic portrayals of relationships and sexuality. By analysing the relationship between algorithm-driven content and gender stereotypes, students can develop a more nuanced understanding of how these factors influence their self-esteem and relationship expectations. This lesson equips students with the tools to promote safe, inclusive online environments and fosters a culture of respect that extends beyond digital interactions into their everyday lives.

Teaching advice

As students conduct a media audit, guide them in identifying the signs of algorithm influence, sexualised content and gender stereotypes in simulated or anonymised social media feeds. Throughout the lesson, be attentive to students' emotional responses and ensure you are prepared to address any public disclosures in accordance with the department's [Child protection – responding to and reporting students at risk of harm](#) policy. Access the teaching and learning section of the department's [Respectful Relationships Education website](#) for strategies.

Vocabulary

algorithm, audit, sexualised, simulated

Lesson preparation

- interactive whiteboard
- [Resource 14 – online safety strategies](#)
- [What exactly is an algorithm? Algorithms explained \(7:53\)](#) – BBC Ideas via YouTube

Lesson

Learning intentions

Students are learning to:

- understand how online platform algorithms influence the content we see, including explicit and harmful messages
- develop critical media literacy to resist harmful online influences
- recognise the relationship between algorithm-driven content, gender stereotypes and relationship expectations.

Success criteria

Students can:

- explain how algorithms curate online experiences
- identify risks related to exposure to harmful sexualised content, including pornography
- apply media literacy skills to critically evaluate online content
- propose strategies to promote safe, inclusive online environments and respectful relationships.

Tune in

Introduce skills in focus:
communication, problem-solving
and decision-making



Introduce the learning intentions and success criteria. Explain to students that today we are learning about online platforms, harmful online influences and the relationships between algorithms and gender, power and consent. We will also reflect on how algorithm-driven content can influence self-esteem and relationship expectations. By the end of this lesson, you will be able to apply media literacy to critically evaluate online content and propose strategies to promote safe environments.

Students explore the technology behind algorithms to develop understanding of their potential impact on exposure to harmful content online.

Show students the BBC Ideas video [What exactly is an algorithm? Algorithms explained \(7:53\)](#). They record any unfamiliar concepts regarding algorithms and how they work.

Check student understanding of the role of algorithms.

Working in pairs, students discuss how algorithms might increase exposure to unrealistic or harmful sexual content.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how algorithms promote what gets attention. This can be intensity, perfection, dominance or novelty. This amplifies the same 'script' over and over, making unrealistic media feel normal, even when we know it is not.

Understand

Model skills in focus:

communication, problem-solving and decision-making



Practise skills in focus:

communication, problem-solving and decision-making



Formative assessment opportunities:

Outcomes PH5-RRL-01, PH5-IBC-01

Assess students' responses as they predict AI-generated images for each prompt, focusing on their ability to identify stereotypical, sexualised or biased portrayals.

Assess students' self-awareness and critical reflection on their own social media habits in the fist-to-5 task.



Students critically investigate how algorithms can influence a social media feed to promote certain types of content.

Explain to students that they will participate in a media audit activity, where they critically analyse how artificial intelligence (AI) might generate images and content based on specific prompts.

Explain to students that the focus is on how AI interprets ideas around ideal bodies, expectations and storytelling in media, and how these outputs can reflect biases or stereotypes.

Tell students that instead of looking at actual images they will consider the prompts used to generate images by AI.

Their task is to imagine and propose what type of image and message AI might create for each given prompt, based on typical media storylines and social expectations.

Emphasise that they should think critically about:

- how AI might depict idealised body types or appearances
- whether the imagined images could include sexualised elements or reinforce gender stereotypes
- how the content might reflect algorithmic tendencies to promote certain themes repeatedly.

Provide students with the following list of AI prompts:

- young girl who is into health
- influencer
- gym couple
- couple preparing a meal
- new car
- couple at the beach
- mum
- strong tradies.

In small groups, students discuss and record:

- what type of image they think AI would generate for each prompt
- the expected style, appearance and setting of the image (for example, body types, clothing, poses, background)
- any elements that might be stereotypical or sexualised
- how repeated presentation of such images could influence audience perceptions.

After discussion, each group shares their ideas and collectively reflects on the impact of AI-generated media content in shaping social expectations.

As a class, discuss the following questions.

- How do you think such portrayals impact young people's understanding of identity, diversity and sexuality?
- In what ways might representations lack diversity or limit or harm the experiences of individuals who do not fit these narrow stereotypes?
- How does it make you feel knowing this is how young people are 'represented'? Is it fair?
- How do these representations of young people link to algorithm content?
- What impact might repeat exposure to sexualised or stereotypical content have on viewers' attitudes and beliefs?
- How might this affect ideas about consent and respect in relationships?

Using a fist-to-5 strategy, prompt students to think critically about their own use of online platforms.

Teaching strategy – fist to 5

Pose a statement for the students to consider. Students indicate their level of emotion or body response to the situation by showing a fist (for no emotion) through to 5 fingers (for high emotion). Invite students to share, with a partner or the class, the reason behind their vote.

Access the [RRE Teaching strategies resource](#) for more information on how to run a fist to 5.

Use the following prompts as a guide.

- I check the source of information before trusting what I see online.
- I am mindful about the content I consume and share on my social media accounts.
- I feel confident challenging or questioning harmful or misleading messages I find online.
- I think about how my online interactions affect others and the online community.

Explain to students that the purpose of this activity is for them to reflect on how they can be more mindful consumers of online content and how they might challenge or resist harmful messages they encounter.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about the powerful influence that algorithms have in shaping the content we see. These algorithms often promote sexualised images and reinforce gender stereotypes, which can affect how people think about relationships, consent and respect. By learning to recognise and question these types of content, students develop stronger digital literacy skills. This helps them become more thoughtful and critical consumers of online media, supporting healthier attitudes toward consent and respectful relationships.

Act and apply

Evaluate skills in focus:

communication, problem-solving and decision-making



Formative assessment opportunities:

Outcomes PH5-SHW-01, PH5-RRL-01, PH5-SMI-01, PH5-IBC-01

Assess students' ability to reflect on and prioritise strategies they currently use to resist harmful online content.

Observe students' capacity to recall, articulate and share relevant strategies in the rapid review.

Review students' answers to reflection questions.

Review students' ideas about influences exerted by media and social media.



Students explore strategies for resisting algorithms in online platforms.

Individually, students use [Resource 14 – online safety strategies](#) and order the strategies from most likely to use to least likely to use based on their current online experience.

Teaching strategy – rapid review

Students reflect on learning from a source or previous lesson.

They choose a partner and share what they have learned in preparation for the discussion questions ahead. It is a quick, energetic way for students to engage with their learning. Access the [RRE Teaching strategies resource](#) for more information on how to run a rapid review.

Using a rapid review, students take turns sharing one important point or strategy they already know or use to resist harmful messages or support peers online.

Encourage students to listen actively and ask quick clarifying questions if needed.

After a few minutes, bring the class back together and highlight some of the shared ideas or strategies that emerged.

Challenge student thinking and promote discussion with a range of the following questions.

- What are some ways you can recognise harmful or negative messages when you see them online or in everyday life?
- How can you respond confidently and respectfully when someone shares a harmful message or stereotype?
- What strategies have you used or heard of to support a friend or peer who might be affected by harmful messages?
- How can you help create a positive and respectful environment among your friends, both online and offline?
- Why is it important to question and challenge harmful messages instead of just accepting them?
- How can talking openly with peers about these issues make it easier to resist harmful influences together?

Students work in pairs to compile a list of the top 3 strategies they use or have heard about in previous discussion for resisting or being aware of harmful online content, advertising and algorithm influence.

Share ideas as a class.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning to be able to spot and resist harmful messages, especially online. This includes recognising harmful stereotypes, aggressive behaviour and the way consent is often shown in unrealistic or wrong ways, especially in things such as pornography or some social media content. Being able to respond respectfully when you come across negative or harmful content ensures that we can keep ourselves safe and support friends or peers who might be affected by these messages. It's really important to understand that harmful messages like these can affect how people think about relationships, respect and consent.

Remember, we shouldn't just accept these harmful messages – we need to question and challenge them. When we talk openly with each other about these issues, it helps us create positive and respectful spaces, both online and in our everyday lives. These skills will help us all build safer, more inclusive environments where everyone feels respected and supported.

If these harmful messages, or scripts, become normalised, they can distort expectations.

Did we learn what we aimed to today?

Individually, students reflect on learning and express their understanding using the following questions.

- In your own words, explain how algorithms decide what content people see online. How can they shape a person's experience on online platforms such as social media or other websites?
- Identify some risks that come with being exposed to harmful sexualised content online, such as pornography. How might this content affect people's ideas about relationships and consent?
- Describe how media literacy skills can help you make better choices about what to trust and share.
- Explain how 2 strategies that promote safer, more inclusive online spaces enable connection by building respectful relationships in real life.

Lesson 7 – algorithm awareness and future action

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will reflect on their understanding of algorithms, media influence and the ethical considerations that support respectful relationships. The lesson emphasises the role of digital citizenship in promoting safe online experiences and the importance of challenging harmful norms, particularly regarding exposure to sexual content, including pornography. Students will engage in personal reflection and advocacy planning, creating messages that raise awareness about the impacts of algorithmic influence on identity and relationships. Through this exploration, students will develop the skills needed to evaluate their own actions and plan future advocacy initiatives that promote gender equality and respectful interactions in both digital and real-world contexts.

Syllabus outcomes and content

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Assess and apply leadership skills that support inclusive and respectful relationships
- Examine ethical online behaviour and evaluate the significance of responsible digital citizenship

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

- Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships
- Reflect on ethical behaviour and explain how it can build and maintain respectful relationships

PH5-IBC-01 analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities

- Discuss how the portrayal of sexuality and sexual health in the media and online content may influence people's attitudes toward safe, respectful and consensual relationships

[Personal Development, Health and Physical Education 7–10 Syllabus](#)
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Why this learning matters

Understanding the influence of algorithms and media on identity and relationships is crucial for students in today's digital landscape. This learning empowers students to reflect on their personal values and the ethical behaviour necessary to build and maintain respectful relationships. By examining the impact of algorithms on exposure to harmful content, students can develop a critical awareness that helps them resist negative norms and advocate for positive change. The lesson equips students with the tools to promote responsible digital citizenship, enhancing their ability to navigate online spaces safely and respectfully.

Teaching advice

Encourage students to think critically about the implications of algorithmic and media influences when designing their advocacy messages. As students develop posts, infographics or videos, provide guidance on how to communicate their ideas effectively while promoting positive relationships and critical digital citizenship. By fostering a culture of respect and critical engagement, you will empower students to take action in promoting healthier online environments. Access the teaching and learning section of the department's [Respectful Relationships Education website](#) for strategies.

Vocabulary

algorithms, consent, digital citizenship, sexualised imagery, stereotypes

Lesson preparation

- interactive whiteboard
- [Resource 15 – storyboard template for social media campaign or video](#)
- [Resource 16 – KWLH summary table](#)

Lesson

Learning intentions

Students are learning to:

- reflect on personal values and the influence of online environments on identity, relationships and wellbeing
- build understanding of how algorithms and media shape beliefs, attitudes and exposure to sexual content, including pornography
- plan advocacy actions promoting respectful relationships and critical digital citizenship.

Success criteria

Students can:

- reflect on how algorithms and media affect personal identity and relationship expectations
- explain how responsible digital citizenship can promote safe, respectful online experiences
- create advocacy messages to challenge harmful online norms and promote positive relationships
- identify and evaluate personal actions to maintain wellbeing and respectful relationships.

Tune in

Introduce skills in focus:
self-awareness, communication
and advocacy



Introduce the learning intentions and success criteria. Explain to students that today we are learning about the influence of online environments and technologies on behaviour. We will also reflect on how to resist algorithms and advocate for positive change in fostering respectful online relationships. By the end of this lesson, you will be able to identify personal actions to maintain wellbeing online and offline.

Students reflect on their changing views about the online space.

Using the following sentence starters, students express their understanding and reflect on their learning throughout this topic.

- A media storyline is ...
- It is unrealistic because ...
- The things missing are ...
- This matters for respectful relationships because...

Invite students to share and discuss responses to the sentence starters with a partner of their choosing.

In the same pairs, students complete a Think-Pair-Share to reflect on the following question.

- How has understanding algorithms changed my view of online influence and relationships?

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about algorithms and how these affect the content we see and our ideas about relationships. Allow students some quiet time to record their personal reflections. Suggest that they be honest and thoughtful in expressing how their understanding has evolved and how it might affect the way they interact with online content and relationships.

After their reflection, ask each student to choose an emoji or GIF that best represents their feelings or ideas about the topic. Once they have selected an emoji or GIF, students form small groups and share their ideas and reasoning. Each group selects the best representation to share with the class.

Facilitate a brief class discussion after the sharing. Explore common themes or different perspectives that emerge from the reflections.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about the importance of being aware of how algorithms influence what we see online. This awareness can help us make better choices about the content we engage with and how we build respectful relationships.

Understand

Model skills in focus:

self-awareness, communication and advocacy



Practise skills in focus:

self-awareness, communication and advocacy



Formative assessment opportunities:

Outcomes PH5-SHW-01, PH5-IBC-01

Assess students' understanding of key concepts through the completion of sentence stems.

Review students' brainstorming and planning process to assess capacity to connect media literacy, consent, power and respectful relationships.

Evaluate how effectively students organise and structure their social media campaign or video content in storyboard template.



Students apply learning by creating a campaign to raise awareness of important issues related to online content.

Explain that throughout this topic, we have built skills in media literacy, understanding consent, online safety and understanding power. Today we are going to bring these ideas together to plan how we keep ourselves and others safe.

Define advocacy.

Definition

Advocacy is when you stand up for what you need or what you believe is right, or when you help someone else get the support they need. It can be as simple as telling a teacher you need extra help, asking for a safer school environment, or supporting a friend who is being treated unfairly.

Discuss the definition as a group to identify common points and important elements.

Students express their understanding of any behaviours or actions they believe might reflect the definition of advocacy.

Students build their understanding of advocacy by connecting their understanding of media literacy, consent, power and respectful relationships using the sentence stems provided.

- Media messages about body image make me think ...
- When I see advertisements promoting products aimed at men, I notice they use power to ...
- I have the power to say no to sharing images without consent because ...
- Media hides power dynamics by making it seem like ...
- Three things everyone deserves in a relationship include ...
- Supporting a friend involves ...
- Media and algorithms can ...

Invite students to share and discuss responses to the sentence starters with a partner of their choosing.

Facilitate a brief class discussion and explore common themes or different perspectives that emerge from the reflections.

Social media campaign or video

Students will create a storyboard for a social media campaign or short video to raise awareness of important issues related to online content.

Encourage students to brainstorm ideas individually or in small groups, thinking about the messages they want to communicate and the best way to reach their audience.

- Brainstorm and script a 30–60 second video or 6–8 panel storyboard.
- Identify the target audience (for example, young people on TikTok), key message (for example, question the filter), and call to action (for example, advocate for real consent online).
- Create a storyboard or video. Sketch or film scenes showing the problem (media influence), impact (on self-esteem), and solution (advocacy action).

- The goal is to:
 - raise awareness about a specific issue, such as harmful beauty filters promoting unrealistic body image or peer pressure in online challenges that ignore consent
 - focus the campaign on how algorithms influence the spread of harmful content and messages, and on strategies people can use to resist these harmful messages while promoting respectful and safe online spaces.
- Reflect and share. Write a short explanation of how the work promotes respectful relationships. Present to the whole class for peer feedback.

For example, using the sentence stem ‘Media messages about clear skin make me think ...’, create a video showing a teen rejecting a filtered ad, saying ‘I have the power to say no’ and advocating for friends to do the same.

Guide student thinking using the following prompts.

- What do I know about the issue (identify the issue)
- How do I feel about the issue? (importance and impact of the issue)
- What do I want to achieve? (outcome or desire)

Provide students with [Resource 15 – storyboard template for social media campaign or video](#) to support them in organising their content effectively.

Allow time for students to plan, draft and create their chosen advocacy piece.

Once the projects are complete, create an opportunity for students to share their work, such as through a presentation, gallery walk or small group sharing.

Facilitate a reflection or discussion on the different approaches used and the importance of advocacy in promoting safe, respectful online environments.

Act and apply

Evaluate skills in focus:

self-awareness, communication and advocacy



Formative assessment opportunities: Outcomes PH5-RRL-01, PH5-SMI-01

Review students' completion of the KWLH table.

Observe students' communication, insights and questions during pair or small group sharing and class discussion.



Students reflect on their learning through this topic by completing a KWLH summary table.

Individually, students express their understanding and reflect on their learning using [Resource 16 – KWLH summary table](#). Explain the template and suggest ideas for each section.

- What I knew before: this could be ideas, feelings or assumptions about media, relationships, consent or online experiences.
- What I learned: think about how your understanding has changed or deepened.
- What I'm curious about or want to learn more about: identify questions you still have or topics you want to explore further.
- How can I learn more: list further actions or sources where additional information can be found to explore further.

Encourage honest reflection; there are no right or wrong answers.

Allow time for students to share some of their reflections in pairs, small groups or whole class discussions to deepen understanding.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how algorithms shape what we see, recognising harmful content, and questioning stereotypes. These are all key skills that protect us from misleading or damaging messages. It is important to know about the risks connected to sexualised and harmful content, and why it is so crucial to promote respectful, inclusive and safe online spaces.

Developing strong media literacy helps us build healthy relationships based on respect and clear consent. Remember, being critical and thoughtful about the media we consume empowers us to take control of our online experiences and supports us in making positive choices in our relationships and everyday lives. Keep these ideas in mind as you continue to navigate the digital world and use what you've learned to help yourself and others stay safe and respected.

Revise the importance of digital and media literacy in helping us stay safe and make informed choices online.

Did we learn what we aimed to today?

Conclude the lesson by asking students to share thoughts on the following question.

- Why is it important to question and critically evaluate the information you see online rather than accepting it at face value?

Resource 1 – prompts for stay and stray

How do news stories or social media posts about celebrities reinforce or challenge traditional ideas of masculinity and femininity? Give an example you have seen recently.

How do advertisements or TV shows that portray gender stereotypes influence our attitudes towards what is 'normal' for men and women?

Think of a time when a media representation showed a power imbalance in a relationship (friendship, family, romantic or online). How was this imbalance presented, and what impact might it have on viewers?

Discuss how online platforms (like Instagram, TikTok or YouTube) might both promote respectful relationships and contribute to unhealthy norms or stereotypes. Share an example.

What ideas, values or lifestyles do you think the media is trying to sell when it portrays certain images of masculinity, femininity or relationships? How might these messages affect the way people see themselves and others?

The media is a powerful industry that shapes opinions and influences behaviour. However, media companies are not restricted in the way they present gender stereotypes or power imbalances. How might the application of ethical regulations ensure responsible and respectful representations?

Resource 2 – advertisements

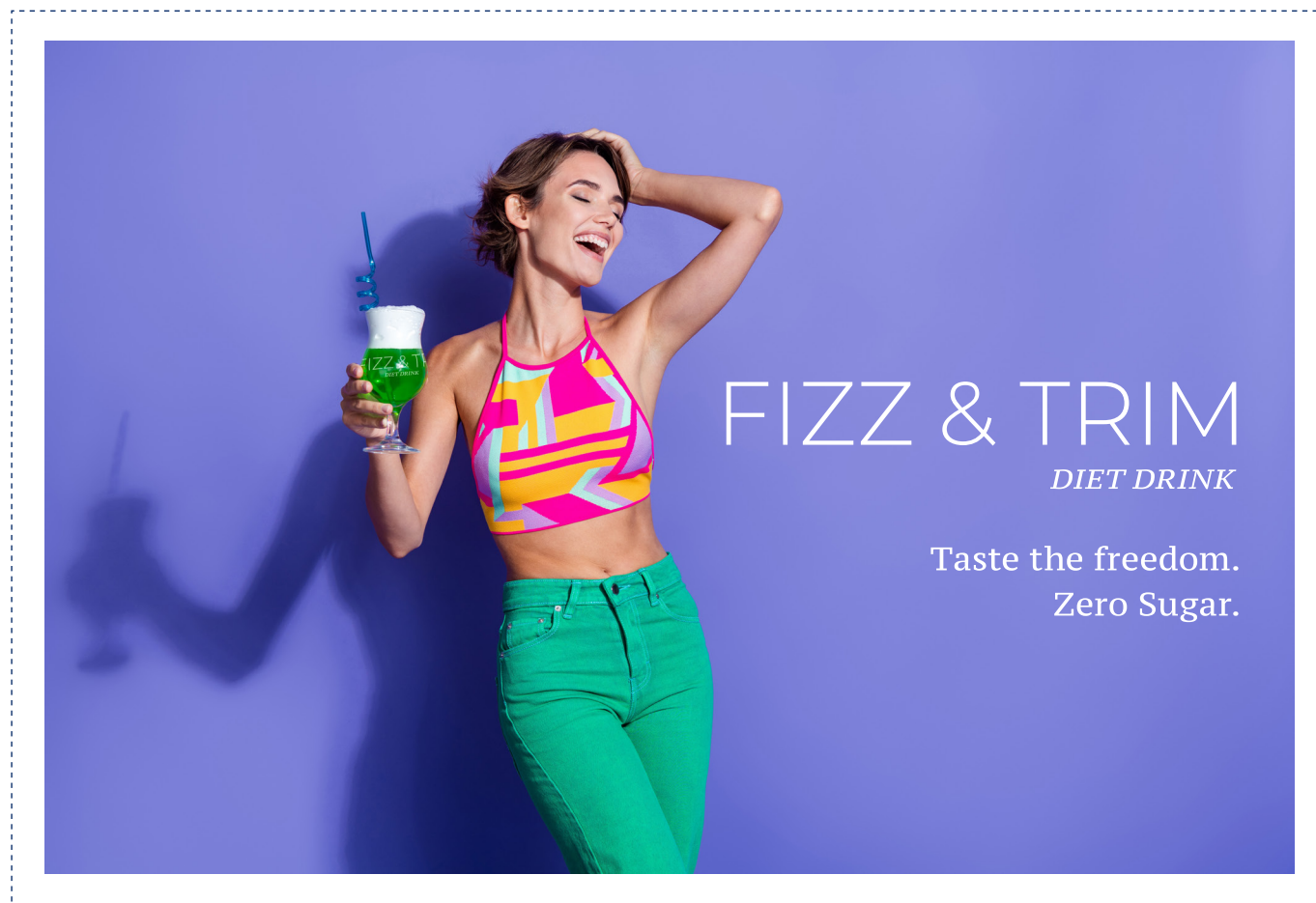
Use the advertisements below to analyse media messages.



Fictional advertisement for fictional energy drink brand 'ASCEND'.

Resource 2 – advertisements continued

Use the advertisements below to analyse media messages.



Fictional advertisement for fictional diet drink brand 'FIZZ & TRIM'.

Resource 3 – media messages and profit debate

Do you agree or disagree with the following debate statement?

- Media messages about relationships are more about profit than honest representations.

Prepare to argue your side by filling in one side of the following table. A model reason and support have been provided to get you started for each side.

Reason	Agree (pro)	Disagree (con)
Reason 1 (model)	Yes – most advertising gives us a Disney-style romantic model of relationships to make us think that buying the product will give us that same feeling.	No – a lot of social media messaging is from genuine people and communities who are trying to connect so they can support each other through relationships.
Support for reason 1 (model)	Fashion and make-up advertising often shows the model ‘succeeding’ in finding the ideal male partner after using the product to make herself look ‘beautiful’.	Online communities share supportive messaging about relationships and they are not trying to sell you a product.
Reason 2		
Support for reason 2		
Reason 3		
Support for reason 3		

Resource 4 – role-play prompts

Scenario 1 – online influencer promoting unrealistic relationships

Context: an online influencer shares heavily edited photos and glamorous posts about their ‘perfect’ romantic relationship, promoting a lifestyle that seems flawless and exciting. Followers start to feel pressured to compare their own relationships and experiences with this unrealistic standard.

Roles: influencer, follower feeling pressured, supportive friend, critical bystander.

Focus: power of influencers, impact on self-esteem, ethical responsibility in online sharing, unrealistic standards.

Scenario 2 – sexting pressure and ‘sex sells’ messaging

Context: a group chat where one person is pressured by peers to send sexualised photos or messages to gain attention or approval, influenced by media messages that equate attractiveness with sexual appeal.

Roles: person being pressured, peer pressuring, bystander, supportive friend.

Focus: power dynamics, consent, ethical behaviour, media’s role in normalising sexualisation, respect in relationships.

Scenario 3 – gossip and reputation damage inspired by media tropes

Context: at school, rumours spread about a student’s relationships based on exaggerated or distorted media portrayals of drama and ‘toxic’ relationships, leading to bullying and social exclusion.

Roles: student targeted by rumours, rumour spreader, bystander, mediator.

Focus: media stereotypes about relationships, ethical behaviour offline, impact on identity and self-esteem, power of peer influence.

Scenario 4 – online dating and misleading media images

Context: a young person uses a dating app and feels confused or disappointed because potential matches often present idealised or misleading images and descriptions, heavily influenced by media portrayals of romance and attraction.

Roles: young person using the app, match with misleading profile, friend advising, app moderator.

Focus: media distortion of authentic relationships, honesty and ethics online, managing expectations.

Scenario 5 – pressure to conform to media beauty standards in relationships

Context: a student feels pressured to change their appearance or behaviour to be more ‘desirable’ or ‘relationship-worthy’, influenced by music videos, advertisements or social media that link attractiveness with relationship success.

Roles: student feeling pressured, peer reinforcing media messages, supportive friend, counsellor/teacher.

Focus: impact of media on self-esteem and identity, power of peer pressure, ethical support and respect.

Resource 5 – media life versus real life

No-one talks about feelings.

Everyone instantly knows what to do.

Bodies look edited or 'perfect'.

No-one checks in.

There is awkwardness.

There is laughter.

There is negotiation.

Power is one-sided.

People feel nervous.

People communicate boundaries.

Consent is spoken.

Resource 6 – impacts of pornography

Research shows that in pornography, aggression is usually shown as men being aggressive towards women. Often, women in these videos are shown responding positively or without strong negative reactions to this aggression. This kind of gendered aggression is especially common when young women are involved. Titles of pornography with younger women are more likely to suggest aggressive or forceful sex compared to those with older women. Young women are often shown as less in control, and teenage women in particular are more likely to appear to enjoy aggressive behaviour than when there is no aggression.

Pornography also reinforces certain myths about bisexuality. It often wrongly suggests that bisexual people are extremely sexual and always eager to please others. It also incorrectly implies that bisexual people are actually just hiding their true sexual orientation as either heterosexual or gay.

(Crabbe 2009)

Resource 7 – SOLE enquiry guide

Students will summarise key points from research to investigate the tactics of the global pornography industry. The following information is used to support your inquiry.

1. Global structure of the pornography industry

- a. The industry evolved from magazines to videos to the internet, and is now dominated by a few global tech companies.
- b. Companies control large portions of traffic and profits.
- c. While many people upload content, wealth and power are concentrated in a small number of corporations.

2. How the industry makes money

- d. The industry advertises on free sites, often using pop-ups which expose young children and young people to inappropriate materials.
- e. It collects data of users' personal and intimate behaviours.
- f. It funnels users from free to paid subscriptions.
- g. 'Amateur' content is often exploited for profit.

3. Manipulative tactics to recruit young people

- h. There is accidental exposure via pop-ups, misspelled searches, social media or being shown by peers.
- i. The industry makes use of children's characters, gaming platforms and mainstream culture tie-ins.
- j. Sites are designed to be addictive and capture attention.
- k. Pornography themes are normalised in music, fashion and advertising.

4. Impacts on individuals and society

- l. Gender differences: young men are more likely to view positively, while young women are more likely to report harm.
- m. Many regular viewers struggle to cut down use.
- n. It shapes expectations around sex, often reinforcing high-risk behaviours, lack of consent, stereotypes and aggression.
- o. Society risks normalising inequality, sexism, racism and violence.

Source: Adapted from Crabbe 2009, [It's time we talked](#).

Resource 8 – tactics used by industry to target young people

Using appealing imagery and messages to attract specific age groups, especially young people

Associating products with fun, success or social acceptance

Portraying the behaviour as common, normal or glamorous to reduce perceived risks

Using influencers or celebrities to endorse or subtly promote the products

Exploiting feelings of loneliness, stress or desire for connection to encourage use

Creating a sense of belonging or identity tied to the product or behaviour

Downplaying risks or exaggerating benefits

Using vague or confusing language about safety or effects

Making products widely available and easy to obtain

Offering free trials, samples or bonuses to encourage initial use

Designing products or services to be addictive or habit-forming

Encouraging repeated use through rewards or reinforcement

Creating social environments where use is expected or rewarded

Using peer testimonials or social proof to influence behaviour

Targeting individuals with low self-esteem, financial difficulties or mental health issues

Using manipulative marketing during vulnerable moments

Encouraging secrecy or guilt, which can increase dependence and reduce help-seeking

Using stigma to isolate users

Using social media, apps and online platforms to reach and engage users continuously

Personalised ads based on browsing habits and preferences

Source: Adapted from Crabbe 2009, [It's time we talked](#).

Resource 9 – jigsaw information and questions

Use the following research summaries and expert questions to guide your research.

Expert group A – performer rights

Summary

Risks include financial insecurity, aggression, coercion, sexual assault on set. Performers often describe work as performance for camera, not enjoyable. Survivor testimonies highlight coercion and abuse. Research shows higher rates of depression, violence and exploitation among performers. Ethical porn movements promote fair pay, consent, diversity and performer safety.

Expert questions to report back on:

- What rights should performers in the pornography industry have to ensure their safety and wellbeing?
- What are some common violations of performer rights that have been reported?
- How do issues such as consent, fair pay and working conditions affect performers?
- What support systems or advocacy groups exist to protect performers' rights?
- How can ethical production practices be promoted within the industry?

Expert group B – legal issues

Summary

Laws address age verification, consent and distribution, but enforcement is inconsistent. Illegal content includes child exploitation, non-consensual uploads and deepfakes. Online platforms that show pornography have profited from violent or non-consensual content. Governments regulate the industry but often lag behind rapid technology developments. Consequences exist for law violations, but industry scale makes oversight difficult.

Expert questions to report back on:

- What laws regulate the production and distribution of pornography in our country or internationally?
- How does the law address consent, age verification and exploitation in the industry?
- What legal challenges exist in combating illegal content such as child exploitation or non-consensual pornography?
- How effective are current laws in protecting vulnerable individuals?
- What are the consequences for those who violate pornography laws?

Expert group C – gender equality

Summary

Pornography scripts centre male pleasure, aggression, and unequal power. Women are depicted as submissive; violence and choking are common. The industry reinforces stereotypes, shaping harmful expectations in relationships. Racism, sexism, homophobia and transphobia are reproduced in pornography storylines. Feminist and ethical porn movements attempt to challenge these but remain small-scale.

Expert questions to report back on:

- How does pornography reinforce or challenge gender stereotypes and roles?
- In what ways does the industry impact perceptions of gender equality?
- What gender-based inequalities exist within pornography production and consumption?
- How does pornography relate to issues of sexual violence or objectification?
- What movements or campaigns work towards promoting gender equality in relation to pornography?

Source: Adapted from Crabbe 2009, [It's time we talked](#).

Resource 10 – and deepfake technology debate

Do you agree that AI and deepfake technology can have positive effects on body ideals and relationships?

Prepare to argue your side by filling in one side of the following table.

Reason	In favour (pro)	Opposed to (con)
Reason 1 (model)	Yes – AI, virtual reality and creative apps allow people the freedom to live lives online that they are not able to live in the real world.	No – most of the technology is being used to harass and intimidate people online.
Support for reason 1 (model)	People from marginalised communities such as gay and lesbian youth can take on virtual personalities in online communities without fear of reprisals in the real world.	AI is being used to create false identities and avatars for people so that they can participate in virtual online worlds. But then they harass, intimidate and assault other people, especially people from marginalised communities, without fear of consequences as their identities are hidden.
Reason 2		
Support for reason 2		
Reason 3		
Support for reason 3		

Resource 11 – key principles of sexual consent

Sexual consent laws in NSW require you to say 'yes' clearly and freely to anything that happens with your body. It's always okay to say 'no' or change your mind. In NSW, anyone under 16 cannot legally say 'yes' to sexual activity, and any sexual activity with someone under 16 is against the law, even if the young person agrees or wants it to happen.

Sexual consent is free and voluntary

Sexual consent is when people freely and voluntarily agree to engage in sexual activity, including kissing, touching and oral sex. It is about making sure everyone is comfortable with what is happening and freely choosing to say yes.

This means there are situations where people can't consent (even if they say yes), because they can't freely choose. This includes if they're:

- heavily affected by drugs or alcohol
- unconscious or asleep
- manipulated or threatened into consenting.

Sexual consent is clearly communicated

A person has to say or do something to communicate consent. You cannot assume someone is consenting because they do not say 'no'.

Sexual consent can be withdrawn

Someone can change their mind and withdraw consent at any time. As soon as a person withdraws consent, the sexual activity must stop.

Sexual consent is ongoing

You always need to check consent, whether it is the first time you are hooking up with someone or the hundredth time. You need to check consent before and during any sexual activity, including kissing, touching and oral sex.

Sexual consent is specific

If someone consents to one thing (like kissing), it does not mean they have consented to other things (like touching).

Source: [Make no doubt campaign: Consent explained](#) (NSW Government, Department of Communities and Justice 2025)

Resource 12 – consent scenarios

Scenario 1:

Alex and Noor have been dating for a few months. Before becoming intimate, Alex asks Noor if they feel comfortable moving forward, and Noor says 'Yes, I'm happy with this.' During the experience, they both check in a few times, and both communicate openly about their boundaries and feelings throughout.

Scenario 2:

Jamie and Riley are at a party. Jamie is very intoxicated and barely able to stand. Riley initiates intimacy. Jamie is unable to respond but appears to be enjoying and reciprocating the intimacy.

Scenario 3:

Sam and Tai have been sexually intimate before and have a close friendship. One evening, before becoming intimate again, Sam asks, 'Are you comfortable with this tonight?' Tai replies, 'Yes, I'm happy to.' Throughout their time together, they continue to check in with each other to make sure consent is freely given and ongoing.

Scenario 4:

Taylor is 16 and Huan is 18. Huan initiates intimacy with Taylor, who is excited by Huan's affection.

Scenario 5:

Amari and Nia are on a date. Amari explicitly asks Nia, 'Would you like to kiss me?' Nia smiles and says 'Yes.' They continue to communicate verbally and non-verbally during the date to ensure both are comfortable, stopping immediately when either wants to pause or stop.

Scenario 6:

Alex and Casey are together. Alex begins to touch Casey intimately without asking. Casey does not say 'no' or stop Alex, but stays silent.

Resource 13 – behaviours table

Complete the table by categorising the behaviours listed below as either scripted (for entertainment) or healthy relationship behaviours.

Scripted behaviours	Healthy relationship behaviours

No talking.

We can stop at any time.

Immediate readiness.

Are you comfortable?

One person dominates.

Do you want to slow down?

No negotiation.

Can I check in?

Resource 14 – online safety strategies

Question the source: ask who made the content and why it was created.

Look for stereotypes: notice and challenge unfair or oversimplified ideas about people.

Pause before sharing: think carefully before you like, share or comment on posts.

Support your peers: privately check on friends if they seem affected by harmful messages.

Use reporting tools: report inappropriate or harmful content on social media platforms.

Create counter messages: share positive, honest and diverse content to challenge negative messages.

Use strong passwords: make your passwords long and use a mix of letters, numbers and symbols. Do not share your passwords.

Adjust privacy settings: set your social media accounts to private and review your privacy settings regularly.

Ignore or block: block or mute people who are unkind or make you uncomfortable online.

Be sceptical of ‘too good to be true’ offers: avoid clicking on suspicious links or responding to offers that promise free things, money or prizes.

Do not respond to trolls: do not engage with people trying to start arguments or upset you.

Limit your screen time: take regular breaks from devices and spend time offline.

Talk to a trusted adult: if you are unsure about something you see online or feel unsafe, talk to a parent, teacher or counsellor.

Use reliable sources for information: check facts with trusted news or educational sites before believing or sharing.

Resource 15 – storyboard template for social media campaign or video

Tips for using this template

Keep visuals simple but engaging. Use images, icons or short clips that support your message clearly.

Use concise language: short sentences or phrases work best for social media and video content.

Make each scene focus on one main idea to keep your message clear and powerful.

Include a strong call to action at the end to encourage your audience to think, feel or act differently.

Think about the flow: start with an attention-grabbing idea, explain the issue, suggest solutions, and finish with a memorable ending.

Title of campaign or video

Write the main idea or theme below.

Scene or slide number

Provide information

Visual description

Describe or sketch the image, video clip, graphic or text that will appear:

Resource 15 – storyboard template for social media campaign or video continued

Key message

Write a short, clear sentence or phrase that conveys the main point of this scene.

Text or script

Write the exact words or captions that will be said or displayed.

Call to action

Describe any action you want viewers to take, for example, 'Share this message', 'Think critically about what you see online':

Resource 16 – KWLH summary table

Use the following table to review this topic.

Content	What I knew before	What I learned	What I'm curious about or want to learn more about	How I can learn more
Media stereotypes and power dynamics				
Media portrayals of sexuality and consent				
Influence of algorithms and digital media on identity and relationships				
Critical media literacy and challenging harmful narratives				
Digital citizenship and promoting safe online spaces				

Resource 16 – KWLH summary table continued

KWLH key

K	record what you already understood or believed about this topic
W	describe new information, insights or skills you gained related to this topic.
L	identify questions you still have or topics you want to explore further.
H	list further actions or sources where additional information can be found to explore further.

References

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S5 – Topic 3:

Beyond the line
– understanding
bullying,
discrimination
and extremism

Teaching Respectful Relationships Education

Lesson 1 – power, influence, bias and civic responsibility

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will explore how power, bias and influence impact personal identity, relationships and social expectations. Students develop a deeper understanding of their own strengths, values and the influences that shape their sense of self. Students will revisit the concept of being a positive upstander. This is explored through considering what is required to be willing, capable and confident to safely challenge harmful behaviours such as racism, discrimination and extremism. Students practise effective communication, empathy and assertiveness, self-awareness and decision-making to promote respectful and safe relationships.

Syllabus outcomes and content

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Evaluate the influence that respect, empathy and self-awareness have on establishing and maintaining respectful relationships

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

- Examine how power balances impact respectful relationships in contexts such as school, home, the workplace or with friends
- Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships
- Describe the rights and responsibilities within intimate and sexual relationships that help create positive and safe experiences, including how to gain, give and deny consent

PH5-IBC-01 analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities

- Examine strategies that enhance safety and positive experiences in intimate and sexual relationships, such as effective communication, respecting people's choices, personal boundaries and affirmative consent

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Why this learning matters

By understanding how identity, values and influences shape behaviour, students become more self-aware and better equipped to make respectful, informed decisions. When students understand their own identity and values, they build self-worth and make decisions that match their true selves, leading to increased confidence and a stronger sense of purpose.

Practising empathy and assertiveness can empower students to build positive relationships and respond effectively to harmful behaviours, fostering safer and more inclusive communities. Developing the confidence and capability to be positive upstanders helps students contribute to preventing bullying, discrimination and violence, promoting social justice and wellbeing for themselves and others. These skills and understandings are foundational for lifelong personal development and responsible citizenship.

Teaching advice

Encourage respectful listening and validate diverse perspectives to support open, honest discussions about sensitive topics such as discrimination and extremism. Demonstrate active listening, empathy and respectful disagreement to help students develop these skills in their interactions.

Guide students in recognising their emotional responses and gut instincts as ‘sunshine’ and ‘overcast skies’, which they can use as tools for self-awareness and thoughtful decision-making. Support students in identifying realistic and safe ways to be upstanders, emphasising that even small positive actions can contribute to a respectful community. Access the teaching and learning section of the department’s [Respectful Relationships Education website](#) for strategies.

Vocabulary

affirmative consent, assertiveness, bullying, coercive control, conflict, harassment, influence, racism, stereotypes, upstander, vilification

Lesson preparation

- [Resource 1 – I see, I think, I wonder images](#)
- [Resource 2 – describe and draw images](#)

- [Resource 3 – interpersonal racism examples](#)
- [Resource 4 – extremism examples](#)
- [Resource 5 – strengths, skills and strategies](#)
- [Resource 6 – scenario](#)
- [Resource 7 – knowledge and skills required to be an upstander](#)
- [Resource 8 – strengths required to be an upstander](#)
- [Resource 9 – strategies required to be an upstander](#)

Learning intention

Students are learning to:

- evaluate how power, influence, bias and hidden agendas shape personal development and responsible citizenship.

Success criteria

Students can:

- reflect on and justify the importance of personal identity and values in maintaining respectful relationships
- analyse media messages and the impact on relationships and expectations.

Tune in

Introduce skills in focus: strengthening personal identity and social awareness



Formative assessment opportunities: Outcome PH5-SMI-01



Review the students’ responses during the ‘I see, I think, I wonder’ image prompts to assess their thoughts and questions related to identity and belonging.

Assess students’ responses in the class discussion reflecting on describe and draw activity.

Review the students’ written reflections on their personal strengths, values and key influences.

Monitor the partner conversations where students assess how they applied their strengths in real situations and reflect on possible future actions.

Introduce the learning intention and success criteria. Explain to students that today we are learning about the hidden agendas that shape citizenship and behaviours. We will also reflect on our own identity and values as ways of practising empathy and assertiveness to respond to harmful online behaviours.

Students explore how their personal strengths and identity can influence decision-making.

Students imagine that inside each of us there are moments of bright sunshine and times when the sky feels overcast.

Teaching note

Our sunshine is the part of us that shines when we feel safe, respected and true to ourselves. This is when our values, kindness, fairness and courage come through clearly, like warm sunlight lighting up everything around us.

But sometimes, the sky becomes overcast. Overcast clouds form when pressures, stereotypes or fear cover the sunshine. These clouds might tell us:

- you can't be yourself
- don't speak up
- that's not how you're supposed to act.

Having overcast skies doesn't mean we're weak. It means we're human. Everyone experiences times when clouds block the sun and make things feel harder or confusing. But even on overcast days, the sun is still there behind the clouds, ready to shine again.

Remember, we also have our inner compass or gut instinct to help guide us through complex situations. Sometimes, it shows up as subtle physical sensations such as tightness in the stomach, tension in the shoulders or a feeling of lightness. This reflects our emotional responses.

Throughout this topic, we're going to practise noticing when sunshine and overcast skies show up in our relationships and within ourselves. We'll also ask an important question: What is my gut telling me and am I willing, capable and confident to bring more sunshine into the situation, for myself or for others?

Display [Resource 1–I see, I think, I wonder images](#), showing each image one by one.

Guide students through the 3 prompts of I see, I think, I wonder for each image.

- I see –describe what is in the image.
- I think –share what the image makes you think about in relation to identity and belonging.
- I wonder –pose questions or curiosities the image sparks about identity or influences on identity.

After considering the images, connect the ideas of sunshine and overcast skies to students' thoughts by asking them the following questions.

- Why might these images spark feelings or ideas about identity?
- How does sunshine symbolise positive influences on identity?
- What might be sources of sunshine?
- How do overcast skies symbolise challenges or negative influences?
- What might be some sources of challenge or negative influence?

Prompt students to reflect on their own lives and answer the following questions.

- What brings me into sunshine?

Suggested response

Supportive friends, expressing culture, respect.

- What creates overcast skies for me?

Suggested response

Rigid gender roles, discrimination, peer pressure.

Record common influences on personal identity on the board.

Summarise key points as a class, reinforcing the idea that identity is shaped by both positive and challenging experiences.

Students work in pairs. Using [Resource 2–describe and draw images](#), each pair will have one student as the 'describer' and one as the 'drawer'.

- The describer selects an image but does not show it to the drawer. The describer describes the image in as much detail as possible in one minute.
- During this one minute, the drawer listens and tries to draw what is being described.
- After one minute, the drawer writes down what they think the image is in as much detail as possible.
- The describer shows the original image.
- The pair compares the drawing to the image.
- Students swap roles and repeat the activity with a new image.

Facilitate a class discussion to share thoughts about how people see and understand things in different ways.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning more about how differently each student interpreted and drew the images during the activity. Everyone saw and described things in their own unique way, even when looking at the same picture. This is a great example of how we all view the world differently. Diversity means having different perspectives, experiences and ideas, and it's something to celebrate. It's what makes our classroom, and the world, interesting and vibrant.

But it is important to remember that just because someone sees things differently from us, it doesn't mean we can be unkind or disrespectful. Respecting each other's differences is essential in building a safe and positive environment for everyone.

Understanding who we are, what we value and who influences us is a big part of making sure we shine our own light in the world. When we know ourselves and appreciate the diversity around us, we can make choices that reflect kindness, confidence and respect, helping everyone in our community to shine bright too.

Students explore their personal strengths and their connection to identity, sense of belonging and values.

Invite students to think about their personal strengths that they are proud of, or that others recognise in them. Students:

- record at least 5 strengths
- consider what values are important to them in their life
(for example, honesty, kindness, fairness, creativity, humour, loyalty)
- list 5 values that guide their decisions and actions
- think about people, experiences or things that influence their strengths and values
(for example, family, friends, teachers, cultural background, life experiences)
- record 3 to 5 key influences and explain their impact
- reflect on how knowing their strengths, values and influences can help them make decisions and 'shine their light' in daily life
- explain how different influences shape who they are and how they show respect for each other's unique strengths and values.

Students work in pairs to describe to a partner a situation where they have called on one of their top 5 strengths. Students use the following questions to explore their application of strengths.

- How effectively did you use this strength?
- How did the strength impact on your decision or action in this situation?
- If this situation arose again, how you would call on this strength, or what other strengths could you use in this situation?

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning that, once we have explored our strengths and values, it is vital to remember that each of us brings something unique and important to our class and the wider world. You might have noticed that someone is fantastic at maths or sport, while you might excel at creative thinking, supporting your friends, or solving problems in a different way. That's exactly what the world needs – a mix of talents, perspectives and personalities.

Your values and strengths, even if they look different from someone else's, are equally valuable. Diversity isn't just about what we look like or where we come from; it's about the different ways we think, what we care about and the gifts we offer. The world would be less interesting and less powerful if everyone was the same.

Most importantly, you are enough, exactly as you are. You don't need to be like anyone else to matter, to belong, or to make a difference. The things you're good at and the values you hold are what make you special and needed. When you understand and accept this, you can shine your light confidently and help others shine, too. Remember, our community is stronger and better because of the unique contribution that each person brings, including you.

Understand

Model skills in focus: strengthening personal identity and social awareness



Practise skills in focus: strengthening personal identity and social awareness



Formative assessment opportunities:
Outcome PH4-RRL-01

Review students' responses and reasoning when categorising examples of interpersonal racism and extremism to assess their understanding of these concepts.

Assess students' engagement and application of the concepts of being willing, capable and confident as positive upstanders by observing their scenario responses and discussions about strengths, skills and strategies.

Monitor students' self-assessment using the fist-to-5 strategy on their confidence, willingness, capability and sense of peer support related to recognising and acting as an upstander in unfair or harmful situations.



Students analyse how key terminology related to discrimination can be used to understand motivations and behaviour.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning more about how important it is to recognise that sometimes we might feel like we are not enough, or that we need to change who we are, how we act, or even what we value just to fit in. There are influences around us, such as media, peer pressure or social expectations, that can make us question our strengths and feel like we have to behave in a certain way.

By learning about these influences and understanding how they work, we can become more aware of when and why we feel this way. Most importantly, knowing how to respond to these pressures helps us protect our sense of self and supports us in treating others with respect and kindness. When we are confident in who we are and respect each other's differences, we help create a safer and more welcoming environment for everyone.

Prompt students by asking for ideas about how some people or groups in society let us know that we – based on our identity – are 'not enough'.

Scaffold suggestions for the legal or official terminology used to label these methods.

Define the terms discrimination, vilification, racism, interpersonal racism, bullying and harassment.

Definitions

Discrimination is treating someone unfairly or differently because of their race, gender, age, religion, disability or other personal characteristics. Discrimination in broader systemic and social contexts refers to the unequal treatment of individuals or groups based on characteristics such as race, gender, age or disability, embedded within social structures, institutions and policies. It goes beyond individual actions to include practices and policies that create or perpetuate disadvantages for certain groups in areas such as education, employment, housing and healthcare.

Vilification is speaking or acting in a way that unfairly criticises, insults or attacks a person or group, often based on race, religion or ethnicity.

Racism is believing that some races are superior or inferior to others, which can lead to unfair treatment or prejudice against people based on their race or ethnicity. Racism in a systemic context refers to the complex system of power, beliefs and institutional structures that produce and sustain racial inequality and discrimination. It involves more than personal prejudices; it exists in policies, practices and social norms that systematically marginalise certain racial groups while privileging others.

Interpersonal racism refers to the prejudiced or discriminatory behaviours, attitudes or actions directed by one individual toward another based on their race or ethnicity. It occurs in interactions where a person is treated unfairly, excluded, harassed or demeaned because of their racial or ethnic background.

Bullying is repeated, intentional behaviour that hurts, threatens or intimidates someone physically or emotionally.

Harassment is unwanted and inappropriate behaviour that offends, humiliates or intimidates a person, often related to their race, gender or other personal traits.

Discuss the definitions as a group to identify common points and important elements.

Teaching note

During Topic 1, students learnt about the sexual violence pyramid. At the top of the pyramid are physical expressions of violence, in the middle are behaviours which remove a person's autonomy or normalise violence, and at the base and the starting point of the pyramid are attitudes, ideas and beliefs.

Students are going to use this foundational learning and the pyramid structure to develop understanding of racism, discrimination and extremism.

Students explore ways to challenge negative attitudes and beliefs, including racism, discrimination and extremism.

Revisit the sexual violence pyramid from Topic 1 Lesson 2.

Explain to students that:

- at the top of the pyramid are physical expressions of violence
- in the middle of the pyramid are behaviours which take away someone's control or normalise violence
- at the base of the pyramid are attitudes, ideas and beliefs.

As a class, discuss some examples of physical expressions of violence. For example, physical assault, sexual assault, rape, homicide, stealing, murder, sexual abuse.

Define behaviours.

Definitions

Behaviours or actions that remove someone's autonomy or control are often described as coercive control, and can appear in relationships, workplaces or families as deliberate attempts to dominate, restrict choices and undermine independence.

Behaviours or actions which normalise violence include ways of thinking, communicating or acting that make violence seem acceptable, ordinary or unavoidable in relationships or communities.

Discuss the definition as a group to identify common points and important elements.

Behaviours are the unwritten rules about how people are expected to act in a group or society. Behaviours are the usual ways people behave, dress or talk in a group that most people accept as 'normal'. They are not official rules, but if you don't follow them, others might think you are weird, rude or different.

Explain to students that attitudes, ideas and beliefs can lead to positive or negative behaviours.

Explain to students that we are now going to use this learning and apply it to the concepts of discrimination and extremism.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today, we are learning that while there is no direct correlation or cause-and-effect relationship between the beliefs at the bottom of the pyramid and violence at the top in the context of discrimination and extremism, it is helpful for us to consider how attitudes, beliefs and norms can potentially lead to hurtful and harmful behaviours and actions.

Using the table below, model an example for discriminatory attitudes, ideas and beliefs, behaviours and actions, and violence, showing how interpersonal racism can escalate.

Attitudes, ideas and beliefs	Behaviours and actions	Violence
Making jokes or comments based on cultural stereotypes.	Believing certain groups should have fewer rights.	Shoving someone on public transport because they are speaking a language that is not English.

Using [Resource 3 – interpersonal racism examples](#), students categorise the list as either attitudes, ideas and beliefs; behaviours and actions; or violence.

Ask students to share and explain their thinking. Clarify any misconceptions.

Repeat the modelling process with the table below for extremism.

Attitudes, ideas and beliefs	Behaviours and actions	Violence
Acceptance of discriminatory language or dismissive attitudes about marginalised groups.	Spreading or endorsing hate symbols, slogans or propaganda (for example, racist or sexist jokes, sexist memes).	Terrorism or violent attacks targeting specific groups.

Using [Resource 4 – extremism examples](#), students categorise the list as either attitudes, ideas and beliefs; behaviours and actions; or violence.

Ask students to share and explain their thinking. Clarify any misconceptions.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning that it is important to know that the way we think and feel about others shapes how we act. Attitudes and beliefs are the ideas and feelings we hold inside us. They influence how we see the world and the people around us. When negative attitudes and harmful beliefs about a group of people grow, they can lead to behaviours that hurt or control others. These behaviours might range from words and actions that make someone feel less valued, to more serious acts that take away a person's control or safety.

By recognising this connection, we can see that the first step to stopping negative behaviours such as racism, discrimination and extremism is to challenge the attitudes and beliefs that lead to them. When we choose respect, understanding and kindness as our attitudes, it shapes our actions in positive ways that build stronger and safer communities.

In pairs, students discuss why beliefs and attitudes can be harmful.

Introduce the idea of being willing, capable and confident when being an upstander.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning that an upstander is someone who chooses to act in a positive way to stop or challenge harmful behaviour. Being a positive upstander means you are willing and confident to intervene safely and respectfully. You might speak up, support the person being targeted or seek help from others.

To be a positive upstander, we need to be capable, willing and confident. Explain that this means having the knowledge and skills to recognise harmful behaviours and knowing safe ways to respond; having the readiness and courage to act, even when it might be difficult; and trusting yourself to make a difference and believing that your actions matter. By building these qualities, we can help create a safer and more respectful environment for everyone. Remember, your voice and actions as an upstander have the power to stop harm and support positive change.

Students practise the skills required to act as positive upstanders.

Students revise the strategies that can be used in challenging situations by reading through [Resource 5–strengths, skills and strategies](#).

Working in pairs, students will apply the willing, capable and confident concepts from the strategies to a scenario.

Students respond to the scenario by identifying the knowledge and skills needed to make them willing, the strengths needed to make them capable, and the strategies needed to make them confident to intervene.

Model the process using the following scenario.

- On a visit to a friend's house, your parent or carer has been drinking and wants to drive you home rather than take a taxi.

Knowledge and skills needed to be willing to upstand

- Able to identify people and situations which might be difficult or dangerous.
- Able to organise safe events and safe travel plans even when other plans fall through.

Strengths needed to be capable to upstand

- Courage – take action even when the situation is awkward, or they feel anxiety or fear.
- Honesty – tell the truth regardless of the situation.

Strategies need to be confident to upstand

- Assertiveness – clearly state your needs, wants and feelings while still being respectful of others.
- Planning – forward think to put decisions into action that lead to positive outcomes. For example, book a cab or ride share.

Working in pairs, students apply the concept of being an upstander to a range of attitudes, beliefs and norms linked to interpersonal racism and extremism.

Students reflect on the complexity of being an upstander and being willing, capable and confident to intervene.

Facilitate a class discussion and have students share responses, ideas and strategies on how to be a positive upstander.

Compile a list of strategies suggested by students on the board. As a class, rank the effectiveness of each strategy.

Teaching strategy – fist to 5

Pose a statement for the students to consider. Students indicate their level of emotion or body response in the situation by showing a fist (for no emotion) through to 5 fingers (for high emotion). Invite students to share, with a partner or the class, the reason behind their vote.

Access the [RRE Teaching strategies resource](#) for more information on how to run a fist to 5.

Using a fist-to-5 teaching strategy, have students reflect on and consider the following.

- How confident do you feel in recognising situations where someone needs an upstander?
- How willing are you to step in and support someone who is being treated unfairly?
- How capable do you feel in using the strategies we learned today?
- Do you find it helpful to use the willing, capable and confident concepts to determine where and how to help?
- How supported do you feel by your peers to take action and be an upstander?

Act and apply

Evaluate skills in focus: strengthening personal identity and social awareness



Formative assessment opportunities:
Outcomes PH5-RRL-01, PH5-IBC-01

Assess students' ideas on what it takes to be willing, capable and confident to intervene using their suggested safe intervention strategies during scenarios.

Observe the strategies students propose for practising positive upstander behaviours in small but meaningful ways to evaluate their ability to apply learning.



Students analyse harmful behaviours and propose safe interventions.

Working in small groups, students read [Resource 6 –scenario](#).

- Identify the type of harmful behaviour.
- Describe the behaviours and why they are harmful or hurtful.
- Using [Resource 7 –knowledge and skills required to be an upstander](#), [Resource 8 –strengths required to be an upstander](#) and [Resource 9 – strategies required to be an upstander](#), students identify what it would take to be willing, capable and confident to intervene as the person affected by the behaviour.
- Identify what it would take to be willing, capable and confident to intervene as a witness to this behaviour.

Students share responses. Facilitate a class discussion using the following prompts to extend student thinking.

- Which behaviours were easier to identify?
- Why do you think they were easy to identify?
- Do you think it is easy or difficult to interrupt harmful behaviours and attitudes?

- Reflecting on our personal strengths, skills and values, which of these would we need to call on to be able to be willing, capable and confident to be an upstander?
- Reflecting on the scenario, what kind of influences created the overcast skies? How influential are these on our values and beliefs and our decision-making?
- How can we practise positive upstander skills in small but powerful ways to bring more sunshine to situations and interrupt harmful behaviours and attitudes?

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning more about how discrimination and extremism can be challenging and may bring up strong emotions or discomfort. These topics are real and serious. They impact people in deep ways. It's completely normal if you are feeling upset, confused or overwhelmed by what you've seen and heard. Remind students of the supports available to students in your school context. We are here to support each other as we learn about these important issues. Your emotions are valid.

Did we learn what we aimed to today?

Students will participate in a grounding activity designed to help them become calm and focused.

Invite students to use their senses to quietly engage their own mind.

- Name 5 things you can see around you.
- Name 4 things you can touch or feel.
- Name 3 things you can hear.
- Name 2 things you can smell.
- Name one thing you can taste (or, if that's hard, remember the last thing you ate or drank).

Lesson 2 – understanding bullying, discrimination and extremism

Creating a safe, respectful and inclusive classroom

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All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will explore the complex intersections of bullying, discrimination and extremism, especially as they relate to gender, race and sexuality. Through critical analysis of media messages and real-life scenarios, students learn to identify harmful behaviours and understand their social, ethical and legal implications. Students develop self-awareness, emotional regulation and decision-making.

Syllabus outcomes and content

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Examine and refine interpersonal skills and actions to take greater responsibility for the safety, health and wellbeing of themselves and others

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

- Examine skills and devise strategies to promote healthy and respectful relationships and limit or end harmful relationships
- Reflect on ethical behaviour and explain how it can build and maintain respectful relationships

PH5-IBC-01 analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities

- Analyse how interactions in online environments can impact self-esteem, self-worth, identity and reputation

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Why this learning matters

Understanding how bullying, discrimination and extremism intersect with identity factors such as gender, race and sexuality helps students recognise the impact of these behaviours on the wellbeing of individuals and communities. By practising skills such

as empathy, assertiveness and emotional regulation, students become more capable of managing their own responses and supporting others effectively. These skills empower students to challenge harmful behaviours constructively, promote inclusion, and contribute to safer, more respectful communities.

Teaching advice

Support students to break down complex issues by guiding them through analysis of media messages and scenarios, encouraging multiple viewpoints. Support students in recognising their emotional responses and understanding how identity influences experience and behaviour. Guide students in identifying safe, respectful ways to be positive upstanders, reinforcing that small actions can make a significant difference. Access the teaching and learning section of the department's [Respectful Relationships Education website](#) for strategies.

Vocabulary

bullying, discrimination, extremism, intersectionality

Lesson preparation

- interactive whiteboard (IWB)
- [Resource 10 – scenario](#)
- [Resource 11 – accessing a transcript](#)
- [Resource 12 – helpful or harmful](#)
- [Resource 13 – case study: Maya's story](#)
- [Resource 14 – stairs to inclusivity](#)
- [Resource 15 – stairs to inclusivity cards](#)
- [Resource 16 – stairs to inclusivity scenarios](#)
- [Resource 17 – starfish story](#)
- [Grab life by the bottle \(0:39\)](#) – Fresh Talent via YouTube
- [Is bottled water brilliant or evil? | Gruen \(2:46\)](#) – ABC iview via YouTube
- [How to master your emotions | emotional intelligence \(8:14\)](#) – Freedom in Thought via YouTube

Learning intentions

Students are learning to:

- analyse how bullying, discrimination and extremism intersect with gender, race and sexuality
- evaluate the legal, ethical and social factors that influence harmful behaviours
- develop skills to recognise and respond effectively to harmful behaviours and unfair messages.

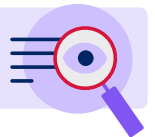
Success criteria

Students can:

- identify and explain the differences between bullying, discrimination and extremism
- describe the effect of harmful behaviours on gender, race and sexuality and analyse how stereotypes and extremist messages reinforce inequalities
- reflect on their own identity and social awareness to demonstrate safe and respectful bystander or upstander responses.

Tune in

Introduce skills in focus: strengthening personal identity and social awareness



Introduce the learning intentions and success criteria. Explain to students that today we are learning to understand, evaluate and respond to bullying, discrimination and extremism. We will also reflect on how these harmful behaviours intersect with gender, race and sexuality to recognise their impacts on wellbeing. By the end of this lesson, you will be able to manage your own responses and support others in constructively challenging such harmful behaviours.

Students explore multiple perspectives about how actions and feelings influence bodies and behaviour.

Students will engage in a movement-based activity that will track changes in heart rate with increased physical activity or movement.

Each student will need access to a watch or timer and will need to know how to find and count their pulse on either their wrist or neck.

Issue students with the following instructions.

- While seated, find your pulse.
 - Count the number of beats in 15 seconds and multiply by 4 (to get beats per minute).
 - Record your resting pulse rate.
- Stand up and run on the spot or engage in rigorous movement for 30 seconds.
 - Immediately after, sit down and count your pulse beats for 15 seconds.
 - Multiply by 4 and record your pulse rate after 30 seconds of exercise.
- Stand up and run on the spot or engage in rigorous movement for one minute.
 - Immediately after, sit down and count your pulse beats for 15 seconds.
 - Multiply by 4 and record your pulse rate after one minute of exercise.
- Run on the spot or engage in rigorous movement for 2 minutes.
 - Immediately after, sit down and count your pulse beats for 15 seconds.
 - Multiply by 4 and record your pulse rate after 2 minutes of exercise.

On a graph, students plot pulse rates at rest, after 30 seconds, after one minute, and after 2 minutes of exercise. Students:

- label each point and connect them to show the change
- note if there is a pattern in the graph. For example, a short and gradual increase or a sudden spike.

Read out [Resource 10 – scenario](#) to the class.

Ask students to assume the role of Amina. Re-read the scenario to the class, this time stopping at each pause point and asking students to plot the predicted heart rate of Amina.

Students predict changes in Amina's heart rate at pause points and plot on the graph, comparing to the line showing heart rate from physical activity.

After plotting predicted heart rates, invite students to take a position in one of 4 corners in the room. Label the corners, no change, slight increase, moderate increase, significant increase. Ask students to move to predicted heart rate positions for each of the pause points.

Using the final pause point in the story, students compare their positions in the room.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today, we are learning more about how our actions and feelings can influence not only our own bodies but also how others might feel or react in different situations. Sometimes, without even realising it, we might be sending messages through our behaviour, body language or choices. At the same time, we can be influenced by the actions and emotions of those around us.

As we move forward, we are going to look into and think about the messages we might be giving or receiving. By recognising these signals and perspectives, we can better understand ourselves and others and make thoughtful decisions about how we interact and respond in a range of situations.

Understand

Model skills in focus: strengthening personal identity and social awareness



Practise skills in focus: strengthening personal identity and social awareness



Formative assessment opportunities:
Outcomes PH5-SMI-01, PH5-RRL-01, PH5-IBC-01



Review students' ability to list and explain manipulation techniques revealed in the Gruen clip.

Observe students' responses and critical evaluation skills when verifying or fact-checking claims made in advertisements.

Monitor students' analytical skills when sorting helpful and harmful messages in the Freedom in Thought clip transcript.

Review students' ranking of harmful messages using the pyramid structure.

Students apply critical thinking skills to analyse advertising and media messages related to identity and health.

Watch the advertisement [Pump 'Grab Life by the Bottle with Pump' TVC \(0:39\)](#) as a class.

Students individually answer the following questions.

- What is clearly shown or claimed in the advertisement?

Suggested response

Health, lifestyle, status, convenience.

- What seems less clear or implied and somewhat hidden?

Suggested response

Feelings, identity, social pressures, environmental impact.

- What assumptions does the advertisement rely on that are not explicitly stated?

Suggested response

Tap water isn't good enough, bottled water is necessary, bottled water is safer, being active requires this product.

- Are there any groups, ages or genders specifically targeted by the advertisement? How can you tell?

Teaching note

Explain to the class that they are going to view a clip from an episode of Gruen. Explain that Gruen is an Australian television program that focuses on the world of advertising, marketing and media. It provides an inside look at how advertising campaigns are created, analysed and perceived. The show often features industry experts who break down and critique various advertisements, exploring the strategies and psychology behind them.

By dissecting commercials and marketing tactics, Gruen helps viewers understand how advertising influences consumer behaviour and shapes public perception.

It addresses advertising by revealing the techniques advertisers use to persuade audiences, highlighting both clever creativity and sometimes manipulative methods. This thoughtful analysis makes the advertising industry more transparent and accessible to the general public.

As a class, watch the clip [Is bottled water brilliant or evil? \(2:46\)](#) from an episode of Gruen.

In pairs, discuss the following questions.

- As a viewer, what critical questions should you ask about advertisements? Think about credibility, evidence and motives.
- List and explain at least 2 manipulation techniques revealed in the Gruen clip.
- How and where might you verify or fact-check claims from advertisements such as this bottled water ad?
- What evidence would you look for?
- Explain how one technique discussed in the Gruen clip and used in the Pump advert may influence consumers.

Students share responses. Facilitate a class discussion to extend student thinking. Consider the following prompts.

- What are the hidden messages or manipulative techniques in bottled water advertising?
- How might advertising influence your own choices about water?
- Why is it important to think critically about marketing messages and messages being sent in online content in general?

Students discuss distinguishing between helpful and harmful messages and exploring stereotypes.

Watch [How to master your emotions \(8:14\)](#).

- What messages could support wellbeing, motivation, confidence or connection?
- What ideas might promote stereotypes, pressure, exclusion or unbalanced views?

Provide students with the transcript of the clip. For support on accessing the transcript see [Resource 11 – accessing a transcript](#).

In pairs, students read through the transcript, then highlight and sort examples into the 2 categories 'helpful' and 'harmful'.

Facilitate a class discussion on whether it is easy or hard to determine if a message is helpful or harmful, and whether disguising meanings in a message can be helpful?

Using [Resource 12 – helpful or harmful](#) with transcript examples from the clip, students complete the table to provide examples of how and why something might sound helpful or hurtful. They then discuss and record ways to mitigate the influence of harmful messages.

Share back as a class and discuss.

In pairs, students express their understanding and rank harmful messages from the transcript using the pyramid structure from Lesson 1. Students categorise the messages as attitudes, ideas and beliefs or behaviours and actions, using Resource 4 from Lesson 1 as a guide.

Facilitate a class discussion using the following questions.

- What are some examples from the transcript that we ranked as 'attitudes, ideas and beliefs' that could lead to extremism?
- What are some examples from the transcript that we ranked as 'behaviours and actions' that could lead to extremism?
- Why might a message seem positive at first, but have another layer that could be concerning?
- How could repeated exposure to these kinds of 'opinions' shape someone's beliefs or attitudes over time?
- If you were shown more and more content like this, what kinds of perspectives might you be missing?
- What makes an online opinion different from a reliable source of information?
- How can we keep the positive takeaways from online content while being alert to hidden risks?

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about repeated exposure to echo chambers. The risk of echo chambers for young people is that they get exposed only to ideas, opinions and information that reinforce what they already believe, without hearing different perspectives. Seeking diverse viewpoints and maintaining openness are essential for healthy identity development and respectful relationships.

Explain to students that we have seen that sometimes messages are not just what they seem on the surface. They can contain hidden ideas or pressures that influence how we think and feel without us realising. This is why it is so important to think critically about the messages we see every day, especially online.

Act and apply

Evaluate skills in focus: strengthening personal identity and social awareness



Formative assessment opportunities:

Outcomes PH5-SMI-01, PH5-RRL-01, PH5-IBC-01



Assess students' comprehension of intersecting identities in Maya's story.

Observe students' collaboration and accuracy during the stairs to inclusivity matching activity.

Assess students' contributions during group discussions about scenario placements, evaluating critical thinking about attitudes, actions and potential for positive change.

Review students' completion of the 3-2-1 reflection, assessing their ability to identify key insights, formulate further questions and commit to personal behavioural changes.

Students explore intersecting identities and examine social and systemic issues linked to bullying and discrimination.

Read out [Resource 13 –case study: Maya’s story](#) to the class.

Students work in small groups to:

- re-read and express their understanding of Maya’s story
- respond to the questions at the end of the case study.

Facilitate a class discussion using the following questions as a guide.

- How might Maya’s intersecting identities influence the way she experiences bullying and discrimination compared to someone with only one of these identities?
- In what ways do the actions of the group targeting Maya reflect broader social attitudes or systemic issues about race, sexuality and power?
- How can recognising these larger patterns help us respond more effectively?
- What responsibilities and practical steps do bystanders and the wider community have in challenging extremist and discriminatory behaviours like those Maya faces?

Suggested response

Everyone has a responsibility to safely speak up or speak out and intervene when they witness harmful behaviours to show that discrimination and extremism are unacceptable. This can stop the behaviour early and support victims. Offering emotional support or helping those affected by discrimination or extremism reinforces that they are not alone and builds community resilience. Modelling and promoting the values of respect, inclusion and diversity are everyone’s responsibility. People should report behaviours of discrimination and extremism to authorities.

Reinforce and refine

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how intersecting identities can affect the way someone experiences bullying, discrimination and exclusion. Reinforce that these harmful behaviours reflect broader social and systemic issues related to power, race, sexuality and inequality, which makes our role as bystanders or upstanders in the wider community challenging.

Understanding these connections helps us recognise that bullying and discrimination aren’t just individual problems; they are linked to larger patterns in society that we can work together to change. Restate that everyone has a responsibility to act respectfully and support those who are targeted, helping to create safer and more inclusive environments.

Students analyse and apply the language and concepts related to inclusion.

Students complete the activity in [Resource 14 –stairs to inclusivity](#).

Students receive a card with either a term or definition from the Stairs to Inclusivity. They move around to find their matching partner.

Once matched, students work in pairs to discuss the term and definition.

Facilitate a discussion using the following questions.

- Are there terms or definitions that surprise you?
- Did you have other ideas on the meanings of some terms? Where have your meanings come from?

In pairs or small groups, students use the [Resource 15 –stairs to inclusivity cards](#) and arrange the term and definition cards from least inclusive (most negative) to most inclusive (most positive) on the wall or floor like a staircase.

Facilitate a discussion using the following questions.

- What did you discuss regarding the order of the cards?
- Which cards sparked the most debate and why?
- Reveal the order of cards in the stairs to inclusivity. Ask:
- Are there any surprises in the order of the stairs?
- Where does our school currently fit on the stairs?

In pairs or small groups, students express their understanding of their allocated scenario from [Resource 16 –stairs to inclusivity scenarios](#). After discussion, students make a judgement about the characters’ attitudes and actions and place each scenario on the stairs to inclusivity with justifications.

As a larger group, discuss each scenario's placement. Invite groups to share their placement and justifications.

- What thoughts did you have when deciding where to place the cards?
- Why did your group place the scenario at that step?
- What hidden messages might the scenario convey? What might others hear or feel as a result?
- What might move the scenario or character up the stairs?

Recap the purpose of the stairs to inclusivity and how our values influence actions.

Use [Resource 17 – starfish story](#) to emphasise that the way we treat others and ourselves matters every day. Even small choices can make a big difference in someone's life.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning that what we believe, do and say shapes our friendships, our reputation, and even how we feel about ourselves.

Positive attitudes, kind actions and respectful language create trust, confidence and happier communities. Negative attitudes, actions and language can damage friendships, cause stress and make it harder for everyone to feel safe and respected.

Did we learn what we aimed to today?

Students complete a 3-2-1 reflection using the following prompts:

- 3 key insights from the lesson
- 2 questions I still have or want to learn more about
- 1 thing I will do differently as result of this learning.

Lesson 3 – responding to rejection and conflict

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will explore how their personal values influence their behaviour during difficult situations such as rejection, exclusion or conflict. They will reflect on the ways these values shape their reactions and learn strategies for responding respectfully to others. Through discussion and activities, students will understand how respectful responses can prevent harm and help de-escalate conflicts, fostering a safer and more supportive environment for everyone.

Syllabus outcomes and content

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Examine and refine interpersonal skills and actions to take greater responsibility for the safety, health and wellbeing of themselves and others

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

- Examine skills and devise strategies to promote healthy and respectful relationships and limit or end harmful relationships
- Reflect on ethical behaviour and explain how it can build and maintain respectful relationships

PH5-IBC-01 analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities

- Analyse how interactions in online environments can impact self-esteem, self-worth, identity and reputation

[Personal Development, Health and Physical Education 7-10 Syllabus](#)
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Why this learning matters

Understanding how personal values influence responses to rejection, exclusion and conflict helps students recognise the impact of their behaviour on themselves and others. By practising skills such as respectful communication, empathy and problem-solving, students become better equipped to manage difficult situations and support positive relationships. These skills empower students to respond constructively, prevent harm, and contribute to safer, more inclusive school communities.

Teaching advice

Support students to unpack complex social situations by guiding them through structured problem-solving activities and real-life scenarios. Encourage reflection on emotional responses and how values shape behaviour. Promote open discussion and multiple perspectives while emphasising respectful communication and boundary setting. Reinforce a safe classroom environment where kindness and support are modelled, especially when addressing sensitive issues such as online behaviour and early indicators of harmful radicalisation. Access the teaching and learning section of the department's [Respectful Relationships Education website](#) for strategies.

Vocabulary

escalation, ethical behaviour, exclusion, radicalisation

Lesson preparation

- [Resource 18 – problem-solving tree](#)
- [Resource 19 – scenarios](#)
- [Resource 20 – Jamal's story](#)
- [Resource 21 – stepping in: modelled response](#)
- [Resource 22 – stepping in: template](#)

Lesson

Learning intentions

Students are learning to:

- analyse how their personal values shape their responses to rejection, exclusion and conflict
- justify respectful ways to manage difficult situations.

Success criteria

Students can:

- problem-solve scenarios involving rejection or conflict
- explain how some responses may lead to harm or escalation, and how respectful responses can help maintain positive relationships
- evaluate ways to communicate boundaries in a clear and respectful manner
- reflect on their choices and describe how they can stay true to their values, even when they feel hurt or left out.

Tune in

Introduce skills in focus:
communication, empathy and
problem-solving



Introduce the learning intentions and success criteria. Explain to students that today we are learning how we respond to and manage difficult situations such as rejection and conflict. We will also reflect on how our personal values impact on our responses and can empower us to contribute to safe and respectful environments. By the end of this lesson, you will be able to evaluate and reflect on communication and boundaries for positive relationships.

Students reflect on how their personal values influence their responses to rejection and conflict.

Teaching note

Connect learning from prior lessons by reminding students that we all face tough times such as missing out on something, failing a test, being dumped or feeling excluded. Today, we're going to think about what kind of person we want to be when these things happen – when things don't go our way, when we feel left out or when someone says no to us. In these times, what really shows us who we are is how we choose to respond.

Students record one or 2 responses to the following prompts.

- When things get hard, I want to be someone who ...
- In tough times, I try to remember to ...
- One value that helps me stay respectful is ...

Encourage students to use words or short phrases such as fair, calm, kind, honest, patient, brave, respectful, forgiving or strong.

Collate responses under the 3 headings on the board.

Read a selection and highlight the common values you see, such as empathy, patience, respect or courage.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning that even though our tough moments are different, the values we want to lean on in tough times, such as respect, courage and empathy, are pretty similar. These values guide how we act when we face conflict or rejection. Explain that we are going to look at some real situations where people deal with rejection or conflict. We are going to explore what those values look like in action and how the choices we make can help us grow. We are also going to consider the consequences when decisions are made that do not reflect positive values.

Understand

Model skills in focus:

communication, empathy and problem-solving



Practise skills in focus:

communication, empathy and problem-solving



Formative assessment opportunities:

Outcomes PH5-SMI-01, PH5-RRL-01, PH5-IBC-01

Review group presentations for clarity and connection between the tree parts and the scenario.

Monitor participation in discussions about reactions to rejection, respectful responses, communication and personal values.



Assess students' ability to communicate boundaries or rejection kindly during discussions.

Evaluate individual reflections on staying true to values and managing emotions during conflict or rejection.

Students apply problem-solving strategies to analyse scenarios involving rejection and conflict.

Draw a large tree on the board or display [Resource 18 – problem-solving tree](#).

Explain the tree metaphor. Ensure students understand that:

- the roots represent the causes of a problem or contributing factors
- the trunk represents the central problem or feeling (for example, 'I feel rejected and hurt')
- the branches represent possible actions or solutions, both positive and negative
- the leaves represent the consequences of the actions.

Model for the class how to apply the problem-solving tree to unpack a scenario where someone is experiencing rejection or conflict.

Use the following scenario.

Scenario – Jamal and Riley: Jamal has liked Riley for months. Jamal finally asks Riley out, but Riley says they don't feel that way. Jamal feels embarrassed and angry when friends tease him about being rejected.

Discuss that rejection and conflict are common experiences in relationships, but how people respond can build or damage trust and safety. Emphasise that no one is entitled to another's affection, time or body.

In small groups, students use the problem-solving tree to unpack one of the scenarios in [Resource 19 – scenarios](#). Students:

- identify the roots including possible causes, emotions, pressures, beliefs
- define the trunk, for example the main problem or decision point
- generate branches, such as possible actions or words
- generate leaves for example, possible short-term and long-term consequences.

Complete a share back where each group read out their scenario and tree parts.

Facilitate a class discussion, using the following prompts.

- How might influence and expectations impact how people react to rejection?
- Which responses could lead to escalation or harm, and which ones help maintain dignity and respect for both people?
- What skills or supports might help someone respond safely and respectfully?
- How can someone communicate clearly and kindly when they are rejecting or setting a boundary?
- What kind of person do I want to be when I'm hurt or rejected?

Individually, students reflect on and express their understanding of the following question.

- When rejection or conflict happens, how can I stay true to my values and still take care of my emotions?

Act and apply

Evaluate skills in focus:

communication, empathy and problem-solving



Formative assessment opportunities:

Outcomes PH5-SMI-01, PH5-RRL-01, PH5-IBC-01

Observe students' ability to connect beliefs, emotions, behaviours and consequences when revisiting the problem-solving tree.

Assess how effectively students identify and annotate unacceptable behaviours in Jamal's continued case study.

Review pairs' findings for accurate recognition of Jamal's actions and ethical issues.

Evaluate students' understanding of the radicalisation process as they apply the stepping in template to Jamal's story.



Students collaborate to identify ethical and supportive responses to challenging social behaviours.

Revisit the problem-solving tree and reinforce the connection between belief, emotions, behaviours and actions, and their consequences or outcomes.

Revisit the scenario on Jamal and Riley from earlier in the lesson.

Share with students [Resource 20 – Jamal's story](#) and read the continuation of Jamal's story as a class.

Working in pairs, students read the case study and annotate the unacceptable behaviours and actions taken by Jamal.

Pairs share their findings with the class.

Explain to students that we are now going to explore how some people can move from feeling unhappy or confused about certain things to adopting extreme or radical beliefs and behaviours. This is important because understanding these stages helps us recognise when someone might be heading down a dangerous path and how we can support them in a positive way.

Introduce [Resource 21 – stepping in: modelled response](#) and explain each stage.

Using Jamal as an example, students use [Resource 22 – stepping in: template](#) to identify Jamal's behaviours at each stage and suggest ways to support Jamal.

Facilitate a class discussion to check for understanding and clarify any misconceptions.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how radicalisation doesn't just happen overnight. It usually follows a path where someone moves from feeling lost to exploring new ideas, connecting with others, becoming fully involved, and sometimes acting out harmfully. Our job as friends, classmates and community members is to notice these signals early and respond with kindness, understanding and support, so that no-one ends up hurt or isolated.

Did we learn what we aimed to today?

Students engage in a round of the Gotcha! Game.

Students form pairs and stand or sit facing each other.

- Each player holds out one hand, palm flat and facing up. With the other hand, each player points their index finger straight down, touching the middle of their partner's outstretched palm.
- Catcher tries to close their palm and catch the other person's finger. Pointer tries to pull their finger away before it gets caught.

Count to 3 and on 3, both players act at the same time.

After a few rounds, encourage students to change partners.

Lesson 4 – challenging gender stereotypes and peer culture

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will explore how gender norms and stereotypes influence peer culture and contribute to harassment, exclusion and violence. Through analysing scenarios and engaging in collaborative activities, students develop skills in empathy, assertiveness and respectful communication. They practice recognising and challenging harmful behaviours and learn how inclusive values can promote safer, more supportive environments.

Syllabus outcomes and content

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Demonstrate skills in conflict resolution and evaluate strategies that assist with managing emotions
- Explain and demonstrate how being resilient and assertive can assist in managing a range of situations

- Develop personalised goals and evaluate how goal-setting can promote personal growth, motivation and success in a range of situations

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

- Assess how respectful relationships can nurture personal growth and create safe and supportive environments for individuals and communities

[Personal Development, Health and Physical Education 7–10 Syllabus](#)
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Why this learning matters

Understanding how stereotypes and peer dynamics influence behaviour helps students recognise and respond to harmful actions in constructive ways. When students become aware of how stereotypes can lead to unfair assumptions, biases and discriminatory behaviour, they can identify when actions or words are rooted in stereotypes. Knowing how stereotypes hurt others promotes empathy,

motivating students to stand against bullying, exclusion or discrimination rather than participating in or ignoring it. Understanding peer dynamics shows that the desire to fit in or be accepted can cause students to join in with harmful behaviours or stay silent. By recognising this pressure, students become empowered to make independent, positive choices. Practising skills such as assertiveness, empathy and resilience empowers students to manage their emotions, communicate effectively and stand up for themselves and others safely.

Teaching advice

Encourage open dialogue and ensure all students feel safe to express their views and experiences. Demonstrate active listening, empathy and respectful communication throughout the lesson. Use clear examples and guided questions to help students critically examine stereotypes, peer pressure and inclusive values. Access the teaching and learning section of the department's [Respectful Relationships Education website](#) for strategies.

Vocabulary

casual racism, vilification

Lesson preparation

- interactive whiteboard (IWB)
- [Resource 23 – scenario 1, part 1](#)
- [Resource 24 – scenario 1, part 2](#)
- [Resource 25 – decision tree](#)
- [Resource 26 – mix and match](#)
- [Resource 27 – criteria for peer assessment and feedback](#)
- [Myths and misconceptions about racism: fact sheets](#) – Australian Human Rights Commission (AHRC)

Lesson

Learning intentions

Students are learning to:

- analyse diverse perspectives to challenge rigid gender norms and stereotypes

- evaluate how inclusive values can transform peer culture and reduce violence.

Success criteria

Students can:

- interpret multiple perspectives to understand experiences of harassment and exclusion
- explain how stereotypes contribute to violence and affect peer group dynamics
- collaborate to design and assess strategies that promote inclusion and respect within their community.

Tune in

Introduce skills in focus:

social awareness, communication, decision-making and problem-solving



Introduce the learning intentions and success criteria. Explain to students that today we are learning how gender stereotypes can be challenged by inclusive values. We will also reflect on how stereotypes lead to unfair assumptions and discrimination. By the end of this lesson, you will be able to design strategies that promote inclusion and respect.

Students explore misconceptions related to intention versus impact of harmful behaviours.

Present students with [Resource 23 – scenario 1, part 1](#).

Students quietly reflect and then share what they notice about the interactions.

Facilitate a class discussion prompting students with the following questions.

- Why might someone say ‘just joking’ as a justification or when challenged?
- What are the possible consequences of ignoring or minimising the impact of these behaviours on individuals and the group?
- With interactions like this, what is the difference between intention and impact?
- How would these interactions be categorised in terms of interpersonal discrimination and extremism?

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning that sometimes people dismiss harmful behaviour by saying ‘it was just a joke’ but the impact of those actions can be very real and hurtful. Understanding the difference between intention and impact is important because even if someone didn’t mean to cause harm, the effect on others still matters. Recognising where these behaviours fit on our pyramid helps us see how small actions can lead to bigger problems if left unchallenged. We are now going to consider how these behaviours connect to gender stereotypes and peer culture.

Understand

Model skills in focus:

social awareness, communication, decision-making and problem-solving



Practise skills in focus:

social awareness, communication, decision-making and problem-solving



Formative assessment opportunities:

Outcomes PH5-SMI-01, PH5-RRL-01

Assess students’ ability to link everyday discriminatory behaviours (for example, sexist jokes, racist memes) to the development of peer cultures that normalise violence and exclusion, demonstrating understanding of rigid gender roles and peer pressure.

Evaluate students’ analysis and application of the decision tree activity, particularly how they distinguish between banter and harmful behaviour, and their grasp of the difference between intention and impact.

Observe students’ skills in assertive communication and upstander behaviours through role-plays, peer feedback and group discussions, focusing on respectful and effective responses to discrimination and vilification.



Students analyse how peer culture and rigid gender roles contribute to violence and exclusion.

Revisit the discussion on discrimination and extremism from Lesson 1. Focus on the base and middle behaviours related to racism, sexism and other forms of discrimination.

Link these concepts directly to gendered drivers of violence and peer culture dynamics by explaining the following.

- In many peer groups, things such as racist jokes, sexist memes and put-downs go unchecked because they’re brushed off as ‘just banter’ or ‘not that deep’. But when these behaviours are normalised, they create a group culture where disrespect, exclusion and cruelty are seen as acceptable or even rewarded.
- This links directly to violence through 2 key gendered drivers.
 - First: rigid gender roles, for example, the idea that boys have to be tough and in control. This pressures young men to dominate, suppress emotion and put others down to ‘prove’ their masculinity.
 - Second: peer group cultures built around aggression and control. When boys laugh at sexist or racist jokes instead of challenging them, they reinforce a version of masculinity that values power over respect.
- Over time, this creates an environment where violence – whether emotional, physical or social – is not just tolerated, but expected and accepted.
- Students engage in a Think-Pair-Share to discuss the following.
- How do the behaviours related to racism, sexism and other forms of discrimination contribute to more serious forms of violence or exclusion?
- How do you think it feels for young people to have to ‘show up’ or ‘fit in’ and act in a way that might not be true to their values to be accepted?
- When speech spreads hate, bullying or hurtful stereotypes about groups of people, it goes beyond the concept of free speech – it becomes harmful and unfair. How do we draw a line between freedom of speech, disrespect and causing harm?

- What are some examples from media, school or community where you have seen patterns of bullying, discrimination or hurtful stereotypes?

Teaching note

[The Man Box](#) (Jesuit Social Services 2024) and [The Adolescent Man Box](#) (Jesuit Social Services 2025) tell us that young men feel intense pressure to 'show up' by conforming to rigid and narrow ideas of masculinity, such as always being strong, confident, tough, unemotional and dominant. This pressure comes from peers, family, media and wider society, and young people perceive these expectations as constant and pervasive. However, most boys personally reject these restrictive stereotypes and desire more emotional freedom, connection, kindness and vulnerability. The pressure to fit into the 'man box' can cause harm including loneliness, mental health struggles, risk-taking behaviours and difficulty expressing emotions openly. The research highlights a crucial need to support young men in breaking free from these harmful norms and creating space for healthier, more flexible expressions of masculinity based on respect and equality.

The findings within [The Adolescent Man Box](#) indicated that a large portion of young people, especially boys, see friendly teasing among teenage boys as normal. They view the ability to both tease friends and withstand being teased as a necessary component of masculinity. Banter among young people is often seen as friendly teasing or joking that builds connections and shows acceptance within a group. However, the line between banter and being offensive is very delicate.

Summarise that any act of discrimination or stereotyping creates environments where more serious violence can take hold. This is why it's so important to challenge these behaviours early and support respectful peer cultures.

Introduce students to [Resource 24 – scenario 1, part 2](#).

Students use 2 examples from [Resource 23 – scenario 1, part 1](#) and [Resource 24 – scenario 1, part 2](#) to complete [Resource 25 – decision tree](#) and distinguish between banter and being offensive.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how banter usually involves playful, mutual interactions with respect and consent, where everyone understands the teasing is light-hearted. But when banter targets sensitive personal issues or aspects of identity such as race, gender or appearance, or becomes repetitive and hurtful, it can be perceived as offensive and even bullying.

Young people may take offence when the teasing goes beyond safe boundaries or when power imbalances mean they can't easily respond or opt out. What might be intended as playful for one person can feel exclusionary, insulting or harmful to another. This is why understanding the context, knowing others' feelings and respecting boundaries are important. Effective banter is inclusive and creates a sense of belonging, while offensive banter divides or harms.

Facilitate class discussion to share responses and consider the following reflective questions.

- Which part of the decision tree made you think the most?
- What does this activity teach us about intent versus impact?
- What would a respectful peer culture look and sound like in your group?

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how some behaviours such as sexist jokes or casual racism can be brushed off as 'just banter.' We also explored how, even if someone didn't mean harm, the impact can still be very real. We've seen how these types of comments and stereotypes can build a peer culture where exclusion, disrespect and even violence become normal.

Now we're going to look at how this connects to our rights and responsibilities under Australian law. This is important, especially when people say things like 'it's just free speech' or 'I'm allowed to have my opinion'. That is true and in Australia we are allowed to hold and express our own views. Freedom of speech means people can talk about ideas, debate opinions and express beliefs. But, and this is really important, freedom of speech doesn't mean freedom from consequences.

Define vilification.

Definition

Vilification is a public act that involves expressing hatred, serious contempt, revulsion or severe ridicule towards a person or group because of specific attributes such as their race, religion, sexuality or gender identity. It can take many forms, including spoken or written words, online comments, symbols, gestures or displays on clothing.

Unlike discrimination, which involves unfair treatment, vilification actively encourages others to hate or mock the targeted group.

Vilification is often unlawful, especially when it incites others to hatred or harm, and can be reported to human rights commissions or authorities. Examples include racist slurs, hate symbols or publicly spreading hateful messages aimed at a particular community.

Use the 'gesture voting' activity below to check for understanding of the definition. (Access [checking for understanding](#) to explore other response systems.)

Students show thumbs up if the statement or action is respectful, thumbs to the side if it is disrespectful or thumbs down if it is harmful or would be considered vilification.

Use the following situations for the gesture voting.

- A student says to a teacher, 'Go back to your own country'.
- A Senator in the Australian Parliament maintains a Facebook page where they make numerous online remarks and share materials that ridicules and incites hatred toward a specific religious group.

- Someone won't let someone else sit with them at lunch and they respond with, 'Come on. Don't be gay'.
- As you drive through a new suburb, your parent comments, 'Let's play spot the Aussie'.
- Two students are speaking in their first language in the playground. A teacher walks past and says, 'We speak English in this school.'
- A high school student paints hateful symbols and slurs in their major artwork. The teacher displays it near the school entrance.

Define freedom of speech.

Definition

Freedom of speech is the right to express one's opinions and ideas. It allows individuals to share their thoughts while respecting the rights of others and abiding by lawful limits, such as those against hate speech or incitement to violence.

Discuss the definition and explore key elements and important points.

Clarify any misconceptions and ensure that students understand that freedom of speech does not mean there is no consequence for hurtful behaviours or ideas. Clarify that freedom of speech does not mean we can say harmful, discriminatory or threatening things about someone's race, gender, sexuality or religion and expect there to be no impact, limits or consequences.

As a class, discuss why Australia has laws that protect people from hate speech, discrimination and harassment in public spaces, workplaces and schools. Emphasise that these laws don't stop people from having opinions, but they do set a clear line where speech or behaviour becomes harmful or illegal.

Students review Australian laws and protections against discrimination and harassment.

Students will match some key Australian laws with what they protect people from, including racial hatred, sexual harassment, or discrimination based on identity.

Using [Resource 26–mix and match](#), students read the law or behaviour and select the appropriate statement.

Facilitate a class discussion for students to express their understanding and clarify and correct misconceptions. Use the following questions to extend or support student thinking.

- Do you think our current laws do enough to protect people from discrimination and harm? Why or why not?
- Are there times when you've heard something that wasn't illegal to say, but still felt wrong? What made it feel that way?
- If someone experiences discrimination but the behaviour doesn't break the law, what other ways can we stand up and support them?

Use a think-aloud to model how to respond to one of the disrespectful or vilification situations discussed earlier in the lesson.

Model response

Imagine I was walking through the playground and heard someone say, 'Come on. Don't be gay.'

I would just calmly say 'It's not okay to use "gay" as an insult. Please stop.' I would stand tall, make eye contact, and use a firm but respectful tone to show I mean what I say without being aggressive or escalating the situation. If the behaviour continues, I would report it to another trusted adult to ensure I am safe and supported.

Students revisit one of the unsafe scenarios or situations discussed earlier in the lesson. Each student or pair of students is given one scenario and asked to record the rest of the scenario showing what it might look like if someone was to assertively communicate their position on the disrespect shown.

- In pairs, students choose a scenario. One person takes the role of the person who used disrespectful or hurtful language, drew the symbols or slurs, or made the statement. The other is the upstander to respond assertively.
- Allow students time to think about what or how they would respond. Ensure the students do not show each other their responses. Then allow time for the students to complete a mini role-play that shows how the situation can be diffused.

- Students take it in turns to practise assertively communicating a position.

After the mini role-play students discuss their approach. Using [Resource 27–criteria for peer assessment and feedback](#), students determine:

- What did the responder do well?
- How could they change their response?

Share as a class and discuss key features of successful assertive communication and upstander behaviours. Use the following prompts to guide the discussion.

- What knowledge and skills, strengths and strategies did you call on?
- Would you say you were willing, capable and confident? If so, why or why not?
- Was it easy or hard to think of something to say? Why?
- What would you need to say to make a response sound safe and respectful?

In small groups, students apply their learning to rewrite the upstander response in Scenario 1. Encourage students to use assertive and effective ways to interrupt and positively change the progression of events.

Facilitate a share back and class discussion.

- What makes this response effective and respectful?
- How might the person delivering this response feel?
- What might be the impact on others witnessing the response of the upstander?

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning that when you choose to speak up or act kindly, it not only helps the person targeted but also sends a message to others about what behaviour is acceptable. It can take courage and confidence, but your response can make a real difference in creating a safer community.

Act and apply

Evaluate skills in focus:

social awareness, communication, decision-making and problem-solving



Formative assessment opportunities:

Outcomes PH5-SMI-01, PH5-RRL-01

Evaluate how accurately and clearly each student conveys key facts during jigsaw activity.

Assess students' strategic planning to promote positive attitudinal and behavioural change when designing the awareness campaign.

Review students' journal entries for depth of insight on changes in their understanding.



Students reflect on how upstander responses can change group dynamics and promote safety.

Teaching strategy – jigsaw

Students learn different parts of a topic in expert groups, then share their knowledge in home groups to develop overall understanding of the topic.

Access the [RRE Teaching strategies resource](#) for more information on how to run a jigsaw.

Students engage in a jigsaw task.

Working in groups of 5, each student in the home group is assigned a number 1–5.

Students leave their home groups and join others assigned the same number. This becomes their expert group.

Assign each expert group one of the [Myths and misconceptions about racism: fact sheets](#) from the Australian Human Rights Commission (AHRC).

Students read, discuss and become 'experts' on their assigned topic. Encourage them to take notes and prepare to teach or express their understanding of this information to their home group.

Students go back to their original home groups and take turns teaching their topic to group members.

After all students have shared, facilitate a whole class discussion to consolidate learning and address any questions.

Explain that misinformation and stereotypes can influence behaviour and attitudes in powerful ways. By understanding the facts, we can better challenge harmful ideas and promote respect and inclusion. We can use this knowledge to create awareness and encourage positive change in our community.

Using the home groups from the previous activity, students design an awareness campaign or strategy that challenges stereotypes and promotes inclusive, respectful values. This could take the form of posters, digital media, skits or social media plans.

Provide the following guiding questions for students' analysis and campaign development.

- What specific stereotype or issue are we addressing, and why is it important to challenge it?
- Who is the target audience for our campaign, and what message will resonate best with them?
- How can our campaign use respectful language, images and stories to promote understanding and inclusion?
- What are the key values we want to promote (for example respect, empathy, fairness), and how will our campaign reflect them?
- What channels and methods (posters, social media, videos, events) will effectively reach and engage our audience?
- How can we involve diverse voices and perspectives to ensure the campaign is inclusive and authentic?
- What role does peer influence play in encouraging or discouraging violence?
- What actions or changes do we want our audience to take after seeing our campaign?
- What barriers might our campaign face in promoting our values?
- How will we measure the impact or success of our campaign in changing attitudes or behaviours?
- How do certain stereotypes about race and gender influence behaviour in peer groups?

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how changing attitudes takes time, but by working together and using respectful communication, we can create positive shifts in our peer culture.

Did we learn what we aimed to today?

Individually, students use a journal entry to reflect.

- How has your understanding of respectful relationships and peer culture changed?
- How should young people 'show up' for each other to build respectful cultures and safe environments?
- What new skills or strategies do you feel confident to use in managing complex situations?
- How can being resilient and assertive help you and others in your community?

Lesson 5 – becoming courageous upstanders

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will explore the important role of upstanders in both online and face-to-face situations involving harassment and bullying. Students analyse barriers that prevent people from intervening and discuss strategies to overcome them. Students practise safe and responsible ways to advocate for themselves and others by designing personal action plans for intervention. This prepares them to act confidently and ethically in complex social situations.

Syllabus outcomes and content

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Assess and apply leadership skills that support inclusive and respectful relationships
- Evaluate the influence that respect, empathy and self-awareness have on establishing and maintaining respectful relationships

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

- Examine support networks and rehearse protective strategies that can be used to help themselves and others in situations of coercion, neglect and abuse

PH5-IBC-01 analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities

- Examine ethical online behaviour and evaluate the significance of responsible digital citizenship

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Why this learning matters

Understanding and practising the role of upstanders equips students with critical interpersonal and self-management skills needed to handle bullying and harassment safely and effectively. Developing

courage, empathy and assertiveness enables students to support others and promote respectful communities both online and offline. By recognising barriers and preparing strategies to overcome them, students build resilience and confidence to act responsibly in difficult situations. This learning fosters personal wellbeing and contributes to safer, more inclusive environments where everyone's rights and dignity are respected.

Teaching advice

Clarify the distinctions between bystander and upstander roles and link these to rights, responsibilities and ethical behaviour. Help students recognise emotions such as fear or peer pressure that can act as barriers and how to manage these feelings. Guide students to create practical, safe intervention strategies that match their comfort levels and capabilities. Use student sharing and class discussions to consolidate learning and build confidence in their ability to act positively. Access the teaching and learning section of the department's [Respectful Relationships Education website](#) for strategies.

Vocabulary

activism, advocacy, barriers, courage, ethical behaviours, peer pressure, self-awareness, social responsibility, upstander

Lesson preparation

- interactive whiteboard (IWB)
- [Resource 28 – Greta Thunberg](#)
- [Resource 29 – tagged: upstander behaviours](#)
- [Resource 30 – planning template for action plan](#)
- [Tagged \(18:18\)](#) – eSafety Commissioner via Vimeo
- [First Follower: Leadership and social network Lessons from Dancing Guy \(2:57\)](#) – BeWe France via YouTube

Lesson

Learning intentions

Students are learning to:

- evaluate the roles of bystanders and upstanders

in online and offline contexts

- analyse barriers to intervention in difficult situations
- develop and practise effective, safe advocacy strategies for responding to harassment.

Success criteria

Students can:

- identify examples of upstander behaviour in cyberbullying and factors that help or hinder intervention
- evaluate how civic responsibility and individual rights motivate safe, assertive responses to harassment
- design and practise safe, assertive intervention strategies
- create personal action plans for responding to harassment online and at school.

Tune in

Introduce skills in focus:

communication, self-awareness and emotion and stress management



Introduce the learning intentions and success criteria. Explain to students that today we are learning how to advocate safely and effectively in online and offline contexts. We will also reflect on how courage, empathy and assertiveness can enable support and promote respect. By the end of this lesson, you will be able to design and practise safe and assertive interventions.

Students examine activism and barriers to acting as upstanders.

Students research and identify known personalities, campaigners or activists who advocated for important causes by taking a personal stand to speak out against strong opposition and powerful systems. Students may like to focus on the known work of [Resource 28 – Greta Thunberg](#).

Facilitate a class discussion using the following

questions.

- What are some of the common challenges or barriers people face that prevent them from acting as upstanders in situations of unfairness or harm? How can these barriers be addressed effectively?
- Activists, campaigners and advocates use facts and science to support their work and to challenge people to act responsibly. How does using accurate information and understanding different perspectives contribute to the effectiveness of an upstander when challenging intolerance, discrimination or bullying?
- Being an upstander can sometimes mean standing against peer pressure or popular opinion. What strategies can individuals or groups use to maintain their commitment to respectful and inclusive behaviour, especially when facing opposition or peer pressure? How can communities encourage more people to become upstanders?

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning that being an upstander means choosing to act in support of others and challenge unfairness, even when it is difficult. There are many common barriers such as fear or peer pressure that can prevent us from stepping in, but understanding our rights and responsibilities helps us see why it is important to overcome these obstacles. Recognising the difference between being a bystander and an upstander is key to creating respectful relationships and communities.

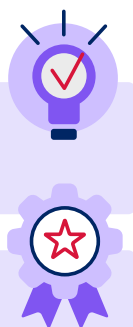
Understand

Model skills in focus:

communication, self-awareness and emotion and stress management

Practise skills in focus:

communication, self-awareness and emotion and stress management



Formative assessment opportunities: Outcomes PH4-RRL-01, PH5-IBC-01



Assess students' ability to identify and articulate examples of upstander behaviours as well as barriers.

Evaluate students' identification of upstander opportunities, missed chances and proposed interventions during the eSafety Commissioner 'Tagged' clip.

Gauge students' insights into their own roles, rights and responsibilities as upstanders through personal reflection.

Students identify upstander opportunities and barriers and propose intervention actions.

Explain that opportunities to act as upstanders, as well as barriers, can take many forms and occur at many levels, including the individual (knowledge), group (confidence that you have support) and organisational (that my school or workplace supports interventions).

Clarify terminology and check understanding by asking for examples of opportunities and barriers at each level, for example, sexist comments in the playground.

Working in pairs, students compile a list of suggestions for the following questions.

- What does it look like to be an upstander?
- What are some barriers that prevent us from acting as an upstander?

Facilitate a share back and compile a list of responses about being an upstander on the board.

Similarly, have students share responses for barriers and compile this on the board beside the upstander list.

Summarise student responses and explain that, in addition, upstanders need to feel that they have support to be upstanders from organisations, communities and groups. For example, individual students need to feel they are supported by a whole-school culture that encourages and protects upstanders, as well as stands for equality.

Facilitate a class discussion for students to express their understanding of and reflect on their role as upstanders and in supporting upstander behaviours. Use the following question to support student thinking.

- Reflecting on our understanding of ethical behaviours, what are your roles, rights and responsibilities in being an upstander and supporting upstander behaviours?

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how successful upstander actions require awareness of challenges and thoughtful responses. Understanding the opportunities to act as upstanders and barriers to intervention helps us develop realistic strategies to support others safely and effectively in digital spaces.

Upstanders take responsibility to intervene when witnessing injustice or harm, reflecting values such as empathy, courage and social responsibility to protect the rights and dignity of others.

Explain to students that, while watching a short film, they will identify the upstander opportunities, the potential barriers and propose actions to take as upstanders in each scene.

Use the completed Scene 1 as a modelled example in [Resource 29 – tagged: upstander behaviours](#). Check for understanding and clarify any misconceptions.

Issue students a copy of [Resource 29 – tagged: upstander behaviours](#).

Students watch the eSafety Commissioner (2014) short film [Tagged \(18:18\)](#) and complete the scene analysis while watching.

At the completion of the film, facilitate a class discussion to share ideas and hear a range of strategies and suggestions on how to act as an upstander. Use the following prompts to support discussion.

- What was one ‘missed opportunity’ and one ‘successful intervention’? What exactly happened?
- What was the immediate outcome when someone intervened?

- How did the target and the bystanders respond?
- What might be the long-term impact of upstander action (or inaction) in a community, school or peer group?
- How might the identities of the individuals involved influence who acts and how?
- In what ways could gender norms or peer culture shape whether someone feels able to intervene?

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning that even small acts of courage and intervention can have immediate positive effects on those targeted and influence the wider community over time. Social factors such as gender roles and peer expectations can impact whether someone feels able to act. Recognising that courage doesn’t have to be loud or dramatic opens the door for many forms of meaningful support.

Act and apply

Evaluate skills in focus:

communication, self-awareness and emotion and stress management



Formative assessment opportunities:

Outcomes PH5-SMI-01, PH5-RRL-01, PH5-IBC-01



Assess students’ grasp of the leadership–follower dynamic illustrated in First Follower.

Evaluate students’ abilities to articulate their own definitions and examples of courage.

Review students’ individual reflections and planning for safe intervention, focusing on identification of personal strengths, skills they want to develop, and practical, confidence-building strategies for acting as upstanders.

Students explore how social factors influence the ability to act as an upstander.

Show the BeWe France (2014) documentary [First Follower: Leadership and social network Lessons from Dancing Guy \(2:57\)](#). Before watching, pose a hook question such as, 'Is it more important to be a leader or a follower?'

Facilitate a short class discussion using the following questions.

- What is the importance of being the leader?
- Would you say the first and second follower are just as if not more important?
- The voiceover notes that soon everyone will join or they will be viewed as the outsiders. How does this connect with our learning earlier in the lesson about a supportive environment encouraging us to be upstanders?
- In what ways does being an upstander contribute to awareness and advocacy?
- Why might advocacy and awareness be important in preventing violence?

Introduce the statement 'Courage does not have to be loud'. Briefly explain that courage can be quiet and thoughtful, and does not necessarily involve big or complex actions. Students reflect on the idea that if a situation involves unknown people, the risk in intervening may be physical. With peers, the risk is social: causing a rift, losing popularity or being outcast.

Invite a few definitions or examples of courage from students.

In pairs, students share their thoughts and examples of courage. Prompt students with the following question.

- What have they seen or experienced, especially related to standing up for others or being an upstander?

Facilitate a brief class discussion, linking students' ideas to what it means to be an upstander without loud or complex actions.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about the concept of an upstander and how courage is involved in standing up against harassment, either online or in school. Emphasise that courage can be quiet actions such as telling a trusted adult, supporting the person being harassed, or safely reporting the behaviour. Courage is not only about bold actions but also quiet, thoughtful choices that reflect inner strength. Reflecting on what courage means and how it shows up in everyday situations helps us appreciate the many ways people stand up for others. This understanding builds confidence to respond safely and respectfully to harm.

Students develop their own personal action plan to determine what they need to be willing, capable and confident to intervene safely when they witness harassment, either online or at school.

Individually, students use [Resource 30 – planning template for action plan](#).

- Identify the strengths they have that will help them to be willing to be an upstander.
- Record the skills they may need or want to be capable of being an upstander.
- List strategies they can use to intervene safely and be a confident upstander.

Encourage students to be realistic and thoughtful about what they feel safe doing.

Invite volunteers to share parts of their action plans with the class, with an emphasis on the skills and strategies.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how courage can take many forms and the importance of being prepared to act safely. Being prepared to act with courage involves recognising our strengths, identifying skills we want to develop, and planning safe ways to intervene. By considering what feels realistic and comfortable, we empower ourselves to make positive choices that protect and support others in challenging situations.

Did we learn what we aimed to today?

Lesson 6 – extremism, radicalisation and navigating manipulative influences

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will investigate the complex interplay of identity, bias and discrimination, focusing on how these factors can contribute to bullying, exclusion and extremism. The lesson guides students to critically evaluate how choices and actions can challenge or reinforce harmful norms. Through scenario analysis, reflective discussion and skills practice, students build self-awareness, social awareness, empathy and assertive advocacy skills. They learn strategies to respond ethically and proactively as upstanders, fostering a safe and respectful environment for themselves and others.

Syllabus outcomes and content

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Examine and refine interpersonal skills and actions to take greater responsibility for the safety, health and wellbeing of themselves and others

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

- Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships
- Describe the rights and responsibilities within intimate and sexual relationships that help create positive and safe experiences, including how to gain, give and deny consent

PH5-IBC-01 analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities

- Examine how power balances impact respectful relationships in contexts such as school, home, the workplace or with friends

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Why this learning matters

Discrimination and exclusion based on identity undermine wellbeing and community cohesion. At a community level, discrimination fosters division and suspicion, weakening social bonds and making it harder for people to work together, solve problems or celebrate diversity. It can lead to increased conflict, prejudice and less social cohesion, as shared values of fairness and inclusion are undermined. By understanding how bias and social norms influence behaviour, students gain important tools to recognise, challenge and refuse discriminatory actions.

Developing empathy and advocacy skills empowers students to act safely and constructively when witnessing harm. When students can put themselves in others' shoes, they are more likely to recognise the impact of harmful behaviour and feel a personal commitment to intervene or offer help. Advocacy skills equip students with the tools and confidence to act safely and constructively, such as communicating assertively, seeking adult support or using inclusive language, to effectively challenge harm without escalating conflict. Together, empathy and advocacy enable students to respond thoughtfully, promoting positive change and fostering a safer, more respectful environment for everyone.

Teaching advice

Facilitate a supportive class environment where all students feel respected and valued. Use structured scenarios, group dialogues and role-plays to prompt critical thinking about identity, discrimination and ethical choices. Encourage reflective listening and non-judgemental sharing, modelling assertive and empathetic communication. Be aware that sensitive topics may evoke emotional responses; incorporate wellbeing check-ins and offer optional debrief opportunities as needed. Reinforce that advocacy is built through everyday actions and that even small interventions can have a big impact on creating lasting positive change. Access the teaching and learning section of the department's [Respectful Relationships Education website](#) for strategies.

Vocabulary

counter-narratives, manipulative messaging tactics, radicalisation, radicalisation pathways

Lesson preparation

- interactive whiteboard (IWB)
- [Resource 31 – fitness scenario message sets](#)

Lesson

Learning intentions

Students are learning to:

- analyse pathways to online extremism and radicalisation
- critically evaluate manipulative messaging tactics
- develop inclusive counter-narratives grounded in rights and respect.

Success criteria

Students can:

- critically assess how extremist movements use online platforms and messaging tactics to radicalise individuals
- apply research skills to identify and analyse extremist propaganda without engaging with harmful content
- create and justify inclusive counter-narratives that challenge extremist messages and promote values of inclusivity.

Tune in

Introduce skills in focus:
self-awareness, leadership and advocacy and empathy-building



Introduce the learning intentions and success criteria. Explain to students that today we are learning about online extremism, including pathways to radicalisation and manipulative messaging tactics. We will also reflect on how discrimination and exclusion undermine wellbeing and community cohesion. By the end of this lesson, you will be able to assess the tactics of extremist online platforms and develop counter-narratives to promote the value of inclusivity.

Students critically evaluate online messages for realism, safety and evidence.

To activate contextual knowledge and check key terminology, students name one piece of online advice they have received that is realistic, one that is achievable, one that is not believable and one that is not relatable.

Issue students with the set of messages from the imaginary ‘Fitness Influencer’. Read out message set 1 from [Resource 31 – fitness scenario message sets](#).

As a class, discuss the following questions.

- Is the advice realistic and achievable?
- Does it promote healthy behaviours?
- Is it believable and relatable?

Issue students with the second, third and fourth set of messages from the imaginary ‘Fitness Influencer’. These are located in [Resource 31 – fitness scenario message sets](#).

Working in pairs, students discuss the following questions.

- Is the advice realistic and achievable?
- Does it promote healthy behaviours?
- Is it believable and relatable?
- Could it be unsafe or harmful?
- Is it backed by credible evidence or experts?

Students share their reasoning with the class. Discuss common features of safe versus unsafe messages and the impact of repeated exposure to seemingly harmless messages.

Understand

Model skills in focus:

self-awareness, leadership and advocacy and empathy-building



Practise skills in focus:

self-awareness, leadership and advocacy and empathy-building



Formative assessment opportunities:

Outcomes PH5-RRL-01, PH5-IBC-01



Assess students’ ability to identify differences between safe, evidence-based health messages and unsafe or misleading influencer content using the T-chart or Venn diagram.

Evaluate students’ understanding of parallels between the path to radicalisation and manipulative messaging.

Review students’ creation and use of checklists to critically evaluate online messaging.

Students identify marketing and persuasion strategies used by influencers.

Working in pairs, students compare a safe and realistic message with an unsafe or misleading message from the ‘Fitness Influencer’.

Use a T-chart or Venn diagram to compare:

- a safe, evidence-based message
- an unsafe or misleading one.

Ask students to find an example of each of the following in their T-chart or Venn diagram:

- tone
- language
- source credibility
- emotional appeal (shame, guilt, aspiration)
- effects on self-esteem or identity.

Students present their findings, highlighting how unsafe messages might disrupt healthy behaviours and why. Use the following discussion prompt.

- How might repeated exposure to this kind of content affect how we view ourselves and others?

Define radicalisation.

Definition

Radicalisation refers to a gradual process where a person begins to adopt extreme ideas or beliefs that reject or harm others, often after repeated exposure to biased or manipulative content. This can happen online or offline and often begins with harmless-looking messages that target emotions such as fear, pride or belonging.

Discuss the definition and ask students:

- What similarities might exist between manipulative health messages and the way extremist or exclusionary groups try to influence people?
- How could someone's identity, frustrations or search for belonging make them more vulnerable to these tactics?
- What might help prevent someone from being pulled in by harmful or extreme messages online?

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how manipulative health messages and extremist or exclusionary groups both use psychological tactics to influence people's attitudes and behaviours. These include tactics such as emotional appeal, fear, misinformation and promises of belonging or purpose. They exploit individuals' identities, frustrations or desires for acceptance to make them vulnerable, often isolating targets and providing a sense of community or identity where it may be lacking.

Someone's identity or feelings of exclusion or frustration can make them more susceptible to these tactics as they seek meaning or connection, making them more likely to accept extreme or misleading messages.

Prevention includes fostering critical thinking and media literacy skills, building strong self-identity and supportive social networks, and providing education about manipulative messaging tactics to help individuals recognise and resist harmful influence online.

Introduce common marketing and persuasion techniques used in health and fitness messaging, such as:

- before-and-after transformations
- 'no excuses' messaging
- identity-based targeting (for example, 'be a real man', 'glow-up or shut up')
- selling superiority (elitism, dominance).

Students review their T-chart or Venn diagram and identify instances where these techniques have been used and discuss their effect on people's perceptions and behaviours.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning that it is okay to want to be healthy, but we need to be mindful about where we get our information from. Online, there are countless sources claiming to offer health advice. It is important to consider who is influencing us, what their motivations might be, and whether the message is actually helpful or harmful. Not all information is accurate or trustworthy, so we should look for evidence-based advice from reputable sources, such as official health organisations, qualified professionals or government websites. By critically evaluating online content, we can make better choices about our health and wellbeing.

Students work in pairs to develop a checklist of questions to ask themselves when encountering content online. Examples could include:

- Who created this content and why?
- Is the message based on facts or opinions?
- Does this content make me feel informed or ashamed?
- Would a credible health professional agree with this advice?
- Is someone profiting from this?

Facilitate a class discussion where students express their understanding and raise questions to consider when online.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning that before accepting any message you see online, pause and ask yourself important questions. Who created this content and why? Is it trustworthy and based on facts? How does it make you feel? Is it informative or does it try to pressure, shame or persuade you? By taking time to stop, think and check the information, you can protect yourself from misleading or harmful content and make smarter, safer choices online.

Act and apply

Evaluate skills in focus:

self-awareness, leadership and advocacy and empathy-building



Formative assessment opportunities:

Outcomes PH5-SMI-01, PH5-RRL-01, PH5-IBC-01

Assess students' ability to role-play responses to problematic language using assertive counter-responses.

Evaluate students' comprehension of the effects of repeated exposure to harmful or stereotypical online content through contribution in class discussion.

Review students' individual exit slip responses to sentence stems about what to look out for online and possible counter-messages they can use.



Students evaluate how to protect themselves from harmful online communities.

Introduce students to the following scenario.

Scenario – Hitting the gym: In a group chat, someone shares a post that says, 'If you're not hitting the gym 6 days a week, you clearly don't want it bad enough! No excuses.'

Begin by modelling how to identify and respectfully challenge a biased or exclusionary message through a think-aloud process. For example, say aloud:

- If I saw a post or heard someone say, 'You have to look a certain way to be healthy', I would pause to consider: What message is this sending, and who might feel excluded? I remind myself that health looks different for everyone. Then, I would respond calmly and respectfully with something like, 'Health looks different for everyone. We should support each other to feel strong and confident in our own way.' I'm choosing a respectful tone, avoiding blame and offering a positive message that promotes inclusion.

Briefly explain your choices, emphasising how you stayed respectful, used inclusive language, and focused on promoting wellbeing instead of criticism.

Invite students to co-create a respectful response to a new biased or exclusionary message. Display or read the message and prompt discussion.

- What makes this message unhelpful or exclusionary?
- What values do we want to express in our response?
- How can we phrase our counter-message respectfully while still challenging the idea?

Record student suggestions and collaboratively compose an inclusive, respectful counter-message that promotes health and belonging.

Students work in pairs or small groups to role-play:

- a respectful way to question or challenge a biased or exclusionary message
- a counter-message that promotes inclusion, health and respect.

After practising, groups share their counter-messages with the class. Facilitate a discussion to build a class list of inclusive responses and highlight how respectful language fosters empathy, belonging and wellbeing.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about how harmful messaging does not come from health and fitness influencers alone. Explain that when we keep hearing the same harmful messages – about not being good enough, strong enough or fitting a certain mould – those messages can start to shape how we see ourselves. If we begin to believe them, we might start acting in ways that affect both ourselves and others, often without even realising it. Sometimes, these negative views can lead us away from personal growth and instead toward blaming others or feeling excluded. This is how harmful attitudes can begin – subtly, with something as small as a meme, a joke or a 'motivational' video that plays on fear, identity or pride.

Revisit the attitudes, beliefs and norms, behaviours and actions linked to interpersonal discrimination and extremism.

Students identify beliefs or attitudes people may be exposed to through the media or online. Examples could include:

- ‘real men don’t cry’ –reinforcing toxic masculinity by discouraging emotional expression in men
- ‘if you’re weak, you deserve to fail’ –promoting harsh judgment and a lack of empathy for vulnerability
- ‘girls should be well-behaved and boys are expected to act out’ –perpetuating rigid gender behaviour norms
- ‘women are natural nurturers and men are natural leaders’ –limiting roles and opportunities based on gender
- ‘men who are not aggressive or assertive are unmanly’ –enforcing harmful stereotypes about masculinity
- ‘women who reject advances hate men’ –using derogatory labels to shame
- ‘women should always try and look pretty for men’ –objectifying women as sexual objects or judging them by appearance, implying value only through attractiveness.

Classify the above as either ‘attitudes, beliefs and norms’, ‘behaviours and actions’ or ‘violence’.

Facilitate a class discussion and extend student thinking using the following questions.

- What are some examples of beliefs we may be exposed to through the media or online that might seem harmless at first but could lead to more serious harm?
- How do these messages play into gender stereotypes or fears?
- Why do influencers or groups use these tactics?

Teaching strategy – stay and stray

Create groups of 3 and number students 1, 2 and 3. Spread the groups of 3 around the room. For each statement each person will be provided a set period, for example 30 seconds, to express their thoughts on the statement. For these 30 seconds the other 2 students are listening and not speaking or interrupting. Each person in the group takes their 30 seconds on the same statement.

Once all 3 have expressed their thoughts, rotate the groups by moving person 1 clockwise; person 2 stays stationary and person 3 moves anti-clockwise. Repeat the process for each statement.

Access the [RRE Teaching strategies resource](#) for more information on how to run a stay and stray.

Using a stay and stray teaching strategy, students discuss the following questions.

- How can we know when a message is designed to manipulate us?
- What’s the difference between a supportive community and a manipulative one?
- How can we as a community protect ourselves and others from being pulled into unsafe and harmful online communities?

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about the importance of recognising and respectfully challenging biased or exclusionary messages online, and how to protect ourselves from harmful online communities. Reinforce that harmful messages often rely on stereotypes or unrealistic expectations that can quietly shape how we see ourselves and others. Revise the importance of knowing when to pause, reflect on the message’s impact, and respond with kindness and inclusion to promote respect for everyone.

Reinforce that by practising respectful responses, we build confidence to stand up against harmful ideas without blame or judgement. Together, we create a community that supports diversity and challenges unfair attitudes. Keep asking yourselves: Is this message inclusive? Does it respect everyone? How can I respond in a way that promotes belonging and empathy?

Did we learn what we aimed to today?

Individually, students complete an exit slip to reflect on their learning and consider personal strategies to use when encountering messaging online.

Students respond to the following sentence stems:

- One thing I will look out for online is ...
- A counter-message I could use is ...

Lesson 7 – blurry boundaries

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will understand the roles and responsibilities of bystanders and upstanders in preventing bullying, discrimination and violence. Through analysis of real-life case studies, group discussions and skill-building activities, students enhance their ability to identify harmful behaviours and develop practical strategies to intervene safely and effectively. This lesson emphasises ethical decision-making, empathy, communication and advocacy skills to empower students to contribute positively to their school community and beyond.

Syllabus outcomes and content

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Demonstrate skills in conflict resolution and evaluate strategies that assist with managing emotions

- Assess and apply leadership skills that support inclusive and respectful relationships

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

- Examine how power balances impact respectful relationships in contexts such as school, home, the workplace or with friends
- Investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships
- Describe the rights and responsibilities within intimate and sexual relationships that help create positive and safe experiences, including how to gain, give and deny consent

[Personal Development, Health and Physical Education 7–10 Syllabus](#)
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Why this learning matters

Knowing how to respond as an upstander is crucial to breaking cycles of harm and building inclusive, respectful environments. Students who develop confidence and competence in advocacy can protect themselves and others while promoting human rights and social justice. This learning supports students to transition from passive bystanders to active participants in creating safer spaces, reducing the impact of violence, discrimination and extremism in their communities.

Teaching advice

Create a trusting and inclusive atmosphere that encourages honest dialogue and mutual respect. Use case studies and collaborative tasks to explore intervention strategies, highlighting diverse approaches and their ethical implications. Encourage students to practise assertive communication and empathy through role-play and peer feedback. Be mindful of students' comfort levels and provide opportunities for reflection and emotional support. Emphasise that effective upstander behaviour is context-sensitive and builds gradually over time, fostering confidence to take positive action. Access the teaching and learning section of the department's [Respectful Relationships Education website](#) for strategies.

Vocabulary

assertive communication, coercion, consent, gendered expectations, power imbalance

Lesson preparation

- interactive whiteboard (IWB)
- [Resource 32 – blurry boundary cards](#)
- [Resource 33 – key principles of sexual consent](#)
- [Resource 34 – suggested list of places and people for support](#)

Lesson

Learning intentions

Students are learning to:

- evaluate how gendered expectations and power dynamics influence relationships
- analyse the principles of consent.

Success criteria

Students can:

- analyse scenarios to identify unequal expectations and power imbalances
- evaluate the essential principles of consent (freely given, reversible, informed, specific) and explain their importance in healthy relationships
- demonstrate assertive conversations to practise asserting consent and challenging controlling behaviours.

Tune in

Introduce skills in focus: leadership and advocacy, communication and emotion and stress management



Introduce the learning intentions and success criteria. Explain to students that today we are evaluating the ways in which power dynamics influence relationships. We will also reflect on the principles of consent and the role of upstanders in creating safe spaces free of violence, discrimination and extremism. By the end of this lesson, you will be able to demonstrate skills in asserting consent and challenging harmful behaviours.

Students explore differences between rights, culture and respect.

Teaching note

Begin by acknowledging the diversity in the classroom, referring to different beliefs, values and cultural traditions. Emphasise that the goal is to think critically about relationships and choices, not to judge what is right or wrong. Highlight themes of power, respect and individual freedom.

Hand out [Resource 32 – blurry boundary cards](#) to students.

Students work in pairs to categorise the cards as always true, sometimes true, or never true.

Facilitate a whole class discussion focusing on where statements create tension or ‘blurry boundaries’ between rights, respect and culture. Consider the following prompts to extend student thinking.

- When might someone feel pressured by expectations they disagree with?
- Why can it be hard to speak up when cultural or family expectations feel unfair?
- How can we balance respect for culture with respect for individual choice?

Revisit [Resource 33 – key principles of sexual consent](#) from Topic 1.

Invite students to discuss:

- When do principles of sexual consent get tested or blurred in real life?
- How do power, culture or gender expectations affect someone’s ability to say no?

Teaching note

Australia’s legal framework aims to safeguard individuals from coercion, forced marriage, harassment and discrimination to protect human dignity and foster inclusive communities. In addition, NSW has several laws that protect people from coercion, forced marriage, harassment and discrimination. Access the [Youth Law Australia](#) website for more information.

Reinforce that consent cannot exist where there is pressure, fear or unequal power.

Formative assessment opportunity: Outcomes PH5-SMI-01, PH5-RRL-01

Assess and monitor student engagement in the role-play of assertive responses using ‘I’ statements.



Students identify situations involving power imbalances and unclear consent in scenarios.

Review understanding of the terms ‘power imbalance’ and ‘unclear consent’.

Model a scenario, such as a boss asking a young worker to do an extra late-night shift. Unpack the power imbalance, as well as why consent in this scenario may be ‘unclear’ or not freely given.

Rotate students in small groups through the scenarios below illustrating ‘blurry boundaries’.

- A family wants their child to meet a potential partner chosen by relatives. The young person feels unsure but pressured to agree.
- A student is told their traditional clothing doesn’t ‘fit the team image’.
- A student’s parents insist on a career path that conflicts with their personal goals.
- One partner expects constant messaging or demands passwords ‘to prove trust’.

Students:

- identify where power imbalances or unclear consent occur
- note body and emotional cues indicating discomfort or distress.

In the same small groups, students select one scenario to role-play an assertive response using ‘I’ statements that:

- express feelings and needs clearly (‘I feel...’, ‘I need...’)
- set respectful boundaries
- request support or plan a safe exit.

Facilitate a class discussion where students share back and consider the following questions.

Understand

Model skills in focus: leadership and advocacy, communication and emotion and stress management



Practise skills in focus: leadership and advocacy, communication and emotion and stress management



- What was challenging about being assertive?
- What made the communication respectful?
- How could a friend or bystander provide support?

Discuss how gendered expectations and power imbalances can make it difficult to assert consent or speak up.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning more about the importance of respecting autonomy and upholding consent in all relationships. Highlight that cultural beliefs should never override individual rights and wellbeing.

Act and apply

Evaluate skills in focus: leadership and advocacy, communication and emotion and stress management



Formative assessment opportunities: Outcomes PH5-SMI-01, PH5-RRL-01

Review students' responses to scenarios identifying appropriate trusted people or services and justifying their choices.

Assess students' responses in exit tickets using sentence stems about insight into power and consent and what they can do to show respect and autonomy in their own lives.



Students explore trusted people and services and select appropriate support networks when help-seeking.

Individually, students undertake a reflection using the following questions.

- How do you recognise when something feels wrong or unfair?
- What physical signals tell you that you feel pressured or out of control?

- Who do you turn to when things get difficult? How do you check in with yourself?
- What calming strategies help you in tough situations?
- How can respect for yourself, others and culture inform your decisions?

Facilitate a class discussion using the following questions.

- Name some trusted people or places you could go to if you or someone you know needs help. For example, family, teachers, school counsellors, community organisations, helplines.
- What are the challenges people might face when deciding whether to report a problem or ask for help?
- Why is it important to have support systems and to know how to access them?
- How does understanding your rights and the laws protect you when you seek help?

Working in pairs, students review [Resource 34 – suggested list of places and people for support](#) to examine the following scenarios and identify who is best placed to help and why.

- A close friend is starting to share extreme views online and encouraging others to join a radical group. You're worried they might get involved in dangerous activities.
- You notice a classmate being repeatedly grabbed and touched inappropriately by another student but they are too scared to say anything.
- A peer keeps making inappropriate sexual jokes and comments in class and you feel uncomfortable but unsure if it counts as harassment.
- Someone you trust is being pressured by a group at school to exclude others based on their race or religion, and you feel this is unfair and harmful.
- You are being followed and threatened by someone who wants to control your choices and friendship circle.
- You see posts on social media promoting violence or hate speech linked to extremist groups, and you feel uneasy but unsure whether to report it.
- You're experiencing ongoing bullying that includes name-calling and exclusion, as well as unwanted physical contact.

- A family member is using manipulative behaviours to control your decisions about school, friends or relationships, making you feel powerless.
- You're worried about a peer who's withdrawn suddenly and mentions scary or dangerous plans they might have.
- You want advice about how to stand up safely against harassment or discrimination you face because of your culture or beliefs.

Individually, students complete an exit ticket using the following sentence stems.

- One insight I gained about power and consent today is ...
- One thing I can do to show respect and autonomy in my own life is ...

Facilitate class discussion for students to share responses and correct misconceptions.

Reinforce and revise

Reinforce the key messages and revise the learning intentions and success criteria.

Today we are learning that the concepts discussed in this lesson, such as manipulative behaviours and power imbalances, involve really tough situations that don't always have clear answers. This requires us to think carefully about safety, respect and support. We talked about when someone might feel pressured, scared or unsure because of bullying, harassment or even extreme beliefs. The key takeaway here is this: no-one should ever face these challenges alone. Trusted people such as teachers, school counsellors, family members and community workers are here for you. There are also special services and helplines such as Kids Helpline and 1800RESPECT, and authorities such as the police or the eSafety Commissioner, who can step in when things get serious.

Every situation is different, and sometimes it's tricky to know who to turn to. But what matters most is that you do reach out. Your wellbeing and safety are important. You have the right to be heard, respected and supported, no matter what. So, keep these support options in mind, and if you or someone you know is in trouble, talk to someone you trust.

Did we learn what we aimed to today?

Lesson 8 – valuing rights, taking action

Creating a safe, respectful and inclusive classroom

Before delivering Respectful Relationships Education (RRE) or other sensitive content, staff should complete a [self-awareness check-in](#) with themselves and a trusted supervisor to prepare emotionally and professionally.

All RRE materials must be reviewed and endorsed by the school principal before use to ensure they are appropriate and consistent with school expectations.

For RRE to be effective, staff must ensure they are [creating a supportive environment](#), [informing parents and carers](#), using [suitable teaching strategies](#), [preventing public disclosures](#) and ready to use protective interrupting while following mandatory [Child Protection reporting policies](#).

Overview

Students will synthesise their learning about respectful relationships, advocacy and upstander behaviours by collaboratively designing and presenting an advocacy campaign. Students apply critical thinking, creativity, communication and teamwork skills to develop persuasive messages that promote inclusion, respect, and the prevention of gender-based violence, discrimination and extremism. The lesson emphasises reflection on personal and collective responsibility to foster safer communities and sustain positive social change.

Syllabus outcomes and content

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

- Develop personalised goals and evaluate how goal-setting can promote personal growth, motivation and success in a range of situations

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

- Analyse how interactions in online environments can impact self-esteem, self-worth, identity and reputation
- Examine ethical online behaviour and evaluate the significance of responsible digital citizenship
- Investigate and apply the safe use of technology in forming and maintaining relationships online

PH5-IBC-01 analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities

- Assess how respectful relationships can nurture personal growth and create safe and supportive environments for individuals and communities

[Personal Development, Health and Physical Education 7–10 Syllabus](#)
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Why this learning matters

Translating knowledge and values into action is essential for long-term societal impact. This lesson empowers students to harness their voices and skills in advocacy, strengthening their sense of agency and contribution to the promotion of human rights. Collaborative campaign development reinforces leadership, empathy and ethical decision-making, preparing students to navigate complex social issues respectfully and effectively. This practice nurtures sustainable upstander identities and community resilience.

Teaching advice

Support a collaborative and respectful group dynamic by setting clear expectations and roles for teamwork. Facilitate brainstorming and planning phases with structured scaffolds to guide students in messaging, audience awareness and ethical considerations. Encourage peer support and constructive feedback to enhance communication skills and campaign impact. Provide time for reflection on the connections between personal values, advocacy and community wellbeing. Monitor group processes sensitively and offer guidance to address any challenges in dynamics or content. Access the teaching and learning section of the department's [Respectful Relationships Education website](#) for strategies.

Vocabulary

advocacy, gender-based violence, human rights, prevention frameworks, upstander behaviour

Lesson preparation

- interactive whiteboard (IWB)
- [Resource 35 – upstanding in different contexts](#)

Lesson

Learning intention

Students are learning to:

- analyse the importance of valuing human rights and evaluate advocacy as a form of civic action to prevent gender-based and domestic family violence.

Success criteria

Students can:

- explain the connections between valuing rights, prevention strategies and advocacy
- design and justify an advocacy campaign that promotes respect and human rights within their school community
- reflect on how advocacy and upstander behaviours contribute to preventing gender-based violence and support a safer community.

Tune in

Introduce skills in focus:

leadership and advocacy,
collaboration and self-awareness



Introduce the learning intention and success criteria. Explain to students that today we are learning about the importance of human rights and advocacy as a form of civic action. We will also reflect on how people can promote ideas about complex social issues through empathy, collaboration and ethical decision-making. By the end of this lesson, you will be able to design and justify an advocacy campaign and reflect on your perceptions of upstander behaviours.

Students reflect on what they need to be willing, capable and confident to be upstanders in different contexts.

Using [Resource 35 – upstanding in different contexts](#), students record what they need to be willing, capable and confident to be an upstander. Students fill in this template based on the domain in which they find themselves most able to be an upstander. For example, what knowledge, attitudes, skills and supports would you need to confidently intervene as an upstander if you witnessed bullying or discrimination at school?

In pairs, students share and discuss ideas to add or enhance their own skills and strategies.

Facilitate a class discussion using the following prompts.

- Which domains (family, school, community, online) felt easiest or hardest to be an upstander in?

- What skills or attitudes do you see as most important across domains?
- How do the issues of extremism, harassment, discrimination and blurred boundaries appear in different life areas?
- How does mapping our willingness, capability and confidence across different life domains help us become effective upstanders against sexual violence, discrimination and extremism?
- In what ways can identifying areas where we feel less confident or capable guide us to seek support or build skills to intervene or advocate for change?
- How can understanding the interconnectedness of different life domains help us see the bigger picture in preventing harmful behaviours?
- What role does personal reflection and self-awareness play in shifting attitudes and behaviours that contribute to discrimination or violence?
- How might knowing this encourage us to take action even in situations that feel complex or risky, such as confronting extremist ideas or sexual harassment?

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning more about our willingness, capability and confidence to speak up in different areas of our lives. We have seen that self-awareness is the starting point for change. Knowing our strengths and, importantly, where we might need support empowers us to intervene safely and confidently. This can help us move beyond awareness to action and shows us that even small changes can ripple out to create safer, more inclusive communities.

Understand

Model skills in focus:

leadership and advocacy,
collaboration and self-awareness



Practise skills in focus:

leadership and advocacy,
collaboration and self-awareness



Formative assessment opportunity:

Outcomes PH5-IBC-01, PH5-RRL-01

Review and monitor students' contributions and understanding in the expert group presentations and class discussion.



Students examine strategies for preventing gender-based violence.

Teaching strategy – jigsaw

Students learn different parts of a topic in expert groups, then share their knowledge in home groups to develop overall understanding of the topic.

Access the [RRE Teaching strategies resource](#) for more information on how to run a jigsaw.

Students work in small expert groups.

Each group receives one section of either the [NSW Strategy for the Prevention of Domestic, Family and Sexual Violence 2024–2028](#) (NSW Government, Department of Communities and Justice 2024) or the [National Plan to End Violence against Women and Children](#) (Australian Government, Department of Social Services 2022).

Each expert group reads their section carefully and identifies:

- the main goals of the strategy or plan section
- key actions proposed
- who the strategy/plan aims to support or engage.

Each expert group presents a summary of their section to the class.

Facilitate a share back and discuss the following questions.

- How do these strategies support what we have learned about being upstanders and advocates?
- What similarities and differences do you notice between the NSW Strategy and the National Plan?
- How can the knowledge of these frameworks guide the advocacy campaigns you will design next?
- Why is coordinated action at both state and national levels important in preventing gender-based violence?

Students create a visual summary (mind map, infographic or poster) highlighting the core elements of the NSW Strategy and the National Plan.

Share visuals in small groups and explain how these frameworks influence community safety and individual responsibility.

Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning more about how the strategies we have explored are designed to prevent gender-based violence by guiding us to consider how we can all take action, whether as individuals, schools or communities.

Revise the thinking about being upstanders and advocates. These frameworks give us clear ideas and tools to speak up and get involved. This is a crucial skill when working to keep our communities safe and respectful. Keep these ideas in mind as you move forward.

Reinforce that the prevention of violence is a shared responsibility – your voice and actions truly matter.

Students work in small groups (3 to 5 students).

Task each group to design a campaign targeting one or more issues (bullying, discrimination, extremism, gender-based violence) using the prevention frameworks as a guide.

The campaign needs to:

- identify key messages grounded in human rights and respect
- integrate prevention strategies from the NSW Strategy and the National Plan
- consider the campaign audience (students, teachers, community)
- explain why the campaign is important
- explain how it helps prevent gender-based violence or related harms.

Each group presents their campaign to another group. While listening, students consider and provide positive, constructive feedback focusing on:

- clarity and relevance of messages
- connection to human rights and prevention frameworks
- creativity and feasibility of engagement methods.

Act and apply

Evaluate skills in focus:

leadership and advocacy,
collaboration and self-awareness



Formative assessment opportunities: PH5-SMI-01, PH5-IBC-01, PH5-RRL-01

Assess students' application of prevention frameworks and human rights principles to create an advocacy campaign.

Monitor and review peer feedback on advocacy campaigns.

Review student responses in reflective journal to ensure that students have personally connected advocacy concepts to their values and future behaviours.



Reinforce and revise

Reinforce the key messages and revise the learning intention and success criteria.

Today we are learning more about the importance of using advocacy to address bullying, discrimination, extremism and gender-based violence. Remind students that designing these campaigns helps put prevention frameworks into action by creating clear messages grounded in human rights and respect.

Highlight how presenting to peers and giving constructive feedback strengthens communication skills and helps refine ideas to be clear, relevant and impactful.

Reinforce that through collaboration and creativity, your advocacy can inspire real change and contribute to safer, more inclusive communities. Remember, your voice and thoughtful actions are vital in preventing violence and promoting respect.

Did we learn what we aimed to today?

Students advocate for reducing bullying, discrimination, extremism or gender-based violence.

Individually, students reflect to compose a short journal response that covers the following questions.

- How can advocacy and upstander behaviour contribute to safer, more respectful communities?
- What role do human rights play in preventing gender-based violence?
- How might you personally apply advocacy or upstander actions in your life?

Resource 1 – I see, I think, I wonder images



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'Daydreaming in 2002' by [Michael Jastremski](#) on openphoto is licensed under [CC BY-NC-SA 3.0](#).

Resource 1 – I see, I think, I wonder images continued

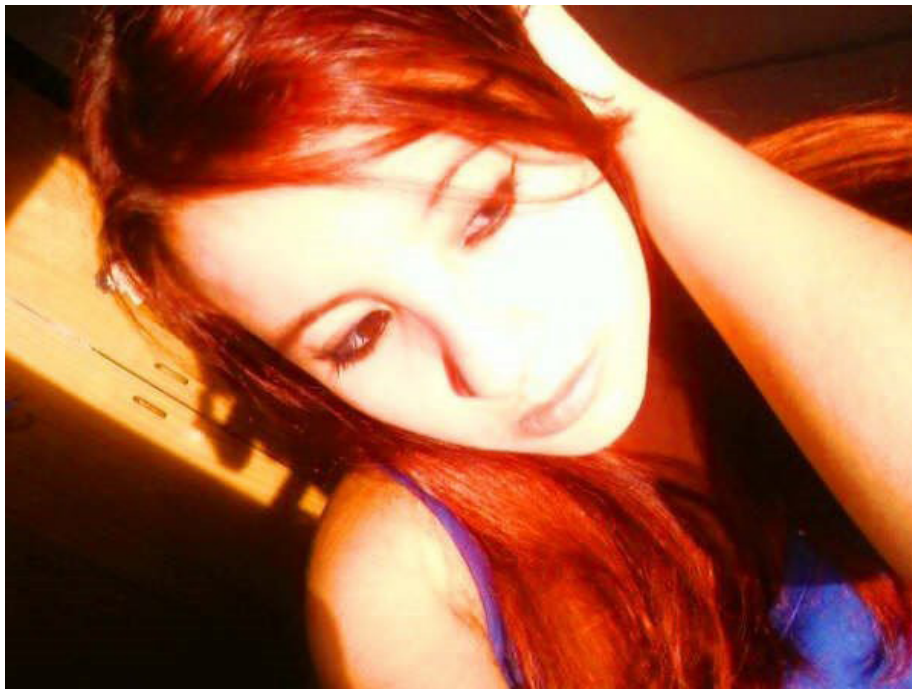


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Resource 1 – I see, I think, I wonder images continued



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Resource 1 – I see, I think, I wonder images continued



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Resource 1 – I see, I think, I wonder images continued



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Resource 2 – describe and draw images

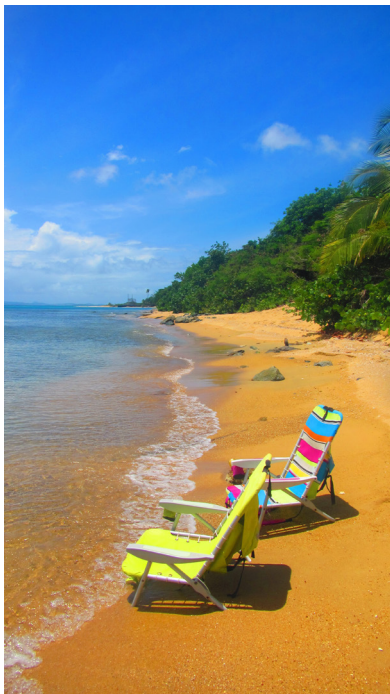


'Nydeggbrücke' by [Daniel Steger](#) on openphoto is licensed under [CC BY-NC-SA 3.0](#).

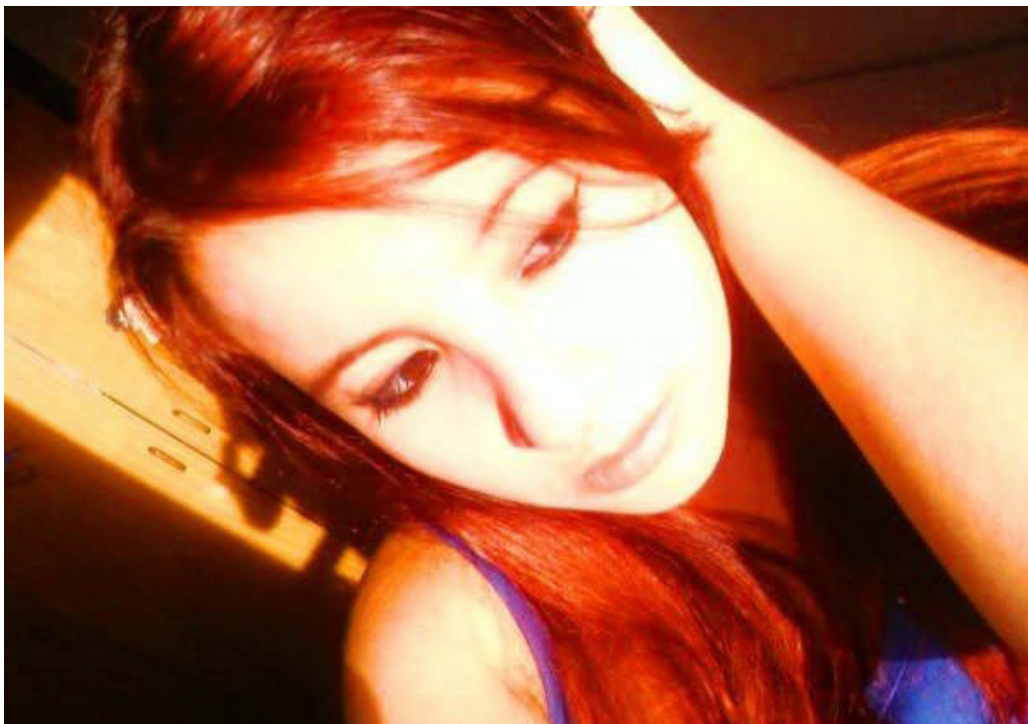


'VQS wild horses' by [Michael Jastremski](#) on openphoto is licensed under [CC BY-NC-SA 3.0](#).

Resource 2 – describe and draw images continued



'Green beach' by [Michael Jastremski](#) on openphoto is licensed under [CC BY-NC-SA 3.0](#).



'Untitled photo' by [Erika Mlejova](#) on openphoto is licensed under [CC BY-NC-SA 3.0](#).

Resource 2 – describe and draw images continued



'EXPO02, Switzerland' by [Daniel Steger](#) on openphoto is licensed under [CC BY-NC-SA 3.0](#).



'Dolphin jumping over line' by [Erika Mlejova](#) on openphoto is licensed under [CC BY-NC-SA 3.0](#).

Resource 2 – describe and draw images continued



'Prairie dog' by [Miroslav Vajdic](#) on openphoto is licensed under [CC BY-NC-SA 3.0](#).



'Untitled photo' by [Erika Mlejova](#) on openphoto is licensed under [CC BY-NC-SA 3.0](#).

Resource 2 – describe and draw images continued



'Untitled photo' by [Gerhard Spinotti](#) on openphoto is licensed under [CC BY-NC-SA 3.0](#).



'Trakoscan Castle' by [Miroslav Vajdic](#) on openphoto is licensed under [CC BY-3.0](#).

Resource 3 – interpersonal racism examples

Using the list overleaf, categorise each as either attitudes, ideas and beliefs, behaviours and actions, or violence related to interpersonal racism.

Attitudes, ideas and beliefs	Behaviours and actions	Violence
Example: Making jokes or comments based on cultural stereotypes.	Example: Believing certain groups should have fewer rights.	Example: Shoving someone on public transport because they are speaking a language that is not English.

Resource 3 – interpersonal racism examples continued

‘We don’t hire people from [group].’

‘I don’t trust people from [group].’

‘They don’t belong here.’

‘I’m not racist, but ... (followed by a negative comment).’

‘You can’t sit here.’

‘All [group] people are good at [something].’

‘People from [place] are lazy.’

‘That’s just how they are.’

‘Don’t hire an [race] person. A friend of my sister’s was [race] and they were unreliable.’

Assuming someone will behave a certain way because of their race or culture.

Thinking one group is ‘better’ or ‘worse’.

Making jokes or comments based on cultural stereotypes.

Expecting someone to act a certain way because of their background.

Believing some groups should have fewer rights or opportunities.

Holding negative opinions about a group without knowing individuals.

Feeling uncomfortable or mistrustful of people from certain backgrounds.

Avoiding or excluding people because of their race or ethnicity.

Sharing negative rumours or assumptions about a group.

Treating people unfairly based on race.

Source: Australian Human Rights Commission n.d.

Resource 4 – extremism examples

Using the list overleaf, categorise each item as either attitudes, ideas and beliefs, behaviours and actions, or violence related to extremism.

Attitudes, ideas and beliefs	Behaviours and actions	Violence
Example: Acceptance of discriminatory language or dismissive attitudes about marginalised groups.	Example: Spreading or endorsing hate symbols, slogans, or propaganda (for example racist or sexist jokes, sexist memes).	Example: Terrorism or violent attacks targeting specific groups.

Resource 4 – extremism examples continued

Believing one race or religion is superior to others.

Thinking boys should be tough and girls should be quiet and gentle.

Vandalising a place of worship or cultural site with hate symbols.

Stereotyping all people from a certain country as dangerous or lazy.

Believing that LGBTQIA + people should not have equal rights.

Spreading false rumours about a minority group to make others fear or hate them.

Bullying someone for wearing religious clothing.

Joining a violent extremist group that promotes hate or terrorism.

Sharing sexist or racist jokes or memes online.

Excluding someone from a group activity because of their culture or gender.

Physically attacking someone because of their religion or ethnicity (hate crime).

Rigidity in gender roles and expectations.

Stereotyping groups based on exaggerated or false traits.

Intolerance toward diversity or difference, including fear of other races or ethnicities.

Acceptance of discriminatory language or dismissive attitudes about marginalised groups.

Writing or sharing hateful messages online or in public.

Bullying, harassment or exclusion of individuals or groups based on cultural background, gender identity, sexual orientation or religion.

Sharing or endorsing hate symbols, slogans or propaganda (for example, racist or sexist jokes, sexist memes).

Source: RacismNoWay n.d.

Resource 4 – extremism examples continued

Social media harassment or coordinated campaigns to shame or silence individuals or groups.

Actively promoting hatred or fear.

Hate crimes (for example, assault or vandalism targeting people based on ethnicity, religion or gender).

Terrorism or violent attacks targeting specific groups.

Organising or participating in violent extremist groups or gangs.

Using threats or intimidation to force conformity or silence dissenting voices.

Publicly promoting hate speech that incites violence or discrimination.

Source: RacismNoWay n.d.

Resource 5 – strengths, skills and strategies

Sometimes, young people might find themselves in a situation where they are not comfortable. It is important for young people to have a range of strengths, skills and strategies that can be used in different situations to remain safe and increase the chance of a positive outcome.

Resource 6 – scenario

In a Year 10 PDHPE class, students are assigned a group task exploring ‘building respectful relationships across cultures and genders’. One group includes:

Mia – an Aboriginal and Torres Strait Islander student known for her quiet confidence

Reza – a high-achieving student from a Middle Eastern background

Sarah – a confident, outspoken Caucasian Australian student

Jamal – a creative student from an African Australian background.

From the start, Sarah assumes a leadership role without discussion and begins to subtly steer the group’s direction toward what she calls ‘mainstream Aussie values’. When Reza suggests they include cultural customs around respect from different countries, Sarah rolls her eyes and says, ‘Let’s not complicate things, no one’s going to get those ideas anyway.’

At times, Sarah mocks Reza’s pronunciation, mimicking his accent behind his back, and tells classmates, ‘he’s always so intense, probably how they do things where he’s from’. These remarks are often framed as ‘just jokes’, but others start laughing along, making Reza feel singled out and alienated.

Mia, who quietly supports inclusive ideas, notices she is consistently ignored when she speaks in the group. When she brings up how respect is shown in Aboriginal communities, Sarah interrupts with a laugh, ‘That’s interesting, but I don’t think it really fits here. We need something a bit more modern, you know?’

When Jamal suggests a visual design for their presentation, Sarah says dismissively, ‘That’s a bit flashy, we just need something clean. Maybe stick to the tech stuff instead.’ But when Jamal tries to raise concerns about how Reza and Mia are being treated, Sarah accuses him of being ‘too sensitive’ and tells him, ‘You don’t need to play the hero.’

Sarah continues to talk over others and dominates conversations. She privately messages other classmates, making fun of Reza’s ideas and referring to Mia as ‘too serious and low energy’.

Sarah shares an edited meme featuring Reza’s face, which circulates quietly among a few students.

Reza becomes withdrawn and stops contributing. Mia grows increasingly uncomfortable but feels torn – she knows what’s happening is wrong but fears being marginalised further. Jamal tries to keep the group on track but is becoming emotionally exhausted.

Other students observe the tension but feel uncertain. Some believe Sarah’s behaviour is ‘just strong leadership’ while others worry speaking up could make them a target too.

Resource 7 – knowledge and skills required to be an upstander

Skills

Able to put forward a convincing argument.	Able to distract people from what they are about to do without making them angry.
Able to avoid or negotiate conflict with unreasonable people.	Able to provide basic first aid in emergency situations.
Able to listen to others, understand the needs and circumstances of others and expresses that understanding.	Able to assert own point of view.
Able to make meaningful connections with others.	Able to identify people and situations which might be difficult or dangerous.
Able to propose alternative when situations are not what is expected or what suits.	Able to plan for and take action to protect self and others, even when plans change.
Able to assess own abilities and use these abilities to work and cooperate with others.	Able to seek help where required.
Able to influence and persuade others positively.	Able to encourage people to look out for themselves.
Able to organise safe events and safe travel plans even when other plans fall through.	Able to manage emotions effectively and appropriately.
Able to make clear decision after assessing alternatives and evaluating outcomes.	Able to communicate clearly with others and share thoughts and emotions appropriately.
Able to think positively.	Able to plan, set and evaluate goals.

Resource 8 – strengths required to be an upstander

Strengths

Strength	Description
Leadership	can organise and encourage others to act
Courage	takes action even when the situation is awkward, or they feel anxiety or fear
Empathy	aware of the needs and feelings of others
Kindness	shows generosity and a willingness to share and help others
Respect	values the diversity in a person or group and challenges own personal beliefs and attitudes
Caution	makes decisions carefully, considering all the options and needs of self and others
Self-control	can control actions and stick to decisions
Persistence	keeps trying regardless of previous experiences or success
Honesty	tells the truth regardless of the situation
Sense of purpose	believes that they can contribute to the world in a meaningful way
Perspective	comes up with good advice, considers the big picture, weighs up alternatives and outcomes before acting
Modesty	doesn't brag about achievements or show off
Humour	sees the light side and helps people laugh
Creativity	brings energy and positivity to all situations
Enthusiasm	keeps trying regardless of previous experiences or success
Optimism	looks on the positive side of things
Forgiveness	let's go of anger and resentment and moves on without holding a grudge
Loyalty	always there for others

Resource 9 – strategies required to be an upstander

Strategies

Strategy	Action
Refusal skills	say no in a way that shows you mean it but without disrespecting others.
Judge the situation	assess the situation and trust your judgement. Be flexible and choose the options to maximise positive outcomes.
Distancing	step back from a situation or reduce contact and interaction with people involved. It requires knowing your own boundaries regarding your physical and emotional 'comfort zone'.
Make an excuse	give a reason, whether real or not, to get out of the situation if you feel unsure or unsafe.
Modification	make changes to the physical or social environment or modify behaviour to enhance safety and wellbeing for self and others.
Awareness	pay attention to as much in the environment as possible. Using your senses (sight and hearing particularly), be alert to changes in the environment and be prepared to react to surprises.
Assertiveness	clearly state your needs, wants and feelings while still being respectful of others.
Planning	forward think to put decisions into action that lead to positive outcomes. This requires flexibility to adapt plans when situations change.
Avoidance	prevent an unwanted situation by avoiding it or leaving it. This requires you to trust your judgement or your feelings about a situation.

Resource 10 – scenario

Pause point 1

You are a Year 10 student named Amina, who is working in a group for a health project.

Your group includes:

Amina – a student who identifies as female, African Muslim and wears a hijab

Josh – a confident, sporty boy who often dominates class discussions

Emily – a popular girl who is socially influential

Leo – a quieter student who identifies as non-binary.

Your group has been working well until Josh starts making ‘jokes’ during the second group session. The comments seem to target people differently based on their race, gender or appearance.

As the group sits down, Josh says ‘Let’s not make it too complicated. We don’t need a diversity lecture.’ When Leo suggests including different gender perspectives, Josh shrugs and says ‘Mate, not everyone needs their own label, just be normal.’

Pause point 2

While discussing gender roles, Emily jokes to Amina, ‘So, do you even get to talk back at home? Or is that against the rules?’ She laughs, and Josh adds, ‘Yeah, I’ve heard girls like her aren’t even allowed to drive.’ A few others in the room overhear and snicker.

Amina stays quiet but feels her face flush. Leo shifts uncomfortably and glances at Amina, unsure whether to speak up.

Pause point 3

Later, when Amina tries to present her research on gender roles in different cultures, Josh loudly says, ‘Here we go – the cultural expert! Everyone, brace yourselves for the TED Talk!’ Emily snorts and avoids eye contact. Amina notices some students around them laughing quietly.

Amina puts down her notes without finishing. No-one intervenes. She feels her hands shaking.

Pause point 4

At lunch, Leo quietly tells Amina, ‘I thought that was wrong, but I didn’t know what to say.’

Another student who overheard the comments approaches you both and says ‘I’m sorry about earlier ... that didn’t sit right with me. I think we should say something to the teacher.’

Amina feels a mix of emotions: exposed, validated and unsure.

Resource 11 – accessing a transcript

1. Open the YouTube video.
2. Click the text below the video which reads '**...more**'.
3. Select 'Show transcript'.
4. Copy the transcript.
5. Paste the transcript into your document.

Resource 12 – helpful or harmful

Record reasons why the messages can be helpful or harmful. How can we mitigate, or lessen, the influence of harmful messages?

Message from clip	Why it sounds helpful	Why it could be harmful	How we can mitigate influence from harmful messages
There are 2 kinds of people in the world: the conquerors and the conquered.	It frames life as a call to strength, resilience and determination.	It reduces human experience into a binary power struggle. It normalises domination and dismisses cooperation, vulnerability or diversity of human roles.	Ask yourself: Is this statement true for everyone? Who benefits? What perspectives might be missing? Who created this message? What is their purpose or intention? Does the message oversimplify complex human experiences? Does the clip use strong language or imagery to evoke a particular emotion? Be aware of when your feelings might be influenced. Are other viewpoints represented, or is the message one-sided?
Those who made good decisions should not be punished by those who made bad decisions.			
By suffering he'll learn or he'll die; that's the way the world works.			

Resource 12 – helpful or harmful continued

Message from clip	Why it sounds helpful	Why it could be harmful	How we can mitigate influence from harmful messages
Emotions are tools.			
The master of emotions is the one who can alter the invisible structure around them.			
Binary worldview framing (Alexander = personal responsibility, Joseph = collective responsibility).			

Resource 13 – case study: Maya’s story

Maya is a 15-year-old student at a metropolitan high school. She identifies as queer and is of Indigenous Australian heritage. Maya is known for being outspoken about social justice issues and often participates in the school’s diversity and inclusion club. Recently, she has also started speaking publicly about her cultural identity and LGBTQAI+ rights on social media.

Over the past few months, Maya has experienced a series of incidents at school. These include:

- Some students leave anonymous racist and homophobic messages in her locker and send threatening messages through social media platforms.
- A group at school has targeted Maya publicly during breaks, calling her derogatory names linked to both her sexuality and Indigenous background.
- It has escalated to the point where Maya feels unsafe at school and has considered withdrawing from some social activities and online groups.

Answer the following questions in relation to Maya’s story.

- What types of bullying and discrimination behaviours are evident in Maya’s story?
- Where do these behaviours fit on the pyramid of racism and extremism?
- How do these behaviours reinforce power imbalances?
- What would it take for you to be willing, capable and confident to intervene as an upstander? At what point and in what ways would you do this?
- Suggest strategies the school could adopt to better support Maya and address the behaviours.

Resource 14 – stairs to inclusivity

Activity 1 – becoming familiar with key terminology

1. Individually, in pairs or small groups, students are allocated a card from the Stairs to inclusivity cards. Cards are either a term or a definition.
2. Students consider the word or definition on the card and move around the group to find their matching partner, that is, match the term with the correct definition. Allow a few minutes for participants to complete.
3. Clarify that all students have placed themselves in the correct pairs. Students discuss and share the terms with the correct definitions.
4. As a group, discuss:
 - a. Are there terms and definitions that surprise you?
 - b. Did you have other ideas on the meanings of some terms? Where have your meanings come from?

Activity 2 – Olivia

1. Students work in pairs or small groups to place the words (and matching definition) into an order, showing what they believe to be the least inclusive practice (most negative) to the most inclusive practice (most positive).
 - a. Students place the cards on the wall or floor in a stair or ladder pattern, showing that each term is a step or progression from least inclusive to most inclusive.
 - b. Allow a few minutes for students to discuss the order of the cards.
 - c. Observe, noting keywords for further discussion as a group.
2. Once all students have decided on an order, facilitate discussion using the following questions.
 - a. What thoughts or discussions did you have when deciding where to place the cards? If participants are reluctant to volunteer thoughts, choose a card that was the centre of discussion between students and ask everyone why this was the case.
 - b. If some cards were harder to place or agree on than others, why might that be?
3. Show the suggested order of the stairs to inclusivity and pose the following questions.
 - a. Are there any surprises in the order of the stairs?
 - b. Where does our school currently fit on the stairs?

Resource 14 – stairs to inclusivity continued

Activity 3 – scenarios

1. In pairs or small groups, students are allocated a set of scenario cards
2. Groups discuss each scenario and make judgements about the attitudes, behaviours or actions of the characters within each scenario. Groups determine where each scenario fits on the stairs to inclusivity, justify why and suggest the hidden messages that might be embedded within the scenario.
3. Groups place each scenario on the stairs to inclusivity.
4. As a larger group, discuss each scenario and the position or placement of the scenario from each group. Groups might present one scenario each or the facilitator might lead discussion on each scenario using the following questions.
 - a. What thoughts did you have when deciding where to place the cards? If students are reluctant to volunteer thoughts, ask: Where did you place scenario 1 on the stairs?
 - b. Why did your group place the scenario at that step?
 - c. What hidden messages are behind the scenario? What might others hear or feel as a result?
 - d. What might move the scenario or character up the stairs?

Activity 4 – concluding the activity

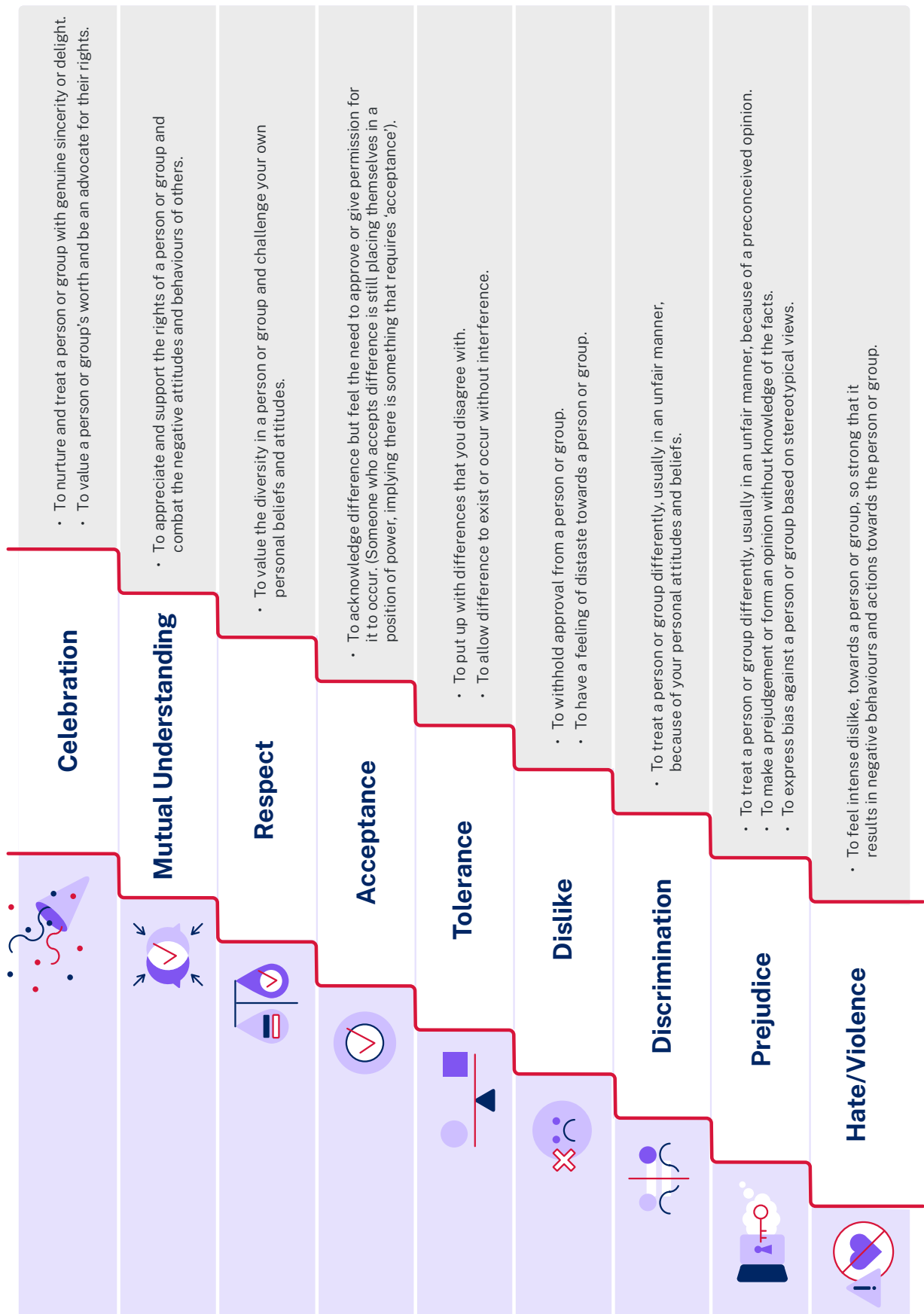
Conclude the activity by revising the purpose of the stairs to inclusivity and the influence of our values and beliefs on our actions.

For example, 'The stairs to inclusivity allow us to see where certain attitudes, behaviours or actions, including language, fit on a sliding scale and the impact this can have on ourselves and others around us.

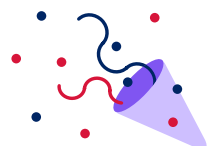
It is important to remember that the impact of our attitudes, our actions and the language we use is even more significant to those who feel or hear negative messages all the time.

Our response to the actions of others can reinforce the attitudes on the stairs to inclusivity. By responding with a more inclusive approach, we can move others and ourselves beyond tolerance and promote respect, mutual understanding and celebration.'

Resource 15 – stairs to inclusivity cards



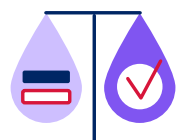
Resource 15 – stairs to inclusivity cards continued



Celebration



Mutual Understanding



Respect



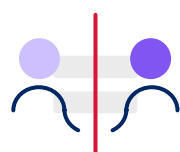
Acceptance



Tolerance



Dislike



Discrimination



Prejudice



Hate/Violence

Resource 15 – stairs to inclusivity cards continued

- To nurture and treat a person or group with genuine sincerity or delight. - To value a person or group's worth and be an advocate for their rights.	To appreciate and support the rights of a person or group and combat the negative attitudes and behaviours of others.
To value the diversity in a person or group and challenge your own personal beliefs and attitudes.	To acknowledge difference but feel the need to approve or give permission for it to occur. (Someone who accepts difference is still placing themselves in a position of power, implying there is something that requires 'acceptance').
- To put up with differences that you disagree with - To allow difference to exist or occur without interference.	- To withhold approval from a person or group. - To have a feeling of distaste towards a person or group.
To treat a person or group differently, usually in an unfair manner, because of your personal attitudes and beliefs.	- To treat a person or group differently, usually in an unfair manner, because of a preconceived opinion. - To make a prejudgement or form an opinion without knowledge of the facts. - To express bias against a person or group based on stereotypical views.
To feel intense dislike, towards a person or group, so strong that it results in negative behaviours and actions towards the person or group.	

Resource 16 – stairs to inclusivity scenarios

Scenario 1

A new student sits down with a group at lunchtime, and one of the students laughs and says the new student doesn't belong there because of how they look or dress.

Scenario 2

A student applies to join a sports team but is not chosen because the coach says the team needs more boys, even though this student has more experience and skill.

Scenario 3

A new student joins a club and the group organises an activity where everyone shares stories about their cultures and backgrounds.

Scenario 4

A teacher creates a safe space in class where students can talk openly about their different cultures, beliefs and traditions.

Scenario 5

A teacher asks a student who is non-binary to be called 'the new kid' because the teacher thinks it's easier for everyone.

Scenario 6

During class discussions, the teacher often calls on boys more than girls to answer questions.

Scenario 7

A student talks about their little brother's sports game and says one player on the other team shouldn't be playing because they 'throw like a girl'.

Resource 17 – starfish story

A person walks along a beach covered with thousands of starfish that have been washed ashore.

The person begins picking up starfish and throwing them back into the ocean.

A second person questions the actions, pointing out the vast number of starfish and stating that one person cannot possibly make a difference.

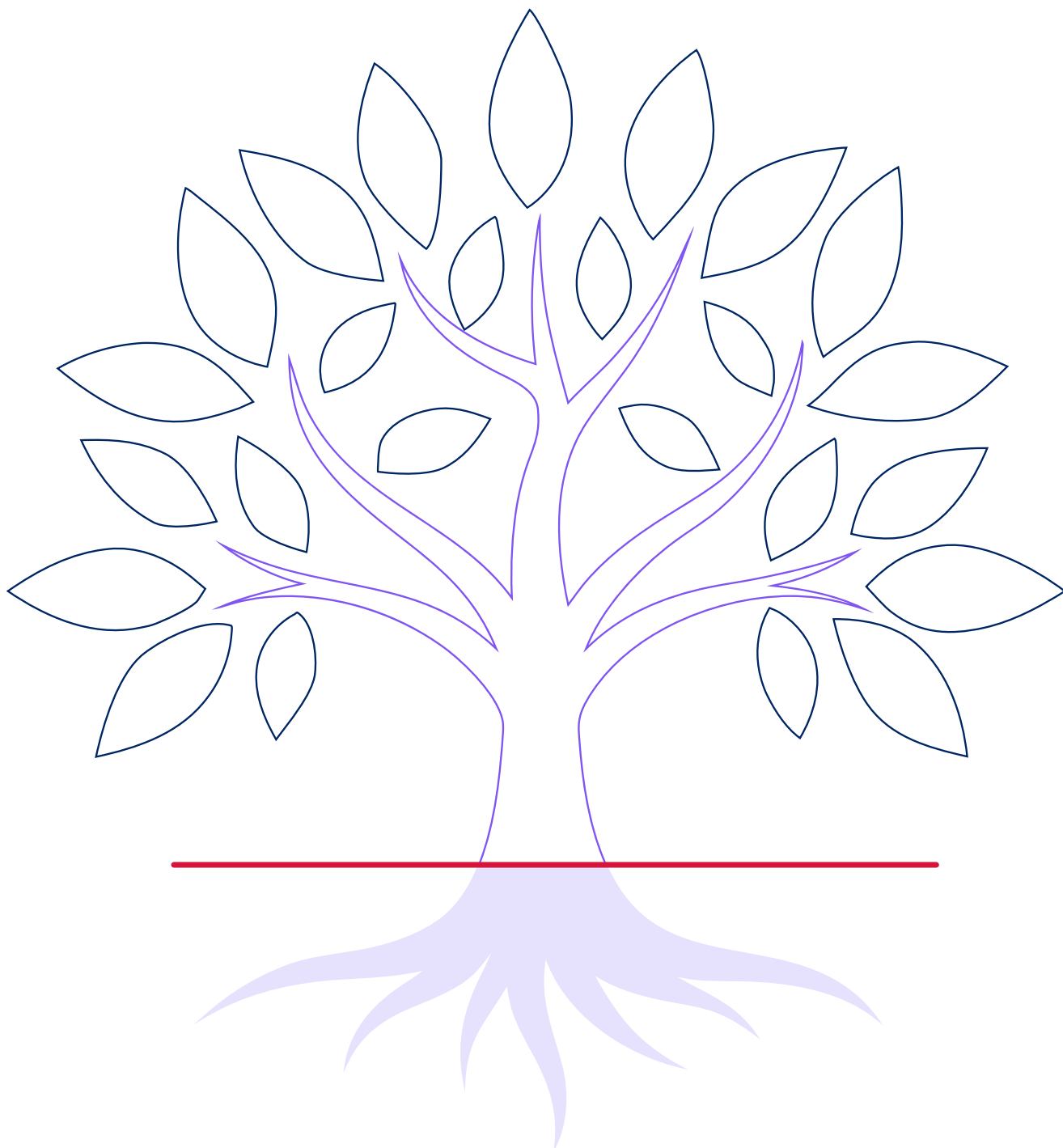
The first person picks up another starfish, throws it into the sea, and declares, 'I made a difference to that one'.

(Original source: Unknown)

Teaching note

The story emphasises that individual efforts, however small they seem, can have a meaningful impact on someone's life. It encourages people to act and make a difference in their own sphere of influence, even if they cannot solve huge, systemic problems. It serves as a reminder that focusing on the immediate, positive action one can take is important, and this can lead to broader changes over time.

Resource 18 – problem-solving tree



Resource 19 – scenarios

Scenario 1

Talia notices her friends have created a new group chat without her. She finds out they planned a party she wasn't invited to. When she asks about it, they say, 'It was just a small thing – don't take it personally.'

Scenario 2

Luca's posts used to get lots of likes from his peers. Recently, his friends stopped tagging him and started sharing inside jokes about a new group he isn't a part of. He feels invisible and starts posting angry comments online.

Scenario 3

Maya and her boyfriend have been together for a few months. During a movie night, he asks for sex. She says she's not ready. He sulks and says, 'If you loved me, you would.'

Scenario 4

Eli hears a rumour spread about them after a breakup. People stop talking to them at lunch and whisper when they walk by. They want to confront the person who started it but worry it might escalate.

Scenario 5

Kai's partner texts to end their relationship, saying they 'just need space'. Kai feels blindsided, spends hours checking social media and considers posting something hurtful in response.

Scenario 6

Sam and Alex have been together for a year. Lately they keep arguing about how much time Alex spends gaming and not replying to messages. Both want to stay together but feel stuck in a cycle of blame and frustration.

Scenario 7

Ava speaks up when classmates make a sexist joke about another student. Afterwards, her friends start avoiding her and say she's 'too serious'. She wonders whether she should have just stayed quiet.

Resource 20 – Jamal’s story

Jamal has liked Riley for months. Jamal finally asks Riley out, but Riley says they don’t feel that way. Jamal feels embarrassed and angry when friends tease him about being rejected.

Jamal laughs it off in front of his friends, but inside he feels absolutely crushed. Later at home, Jamal scrolls through social media and can’t help but compare himself to others. He feels invisible and like he doesn’t measure up.

Late at night, he posts:

‘I’ll never have a girlfriend. What’s wrong with me?’

He confides in a friend, saying, ‘Girls only go for confident guys. Maybe I’m just too nice.’

Jamal starts watching short videos that claim to explain why boys get rejected. He repeats things he hears online:

‘I saw a post that said feminists tell girls all boys are toxic. Maybe that’s why guys don’t get a fair chance anymore.’

He follows pages about ‘dating fairness’ and shares memes that mock girls in different ways. Online, he comments on videos posting about being ‘real men’ who ‘don’t take rejection’. Other users agree with him, and that feeling of being validated feels good. He begins posting things like:

‘Girls don’t want nice guys. Be the alpha, not the beta.’

At school, Jamal talks over girls in class discussions and laughs when they challenge him. His posts get more targeted – he shares jokes that embarrass girls and calls out anyone who ‘can’t take a joke’. When Riley answers a question in class, he interrupts harshly:

‘Why are you even talking? Nobody asked for your opinion.’

Later, someone writes ‘attention seeker’ on Riley’s locker. Jamal laughs about it with his friends. He starts blocking Riley’s path in the hallway, saying it’s ‘just a joke’.

Jamal also joins a private online chat where people share ‘revenge’ stories about those who rejected them. When someone suggests making fake images or videos to ‘teach a lesson’, Jamal goes along with it. He edits a photo of Riley and spreads it in group chats, messaging a friend:

‘Now she’ll know not to mess with people.’

His actions seriously damage Riley’s wellbeing and reputation, eventually leading to involvement from the school and the police.

Resource 21 – stepping in: modelled response

The ‘Stages’ in this activity have been adapted from the article ‘Conspiracy, misinformation, radicalisation: understanding the online pathway to indoctrination and opportunities for intervention’ (Booth et al. 2024).

Stage	Example	Effective response
1. Dissatisfaction and uncertainty Discontent and feelings of powerlessness.	‘I will never have a girlfriend, and I just don’t know what to do about it.’	• Provide reassurance. • Give plain-language advice.
2. Curiosity and criticism Reading more about the topic and letting social circle know	‘I read on a post that feminists have been telling girls that all boys are evil and to stay away from them.’	• Do not ridicule or judge. • Show empathy. • Be a good listener, but do not try to solve the problem. • Suggest different things to read.
3. Connection Being part of a new community. Intensifying views from online activity.	‘Girls don’t want a boy to share his feelings; they want a boy to take control. Be the alpha. If you don’t get this, you’re a beta.’	• Withhold judgement and do not shame. • Provide a calm alternative view based on a specific example. • Ask someone who has previously thought that to speak with them and provide reliable counter-information. • Promote online spaces where former believers share stories.
4. Community investment Hostility, ‘us-versus-them’ mindset and derogatory views of others.	Writing abusive graffiti on a girl’s locker, then physically blocking her way at the classroom	• Speak up about something deeply personal that brings the person back to shared values. • Home in on feelings and impacts on the victim. • Put your body between the perpetrator and the target. • Provide unbiased, user-generated information that exposes falsehoods.
5. Harmful behaviour Any intentional act that negatively and materially affects a person carried out and motivated by an ideological belief.	Creating deep fakes of female students and sharing them online.	• Seek help and report.

Resource 22 – stepping in: template

The ‘Stages’ in this activity have been adapted from the article ‘Conspiracy, misinformation, radicalisation: understanding the online pathway to indoctrination and opportunities for intervention’ (Booth et al. 2024).

Stage	Example	Effective response
1. Dissatisfaction and uncertainty Discontent and feelings of powerlessness.		
2. Curiosity and criticism Reading more about the topic and letting social circle know		
3. Connection Being part of a new community. Intensifying views from online activity.		
4. Community investment Hostility, ‘us-versus-them’ mindset and derogatory views of others.		
5. Harmful behaviour Any intentional act that negatively and materially affects a person carried out and motivated by an ideological belief.		

Resource 23 – scenario 1, part 1

A group of students are hanging out during recess in the school courtyard.

Jake is telling a joke to the group that targets the cultural background of a student named Aisha. Jake says loudly, 'Hey Aisha, why don't you ever hang out with us? Because your people always have weird food, right?' The group laughs.

Aisha looks uncomfortable but stays quiet.

Mia says, 'Cheer up Aisha. Jake, is just joking –don't be so sensitive. Plus, your food is weird.'

Later, Mia tells Aisha, 'You need to chill out. It's not like he meant anything by it.'

Resource 24 – scenario 1, part 2

The next day, during a group project, Jake makes another comment. This time it is about the gender expression of another student, Liam. Jake says, 'Liam, why do you even bother playing footy? You're not really "one of the boys"'. The group snickers.

Liam looks down, clearly hurt. Mia again laughs and says, 'Jake's just joking – don't be so sensitive.'

Tensions rise during lunch when Jake calls out to Liam, 'If you don't act like a real guy, don't expect to be treated like one.'

Liam finally snaps and tells Jake to back off, but Jake just shrugs and says, 'Relax, it's all in good fun.'

Resource 25 – decision tree

Use the decision tree below to include examples and answer questions about the scenario.

Decision tree	Example from scenario 1, part 1	Example from scenario 1, part 2
What was the comment or action? Write or summarise it in your own words.		
Was it about someone's identity?		
How do you think the person it was about felt?		
Was the person's reaction ignored, laughed at or dismissed?		

Resource 25 – decision tree continued

Decision tree	Example from scenario 1, part 1	Example from scenario 1, part 2
Imagine the roles were reversed – would it still feel like ‘just a joke’?		
If someone said this in public (for example, in front of a teacher or parent or in the workplace), would it be okay?		
What is more important in this situation? • The speaker’s intention • The listener’s experience • Both — but impact still matters most		
What action should be taken? • Say something respectfully • Check in with the person affected • Apologise and learn from it • Report it • Let it go (only if no harm was caused)		

Resource 26 – mix and match

Match the Australian law or the behaviour with the statement to explain what it covers.

Laws or behaviours	What it covers
Anti-Discrimination Act 1977 (NSW)	
Children and Young Persons (Care and Protection) Act 1998 (NSW)	
Sex Discrimination Act 1984 (Cth)	
Disability Discrimination Act 1992 (Cth)	
Unethical behaviours	

Resource 26 – mix and match continued

Laws or behaviours	What it covers
Racial Discrimination Act 1975 (Cth)	
Work Health and Safety Act 2011 (NSW)	
Age Discrimination Act 2004 (Cth)	
Racial Hatred Act 1995 (Cth)	
Cybercrime Act 2001 (Cth)	

Resource 26 – mix and match continued

Statements for 'What it covers'

Even if not illegal, behaviour may still be harmful and undermine respectful relationships. They cause emotional damage, undermine trust and safety in relationships and create cultures where discrimination and violence feel 'normal'.

Prohibits discrimination, harassment and vilification on grounds including race, sex, disability, age, homosexuality, transgender status, and other attributes in areas such as employment, education and services.

Prohibits discrimination and racial vilification based on race, colour, descent or national or ethnic origin across Australia.

Prohibits discrimination and sexual harassment on the basis of sex, marital status, pregnancy or potential pregnancy.

Prohibits discrimination against people with disabilities in employment, education and access to premises.

Protects people from discrimination based on age in various areas including employment and education.

Requires employers and organisations, including schools, to provide a safe workplace free from bullying and harassment.

Amends the Racial Discrimination Act to prohibit offensive behaviour based on race or ethnicity.

Protects children from harm including bullying, neglect, and abuse.

Addresses online bullying, harassment, and abuse.

Created using information sourced from [Youth Law Australia](#) n.d.

Resource 27 – criteria for peer assessment and feedback

Clarity and directness: the student clearly states their position against vilification without ambiguity or aggression, using calm and respectful language.

Confidence and respect: the student expresses their thoughts confidently, standing firm while respecting others' viewpoints, avoiding personal attacks or sarcasm.

Empathy and support: the student acknowledges the feelings of those targeted by vilification, showing empathy and offering support through their communication.

Use of appropriate language: the student avoids escalating the situation with inflammatory words and instead focuses on constructive statements that promote understanding and inclusion.

Non-verbal communication: the student demonstrates assertiveness through body language such as eye contact, posture and tone of voice consistent with their spoken message.

Problem-solving orientation: the student suggests positive actions or solutions, such as encouraging others to stop the behaviour or seeking adult help.

Resource 28 – Greta Thunberg

The Swedish activist Greta Thunberg gained international recognition for her efforts to raise awareness about climate change and advocate for urgent environmental action. Her initial solitary action 'School Strike for Climate' quickly sparked the global 'Fridays for Future' movement.

Greta faced resistance including contempt from leaders like Donald Trump, online misrepresentation, arrests at protests, and personal struggles with mental health and her diagnosis of Asperger syndrome (an autism spectrum disorder), attention deficit hyperactivity disorder (ADHD), obsessive compulsive disorder, and selective mutism. She gained international recognition by embracing her passion to deliver direct and impassioned critiques to lawmakers, government bodies, economic leaders and officials at major forums including the United Nations (UN) and The World Economic Forum (WEF). Greta addressed their failures to take meaningful action to reduce carbon emissions, and by expanding her activism into social justice.

Even in the face of strong high-level resistance Greta's impact is immense, elevating climate change to a key global political issue, inspired millions of students worldwide, and gained international recognition. This included being named one of Time's most influential people and nominations for the Nobel Peace Prize.

(Lightner 2024)

Resource 29 – tagged: upstander behaviours

Reflect on each of the scenes below to identify the opportunities to be an upstander and the barriers to being an upstander. Propose ways to take action as an upstander in each scene.

Scene	Opportunities to be an upstander	Barriers to being an upstander	Potential actions to take as an upstander
Scene 1: soccer field and photo taken	Em sees Kate taking photos with intent to share. Could have discouraged her.	Peer pressure, fear of being left out of the group.	Say 'Don't post that, it's Chloe's private moment.'
Scene 2: blog creation and posting (library or classroom)			
Scene 3: locker room and toilets gossip			
Scene 4: Chloe crying and Raz or Kate checking comments			
Scene 5: the fight filmed and uploaded			

Resource 29 – tagged: upstander behaviours continued

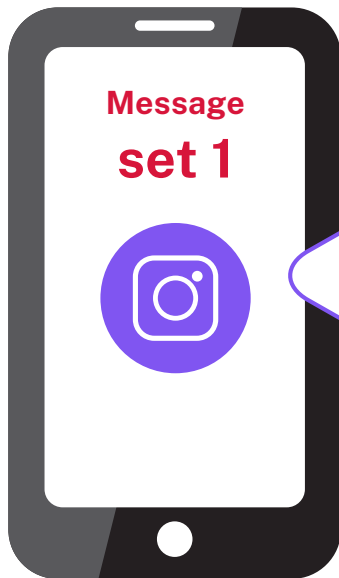
Scene	Opportunities to be an upstander	Barriers to being an upstander	Potential actions to take as an upstander
Scene 6: Raz questions Kate's motives			
Scene 7: news coverage and parental reaction			
Scene 8: cafeteria confrontation			
Scene 9: Kate threatens Raz with party photos			
Scene 10: nude photo of Kate shared			
Scene 11: resolution			

Resource 30 – planning template for action plan

Use the template below to identify the **strengths** needed to be an upstander, the **skills** that would support this and the **strategies** to use as an upstander.

Strengths to be willing	Skills to be capable	Strategies to be confident

Resource 31 – fitness scenario message sets

**Instagram post:**

Start where you are. 15 minutes of movement a day is better than none. Progress, not perfection.

#FitnessJourney

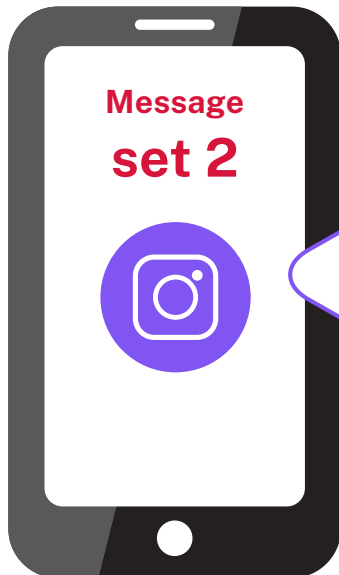
Caption:

You don't need a gym membership or expensive gear. Just show up for yourself –even a walk counts.

Story slide poll:

What's your go-to?

☐ Walk ☐ Run ☐ Yoga ☐ Home workout

**Instagram post:**

The only bad workout is the one you didn't do. Winners show up even when they're tired.

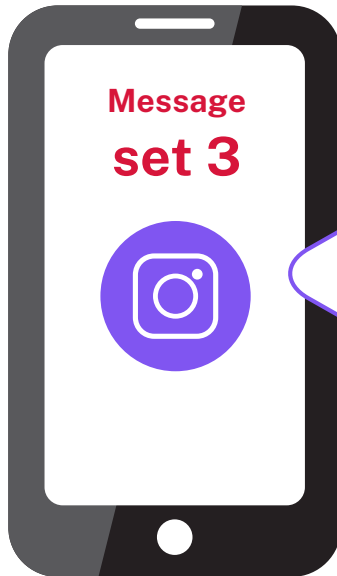
Caption:

Comfort is the enemy. If you're not pushing limits, you're standing still. Stop being soft.

Story slide poll:

5am crew only. If you're serious about success, you make time, you don't make excuses.

Resource 31 – fitness scenario message sets continued


Instagram post:

Real men don't quit. Real women don't complain.

Caption:

Weakness is a choice. You either dominate or stay average. Decide.

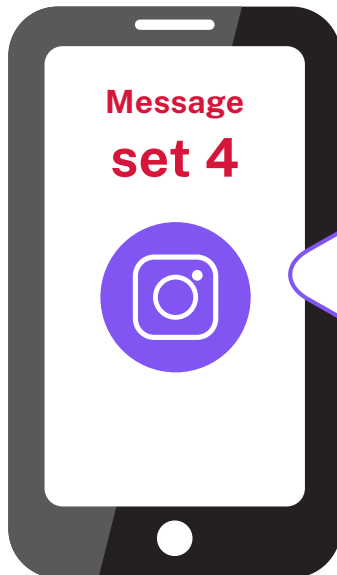
Comment reply example:

User: What if you're injured or burnt out?

Fitness Influencer: That's a mindset problem, not a body problem. Don't let soft thinking kill your potential.

Story slide poll:

Which are you? ☐ Alpha mindset ☐ Beta excuses


Instagram post:

Society wants strong men to stay quiet. Don't let them break you.

Caption:

They'll call you toxic for wanting to lead, protect and provide. That's not toxic, that's natural. Stand up. Be who you were born to be.

Story slide poll:

Modern culture = weak men, broken families.
We fix it through discipline and loyalty.

Comment reply example:

User: Isn't this a bit extreme?

Fitness Influencer: What's extreme is letting weak men run the world. We build strength: mental, physical and moral.

Resource 32 – blurry boundary cards

Everyone has the right to choose who they marry.	Parents know what’s best for their children.
Saying nothing can mean consent.	Respecting culture means never questioning traditions.
Healthy relationships are built on mutual choice.	

Resource 33 – key principles of sexual consent

Sexual consent laws in NSW require you to say 'yes' clearly and freely to anything that happens with your body. It's always okay to say 'no' or change your mind. In NSW, anyone under 16 cannot legally say 'yes' to sexual activity, and any sexual activity with someone under 16 is against the law, even if the young person agrees or wants it to happen.

Sexual consent is free and voluntary

Sexual consent is when people freely and voluntarily agree to engage in sexual activity, including kissing, touching and oral sex. It is about making sure everyone is comfortable with what is happening and freely choosing to say yes.

This means there are situations where people can't consent (even if they say yes), because they can't freely choose. This includes if they're:

- heavily affected by drugs or alcohol
- unconscious or asleep
- manipulated or threatened into consenting.

Sexual consent is clearly communicated

A person has to say or do something to communicate consent. You cannot assume someone is consenting because they do not say 'no'.

Sexual consent can be withdrawn

Someone can change their mind and withdraw consent at any time. As soon as a person withdraws consent, the sexual activity must stop.

Sexual consent is ongoing

You always need to check consent, whether it is the first time you are hooking up with someone or the hundredth time. You need to check consent before and during any sexual activity, including kissing, touching and oral sex.

Sexual consent is specific

If someone consents to one thing (like kissing), it does not mean they have consented to other things (like touching).

Source: [Make no doubt campaign: Consent explained](#) (NSW Government, Department of Communities and Justice 2025)

Resource 34 – suggested list of places and people for support

Trusted people

Family members (parents, older siblings, trusted relatives)

Teachers or school staff

School counsellors or psychologists

School principal or deputy principal

Coaches or extracurricular activity leaders

Trusted family friends or community elders

Community and support services

Local health clinics or doctors

Community youth centres or cultural support groups

Local Aboriginal or Torres Strait Islander support services (if relevant)

Helplines and online support

Kids Helpline — phone: 1800 55 1800, available 24/7 for counselling and support

Beyond Blue — phone: 1300 22 4636, for mental health support

Headspace — youth mental health support centres and online resources

1800RESPECT — phone: 1800 737 732, for support related to domestic or family violence and sexual assault

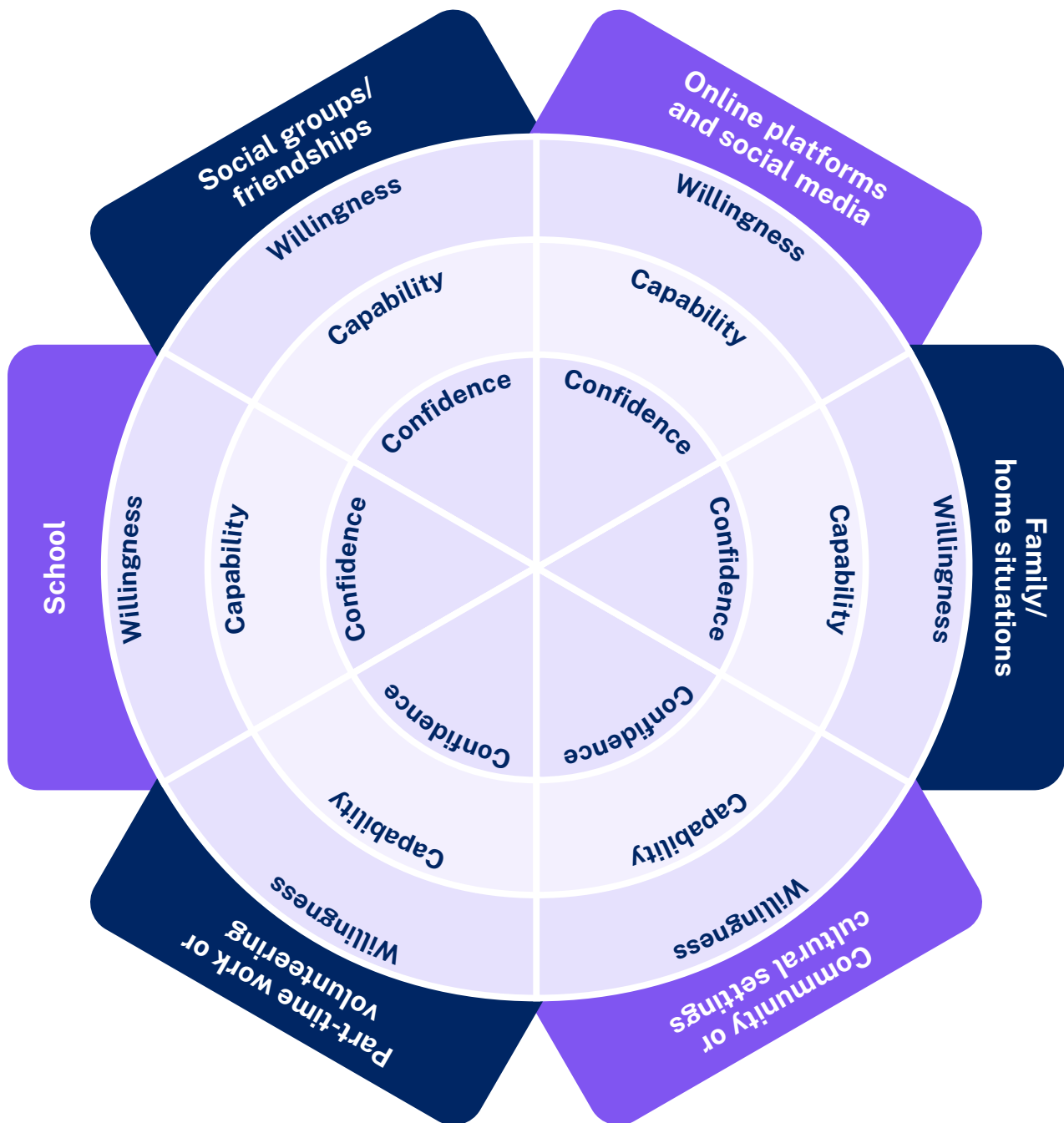
eSafety Commissioner — online advice and reporting for cyberbullying and online safety

Lifeline — phone: 13 11 14, crisis support and suicide prevention

Local helplines tailored to specific communities or languages

Resource 35 – upstanding in different contexts

Students record in the template what they need to be willing, capable and confident to be an upstander in a range of settings. Students will determine the context in which they are most able to be an upstander.



Willingness: What knowledge and skills would you need to act?

Capability: What strengths would help you?

Confidence: What strategies of experience would make you feel ready to be an upstander?

Resource 35 – upstanding in different contexts continued

Instead of using the template students can also use the below table to record what they need to be willing, capable and confident to be an upstander in a range of settings.

Domain	Willingness: What knowledge and skills would you need to act?	Capability: What strengths would help you?	Confidence: What strategies of experience would make you feel ready to be an upstander?
School			
Social groups/ friendships			
Online platforms and social media			
Family/home situations			
Community or cultural settings			
Part-time work or volunteering			

References

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As part of this program we value your feedback and input into all aspects of our support.

We ask you to provide us with feedback on these curriculum resources.

Your feedback will be used to help the RRE team evaluate the delivery and effectiveness of these RRE resources to inform ongoing improvements and meet participants' needs.

The survey will take approximately 10 minutes to complete.

[2026 Respectful Relationship Education Resources Survey –Fill in form](#)

If you have any questions about the survey or evaluation, please contact:
RRE-schools@det.nsw.edu.au

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