

Sexuality Education Matters



Sexuality Education Matters

Preparing pre-service teachers
to teach sexuality education

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Introduction & Context

Little is known about the provision of sexuality education in pre-service teacher education programs. In 2009 the Victorian Health Department commissioned research to map and document the extent and content of current programs in Victorian universities and make some assessment of how teachers are trained (Carman, Mitchell & Walsh 2009). This report found that little teacher education exists for pre-service secondary teachers and even less for primary teachers. In most cases, sexuality education will be allocated only a few hours in secondary health and physical education courses, and is increasingly being integrated with more general content related to student health and wellbeing.

Primary school teachers are rarely prepared with the knowledge, skills and understandings to confidently and competently address sexuality education (Leahy, Horne & Harrison 2004; Harrison & Ollis 2011). Yet, sexuality does not suddenly emerge at secondary schools. Primary school students live in a social context where they are exposed to daily messages about sexuality in the media, through television, music, advertising, and from their peers. They may also be receiving messages about sex through exposure (accidental or intentional) to pornography, which is now easily and anonymously accessible through new information and communication technologies.

Although sexuality education is a common feature of secondary school programs, approaches are inconsistent and ad hoc, with some schools providing approaches consistent with the guidelines offered by Department of Education (2007), Department of Education and Early Childhood Development (DEECD 2008a & b), the Australian National Council for AIDs, Hepatitis C and Related Diseases (ANCAHRD 1999), UNESCO (2009a & b) and the American School Health Association (Future of Sex Education Initiative 2012), whilst other schools provide little, if any, education to students. Even less research exists on sex education in the primary school context. What does exist indicates that very few schools provide any sexuality education for students, and those few that do focus primarily on puberty in years 5 and 6 (Leahy et al. 2004; DEECD 2008a & b; Ollis & Harrison 2012). Many teachers lack formal qualifications in sexuality education; they are concerned about parental and community reactions, few elect to attend ongoing professional development and they do not feel confident to teach many aspects of sexuality education (Rosenthal et al. 2002; Ollis 2009; Smith et al. 2011). It is widely acknowledged that targeting pre-service teacher education remains the most sustainable and effective strategy to improve the knowledge, confidence and skills of teachers (Carman et al. 2009).

Sexuality education can be confronting and challenging for in-service and pre-service teachers (Ollis & Harrison 2010, 2011; Smith et al. 2011). Very little professional development (PD) in the area of comprehensive sexuality education, particularly for primary teachers, is currently available in Australia. In Victoria the Department of Education and Early Childhood Development (DEECD) has recently developed the *Catching On Early* (2011b) resource and made provision for PD as part of its

implementation in primary schools. Family Planning Victoria is also developing a resource called *Safe Landing*, which will support primary schools to develop sexuality education programs. Programs in primary schools are often taken by outside agencies in one-off blocks. This approach does not provide any continuity in teaching and goes against research that suggests classroom teachers are the best people to teach sexuality education (Schultz & Boyd 1984; Ollis & Meldrum 2009).

This resource is designed to assist those teaching in pre-service teacher education programs and to enable graduating teachers to be equipped with the knowledge, skill, comfort and confidence to integrate sexuality education content, issues and activities in health education programs, in line with AusVELS (the Australian Curriculum in Victoria; AusVELS 2013) and student wellbeing policies and practice. Similarly, the *Shape Paper for Health and Physical Education* (ACARA 2012) and the *Draft Australian Curriculum Health and Physical Education: Foundation to Year 10* (ACARA, 2013) that guides national curriculum in this area clearly includes sexuality education as core business in schools. Teachers need skills to provide effective teaching and learning activities, assess resources, deal with potentially sensitive issues with students and allay possible parental concerns.

THE IMPORTANCE OF TEACHER EDUCATION

Given the challenges to successful teacher-led, whole-school sexuality education there is an overall awareness that teacher education is crucial to the success of any sexuality education program undertaken within the school context (Smith et al. 2011; Carman et al. 2009; Schaalma et al. 2004; Wight 2007; Wight & Buston 2003; Levenson-Gingiss & Hamilton 1989; Ollis 2003; Goldman 2010; Smith et al. 2005; Walker, Green & Tilford 2003; Warwick, Aggleton & Rivers 2005; Sinkinson 2009). There is evidence that such teacher education, when provided, can address two of the most commonly identified barriers to successful teacher-led implementation of these programs; familiarity with the subject and curriculum content and increased levels of personal comfort and confidence regarding the topic of students' sexual health (Warwick et al. 2005; Thomas & Jones 2005; Ollis 2010).

However, there is also recognition that teachers may not easily identify some challenges to successful sexuality teaching, especially with regard to their own personal attitudes to diverse sexualities, patriarchy and gender relations and the power relations inherent in both society and the school environment. These issues must be addressed directly in teacher education (Ollis 2005, 2010; Sinkinson 2009; Harrison & Hillier 1999; Mills 2004). Teachers must be 'comfortable with [their] own sexuality' (Milton et al. 2001) before addressing the issues which students may be facing and/or want to discuss. It has been shown that professional education for teachers that specifically addresses these broader areas of knowledge and attitudes to sexual diversity and gender – both teachers' own knowledge and attitudes, as well as those in broader society – can be effective in addressing these issues (Ollis & Harrison 2011; Ollis 2010; Sinkinson 2009; Mills 2004; Wight & Buston 2003).

There are recognised difficulties with in-service education for teachers in the area of sexuality education. For many countries, such as Australia (Smith et al. 2011), the US

(Smith et al. 2003) and the UK (Sieg 2003), there are such large numbers of teachers needing in-service education that human resource restraints may make this too difficult – especially if school leadership does not recognise the need (Walker et al. 2003).

Attempts to address these issues have been made in the UK. The Office for Standards in Education, Children’s Services and Skills (OFSTED) requires teachers to be given specialist knowledge and education in sexuality education. However, as initial teacher education does not provide this, the Department for Education and Skills has piloted an in-service accreditation process (Sieg 2003; Warwick et al. 2005). In Australia, in-service education is most often associated with resource development rather than accreditation. From 2001 to 2003 the Commonwealth Government funded the education of ‘trainers’ to run professional learning workshops for teachers to implement the Talking Sexual Health (see ANCAHRD 1999; Ollis et al. 2000; Ollis & Mitchell 2001) resources. Similarly, the Victorian Department of Education and Early Childhood Development funded professional learning workshops for teachers to implement the secondary school sexuality education resource *Catching On* (see DET 2004) and is currently funding workshops to implement the first primary-based sexuality education resource – *Catching On Early* (DEECD 2011b).

The most proactive way to ensure teachers are skilled sexuality educators is to incorporate sexuality education studies at the pre-service teacher level. For the reasons outlined above (and given that a number of countries have now mandated teaching sexuality education for all students), it is important to focus on pre-service teacher education to ensure a workforce that can fill the obvious gap that currently exists in primary and secondary schools.

CURRENT PRE-SERVICE PROGRAMS

Research undertaken on sexuality education and sexual health in education courses worldwide reveals that a focus on sexuality in pre-service teacher education is uncommon. While a number of countries, such as the US (Smith et al. 2005) and the UK (Walsh & Tilford 1998), specify that beginning teachers should receive specific pre-service education in sexual health education, these requirements are not strictly enforced (Smith et al. 2005; Walsh & Tilford 1998; Sinkinson 2009). In fact it was very hard to find examples of specific pre-service sexual health units, although a Canadian study from 1999 states that on average 15.5 per cent of Bachelor of Education programs in that country had compulsory pre-service sexual health education, with 26.2 per cent offering optional courses that were taken by approximately one-third of the student cohort (McKay & Barrett 1999).

There is a recognised deficiency of teacher education in the UK (Thomas & Jones 2005) and there have been calls for mandatory pre-service sexual health education (Thomas & Jones 2005; Walsh & Tilford 1998). However, although the reforms of the UK government in 1992 led to an increase in the number of universities offering sexual health subjects (and on a compulsory basis), the amount of time spent studying the subject *decreased* overall (in terms of time spent per course) (Walsh & Tilford 1998).

EXAMPLES OF TEACHER EDUCATION

The successful pre-service and in-service teacher education programs which do exist have demonstrated a number of elements that have been seen to have promoted their success. These include a group-teaching model, seen as effective in developing the key skills of working together and communication (Thomas & Jones 2005; Walker et al. 2003); and questionnaires and rating scales (including Riddle's scale of attitudes) on participants' own reactions, designed to provoke self-reflection amongst participants (Levenson-Gingiss & Hamilton 1989; Thomas & Jones 2005; Ollis 2010). Analysis of participants' responses to the above education was through statistical and discourse analysis, while one evaluation of a pilot UK accreditation program for in-service teachers relied on pre-, during- and post-education interviews (Warwick et al. 2005). The responses and experiences of participants across all the examples of teacher education examined were broadly positive. Participants reported increased knowledge of the subject content, curriculum materials and teaching techniques (Levenson-Gingiss & Hamilton 1989; Thomas & Jones 2005; Ollis 2010). This research could only find one example of teacher education designed primarily to change the attitudes of teachers towards diverse sexualities, and participants also reported broadly positive experiences of undertaking this education (Ollis 2010).

Research into student readiness and preparedness to teach sexuality education following pre-service teachers' involvement in a seven-day intensive unit at Deakin University showed that an approach that explored theoretical and practical aspects of teaching sexuality education provided students with a positive and challenging experience (Ollis & Harrison 2010; Harrison & Ollis 2011). The unit drew on a range of pedagogical approaches, and was designed to build knowledge, skills and confidence in teaching sexuality education, shown to be important enablers for effective practice (Ollis 2009; Flood, Fergus & Heenan 2009).

Warwick, Aggleton and Rivers (2005) make the point that successful education for teachers needs to be (and be seen to be) part of a shared vision across schools and the local partners involved in sexual health programs, while Thomas and Jones (2005) argue that sexual health education needs to be mandated at initial education institutions (such as faculties of education) to raise its status in the minds of trainee teachers.

GENDER: A CHALLENGE FOR PRE-SERVICE TEACHER EDUCATION PROGRAMS

As already discussed there are a number of challenges in the provision of sexuality education for pre-service education programs. However, one that has emerged in our research and experience of teaching pre-service primary and secondary teachers is the imbalance in the number of male and female teachers. During the three years from 2009 to 2011, Deakin University's elective unit *Teaching Sexuality in the Middle Years* has attracted 18 male students out of 85 total students; an example of the widely recognised gender imbalance within teacher numbers in schools and within certain subjects.

While 'masculine' subject areas such as secondary science have a bare majority of male teachers (Harris, Jenz & Baldwin 2005), this only accentuates the paucity of male teachers in other areas seen as 'feminine', and sexual health (or indeed health per se) is no different. This trend was seen across pre-service and in-service education in every example (for which participant gender was known) that this review was able to discover. It was the one area of health education with a significant bias towards female participation. In two studies, in New Zealand and Ireland (Sinkinson 2009), over 80 per cent of teachers undergoing in-service sexuality and health education were female (McNamara, Geary & Jourdan 2010).

There are both internal and external constraints on the willingness of male teachers to teach sexual health in schools; the former involves upbringing and personal beliefs and attitudes, and the latter the cultural or organisational constraints by which teachers see themselves bound (McNamara et al. 2010).

First, personal attitudes around masculinity included conceptions of men as less able to talk about emotional issues with others, and the perceived sense that teaching sexual health involved a level of personal engagement that many men were not comfortable with or which posed a challenge to deeply held views of their own masculinity (Mills, Martino & Lingard 2004; McNamara et al. 2010). This is seen to be reflective of unexamined patriarchal, misogynistic or heterosexist attitudes amongst male teachers (Mills 2004). These issues are not confined to male teachers. A study of fathers' attitudes towards sexuality education in Queensland identified concerns over sexuality education as dangerous, difficult and requiring a close emotional bond (in itself seen as problematic), as well as a level of expertise they did not possess (Walsh, Parker & Cushing 1999). At the same time, these men perceived schools as having a crucial responsibility for the sexuality education of their children, based on a perceived level of expertise that, as we have already seen, many teachers do not feel they have.

Second, cultural and organisational influences include the idea of schools as feminised environments and teaching as a feminine profession, with problematic connotations of caring and emotional openness (Haase 2008; Sumsion 2000). These socially constructed gender roles are powerful, and particular contradictions between Western constructions of masculinity and caring can be problematic. Faced with such a perceived disjunction between identity and career some male teachers may accentuate the more traditional elements of their own masculinity to compensate (Haase 2008). Interestingly, these same contradictions between gender and career roles that male teachers inhabit – or are expected to inhabit – are reflected in the types of authoritarian behaviour that male teachers are presumed to display and which is seen as necessary for the socialisation of boys in school (Haase 2008; Mills et al. 2004), and in concerns voiced by female teaching colleagues over finding the 'right kind of men' to be teachers – reflecting contradictory conceptions of masculinity (Jones 2006). In this sense, sexual health is an area in which such concerns come to the fore and in which male teachers may actively resist being involved (McNamara et al. 2010).

Other identified social or organisational issues as to why men are loathe to teach sexuality education include societal concerns about men and the sexual abuse of children, particularly regarding the problematic relationship between caring and showing affection (McNamara et al. 2010).

There are two opposing views of this issue; the first being that the lack of male teachers as positive gender role models is affecting the socialisation of children, and boys in particular (Education Queensland 2002; House of Representatives Standing Committee on Education and Training 2002). The opposite view is that the problematic attitudes towards their own masculinity displayed by many male teachers makes them a negative, rather than a positive, influence and role model for male students in terms of gender and sexual stereotyping (Haase 2008; Mills et al. 2004).

In this view, increasing the number of male teachers (and by extension teaching sexuality education) will simply reinforce problematic conceptions of gender and sexuality unless these teachers can acknowledge and address these issues. There was a widely recognised need throughout the literature for a focus on gender awareness education amongst male teachers, both at pre-service and in-service levels (Mills 2004; Ollis 2002, 2010; McNamara et al. 2010; Haase 2008; Sumsion 2000).

There is some hope emerging from research being conducted by Ollis and Harrison (2012) which indicates that not only are more male pre-service teachers choosing elective studies in sexuality (three in 2009, five in 2010, ten in 2011), importantly, they are demonstrating a commitment to gender equity and showing leadership in developing resources to address issues such as gender and violence, pornography, and negative attitudes towards same-sex attraction and gender questioning at primary and secondary levels.

SEXUALITY EDUCATION MATTERS RESOURCE

Sexuality Education Matters is designed to support pre-service teacher education programs to prepare students to teach sexuality education in primary and secondary schools. It builds on the research and teaching experience of Debbie Ollis and Lyn Harrison at Deakin University. It assumes that sexuality education in Australian schools is part of a comprehensive health and physical education curriculum. Even so, many of the activities, suggested readings and teaching and learning experiences could be adapted or used in other contexts that focus on school-based sexuality education.

Background

Sexuality Education Matters has been funded by the Sexual Health and Viral Hepatitis Unit of the Victorian Health Department to build the capacity of graduating teachers to teach sexuality education in primary and secondary schools.

In 2011, the Sexual Health and Viral Hepatitis Unit commissioned Deakin University to develop a sexuality education resource designed to assist teacher educators to prepare pre-service teachers with the knowledge, skills and confidence to teach sexuality education. This was based on the findings of Carman, Mitchell and Walsh (2009) that showed that pre-service programs were (and are) inadequate.

Consultation was carried out with current pre-service educators, other academics, sexuality educators, policy developers, researchers and topic-specific specialists. This committee provided important feedback on the need, content and structure of the resource.

AIMS

Sexuality Education Matters aims to equip teachers with the knowledge, skills and confidence to teach sexuality education. In light of the lack of resources for primary school based programs there is a deliberate focus on preparing both primary and secondary school pre-service teachers to teach sexuality education.

The resource is designed to:

- provide a theoretical understanding of the area
- explore the current debates
- increase knowledge
- give pre-service teachers access to a range of pedagogical approaches relevant to sexuality education
- increase students' confidence and comfort level
- explore personal values, attitudes and ethical considerations.

OUTLINE AND USE

Sexuality Education Matters consists of an introduction and nine areas of study that have been identified as being vital to a comprehensive sexuality education unit at the tertiary level.

Areas of study:

- 1 Setting the Context
- 2 Gender, Power & Sexuality
- 3 Diversity
- 4 Discourses in Sexuality Education
- 5 Frameworks, Policies & Approaches
- 6 Plumbing & Sexual Health
- 7 Sexuality & Relationships
- 8 Dealing with Sexuality as a Whole-School Issue
- 9 Assessment

Even though they are presented as separate areas of study they are all integrated. The resource has been developed with the assumption that each area of study builds on the next and therefore it is suggested, where applicable, to scaffold knowledge and skills. Keeping in mind the diversity of universities and the courses offered, the resource has been designed to be flexible in its use, and includes suggested research presentations and activities, extra activities and links to further study in the area.

Although it is difficult to separate issues into discrete areas of study, this is the approach that has been taken in order to help make the resource usable.

Each of the nine areas of study includes:

- an introduction
- aims
- suggested pre-readings where relevant
- suggested guided readings (led by students) where relevant
- an outline of the area of study

- activities and presentations
- extra activities and additional information where relevant, including reflection and evaluation exercises, plus a list of resources, online materials, hard copy materials, further readings and useful contacts.

The last section of the resource includes a final activity and full reference list.

Potentially sensitive



Issues related to sexuality education can be very confronting for pre-service teachers, particularly if they have little or no experience teaching this subject. Content and activities which are potentially sensitive are marked accordingly with this 'Pause' symbol.

Sexuality Education Matters video

In addition, a *Sexuality Education Matters* video is available via Deakin University's iTunesU channel. The video shows footage of pre-service teachers and lecturers discussing their experiences and challenges, as well as some examples of teaching and learning activities in action.

If you have iTunes installed, search for Deakin University in iTunesU. Alternatively, go to www.deakin.edu.au/itunes for more information.

A GUIDE FOR UNIVERSITIES

Sexuality Education Matters has also been designed for Victorian universities that provide teacher education in sexuality education. In each area there are several recommended core activities that should be used in any tertiary program. However, additional activities and materials have been included for those who wish to carry out a more extensive or tailored learning experience. The resource draws on current national and international research and other successful programs and resources.

It is important to use the activities in the resource as part of modelling practice in the classroom, as teachers feel far more confident and willing to address sensitive issues once they have participated in the activity as a learner (Ollis 2009, 2011; Ollis & Harrison 2011, 2012).

The assessment content is provided as a suggested model based on what has proved successful in the past. If you have taught sexuality education previously you will recognise a number of the activities included in this resource. It is not our intention to 'reinvent the wheel' and, as you will see, a number of the activities are taken *from* available resources. What is included in this resource are approaches, activities and readings that have been effective in preparing pre-service teachers and giving them access to additional teaching resources they can use with their students in schools.

ACCESS TO THE RESOURCE

Sexuality Education Matters and its associated PowerPoint presentations are available for download from Deakin University's Faculty of Arts and Education website.

See www.deakin.edu.au/arts-ed/education/teach-research/health-pe/

Area of Study 1

Setting the Context



Introduction

Issues related to sexuality education can be very confronting for pre-service teachers, particularly if they have little or no experience teaching or observing sexuality education in action. Common concerns are generally related to the content, student and parent reactions or their own confidence in dealing with issues that may arise in the classroom. **Area of Study 1** is designed to acknowledge that although sexuality education can be difficult and challenging, it can also be exciting and fun. This area of study is also designed for new teachers to start exploring and reflecting on a range of potentially confronting and contested issues for themselves and the wider community. Moreover, it begins the process of engaging teachers in the development of a theoretical framework for understanding and delivering sexuality education.

AIMS

- To model the process of setting up a safe, supportive and inclusive learning environment.
- To dispel the myths and misconceptions that may be present, and which may be barriers to teaching sexuality education.
- To explore the research on young people and sexuality and identify practical implications that could be implemented into students' practice.
- To explore the concepts of sex, sexuality and gender as a starting point in building a theoretical framework.

PURPOSE

- To provide activities to assist in setting the direction, context and ground rules for working with pre-service teachers in sexuality education.
- To provide activities to energise groups, explore opinions and attitudes and encourage reflection during units of work on sexuality education.

OUTCOMES

At the conclusion of this area of study, pre-service teachers should:

- understand and experience the importance of a safe and supported classroom
- have considered their own values, attitudes and positions and the differing values and attitudes and positions of others to a range of sexuality education issues
- have considered the practical implications of setting up a supportive learning environment in their practice
- understand the relationships between the concepts of sex, sexuality and gender.

PREPARATION

For the activities in each area of study, you will generally need a teaching space that is large enough for students to move about in, and moveable furniture. You will also need some or all of the following at various points:

- area study 1 PowerPoint presentations:
<http://www.deakin.edu.au/arts-ed/education/teach-research/health-pe/project/area-study-1.pdf>
- whiteboard and butcher's paper
- whiteboard markers; pens; coloured felt-tip pens; coloured textas
- stationery, including paper, scissors, sticky notes, Blu-Tack and sticky tape
- a computer (or tablets) and internet connection, to view parts of the *Sexuality Education Matters* video (from Deakin's iTunesU channel) and other videos as described in the activities
- TV and video/DVD player (rarely; pre-check each activity).

Note:

- Some activities require work done prior to the session, and very specific items, so make sure to review each area and its activities before you start teaching.

SUGGESTED PRE-READING



Carmody M 2009, 'More than plumbing', in *Sex and Ethics: Young people and ethical sex*, Palgrave Macmillan, Melbourne, pp. 42–64.

Kehily, MJ 2002, *Sexuality, Gender and Schooling: Shifting agendas in social learning*, Routledge, London, pp. 10–32.

Wallis, A & Van Every, J 2000, 'Sexuality in the primary school', *Sexualities*, vol. 3, no. 4, pp. 409–23.

GUIDED READING QUESTIONS



What is the basic premise or argument in each article?

Did anything surprise you?

What are the implications for teaching sexuality education?

Note: Sample answers are provided at the end of this area of study in the section **Guided readings: Sample answers**. This will give you a sense of the issues pre-service teachers are likely to raise and a sample of how you might approach debriefing readings in other areas of study.

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1 Aims & expectations

ACTIVITY 1: EXPECTATIONS

Adapted from Ollis et al. 2000

Large group
10 minutes



AIMS

- To enable pre-service teachers to clarify their motivation for involvement in the program.
- To enable the lecturer/tutor to gauge the needs of the pre-service teachers.

PREPARATION

You will need:

- the PowerPoint presentation *Area of Study 1: Setting the Context*.

BACKGROUND

This activity is a useful way to gauge the expectations of the pre-service teachers. It enables lecturers/tutors to get a sense of the issues pre-service teachers want addressed, or the issues for which they need additional information. At the end of the course, pre-service teachers can revisit the expectations they recorded as a way of assessing whether these expectations have been met; if they have not, such needs can be met through other avenues.

PROCEDURE

- 1 With the pre-service teachers, brainstorm the following questions:
Why did you decide to enrol in this unit/course? Or why do you think the institution sets this as a compulsory unit?
What do you hope to gain from the unit/course?
- 2 Record all responses individually and without discussion.
- 3 Record pre-service teachers' responses so that they can be referred to at the end of the unit/course.
- 4 Tell pre-service teachers that responses will be revisited at the end of the course.
- 5 Display *Slide 2: Aims of the Sexuality Education Matters resource*.

DEBRIEFING

Discuss briefly any similarities or differences in the expectations and aims. Let pre-service teachers know if there are expectations that cannot be covered (due to whatever reason) and let them know where they can go to get more information.

BRINGING IT ALL TOGETHER

At the very end of the unit/course it's useful to revisit the reasons pre-service teachers gave in this first activity for enrolling or attending. See the **Final activity: Revisiting expectations, fears & concerns** at the end of the resource for guidance.

ACTIVITY 2: PRIVATE FEARS OR CONCERNS

Adapted from Ollis et al. 2000

Individual
5 minutes



AIM

- To enable pre-service teachers to reflect privately on any fears or concerns they may have about addressing sexuality education in their schools.

PREPARATION

You will need:

- *Slide 3: Private fears or concerns.*

BACKGROUND

Issues related to sexuality education can be very confronting for teachers, particularly if they have little or no experience teaching this subject. Your pre-service teachers may have concerns about addressing these issues with their students. Common concerns are related to the age appropriateness, content, student and parent reactions or their own confidence and comfort in dealing with issues that may arise in the classroom. This activity enables pre-service teachers to acknowledge that aspects of sexuality education can be difficult and challenging in the context of diverse school and community attitudes. It also enables them to clarify a range of issues for themselves.

PROCEDURE

- 1 Ask pre-service teachers to think about any fears or concerns they may have about being involved in the unit/course or about teaching sexuality education in schools. They should write these concerns or fears in a private place for reference at a later date. Inform pre-service teachers that these private fears or concerns will not be discussed; what is written is purely for their reflection.
- 2 Present the pre-service teachers with the types of feelings and concerns teachers have about teaching sexuality education, using *Slide 3: Private fears or concerns*:
 - » **Personal feelings** – worried, fear, scared, expectations, uncertainty, apprehension, reputation, embarrassment, uncomfortable, nonconfident, under prepared, inexperienced sexually, terrified, awkward, contradictions
 - » **Experience** – none, limited, risky, negative, own school/home/social experience, religious beliefs
 - » **Doubts** – skills, knowledge, confidence, personal experience, resources, in touch with children and adolescents, appropriate responses to questions
 - » **Fears** – making students uncomfortable, dealing with distress or disclosure, disclosing too much to students about personal life, teacher opposition, parental opposition, school and community opposition, getting it wrong, cultural issues, making judgments, legal ramifications, other teachers' comfort levels, hysterical laughter
 - » **Inadequate teacher education** – appropriate teaching strategies, resources, dealing with sensitive issues, system responses if students disclose, available resources, use of outside agencies, opinions of other staff.

BRINGING IT ALL TOGETHER

As a group, explore concerns and issues, and develop strategies for addressing these.

As with the first activity, it's also useful at the very end of the unit/course to ask pre-service teachers to again look at their private fears or concerns. See the **Final activity: Revisiting expectations, fears & concerns** at the end of this resource.

2 Setting up safe learning spaces

ACTIVITY 3: SETTING THE GROUND RULES

Adapted from Ollis & Mitchell 2001

Large group
10 minutes



AIMS

- To model the process of setting up a supportive classroom.
- To develop a set of agreed rules.

PREPARATION

You will need:

- *Slide 4: Setting the ground rules*
- *Sexuality Education Matters video, Scenes 2 and 3.*

BACKGROUND

This activity involves setting up and using some classroom rules to ensure a safe learning environment. With the rules as a framework, pre-service teachers then explore the differing attitudes, ideas and positions to sexuality and sexuality education issues. Sexuality education requires an examination of issues that pre-service teachers may find sensitive and professionally confronting. Establishing ground rules is one way to provide boundaries for the way that issues are dealt with in an activity of the unit/course.

As with their school students, setting ground rules with pre-service teachers is an important part of the professional learning process: it aims to increase the comfort levels of pre-service teachers when dealing with potentially sensitive and challenging issues. It allows for pre-service teachers not to offer an opinion if they find issues personally confronting and protects them from making harmful disclosures. It also enables pre-service teachers to have a mutual understanding of what is expected of their own behaviour and the behaviour of others. Ground rules are particularly important when pre-service teachers are involved in teaching and learning experiences that may require sharing a range of ideas, values and attitudes. Pre-service teachers have the right to feel safe and supported, not only by the lecturer/tutor but also by other pre-service teachers. A useful strategy to achieve this is to engage pre-

service teachers in developing the ground rules. If pre-service teachers have difficulty developing these, you may like to start with some of the following rules:

- Listen to different ideas, without ‘put-downs’.
- Everyone has the right to speak.
- Each person is responsible for his or her own behaviour.
- Switch-off mobile phones.

It is equally important to enable pre-service teachers to withdraw if they find issues personally confronting and to protect them from making harmful disclosures. In other words, as a further ground rule:

- Every person has the right not to offer an opinion.

PROCEDURE

- 1 Inform pre-service teachers that this unit is likely to raise issues that could be personally and professionally challenging. As with successful sexuality education in schools, pre-service teachers need to be provided with a supportive learning environment. Setting ground rules is a strategy that can increase comfort levels for dealing with potentially challenging issues. It enables pre-service teachers to have a mutual understanding of what is expected of their own behaviour and the behaviour of others. (Refer to the *Sexuality Education Matters* video, Scenes 2 and 3. These scenes provide an illustration of how this activity is run and how to reinforce it during teaching.)
- 2 With pre-service teachers, brainstorm a list of ground rules. If they have difficulty generating these, use a list you have prepared before the activity as a starting point. This is also an opportunity to mirror how you would do this with students. A common response is ‘show respect’. Ask the pre-service teachers to elaborate. What do we mean by ‘respect’ and how do we show it? Primary and secondary students need this step and it is important for pre-service teachers to make these connections to practice wherever they can.
- 3 Once a list has been compiled, ask pre-service teachers if they are happy with the rules and make any necessary adjustments. Add any rules that will ensure the effective conduct of the activities, such as ‘Everyone agrees to arrive on time’.
- 4 If pre-service teachers are having difficulty developing ground rules, *Slide 4: Setting the ground rules* has some suggestions.

BRINGING IT ALL TOGETHER

Establishing ground rules is an important way of enabling the group to develop a mutual understanding of what is expected of their own behaviour and the behaviour of others. It is particularly important to establish ground rules when pre-service teachers are involved in activities that may require sharing a range of ideas, values and attitudes. As stated in the previous activity, pre-service teachers need to feel safe and supported, not only by the lecturer/tutor but also by other pre-service teachers. This activity also assists in showing how the process would be done with a group of students in a school.

ACTIVITY 4: GETTING THE PICTURE

Adapted from Ollis & Mitchell 2001

Large group
20–40 minutes, depending on
number of statements used



AIMS

- To introduce pre-service teachers to the range of issues to be covered in the sexuality education unit/course.
- To provide an example of how the ground rules work in action to set boundaries.
- To introduce pre-service teachers to the idea that there are a range of attitudes to sexuality and sexuality education that can impact on how and what we teach.

PREPARATION

You will need:

- *Slides 5–9: Taking a position*
- *Sexuality Education Matters* video, Scene 3
- to select five or six statements from the **Sample statements** below (or develop your own set)
- to display the signs from *Slides 5–9: Taking a position* (**Agree, Disagree, Strongly Agree, Strongly Disagree, Unsure**) in a continuum or as a square.

BACKGROUND

This activity has been designed to help pre-service teachers see that there is a range of positions in relation to sexuality, and these positions vary because of age, gender, education, ability, culture and so on. It has also been designed to canvass the types of issues that will be covered in a comprehensive professional development program in sexuality education. Therefore, the statements you will select or develop with depend on the focus of your program. It is important at the outset to emphasise that there are no right or wrong answers. The activity also enables pre-service teachers to practice the ground rules they have developed.

If pre-service teachers are talking over each other, an inappropriate comment is made or people are talking amongst themselves, refer to the ground rules. You might want to emphasise this even if the talking is not disrupting the activity. This will give you an opportunity to show participants how they would use ground rules with students. (You can refer also to the *Sexuality Education Matters* video, Scene 3. It shows how this activity is run or could be used with pre-service teachers who are yet to feel comfortable speaking out loud. It may also be useful to demonstrate a range of opinions.)

There are far more sample statements included than you could possibly use. Depending on the focus of your unit or course, you will need to develop others relevant to your aims. Pre-service teachers always comment on the importance of this activity and having the opportunity to explore the issues, many of which they have never reflected upon.

PROCEDURE

- 1 Select five or six statements from the **Sample statements** list, or use the ones you have developed that reflect the range of ways people view and position themselves in terms of sex/sexuality, gender, sexual identity and the teacher role. Arrange these in a continuum along the floor or attach them to a wall.
- 2 Inform pre-service teachers that the aim of this activity is to look at the range of positions people hold in regard to the numerous issues that form part of sexuality education in schools.
- 3 Using a two-, three- or four-point continuum (Strongly Agree, Agree, Unsure, Disagree, Strongly Disagree) read out one statement at a time. Ask pre-service teachers to physically move to the position which best reflects their view.
- 4 After each statement has been read out and pre-service teachers have positioned themselves, ask for volunteers from the different points on the continuum to share their reasons for placing themselves in that position. Alternatively, pre-service teachers can move to a person in the opposite position and the pair can discuss why they placed themselves in those positions.
- 5 It is important to stress that there are no right or wrong answers in this exercise. The purpose of the activity is to allow pre-service teachers an opportunity to appreciate that people hold different views to issues related to sexuality for a range of reasons.
- 6 Inform pre-service teachers that they may move at any time if they find that a reason given by another person changes the way they think about the statement. What is important is to encourage a wide range of views and discourage 'fence-sitting'.

DEBRIEFING

The following questions provide a useful focus to encourage pre-service teachers to think about the range of positions people hold in relation to sexuality. They can be used either at the conclusion of the activity or following each statement. Alternatively they can be used to focus some journal writing.

How do we develop our positions to these statements?

If you asked your parents to do the same activity where do you think they would position themselves?

If you asked your students to do the same activity where do you think they would position themselves?

What differences do you think there may be if this activity were done with women only or with men only?

Do you think there would be any differences if those doing the activity were all transgendered, gender questioning or gay/lesbian?

Do you think there would be any differences if the group held strong religious or cultural beliefs?

BRINGING IT ALL TOGETHER

The importance of this activity is to realise that schools and classrooms will have young people with a range of values and attitudes that impact how they think about sexuality and the way they make decisions about their health. It is important for pre-service teachers to have the opportunity to think about the breadth of the issues being explored with young people and the impact and influence of their own values and attitudes on issues covered in this activity. The activity also enables pre-service teachers to practice using ground rules and gives the activity facilitator a way to deal with sexist, racist or homophobic comments.

SAMPLE STATEMENTS

Adapted from Ollis & Mitchell 2001

Sexuality is different from sex.

Young people should experiment with sex.

I would feel comfortable describing masturbation.

Sexual pleasure should be a key element of sexuality education.

Sexuality education should begin in prep.

I would know what to do if a student disclosed sexual assault.

People don't have to have vaginal sex to have sex.

Pornography is an important sex education medium.

It's hard for young gay and lesbian people to come out at school.

Focusing on diseases, pregnancy and sexual assault prevention are the corner stones of any sexuality education program.

Female genital mutilation (FMG) should be included in sexuality education.

Primary school children should not be introduced to condom use.

I feel more sorry for babies with HIV than for gay men.

The sexual double standard is alive and well.

Reclaiming words like 'cunt' are important outcomes of sexuality education.

Schools know how to support gender questioning students.

Young people don't have to worry about getting a sexually transmitted disease, this only happens to adults.

Oral and anal sex should not be covered in primary schools.

Sexual coercion is a major issue for adolescent girls.

Condoms are the safest way to avoid getting an STI.

I'd feel flattered if someone of the same sex asked me out.

Sexuality education should be a shared responsibility between schools and health agencies.

SAMPLE STATEMENTS

Adapted from Ollis & Mitchell 2001

If we taught about respectful relationships, we wouldn't need to do anything else in sexuality education.

If health agencies are to be involved in school programs they should be involved in program planning.

Desire and intimacy are key components of sexuality education.

Agencies need some training in classroom management.

Gender-based violence education should not be part of sexuality education.

A major role in schools should be connecting students to their local agencies.

The most difficult part of working with schools is the lack of time given to us to work with students.

Only parents have the right to talk to children about sexuality.

Sexuality education programs are more effective if both families and schools are involved.

Sexuality education at schools should only focus on the biological facts.

Young people who have a sound knowledge of sexuality are more likely to engage in sexual activity.

Children don't need to know about sexuality until they ask.

Most parents would support a gay or lesbian son/daughter.

Teaching values about sexuality is a parent's responsibility.

Sexuality education destroys a child's innocence.

Sexuality education at school can encourage and support discussion about sexuality at home.

Teaching about contraception implies the teacher is saying that it's OK to have sex.

Girls need more information about puberty than boys.

3 Building an understanding of sexuality education

ACTIVITY 5: WHAT DO WE MEAN BY SEX, SEXUALITY & GENDER?

Small group
20 minutes



AIMS

- To define the terms 'sex', 'sexuality' and 'gender'.
- To examine the interrelationships between sex, sexuality and gender and their importance for sexuality education.

PREPARATION

You will need:

- Slides 10–15 on the definitions of 'sex', 'sexuality' and 'gender'.

BACKGROUND

There is no aspect of sexuality education that does not require some analysis on the basis of gender and gendered relationships. Yet school-based programs rarely include an analysis of gender. This resource is very explicit in its attempt to foreground issues of gender, sexuality and power. It is designed to scaffold teaching and learning to assist pre-service teachers to see that gender relations are always set within the context of power relations. Sex, sexuality and gender are often confused and highly contested. For example **sexuality** can be used to refer to sexual preference and/or orientation yet in an educational context sexuality is that part of humanity that reflects the feelings, desires, attitudes and behaviours related to our sexual self. Similarly **gender** has been used to describe the sexual difference between men and women, yet in an educational context this is what is meant by a person's sex. Gender is used to describe 'what it means' to be female or male in a particular society or community. In addition, **sex** is often used to describe the sexual activity known as sexual intercourse. It is therefore

essential that at the beginning of any unit/course designed to prepare teachers to teach sexuality education a common understanding of sex, sexuality and gender is developed. Many of the activities in this resource explore notions of sex, sexuality and gender. If teachers are to explore these issues with students, programs need to prepare them to do so. Sexuality is fluid and changing, as is our position on issues of sexuality. This activity is also designed to assist pre-service teachers to broaden the traditional notions, categories and expectations of gender.

PROCEDURE

- 1 Write the three headings **sex**, **sexuality** and **gender** on the whiteboard or display *Slide 10: Sex, sexuality & gender*.
- 2 Ask pre-service teachers to brainstorm words or phrases that fit under each of the categories. For example:

sex	sexuality	gender
doing it	how you feel	being male or female
what you do	how you think	expectations
dangerous	things that are nice	masculine things

Alternatively, give each teacher three large Post-it notes and ask them to write a word on each and place it on the board under the appropriate heading.

Examine the differences and similarities, looking at positive and negative aspects of the words listed and the commonly held stereotypes. As a group, discuss how understandings of these words are developed. Where do we get messages or learn about these concepts?

- 3 In small groups of three or four, develop a definition of the three concepts. Compare pre-service teachers' definitions with commonly understood ones and those presented on *Slides 10–15*. If students have access to computers, put the text that has emerged under each category into 'Wordle' www.wordle.net/create to generate a visual word cloud. Examine the key words that emerge. (See examples on *Slides 18–20*.)
- 4 For homework ask pre-service teachers to complete the following readings.

READING



Connell, RW 2002, 'The question of gender', *Gender*, Polity Press, Cambridge, UK, ch. 1.

Pringle, R 1992, 'Absolute sex? Unpacking the sexuality/gender relationship', in RW Connell & GW Dowsett (eds), *Rethinking Sex, Social Theory and Sexuality Research*, Melbourne University Press, Melbourne, ch. 4.

- 5 If you have an online discussion space ask pre-service teachers to post a 200-word entry on the key components of defining sex, sexuality and gender from the readings and the issues discussed in class. The **Guided reading questions** at the beginning of this area of study can be used to focus teachers' reading on the implications for school-based education.

ACTIVITY 6: TEACHING SEXUALITY EDUCATION

– PRESENTATION

Large group
20–30 minutes



AIM

- To present an overview of the need for sexuality education in schools.

PREPARATION

You will need:

- the PowerPoint presentation *Why teach sex education in schools* (Slides 21–85 in the *Area of Study 1: Setting the Context* PowerPoint presentation)
- a copy of Smith et al. 2008, *Secondary Students and Sexual Health: Results of the 4th National Survey of Australian Secondary Students, HIV/ AIDS and sexual health*. (See the references section.) Select a few sections that test knowledge of sexually transmissible infections (STIs) and blood-borne viruses (BBVs). Photocopy for each pre-service teacher.

BACKGROUND

This presentation is an introduction to the question, ‘Why teach sexuality education?’ It is made up of a number of areas that include international recommendations, national and state policy frameworks and some key research. It makes the assumption that the issues raised in the presentation will be revisited in practice as pre-service teachers develop the knowledge, skills and confidence to teach about sexuality education issues and assist young people to develop a positive sense of their sexuality, as well as addressing risk areas. There are more than 60 slides in the presentation, so you may want to select what is appropriate for your cohort and the purpose of your unit or program.

PROCEDURE

- 1 Ask pre-service teachers to complete the relevant sections of the *4th National Survey of Australian Secondary Students, HIV/AIDS and sexual health*.
- 2 Present to the teachers *Why teach sex education in schools*.
- 3 Ask pre-service teachers to compare their knowledge and understanding to that of secondary school students.

ACTIVITY 7: RESEARCH INTO PRACTICE

Adapted from Ollis et al. 2000

Large group
20–30 minutes



AIMS

- To provide the opportunity for pre-service teachers to examine the implications of the research for their practice.
- To consider the ways in which research finds its way into practice in schools.

PREPARATION

You will need:

- a whiteboard or butcher's paper, and whiteboard markers or textas.

BACKGROUND

It is one thing to have access to research and its accompanying data, yet quite another to translate the implications of research findings into the daily practice of schools. It is essential that pre-service teachers have the opportunity to reflect on the implications of research at a personal level and in terms of their potential schools and professional practice. Use the pre-service teachers' feedback as a starting record of the issues, challenges and strategies in sexuality education.

PROCEDURE

- 1 Ask pre-service teachers to reflect on the three most significant implications from the research for:
 - » them as graduate teachers
 - » schools and the education system/s and agencies who work with schools (e.g. in terms of policy, organisational structure, accountability, program and curriculum development, confidentiality).
- 2 Ask each pre-service teacher to read out one implication to the class. Write these on a whiteboard or butcher's paper to refer to later. Encourage a brief discussion if time permits.
- 3 Summarise the ideas contributed by pre-service teachers and emphasise that the teaching and learning activities in this unit/course have been developed from implications of the research. In other words, they are one way of putting research into practice. The strategies and issues raised in this activity can be used at a number of points in a sexuality education unit/course.

Extra activities

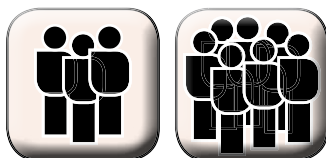
The following activities are ideas for the lecturer/tutor to consider when targeting a program that will fit the needs of their pre-service teachers.

In all the areas of study there are energisers, ice-breakers and other activities that could be used with pre-service teachers as examples of ways that they could bring the topic into their classrooms without specifically teaching sexuality education.

A-Z RACE

Adapted from Shine SA (2011) pp. 28–9

Small and large group
20–30 minutes



AIM

- To energise the group.

PREPARATION

You will need:

- the **Worksheet: A–Z race**.

PROCEDURE

- 1 Select a topic, then organise pre-service teachers into groups of two to four. Topics could include sexuality, gender, safe spaces and so on.
- 2 Give each group an A–Z race worksheet and a pen.
- 3 Ask pre-service teachers to record a word that relates to the chosen topic under each letter of the alphabet. Boundaries can be set to establish what language is considered appropriate.
- 4 Invite participants to report back to the whole group. Reporting provides an opportunity to start group discussion or evaluate learning for a particular topic.

WORKSHEET: A-Z RACE

Topic

A	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z

PLUS, MINUS AND INTERESTING (PMI)

PROBLEM SOLVER

Adapted from SHine SA (2011) pp. 40–1

Small group
40 minutes



AIMS

- The plus, minus and interesting (PMI) model is one of many decision-making models. This activity raises the issue of the place and importance of informed decision-making in sexuality education; for example, to help answer the question, 'Will I have sex with my current partner?'
- The PMI model enables students to weigh up the positives (plus) and negatives (minus) and consider any other interesting consequences. This activity can also be used in the classroom to gain feedback from an activity or session.

PREPARATION

You will need:

- to devise a few problems for pre-service teachers to use for practice
- to copy the **Worksheet: PMI problem solver** for each pre-service teacher.

PROCEDURE

- 1 Give each pre-service teacher a PMI problem solver worksheet. If pre-service teachers have not used a problem-solving model before, then work through an example with the whole class, such as making the decision of whether to move out of home.
- 2 Clarify the important considerations about the problem or situation and ask pre-service teachers to determine the best choice, while being aware of the possible consequences.
- 3 Get pre-service teachers to work on a problem of their own.

TAKE-HOME MESSAGE

Taking time to consider the options and associated advantages and disadvantages before making an important decision will increase the likelihood that potential problems are identified so they can be dealt with. Using a decision-making process helps to make an informed decision.

WORKSHEET: PMI PROBLEM SOLVER

Problem

Plus (+)

Minus (-)

Interesting (!)

WORKSHEET: REFLECTION & EVALUATION

Circle the word or words that best describe your experience of the teaching and learning in this area of study.

challenged

satisfied

interested

excited

frustrated

stimulated

happy

sad

scared

bored

tired

What were the significant learnings for you?

What challenged you?

What surprised you about yourself?

What surprised you about others?

How did participation impact on your understanding sexuality education?

How could the teaching and learning experiences be improved/changed?

Do you have any additional comments?

Additional information

RELEVANT EXAMPLES

The introductory activities in this area of study are the same, whether you are preparing primary school or secondary school students. The important thing is showing how to set up a safe and supportive environment where students feel comfortable and can contribute and learn. The difference comes in the examples and illustrations. Ensure you pick relevant examples for your cohort.

REFLECTION AND EVALUATION

Activity 7: Research into practice is a good reflective tool to assess how pre-service teachers may implement the issues discussed into their practice. The implications of this research can be used throughout the unit/course. This activity also provides the beginning of the list of challenges, strategies and suggestions for implementation of effective approaches. Evaluation can also provide a good record of pre-service teachers' feelings, knowledge and capability in many aspects of their teaching journey.

See the **Extra activities** section following for a short reflective activity.

FOLLOW-UP

Follow-up **Activity 1: Expectations** and **Activity 2: Private fears or concerns** during or at the completion of the unit to see if participants' thoughts have changed and to also identify why it may be difficult for students to participate. Pre-service teachers may then be able to develop an action plan to remind them of these issues when they are teaching. See the **Final activity: Revisiting expectations, fears & concerns** at the end of this resource.

GUIDED READING: SAMPLE ANSWERS



Guided readings can help pre-service teachers consolidate their knowledge and understandings from the required readings, and assist them to apply the theory into their practice.

GUIDED READING 1

Sample answers for Carmody (2009), 'More than plumbing'

Sexuality education discourses

Sex negative: promote familial values, abstinence and disease avoidance. Reproductive sexuality, conforming to moral absolutes. Maintaining purity 'idealises objects' rather than the wellbeing of flesh and blood children.

Sex-positive: pleasure, self-fulfilment, physical and psychological health.

Emphasis on education, sexual autonomy and choice.

Looking back on sexuality education

Embarrasses teachers; bananas and condoms; STIs; biology; sex is dangerous.

Missing: relationships, including 'diversity', negotiating safe sex, sexual assault.

Teachers: under trained, under resourced and under siege!

Parents

Biology, looking after yourself (vague), contraception – that is, when they tried to talk to their children. Fathers rarely involved.

Most parents incapable or unwilling.

As a result peers have a lot of influence and are very powerful in challenging or reinforcing gendered expectations and norms. Also sees a reliance on popular cultural messages, which are often misleading.

What young people want to learn about

Communication: verbal and non-verbal.

Consent: what are you consenting to? In what way are you consenting? Why are you consenting?

Themes

Ethical intimacy.

Respect for yourself and others. Being clear about what you want. Being reflective, keeping a diary.

Role of alcohol.

Masculinity.

Sexual assault and violence: missing from programs at high school; denial, stigma, support services, homophobia, not always men against women (some women dominate).

Boys not getting what they want either: need more feelings/emotions, sexuality and sexual techniques.

Competing discourses of sexuality education

Young people as sexual beings often denied.

Moral discourses argue that education undermines family values.

Promotes inappropriate sexual behaviour.

Homosexuality: the ultimate 'sin'.

Abstinence-only programs: undermine ethical principles of informed consent and free choice in health care; inherently coercive, withhold information needed to make informed choices.

Danger, guilt, risk versus fun, pleasure and power.

Disconnection between formal curriculum and their own experiences.

GUIDED READING 2

Sample answers for Wallis & Van Every (2000), 'Sexuality in the primary school'

What is meant by 'hegemonic sexuality'?

Notions of childhood innocence mark the primary school as 'asexual'.

Definition of sexuality: 'refers to not only "individual erotic desires, practices and identities" but also to the discourses and social arrangements, which construct erotic possibilities at any one time' (p. 410).

Policing of public sexuality: how does this manifest?

Heterosexual: dominant, normal and natural.

Homosexual: subordinate and perverse; remarkable or dangerous.

'Lack of attention to sexuality in its diversity constructs a present (and a future) in which homophobia is tolerated and in which teenagers and adults have difficulty "coming out" as lesbian, gay or bisexual late in life and may even commit suicide' (p. 411).

'Homosexuality is assumed to be fundamentally associated with sexual activity in a way that heterosexuality is not' (p. 413).

'Women who are mothers are assumed to be heterosexual' (p. 413).

Gays and lesbians 'edit' their sexuality in the school environment (p. 413).

Discuss the example: 'Don't sit like that, you're a girl' (p. 415).

Gendered division of labour in primary schools is hierarchical and resembles the patriarchal family, with a maternal teacher.

Schools are places where gender as a relation of domination and subordination is constructed: it is a girl's behaviour that is policed, it is women whose titles mark their marital status and it is women teachers who wear their bridal veils to assembly to announce their impending weddings.

Resources

PUBLICATIONS

- Australian National Council for AIDs, Hepatitis C and Related Diseases (ANCAHRD) 1999, *Talking Sexual Health: National framework for education about STIs, HIV/AIDS and blood borne viruses in secondary schools*, ANCAHRD, Canberra, accessed 26/03/12.
www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/talksexhealthnatframework.pdf
- Department of Education and Early Childhood Development (DEECD) 2011b, *Catching On Early: Sexuality education for Victorian primary schools*, State Government of Victoria, Melbourne, accessed 28/02/13.
www.education.vic.gov.au/school/teachers/teachingresources/social/phised/Pages/resources.aspx#3
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- Department of Education and Training (DET) 2004, *Catching On: STD/HIV Prevention Education Project – Teaching and learning activities for years 9 and 10*, State Government of Victoria, Melbourne, accessed 28/02/13.
www.education.vic.gov.au/school/teachers/teachingresources/social/phised/Pages/resources.aspx
- Ollis, D & Mitchell, A 2001, *Talking Sexual Health: A teaching and learning resource for secondary schools*, Australian Research Centre in Sex, Health and Society (ARCSHS), La Trobe University, Australian National Council on AIDS, Hepatitis C and Related Diseases (ANCAHRD), Australian Government, Canberra, accessed 28/02/13.
www.education.vic.gov.au/school/teachers/teachingresources/social/phised/Pages/resources.aspx

WEBSITES

Female genital mutilation

Better Health Channel

www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Female_genital_mutilation

Area of Study 2

Gender, Power & Sexuality



Introduction

This area of study is designed to assist pre-service teachers to develop a sense of the connections between gender, power and sexuality. This provides a framework for all other areas of study in the resource and is essential in any sexuality education unit offered to pre-service teachers.

Social relationships are shaped by gender, power and sexuality regardless of the context. Primary school children can begin to explore what it means to be masculine and feminine in today's society and the importance of contestation and reflection. Hegemonic masculinity is explored in this area of study to assist pre-service teachers to reflect on and analyse the implications of understandings about gender in their teaching of sexuality education. Recent research with primary school teachers found that gender and sexuality is an area teachers are concerned about addressing in sexuality education (Ollis & Harrison 2011). It is important that teachers explore multiple understandings of gender and its inherent power relations. Social relationships are shaped by gender and power. There are many ways of being a male and a female; some have more power than others. Change can only occur when people and institutions resist, work actively to change gender expectations and norms, and bring us closer to gender equality.

AIMS

- To critically explore themes such as gender, power and sexuality.
- To experience a range of education strategies and innovative approaches to addressing gender, power and sexuality in sexuality education and supporting gender questioning young people in schools.
- To consider pre-service teachers' positioning to issues of gender and power.
- To increase knowledge and confidence in teaching sexuality education.
- To continue to develop a framework for teaching about sexuality education.

PURPOSE

- To provide pre-service teachers with teaching and learning experiences that develop knowledge, skills and understandings that will enable them to explore gender and sexuality with primary and secondary students.
- To provide teaching and learning experiences that continue to scaffold a framework for teaching about sexuality education.

OUTCOMES

At the conclusion of this area of study, pre-service teachers should:

- understand gender as a social and historical construct
- have considered the implications of limited and narrow views of gender in primary and secondary school sexuality education programs
- understand that power impacts on gender, social and sexual relationships
- understand strategies to deconstruct gendered notions of sexuality with students
- be able to critically analyse school-based approaches to gender and sexuality
- have knowledge and confidence in teaching sexuality education
- know what will support gender-questioning young people in schools.

PREPARATION

For the activities in each area of study, you will generally need a teaching space that is large enough for students to move about in, and moveable furniture. You will also need some or all of the following at various points:

- area study 2 PowerPoint presentations:
<http://www.deakin.edu.au/arts-ed/education/teach-research/health-pe/project/area-study-2.pdf>
- whiteboard and butcher's paper
- whiteboard markers; pens; coloured felt-tip pens; coloured textas
- stationery, including paper, scissors, sticky notes, Blu-Tack and sticky tape
- a computer (or tablets) and internet connection, to view parts of the *Sexuality Education Matters* video (from Deakin's iTunesU channel) and other videos as described in the activities
- TV and video/DVD player (rarely; pre-check each activity).

Note:

- Some activities require work done prior to the session, and very specific items, so make sure to review each area and its activities before you start teaching.

SUGGESTED PRE-READING



Renold, E 2002, 'Presumed innocence: (Hetero) sexual, heterosexist and homophobic harassment among primary school girls and boys', *Childhood*, vol. 9, no. 4, pp. 415–34.

Renold, E 2007, 'Primary schools "studs": (De) constructing young boys' heterosexual masculinities', *Men and Masculinities*, vol. 9, no. 3, pp. 275–97.

GUIDED READING QUESTIONS



What is the basic premise or argument in each article?

Did anything surprise you?

What are the implications for teaching sexuality education?

BACKGROUND

Teaching about gender and the implications for sexuality and sexuality education might appear a logical and simple task. However, research has shown this is not necessarily the case (Ollis 2009).

Schools are reluctant to examine gender in any context. Very few school-based programs or resources in health education engage students in any gender analysis of sexual relationships (Ollis & Tomaszewski 1993; Kenway 1996; Harrison & Hay 1997). Of those that do explore some gendered discourses, the majority are firmly entrenched in notions of sex and gender difference and sex-role theory (Kehily 2002; Harrison 2000; McKay & Barrett 1999; Epstein & Johnson 1998; Mac an Ghail 1996). The way programs use gender is to refer to three binaries: men and women, male and female, and masculinity and femininity (Pringle 1992). These distinctions position men and boys in negative discourses in need of change (Dowsett 1998), and render gender as two stable and fixed categories (Connell 1985, 2002; Alsop et al. 2002).

Overwhelmingly, school-based sexuality education programs use gender when describing heterosexualised and traditional notions of gender. These notions centre on the idea that there are two opposite and different gender categories. Schools use these binaries as if they are uncontested and without any meaningful examination of what they constitute or recognition of the differing degrees of power that these notions bring with them (Harrison 2000; Mac an Ghail 1996; Davies 1993; Connell 1985, 2002). Kehily's (2002) important study of sexuality education classes in Britain provides many rich illustrations of the way this happens in practice. The interactions between her teachers and students illustrate the way that sexuality is conceptualised in the practice of teaching and learning within categorical terms devoid of power analysis. Martino (1999) argues that using gender as a focus for framing sexuality should draw attention to issues of power and the way it 'operates to regulate and maintain narrow and restrictive ideas about masculinity and femininity' (p. 36). However, like Kehily (2002), Harrison (2000) found that when gender is addressed in schools it is not in relation to issues of power. Rather, it is 'primarily about young women: young women as good as young men in equal opportunity discourses and in sexuality discourses, young women as victims; young women who can't or won't say no; young women as responsible contraceptors; and more recently in HIV/AIDS discourses, young women as initiators of safe sex' (p. 4).

(Ollis 2009, p. 13)

The pre-service context provides an opportunity to study the issue in a more comprehensive way. The readings provided in a number of the study areas focus on different aspects of gender and sexuality and are designed to build an understanding of their dynamic nature.

Even so, for many pre-service health education teachers this may be the first time they have explored the issue of gender and the implications for social and sexual relationships. As with other areas of study, the activities are designed to increase knowledge and understanding, mirror classroom practice and enable teachers to explore their own values, as well as community values and attitudes, to gender and sexuality. There are many resources that can be used to explore gender with students and pre-service teachers. We have selected those that we know have worked with in-service and pre-service teachers using resources that are easy to access.

There is an assumption that pre-service teachers have at least examined the meaning of the concepts **sex**, **sexuality** and **gender**. If not, you may want to include **Activity 5: What do we mean by sex, sexuality and gender?** from **Area of Study 1** or discuss the meanings of these concepts prior to using the following activities.

OUTLINE FOR THIS AREA OF STUDY

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1 Starting to unpack gender

ACTIVITY 1: GENDER STEM STATEMENTS

Paired
20 minutes



AIMS

- To enable pre-service teachers to reflect on their own gendered histories.
- To simplistically explore theoretical frameworks of gender construction, performativity and multiple subjectivities.

PREPARATION

You will need:

- one copy of the **Worksheet: Clarifying gender** for each participant
- the PowerPoint presentation *Area of Study 2: Gender, Power & Sexuality*.

BACKGROUND

One of the important aims of this area of study is to enable pre-service teachers to think beyond the binaries of male and female, and masculine and feminine. A necessary part of this process, and the process pre-service teachers will use with their students, is to examine current understandings of what it means to be male and female. This will involve examining the categories of male and female and how understandings are shaped by social practices, relationships and power. As this resource is designed to prepare primary and secondary school teachers, examples of activities for each are included. If you have a group of students which has already completed basic activities designed to explore gender construction then you would begin by presenting **Activity 3: Gender model – Presentation**.

PROCEDURE

- 1 Inform pre-service teachers that the aim of this activity is to examine their understanding of their own gendered histories and the impact this has on how they position gender issues.
- 2 Give pre-service teachers five minutes to fill in the stem statements from the **Worksheet: Clarifying gender**.
- 3 Ask pre-service teachers to turn to the person on their left and discuss and share their responses to the stem statements on the worksheet and the accompanying discussion questions.
Then ask pre-service teachers to discuss when they first became aware of their masculinity or femininity.
- 4 On the board or on graffiti sheets, make two columns:
Because I am perceived to be a male I am expected to ...
Because I am perceived to be a female I am expected to ...
- 5 Ask each pre-service teacher to write responses under the appropriate heading (you can also use Post-it notes).
- 6 In small groups ask pre-service teachers to discuss the following questions:
What are the main themes emerging from the lists?
What do these say about expectations of males and females?
Are there any expectations you would like to see changed? Why?
Are there any expectations you would like to remain? Why?
What does it say about social relationships?
What does it say about power?
On this basis, would you want to be male or female? Why?
Can you see any problems with the categories? Why? Why not?
- 7 Report back.

WORKSHEET: CLARIFYING GENDER

Reproduced from Ollis et al. 2000, p. 47

Complete the following sentence stems

One of the things I enjoy most about being a woman/man is ...

My family would describe me as ...

My colleagues would say that I was ...

I act powerfully when ...

I define masculinity as ...

I define femininity as ...

If I were a man/woman, I would probably enjoy ...

As a woman/man, I strongly challenge the expectation that I should ...

When I was 16 one of the most important things in my life was ...

Discuss

Your similarities and differences. What surprised you about these?

How you have collectively and individually resisted the dominant definitions of femininity/masculinity.

The implications your own understandings concerning appropriate femininity and masculinity have on your interaction with students.

ACTIVITY 2: IF THE CATEGORY FITS, WEAR IT!

Large group
40 minutes
Potentially sensitive



AIMS

- To consider understandings about gender and the restrictive nature of the categories male and female.
- To consider how understandings of gender are developed and played out in social and sexual relationships.
- To mirror an activity pre-service teachers can carry out with students at all levels.

PREPARATION

You will need:

- to make a set of three large floor cards with the words: **Masculine**, **Feminine**, and **Masculine and Feminine**
- (or) to make three identical dolls (or cut outs): one in pink or a fairy outfit; one in blue or a Superman outfit; and one that is a non-gender specific
- to make two sets of **Gender cards**.

BACKGROUND

This is a simple activity that enables pre-service teachers to explore what it means to be masculine and feminine. It enables teachers to see that there are more similarities than differences between males and females and that the categories are unhelpful in gaining an understanding of the multiple ways of knowing and performing gender.

There are two sets of statements (see below) to use to make two set of cards. One set mirrors those that teachers would use with students. The other set is designed to be far more provocative and includes explicit sexuality issues that can initiate more discussion and disagreement. If time permits it is useful to use both sets. This enables the simplicity of the understandings in the first set of gender cards to be discussed in relation to contested and gendered aspects presented in the second set of cards.

Potentially sensitive



Please ensure that you read the second set of gender cards and warn students that they are designed to be provocative and include issues around gender-based violence and sensitive sexuality issues that can position women as victims and men as perpetrators. As you are likely to have some students who may be survivors of gender-based violence this gives them the opportunity to withdraw.

PROCEDURE

- 1 Place the three large cards/signs (or dolls) in a large open space on the floor.
- 2 Give each pre-service teacher one of the gender cards. If you have more than 28 in your class (Set 2 has only 28 cards) you will need to add extra cards to ensure each pre-service teacher has at least one. If you have fewer than 28, give each participant more than one. You may also like to make your own set of cards using your own statements. Although simple, these statements are useful in drawing out common understandings of gender and demonstrating similarities across genders, rather than differences.
- 3 Ask pre-service teachers to place their card into the category in which they think it fits. Once the cards have been placed ask the pre-service teachers if there are any cards they would move and why.
- 4 Discuss:
 - Which category is the largest? Why?*
 - What differences are biological? What differences are behavioural? What differences relate to social, cultural and sexual expectations?*
 - Where do we develop an understanding of the differences?*
 - What do we mean by masculine and feminine?*
 - Can there be more than one masculinity and femininity?*
 - How does this differ to biological sex?*
 - What other ways is the term 'sex' used?*
 - How does this differ to sexuality?*
 - If you used dolls, discuss the representations. Was it possible to assign cards to the non-gendered doll?*
- 5 Collect the first set of cards, and distribute the second set.
- 6 Redo the exercise.
- 7 Discuss the differences between the two activities. Where do our understandings about gender and sexuality come from? If the group has similar thoughts about gender, try posing some questions that may make them question their positioning and the positioning of others. For example:
 - » A mother and father not telling anyone the gender of their baby and allowing the child to grow up choosing its own gender.
 - » A child who wears clothing traditionally associated with the opposite sex.
 - » An intersex child who changes/wants to change their gender identity.
 - » A person who refuses to be categorised as either male or female, representing themselves as gender questioning.
- 8 Using PowerPoint *Slide 2: Contesting sex & gender* discuss what the International Gay and Lesbian Human Rights Commission (IGLHRC) was trying to promote in relation to gender.

GENDER CARDS

Set 1

- 1 *They need to sleep*
- 2 *The use their legs*
- 3 *They need to feel loved and connected to other people*
- 4 *They have a range of eye colours*
- 5 *They are emotional*
- 6 *They like cars*
- 7 *They are strong*
- 8 *They love watching movies*
- 9 *They have a penis*
- 10 *They have a vagina*
- 11 *They are good with children*
- 12 *They have pubic hair*
- 13 *They can work*
- 14 *They are rational*
- 15 *They play sport*
- 16 *They like to dance*
- 17 *They like clothes*
- 18 *They like to read*
- 19 *They can garden*
- 20 *They are ambitious*
- 21 *They can have sex*
- 22 *They can have children*
- 23 *They can drive*
- 24 *They have friends*
- 25 *They cry*
- 26 *They need to feel valued*
- 27 *They eat*
- 28 *They are caring*
- 29 *They like to cook*
- 30 *They go through puberty*
- 31 *They love animals*

GENDER CARDS

Set 2

- 1 *Masturbation is a common sexual practice*
- 2 *Sexuality positioned as passive*
- 3 *Sexuality positioned as active*
- 4 *Sex drive is considered stronger*
- 5 *Sexual reputation a consideration*
- 6 *Same sex contact is a feature of their sexual experience*
- 7 *Sex is contextualised as part of romance and a desire to be wanted*
- 8 *Not responsible for safe sex*
- 9 *Having a family is considered an important life desire*
- 10 *There are limits on their sexuality*
- 11 *Breaks through limits on sexuality*
- 12 *Sexual pleasure located in the body*
- 13 *They are more likely to use sex workers for sexual gratification*
- 14 *There is a missing discourse of sexual pleasure*
- 15 *Pole dancing is an activity associated with their sexuality and gender*
- 16 *Is more commonly associated with child pornography*
- 17 *Violence is a more common feature of their intimate relationships*
- 18 *Expected to be experienced about sex*
- 19 *Vibrators are designed for their use*
- 20 *Mutual masturbation is a common feature in sexual practices*
- 21 *They are featured in music videos in relation to their sexual attractiveness*
- 22 *Responsible for safe sex and contraception*
- 23 *Expected to be naïve about sex*
- 24 *Their sexuality is more often used to sell products*
- 25 *Being hairless is important in the presentation of their sexuality*
- 26 *Sexual aggressiveness is a social norm*
- 27 *They are represented as powerful in media*
- 28 *They have fewer major roles in films as they age*

2 A gender model

ACTIVITY 3: GENDER MODEL – PRESENTATION

Modified from an original activity developed by SHine SA and used in the VicHealth Prevention of Violence Against Women Short Course (2004)

Large group
20–30 minutes



AIM

- To provide participants with a model on gender identity and social relations.

PREPARATION

You will need:

- *Slides 3–11* on the gender model
- to familiarise yourself with the gender model slides beforehand; ensure you read the ‘notes’ section at the bottom of the slides and are clear about the examples.

BACKGROUND

Social relationships are shaped by gender and power. There are many ways of being a male and a female; some have more power than others. Change can only occur when people and institutions resist, work actively to change gender expectations and norms, and bring us closer to gender equality. This enables free gender expression.

PROCEDURE

- 1 Present the data and allow participants an opportunity to reflect on the information and consider its implications for their practice in schools.

3 Gender & sexuality into practice

ACTIVITY 4: IT'S ALL IN THE POSITIONING

Large group
45 minutes
Potentially sensitive



AIMS

- To examine the way young people's sexual behaviour is positioned in relation to gender and sexual activity.
- To examine the focus of current school-based sexuality education programs.

PREPARATION

You will need:

- two large cards to place on the floor/table or to stick on the wall; one card reads **Acceptable** and the other **Unacceptable**
- a set of **Positioning cards** so that each person has at least one card.

BACKGROUND

School-based health education policies and resources often reflect a particular way of thinking about young people and gender. In the main they are designed as a means of preventing young people, young women in particular, from participating in risk behaviours, avoiding diseases, sexual activity, pregnancy, and sexual assault. Rarely are they a celebration of sexuality, diversity, pleasure and sexual health.

As part of this approach young people are positioned or viewed according to their real or perceived level of sexual activity, sexual attractions and the gender expectations associated with them. There are certain social and cultural norms associated with sexual activity that permeate policies, programs and practices in schools and position young people's sexuality, gender or behaviour as acceptable or unacceptable. Yet classrooms are made up of young people who often do not fit these notions and stereotypes. They are often positioned in a negative discourse of shame, risk, and promiscuity and as 'other'. This can mean that school-based programs are designed

in a way that young people miss out on vital information, as these programs make gendered assumptions about sexuality (Hillier et al. 2010).

This activity is designed to explore these assumptions and their impact on how school-based programs are developed and conducted. Depending on the time available and the focus of your program you may want to select statements relevant to your needs.

PROCEDURE

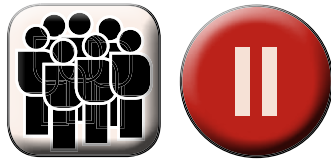
- 1 Inform participants that the aim of this activity is to look at the implications for the way young people are defined and catered for in curriculum programs.
- 2 Set up an imaginary line across the room. At one end is a card with the word **Acceptable**. At the other end is a card with the word **Unacceptable**. Give each pre-service teacher a **Positioning card**, and ask him or her to place it along the line somewhere between the two points where they believe their school community would place this young person and/or their behaviour if they were fully aware of it. In other words, how are these young people and these behaviours positioned? Ask participants to think about how the school community views young people and sexual behaviours. For example, there is a view that some young people need to be protected from knowing what other young people do and that they need their 'innocence protected' from those young people participating in 'unacceptable' or 'deviant' behaviour. If you have a sociology background you may like to change the signs to read **Innocent** and **Deviant**.
- 3 Once the pre-service teachers have finished placing their cards, ask them to sit to one side and examine the placements. Move from the acceptable to the unacceptable, asking them if they agree with the placement. You will find this creates enormous discussion because of the contested nature of gender and sexuality. For example, boys pressuring girls has some level of acceptability as does boys using porn. Bring out the gendered assumptions in the placement and how this can impact on young people. You could also discuss rural and cultural factors:
Do you think this placement would be the same if this were a rural school?
Do you think it would be the same if the school were dominated by one cultural group?
- 4 Examine the implications for schooling by asking pre-service teachers to work in small groups to discuss and then report back on the following questions:
What does this tell us about how gender and sexuality are usually positioned in our current sexuality education programs?
What issues would be found in a classroom program? What issues would be dealt with as a welfare and discipline issue? Why?
Are there any issues that would be inappropriate to address in a sexuality education program for secondary students?
What issues would you include in primary schools?
What are the implications of not addressing these issues?
What issues might be different for schools in rural areas?
What issues might be different for schools dominated by one cultural group?

POSITIONING CARDS

- Boys who have sex with much older women*
- Girls who wait until they are married to have sex*
- Girls who call themselves 'cunt' as a positive part of their sexuality*
- Girls who talk about loving sex*
- Girls who have sex for money*
- Girls who willingly have their clitoris surgically removed*
- Girls who would consider getting a 'designer vagina'*
- Boys who use porn to learn about sex*
- Students who talk openly about sexual pleasure*
- Boys who are not interested in sex*
- Girls who have anal sex*
- Girls who have oral and anal sex as contraception*
- Boys who refuse to wear gender-assigned school uniforms*
- Young people whose sexual activity has only been kissing*
- Students who are not sexually active*
- Girls who have sex with other girls*
- Girls who use porn for sexual stimulus*
- Gay students who flaunt their homosexuality*
- Girls who regularly masturbate*
- A group of students engaging in mutual masturbation*
- Boys who visit beats to experiment with sex*
- Girls who have too much to drink and end up having sex when they didn't want to*
- Boys playing with their penis in class*
- Students who have sex for the first time*
- Girls with genital herpes*
- Girls who have sex because they feel that's the only way boys will like them*
- Students who do not engage in penetrative sex, but engage in non-penetrative sex such as oral sex, fondling or mutual masturbation*
- Boys who pressure girls into having sex*
- Girls who have casual sex*
- Girls who have sex with much older men*
- Students who trade sex for drugs*

ACTIVITY 5: IT'S ABOUT GENDER

Large group
45 minutes
Potentially sensitive



AIMS

- To gain some understanding of transgendered young people.
- To examine the implications for transgendered young people of the current categorisation of gender.

PREPARATION

You will need:

- to make one copy per group of the **Worksheet: Skyler & Trans-man**.

BACKGROUND

This activity is designed to raise awareness that schools may have a small number of young people who are transgendered. They may experience what is known as 'gender dysphoria', a term referring to any person with some level of discomfort with the socially assigned-at-birth gender, male or female. Using two real stories, 'Skyler' and 'Trans-man', from the research by Hillier et al. (1998, 2010) of young people in Australia, pre-service teachers will explore a range of issues faced by these young people and the implications for schools.

The following extract from *Talking Sexual Health* still provides relevant key ideas and considerations on gender dysphoria that pre-service teachers need to explore in this activity. The link provided is an excellent source of additional information.

While for some young people it may be a matter of passing concern, the majority of young people experiencing this discomfort will go on to pursue the issue further at some time in their adult life. While not a common condition it is one which brings with it an extreme amount of distress and an absolute sense of isolation with its consequent impact on feelings of self-worth. Counselling has an important role to play in supporting transgender young people and teachers should be prepared to deal with a disclosure by offering support, affirmation, complete confidentiality and, where possible, a referral to an appropriate service. Such services can generally be found through youth help-lines in all states and territories.

It is important that transgender young people are not confused with gay and lesbian young people as the issues and experiences are quite different for each group. In terms of meeting the needs of any young people in schools who might be experiencing gender dysphoria, and who will generally not risk disclosure, a teacher can do two things. The first is to redress their invisibility by referring to the existence of transgender people and their needs in appropriate contexts. This is a small requirement, which can make a huge difference to the young people involved. Second, in teaching the activities that explore gender, and the extent to which it is socially constructed, all young people can be assisted to find gender expectations less oppressive and to support those who challenge them in any way.

This is not an easy issue for schools to deal with but transgender young people do exist and are members of school communities. In this sense they are entitled to be acknowledged and have their needs met in both the curriculum and student welfare areas.

Counselling and support organisations are available in some states and territories for people with concerns around these issues. The website of the Gender Centre in NSW maintains an up to date list of these services at: www.gendercentre.org.au/links.htm

(Ollis & Mitchell 2001, pp. 14–15)

Potentially sensitive



You may find that this is the first time that students have considered issues related to 'gender dysphoria' and gender transitioning. They may also find the real life stories quite confronting and harrowing so provide some time to debrief and concentrate on what can be done positively to support young people in this situation.

PROCEDURE

- 1 Choose one or both of the stories ('Skyler' or 'Trans-man').
- 2 Ask pre-service teachers to read their respective story and discuss the accompanying questions.
- 3 Ask participants to report back to the larger group.
- 4 In the same groups, read the following **Case study: Transitioning** and discuss the questions.

CASE STUDY: TRANSITIONING

You are the transition coordinator in large inner city secondary school.

You recently met with your feeder primary schools to develop and coordinate the transition strategy.

One of the primary schools informs you that a Grade 6 student is in the process of transitioning from a male to female student.

She has asked you how the school is going to support her.

- 1 As a group, determine the key issues that will need to be identified in order to support the student's transition.*
- 2 What needs to be done in the short term, and with whom, to support both transitions?*
- 3 What needs to be done in the medium term, and with whom, to support both transitions?*
- 4 What needs to be done in the long term, and with whom, to support both transitions?*

BRINGING IT ALL TOGETHER

Remind pre-service teachers that we often make subjective decisions about young people's behaviour and their needs based on gendered assumptions. Therefore it is crucial that we constantly explore and reflect on our own gendered assumptions about young people, gender and sexuality. We need to use gender as a lens to examine issues in sexuality and provide a range of teaching and learning experiences that enable our students to explore and critique a range of masculinities and femininities and the gendered social practices that currently constrain or empower young people. We need to ensure that programs are inclusive and provide an opportunity for school students to see themselves and their gender as part of the fabric of society and not as 'other'. We should have strategies to support young people who are questioning their gender or transitioning to another gender.

WORKSHEET: SKYLER & TRANS-MAN

Skyler

Its just really hard to begin something like this, its like where do I start. DO I start with when I was a kid and all I wanted to play with the boys, get dirty, ride bikes, play football, play with cars, climb trees. I refused to wear dresses, play with barbies, wear anything that wasn't from the 'boys' section, and when puberty hit, buy a bra, as much as mum tried it was sports bras or nothing. So now looking back on that I really wonder if all along I was trying to speak out to mum and dad that I wanted to be a boy ... I was a boy. I was just trapped in a female body. Until now I never really took the time to understand it though, I was just a tomboy that liked doing those things.

2010 and my life is still going, I have just come out as trans (FtM*) and am dealing with the emotions that come with that, loosing friends left, right and centre, and generally not being OK or having the support I need to get through each day. I am getting abused for things beyond my control; I have lost the respect from people I hold closest. And that is hard. But I have learnt that some people don't make it to your future and that is totally OK with me, there's a reason they don't.

My family: Dad- struggles with loosing his little girl, the white wedding, and the big family. He was brought up in a highly religious family and finds it really hard accepting me, and that's without coming out as trans to him. Mum- Amazing. Although she struggled to begin with as well she has come around, her struggles where quite different, she was worried about my safety and mental health, as she knows how hard it is to live in such a judgmental community. Sister- more then I could ever ask. With every decision I make she is right there, beside me offering me a hand up when I need it. Brother-Drug addict. He is never around to understand or spend any time with. To him I do not exist.

Friends: I have had more people walk in and out of my life then I can count. I'm not exactly sure why but it is something I have just got use to over the years. I have an amazing support network around me now and that's all that matters. The people that love me for me have stuck around through thick and thin and will continue to do so. And to me, that's all that truly matters.

My past holds a lot of hurt, and is something I have run away from for a really long time. After having to have an abortion at 14 after being sexually assaulted by a guy I was seeing to prove to people I wasn't gay, my life just seemed to go downhill, spirally out of control. I was outed by my principal to my father and youth worker. I was outed by my year adviser to my whole grade. I actually didn't come out to anyone ... it was done for me. I have been bullied. I have been beat up. I have been sexually assaulted. and I have been kicked out of home. All because of something people had assumed. I hadn't even thought about who I was yet, let alone coming out as gay. Above all. Because of something I have no control over. My experience of growing up as same sex was not enjoyable, even in the slightest, I self harmed, I drank, I did drugs, all to deal with my emotions and how I was feelings.

WORKSHEET: SKYLER & TRANS-MAN

I did not in anyway want to wake up in the morning any given day. Although it seems that bad times have been a large part of my life, it also make me see the good days in amazing light. I am still alive and I am who I want to be. I have created change. I have made people think. I have helped people understand. I have made people smile and laugh, and that is something that is priceless. Mow that my future ahead of me is unknown, I am excited. I am working a full time job, and I am living a full life. I am no way OK but I will be. There is a hell of a long journey ahead of me. Maybe one day I'll sit down and write out my whole story. But right now, that is all I have. My like is going to be what I make of it, no more, no less. I can do whatever I want if you I put my head to it, so maybe I'll make some change to something I dislike, who knows where my feet are going to take me next.

(Hillier et al. 2010, p. 102)

Questions

How would society define this person? Why?

What are the implications of this for this person?

What are some of the most difficult aspects of Skyler's life story so far? Why?

Why did her dad struggle so much with her gender?

What does it tell us about gender?

How does she feel about herself?

How much power does this person have?

What changes would need to happen in society to enable this person to feel more comfortable with her gender?

What changes would need to happen at schools to be inclusive and supportive?

WORKSHEET: SKYLER & TRANS-MAN

Trans-man

I've never quite fitted into society. Although it was my childhood dream to have a wife and kids and a house and ra ra ra, I was learning, as I got older that it wouldn't be quite that easy. I have stopped trying to fit in. I don't even really care if I don't pass as a man all the time ... I call myself a trans-man, mostly cos I think it sounds kinda nice (like I am a trans-man for the county) ... it is my way of saying I'm a female-to-male transsexual (which doesn't sound nice at all) ... i.e. a man who has XX chromosomes, or to use an awful cliché, a man trapped inside a woman's body. I have no idea why I am like this. For as long as I can remember, I have known I was male. When I was a little kid, I believed I would grow up into a man and everyone would see the horrible mistake they'd made. I was so convincing, all the other kids believed me and I was able to be a boy, right up until we properly learnt the 'facts of life' and puberty struck me and I grew up into a woman, not a man. Well I went through a lot of bad stuff thinking I 'must' be a lesbian (since I liked girls), trying to be as feminine as possible, inventing crushes on guys so I could pretend to be straight and be accepted at school ... Until my first serious girlfriend encouraged me to live out the real, male me and we discovered these guys called FtM. Transsexuals that were just like me ... and finally I was able to be myself.

Sure, it's hard sometimes, being this big screwed-up, feeling my whole life is a lie ... it can drive me insane, how hard I have to fight just to get across to people I'm a man. And not having a penis and not being able to father children and not being able to marry a woman and not being able to play cricket on the guys' teams and ... well the list could go on and on. I've come close to suicide a few times, but fortunately I have good friends and some sort of friendly spirit that's on my side ... because I'm still here. Besides, I am young, just out of puberty ... I hope to start taking testosterone over my summer vacation, which at least will eliminate some of my problems. And you know, I'm actually starting to enjoy being a trans-man. Sometimes if I'm in a good mood, well, in any case, I don't get so frustrated, depressed, and angry as I used to...

*FtM Female to Male

(Hillier et al. 1998, p. 39)

Questions

How would society define this person? Why?

What are the implications for this person?

What are some of the most difficult aspects of Trans-man's life story so far? Why?

What does it tell us about gender?

How does he feel about himself?

How much power does this person have?

What changes would need to happen in society to enable this person to feel more comfortable with his sexuality?

What changes would need to happen at schools to be inclusive and supportive?

Extra activities

GENDER CONSTRUCTION

These extra activities are designed for those who would like to explore the construction of gender in more detail prior to looking specifically at the link to sexuality and sexual practices. They provide simple exercises designed to mirror what could be done with students in schools. The theoretical frameworks presented in the core activities and the readings can be used to explore the context of these extra activities. The extra activities are also relevant for use with students of a variety of ages. They may be used as warm-ups, or to complement the core activities.

IT'S ALL IN THE REPRESENTATION

Individual, paired and large group
Time will vary, depending on which aspects you complete



AIM

- To examine the construction of gender and its relationship to gender and power.

PREPARATION

You will need:

- a variety of magazines.

PROCEDURE

- 1 Supply a variety of magazines for the pre-service teachers to analyse. Distribute them randomly.
- 2 Ask pre-service teachers to identify discourses in text, images and so on that either support or reject traditional notions of gender. The idea is to get pre-service teachers thinking about how the media is both constrained by social or cultural norms (they use these images and ideas because that is what readers expect) and responsible for maintaining these expectations (what people see is what they come to expect). Discuss the implications of the discourses identified.

- 3 In groups of four or five, ask pre-service teachers to pretend that they were going to another country or planet for the first time. Use the media representations as a good 'reference' for learning what people are supposed to act or be like in our culture. Discuss the media's portrayal of gender using the following questions:
- How is gender categorised?*
 - What is gender identified? (i.e. in relation to advertising, sport, food etc.)*
 - How is gender pre-formed or transformed?*
 - What differences and similarities are presented?*
 - How are age and gender presented? (i.e. what they do, body image, careers, personality etc.)*
 - How is sexuality presented in relation to gender?*
 - What are the implications of the representations around gender?*
 - What do these representations say about sexuality, gender and power?*
 - Are gender categorisations different in a rural setting?*
 - Are they different in a group dominated by one particular culture?*
- 4 Ask each group to write four key representations of gender that would help another group of people understand gender in 'our' community. List these on the board and discuss the key themes about gender, sexuality and power.
- How are these representations developed and maintained?*
 - Is there a need to change any of the representations? Why? Why not?*
 - How do individuals, groups and communities resist or challenge the representations?*

ACT LIKE A MAN!

Based on Safer et al. 1994

Large group
Time will vary, depending on which aspects you complete



AIM

- To examine gender expectations, agency and the implications for social relationships.

PREPARATION

You will need:

- a whiteboard or butcher's paper and markers.

PROCEDURE

- 1 Write the phrases **Act like a man** and **Be a lady** on the board and ask pre-service teachers to identify the context in which they have come across these terms.
- 2 Ask pre-service teachers to respond to the statements by listing a word under each.
- 3 Ask pre-service teachers to identify the discourses in each – what are these saying about gender, agency and sexuality?
- 4 Ask pre-service teachers to identify situations where there may be pressure to 'act like a man' or 'be a lady'.

How might these expectations lead to negative outcomes?

Are there situations when these expectations could lead to positive outcomes?

How do individuals, groups and communities resist or challenge the representations?

Are expectations to 'act like a man' or 'be a lady' different in rural contexts?

Are they different in contexts dominated by one cultural group?

RESEARCH & SUGGESTED TASKS

Individual
Time will vary



PROCEDURE

- 1 Pre-service teachers could research the topics below and then undertake one or more of the suggested tasks.

TOPICS

- Changes to equal opportunity legislation around sex, sexuality and gender.
- International comparison of legislation.
- Sexual orientation and human rights.
- Sex and/or gender identity and human rights.
- Intersex people and human rights.

TASKS

Teaching and learning

Using data found in the research topics (above), develop a teaching and learning activity that could be used with Grade 5 and 6 students.

Online information

Develop a web page outlining changes to legislation and the implications for schools.

Research essay

Australian schools are set up to be inclusive of gender and sexuality. Discuss this in light of current legislation, relevant departmental and school policies, and documented current practice.

REFLECTION: WHAT? SO WHAT? NOW WHAT?!

Large group
Time will vary, depending on which aspects you complete



AIM

- Reflection is an important part of learning. This activity provides a way of getting pre-service teachers to reflect on processes, experiences and outcomes. It requires them to first describe 'what' occurred, interpret the experience ('so what') and then explore the implications and actions in relation to being pre-service teachers ('now what'). This is useful for both assessment and journal reflection.

PROCEDURE

- 1 Have pre-service teachers write as much as they can under the following broad headings.

What?

Facts: What happened? With whom?

Be as descriptive as you can.

What was the substance of the group interaction?

So what?

Shift your thinking from descriptive to interpretive.

Describe the meaning of the experience for each pre-service teacher.

What were the feelings involved, lessons learned and challenges identified?

Why do you think you did this exercise / had this experience / found yourself in this situation?

Now what?!

Now shift your thinking to the contextual: see this situation's place in the big picture.

Apply the lessons you've learned or the insights you've gained to your work as a teacher.

Set future goals. Create an action plan!

Resources

PUBLICATIONS

- Allan, L 2008, 'Poles apart? Gender differences in proposals for sexuality education content', *Gender and Education*, vol. 20, no. 5, pp. 435–50.
- Epstein, D, Kehily, M, Mac an Ghail, M & Redman, P 2001, 'Boys and girls come out to play: Making masculinities and femininities in school playgrounds', *Men and Masculinities*, vol. 4, no. 2, pp. 158–72.
- Kehily, MJ 2002, 'Fragments from a fading career: Personal narratives and emotional investments', *Sexuality, Gender and Schooling: Shifting agendas in social learning*, Routledge Falmer, London.
- McNamara, PM, Geary, T & Jourdan, D 2011, 'Gender implications of the teaching of relationships and sexuality education for health promoting schools', *Health Promotion International*, vol. 26, no. 2, pp. 230–7.

Area of Study 3

Diversity



Introduction

This area of study is designed to explore a range of diversity issues that can impact on understandings of sexuality, teacher comfort and practice in the classroom. Inclusivity and affirmation are essential in any education program but even more so in sexuality education. Diversity issues are amongst the most difficult for teachers to address in sexuality education (Smith et al. 2011; Ollis 2010). It is uncommon for school-based programs to address sexual diversity and even less common for schools or pre-service sexuality education programs to include a focus on disability and religion in an inclusive and affirming way (Carman et al. 2009; Sanjakdar 2009). This area of study is designed to challenge pre-service teachers' perceptions about sexuality and diversity and examine the way diversity issues are positioned in relation to sexuality and sexual health.

The diversity foci explored in this area of study are by no means exhaustive but have been identified in the literature as those rarely addressed by teachers. Pre-service teachers need to be aware of these, and the need to address them in school-based programs. Although the activities and educational experiences in this area of study have been identified as separate issues, they are designed to develop the understanding and ability to take an inclusive approach. Therefore diversity issues are addressed throughout the *Sexuality Education Matters* resource as well as in this area of study. The notion of 'othering' is examined to raise awareness of how teachers often inadvertently exclude the experiences of some students and what this might mean for their health and wellbeing. The meaning of and ways in which sexuality education is conducted can vary enormously between two neighbouring schools. The use of research, recommending a range of pedagogical methods for specific groups, has been included to identify specific issues and build an inclusive teaching practice.

STRUCTURE

This area of study is made up of several sub areas. We begin by providing readings and activities that focus on diversity in general. We then focus specifically on diversity related to sexuality, culture and language, across such groups and topics as Aboriginal and Torres Straight Islanders, religion, ability and geography. These are by no means extensive and differences in the content are reflective of what is currently available in relation to educating teachers in sexuality education. For example, much work has been done in the area of sexual diversity and therefore this area is very well developed. Resources are included to help those who may want to focus more comprehensively on particular diversity issues.

AIMS

- To experience a range of education strategies and innovative approaches to supporting and including diversity in sexuality education.

- To critically examine diversity in the provision of sexuality education
- To examine cultural competency.
- To examine the implications of discrimination and ‘othering’ in sexuality education.

PURPOSE

- To build an understanding of the sexual health and wellbeing needs in the following areas: same-sex attraction and gender questioning; Aboriginal and Torres Strait Islanders; religious diversity; cultural and linguistic diversity; differing abilities.
- To develop skills and strategies to ensure inclusivity and affirmation in sexuality education.
- To build the comfort and confidence to address diversity issues in pre-service teachers’ practice.

OUTCOMES

At the conclusion of this area of study, pre-service teachers should:

- understand the needs of diverse students in relation to sexuality education
- have considered the implications of exclusion and discrimination in relation to sexuality and sexuality education
- understand what it means to be culturally competent
- be able to demonstrate inclusive practice
- be able to critically analyse school-based approaches to diversity in sexuality education
- have the confidence to be inclusive of diversity in teaching sexuality education
- be able to know what will support students with sexually diverse needs.

PREPARATION

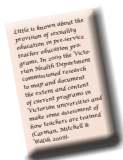
For the activities in each area of study, you will generally need a teaching space that is large enough for students to move about in, and moveable furniture. You will also need some or all of the following at various points:

- area study 3 PowerPoint presentations:
<http://www.deakin.edu.au/arts-ed/education/teach-research/health-pe/project/area-study-3.pdf>
- area study 3 activity cards:
<http://www.deakin.edu.au/arts-ed/education/teach-research/health-pe/project/area-study-3-activity-cards.pdf>
- whiteboard and butcher’s paper
- whiteboard markers; pens; coloured felt-tip pens; coloured textas
- stationery, including paper, scissors, sticky notes, Blu-Tack and sticky tape
- a computer (or tablets) and internet connection, to view parts of the *Sexuality Education Matters* video (from Deakin’s iTunesU channel) and other videos as described in the activities
- TV and video/DVD player (rarely; pre-check each activity).

Note:

- Some activities require work done prior to the session, and very specific items, so make sure to review each area and its activities before you start teaching.

SUGGESTED PRE-READING



Allard, A & Santoro, N 2008, ‘Experienced teachers’ perspectives on cultural and social class diversity: Which differences matter?’, *Equity & Excellence in Education*, vol. 41, no. 2, pp. 200–14.

Australian National Council for AIDs, Hepatitis C and Related Diseases (ANCAHRD) 1999, *Talking Sexual Health: National framework for education about STIs, HIV/AIDS and blood borne viruses in secondary schools*, ANCAHRD, Canberra, accessed 26/03/12.

www.education.vic.gov.au/school/teachers/teachingresources/social/physed/Pages/resources.aspx

Connell, C & Elliott, S 2009, ‘Beyond the birds and the bees: Learning inequality through sexuality education’, *American Journal of Sexuality Education*, vol. 4, no. 2, pp. 83–102.

GUIDED READING QUESTIONS



What is the basic premise or argument in each article?

Did anything surprise you?

What are the implications for teaching sexuality education?

OUTLINE FOR THIS AREA OF STUDY

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1 Affirming diversity: The big picture

ACTIVITY 1: WHAT DOES AFFIRMING DIVERSITY MEAN IN SEXUALITY EDUCATION?

Modified from Ollis et al. 2000

Large group
30 minutes



AIM

- To introduce the concept of affirming diversity and the implications for practice in sexuality education.

PREPARATION

You will need:

- the PowerPoint presentation *Area of Study 3: Diversity*.

BACKGROUND

Schools play a significant part in shaping children's ideas about sexuality. However, as Connell and Elliot (2009) point out, sexuality is not 'unidirectional from adults to children: children take an active part in their sexuality education and the education of their peers. Along with school practices, peer interactions are important in shaping young adults' ideas about "the sexual" and what is acceptable/unacceptable sexuality' (p. 92). Current programs in schools are 'ethnocentric and culturally biased, and they almost always assume a heterosexual audience' (Ward & Taylor 1994, p. 62). The lack of a positive approach to difference has, according to Ward and Taylor, resulted in silence, dismissiveness or denigration of the experiences of many students.

Acknowledging students' diversity is crucial to ensure that school-based programs are relevant to all students. Diversity refers to the broad range of differences among students and their communities and includes aspects related to gender, race, geographic location, culture, socioeconomic background, age, disability, religion and sexuality. Education programs that affirm this diversity, and take into account its

implications on young people's social worlds, have greater potential to reach a wider student audience. Programs should acknowledge that students differ in their personal, social and political experiences and environments and are not a homogeneous group.

Effective sexuality education enhances sexual health within the context of an individual's values, moral beliefs, cultural and religious background, ability, sexuality and gender. Recognising and understanding different cultural or religious traditions and established values about sexual practices and relationships helps identify specific sexual health education needs. In other words, educational messages will be heard and understood differently by different groups.

Sometimes it will be gender that filters the message, sometimes it will be our stage of cognitive development, and sometimes it will be our experiences and relationships with the world as influenced by such factors as our culture, ethnicity and the socio-economic milieu.

(Gourlay 1996, p. 37)

PROCEDURE

- 1 Inform pre-service teachers that the aim of this exercise is to develop an understanding and awareness of the diversity of the students, families and communities they will teach, and the implications of this for teaching sexuality education.
- 2 In the large-group ask pre-service teachers to consider the range of different experiences and backgrounds of the students they have so far come across in their practicum. Record these so they are visible. (If you find little diversity you will need to help the students.)

Slide 2 provides the following summary:

Diverse backgrounds and experiences of students

- » Gender
- » Age
- » Range of abilities: physical, intellectual, hearing impairment, visual impairment
- » Diverse religious and spiritual views
- » Diverse linguistic and cultural groups
- » Diverse race and ethnicity
- » Range of literacy levels
- » Diverse family configuration
- » Geographical location
- » Socioeconomic status
- » Absenteeism as a result of long-term illness
- » Sexuality
- » Itinerant students
- » Political orientation
- » New arrivals
- » Health status

- 3 Divide participants into groups of five or six. Allocate each group two diversity categories in the list generated, or the one provided. Ask the group to brainstorm the issues that may arise in sexuality education as a result of the diversity of the group.
- 4 Once completed, ask the group to identify what is positive about the diversity and what has been positioned as negative.

Discuss:

The implications for the students of the difference being positioned as positive or negative.

What are some of the obstacles to supporting and affirming the diversity of all students?

- 5 Finish the statement:

Affirming diversity in sexuality education means ...

- 6 Groups report back.

- 7 Ask participants to turn to the person on their right and discuss the following question:

How are you going to implement an inclusive approach to your teaching?

- 8 Go through the key considerations in affirming diversity (*Slide 3*).

BRINGING IT ALL TOGETHER

If programs are to be effective the needs and experiences of all students need to be valued. To affirm diversity, programs need to include the experiences of young people and also teach all students about diversity.

ACTIVITY 2: DEVELOPING CULTURAL COMPETENCE

Large group
45 minutes



AIMS

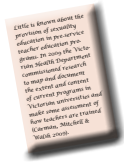
- To explore what it means to be culturally competent in sexuality education.
- To explore ways cultural competency can be developed in sexuality education.

PREPARATION

You will need:

- a set of **Cultural competency continuum cards** made from the list on the following page (Cross et al. 1989); the cards work best when the title of individual competency is written on one side and the attitude and meaning on the other. A3-size paper is recommended.

SUGGESTED PRE-READING



Ethnic Communities' Council of Victoria 2006, *Cultural Competence: Guidelines and protocols*, Ethnic Communities' Council of Victoria, Carlton, Vic., accessed 26/03/12.

<http://eccv.org.au/library/doc/CulturalCompetenceGuidelinesandProtocols.pdf>

Ross, DA 2008, 'Culturally competent and socio-politically conscious teaching: A teacher educator works to model the journey to critical cultural competence', *International Journal of Multicultural Education*, vol. 10, no. 1, pp. 1–13.

PROCEDURE

- 1 Using the cultural competency cards, set up a continuum from the six points on the cultural competence continuum list below.

These attitudes are:

Cultural destructiveness

Characterised by: intentional attitudes, policies and practices that are destructive to cultures and consequently to individuals within the culture.

Cultural incapacity

Characterised by: lack of capacity to help minority clients or communities due to extremely biased beliefs and a paternal attitude toward those not of a mainstream culture.

Cultural blindness

Characterised by: the belief that service or helping approaches traditionally used by the dominant culture are universally applicable regardless of race or culture. These services ignore cultural strengths and encourage assimilation.

Cultural pre-competence

Characterised by: the desire to deliver quality services and a commitment to diversity indicated by hiring minority staff, initiating training and recruiting minority members for agency leadership, but lacking information on how to maximise these capacities. This level of competence can lead to tokenism.

Cultural competence

Characterised by: acceptance and respect for difference, continuing self assessment, careful attention to the dynamics of difference, continuous expansion of knowledge and resources and adaptation of services to better meet the needs of diverse populations.

Cultural proficiency

Characterised by: holding culture in high esteem; seeking to add knowledge base of culturally competent practice by conducting research, influencing approaches to care, and improving relations between cultures. Promotes self-determination.

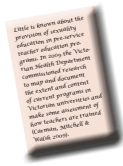
(Cross et al. 1989)

- 2 Without any prior information ask for volunteers to move to a point on the continuum that reflects where they think they might be in relation to how culturally competent they are in sexuality education.
Ask for volunteers to say why they think they are at this point.
- 3 Using the cards, with their explanations on the back, go through the meaning of each point on the 'Cultural competence continuum' developed by Cross et al. (1989). To do this, walk the continuum while turning each card over and reading or paraphrasing the meaning. (An example of this technique can be seen on the **Scale of attitudes** activity on the *Sexuality Education Matters* video). Alternatively you can use *Slide 8*, which is a visual depiction of the continuum.
- 4 Using *Slides 4–5*, present the definitions of cultural competence.
- 5 Distribute to pairs the **Cultural competency case studies** and ask participants to decide where on the continuum the teachers, schools or school-based sexuality education outlined in the studies would fit from their experience? (You may like to develop additional case studies that focus more specifically on cultural issues you are trying to explore.)
Discuss the placement.
- 6 As a class (or in small groups) discuss the following questions:
How might our views of culture affect our relationships with students and their families?
How might our views and attitudes in sexuality education advantage some students and families and disadvantage others because of our cultural bias?
How can our interactions with students and their families around sexuality education show respect?
How can we share positive stories and understandings about particular cultural groups such as Australia's First Peoples, and about others in sexuality education?
(Questions adapted from EYLF PLP 2011)
- 7 Present the *Key questions for striving for cultural competence in sexuality education pre-service teachers on Slides 6–7*.
 - » Discuss how this could be used as an audit tool for schools.
 - » As an extension activity, bring a range of sexuality education resources to class and ask students in pairs to evaluate them in light of the key list and the Cross et al. (1989) continuum.
What else would we need to know to evaluate resources for their cultural competence?

BRINGING IT ALL TOGETHER

Remind pre-service teachers that there is a range of attitudes in schools. It is important that, as teachers, they look at what can be done in schools to increase cultural competency.

FURTHER RESOURCES



Resources can be found on the Department of Education and Early Childhood Development (DEECD) website to assist teachers to be inclusive and think about ways they can implement some changes in schools.

See www.education.vic.gov.au

CULTURAL COMPETENCE

Cultural competence aims to foster constructive interactions between members of different cultures. Other terms for cultural competence, which have slightly different meanings, include *cultural responsiveness*, *cultural awareness* and *cultural sensitivity*.

The National Health and Medical Research Council (NHMRC) published a guide in 2005 which uses the language of 'cultural competency', so as to be consistent with trends in Australian and international contexts (NHMRC 2005).

The following definitions of cultural competence are widely cited and serve as useful reference points:

Cultural competence is a set of congruent behaviours, attitudes and policies that come together in a system, agency or among professionals and enable that system, agency or those professionals to work effectively in cross-cultural situations ...

(Cross et al. 1989, cited in NCCC 2006)

Cultural competence requires that organisations have a clearly defined, congruent set of values and principles, and demonstrate behaviors, attitudes, policies, structures and practices that enable them to work effectively cross-culturally ...

(NCCC 2006)

Cultural competence is best viewed as an ongoing process and an ideal to strive towards (Diller 2004). Rather than simply complying with legislation, meeting minimum standards of practice or having a fixed end point, cultural competence is a continually evolving process.

KEY QUESTIONS FOR STRIVING FOR CULTURAL COMPETENCE IN SEXUALITY EDUCATION


Adapted from 'Appendix 1: Ten key questions for organisations striving for cultural competence' in Ethnic Communities of Victoria (2006)

While the key principles of cultural competence have been outlined in the Ethnic Communities' Guidelines (2006), readers are reminded that in practice there is no prescribed 'one size fits all' remedy. The ways in which schools can best improve their cultural competence will depend on the nature and scope of the school and the system policy and frameworks that support it. Therefore, the questions in this checklist should be viewed only as a general guide for those seeking to improve their cultural competence in sexuality education.

- 1 Is cultural competence embedded in the philosophy, mission statement, policies and key objectives of the sexuality education resource/program?*
- 2 Are culturally and linguistically diverse staff part of the development or teaching of sexuality education programs and resources?*
- 3 Have teaching and other staff involved in sexuality education received teacher education for cultural competence in sexuality education?*
- 4 Has a cultural self-assessment been conducted for those teaching sexuality education and, if so, have strategies been implemented in the areas identified as needing further improvement?*
- 5 Do you have a strong understanding of the cultural profile of your local community and their views, understandings and practices in relation to sexuality education?*
- 6 Are teachers encouraged to be flexible in their approach and seek information on specific cultural behaviours or understandings so that interactions with students, parents and staff are sensitive to cultural differences in relation to sexuality education?*
- 7 Does the school administration promote the benefits of cultural competence?*
- 8 If you are delivering sexuality education do you have an adequate translating and interpreting policy in the school?*

CULTURAL COMPETENCE FRAMEWORK

Adapted from Cross et al. 1989

Cultural competence continuum					
Cultural destructiveness	Cultural incapacity	Cultural blindness	Cultural pre-competence	Cultural competence	Cultural proficiency
<p>Towards cultural competence</p> 					
<p><i>Characterised by</i> Intentional attitudes, policies and practices that are destructive to cultures and consequently to individuals within the culture.</p>	<p><i>Characterised by</i> Lack of capacity to help minority clients or communities due to extremely biased beliefs and a paternal attitude toward those not of a mainstream culture.</p>	<p><i>Characterised by</i> The belief that service or helping approaches traditionally used by the dominant culture are universally applicable regardless of race or culture. These services ignore cultural strengths and encourage assimilation.</p>	<p><i>Characterised by</i> The desire to deliver quality services and a commitment to diversity indicated by hiring minority staff, initiating training and recruiting minority members for agency leadership, but lacking information on how to maximise these capacities. This level of competence can lead to tokenism.</p>	<p><i>Characterised by</i> Acceptance and respect for difference, continuing self-assessment, careful attention to the dynamics of difference, continuous expansion of knowledge and resources and adaptation of services to better meet the needs of diverse populations.</p>	<p><i>Characterised by</i> Holding culture in high esteem: seeking to add knowledge base of culturally competent practice by conducting research, influencing approaches to care, and improving relations between cultures. Promotes self-determination.</p>

CULTURAL COMPETENCE CASE STUDIES

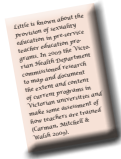
- 1 Two Grade 4 teachers have developed a sexuality education unit of work. They have made use of several storybooks and a short newspaper article from the local paper on the rise in pregnancy and birth rates in the local area. All print material being used has pictures of white, Anglo families that consist of two children and two parents.*
- 2 An article used in a Year 10 class looking at sexual assault features statistics only on Aboriginal communities.*
- 3 The faculty head of the health and physical education learning area refuses to provide single-sex sexuality education classes even though a staff member has researched their diverse community and found this is the acceptable and sensitive way to provide sexuality education in the community. The faculty head feels that the students need to have the same education as everyone else.*
- 4 The school has asked the local Aboriginal community health nurse to deliver sexuality education to Year 8 and 9 students. They feel that having an Aboriginal person to teach will make the students feel more comfortable. The community health worker has been given the curriculum to use and told that this is what needs to be covered.*
- 5 The development of a whole-school approach to sexuality education has involved research in the communities that belong to the school. As a result teacher education has occurred for all school staff and additional education has been provided for those teachers who will be teaching Grade 5 and 6 students. Several sexuality education experts from the communities in the school have been involved in the planning, development and delivery of the programs.*
- 6 Parents at a large multi-campus school have raised the need for sexuality education at the school. The school has employed the services of a university with expertise in sexuality education and cultural competence to survey the parents, students and staff to gain a sense of what a program would look like to fit into the school's culturally diverse and celebrated school environment. Community leaders from the school's 'Cultural Showcase Team' have been provided with a liaison person to work with communities. Surveys have been translated for parents and single-sex focus groups have been run with students. All teachers have been surveyed. A number of levels of education are being planned at the whole-school, teacher and parent levels. The process is to be researched and feedback will be sought from all school community representatives on any recommendations before changes are implemented.*

2 A focus on sexual diversity

AIMS

- To examine how sexual diversity is positioned in schools and to have students reflect on their own positioning and attitudes to inclusion.
- To examine the research and government directives that exist to assist teachers and schools to address sexual diversity.
- To develop inclusive and affirming practices.
- To develop strategies for implementing a whole-school approach to sexual diversity.
- To consider accessibility of services for young gay, lesbian, bisexual, transgender or questioning (GLBTQ) people.

SUGGESTED PRE-READING



Allan, A, Atkinson, E, Brace, E, DePalma, R & Hemingway, J 2008, 'Speaking the unspeakable in forbidden places: Addressing lesbian, gay, bisexual and transgender equality in the primary school', *Sex Education*, vol. 8, no. 3, August, pp. 315–28.

Hillier, L & Mitchell, A 2008, "It was as useful as a chocolate kettle": Sex education in the lives of same-sex attracted young people in Australia', *Sex Education*, vol. 8, no. 2, May, pp. 211–24.

GUIDED READING QUESTIONS



What is the basic premise or argument in each article?

Did anything surprise you?

What are the implications for teaching sexuality education?

BACKGROUND

Over the past ten years a great deal of research has been carried out on the health and wellbeing of same-sex attracted and gender questioning (SSAGQ) young people, and resources have been allocated to provide an inclusive approach to sexual diversity in schools. Victoria now has a number of explicit anti-homophobia and pro-diversity policies, including the eight-page document *Supporting Sexual Diversity in Schools* (DEECD 2008c). Despite these policy changes and the implementation of teaching and learning resources (DET 2004) that focus on sexual diversity, the recent *Writing Themselves In 3 (WTi3)* report (Hillier et al. 2010) on SSAGQ Australian young people found high rates of homophobic abuse, with 61 per cent of young people reporting

verbal abuse, 18 per cent physical abuse, and 62 per cent 'other' forms (Hillier et al. 2010). Significantly, 80 per cent of those who were abused named 'school' as the location of abuse, an *increased* rate from previous studies.

The report also found that 44 per cent of SSAGQ Australian young people felt their sexuality education not useful at all, 40 per cent felt it was partly useful, 11 per cent found it moderately useful and 5 per cent found their sexuality education very useful.

According to Hillier et al.:

Perhaps the key feature of the 2010 data overall, which was reflected in the sample, was young people's critique of the way their sexuality education had a chiefly heterosexual focus and largely overlooked any kind of information around same-sex attraction. Indeed, 44 per cent of the written responses across the sample used for this report made some direct reference to this issue.

(Hillier et al. 2010, p. 84)

The report maintains that these young people are forced to self-educate because schools are either providing information too late or because what is covered in classes is 'actively harmful'. On a more positive note, the latest research is encouraging, suggesting that if schools have anti-homophobia education policies that are known to the students and deal specifically with homophobia as well as other bullying, SSAGQ young people are less likely to be abused or think about and engage in self-harm or suicidal behaviours (Hillier et al. 2010).

Education was considered very useful by young people when:

- It combined a large variety of positive messages.
- Critical thinking and exposure to more fluid constructions of sexuality were included.
- There was wide-reaching inclusion of same-sex attraction and sexual diversity beyond token inclusion.
- Anti-discrimination and anti-homophobia efforts were valued.
- Sexuality education changed the social dynamic at school so that people became more understanding and supportive.
- Teachers went into detail, were supportive and used diverse resources.
- There were supportive peers and moments of social affirmation.

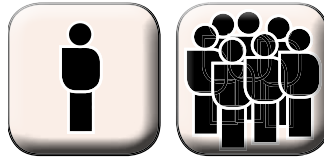
(Hillier et al. 2010, p. 86)

The following activities are designed sequentially to enable pre-service teachers to develop an understanding and awareness of the need to be inclusive of SSAGQ. It is assumed that pre-service teachers have studied gender and power prior to undertaking this area of study. The sequence of activities will take pre-service teachers through exercises designed to raise their awareness and understanding, and will help them to develop the prerequisites for acting as change agents in schools.

ACTIVITY 3: THE HETEROSEXUAL QUESTIONNAIRE

Adapted from Ollis et al. 2000 and using Rochlin 1992

Individual and large group
40 minutes



AIMS

- To enable pre-service teachers to explore commonly held assumptions about sexuality.
- To examine the implications of these assumptions for the lives of people with diverse sexualities.

PREPARATION

You will need:

- to be familiar with the Heterosexual Questionnaire and *Slides 15–26: Changing views*
- the **Worksheet: The Heterosexual Questionnaire**
- access to the video *Gay or Straight: Don't discriminate* on the Community Health-care Network website:
www.chnny.org/services/teen/more-than-just-sex-campaign/

BACKGROUND

This activity is effective as an introduction when addressing issues related to homophobia and discrimination.

The questionnaire includes typical assumptions made about gay and lesbian people. They have been rephrased to enable pre-service teachers to understand how intrusive such questions are and also to allow pre-service teachers to see the way that same-sex attracted people are viewed and discriminated against on the basis of their sexual preference and behaviour. It is likely that pre-service teachers will quickly realise the purpose of the activity and start talking about homosexuality rather than heterosexuality. Keep reminding them that they need to focus on heterosexuality in this activity.

PROCEDURE

- 1 Inform pre-service teachers that the aim of this exercise is to examine assumptions about heterosexuality.
- 2 Allow pre-service teachers ten minutes to read the heterosexual questionnaire in private.

- 3 In small groups allow pre-service teachers ten minutes to discuss their answers and responses to the task by considering the following questions:
 - Are any of the questions offensive? Why?*
 - Are any of the questions intrusive? Why?*
 - How logical are the questions?*
 - What assumptions are being made about heterosexuality?*
- 4 Present *Slide 13* discussing the assumptions being made about heterosexuality.
- 5 Present *Slide 14* discussing the notion of 'difference' and 'other' and the implications for those who are different.
- 6 Play the short video clip *Gay or Straight: Don't discriminate*. Ask students to reflect on the main message in the clip.

Inform pre-service teachers that these are the sorts of questions, scrutiny, myths and assumptions people who identify as homosexual have to put up with daily. Discuss the assumptions being made about homosexuality if we turn the questions around and replace 'heterosexual' with 'homosexual'.

What are the implications of these sorts of assumptions for people who do not identify as heterosexual?
- 7 Present *Slides 15–26* demonstrating the discourses used to position homosexuality over the past 50 or so years. Point out that many of these educational and medical texts have been used in sexuality education programs and as references as recently as 25 years ago. This means there are likely to be teachers, parents and other members of school communities who draw on these discourses around sexual diversity. This helps to explain why these discourses are still operative in schools and can provide a starting point for addressing negative attitudes.

DEBRIEFING

Ask pre-service teachers if they can give any examples of times that they have seen these historical perspectives in schools – it may have been when they were at school themselves. Do they think that schools have changed as much as this historical look suggests? What examples do they have?

BRINGING IT ALL TOGETHER

The sorts of assumptions made in this activity are still around today and increase the alienation of young people in our schools who do not identify as heterosexual. They affect the way staff work with young people and the messages they give young people in the classroom and in the broader school environment. By being aware of these assumptions we can work to eliminate them.

WORKSHEET: THE HETEROSEXUAL QUESTIONNAIRE

Assumptions about sexuality

This questionnaire is given to people whose sexual orientation is heterosexual. It is designed to enable them to reflect on issues about their sexuality.

Read the following statements and discuss these questions with your group.

Are any of the questions offensive? Why?

Are any of the questions intrusive? Why?

How logical are the questions?

What assumptions were being made about heterosexuality?

The Heterosexual Questionnaire

(Rochlin 1992)

- 1 *What do you think caused your heterosexuality?*
- 2 *When and how did you decide you were a heterosexual?*
- 3 *Is it possible that your heterosexuality is just a phase you may grow out of?*
- 4 *It is possible that your heterosexuality stems from a neurotic fear of others of the same sex?*
- 5 *If you have never slept with a person of the same sex, is it possible that all you need is a good lesbian/gay lover?*
- 6 *Do your parents know that you are straight? Can't you just be who you are and keep it quiet?*
- 7 *Why do heterosexuals place so much emphasis on sex?*
- 8 *Why do heterosexuals feel compelled to seduce others into their lifestyle?*
- 9 *A disproportionate majority of child molesters are heterosexual. Do you consider it safe to expose children to heterosexual teachers?*

WORKSHEET: THE HETEROSEXUAL QUESTIONNAIRE

- 10 *Just what do women and men do in bed together? How can they truly know how to please each other, being so anatomically different?*
- 11 *With all the societal support marriage receives, the divorce rate is spiralling. Why are there so few stable relationships among heterosexuals?*
- 12 *Statistics show that lesbians have the lowest incidence of sexually transmitted diseases. Is it really safe for a woman to maintain a heterosexual lifestyle and run the risk of diseases and pregnancy?*
- 13 *How can you become a whole person if you limit yourself to compulsive and exclusive heterosexual behaviour?*
- 14 *Considering the menace of overpopulation, how could the human race survive if everyone were heterosexual?*
- 15 *Could you trust a heterosexual therapist to be objective? Don't you feel she (he) might be inclined to influence you in the direction of her (his) own leanings?*
- 16 *There seem to be very few happy heterosexuals. Techniques have been developed that might enable you to change if you really want to. Have you considered aversion therapy?*
- 17 *Would you want your child to be heterosexual, knowing the problems she would face?*

ACTIVITY 4: SAME-SEX ATTRACTED YOUTH – RESEARCH PRESENTATION

Large group
30–40 minutes



AIMS

- To provide pre-service teachers with up-to-date information about how SSAGQ young people are faring in Australian schools.
- To provide a safe learning area for pre-service teachers to contemplate their own values, attitudes and understandings of gender questioning and sexual diversity.

PREPARATION

You will need:

- the four presentations outlined in the background
- to familiarise yourself with the content of the general data slides; ensure you are clear about the graphs.

If possible, read:

- Hillier, L, Jones, T, Monagle, M, Overton, M, Gahan, L, Blackman, J & Mitchell, A 2010, *Writing Themselves In 3 (WTi3): The third national study on the sexual health & wellbeing of same-sex attracted & gender questioning young people*, Australian Research Centre in Sex, Health & Society, La Trobe University, Melbourne, accessed 18/04/12.

www.latrobe.edu.au/ssay/assets/downloads/wti3_web_sml.pdf

Note:

- There are far more slides in the presentations than you will probably need. Select those that you would like to use. Alternatively you can break your presentation into a number of sections as described below.

BACKGROUND

Same-sex attracted and gender questioning (SSAGQ) young people: How are they faring?

These presentations are designed to provide pre-service teachers with the latest research on SSAGQ young people in Australia. Associate Professor Lynne Hillier and the team at the Australian Research Centre in Sex Health and Society (ARCSHS) at La Trobe University have provided these presentations. They are based on research, activism

work and analysis of policy and programs currently available to combat homophobia and work toward safe and inclusive schools over more than 16 years. The latest report, *Writing Themselves In 3* (Hillier et al. 2010), is available online and you would benefit from reading the research prior to presenting the data in the following activity.

The research shows that sexuality education in general is not effective for SSAGQ young people; therefore leaving many of them without effective sexuality education that meets their needs. This is despite the fact that in Victoria it is a requirement that schools be inclusive of sexual diversity. The Australian Curriculum, Assessment and Reporting Authority paper on health and physical education (ACARA 2013) is inclusive of sexual diversity and gives a clear indication that Australian schools will be expected to address these issues.

The following presentations explore the data on SSAGQ in Australia and provide very clear messages as to why we need to act to ensure that sexuality education and schools in general become inclusive of sexual diversity. The presentations outline some positive steps to ensuring a safe, inclusive and supportive environment for all people in schools. However, there is a great deal of information and more than 100 slides to choose from. There are effectively four PowerPoint presentations:

- General data (*Slides 27–70*)
- Homophobic bullying: Disclosure and support (*Slides 71–88*)
- What should schools do? Supports, policies and responsibilities – The rainbow network (*Slides 89–109*)
- Outsmarting homophobia (*Slides 110–129*).

You will need to decide what you would like to focus on. This will depend on time and the purpose of your unit/course.

PROCEDURE

- 1 Present the findings and allow participants an opportunity to reflect on the data and consider the implications of this research for their practice in schools.

BRINGING IT ALL TOGETHER

As the lecturer/tutor you may consider using **Activity 7: Research into practice** from **Area of Study 1**, depending on the question/answer session after the presentation.

ACTIVITY 5: STEPPING OUT

Adapted from Ollis et al. 2000

Large group
50–60 minutes



AIMS

- To develop an understanding of the implications of being positioned as different on the basis of sexuality and sexual health issues.
- To explore differential access to safety, wellbeing and inclusion on the basis of sexuality.

PREPARATION

You will need:

- the PowerPoint presentation *Area of Study 3: Diversity – Activity cards*
- to make enough **Stepping out cards** (see *Slides 16–26*) with 'He is ... / She is ...' scenarios photocopied on them for the group
- to ensure that one out of four scenarios are 'winners': that is, heterosexual
- a copy of the **Stepping out scenarios** (*Slide 27*) to ask pre-service teachers.

As this activity involves some role-play it is important that lecturers/tutors familiarise themselves with briefing and debriefing techniques.

BACKGROUND

This activity provides an excellent extension to **Activity 3: The Heterosexual Questionnaire**. It enables pre-service teachers to take the next step, from acknowledging the assumptions that are made about sexual diversity and how they have developed, to looking more closely at the implications of these assumptions.

Pre-service teachers can feel challenged by having to put themselves in someone else's shoes if they have not considered the issues and the implications before. So it is crucial that a supportive environment is developed and maintained and that you brief and debrief them.

This activity provides an excellent visual display of views in the community based on one's sexuality, and how those at the front of the queue (in the activity) are generally heterosexual and feel like they are 'winners' or doing better than others. Those at the back often use words like they 'felt left behind' or were 'losers' in life. When linked back to how students may feel in class or school, pre-service teachers will often state they have had their eyes opened and they have a better understanding of how the community looks upon those who are not heterosexual.

PROCEDURE

- 1 Inform pre-service teachers that the aim of this activity is to gain an awareness of the issues affecting different groups in the community.
- 2 Ask pre-service teachers to clear a space in the centre of the room and form a line across the middle of the room, facing the lecturer/tutor. The line should stretch across the width, not the length, of the room as pre-service teachers will need a bit of space to move backwards and forwards. It doesn't matter if people are a bit squashed at the start, as they will soon spread out.
- 3 Explain to pre-service teachers that you will give them each a scenario and that they are to imagine they are the person on the card. They are not to show their card to the other participants. Later in the activity the lecturer/tutor will reveal that there has been a doubling up – several people have the same cards. This adds interest during debriefing.
- 4 Explain to pre-service teachers that you will ask a series of questions requiring a 'Yes/No' answer. Pre-service teachers will have to decide if they can answer yes or no with reference to the scenario they have been given. Participants will not have all the information for each case. They will have to make their response based on their own assumptions or those they have heard in the community.
- 5 Ask pre-service teachers to shut their eyes and imagine the position of the person in the scenario they have been given. Then tell them to open their eyes and answer the questions asked by the lecturer/tutor. Participants that answer 'Yes' will take a step forward. Those that answer 'No' will take a step back. Emphasise that the questions must be answered according to what is reality, not what they feel society should be like (or how it is described in law, for example). Pre-service teachers may stay in the same place if they are unsure if they can answer yes or no; however, reiterate that you would prefer they step forward or back.
- 6 When all the questions have been asked, begin the debriefing process by asking pre-service teachers closest to the front to reveal their character. Do the same with the participants at the back. Compare the outcome for other pre-service teachers who had been given the same scenario.
- 7 Ask pre-service teachers, one at a time and from the front to the back of the group, to reveal the person in their scenario. Issues that may come up during these verbal responses could include cultural and religious backgrounds and locations of people mentioned in the cards, and the situation society has put them in of having to consider daily throughout their lives if, when, what and to whom they disclose.
- 8 Ask pre-service teachers how they felt about the characters represented, and seeing others move ahead of or behind them.
- 9 Draw out differences for those that had the same scenario; for example, why might they have ended up in different places?

DEBRIEFING

It is important to manage the time for this exercise so that all questions are asked, and all pre-service teachers can give their response. It is essential to leave enough time to discuss this activity with the group. The following questions may be used to guide discussion:

What did you feel about what might have been the experiences of the person in the scenario?

What did you learn from your participation in this activity?

How will this affect your work as an educator, teacher, counsellor, principal, parent or school support person?

How safe and supportive is your work environment for a disclosure?

How can you work with others to bring about changes at your school, agency or other relevant environment?

BRINGING IT ALL TOGETHER

The sorts of assumptions made and acted on in this activity increase the alienation of the staff and young people in our schools who do not identify as exclusively heterosexual. They affect the way staff work with young people and the messages they give them in the classroom and in the broader school environment. By being aware of these assumptions, and their implications for the lives of those who do not identify as exclusively heterosexual, the school can work to eliminate them and provide a supportive environment for all.

STEPPING OUT CARDS

Adapted from Ollis et al. 2000

1 She is ...

A woman, who is a managing director with a working husband and two children.

2 He is ...

A bisexual Greek man whose sexual preference is known.

3 She is ...

An 18-year-old Year 12 student who has a close relationship with a 22-year-old professional male.

4 She is ...

An HIV-positive woman who has been an injecting drug user.

5 He is ...

An HIV-positive gay man who is living in a 'marriage' situation with another man.

6 She is ...

A daughter of parents who are lesbians.

7 He is ...

A male schoolteacher married to a woman with three children under eight years old.

8 He is ...

A bisexual man married with children; and whose sexual preference is not disclosed.

9 She is ...

A transgendered person who has had gender reassignment surgery.

10 He is ...

A gender-questioning man married with children and whose sexual preference is not disclosed.

11 She is ...

A sex worker, married with two school-aged children.

STEPPING OUT SCENARIOS

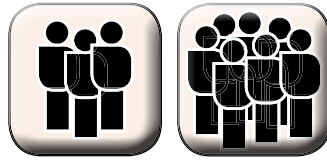
Adapted from Ollis et al. 2000

- 1 *Can he/she get life insurance?*
- 2 *Is his/her family likely to support and recognise his/her lifestyle?*
- 3 *Can he/she (or their children) access, participate and achieve in education without harassment, violence or finding the risks of early school leaving?*
- 4 *Can he/she disclose their health concerns to hospital and dental staff?*
- 5 *Can he/she legally marry his/her partner?*
- 6 *Can he/she take his/her partner to the school graduation or staff dinner comfortably?*
- 7 *Could he/she tell his/her employer about his/her sexual and/or gender identity without putting his/her employment at risk?*
- 8 *Can his/her child (if applicable) talk openly about his/her intimate relationship?*
- 9 *When the partner they have been living with for several years dies, will he/she be acknowledged as immediate family and thus become the main benefactor of the deceased partner's will?*
- 10 *Can he/she can kiss and hold hands with his/her partner in public?*
- 11 *Does he/she feel that their community values their contribution, regardless of their sexual or gender identity?*
- 12 *Can he/she can talk freely to school or work colleagues about troubled adult relationships at home?*

ACTIVITY 6: SCALE OF ATTITUDES

Adapted from Ollis et al. 2000

Small and large group
25 minutes



AIM

- To allow pre-service teachers to develop an understanding of the range of homophobic attitudes, and to consider a possible range of non-homophobic attitudes.

PREPARATION

You will need:

- *Slides 128–129 (Riddle’s) Scale of attitudes*; ensure you are familiar with them
- the *Scale of attitudes* section from the *Sexuality Education Matters* video (the scene runs for about 20 minutes)
- to prepare **Scale of attitude cards** for the group: the cards work best when the attitude is on one side and the attitude and meaning on the other; A3-size paper is recommended (see *Slides 29–44* in the **Area of Study 3** activity cards PowerPoint presentation).

Note:

- If you have any concerns about running this activity, prepare by watching the *Scale of attitudes* scene from the *Sexuality Education Matters* video.

BACKGROUND

This activity provides pre-service teachers with the opportunity to understand that an affirmation of the diversity of SSAGQ young people needs to be conveyed, rather than just an attitude of tolerance. What is challenging about this activity is that acceptance and tolerance are viewed as negative attitudes. For many teachers this is the first time they have considered that to tolerate can be homophobic. This was found to be the most attitude-changing activity in professional development designed to prepare teachers to be affirming and inclusive of sexual diversity (Ollis 2010). The continuum of homophobic attitudes was developed by Dorothy Riddle, a psychologist from Arizona. The four main attitudes are:

Repulsion

Homosexuality is seen as a ‘crime against nature’. People who identify as homosexual are sick, crazy, immoral, sinful, wicked etc., and anything is justified to change them (e.g. prison, hospitals). You might well hear this expressed as ‘Yuk! When I think about what they do in bed!’

Pity

Heterosexual chauvinism. Heterosexuality is seen as more mature and certainly to be preferred. Any possibility of becoming straight should be reinforced and those who seem to be born 'that way' should be pitied, as in 'the poor dears'.

Tolerance

Homosexuality is seen as just a phase of adolescent development that many people go through and most people 'grow out of'. Thus, gays are less mature than straights and should be treated with the protectiveness and indulgence one will use with a child. Gays and lesbians should not be given positions of authority (because they are still working through adolescent behaviours), as they are seen as 'security risks'.

Acceptance

Still implies there is something to accept, characterised by such statements as 'You're not a gay to me, you're a person.' 'What you do in bed is your own business.' 'That's fine as long as you don't flaunt it.' This attitude denies social and legal realities. It still sets up the person saying 'I accept you' in a position of power to be the one to 'accept' others. It ignores the pain, invisibility and stress of closet behaviour. 'Flaunt' usually means say or do anything that makes people aware. This is where most of us find ourselves, even when we'd like to think that we are doing really well.

(Riddle 1994)

Riddle suggested that four, more positive attitudes are needed to replace those above:

Support

These people support work to safeguard the rights of gays and lesbians. Such people may be uncomfortable themselves, but they are aware of the implications of the negative climate homophobia creates and the irrational unfairness.

Admiration

This acknowledges that being gay/lesbian in our society takes strength. Such people are willing to truly look at themselves and work on their own homophobic attitudes.

Appreciation

These people appreciate and value the diversity of people and see gays as a valid part of that diversity. These people are willing to work to combat homophobic attitudes in others.

Celebration

These people celebrate gay and lesbian people and assume that they are indispensable in our society. They are willing to be gay advocates.

(Riddle 1994)

VIDEO

Refer to the *Scale of attitudes* section of the *Sexuality Education Matters* video to see this activity run with a group of pre-service teachers. The video is not meant to replace teachers participating in the activity. The learning comes from the participation.

PROCEDURE

- 1 Ask pre-service teachers to form pairs and stand opposite each other about two metres apart. This will ensure they have a clear space to place the attitude cards and pairs of the second part of the activity.
- 2 Inform pre-service teachers that the aim of this exercise is to examine issues related to homophobia.
- 3 Place the **Scale of attitudes cards** on the floor in the middle of the room (with the attitude side up). A good way to do this is to read the scale out as you place it on the floor. Suggest to the large group that understanding attitudes works best if they are 'broken down'.
- 4 Inform the line on the right that for the purpose of this activity they are to imagine they are same-sex attracted. Inform the line on the left that for the purpose of this activity they are to imagine they are opposite-sex attracted.
- 5 Ask pre-service teachers to visualise the last school they were at, either as a student or pre-service teacher. Ask them to physically move and place themselves on the attitude that reflects how their school would position their sexuality. Briefly look at where the sexualities are positioned. Swap the line so that the same-sex attracted become opposite-sex attracted and the opposite-sex attracted become same-sex attracted. Observe any differences.
- 6 Now ask the entire group to move to the attitude that reflects that of their last school to their sexuality if they were same-sex attracted. In other words, the entire group is positioning their last school in relation to same-sex attraction.
- 7 Ask for a volunteer who feels like sharing with the groups why they have placed themselves in that spot.
- 8 Once the pre-service teachers have had a chance to speak, describe each of the attitudes on the scale using the background information (turn the cards over to show the attitude and meaning) and discuss which attitudes are positive and which are negative and why. As each attitude is described, ask the pre-service teachers to give an example of how that particular attitude may be displayed in the school setting.
- 9 Discuss the differences and similarities with how heterosexuality and homosexuality are positioned in schools.

DEBRIEFING

In small groups, get pre-service teachers to discuss, develop and record strategies to support positive attitudes and combat negative attitudes to homophobia. This will work best if each group has one positive and one negative attitude to consider. Groups then report back. The large group can then brainstorm strategies for developing positive attitudes in a school context.

BRINGING IT ALL TOGETHER

Remind pre-service teachers that there is a range of homophobic attitudes in our society and that the important thing for them as teachers is to look at what can be done in schools to achieve Riddle's positive 'support' level or higher. There are also many resources on the DEECD website that will help pre-service teachers when thinking about ways that they can implement some changes in schools.

ACTIVITY 7: SCRAPBOOK – JIGSAW MEDIA ANALYSIS

Small group
30 minutes



AIM

- To analyse the way sexual diversity is positioned in the media.

PREPARATION

You will need:

- to source a series of media articles that explore sexual diversity and education or use the three provided below
- enough copies of your media articles such that each group of three has one copy of each article.

BACKGROUND

As part of the unit taught at Deakin University from which this resource is based, we developed a scrapbook of newspaper articles on issues related to sexuality education. This activity provides the opportunity for pre-service teachers to analyse how sexuality education issues are positioned in the media. Using a jigsaw learning strategy, pre-service teachers engage in a cooperative learning approach that requires them to integrate reading, speaking and listening and mirror an activity that encourages students in schools to share readings. We have not included the scrapbook, as new articles appear all the time. We have reproduced three articles for use in this activity to give lecturers/tutors a sense of how they are used. Lecturers could easily source more recent articles and make them available as an online scrapbook.

SAMPLE ARTICLES



Schools open to scrutiny after same-sex ban

Bantick, C 2008, 'Schools open to scrutiny after same-sex ban', *The Age*, 12 May, p. 8.

Sex survey shocks: School asks teens questions on homosexuality

Calvert, J 2003, 'Sex survey shocks: School asks teens questions on homosexuality', *Herald Sun*, 28 October, p. 7.

Lesbian T-shirt school storm

Papadakis, M 2006, 'Lesbian T-shirt school storm', *Sunday Herald Sun*, 19 February, p. 18.

PROCEDURE

- 1 Divide the pre-service teachers into groups of three.
- 2 Have each group appoint one participant as their group leader.
- 3 Assign one reading to each member of the groups of three.
- 4 Provide time for the pre-service teachers to read their article.
- 5 Form temporary expert groups for the three readings:
 - » Group 1: Bantick article
 - » Group 2: Calvert article
 - » Group 3: Papadakis article.

One pre-service teacher from each group joins the other participants assigned to the same reading. Pre-service teachers in the expert groups discuss the main points of their reading and think about how they will present these to their group of three.

- 6 Ask pre-service teachers to return to their jigsaw group.
- 7 Pre-service teachers then present their article to the group, answering any questions.

DEBRIEFING

Finish by asking the group to discuss the implications for schools and sexuality education. Ask each group to report back on one implication.

BRINGING IT ALL TOGETHER

The mainstream print media is a powerful medium for providing students in schools with negative discourses around sexuality and sexual diversity. The articles used in this activity are drawn from popular newspapers. It is important to be aware of what students (and their parents) are reading so that the discourses presented in these can be analysed with students.

Schools open to scrutiny after same-sex ban

Opinion
Christopher Bantick

THE decision last month by Brisbane's Anglican Church Grammar School — commonly known as Churchie — to ban same-sex partners from attending a year 12 formal raises two important questions: The first is whether the all-boy school was right to do so; the second, did this amount to discrimination?

In response to the first question, the school's headmaster, Jonathan Hensman was unambiguous: "The senior dinner dance is an opportunity for our young men to escort young women in a formal school environment. We don't intend to change our practice."
"As well as being a social occasion, it's an education forum and, to that

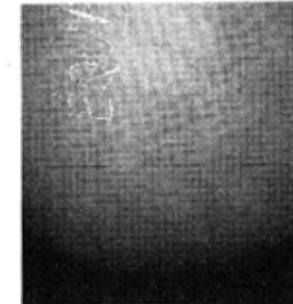
end, the school decides what is appropriate behaviour and what is not."
Mr Hensman was arguably justified in putting forward the school's right to decide what is deemed appropriate and what is not. He was later backed by the school council.

"The council strongly supported the headmaster's position on the school's education programs in social settings," the council said in a statement.

Council members "also thanked the headmaster for his leadership and his ongoing commitment to the highest standards of education for Churchie boys".

Notwithstanding Churchie's assumed right to make its own decisions about who can and cannot attend a school formal, whether banning gay students amounts to discrimination is less clear.

What is certain is that schools are likely to face increasing pressure to be accepting of gay or lesbian students. If schools reflect the society in which they operate, then same-sex partners



are a fact of contemporary social relations.

Schools that adopt an exclusive or hardline approach against gay students run the risk of being accused of endorsing homophobic attitudes.

One of the primary themes of bullying — cyber or physical — is homosexuality. A brief look at June Factor's book, *Kidspot: A Dictionary of Australian Children's Words, Expressions*

the Queensland Anti-Discrimination Commissioner, Susan Booth, said sexuality discrimination was unlawful, and that applied to private and public schools as well as other organisations.

Iain Hay, an expert on education and sexuality from Canberra University, observed that it would be very stressful for gay students prepared to come out in front of their peers, only to be told that it was "inappropriate".

While advocacy and endorsement of overt behaviour that would be problematic for some students, staff and parents is not the issue here, what schools need to address is how they are going to respond to students who are openly gay in a social setting, such as a formal.

It is a point raised by the principal psychologist at the Queensland Centre for Human Potential, Paul Martin, who supported Churchie's right to decide but added: "On a one-on-one level they do a great job with their students, but when they put their foot down, unfortunately, it just sends out a very, very powerful message. Look, it's

fire if you're gay, as long as you don't do anything about it like having a gay relationship or express how you feel that way."

The Anglican Archbishop of Brisbane and primate, Dr Phillip Aspinall, who is also president of the Churchie school council, let it be known that while he has "no personal objection" to same-sex partners, he nonetheless saw that the school was within its rights to set limits.

The implications of Churchie's banning of gay students are significant. It has inevitably thrust into the public domain the presence of gay students who attend schools and, for the most part, are silent about their sexuality.

Given that Dr Aspinall has said gay students at any school should be treated with the utmost care and respect, any school environment need to be both sensitive and welcoming of them. Therein lies the challenge and the reality.

Christopher Bantick is a Melbourne writer and education commentator.



and Garner, shows the derivations available to taunt someone of being gay. It is not a short list.

More than this, schools are ideally placed to do something about homophobia. To call someone a faggot or a lezzo might be cool with your friends, but it amounts to vilification. Do you think I'm overstating the case? Well, consider this.

When the Churchie issue broke,

School asks teens questions on homosexuality

Sex survey shocks

A SCHOOL course prompting 14-year-olds to question whether they are homosexual has caused an outcry at Wodonga High School.

The course includes a questionnaire, entitled "Attitudes about homosexuality", requiring students to respond to questions such as, "If you have never slept with a person of the same sex, is it possible that all you need is a good fantasy/imagery lover?"

Other questions include, "How can you become a whole person if you limit yourself to compulsive and exclusive heterosexual behaviour?" and, "Is it possible that your heterosexuality stems from a neurotic fear of others of the same sex?"

Year 9 students in a compulsory health class were asked to discuss how the questions modelled on stereotypes faced by homosexuals, made them feel.

Senior Pastor Warren McMartin from Wodonga Faith City said it had been brought to his attention by a local parent whose daughter had complained

Jeremy Calvert
education reporter

about the content of the questionnaire.

"We have got parents jumping up and down all over the place," Mr McMartin said.

"I had never seen anything like it."

Mr McMartin has convened a meeting of parents to take their concerns to the principal.

Mr McMartin said many parents felt the questionnaire was inappropriate for 14 and 15-year-olds.

"It was apparently handed out by a fill-in teacher, so we will be going to the principal to ask whether this was the teacher's decision, or an approved part of the course," Mr McMartin said.

He agreed with parents who thought the questions were too strong for teenagers coming to terms with their sexuality.

"I can see what they are doing, they are trying to make a heterosexual person understand what a homosexual person is feeling, which is fair enough, I suppose, but to

put the questionnaire at the back took it to another level," he said.

"They want to know what a child's feelings were sexually, and that aspect of it I thought was intolerable."

Mr McMartin said students had to put their names on the questionnaires, which raised issues of privacy around who would have access to the information.

Wodonga High principal Peter Maclean said he was unaware of any complaints about the course work.

He said the Year 9 health unit was compulsory and the curriculum was in accordance with the Curriculum Standard Framework.

"It is not unusual for students to discuss issues relating to puberty and sexuality," he said.

Mr Maclean said he would welcome a meeting with parents to address any of their concerns.

"We encourage communication with parents and would have no hesitation setting up a meeting to discuss why it was done," he said.

Calvert, J 2003, 'Sex survey shocks: School asks teens questions on homosexuality', *Herald Sun*, 28 October, p. 7.

Lesbian T-shirt school storm

MARY PAPADAKIS,
education reporter

A STUDENT being asked to remove a T-shirt with a lesbian slogan has sparked a protest at a school in Melbourne's northwest.

About 30 students at Strathmore Secondary College last week rallied behind Year 12 classmate Stephanie, 17, after she was told by teachers to change out of the T-shirt for school photos.

Stephanie, who did not want her surname published, said she had worn a T-shirt bearing the slogan "Nobody knows I'm a lesbian" to school on several occasions without concerns being raised by staff or fellow students.

"I've had it for ages," she said.

But she said things changed when she wore it on school photo day, sparking concern among Year 12 co-ordinators.

She was quickly asked to take the T-shirt off.

"They said it was because certain parents would complain," Stephanie said.

Her mother, Susan,



Protest: Strathmore student Stephanie, far right, with supportive schoolmates. Picture: MOONEE VALLEY LEADER

said she had had the controversial T-shirt printed for her daughter when she was about 15.

Susan said her daughter was brave to wear the T-shirt in public and particularly at school.

"I'm proud of her," she said. "I love her and I don't care what she is."

Stephanie said she was disappointed by the school's request for her to remove the T-shirt, but understood the concerns.

She said she would wear the T-shirt to school again once the issue had calmed down.

The incident triggered

a protest by other Year 12 students, who turned up at school wearing T-shirts with similar slogans. They included "Nobody knows I am bulimic", "Nobody knows I'm pregnant" and "Nobody knows I'm on steroids". The students said they found the request to Stephanie discriminatory and an attack on free speech.

Stephanie said she was shocked by the amount of support she had received.

"It's pretty cool I guess," she said.

The school declined to comment this week.

Papadakis, M 2006, 'Lesbian T-shirt school storm', *Sunday Herald Sun*, 19 February, p. 18.

3 Understanding & including diversity in sexuality education

ACTIVITY 8: MAKING A DIFFERENCE IN SEXUALITY EDUCATION – RESEARCH PRESENTATION

Large group
30 minutes



AIMS

- To provide pre-service teachers with up-to-date information about how young people in a variety of diverse situations are faring.
- To provide a safe learning environment for pre-service teachers to contemplate their own values and understandings of various forms of diversity.

PREPARATION

You will need:

- *Slides 130–159: Making a difference in sexuality education – Research presentation.*

BACKGROUND

Research from *Writing Themselves In 3* (Hillier et al. 2010), like earlier reports, illustrates that same-sex attracted youth do not receive comprehensive sexuality education that is targeted at their needs. The programs they participate in are, on the whole, aimed at a heterosexual audience, and much of the information is irrelevant to them.

The same could be said for other minority groups as school-based programs are often targeted at students who are heterosexual, able-bodied, secular and Anglo-Celtic, with no consideration of diverse religious or cultural beliefs and traditions.

This research presentation will discuss some of the varying needs of minority students and how sexuality education can be more inclusive. It deals with cultural and linguistic diversity (CALD), Aboriginal and Torres Strait Islanders and differently abled students, as well as general issues around diversity. It is one large presentation, but could easily be separated into the diversity sub areas and used as an introduction to the activities.

PROCEDURE

- 1 Present the data and allow participants an opportunity to reflect on the findings and consider the implications of this research for their practice in schools.

BRINGING IT ALL TOGETHER

As the lecturer/tutor you may consider using **Activity 7: Research into practice** from **Area of Study 1**, depending on the question/answer session after the presentation.

3a Cultural & linguistic diversity

ACTIVITY 9: ATTITUDES, ASSUMPTIONS & PRACTICES – WHAT ARE YOURS?

Individual, paired and large group
15 minutes
Participants must complete the self-development checklist beforehand



AIMS

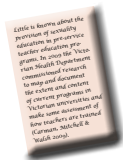
- To give pre-service teachers an opportunity to reflect on their attitudes, assumptions and practices in order to create a culturally inclusive classroom environment.
- To foster a safe learning environment in which pre-service teachers can explore how attitudes, assumptions and practices affect an inclusive learning environment for their students.

PREPARATION

You will need:

- to give the **Worksheet: Self-development checklist** to participants prior to class.

SUGGESTED PRE-READING



UNESCO 2009, *International Technical Guidance on Sexuality Education: An evidence-informed approach for schools, teachers and health professionals – Volume 1: The rationale for sexuality education*, United Nations Educational, Scientific and Cultural Organization, Paris, pp. 2–21, accessed 22/08/2012.
<http://unesdoc.unesco.org/images/0018/001832/183281e.pdf>

GUIDED READING QUESTIONS



What do the guidelines say about catering for cultural and linguist diversity (CALD) in sexuality education?

Did anything surprise you?

What are the implications for teaching sexuality education?

BACKGROUND

Rosenthal and Reichler (cited in Ollis 1995) point out that there are more similarities in sexual practices and attitudes of CALD adolescents than differences. The difficulties lie in teachers:

- having a stereotypical view of culture
- trying to move young people away from their cultural beliefs (because they don't 'sit well' with their own)
- perceiving that including CALD students in mainstream sexuality education is problematic.

These perceptions can be reinforced by input from supervising teachers during practicums. According to Santoro and Allard, apart from the reality that pre-service teachers often 'inherit pre-defined curriculum and have little input into what is to be taught', their research has shown that students guided by their supervising teachers 'develop(ed) deeper insights into teaching for diversity' (Santoro & Allard 2005, p. 872), making supervisors' advice vital in supporting pre-service teachers to develop confidence and curriculum expertise in catering for diversity. Allard also maintains that the reflective process is second nature for many experienced teachers and they do not always share their strategies explicitly with practicing teachers.

When practicing teachers reflect explicitly on their knowledge, assumptions and practices pre-service teachers can gain insight into how 'difference' can be viewed not as a deficit but as a rich source for developing deeper understanding about students' lives and the teaching and learning strategies that engage them ... We believe that pre-service teachers can better understand that there is never an answer or a right way of teaching diverse groups but rather an ongoing commitment to making a difference.

(Santoro & Allard 2005, p. 872)

For Allard and Santoro (2008) the key to inclusive teaching is to provide an opportunity to work with diversity to develop the skills and reflect on understandings of and teaching practices for diversity in a collaborative, deep and ongoing manner. Specifically, Allard argues that there is a need to provide pre-service teachers with opportunities to:

- reflect on their own assumptions and beliefs concerning the lived experiences of students who arrive as migrants or as refugees
- test their thoughts about which pedagogical approaches work for which students
- adapt, reshape and retry teaching strategies in light of their analyses (Santoro & Allard 2005).

Although Allard and Santoro's research did not look at sexuality education, these principles apply equally and may, due to the sensitive nature of sexuality, be even more important. The challenge for teacher-educators is to help progress pre-service teachers beyond just knowing about differences, to being able to confidently work with differences. This can be extremely challenging in sexuality education, where

differing moral and ethical positions can and do arise. The UNESCO guidelines (2009a) in the suggested pre-readings are designed for very diverse communities, yet the importance of sexuality education is universal, as the guidelines clearly point out.

This activity uses the 'Self-development checklist' (Barker et al. 2009) as a framework for helping pre-service teachers to explore their own assumptions, biases and understandings of cultural diversity in a reflective and potentially productive way.

PROCEDURE

- 1 Distribute the **Worksheet: Self-development checklist** to pre-service teachers prior to class. Ask them to bring a written response to the questions in a typed document. Inform them that these responses should be anonymous, and will be distributed in class.
- 2 In the activity, collect participants' responses and put them in a box.
- 3 Ask each pre-service teacher to take a response, read it and reflect on the similarities and differences to their own response to the questions.
- 4 Return the responses to the box and have participants take another. Repeat this process four times.
- 5 In pairs, ask the students to discuss what they learned from reading other people's responses.
- 6 Ask pre-service teachers if there are any issues that they should be considering, reflecting on language? Are there another areas that they need to think about?

DEBRIEFING

In a large group, ask each person to share one new strategy they read in someone else's reflection. Allow pre-service teachers who want to share their thoughts to do so by asking what positive qualities or experiences they have that will assist them to develop a culturally inclusive classroom.

BRINGING IT ALL TOGETHER

Barker, Frederiks and Farrelly (2009) state:

A culturally inclusive classroom is one where students and staff alike recognise, appreciate and capitalise on diversity so as to enrich the overall learning experience. Fostering a culturally inclusive learning environment encourages all individuals – regardless of age, gender, ethnicity, religious affiliation, socioeconomic status, sexual orientation or political beliefs – to develop personal contacts and effective intercultural skills ...

(Barker, Frederiks & Farrelly 2009, p. 1)

Consider asking the pre-service teachers to write a letter to the parents regarding what will be taught in a comprehensive sexuality education unit at their school. They could pick the year level and try to write addressing a variety of religious groups. Consider not only how the piece is written but also how it will be delivered to the parents, and the types of responses required.

WORKSHEET: SELF-DEVELOPMENT CHECKLIST

Barker, Frederiks & Farrelly 2009, p. 3

Ten questions to guide self-reflection:

Creating a culturally inclusive classroom

- 1 *What is my definition of 'diversity'?*
- 2 *What national, cultural, linguistic or religious group(s) do I belong to? How do my teaching practices reflect this?*
- 3 *What do I know about the cultural, linguistic, religious and educational backgrounds of my students and other staff that is relevant to the teaching of sexuality education?*
- 4 *How could I learn more about the diversity of my students and staff colleagues that could be relevant to teaching sexuality education?*
- 5 *What are my perceptions/assumptions of students and staff/colleagues from diverse cultural groups in relation to sexuality education? Or with language or dialects different from mine? Or with special needs or requirements?*
- 6 *What are the sources of these perceptions (e.g. friends/relatives, media, stereotypes, past experiences)?*
- 7 *How do I respond to my students (emotionally, cognitively and behaviourally), based on these perceptions?*
- 8 *What experiences do I have as a result of living, studying or working in culturally and linguistically diverse cultures? How can I capitalise on this experience in relation to teaching sexuality education?*
- 9 *How can I adapt my teaching practices to be more responsive to the unique needs of diverse student groups in sexuality education?*
- 10 *What other knowledge, skills and resources would help me to teach sexuality education from a more culturally inclusive perspective?*

3b Religious diversity

ACTIVITY 10: THE TALK SHOW

Large group
30 minutes



AIM

- To develop an awareness of the existing religious beliefs in communities that may contradict what pre-service teachers have previously thought about religion and sexuality.

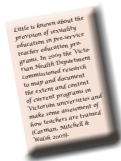
PREPARATION

This activity requires some research on the part of the pre-service teachers.

You will need:

- **Worksheet: The Talk Show – Roles**
- **Worksheet: Examples of Talk Show host questions.**

SUGGESTED PRE-READING



Haffner, Rev. DW 2012, *A Time to Build: Creating sexually healthy faith communities*, 2nd edn, The Religious Institute, Westport, Connecticut, accessed 28/02/13. See the section on Denomination Statements on Sexuality Issues.

www.religioustheology.org/sites/default/files/study_guides/atimetobuild2ndeditionteaser.pdf

Sanjakdar, F 2009, 'Teacher talk: The problems, perspectives and possibilities of developing a comprehensive sexual health education curriculum for Australian Muslim students', *Sex Education*, vol. 9, no. 3, pp. 261–75.

GUIDED READING QUESTIONS



What is the basic premise or argument in the article?

Did anything surprise you?

What are the implications for teaching sexuality education?

BACKGROUND

Our recent research with primary schools shows that teachers see the religious diversity of parents as a potential barrier to teaching sexuality education (Ollis & Harrison 2012). This results in reducing teacher confidence and building anxiety about what to cover with students in class. Whether this is reality or perception, myths and misconceptions are common, with teachers believing that parents will object to their children receiving sexuality education. According to Kelly (2005) schools do try to honour the religious beliefs of parents. However, finding a balance between what is clearly part of the curriculum and the wishes of parents can be difficult for primary schools, and even more challenging if parents have strong moral and ethical beliefs. This can often become a barrier to providing comprehensive sexuality education.

Yet all students have a right to sexuality education according to UNESCO (2009a). Sanjakdar's (2009) work developing programs in Muslim schools is an example of a religiously diverse approach to sexuality education that does honour parents' beliefs but acknowledges the rights of young people to sexuality education. International guidelines on sexuality education (UNESCO 2009a) and the most recent international sexuality education resource (Population Council 2009) are designed for young people from diverse religious and cultural backgrounds. The topics covered in these resources represent some of the most progressive and at times challenging topics. Pre-service teachers need to have the opportunity as part of their teacher education to explore their own values and attitudes, and learn how to work with such diversity in sexuality education.

Few religious groups suffer more misunderstanding in relation to sexuality education than the Muslim community. We have included the following background information from a review of literature we conducted to assist lecturers/tutors and pre-service teachers to consider the implications for the provision of sexuality education in schools for all religious communities.

As with all groups it is important to remember that although the Australian Muslim community is not homogenous, but shows the linguistic, cultural and ethnic diversity found in any religious or ethnic group (Sanjakdar 2009, p. 263), exclusion emerges as a theme in the literature regarding the provision of sexuality education to Muslim communities. The ostensible secularity of the Australian school system notwithstanding, underlying Judeo-Christian values present a challenge to Muslim children in the system (Donohue Clyne 1998, p. 279; Sanjakdar 2009), in particular through the provision of sexuality education (Sanjakdar 2009).

This problem is a reflection not just of Australian biases but also homogenising Western assumptions. Fernandez, Chapman and Estcourt's (2008) study of Muslim Bangladeshi youth in London found that current teaching and assumptions around sexuality education were 'too Eurocentric and not in line with minority views about sex and relationships' (Muslim Bangladeshi youth, cited in Fernandez, Chapman & Estcourt 2008, p. 193). An essential Muslim belief that education (including education about sex and relationships) is a religious obligation sharply contrasts with the Western view of education as secular (Donohue Clyne 1998, p. 281).

Orgocka's interviews with Muslim mothers and daughters in America also support this finding. Many participants saw learning about sex within the framework of Islam as a religious requirement (Orgocka 2004, p. 264). This study found that although a significant number of Muslim mothers preferred their daughters to gain their information through school-based sexuality education rather than (often inaccurate) peer-based information sharing, others preferred their daughters not attend 'sex classes' and objected to the use of sexually explicit materials in schools (Orgocka 2004, pp. 262–3).

Discussions about sex and sexuality are not taboo in Islam. Sexuality has a prominent place in the teachings of the prophet Mohammed, and there are Islamic practices and teachings specifically about sex and sexuality. Education in this matter is regarded as part of the religious upbringing of a child (Sanjakdar 2009, p. 263). Yet, it is considered inappropriate for Muslim youths to undertake sexuality education in mixed-sex classes. If sexuality education is taught via a whole-school approach in government schools and Muslim parents do not have the right to withdraw their children from the program, this highlights a problem with the universalist model of education (Donohue Clyne 1998). This problem has been addressed to some extent by schools that have the resources to provide single-sex (or girls only) physical education and sexuality education classes in the interests of their Muslim students (Donohue Clyne 1998, pp. 286–7). Some other attempted solutions to this problem have involved the inclusion of Muslim parents' input into the curricula design of sexuality and relationships education (SRE) programs, and organising programs specifically for parents to alleviate the issue that SRE programs are seen as challenging family values; this is identified as a general 'partnership' approach (Orgocka 2004; Fernandez, Chapman & Estcourt 2008).

Orgocka concludes that the most effective solution would be to encourage a greater liaison between developers of sexuality education programs and Muslim centres, so that girls especially can receive information in a more culturally and religiously appropriate context. An example is the non-government-organisation run *Girls Incorporated*, and Orgocka suggests a similar idea run by local Muslim centres.

On the issue of communicating with parents of different ethnic communities, Sonmezciek comments on the 'letters for parents' approach, which consists of letters to parents informing them of what their children are being taught in sexuality education, as well as reminding parents that they and their children are living in two cultures, with the aim of 'activating' the potentials they see in this (Sonmezciek 2006, p. 48). Similarly, Sanjakdar (2009) discusses a study based at a Victorian Muslim college which attempts this kind of fusion of education in the context of an Australian Muslim college.

Steventon and Officer (2010) also speak to the possibility of involving faith communities in developing effective sexuality education, especially in primary schools, since faith and community leaders often already have good relationships with many parents and teachers, and hold respected places in society.

This activity is designed to explore myths and misconceptions and examine the implications of providing sexuality education relevant to a range of religious groups.

PROCEDURE

- 1 Organise pre-service teachers into roles (see **Worksheet: The Talk Show – Roles**).
- 2 Explain that they will need to research their role and come back ready to be involved in a talk show discussing myths and misconceptions regarding sexuality education and religion.
- 3 Explain that the room will be set up as a talk show and the talk show host will be asking questions. There will be a chair for each of the panel members and the host and seating for the audience.
- 4 Explain that the producer is the only person that can call a commercial and will direct the talk show host in terms of timing. Commercial breaks can be called by the producer to freeze the show; for example, an interesting point of view could be brought up or if the ground rules have been broken, they could be addressed then and there. As the lecturer/tutor you will work closely with the producer to ensure a safe and supportive environment ensues.
- 5 Allow the show to begin and develop as it goes.
- 6 Ensure that audience members have had a chance to ask their questions. End the show.

DEBRIEFING

Bring the groups back to a large group and discuss the following questions:

What issues emerged?

What differences were identified?

Did common myths play a role in any of the communities' views to sex education for their children? How?

Do any of these myths operate in the communities that you know or work with?

Are there any other myths that operate related to religion that are used as a rationale for not teaching sexuality education?

How can you work with communities to ensure that young people are provided with sexuality education in the context of their religious and cultural codes?

BRINGING IT ALL TOGETHER

In a safe learning environment, pre-service teachers may feel comfortable disclosing that they also believed the myths presented. Discuss with pre-service teachers how it might feel to be brought up with beliefs and values that are in opposition to sexuality education, especially if this resource is used as a compulsory unit. See also the resources section in this area of study for an extension activity on this topic.

WORKSHEET: THE TALK SHOW – ROLES

Producer

The producer is in charge of the running of the show, will indicate to host if the show needs to move on, or if a commercial break is required.

Talk show host

The host is presenting the show and will be interviewing the range of guests; the host will also ask the crowd for questions. The host must facilitate the show and allow all to speak, but also control the time. They will also need to introduce the show and provide a conclusion.

Panel members of at least six different faiths

These individuals will all be interviewed to hear their views on various myths and misconceptions. They may also be asked to explain their faith. Faiths could include but are not limited to:

Lutheran	Catholic
Brethren	Episcopalian
Islam	Methodist
Jewish	United
Hinduism	Buddhism

Audience members

Audience members will be asked to offer questions up to the panel members and respond to the show.

WORKSHEET: EXAMPLES OF TALK SHOW HOST QUESTIONS

When performing your research look for myths that have been long-standing in the debate. Feel free to add to this list; it is just a starting point for your show.

Example questions

Am I right in saying that the Christian religion is against talking about sex and sex-related issues?

Doesn't sexuality education teach children to have sex?

Isn't saying 'No' an effective way to manage the issue?

Can girls remain virgins until marriage in this sexualised society?

Teachers are really the only ones who are trained enough to teach our kids about sexuality, right?

Doesn't talking about condoms promote promiscuity?

Do I hear you right? Are you saying that HIV/AIDS won't affect your community because you think only sinners, prostitutes, homosexuals and drug addicts get infected?

3c Aboriginal & Torres Strait Islander diversity

ACTIVITY 11: STORYTELLING IN RESPECTFUL RELATIONSHIPS

Adapted from *The Line* website (Australian Government n.d.)

Individual, small and large group
20–40 minutes, depending on how many of the activities you perform



AIMS

- To provide pre-service teachers with a model of teaching which uses a storytelling pedagogical approach to teaching sexuality education.
- To provide pre-service teachers with the opportunity to practice a storytelling pedagogical approach in a safe and supportive environment.

PREPARATION

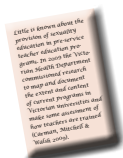
You will need:

- a printed copy of *Jack and the Bird* (Rowland n.d.):
http://s3-ap-southeast-1.amazonaws.com/jwtdffh0026/JackandtheBirdPlay_FINAL.PDF
- the **Worksheet: *Jack and the Bird* characters**
- *Slide 161* on figurative language
- the **Worksheet: Feeling safe in my community**
- the **Worksheet: Understanding respectful relationships.**

Note:

- Extended families are key people to communicate with on sexuality education.
- We need to be mindful of women's and men's business when conducting sexuality education sessions.

SUGGESTED PRE-READING



McKay, H n.d., *Australian Storytelling*, interview with Pauline McLeod, Aboriginal storyteller, Australian Storytelling Guild, Sydney, accessed 22/08/12.

www.australianstorytelling.org.au/txt/mcleod.php

GUIDED READING QUESTIONS



What is the basic premise or argument in the interview?

Did anything surprise you?

What are the implications for teaching sexuality education?

FURTHER RESOURCES



Australian Government 2011, *Serpent Tales: Jack and the Bird*, Student booklet, Year 6/7, KLA: English/Performing Arts/Visual Arts/HPE, Australian Government, Canberra, accessed 16/10/12.

http://s3-ap-southeast-1.amazonaws.com/jwtdfh0026/JackAndTheBird_LessonPlan_FINAL.PDF

BACKGROUND

Aboriginal and Torres Strait Islanders have much poorer health outcomes than other Australians, with an overall life expectancy approximately 20 years less than the total population (ABS 2006). Consistent with this, Aboriginal and Torres Strait Islanders are not faring as well as non-Indigenous Australians in sexual health (Morris et al. 2004). The rates of sexually transmissible infections (STIs) and teen pregnancies are higher, and access to health and medical services can be a barrier. There are a number of activities in this resource that use pedagogies and exercises that have been developed by Aboriginal and Torres Strait Islander people to address sexual health issues.

Storytelling is possibly the best-known approach, and an integral part of how messages are passed on in Aboriginal and Torres Strait Islander communities. This pedagogy is an effective means of teaching 'all' students, but is culturally relevant to Aboriginal and Torres Strait Islander students. It is also a common pedagogy in primary schools for all students but can be lost in secondary schools. This activity is an illustration of its use, with a traditional story.

PROCEDURE

- 1 Read *Jack and the Bird* to the pre-service teachers.
- 2 Ask pre-service teachers for their opinion of the story. Discuss the themes of the story and what they think are the main messages being told; for example, respectful relationships, feeling safe in the community, owning your own behaviour.
- 3 Storytelling as a writing style uses figurative language (describing something by comparing it with something else) that may confuse some children. Use *Slide 161* on figurative language to discuss this aspect of the story with pre-service teachers in order to assist them to talk about this with children.

Figurative language

Throughout the script *Jack and the Bird* there are two people inside of Jack telling him how to act and speak. Jack doesn't really have two people living inside of him. What is the author trying to say by saying Jackspirit and Jackmouth live inside of Jack?

Why is Bird so special in the story? Who or what does Bird represent to you?

(Australian Government 2011)

- 4 In storytelling, pictures take the stage. Ask pre-service teachers to imagine what the characters look like based on the story they have just heard.
- 5 Hand out the **Worksheet: Jack and the Bird characters** and allow pre-service teachers time to draw a few of the characters and list their physical characteristics. Be sure to highlight that there is no right or wrong interpretation, and that it is important to have fun with this activity. (You may decide to hand out copies of the story or direct pre-service teachers to the web address so they can look at the author's interpretation of the characters.)
- 6 Ask pre-service teachers to work in single-sex groups of three and discuss the questions on the **Worksheet: Understanding respectful relationships**. As a large group, discuss strategies for making girls feel safe in their community.
- 7 Hand out the **Worksheet: Feeling safe in my community** and give pre-service teachers time to individually fill it in. Bring pre-service teachers back into the large group to discuss their responses.

Extension activities

- 8 Pre-service teachers could adopt and accurately represent the personality of either Jackmouth or Jackspirit while another pre-service teacher or the lecturer/tutor interviews them about their feelings at critical points in the play.
- 9 Pre-service teachers could modify the play to express respectful communication and relationships. How would the characters differ? Evaluate the differences between the two plays.

DEBRIEFING

Discuss with pre-service teachers how this story made it easy to bring up the topic of respectful relationships. Ask participants to reflect on how comfortable they are using this strategy with students. Discuss the limitations and possible sensitivities.

What considerations would need to be addressed if you were using storytelling in other areas of sexuality education?

Reflect back to the McLeod interview – what important considerations did she point out in developing and telling stories from an Aboriginal and Torres Strait Islander perspective?

BRINGING IT ALL TOGETHER

Using storytelling is an effective pedagogical method for all students, not just Aboriginal and Torres Strait Islander ones. It enables difficult concepts to be visualised and can help students use their imagination. Even so it is important that the key sensitivities are addressed when using Aboriginal and Torres Strait Islander stories with Aboriginal and Torres Strait Islander students. For example, some stories are single-sex and should only be told in a single-sex environment. As with other areas of diversity, make sure you do your homework and check your cultural competence!

WORKSHEET: *JACK AND THE BIRD* CHARACTERS

Draw and describe your own characters, based on the story you've just heard.

Jack

Jackspirit

Bird

Jackmouth

Older Boy #1

Rachel

WORKSHEET: FEELING SAFE IN MY COMMUNITY

1 Do you think the girls in the story feel safe walking around their community when the boys speak disrespectfully to them? Why do/don't they feel safe?

2 Brainstorm in the chart below six things that make you feel safe in your community.



WORKSHEET:

UNDERSTANDING RESPECTFUL RELATIONSHIPS

1 *What disrespectful things do the boys in the story do to the girls?*

2 *How does this behaviour make the girls feel?*

3 *Why doesn't this behaviour help the boys make friends with the girls?*

4 *Why do you think Jack talks differently to the girls than the boys?*

5 *What would be a more positive and respectful way to talk to girls?*

6 *What other sorts of behaviours do you think are respectful or disrespectful?*

3d Diverse abilities

ACTIVITY 12: STEPPING OUT – ABILITY

Large group
50–60 minutes



AIMS

- To place pre-service teachers in someone else's situation so they become more aware of what it might be like to have different abilities than their own.
- To enable pre-service teachers to explore the concerns of people living with disabilities.

PREPARATION

You will need:

- to read the background information; as this activity involves some role-play it is important that the lecturer/tutor familiarise themselves with briefing and debriefing techniques
- to determine the number of pre-service teachers and make enough **Stepping out: Ability – Cards** so that there are at least two or three with the same situation; ensure that one out of four scenarios are 'winners'; that is, they are able rather than disabled
- the **Stepping out: Ability – Cards** with 'He is ... / She is ...' sentences copied onto them (one per person)
- a copy of the **Stepping out: Ability – Questions**.

Note:

- There are far more scenarios than you will need, and your class size will determine how many you use. As already stressed, make sure you have scenarios in which students are less likely to experience discrimination and are much more likely to have their sexual health needs met. Make sure there are a variety of situations that reflect the sexual health difficulties faced by young people in that situation. Reading the **Stepping out: Ability – Questions** before the activity can help you to decide how many and which scenarios you use.

BACKGROUND

Research in the field of teaching sexuality to students who are differently abled is limited. Although there is some literature and research on sexuality and disability, research related to sexuality education in schools is virtually nonexistent. However, those working in the field agree that sexuality education for students living with a disability has, on the whole, not been effective or targeted to meet the needs of students with differing abilities (Ollis 1995; Gougeon 2009; Bramley et al. 1990; Grbrich & Sykes 1998). The reasons for this are complex, and tied up with assumptions that young people living with a disability have little or no need for sexuality education, are seen as either not being mature enough to understand what is going on with their bodies, or will have no need for the information and skills as they will not be in a position to participate in sexual activity. 'Community attitudes, including attitudes of teachers in schools, mean that many adolescents with disabilities encounter obstacles to the expression of their sexuality' (ANCAHRD 1999, p. 43).

This activity provides an excellent way to enable pre-service teachers to take the next step, from acknowledging assumptions about ability and how they have developed, to looking more closely at the implications of these assumptions.

It can be challenging for pre-service teachers to put themselves into someone else's shoes if they have not previously considered the issues and implications. It is crucial that a supportive environment is developed and maintained (refer to **Area of Study 1**, which deals with creating a supportive environment).

This activity provides an excellent visual display of community views about ability, and shows how those at the front (in the activity) are generally able and feel like they are 'winners' or doing better than others. Those at the back often use words like they 'felt left behind' or were 'losers' in life. When linked back to how students may feel in class/school, pre-service teachers will often state they have had their eyes opened and have a better understanding of how the community looks upon those who are differently abled.

PROCEDURE

- 1 Inform pre-service teachers that the aim of this activity is to gain an awareness of the implications for people living with a disability or who have differing abilities in the community.
- 2 Ask pre-service teachers to clear a space in the centre of the room and to form a line across the middle of the room, facing the lecturer/tutor. The line should stretch across the width, not the length, of the room as pre-service teachers will need a bit of space to move backwards and forwards. It doesn't matter if people are a bit squashed at the start, as they will soon spread out.
- 3 Explain to pre-service teachers that you will give them each a scenario and that they are to imagine they are the person on the card. They are not to show their card to the other pre-service teachers. Later in the activity, you can reveal that there has been a doubling up – several people have the same cards – this adds interest during debriefing.

- 4 Explain to pre-service teachers that you will ask a series of questions requiring a 'Yes/No' answer. Pre-service teachers will have to decide if they can answer yes or no with reference to the scenario they have been given. Participants will not have all the information for each case. They will have to make their response based on their own assumptions or those they have heard in the community.
- 5 Ask pre-service teachers to shut their eyes and imagine the position of the person in the scenario they have been given. They are then told to open their eyes and answer the questions asked by the lecturer/tutor. Those pre-service teachers who answer 'Yes' will take a step forward. Those who answer 'No' will take a step back. Emphasise that the questions must be answered according to what is reality, not what they feel society should be like (or how it is described in the law, for example). Pre-service teachers may stay in the same place if they are unsure if they can answer yes or no; however, reiterate that you would prefer they stepped forward or back.
- 6 When all the questions have been asked, begin the debriefing process by asking those pre-service teachers closest to the front to reveal their character. Do the same with those pre-service teachers furthest to the back. Compare the outcome for other pre-service teachers who have been given the same scenario.
- 7 Ask pre-service teachers, one at a time and from the front to the back of the group, to reveal the person in their scenario. Issues that pre-service teachers may bring up during these verbal responses could include the impact of class, access, support and location of people mentioned in the cards, and the situation society has put them in of having to consider daily throughout their lives if, when, what and to whom they disclose.
- 8 Ask pre-service teachers how they felt about the characters represented, and seeing others move ahead of or behind them.
- 9 Draw out differences for those that had the same scenario; for example, why might they have ended up in different places?

DEBRIEFING

It is important to manage the time for this exercise so that all questions are asked, and all pre-service teachers can give their response. It is essential to leave enough time to discuss this activity with the group. The following questions may be used to guide discussion:

What did you learn from your participation in this activity about ability and sexuality?

Is there a difference in the types of abilities and the impact on sexuality education?

How will this affect your work as an educator, teacher, counsellor, principal, parent or school support person?

How safe and supportive is your work environment for diversity in ability?

How can you work with others to bring about changes at your school, agency or other relevant environment?

BRINGING IT ALL TOGETHER

The sorts of assumptions made and acted on in this activity increase the alienation of the staff and young people in our schools. These assumptions could include that people living with a disability:

- don't or won't have sex
- don't need sexuality education that they will not understand
- don't have any interest in the topic of sex
- don't or won't have sexual relationships.

These assumptions affect the way teachers work with young people and the messages they give them in the classroom and in the broader school environment. By being aware of these assumptions and the implications for the lives of those for which sexual relationships are not straightforward or who encounter discrimination on the basis of living with a disability, the school can work to provide relevant information, and support and assist in addressing misconceptions and discrimination.

STEPPING OUT: ABILITY – CARDS

1 She is ...

a 17-year-old who is captain of the school netball team.

2 He is ...

a 17-year-old who is the singer in the school rock band.

3 She is ...

an academically average student who doesn't like sport and spends most lunch times on the computers in the library.

4 He is ...

a 16-year-old student with a form of muscular dystrophy; he is able to walk but with great difficulty and only after many operations.

5 She is ...

a 14-year-old with an intellectual disability that results in learning difficulties.

6 He is ...

a 15-year-old student with deafness who goes to school in a mainstream inner city secondary college.

7 She is ...

a home-schooled 18-year-old student with cystic fibrosis.

8 He is ...

a 20-year-old in a wheelchair with no voluntary movement from the waist down.

9 She is ...

a 20-year-old with severe autism attending a targeted school for students with autism.

10 He is ...

a 19-year-old student with mild Asperger's syndrome repeating the final year of secondary school.

STEPPING OUT: ABILITY – CARDS

11 He is ...

a bipolar 18-year-old student attending a TAFE building course.

12 She is ...

a 16-year-old with type 1 diabetes requiring insulin injections before meals.

13 He is ...

an obese 16-year-old who is part of the swimming team.

14 He is ...

a 15-year-old student with a mild a speech impediment.

15 She is ...

a 15-year-old student with a broken leg.

16 She is ...

a 17-year-old student who has albino traits and is colourblind.

17 He is ...

a selectively mute 15-year-old student.

18 She is ...

the drummer in the school band.

19 He is ...

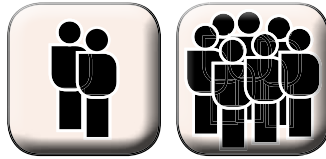
a 17-year-old student who has no arms as a result of a genetic defect.

STEPPING OUT: ABILITY – QUESTIONS

- 1 *Have you ever seen a person living with your disability or ability in a sexual or intimate activity in films or on television programs?*
- 2 *Could you physically masturbate without help?*
- 3 *Could you talk easily to your friends about your sexual health concerns?*
- 4 *Can you be independent in terms of addressing your sexual health needs; for example, using sanitary products or obtaining contraception?*
- 5 *Are people likely to see you, or your differing ability or disability when they meet you?*
- 6 *Can you talk freely to school friends about troubled relationships?*
- 7 *Would you find it easy to ask someone out?*
- 8 *Could you participate easily in sexual activity with another person?*
- 9 *Do people expect you to have a partner?*
- 10 *Do people expect you to have sex now or in the future?*
- 11 *Could you negotiate safer sex with another person?*
- 12 *Can you access, participate and achieve in education without harassment, or the risk of early school leaving?*
- 13 *Could you disclose your sexual health concerns to potential partners?*
- 14 *Have you had access to sexuality education in school?*
- 15 *Would you be able to ask specific questions relating to your differing ability in sexuality education classes in school?*
- 16 *Could you kiss and hold hands with your partner in public?*
- 17 *Do you feel that your community values your contribution, regardless of your ability?*

ACTIVITY 13: WATCH WHAT YOU SAY

Paired and large group
20 minutes



AIM

- To explore assumptions made about the sexuality education needs of students living with a disability.

PREPARATION

You will need:

- enough copies of the short case study (below) for pairs of pre-service teachers. Alternatively, as the case study is very short, you might like to prepare a Power-Point slide or overhead.

BACKGROUND

This activity can elicit strong reactions from pre-service teachers because of the perceived discrimination and injustice. To put this in context, the situation in the case study below arose because the child's mother did not want her to be involved in sexuality education. Whether this was because of the mother's perceptions that her daughter would not need this information, or because of a desire to delay access to this information until she was older, the decision was out of the teacher's control. However, it still had the impact of positioning the girl in relation to her disability and denying her the right to sexuality education. Don't give this information to the pre-service teachers at the beginning of the activity but rather at the end. This enables them to explore the implications of what teachers say.

PROCEDURE

- 1 Instruct pre-service teachers to form pairs and that you will be handing them a scenario. Ask them to discuss the scenario guided by the questions included on the handout.

CASE STUDY: ASSUMPTIONS & NEEDS

A Grade 5 and 6 class is about to begin a sexuality education program run by the local community health nurse. The classroom teacher says to the integration aide: 'Colleen, you can take Kate to the library for the next few weeks while the program is running.'

Questions

What is your reaction to the comment?

What are the hidden messages in the comment?

What are the implications of these assumptions for the students you teach?

DEBRIEFING

Explain the context to the teachers. Ask them if this makes a difference to them.

What would you have done in this situation?

What could you have said to the parent?

BRINGING IT ALL TOGETHER

Teachers have enormous power to make students feel included or excluded and to provide them with information and skills they need to keep themselves happy and safe sexually. It is important to talk to parents and help them to understand that all children and young people need information and skills. Depending on the ability or disability of your students, the information provided may be additional or different but, nonetheless, they need it and teachers and school-based programs have a responsibility to cater for all students.

3e Geographical diversity

ACTIVITY 14: GEOGRAPHICAL CONSIDERATIONS

Small group
20 minutes



AIM

- To identify the implications of living in a rural or remote area on the provision of sexuality education.

PREPARATION

You will need:

- access to the *Catching On-line* (DEECD 2011c) website:
www.education.vic.gov.au/school/teachers/teachingresources/social/physed/Pages/learnteach.aspx
- copies of the **Worksheet: Inclusive sexuality education**.

BACKGROUND

Geographical location, particularly rural and remote areas, presents additional challenges around sexuality education. The services and resources available in cities and regional centres are rarely available in small towns and remote areas (Hillier et al. 1996). If resources are available, young people will often have no privacy and find access to services or buying contraception or other sexual health resources difficult. It is therefore important that school-based programs assist in providing information and skills that will enable students in rural and remote areas to access information and resources. Lack of privacy can also raise issues for students who are sexually active, SSAGQ or who may have encountered some difficulty such as an unwanted pregnancy. Narrow views of gender can also limit options for young people in these communities. For example, a study by Hillier, Warr and Haste (1996) of rural communities in three states found that hegemonic masculinity was dominant and that homophobia was rife. Research with young women in a remote rural town in Victoria clearly showed that girls experienced harassment in their sexuality education classes related to restrictive notions of femininity, and preferred to explore sexuality education in a 'girls only' environment (Ollis & Meldrum 2009). This also proved to build relationships among the girls.

This activity is designed to explore some the barriers to providing comprehensive sexuality education in more rural or remote environments.

PROCEDURE

- 1 Ask pre-service teachers to consider their experience of growing up in a metropolitan, rural or remote area. Either work as a group or, if you have enough diversity, split into small groups with at least one of each areas represented.
- 2 Consider the following questions:
What sexuality education did you receive? Where/who did it come from?
Who could you talk to confidentially?
How far would you need to travel to visit a doctor/specialist?
Where could you access condoms, the pill, and an abortion?
Were there any particular gendered expectations around sexual health and safety?
- 3 In small groups, ask pre-service teachers to read the excerpt from the **Worksheet: Inclusive sexuality education**.
- 4 Give them the following instructions:
You have been asked to include a paragraph on geographical diversity to add to this resource. What would you include? What are the implications of rural and remote access that you would need to consider? What resources will you need to access to be able to write this paragraph?

DEBRIEFING

Bring pre-service teachers back to the large group and discuss what information they have found to be useful for looking at the issue of geographical diversity. Ask pre-service teachers:

What are the issues that young rural or remote people face when dealing with sexuality?

What are the implications for young people living in a rural or remote area in terms of accessing sexuality information and support?

How can these implications be overcome to improve access to information and support?

BRINGING IT ALL TOGETHER

Students in rural and remote areas face particular barriers to achieving sexual wellbeing, making it essential that they are offered comprehensive sexuality education programs in schools. Although all Victorian schools are required to provide the AusVELS health curriculum, which includes sexuality education, this may prove more difficult in rural and remote areas where access to willing teachers, professional development for teachers, or community educators as guest speakers may be difficult.

WORKSHEET: INCLUSIVE SEXUALITY EDUCATION

DEECD 2011c, pp. 21–3

Inclusive sexuality education

One of the questions most often asked when delivering sexuality education is how to cater for the diverse populations represented in each classroom. This is closely linked to the teacher's capacity to create a secure learning environment so that students feel safe to participate (or even just to listen). Perceptive, interactive teaching strategies are an important component of inclusive teaching.

The simplest strategy to ensure the teaching is for all is to have a selection of images that accurately represent the community we live in, including the range of masculinities and femininities, ethnicities, faiths, relationships, body sizes and shapes, sexual orientation and family composition. Finding images is easier said than done ...

Working with culturally and linguistically diverse students and communities

All students have a right to basic information about how their bodies work and what the parts of their bodies are called, about impending puberty changes and about appropriate sexual behaviour. Nevertheless, some families and students may have concerns about the sensitive nature of this information.

Some strategies for addressing these concerns include:

- explaining the goals and content of the sessions
- dispelling fears that sexuality education is 'all about having sex' by explaining that the aim is to teach students about bodies, health, respectful behaviour, relationships and looking after themselves
- addressing fears that sexuality education promotes permissiveness and is taught without reference to morals and values by explaining that the sessions give students the opportunity to critically interrogate popular culture and discuss how values apply to the issues brought up
- teaching sessions in single-sex groups: this is useful for some students and for some topics, regardless of the ethnicity of the students ...
- involving a community leader in some sessions to support the education program.

WORKSHEET: INCLUSIVE SEXUALITY EDUCATION

DEECD 2011c, pp. 21-3

Sexual orientation and gender diversity

Sexuality education policies and materials play a lead role in demonstrating an inclusive approach to sexual diversity and same-sex relationships in school policy and curriculum.

Research shows that many young people know that they are attracted to others of the same sex from an early age, and we know that many students have gay and lesbian family members. We also have gay or lesbian people who are teachers and school staff members.

Many teachers talk about the challenge of dealing with comments like 'That's so gay', and liken it to when students used derisive language such as 'wog' or 'spastic' in the past. Typically, students are not conscious of sexual identity and may not connect the phrase to sexuality. Nevertheless, we need to find ways to teach students – without humiliating them – that equating 'gay' with 'bad' can be hurtful and distressing to others.

This is the easy part of dealing with sexual orientation in our schools.

The more challenging requirement is that we begin to include and represent sexual diversity and gender identity more accurately in relationships. By continuing to include only some group of people, we are ignoring a large section of our community and unwittingly reinforcing the view that the sexual orientation of some children, families and teachers is 'wrong' and that it is OK to consider them suspect or second rate ...

Disability

Students with disabilities need the same information as everyone else. Students with learning disabilities should still receive information that is relevant to their age, for example, information about puberty; however, the teaching methods may need to vary to accommodate the disability.

Students with disabilities may need additional information relevant to their particular disability.

4 Reflection

ACTIVITY 15: ROUND & ROUND

Large group
30 minutes



AIM

- To allow pre-service teachers an opportunity to reflect on their learning of diversity in a safe environment.

PREPARATION

You will need:

- the **Suggested questions for reflection.**

Note:

- This is a very noisy activity and you may need to alert those around your room about what is going on. Otherwise, if the weather is good, it would work effectively outside.

SUGGESTED QUESTIONS FOR REFLECTION

How might my thoughts on certain aspects of diversity affect the way that I deal with my students?

How will I set up a safe and supportive environment for my students both in the classroom and the school community at large?

How will I deal with opposition to creating this safe and supportive environment?

How could I be a spokesperson in the school for affirming diversity and celebrating differences?

What resources could I access to help me take on this type of role?

PROCEDURE

- 1 Instruct the pre-service teachers to form two equal groups. One group will form a tight circle facing outward, the other will form a circle around the first circle, facing inward, with each member of each circle pairing with a pre-service teacher in the opposite circle.
- 2 Explain to the pre-service teachers that you will be asking a question and each pair will have four minutes to discuss it.
- 3 Alert the group when the four minutes is up. Direct pre-service teachers in the outer circle to move one place to their right.
- 4 Ask another question and allow another four minutes. Continue until the questions are finished. You may want to add more questions.

BRINGING IT ALL TOGETHER

Allow pre-service teachers to follow-up their individual discussions with a large-group discussion. Identify any concerns and point pre-service teachers in the direction of further resources (see the resources at the end of this area of study).

Extra activities

MUSICAL CHAIRS – AN ICEBREAKER

DEMONSTRATING INCLUSION

Adapted from Youth Sector Training Council of South Australia 1995

Large group
Including lecturer/tutor
15 minutes



AIMS

- To increase the fun and energy level of the group.
- To make it safe to self-disclose.
- To gently broaden the range of self-disclosure in the group.

PROCEDURE

- 1 As the lecturer/tutor, you stand in the centre of the seated pre-service teachers, who are facing each other in a circle. There are no spare chairs. Explain that this is a game of musical chairs with simple rules.
- 2 The person in the centre has to call out a phrase beginning with 'Anyone who ...' or 'Everyone who ... please sit down!'. The phrase has to apply to the speaker – it could describe something they have done, something they like or something they are wearing. For example:
Everyone who has travelled more than one hour to get here ...
Anyone else wearing black shoes ...
Anyone whose parents were not born in Australia ...
Anyone who has taught sexuality education ...
Everyone who is a parent ...
- 3 Any of the seated players who share the attribute with the speaker then leave their seats and find another. The speaker also needs to find a seat. This means one of the players is left standing in the centre. Players cannot sit in their own chair again, nor can they just swap with the person next to them.
- 4 After players have changed chairs, the person left standing in the middle calls out a new phrase.

DEBRIEFING

Ask pre-service teachers if they felt included in this activity.

Did they all get a turn in the middle?

Did they all move at one stage or another?

Did they learn something about their fellow pre-service teachers?

Did they find some commonalities with their peers?

BRINGING IT ALL TOGETHER

Depending on how long the lecturer/tutor wishes the game to go on, the usual result is that, with a good group, the level of self-disclosure can be built up gradually. Quite personal subjects can be tackled as the pre-service teachers feel more comfortable with each other.

Resources

DIVERSITY

Publications

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Websites

Victorian Equal Opportunity and Human Rights Commission
www.humanrightscommission.vic.gov.au

SEXUAL DIVERSITY

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Readings

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- Warr, D & Hillier, L 1997, '“That’s the problem with living in a small town”: Privacy and sexual health issues for rural young people', *Australian Journal of Rural Health*, vol. 5, no. 3, pp. 132–9.

Videos

Intersexion

Trailer for a new documentary about intersex people

Ponsonby Productions

www.intersexionfilm.com/

Not So Straight

Family Planning Victoria

www.fpv.org.au/news-centre/what-s-new/resources/

Somewhere Out There

This American Life (Program 374, 13 February 2009, 'Act 2', section called 'Tomgirls')

Chicago Public Media

www.thisamericanlife.org/radio-archives/episode/374/somewhere-out-there

Websites

Celebrating diversity in schools

Gay and Lesbian Health Victoria

www.glhv.org.au/resource/celebrating-diversity-schools-training-resources-90-min-sessions

Gender identity (students with a transgender or intersex status)

Department of Education and Early Childhood Development

State Government of Victoria

www.education.vic.gov.au/school/principals/spag/health/Pages/genderidentity.aspx

Legal change for transgender people:

While DEECD policy is sympathetic towards identity change requests in student enrolment data in circumstances relating to students identified as transgender, it’s worth noting there has now also been a ground-breaking High Court decision allowing transgender people to alter their identity documents without first having major surgery. This follows a relaxing of the rules around passports earlier in 2011. See the entry under **Audio** for *Better recognition for transgender people under the law*.

F2M: The boy within – *The book that scared libraries*

Harris, N 2011, post to Mortal Words blog, accessed 24/08/12.

<http://narrelleharris.wordpress.com/2011/10/31/f2m-the-boy-within-the-book-that-scared-libraries/>

F2M: The boy within is a young adult novel by Hazel Edwards and Ryan Kennedy (2010). Hazel Edwards describes it as the most important of her 200 books but, interestingly, the post above also talks about the reticence of schools to have the book in their libraries and even cites an instance where a teacher binned it in front of students.

STIs are spreading fast

Australian Government

National Sexual Health Campaign

www.sti.health.gov.au/internet/sti/publishing.nsf/content/home-1

CULTURAL & LINGUISTIC DIVERSITY (CALD)

Publications

Goode, TD 2009, *Promoting Cultural and Linguistic Competency: Self-assessment checklist for personnel providing services and supports in early intervention and early childhood settings*, National Center for Cultural Competence, Georgetown University, accessed 27/08/12.

www11.georgetown.edu/research/gucchd/nccc/documents/checklist.EIEC.doc.pdf

Readings

Epstein, D & Sears, J (eds) 1999, '“Multicultural does not mean multisexual”: Social justice and the interweaving of ethnicity and sexuality in Australian schooling', in *A Dangerous Knowing: Sexual pedagogies and the master narrative*, Cassell, London.

McMichael, C 2008, *Promoting Sexual Health Amongst Resettled Youth With Refugee Backgrounds*, Refugee Health Research Centre, Melbourne.

Reeders, D 2010, *Cultures of Care in Regional Victoria: Year 1 final report*, August 2009 – November 2010, Multicultural Health and Support Service, Melbourne.

Sanjakdar, F 2009, 'Participatory action research: Creating spaces for beginning conversations in sexual health for young Australian Muslims', *Educational Action Research*, vol. 17, no. 2, pp. 259–75.

Sanjakdar, F 2009, 'Teacher talk: The problems, perspectives and possibilities of developing a comprehensive sexual health education curriculum for Australian Muslim students', *Sex Education*, vol. 9, no. 3, pp. 261–75.

Websites

Culturally and linguistically diverse (CALD) communities

Queensland Government

www.qld.gov.au/web/community-engagement/guides-factsheets/cald-communities/

Health education approaches

Department of Education and Early Childhood Education

State Government of Victoria

www.education.vic.gov.au/school/principals/spag/curriculum/Pages/health.aspx

Multicultural education

Department of Education and Early Childhood Education

State Government of Victoria

www.education.vic.gov.au/school/principals/governance/Pages/multicultural.aspx

Resources for culturally and linguistically diverse communities

The Line

Australian Government

www.theline.gov.au/CALD

School and youth health

World Health Organization

www.who.int/school_youth_health/en/

ABORIGINAL AND TORRES STRAIT ISLANDERS

Publications

Australian Institute of Social Relations 2003, *Yarnin' Up Hep C: A hepatitis C education resource for Indigenous communities*, AISR, Hindmarsh, SA.

Eastern Perth Public and Community Health Unit 2000, *Let's Talk About Sex: Educational training package*, Eastern Perth Public and Community Health Unit, Derbarl Yerrigan Health Service, Perth.

Readings

Morris, K, Willis, J, Anderson, I, Croy, S & McCall, M 2004, *Research Gaps in Indigenous Sexual Health: Establishing evidence-based best practice for social and behavioural intervention*, technical report, Australian Research Centre in Sex, Health and Society, La Trobe University, Melbourne.

Senior, K & Chenhall, R 2008, 'Walkin' about at night: The background to teenage pregnancy in a remote Aboriginal community', *Journal of Youth Studies*, vol. 11, no. 3, June, pp. 269–81.

Ward, J 2010, 'Better sexual health in Indigenous communities', *Aboriginal and Islander Health Worker Journal*, vol. 34, no. 4.

Videos

Introduction to working with ATSI communities

Queensland Government

www.qld.gov.au/web/community-engagement/guides-factsheets/atsi-communities/

Sistas Staying Strong

Hepatitis C DVD: Rosie's story

Hepatitis Australia Education, Perth

Smart and Deadly

www.youtube.com/user/SmartandDeadlyKoori

Six short educational YouTube clips and two rap songs developed by the Aboriginal young people and organisations in northeast Victoria.

Smart & Deadly Sexual Health Promotion for Aboriginal Young People

www.cersh.com.au

A resource for workers to support culturally inclusive practice. This DVD is for workers collaborating with Aboriginal communities and organisations to facilitate sexual health promotion with Aboriginal young people. It illustrates the key principles that guide respectful and inclusive partnerships with Aboriginal people and communities.

Websites

Aboriginal Health and Medical Research Council of NSW

www.ahmrc.org.au

Australian Indigenous Health Infonet

The portal for all Aboriginal and Torres Strait Islander health publications and resources.

www.healthinfonet.ecu.edu.au/other-health-conditions/sexual

www.healthinfonet.ecu.edu.au/other-health-conditions/sexual/resources/health-promotion-resources

Koorie education

Department of Education and Early Childhood Education

State Government of Victoria

www.education.vic.gov.au/school/principals/spag/curriculum/Pages/koorie.aspx

Victorian Aboriginal Community Controlled Health Organisation (VACCHO)

www.vaccho.org.au/programs/health-programs/sexual-health-program/

VACCHO has a large range of print and video resources.

Victorian Aboriginal Health Service

www.vahs.org.au/

DIVERSITY IN ABILITY

Readings

Johnson, K, Hillier, L, Harrison, L & Frawley, P 2001, *Living Safer Sexual Lives*, final report, Australian Research Centre in Sex, Health and Society, La Trobe University, Melbourne.

Macklin, M 2005, 'Building bridges: A systematic and collaborative approach to extending protection and abuse prevention strategies for women with intellectual disabilities in rural communities', *Rural Social Work & Community Practice*, vol. 10, no. 1, pp. 3–9.

Websites

Disability services

Family Planning Victoria

www.fpv.org.au/disability-services/

Engaging Queenslanders: A guide to engaging people with a disability

Queensland Government

www.qld.gov.au/web/community-engagement/guides-factsheets/people-disabilities/

Positive and Protective: Sexuality and Autism Spectrum Disorder
Department of Communities (Child Safety Services) Foster and Kinship Carer Training
Family Planning Queensland
www.communities.qld.gov.au/resources/childsafety/foster-care/training/documents/ppt-sexuality-autism-spectrum-disorder.pdf

Positive and Protective: Sexuality and Autism Spectrum Disorder Participant Workbook
www.communities.qld.gov.au/resources/childsafety/foster-care/training/documents/pwbk-sexuality-autism-spectrum-disorder.pdf

Program for students with disabilities
Department of Education and Early Childhood Development
State Government of Victoria
www.education.vic.gov.au/school/principals/spag/curriculum/Pages/disabilities.aspx

Students with disabilities
Department of Education and Early Childhood Development
State Government of Victoria
www.education.vic.gov.au/school/teachers/health/Pages/disabilities.aspx

Victorian Equal Opportunity and Human Rights Commission
www.humanrightscommission.vic.gov.au/

GEOGRAPHICAL DIVERSITY

Readings

- Byrne, CS & Blacket, JR 2007, 'Our hope also', *Rural And Remote Health*, vol. 7, no. 3, p. 831.
- Clapton, S, Lonne, R & Theunissen, CA 1999, 'Multi-victim sexual assault: A case study in rural Australia', *Child Abuse and Neglect*, vol. 23, no. 4, pp. 395–404.
- Hillier, L, Warr, D & Haste, B 1998, 'Rural youth: HIV/STD knowledge levels and sources of information', *Australian Journal of Rural Health*, vol. 6, no. 1, pp. 18–26.
- Kong, FY, Hocking JS, Link, CK, Chen, MY & Hellard, ME 2010, 'Sex and sport: Sexual risk behaviour in young people in rural and regional Victoria', *Sexual Health*, vol. 7, no. 2, pp. 205–11.
- Macklin, M 2005, 'Building bridges: A systematic and collaborative approach to extending protection and abuse prevention strategies for women with intellectual disabilities in rural communities', *Rural Social Work & Community Practice*, vol. 10, no. 1, pp. 3–9.
- Quine, S, Bernard, D, Booth, M, Kang, M, Usherwood, T, Alperstein, G & Bennett, D 2003, 'Health and access issues among Australian adolescents: A rural-urban comparison', *Rural And Remote Health*, vol. 3, no. 3, p. 245.
- Stewart, FJ & Rosenthal, DA 1997, 'Rural and urban female secondary school students' attitudes towards and use of primary care services', *Australian Journal of Rural Health*, vol. 5, no. 3, pp. 126–31.
- Ward, J 2010, 'Better sexual health in Indigenous communities', *Aboriginal & Islander Health Worker Journal*, vol. 34, no. 4, p. 27.
- Warr, D & Hillier, L 1997, '"That's the problem with living in a small town": Privacy and sexual health issues for rural young people', *Australian Journal of Rural Health*, vol. 5, no. 3, pp. 132–9.

Weisberg, E, North, P & Buxton, M 1992, 'Sexual activity and condom use in high school students', *Medical Journal of Australia*, vol. 156, no. 9, pp. 612–3.

Westwood, J & Mullan, B 2009, 'Teachers' and pupils' perceptions of the school nurse in relation to sexual health education', *Sex Education*, vol. 9, no. 3, pp. 293–306.

Websites

Engaging with rural & regional communities: Community capacity building online toolkit
Queensland Government

www.qld.gov.au/web/community-engagement/guides-factsheets/community-capacity-building-toolkit/

Area of Study 4

Discourses in Sexuality Education



Introduction

This area of study is designed to introduce pre-service teachers to the concept of discourse and to use this concept to critically examine how their own experiences and understandings of sexuality education are shaped by various discourses, which in turn shape how and what they teach in sexuality education.

The research identifies three main approaches to teaching sexuality in schools (Farrelly et al. 2007): a traditionalist approach which treats sexuality as a moral issue and promotes abstinence before marriage as its overarching goal (Peppard 2008); a functionalist model which focuses on the reproductive mechanics of sexuality and on contraception and safe sex methods to alleviate the risks (of pregnancy and STIs) through which adolescent sexuality is usually conceptualised as dangerous; and an increasingly accepted sexual health or sex and relationship education (SRE) approach that starts from the assumption that sexuality is positive and links information and critical thinking with empowerment, choice and an acceptance of sexual diversity (Formby et al. 2010; Sinkinson 2009).

Each approach draws on a range of discourses to position sexuality, young people and sexual health in particular ways. In addition, negative discourses of danger, risk, immorality, permissiveness and sinfulness are common in the first two approaches. Rarely do discourses of pleasure and desire find their way into school-based programs. The discourses taken up by teachers impact on the way sexuality education is taught, what is covered in schools and what is omitted. Using a range of resources such as film, media reports and teaching and learning resources, pre-service teachers will participate in discourse analysis and examine the implications of these discourses for school-based sexuality education and for young people.

Area of Study 4 presents some quite complex theoretical understandings and challenging themes. As such, it is important to consider student sensitivities from the start, and this continues our overall emphasis on comfort and safety, and ensuring that pre-service teachers in your classroom feel supported and are provided with appropriate pedagogic models that they can transfer into practice in their own classrooms.

AIMS

- To critically examine the current approaches to sexuality education in schools and the discourses that shape these.
- For pre-service teachers to consider their own positioning to discourses about sexuality and sexuality education.
- To develop skills and strategies to assist pre-service teachers to deconstruct the common discourses evident in the current approaches.
- To increase knowledge and confidence in teaching sexuality education.
- To continue to develop a framework for teaching about sexuality education.

PURPOSE

- To gain a theoretical understanding of the impact of particular discourses in sexuality education on teaching and understanding sexuality education.
- To gain skills in discourse analysis to assist the critical teaching of sexuality education.

OUTCOMES

At the conclusion of this area of study, pre-service teachers should:

- have experienced a range of education strategies and innovative approaches to exploring and analysing the discourses in sexuality education
- be able to demonstrate the use of discourse analysis as a tool for critical reflection
- have a more developed framework for positioning and teaching about sexuality.

PREPARATION

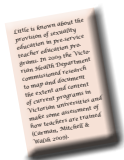
For the activities in each area of study, you will generally need a teaching space that is large enough for students to move about in, and moveable furniture. You will also need some or all of the following at various points:

- area study 4 PowerPoint presentations:
<http://www.deakin.edu.au/arts-ed/education/teach-research/health-pe/project/area-study-4.pdf>
- whiteboard and butcher's paper
- whiteboard markers; pens; coloured felt-tip pens; coloured textas
- stationery, including paper, scissors, sticky notes, Blu-Tack and sticky tape
- a computer (or tablets) and internet connection, to view parts of the *Sexuality Education Matters* video (from Deakin's iTunesU channel) and other videos as described in the activities
- TV and video/DVD player (rarely; pre-check each activity).

Note:

- Some activities require work done prior to the session, and very specific items, so make sure to review each area and its activities before you start teaching.

SUGGESTED PRE-READING



Allen, L 2007, 'Doing it differently: Relinquishing the disease and pregnancy prevention focus in sexuality education', *British Journal of Sociology of Education*, vol. 28, no. 5, pp. 575–88.

Carmody, M 2009, 'More than plumbing', in *Sex and Ethics: Young people and ethical sex*, Palgrave Macmillan, Melbourne, ch. 4, pp. 42–64.

Ferguson, RM, Vanwesenbeeck, I & Knijn, T 2008, 'A matter of facts ... and more: An exploratory analysis of the content of sexuality education in The

Netherlands', *Sex Education*, vol. 8, no. 1, pp. 93–106.

Laina, YB-C 2003, 'The trouble of teen sex: The construction of adolescent sexuality through school-based sexuality education', *Sex Education*, vol. 3, no. 1, pp. 61–74.

Lemke, T 2010, 'Foucault's Hypothesis: From the critique of the Juridico-discursive concept of power to an analytics of government', *Parrhesia*, no. 9, pp. 31–43.

GUIDED READING QUESTIONS



What is the basic premise or argument in each article?

Did anything surprise you?

What are the implications for teaching sexuality education?

OUTLINE FOR THIS AREA OF STUDY

1 Starting from lived experience	147
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1 Starting from lived experience

ACTIVITY 1: GRAFFITI SHEETS

Large group
15 minutes



AIM

- To introduce the concept of sexuality education by exploring pre-service teachers' personal understandings and experiences of sexuality education in and out of school.

PREPARATION

You will need:

- to do some practice completing the stem statements so that you can anticipate the types of responses you will get from pre-service teachers
- butcher's paper or A3 paper for the graffiti sheets.

BACKGROUND

This activity is designed to encourage pre-service teachers to start thinking about their role in sexuality education. The graffiti sheets are used to enable participants to reflect on their personal understandings and experiences in a group setting as a precursor to gaining an understanding of broader social discourses that shape their own sexuality and approaches to sexuality education.

PROCEDURE

- 1 Make six graffiti sheets by copying the following five headings onto butcher's or A3 paper. Place these around the room on walls, floor or tables:

Sexuality education leads to ...

The aim of sexuality education is to ...

The most important thing to teach in sexuality education is ...

Sexuality education should begin ...

Teaching sexuality education to primary pre-service teachers ...

- 2 Ask pre-service teachers to fill in their own responses to each of these statements.
- 3 Give pre-service teachers ten minutes to walk around and read the individual responses.
- 4 Ask for any comments on what has been written.
- 5 Using the results on the sheets discuss and examine the discourses that permeate sexuality education; for example, myths, language and presentation of innocence. Pose these questions:

Are the feelings that you have about sexuality education generally positive or negative? Why might this be?

Does seeing others' responses change what you may have been feeling?

This is also a good evaluative tool, as the lecturer/tutor can now clear up any further myths or misconceptions the pre-service teachers have, or choose different and extra activities to cover any areas that the pre-service teachers may be lacking information or clarity about.

You could also refer back to the Carmody (2009) reading on approaches to sexuality education and facilitate a discussion about those models and where pre-service teachers' experiences and understandings fit in.

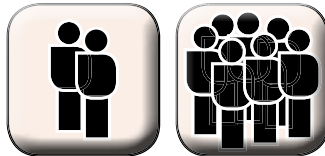
BRINGING IT ALL TOGETHER

Sexuality education means different things to different people. Its effects also differ because of our understanding, class, race or religion (and so on) and as a result of our gender.

2 What do we mean by 'discourse'?

ACTIVITY 2: DISCOURSE & SUBJECTIVITY

Paired and large group
90 minutes



AIM

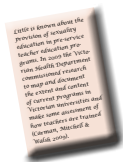
- To introduce the concepts of discourse and subjectivity as tools for deconstructing dominant discourses in gender and sexuality.

PREPARATION

You will need:

- the PowerPoint presentation *Area of Study 4: Discourses in Sexuality Education*
- the DVD *Dreamworlds 3: Desire, sex & power in music video* (Jhally 2008).

SUGGESTED PRE-READING



Lemke, T 2010, 'Foucault's Hypothesis: From the critique of the Juridico-discursive concept of power to an analytics of government', *Parrhesia*, no. 9, pp. 31–43.

McHoul, A & Grace, W 1995, *A Foucault Primer: Discourse, power and the subject*, UCL Press, London.

BACKGROUND

In this activity we explain the concepts of discourse and subjectivity using a poststructuralist framework, in order to provide some conceptual tools that are useful for deconstructing dominant discourses in sexuality education. Jhally (2009) urges us to make the invisible visible and deconstruct 'the environment in order to see ourselves in a new light', in effect becoming visual anthropologists. The PowerPoint presentation for this area of study can be used as it is, or adapted to suit individual contexts.

Discourse and subjectivity

What are the modes of existence of this discourse?
Where does it come from; how is it circulated; who controls it?
What placements are determined for possible subjects?
Who can fulfil these diverse functions of the subject?

(Foucault 1977, p. 138)

The model of discourse theory used here is derived from what Nancy Fraser has called the 'pragmatic model', which examines discourses 'as historically specific social practices of communication' (Fraser 1991, p. 101). Discourses in this formulation are:

not just a unity of themes, or a grouping of objects of knowledge, a professional terminology, or a set of concepts; but an interrelationship of themes, statements, forms of knowledge and (very importantly) positions held by individuals in relation to them ...

(Hudson 1987, p. 33)

In an effort to understand the relationship between language, social institutions, subjectivity and power, Michel Foucault conceptualised what he called a discursive field, which he saw as '... competing ways of giving meaning to the world and of organizing social institutions and processes' (Weedon 1987, p. 35). These discursive fields contain a number of competing discourses, which position people so that they have differential access to power. For feminist poststructuralists, discourses influence social institutions and individual subjectivity. Discourses also represent political interests and as such are sites for the struggle over the articulation of meaning and the access to the power that this provides. Pecheux sees discourses as never 'peaceful', in the sense that they always emerge out of conflicts with each other and as such are essentially political (cited in MacDonnell 1986, p. 43). **Activity 1: Graffiti sheets** was designed to allow pre-service teachers to make connections between their own experiences and the broader discourses on sexuality education that structure these, which are always political.

Discourse theory is useful because it emphasises the discursive construction of social identities in 'historically specific social contexts' so that identities are viewed as 'complex and plural' and shifting over time (Fraser 1991, p. 99). Fraser maintains that to be a woman or a man means to 'live and to act under a set of descriptions' which 'are drawn from the fund of interpretive possibilities available to agents in specific societies' (1991, p. 99). The video by Sut Jhally (2008) makes this point well in illustrating the limited possibilities open to young women in music videos. While the portrayals of femininity shown may be considered 'extreme', they are nonetheless influential in the lives of young people and are represented in a range of popular cultural texts.

The effects of discourses are unpredictable because they involve conflict over what counts as knowledge and socially acceptable practice in the process of forming social identities. The right to articulate truth claims, which is essentially what struggles over knowledge production are about, is not tied to notions of the 'real' within discourse

theory, as is the case for example in certain scientific discourses. Instead 'truth is at once a material, discursive, political, and subjective question' (Henriques et al. 1984, p. 114). Although dialogue is a prerequisite for discourses, nevertheless discourses are more than just a way of thinking and producing meaning.

Discourses do not set out what is true or false but 'what can have a truth-value ... or in other words, what is stateable' and thinkable and therefore what is desirable. They work through 'systems of exclusion such as the prohibition of certain words, the division between mad and sane speech, and the (historically contingent) disjunction between true and false' (Alcoff & Gray 1993, p. 265). More than one discourse can circulate in any given context and they exist in a hierarchical relationship to one another. Discourses govern what can be said and what is left unsaid as well as what is done or not done, and seen or not seen. They are inscribed on and in our bodies, and they inhabit our conscious and unconscious mind and emotional life. In other words, discourses exist in the social practices of everyday life.

The definition of discourse provided by Henriques et al. regards every discourse as

the result of a practice of production which is at once material, discursive and complex, always inscribed in relation to other practices of production of discourse. Every discourse is part of a discursive complex; it is locked in an intricate web of practices, bearing in mind that every practice is by definition both discursive and material ...

(Henriques et al. 1984, p. 106)

The inclusion of material production in this definition of discourse, together with an emphasis on the relationships between discourses, captures the complexity of the construct and is regarded as a positive move away from narrower definitions that tend to emphasise language over practice.

Foucault's notion of discourse is concerned with the production of the rules or conditions of its own continuance: the things that make discourses plausible. The different subject positions produced in a discourse all subscribe somehow to the 'rules' and all work in the conditions, even those which offer the potential to undermine or move on from the subject positions articulated.

PROCEDURE

- 1 View the DVD *Gender Codes* (Jhally 2009). Ask the pre-service teachers to note down the following whilst viewing:
 - What is the definition of 'gender code' in this DVD?*
 - Representations of masculinities and femininities.*
 - The language and props used.*
 - Examples of violence and abuse.*
 - Examples of disrespect.*
- 2 Give participants a few minutes to debrief in pairs.
- 3 As a whole group discuss the responses to questions, utilising the **Resource notes**.
- 4 Show the PowerPoint slides.

RESOURCE NOTES: CODES OF GENDER



Codes of Gender: Identity and performance in popular culture (DVD)

Sut Jhally (2009)

Sex and gender

Distinctions are made between sex and gender and the point is made that androgyny does not fit the strict categorisations of male and female. Using the work of Irving Goffman (gender advertisements), Jhally maintains that advertisements (what he calls commercial realism) use a gender code (meaning shorthand language and rules for behaviour) because they need to communicate 'quickly and deeply' – thus the gender displays in advertisements are made to look 'normal' because they draw on already existing codes of masculinity and femininity. Jhally urges us to make the invisible visible so as to deconstruct 'the environment in order to see ourselves in a new light'. We in effect become visual anthropologists.

One scene portrayed in the *Seinfeld* television series in which a beautiful girl has 'man hands' is used to introduce how hands are treated in advertising. Women's hands are portrayed with the environment controlling them – they need care and protection; while men's hands are portrayed as powerful and assertive – the male touch is utilitarian, bold, firm, commanding; women touch themselves; men touch them too.

The ritualisation of subordination

Women are often pictured lying down – a defenceless position signifying powerlessness – and these portrayals are always sexualised. Female sexuality is submissive, powerless and dependant. Gay men are portrayed in similar ways, signifying their subordination and links with femininity.

Women are often seen in canting postures (off centre, one leg drawn up, leaning the head or body to one side); in ridiculous poses; and in bashful portrayals (hiding part of their face with their hands, peeping out at the world; women looking over their shoulders is an extension of this). The point is that we don't notice this is strange unless men adopt these postures. Women are also often posed with their heads back – exposing their throats – surrendering any agency.

Licensed withdrawal

Women are also posed not paying attention, looking off into the distance, in a world of their own – what Jhally calls 'checking out'. Or else they are over-engaged – laughing hysterically, losing emotional control. Men are presented in the opposite way – women drift; men anchor and protect.

Infantilisation

Adult women never leave girlhood behind. They are presented in infantilised ways – sucking fingers for example – which are at the same time sexualised. All of this is seen as unremarkable, normal and natural. Women are often shown hiding like children from the world as well – they adopt silly positions; they are doll like; they are often

posed with young girls or children who look like them and even dress like them. In this way young girls become acquainted with womanhood – what are the consequences?

Codes of masculinity

We cannot speak of codes of femininity without speaking of masculinity – femininity's opposite. Men are portrayed as balanced, upright, grounded, prepared – their gaze is directed outwards and they are active in the world. There are exceptions when this code is relaxed – a shift because of the prominence of men's fashion perhaps, and a subsequent increase in the scrutiny of men's bodies? The conundrum, however, is that you can't imply that men are gay if you want to sell clothes.

Trapped in the code

Potentially code-breaking representations of feminine power do exist, but on investigation even these are not enough to break the code. Jhally gives an example of female athletes. They are often portrayed as glamorous, and striking submissive poses – they can't be too strong or mannish or they would be accused of being lesbians. Action films and sport are coded as masculine, so female athletes need to prove that they *are* women, otherwise female heterosexuality would be at risk.

History, power and gender display

The images and portrayals we've been discussing aren't created out of thin air. Advertising makes use of what is already there in our culture. According to Jhally, in order to understand the present we have to analyse the past. He uses a European oil painting as one example – women present themselves to be gazed at, and men gaze. Advertising reflects the past even as it creates a new reality. Guess jeans ads are analysed in some detail and Paul Marciano, who created the Guess campaign, explicitly harks back to Vargas drawings that depict women as subordinate and in poses that Marciano copies – 'Our fantasies: Your realities'. Deconstruction makes the 'normal' strange and what is 'invisible' visible.

BRINGING IT ALL TOGETHER

Knowledge is discursively produced, historically specific, contextual and always political. Dominant gender and sexuality discourses attempt to tell us how we should be as women and men (e.g. heterosexual and powerful for males; heterosexual and submissive for females) and in turn govern our practices. However, these discourses are contestable and open to change.

ACTIVITY 3: JUNO

Large group
Up to 2 hours



AIM

- To develop skills and strategies to assist pre-service teachers to deconstruct common discourses evident in current approaches to sexuality education.

PREPARATION

You will need:

- to obtain and watch the DVD *Juno* (Reitman 2007)
- to practice completing the activity as outlined so that you can guide pre-service teacher responses
- butcher's paper or A3 paper for graffiti sheets
- *Slide 2: The self and others.*

BACKGROUND

Messages that we receive via popular cultural texts are powerful public pedagogies that cannot be ignored in sexuality education because they continually tell us who we should be, and what we should do in relation to gender and sexuality. Sut Jhally (2008) for example, in his analysis of music videos, maintains that women's bodies are an important currency through which these videos are sold. The depictions therein are important because they tell us generally how culture teaches us how to be men and women, and thus give us a way to understand ourselves. Jhally also points out that the types of femininity (and masculinity) portrayed are not 'genetically encoded' but tell us 'stories of what is normal and what is not' (Jhally 2009). Emma Rich draws on Bernstein's (2001) notion of a 'totally pedagogized society' and Giroux's (2004, p. 62) claim of the centrality of cultural studies 'to any viable notion of pedagogy' in her critique of the 'obesity crisis' (Rich 2011, p. 4). Public pedagogies can complement or contradict school-based pedagogies in the teaching work of understanding who we are and how we should act in the world.

Jhally makes the point that it is not whether an image is good or bad but whose story is being told. He maintains that the stories that are told are 'narrow' and lack diversity in their depictions of human sexuality. He poses some important questions that can be used as is or adapted to frame any analysis of a range of popular cultural texts:

Whose eyes do we see the world through?

Whose eyes do we not see the world through?

Who is behind the camera?

Whose vision and values guide us through the process by which we learn to be a man or a woman?

And whose fantasies?

Juno

In our teaching we have successfully used the DVD *Juno* (Reitman 2007), a story of an unplanned teenage pregnancy and its effects on people connected with the central character, the teenage girl Juno.

However, this particular story is just one example. You can select any work that covers similar territory, depending on your focus and your pre-service teachers' context and experiences. *Knocked Up* and *Waitress* (released in the same year as *Juno*) explore similar themes.

Juno is widely available for purchase or hire. Depending on the time available you can use it in its entirety (96 minutes) or choose particular scenes to foreground issues related *Juno* (Reitman 2007) to your current teaching focus. The themes we have identified in this film are:

- depictions of adolescence and adolescent sexuality
- demonisation and surveillance of adolescents
- unsafe sexual activity
- adolescent sexuality as rampant, uncontrolled and even dangerous; depicted in the young women's relationships with young men and in their relationships with older men in positions of power – both as infantilisation and being treated as if they are adults



Juno (Reitman 2007)

- views of abortion that do not present it as a viable option for women: it's depicted as unreasonable or even unthinkable
- IVF and surrogacy
- narrow stories about adoption and its consequences
- various forms of psychological and emotional detachment as necessary to the adoption process
- the reification of motherhood as the ideal form of womanhood, which is not applied in the same way to fatherhood; men are often depicted as irrelevant
- strong women and weak men
- choices: career or motherhood
- the medicalisation of pregnancy.

PROCEDURE

- 1 Present *Slide 2: The self and others* as an introduction to this activity. Again, this can be adapted with different examples to suit the context of your teaching. Pre-service teachers have already started to identify dominant discourses in sexuality education programs from their own experiences in **Activity 1: Graffiti sheets**.
- 2 Provide pre-service teachers with the set of questions posed by Sut Jhally in the introduction to this activity so they can begin to develop a framework for viewing popular cultural texts. These questions can be added to or adapted to suit your context and purposes.

Another set of questions is available (accessed 20/06/12) at:

www.damaris.org/content/content.php?type=1&id=408

For example:

Why do you think that being 'sexually active' and unwanted pregnancies are so common among teenagers in our society at the moment?

Why do you think Juno decides against having an abortion?

How important is family in Juno, and what do you think the film has to say about the way families ought to be?

- 3 Divide pre-service teachers into small groups, each with butcher's paper and markers, and get them to answer these questions. Groups should also nominate someone to report back to the whole group.
- 4 Finish the activity with a summary of findings and with pre-service teachers considering the possible implications of the way young people, gender and sexuality are portrayed in popular cultural texts.

What are popular cultural texts saying about what we should or should not be, and how we should or should not act?

ACTIVITY 4: SCRAPBOOK – JIGSAW MEDIA

ANALYSIS

Large group
30 minutes



AIM

- To analyse the way that sexuality and gender are positioned in the media.

PREPARATION

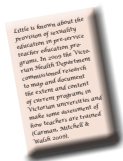
You will need:

- to source a series of media articles that explore sexual diversity and education or use the two samples provided
- enough copies of your media articles such that each group of three has one copy of each article.

BACKGROUND

In **Area of Study 3** on diversity we described a media analysis exercise that would also be suitable for use in identifying discourses on sexuality and gender reproduced via the print media. The following articles are examples that could be used for discourse analysis using the questions posed at the beginning of this area of study.

SAMPLE ARTICLES



If you loved me ... : Girls want love and commitment; boys just want sex

Curtis, M 1998, 'If you loved me ... : Girls want love and commitment; boys just want sex' and 'Waiting for the ring' and 'Waiting for the ring', *The Age*, 9 December, p. 16.

Don't ask, don't tell: The Education Department is deserting gay students and teachers

Green, S 2005, 'Don't ask, don't tell: The Education Department is deserting gay students and teachers', 'School marches for equality' and 'The Minister replies', *The Age*, 7 March, pp. 4–5.

BRINGING IT ALL TOGETHER

The mainstream media is a powerful medium for providing students in schools with negative discourses around sexuality and sexual diversity. It is important to be aware of what students (and their parents) are reading so that discourses present in such content can be analysed with students.



**Girls want love and commitment; boys just want sex.
Teenage sexuality is still the emotional minefield it has always been,
but what really makes young people decide to “do it” or not?**

Curtis, M 1998, 'If you loved me ... : Girls want love and commitment; boys just want sex' and 'Waiting for the ring' and 'Waiting for the ring', *The Age*, 9 December, p. 16.

By MAREE CURTIS

It's a blokey thing, says Phillip, 19. Even if you never had, you wouldn't let on. The other guys just wouldn't understand. They'd think you were a bit strange. Blokes are expected to have sex. Or, at the very least, to want to have sex. Why? "Curiosity," says Phillip. "Guys just like it."

"I don't see the point of sleeping with someone I don't love," says 18-year-old Kelly. Why? Well, she says, there are so many issues to consider – self-respect; self-esteem; unplanned pregnancy; sexually transmitted diseases. Sex is an important step. It should involve commitment. And thought.

What a surprise – young men and young women think differently about sex. That's just one of the things we know about adolescent sexual behavior. We also know that 33 per cent of year 11 students – 16 and 17-year-olds – and more than 50 per cent of year 12 students choose to be sexually active.

But, it's not so much what they are doing that's important, says Deakin University professor of psychology Marita McCabe, as why they are doing it. "It is such a big part of life. The more information we have, the more we can help young people with the decision-making process."

McCabe is supervising a PhD project by researcher Eoin Killackey, who hopes to unravel some of the mystery surrounding the reasons why young people make the decisions they do about sex. Killackey will interview young men and women between 18 and 21 about the factors that influence their decisions about whether to have sex or not. The research will be completed by October next year.

"There's lots of research about older people's relationships, but not about the issues affecting young people," says Killackey. While things such as parental attitude, peer pressure, religion, cultural background, education and gender are known to have some influence on sexual behavior, it is unclear how they influence young people.

"We don't know how these factors act together to form intentions regarding sexual behavior, and which factors are more important than others," says Killackey.

"The reasons for having sex are different for males and females. Females are looking for more

relationship things – expressions of commitment, love and closeness. In general, it seems that males aren't necessarily looking for those things. They want fun and it may be an expression of a relationship, but not necessarily a commitment.

"This research could help when counselling young people about relationships and in developing sexual health strategies. We can only do that through understanding and information."

And the more information we can give young people the better, says associate professor Michael Carr-Gregg from the Centre for Adolescent Health. A father of two boys, including an 18-year-old, Carr-Gregg says he has copious examples from his own life that young people are "attending to matters sexual at an earlier age than ever before."

"You become acutely conscious, even walking into a newsagency with all the girlie magazines. There are kids who have the opportunity to discuss what they see with their parents, what it means," he says.

Carr-Gregg worries about these kids, particularly when it comes to sexually transmitted diseases: "I've talked to street kids who are using potato chip packets for condoms. One of the biggest issues is how much they know about these things, because to not know leads to death, disease and disability."

While Phillip is a committed relationship type of man, he has been amazed by friends' laidback and ill-informed attitudes towards casual sex and STDs: "I asked one if he had used protection and he said, 'No, but it's OK because I was only her second guy'. I nearly fell off my chair. Some guys have the view they are invincible."

"A lot of guys don't even consider pregnancy. That mentality is foreign to me. I would hate to have my girlfriend pregnant. Some guys almost seem to think it is not their responsibility, the only thing they have to worry about is catching something and, even then, they don't always worry about that."

While it may be tempting to believe that adolescents are completely at the whim of their overactive hormones, that's only part of the story, says McCabe. "There is a certain element of the spur-of-the-moment kind of process involved, but there's a lot more to it than that."

"People don't just have sex if they haven't done some thinking about it beforehand. Being madly

in love, or if they have been drinking, can affect judgment or lack of judgment."

Women, she believes, are more calculating in their decisions and more likely to have some sense of what they may or may not do. "Guys are more likely to get carried away," she says, although she's not too happy that this often translates into young women being forced to take a 'gatekeeper' role.

"I think guys are starting to change, to think that it isn't the be all and end all to 'score'. But it's a slow process."

To put it bluntly, says Kelly: "Guys are just after it if they can get it. I don't think young women will take it as far as young men. They recognise that it is a choice, and if they choose not to, it's OK. They are waiting for a person they want to get closer to, rather than (have) a quickie."

Parents concerned that their children will make bad decisions simply to be rebellious can relax, says McCabe: "They don't reject family values, they are questioning their relevance for themselves. Rather than just accepting, they are saying 'Is this the way for me, or are there alternatives?'"

"Adolescents are not particularly concerned with health issues, because they are going to live forever. What's important to them, even more than what feels good, is what is going to be acceptable by their peers and their families – the family values that have become part of them."

Killackey agrees that of all the things that combine to influence the decisions adolescents make, the two biggies remain parental and peer pressure: "And, it's not necessarily what the peers are getting up to, it's what the (young person) thinks they are getting up to."

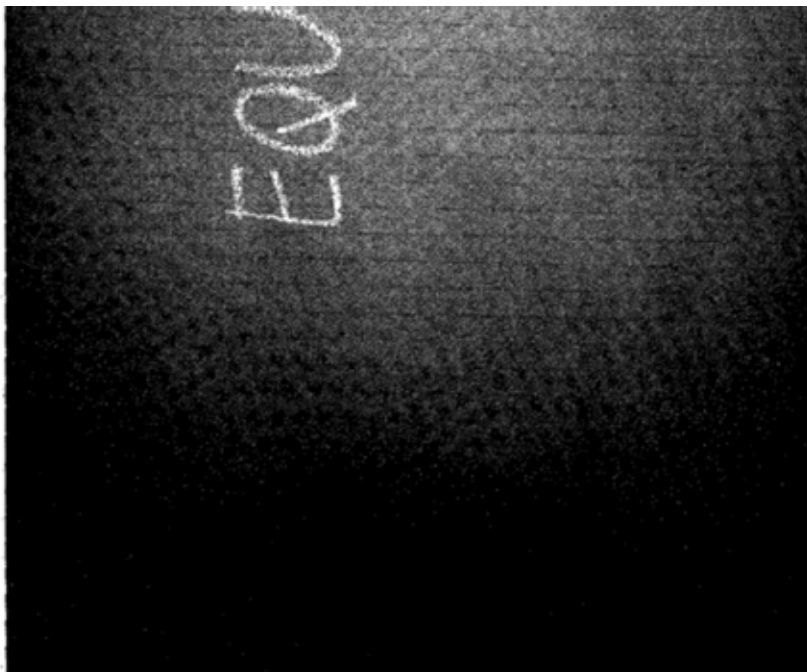
Although adolescents continue to be influenced by their family's values, peer influence becomes more significant during years 7, 8 and 9. By year 10, peers exert enormous pressure to conform: "Once, this transition occurred later," says Killackey. "But, for whatever the reasons, kids are now making these decisions earlier and earlier. It's important to find out why."

● Eoin Killackey needs heterosexual males and females aged between 18 and 21 to take part in the anonymous and confidential study. Participants will be asked to fill in a 10-minute questionnaire now and another in six months. For information, telephone Deakin University on 9244 6519.

COVER STORY

Don't ask, don't tell

The Education Department is deserting
gay students and teachers. Education
editor **Shane Green** reports.



Green, S 2005, 'Don't ask, don't tell: The Education Department is deserting gay students and teachers,' 'School marches for equality' and 'The Minister replies,' *The Age*, 7 March, pp. 4-5.



ON A Friday afternoon last August, the school bus eased to a stop outside the suburban primary school. It was a typical scene: parents milling to meet tired children back from camp, and equally weary teachers ready to hand over their charges. Jane, a Melbourne University student teacher on her final internship, stepped off the bus and found a friendly face. Jane's partner had finished work early and had come to pick her up.

"There were millions of people swarming around — kids, parents, teachers — and you would think that nobody would give a second look to who picked me up," says Jane. "But these kids were definitely on to me. And they did notice. They noticed a woman picked me up."

Jane (her name has been changed to protect her identity) was off the following Monday with a throat infection from the camp. On Tuesday, even before the bell had sounded, the repercussions began. As her grade 5 and 6 class put their bags away, a girl walked up. "Miss," she asked, "who was that woman who picked you up after camp on Friday afternoon?"

It was none of her business, replied Jane. But the question would repeatedly resurface as the day progressed. In a reading group, a boy picked up a stuffed animal she used as a teaching aid. "This frog's got a bow tie," the boy said. "It must be gay. Yuck!" He hurled it across the room.

Jane decided to act. "Even if I wasn't gay, I wouldn't let it go," she says. She challenged him, asking what he thought would happen if he touched a gay person.

Then came the question. "Miss, who was

that woman who picked you up Friday?"

"I thought, 'This is ridiculous, I'm going to put a stop to this,'" recalls Jane. "These kids are baiting me because they want to hear it from my own mouth. I thought I'll tell them. Yes, that woman was my partner. Yes, I'm gay."

A discussion of no more than five minutes followed. One girl told the group she had an aunt who was gay and "I think she's great". Later, several students admitted they already knew Jane was gay. Even before she took the teaching round, Jane was worried that word would get out, because a friend of her partner had a child at the school. "There were all sorts of rumours flying about," she says. "My suspicions were confirmed."

The next morning, the students went off to music and Jane was summoned to the principal's office. As Jane tells it, the principal told her there had been several phone calls from parents. Then came the accusation. "You've been discussing gay issues with children, you've been conducting sex education lessons."

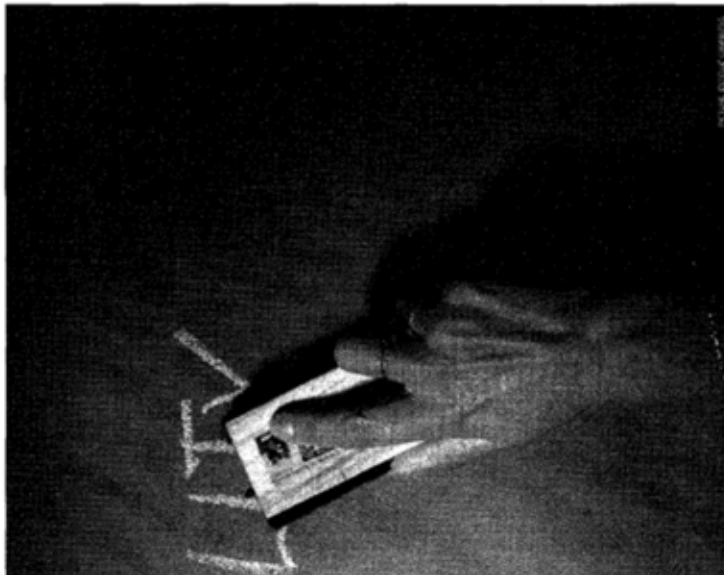
Jane denied it and tried to explain the circumstances leading up to the day before. According to Jane, the principal cut her off. "He was very hostile, very condescending," she says. "At that point, I got very angry and . . . I actually said to him, 'Do you want me to make this easy for you and leave?'"

She walked out, went back to the classroom. Too upset to teach, she went to her partner's work to tell her what had happened. By the time she got back to the faculty of education at the university, the principal had rung through, saying her internship was "irretrievable". Jane recalls: "I was devastated. I spent the next week and a half not knowing



Associate Professor Ray Misson says the message given to the pupils is appalling.

PICTURE: DOMINIC O'BRIEN



For young women, there are links to self-harming behaviour and drug use.

Private schools — particularly Catholic schools — appear to be better in dealing with gay and lesbian issues. Ms Mitchell says that on an ad hoc basis, Catholic schools are more receptive because of their focus on pastoral care.

Although Ms Mitchell says the Catholic Church hierarchy isn't any better than government schools — "or maybe even worse" — individual Catholic schools "have really made some big steps forward on this one".

The view is supported by Tony Keenan, who heads the Victorian Independent Education Union and chairs the ministerial advisory committee on gay and lesbian health.

"It's great to see that schools are providing some really great programs now," he says. "By and large, a lot of schools have made efforts to make the school a safer place for same-sex attracted (young people)."

There are some exceptions. There are

some schools that wouldn't be safe."

Keenan continues: "I'm not shy in criticising schools. But I must say, they've done a really good job by and large."

Keenan says that for gay teachers it's still very difficult to be "completely out". But he says that in his time heading the union, there has not been a case of discrimination against a gay teacher. Rather, they have involved women who have been pregnant and unmarried.

In the public system, Ms Mitchell points out there are some schools running very good programs. "But it's completely the efforts of the school themselves and a few movers and shakers there," she says. "It's absolutely without any mandate or any support from the Education Department."

Schools appear to be out of step with developments in the wider community. Ms Mitchell says: "It's like it's the last bastion of homophobia... because they are not being directed to meet their obligations under the Equal Opportunity legislation."

The experiences of two community-based projects run in conjunction with the La Trobe research centre also support this assessment. The Generation Q project was run in the Brimbank area by the Good Shepherd Youth and Family Service. The aim of the recently completed two-year program was to provide support for same-sex-attracted and transgender young people.

The final report declared the program "extremely successful". But the success in schools varied. More than half the young people attending the program had disengaged from school because of high levels of bullying, harassment and discrimination.

The report found that the overcrowded curriculum meant that schools became "overwhelmed" by outside issues. Some schools also wanted an impossible "quick fix" to homophobic abuse. Others firmly believed they had no same-sex-attracted students, while some were afraid of being identified as a "gay school".

"There is a climate of fear around this issue — fear of parental and wider community backlash," the report said. It singled out the Education Department for failing to give a clear instruction to remove homophobic discrimination and abuse.

In one school, there was a startling experience when a project worker ran a year 9 health class. The report found the level of the students' homophobia was "extreme, violent and deep-seated".

"Many justified their feelings and views based on their religion, faith and culture," it said. "Others just said that it was not natural or that it was wrong."

Several suggested that there should be a "gay school" and if they found where it was, they would "bomb it".

There was a similar experience of an award-winning youth suicide prevention program in central Victoria, which formed gay-straight alliances of young people to tackle discrimination against same-sex-attracted young people.

The WayOut project involved working with schools. While some schools — including a Catholic secondary college — embraced the project, state secondaries were "generally cautious and/or resistant".

At one secondary school, a group of students were denied permission to meet because they were a "political group". A young Christian group was allowed to meet.

The project's final report found school communities did not believe that the Education Department "was behind them in addressing homophobia or . . . that it required them to address homophobia in the school community".

"In fact, many school staff were afraid of a

The Minister replies

EDUCATION Services Minister Jacinta Allan said she was not aware of all the details involving Jane but she was "deeply troubled by the incident described to me by *The Age* newspaper".

"Harassment like this is a form of bullying and, like bullying, should not be tolerated," she said. "No one in the community should be bullied on the basis of their sexuality, or indeed their religion or race. To do so breaches Victoria's discrimination laws."

Ms Allan said she was heartened that the student teacher was placed in another government school without incident. She said schools should be a place where diversity is respected and supported.

"There are more than 1600 government schools across the state," she said. "Any issues around this type of bullying are difficult and are also a reflection of wider social attitudes we all are trying to improve."

She said that schools must comply with Victoria's anti-discrimination laws and take "that obligation seriously".

"Any teacher or staff member has the option to pursue legal action and I would urge them to do so if they felt it was warranted," she said. "Some schools are making positive steps towards stamping out any form of bullying in schools. Other schools can be doing better. We are in the process of gathering together all of the best examples of anti-bullying programs in schools to share them with the wider education community."

backlash if they became involved in addressing homophobia in the school."

Back in Melbourne, Jane continues to look for full-time work. The disruption and stress she experienced meant that she missed applying for jobs late last year. She ended up one mark off attaining honours — which had been a virtual certainty if not for the trauma of her internship.

She remains defiant, hoping her story will make a difference. "Kids get taught by gays all the time but they don't know it," she says. "For them to know it, that's the fear. If they know that their teacher is gay, then people have got this idea — I don't know what they think is going to happen. They're terrified of it."

"I thoroughly resent and am insulted at the suggestion that because I happen to love a woman and sleep with a woman, that somehow impugns my character, my judgement, my honesty and my integrity. That it makes me less than human."

3 Comparisons of sexuality education approaches

ACTIVITY 5: EUROPEAN STUDY TOUR

– DIFFERENT DISCOURSES, DIFFERENT APPROACHES

Large group
45 minutes



AIM

- To introduce the concept of sexuality education by exploring pre-service teachers' personal understandings and experiences of sexuality education in and out of school.

PREPARATION

You will need:

- access to the video *Teens and Sex in Europe: A story of rights, respect and responsibility*:
www.advocatesforyouth.org/publications/719?task=view
- to preview the video and make some notes about the different discourses evident in approaches to sexuality education in the US and Europe (see the questions below).

PROCEDURE

- 1 Revisit the discourses identified by pre-service teachers in the preceding activities in order to remind them of some of the dominant discourses in sexuality education from their own experiences and those reflected in popular cultural texts.
- 2 Play the video *Teens and Sex in Europe: A story of rights, respect and responsibility*.
- 3 As a whole group discuss the different approaches evident and their consequences, and what this might mean for practice in schools.

Can you identify any of the models (traditionalist, functionalist or the sex positive approach) identified in the introduction to this area of study?

What other dominant discourses can you identify?

Resources

All of the activities in **Area of Study 4** can be adapted for use with pre-service primary school teachers by using age appropriate videos, television programs or books. A focus on stereotypes, gender roles and popular language used in advertisements, music videos and television programs consumed at different age levels and, in particular, different cultural contexts would be suitable.

PUBLICATIONS

Morris, S & Warren, K 2010, *The Codes of Gender*, study guide, Media Education Foundation, Northhampton, Massachusetts, accessed 16/10/12
www.mediaed.org/assets/products/238/studyguide_238.pdf

Yousman, B, Earp, J & Geissman, J 2007, *Dreamworlds 3: Desire, sex & power in music video*, study guide, Media Education Foundation, Northhampton, Massachusetts, accessed 16/10/12
www.mediaed.org/assets/products/223/studyguide_223.pdf

Area of Study 5

Frameworks, Policies & Approaches



Introduction

This area of study explores some of the current key frameworks, policies and approaches for understanding and addressing issues of sexuality education in schools. It is designed to enable students to compare the current policies and frameworks in Victoria with those of other states and territories, and in other developed and developing countries. Pre-service teachers will become familiar with the Department of Education and Early Childhood Development (DEECD) website, including the *Catching On Everywhere* resource (DEECD 2008a & b) that documents and distributes the key policies and resources for sexuality education in Victoria. Participants will also become familiar with national resources and websites provided by Department of Education, Employment and Workplace Relations (DEEWR).

DEECD and the Department of Health work in partnership to ensure the development of comprehensive sexuality education support and resources for schools. New strategic documents will continue to support sexuality education and the ongoing partnership between the two departments. Students are to be offered education related to HIV/AIDS and other sexually transmissible infections (STIs) and blood-borne viruses (BBVs) as part of a comprehensive health education program. The issue of STIs and BBVs (including HIV/AIDS) is intrinsically bound up with sexuality-related issues and is most effectively dealt with when also included in a broad curriculum context and using the model for whole-school learning in sexuality education.

The underlying emphasis of this curriculum approach is one of health promotion. It aims at developing responsible behaviour and attitudes in order to eliminate risks to the health and wellbeing of individual students and the communities in which they live. The ultimate aim is to provide students with the knowledge, skills and behaviours necessary to prevent infection from a range of STIs and BBVs through a strengths-based approach.

This area of study is also designed to provide the opportunity for pre-service teachers to explore their own positioning in relation to government directives (such as mandatory reporting) and sexual diversity and to begin to consider methods of addressing issues of sexuality commonly occurring in middle school settings.

AIMS

- To become familiar with current policies and practice related to sexuality education, nationally and internationally.
- To examine the implications of government policies and understandings on the provision of sexuality education in primary and secondary schools.
- For pre-service teachers to consider their own attitudes to government policy in relation to relevant issues.
- To understand the various theoretical frameworks underpinning sexuality education policies and practice.

- To increase knowledge and confidence in teaching sexuality education.
- To continue to develop a framework for teaching about sexuality education.

PURPOSE

- To examine the current international, national, state and local policies and practices in sexuality education to better understand the work that Victoria does in the field.
- To model the use of frameworks and strategies to develop and evaluate sexuality education programs.
- To provide pre-service teachers with the 'big picture' on sexuality education so that they better understand their role.

OUTCOMES

At the conclusion of this area of study, pre-service teachers should:

- be equipped with the skills to consider how to implement the required policies and procedures recommended for an effective sexuality education program in their schools
- have developed the skills to determine or evaluate a 'best practice' approach to sexuality education.

PREPARATION

For the activities in each area of study, you will generally need a teaching space that is large enough for students to move about in, and moveable furniture. You will also need some or all of the following at various points:

- area study 5 PowerPoint presentations:
<http://www.deakin.edu.au/arts-ed/education/teach-research/health-pe/project/area-study-5.pdf>
- whiteboard and butcher's paper
- whiteboard markers; pens; coloured felt-tip pens; coloured textas
- stationery, including paper, scissors, sticky notes, Blu-Tack and sticky tape
- a computer (or tablets) and internet connection, to view parts of the *Sexuality Education Matters* video (from Deakin University's iTunesU channel) and other videos as described in the activities
- TV and video/DVD player (rarely; pre-check each activity).

Note:

- Some activities require work done prior to the session, and very specific items, so make sure to review each area and its activities before you start teaching.

OUTLINE FOR THIS AREA OF STUDY

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1 From international to local: A look at what is needed for effective sexuality education

ACTIVITY 1: FRAMEWORKS, POLICIES & APPROACHES – RESEARCH PRESENTATION

Large group
40 minutes



AIMS

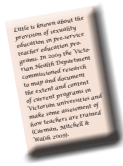
- To become familiar with current policies and practice related to sexuality education, nationally and internationally.
- To examine the implications of government policies and understandings on the provision of sexuality education in primary and secondary schools.

PREPARATION

You will need:

- the PowerPoint presentation *Area of Study 5: Frameworks, Policies & Approaches*, and *Slides 2–18* (the research presentation)
- *Slides 19–45: Sexuality Education: Policies, perceptions and practices* (Steven O'Connor, DEECD)
- the **Worksheet: What do you know?**

FURTHER RESOURCES



The following websites may also prove useful for pre-service teachers:

Introduction to Health & Physical Education

<http://ausvels.vcaa.vic.edu.au/Health-and-Physical-Education/Overview/Introduction>

Health & Physical Education Stages of Learning

<http://ausvels.vcaa.vic.edu.au/Health-and-Physical-Education/Overview/Stages-of-learning>

Safety and sensitive issues in Health & Physical Education

<http://ausvels.vcaa.vic.edu.au/Health-and-Physical-Education/Overview/Safety-and-sensitive-issues>

Sexuality Education and AusVELS

<http://ausvels.vcaa.vic.edu.au/Health-and-Physical-Education/Overview/Sexuality-education>

PROCEDURE

- 1 Instruct pre-service teachers that they will be looking at frameworks, policies and approaches that are available to help support their work in sexuality education. These resources are great starting points for understanding the work that is being done in the area and also what is expected of teachers.
- 2 Hand out the **Worksheet: What do you know?** and show *Slide 3* (the frameworks brainstorm). Ask pre-service teachers to fill in the worksheet based on their knowledge. Acknowledge there will be gaps in their understanding of this area and that this activity is a good method for evaluating prior knowledge.
- 3 Discuss what frameworks, policies and approaches are known and how pre-service teachers have found out about and used them.
- 4 Show the *Frameworks, Policies & Approaches – Research presentation* and discuss the implications for knowing this information in practice as teachers.
- 5 Show the PowerPoint presentation *Where does sexuality education fit with AusVELS?* This could be done along with extracts from any of the websites above, showing what is taught where and the relationships with other domains. You might also like to use the current ACARA health and physical education curriculum paper (ACARA 2013) to identify the place of sexuality education.
- 6 Show the PowerPoint presentation *Sexuality Education: Policies, perceptions & practices* and discuss the implications for teacher practice. (Note the link to a vodcast on Slide 42.)

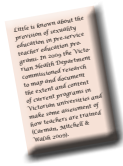
BRINGING IT ALL TOGETHER

Frameworks, policies and approaches are important for pre-service teachers to be aware of for several reasons. First, they set the ground rules for what is to be covered in a comprehensive sexuality education program; second, they provide boundaries for teachers to keep them safe; and third, frameworks, policies and approaches provide a response to any parental or school community inquiry.

WORKSHEET: WHAT DO YOU KNOW?

International	National	State	Local

RESOURCE NOTES: WHAT DO YOU KNOW?



International

United Nations Educational, Scientific and Cultural Organization (UNESCO)

UNESCO has published *International Guidance on Sexuality Education* (2009b), which reviews current evidence on sexuality education programs and includes information on planning and implementation, characteristics of effective programs and good practice in educational institutions. The overall focus is on diversity of attitudes and behaviours within and across diverse cultural settings, and links to gender and sexuality as 'fundamental to human life' (p. 2).

See <http://unesdoc.unesco.org/images/0018/001832/183281e.pdf>

World Health Organization (WHO)

The World Health Organization has a number of relevant policy documents and preferred approaches, which are accessible on their website.

See www.who.int/topics/sexual_health/en/

Sexual health is a state of physical, mental and social wellbeing in relation to sexuality. It requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence

(WHO 2012)

As the above quote indicates, the World Health Organization advocates a sex-positive approach to sexuality that is reflected in various national and state policies in Australia. This approach differs markedly to the abstinence-only policies evident in many jurisdictions in the US, by contrast.

National

Department of Health and Ageing

The Department of Health and Ageing developed a suite of strategies that aim to reduce the transmission of STIs and BBVs and the morbidity, mortality and personal and social impacts they cause. These strategies were developed with consultation from other organisations and individuals; partnerships and actions are ongoing.

The Second National Sexually Transmissible Infections Strategy

www.health.gov.au/internet/main/publishing.nsf/Content/ohp-national-strategies-2010-sti

The Sixth National HIV Strategy

www.health.gov.au/internet/main/publishing.nsf/Content/ohp-bbvs-hiv

The First National Hepatitis B Strategy

www.health.gov.au/internet/main/publishing.nsf/Content/ohp-national-strategies-2010-hepb

The Third National Hepatitis C Virus (HCV) Strategy

www.yourhealth.gov.au/internet/main/publishing.nsf/Content/ohp-bbvs-hepc

The Third National Aboriginal and Torres Strait Islander Blood Borne Viruses and Sexually Transmissible Infections Strategy

www.health.gov.au/internet/main/publishing.nsf/Content/ohp-bbvs-atsi

Talking Sexual Health: National framework for education about STIs, HIV/AIDS and blood-borne viruses in secondary schools

Published by the Australian Government in 1999 and currently being updated, this framework is still very relevant. The authors use research to argue for:

- taking a whole-school approach: developing partnerships
- acknowledging young people as sexual beings
- acknowledging and catering for the diversity of all students
- providing an appropriate and comprehensive curriculum context
- acknowledging the professional development needs of the school community (ANCAHRD 1999, Executive summary, p. 5).

See www.education.vic.gov.au/school/teachers/teachingresources/social/physed/Pages/resources.aspx

National Safe Schools Framework

This framework was developed by the Ministerial Council on Education, Employment, Training and Youth Affairs and is designed to address issues related to bullying, harassment, violence, child abuse and neglect. It provides information on existing good practice and adopts a national approach to help schools address these issues in their communities. A summary of research and other related documents are available on the website.

The focus is on valuing diversity and contributing positively to the safety and wellbeing of self and others.

See www.dest.gov.au/sectors/school_education/publications_resources/profiles/national_safe_schools_framework.htm

Policy Statement Consolidation of Commonwealth Anti-Discrimination Laws

The Law Council of Australia (2011) released an anti-discrimination policy statement, which attempted to consolidate four grounds of discrimination (sex, age, disability and race) that are currently dealt with in different ways under different government acts. It may surprise you to know that Australia does not currently have a 'Commonwealth Human Rights Act or any specific constitutional recognition of the right to equality' and because of this the Law Council asserts that 'the symbolic and substantive importance of the consolidated Act should not be underestimated' (Law Council of Australia 2011, p. 2). This policy statement mentions the Australian Government's commitment to 'additional protection related to a person's sexual orientation or gender status' (p. 2).

Search www.lawcouncil.asn.au or go to <http://goo.gl/720bV>

State

DEECD: School Policy and Advisory Guide

The purpose of this guide is to provide access to DEECD's policies at:

www.education.vic.gov.au/school/principals/spag/Pages/spag.aspx

This site includes policies on STIs and BBVs under the 'Student Health' logo on the home page. Under the 'Curriculum' logo there is reference to sexuality education:

Comprehensive, inclusive sexuality education is a compulsory part of a school's health education curriculum, taught and assessed by teachers.

The promotion of sexual health is a responsibility shared between schools, the local health and welfare community, and parents. School-based sexuality education programs are more effective when they are developed in consultation with parents and the local community. Learning and teaching in sexuality education should be developmentally appropriate.

A parent/carer may decide not to allow their child to participate in the sexual health component of the school's health education.

Note: Schools must support and respect sexuality diversity including same-sex attraction. [See Supporting Diversity in Schools – DEECD 2008c.]

(DEECD 2012)

Further information and advice can be accessed under the 'About Sexuality Education' banner on this site.

DEECD: Catching On to Sexuality Education

Despite many excellent programs in Victorian primary schools, concerns by school leaders about crossing strongly held family values, a lack of access to teacher education (or support for teachers who may wish to attend), fear of saying the wrong thing to students and juggling crowded curricula have led some schools to avoid the subject of sexuality education (Buston, Wight & Hart 2002). Whilst it is compulsory for government schools to include sexuality education as a part of the curriculum, a considered approach to introducing sexuality education is justified.

DEECD (and formerly the Department of Education and Training – DET) has developed a range of resources under the 'Catching On' umbrella that have been released since 2004. *Catching On* for years 9 and 10 (DET 2004), *Catching On Early* (DEECD 2011b) and *Sexuality Education: Catching On-line* (DEECD 2011c) provide information on:

- the use of learning and teaching resources
- curriculum planning
- primary school curriculum resources
- supporting sexual health resources
- sexuality education for students with intellectual disabilities

- sexuality education and drug education
- infectious diseases in sport.

Sexuality Education: Catching On-line is the Department's extensive website that provides a range of sexuality education learning and teaching resources and policy documents. The website is for principals, teachers and parents, and is accessible at: www.education.vic.gov.au/school/teachers/teachingresources/social/phised/pages/sexualityed.aspx

Catching On Everywhere (DEECD 2008a & b) is a program development resource that provides a detailed overview of the whole-school approach to sexuality education. It is based on the findings of the Whole-School Sexuality Education Project initiated by the DEECD. While the model is an adaptation of the Ottawa Charter for Health Promotion's whole-school (or 'health promoting schools') approach, it places great emphasis on learning and teaching in sexuality education.

Although the 'Catching On' series is largely related to teaching and learning it does include information on whole-school approaches and each part of the series is accompanied by a comprehensive literature review of current frameworks, policies and approaches.

Catching On to student achievement- Assessment of sexuality education health literacy for Victorian schools

This resource is designed to help teachers implement a range of effective assessment strategies and activities to advance their sexuality education programs and assess student achievement in learning in this area.

To assist teachers in understanding the context of student assessment, an overview has been provided of the AusVELS as they relate to sexuality education. This is followed by an examination of how we should assess, guided by five principles for effective assessment in sexuality education.

A number of evaluation tools, generic assessment observation records and a list of sample statements of assessments for reporting to parents are also included for assistance.

The remainder and main focus of the resource is on the provision of assessment activities. Standards from the health and physical education and the interpersonal development domains of the AusVELS are used to guide sexuality education assessment. A range of practical and adaptable summative and formative assessment activities for these standards are provided from Level 3 to Level 6.

See www.education.vic.gov.au/school/teachers/teachingresources/social/phised/Pages/resources.aspx

DEECD: The model for whole-school learning in sexuality education

A whole-school learning approach has been found to be the most successful way of implementing sexuality education programs. It encompasses learning and teaching in the classroom, in the school environment, in the way the school routinely runs itself and in the various ways the school connects with parents and the surrounding community (DEECD 2008a).

It outlines best practice in sexuality education as:

- teaching young people how to develop respectful relationships and minimise or eliminate the risk of potentially adverse consequences
- ensuring that young people can make responsible and safe choices
- assessing and reporting on student achievement
- reflecting a comprehensive evidence-based approach that focuses on prevention
- providing a curriculum context that recognises the social world in which young people make decisions about their health, including sexual health
- taking a whole-school learning approach, which includes utilising learning and teaching opportunities identified through links with relevant policies, guidelines, student welfare practices, and partnerships with parents and local health and welfare bodies
- addressing sex-related issues of social concern in its learning and teaching; for example, pornography, sexualisation of young people, gender, power, violence, discrimination, harassment and bullying
- acknowledging young people as sexual beings; this includes recognition that their feelings and desires are normal and that students may already be sexually active
- providing policies and programs that acknowledge and cater for diversity of all students; forms of diversity include gender, sexual orientation, culture, religion and disability
- addressing the professional learning and peer support needs of the teacher and other school staff members responsible for developing and delivering sexuality education programs
- providing professional learning to the school community in general (list adapted from ANCAHRD 1999).

DEECD: The parental role and the parental right to withdraw a child

While sexuality education is an essential element of health education, it will always be a responsibility shared between schools, the local health and welfare community, and parents. It is important that schools maintain an open dialogue with parents (e.g. through the school council agenda, newsletters and parent events) regarding the school's sexuality education program. Research indicates that the majority of parents support the provision of sexuality education at school.

Parental roles in sexuality education include providing the child with the family perspective, providing opportunistic education in the home, and supporting the child's level of comfort in discussing sexuality-related issues.

Comprehensive sexuality education is a compulsory part of a school's health education curriculum. School-based sexuality education programs are more effective when they are developed in consultation with parents and the local community and are sensitive to different ethnic, religious and cultural contexts. Research has shown that sexuality education programs result in increased parent-child communication about sexuality. Nonetheless a parent or caregiver may decide not to allow their child to participate in the sexuality component of the school's health education.

Information for parents is available from the *Catching On-line: Sexuality education for parents* web page.

See www.education.vic.gov.au/school/teachers/teachingresources/social/physed/Pages/forparents.aspx

Victorian Department of Health and DEECD: Achievement Program

The Achievement Program is a Healthy Together Victoria initiative, jointly developed by the Department of Health and DEECD to recognise and support schools, early childhood services and workplaces to create healthy places for learning, working and living.

Based on evidence and best practice, the Achievement Program encourages schools to adopt a whole-school approach to health and wellbeing, using a health promoting schools framework. This includes developing healthy policies, creating a healthy physical and social environment, and providing opportunities to improve students' health and wellbeing knowledge and skills. It encourages students, staff and families to be actively involved in health promotion and has a focus on building and strengthening community partnerships.

Sexual health and wellbeing is one of eight health and wellbeing priority areas. Benchmarks for each priority area guide quality health promotion practice in schools. The other health priority areas are healthy eating and oral health, physical activity, sun protection, tobacco control, alcohol and other drug use, mental health and wellbeing, and safe environments.

Schools can select two of these areas to focus on at a time and work at a pace that suits them.

The Achievement Program will:

- provide schools with tools, resources and guidelines to support a whole-school approach to health and wellbeing, including examples of how to incorporate health and wellbeing strategies into strategic and annual plans
- encourage schools to take stock of their existing health promotion activities, recognise strengths, identify gaps, and develop links to local health services, communities and families to improve health promotion practices
- recognise the achievements of schools leading the way in improving health and wellbeing in their community and encourage them to share their success.

Further information on the Achievement Program and links to the sexual health and wellbeing benchmarks for schools are available at www.achievementprogram.healthytogether.vic.gov.au

Victorian Department of Health

As noted in the introduction to this module, the Department of Health works in partnership with DEECD to produce policies related to sexual health and sexually transmitted diseases. See the website at www.health.vic.gov.au/sexualhealth/

The Department's focus is on inclusivity and positive acknowledgment of sexual differences within a health and wellbeing framework. For example, on the site home page the following appears:

What is sexual health?

Sexual health is a state of physical, emotional, mental and social wellbeing related to sexuality. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences free of coercion, discrimination and violence. Source World Health Organization (WHO)

The Department of Health supports the work of key stakeholders to:

- create a “sexually literate” community,
- reduce stigma and discrimination,
- reduce incidence and prevalence of sexually transmissible infections and blood-borne viruses, and
- provide ease of access to comprehensive and appropriate sexual health services and equity to harm reduction strategies and resources.

One of the key priorities of the department is Sexual Health Promotion, which is developed from a population and evidence-based perspective that builds social capital and promotes access and equity to services and information.

(DHA 2012a)

Sexual health promotion

The Department is responsible for developing sexual health policy in accordance with the Victorian Health Priorities Framework 2012–2022 (Metropolitan Health Plan) and the Victorian Public Health and Wellbeing Plan 2011–2015, and implements this policy through various partnerships in the health sector to better serve the community.

Key priority practices

The government has identified key practices to help build quality evidence based prevention programs & treatment services. The main practices are:

Public policy

- Strategic engagement with stakeholders and partners to monitor relationships with a focus on improved outcomes.
- Facilitated service system development using a partnership approach.
- Facilitation of a guided, flexible, engaged and equitable whole of government response on matters related to sexual health, blood-borne viruses and sexually transmissible infections.

- Development and engagement of health and community services (including non-government organisations) to support a system that is responsive to community needs.

Evidence and evaluation

- Contributing to the evidence-base including best practice programs.
- Monitoring of emerging and potential issues and facilitation of strategic population-based responses.
- Working to decrease the incidence of infections and minimise impacts on affected populations to improve health outcomes.

Stakeholder engagement

Building on the capacity and capability of the funded sector.

(DHA 2012b)

AusVELS

The learning sequences in this resource have been integrated with AusVELS. The intention of the AusVELS is to equip students with the capacity to be:

- successful learners
- confident and creative individuals
- active and informed citizens.

The strongest curriculum links to sexuality education are in the domains of:

- health and physical education (HPE): personal, social and community health
- personal and social capability.

Sexuality education at earlier levels relates to knowledge areas such as protective behaviours, understanding your body and family systems.

Schools are expected to report on sexuality education student achievement within the HPE domain, as with Mathematics, English and Science, reflecting learning against the AusVELS framework. A curriculum audit tool for sexuality education is available in *Catching On Everywhere*.

Comprehensive sexuality education is a health education curriculum component in the AusVELS. Sexuality education is supported by AusVELS and integrated throughout the HPE domain. Suggested topics are provided at the foundation to Year 10 levels via the suite of *Catching On* resources.

Effective sexuality education programs use the model for whole-school learning in sexuality education. A whole-school learning approach views student learning in the context of the whole experience of being at school – in the classroom, in the school environment, in the way a school responds to critical incidents and in the kinds of partnerships a school forms with the local community. This model is available on the *Catching On-line* website.

Sexuality education should be developmentally appropriate and be present in primary, secondary and special school curricula. Primary school programs provide a necessary

foundation for programs offered in secondary schools. The nature and amount of information that can be provided will depend on the age of the students concerned.

See <http://ausvels.vcaa.vic.edu.au/>

AusVELS Sexuality Education Curriculum Audit Tool

This audit tool focuses on the curriculum, teaching and learning area of this model. The tool will assist schools to evaluate their sexuality education curriculum against AusVELS.

See <http://ausvels.vcaa.vic.edu.au/static/docs/Sexuality%20Education%20AusVELS%20Audit%20tool.pdf>

Australian Curriculum

Health and Physical Education teaches students how to enhance their own and others' health, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable, and physically active.

In Health and Physical Education, students develop the knowledge, understanding, and skills to strengthen their sense of self, build and maintain satisfying relationships. It also helps them be resilient, make decisions, and take actions to promote their health and physical activity participation. As students mature, they develop and use critical inquiry skills to optimise health behaviour. They also learn to use resources for themselves and the communities with which they identify, and to which they belong.

(ACARA 2012)

See also <http://consultation.australiancurriculum.edu.au/Static/docs/HPE/F-10Curriculum.pdf>

Please see Professor Duone McDonald talk about the Health and Physical Education Curriculum (*Slide 42*) at www.acara.edu.au/hpe_votcast.html

Strengths based

The Health and Physical Education curriculum is informed by a strengths-based approach. This affirms that all children and young people, and their communities, have particular strengths and resources that can be nurtured to improve their own and others' health, wellbeing, movement competence and participation in physical activity.

The Health and Physical Education curriculum encourages positive expectations of all young people as learners and assumes that all students are able to learn, develop, and succeed. The curriculum is based on the following principles, which recognise that although young people have varying access to personal and community resources, they have the capacity to:

- be healthy, safe and active and move with competence and confidence

- enhance their own and others’ health and wellbeing and physical activity participation
- enrich and sustain healthy and active communities.

(ACARA 2012)

Health literacy

The ability to selectively access and critically analyse information, navigate community services and resources, and take action to promote personal health and the health of others.

(ACARA 2012)

Health context for relationships and sexuality

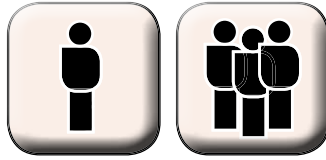
This context explores the changes that occur during puberty and issues related to relationships and sexuality. Students practise and apply the skills required for developing and maintaining respectful relationships and explore the factors that influence gender and sexual identities. The learning within this context may include:

- understanding and managing physical, social, and emotional changes that occur over time
- exploring sexual and gender identities
- managing intimate relationships
- understanding reproduction and sexual health
- accessing community health services
- establishing and managing changing relationships
- role of power in relationships
- bullying and harassment
- difference and diversity.

(ACARA 2012)

ACTIVITY 2: FRAMEWORKS, POLICIES & APPROACHES – LOTUS DIAGRAM

Individual or small group
30 minutes



AIMS

- To engage pre-service teachers with the vast array of frameworks, policies and approaches available at the DEECD.
- To develop a 'quick look' resource for effective teaching practices.

PREPARATION

You will need:

- the **Worksheet: Blank Lotus diagram** (one for each pre-service teacher)
- the **Worksheet: Pre-filled Lotus diagram** to assist if needed
- a computer/tablet and internet access, or DEECD brochures and web content extracts.

BACKGROUND

This activity could be done in a multitude of ways. It is set out here to examine the frameworks, policies, procedures and approaches that the DEECD takes towards sexuality education and has implemented to assist in teaching to the area.

This activity could also be used to examine international, national, state and local initiatives (one group per level), AusVELS standards and where sexuality education fits (one group per AusVELS band), or resources available for sexuality education.

The activity could also be used in the same manner in any of the other areas of study to show an in-depth understanding of a particular issue.

PROCEDURE

- 1 Explain to pre-service teachers that they will be developing a policy resource that will prove useful in their teaching careers. Hand out the blank Lotus diagram worksheet (one per pre-service teacher).
- 2 Instruct pre-service teachers to write *Sexuality Education* in the Main Topic box. Their job now is to fill each of the surrounding shaded rectangles (sub topics 1–8) with frameworks, policies and approaches developed by the DEECD that will assist teachers dealing with sexuality issues (see the **Worksheet: Pre-filled Lotus diagram**).

Each of the sub topics is to be then copied out into the exterior corresponding boxes. The remaining blank boxes surrounding each resource are to be filled with the pre-service teachers' ideas for uses of these resources. Each participant's diagram does not need to be the same as the example provided; use the example as a guide only.

There is one sub topic left blank the lecturer/tutor to fill in if other frameworks, policies and approaches are required.

2 A framework: From harm minimisation to a strengths-based approach

ACTIVITY 3: HARM MINIMISATION – RESEARCH PRESENTATION

Large group
20 minutes



AIMS

- To understand the way the harm minimisation framework has been and is still used in sexuality education.
- To examine and critique the harm minimisation framework.
- To examine the implications of harm minimisation on teacher practice.

PREPARATION

You will need:

- *Slides 46–53: From harm minimisation to a strengths-based approach.*

PROCEDURE

- 1 Instruct pre-service teachers that they will be looking at a framework that has been considered best practice for teaching in sexuality education.
- 2 Show *Slides 46–53* and discuss implications for teacher practice.

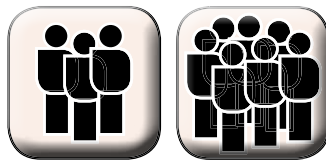
BRINGING IT ALL TOGETHER

The harm minimisation approach has been the current framework for teaching sexuality education. It acknowledges that young people may be sexually active, based on current research into current sexual practices, and is concerned with developing strategies to minimise potential harms, such as unwanted pregnancy, disease transmission and sexually assault . It acknowledges that young people will range on a scale of sexual activities. Some will abstain from sexual practices for now or forever, others will participate in risky sexual behaviours. The rest will fall on a scale between the two. No matter the level of sexual activity, each student has the right to a comprehensive sexuality education program where teachers teach to all students, not just the majority. Using the harm minimisation approach as a framework (that is still utilised in schools today) in the following activity, pre-service teachers will be encouraged to address the weaknesses of this approach and lead to a discussion of the strengths-based approach as a more workable and applicable framework.

ACTIVITY 4: WHERE'S THE HARM?

Adapted from ANCAHRD 1999

Small and large group
45 minutes



AIM

- To examine the concept of harm minimisation and its usefulness as a theoretical framework for teaching young people about sexuality and drug use and move pre-service teachers to a more relevant theoretical framework.

BACKGROUND

Harm minimisation was the theoretical framework under which sexuality education and drug education had developed their focus. There had been a change in the way harm minimisation had been used and defined, particularly in the drug education area. A number of researchers had pointed to the difficulty of this concept in drug education. There are problems in reaching a common understanding of what is meant by 'harm' and controversies in recognising drug use by young people. It is also difficult to come to terms with young people using illicit drugs and engaging in practices such as drug injecting. There is a clear law-and-order focus in the definition of harm minimisation in current national drug strategies, and it can be difficult to develop resources and programs for schools that minimise the harm associated with the use of these drugs and practices.

In contrast, there has been more consensus around minimising harm in sexuality education because generally there is recognition and acceptance that young people engage in sexual activity. Sexuality educators encourage young people to examine the

social world in which they make decisions about their sexual health. Strategies related to minimising harm associated with sexual activity have a clear focus on quality-of-life issues. However, recent research identifies the problematic nature of using this approach and makes the move to a strengths-based approach, which is a sex-positive and health promoting approach.

The reality of legal issues related to drug use makes for additional difficulties in using harm minimisation to connect sex and drugs, particularly illicit drug use, in the classroom. One area has a social focus while the other (illicit drugs) has a legal focus.

This activity is designed for pre-service teachers to explore how harm is gauged and how the definition of harm differs according to class, gender, ethnicity, religion, culture, age and ability and so on. The activity has also been designed to look at the way these definitions of harm are used to develop and implement policies and programs for young people in secondary schools. Pre-service teachers will experience how many schools frame their sexuality education programs, and critically assess the effectiveness of this approach. Pre-service teachers will be led to consider a strengths-based approach as an alternate.

PREPARATION

You will need:

- the **Worksheet: Where's the harm? (Pre-filled)**
- the **Worksheet: Where's the harm (Blank)**
- *Slides 46–59: From harm minimisation to a strengths-based approach.*

PROCEDURE

- 1 Inform pre-service teachers that the aim of this activity is to examine the concept of harm and harm minimisation in sexuality and drug education.
- 2 In a large group, ask pre-service teachers to brainstorm all the harms associated with sexual activity and drug use that they have heard from friends, neighbours, young people and other teachers (and so on) and have read about in the press, novels and texts.
- 3 Record the responses on a whiteboard.
- 4 If the group has developed a list of more than ten harms, it is likely that the harms may overlap or could be categorised together to yield a maximum list of ten.
- 5 Ask pre-service teachers individually to rank the harms listed from least harmful to most harmful using a numbering system (from one up to ten). Two worksheets are included, one with ten harms already listed: **Where's the harm? (Pre-filled)**; and another without: **Where's the harm? (Blank)**. Depending on time available, you can use the prepared list or use ten of the harms listed during the brainstorm. Make sure everyone is using the same list.
- 6 In groups of five or six, have pre-service teachers complete this ranking activity. Tell participants that their group must reach a consensus.
- 7 Groups then report back by reading out the two most harmful and the two least harmful entries on their lists. Address the following questions in a small or large

group, depending on the numbers of pre-service teachers:

Which behaviours were viewed as more harmful – those associated with drug use or those with sexual activities?

Was it easy to achieve consensus on the ranking? Why? Why not?

- 8 Sum up the activity by pointing out that it is difficult to reach consensus about what is meant by harm. For some it will be the first experience of intercourse, for others it will be unprotected intercourse. Age, culture, ethnicity, gender and religion will all impact on how harm is defined. This makes the task of minimising harm difficult in both sexuality and drug education.
Illustrate this by asking the group to consider whether the ranking would change if:
 - » a group of 18-year-olds was doing the same activity
 - » a group of 70-year-olds was doing the same activity
 - » the group had specific cultural or religious beliefs
 - » a group of people who have disabilities requiring a regime of drug use was doing the activity.
- 9 Review the background information before introducing pre-service teachers to the concept of harm minimisation in education about STIs, HIV/AIDS and BBVs using the slides.
- 10 Show the separate definitions (*Slides 50–51*). Although both definitions recognise the importance of strategies to minimise harm, they clearly have different emphases. Then show and discuss the differences.
- 11 Inform pre-service teachers that in both of these definitions there is some reference to abstinence, but the real focus is on more short-term goals. Nevertheless, each definition offers very different approaches to limiting harm. One focuses predominantly on legal strategies moving towards a more prohibitive position than traditional notions of harm minimisation. The other focuses on social strategies.
- 12 Inform pre-service teachers that it is not surprising that the definition from the *National Drug Strategy (Slide 51)* focuses heavily on law and order as a means of minimising harm. It includes only one point in its definition specifying health and wellbeing. In contrast, the definition in the *National HIV/AIDS Strategy (Slide 50)* is heavily focused on physical health and wellbeing, and on the social and personal impact on quality-of-life issues, and is explicit about safe injecting practices.
- 13 Inform pre-service teachers that this predicts the difficulty in bringing drugs and sex education together in the classroom. There is a fundamental difference in drug education and STI education, in that a major goal of drug education is to prevent young people initiating the use of illicit drugs at any time in their lives. It is not a goal of STI prevention that young people never engage in sexual behaviour or that they learn to associate sex with harm throughout their lives. While both approaches are not entirely incompatible as long as their differences are understood, they are confusing. This is particularly so in schools where drug education and STI education may be happening side by side.
- 14 Ask pre-service teachers which of these approaches, the legal or the social, is likely to be the most immediate and relevant to the lives of young people?

BRINGING IT ALL TOGETHER

This activity illustrates the difficulty of reaching consensus on the harms one wishes to prevent, but these decisions determine the approach used in the classroom. Harm minimisation is a subjective concept and people often disagree on its specific meaning.

Ask the pre-service teachers (*Slide 53*):

What are the advantages and disadvantages of this approach? For example: The definitions offered in the sexual health areas may seem to not be sex positive or health promoting in terms of wellbeing and feeling good about your sexuality.

What might be a more effective approach? Pre-service teachers may not have the terminology yet to describe a strengths-based approach.

Task

How could you approach and teach about sexuality education with so-called risks (STIs, pregnancy, assault etc.) from a strengths-based perspective?

WORKSHEET: WHERE'S THE HARM? (PRE-FILLED)

- 1 Individually, rank the harms identified from least harmful (1) to most harmful (10).
- 2 In groups of five or six, rank the harms identified from least harmful (1) to most harmful (10).

Individual	Rank	Group	Rank
Reputation		Reputation	
Loss of innocence		Loss of innocence	
Drug overdose		Drug overdose	
Accidents		Accidents	
Risk-taking		Risk-taking	
Unwanted sex		Unwanted sex	
Depression		Depression	
Poor school performance		Poor school performance	
Pregnancy		Pregnancy	
Diseases		Diseases	

Once the rankings are complete, address the following questions as a group:

Which behaviours are viewed as more harmful – those associated with drug use or those with sexual activities? Why?

Was it easy to achieve consensus on the ranking? Why? Why not?

Report back by reading out the group's two least harmful (1 & 2) and most harmful (9 & 10) items.

WORKSHEET: WHERE'S THE HARM? (BLANK)

- 1 Individually, rank the harms identified from least harmful (1) to most harmful (10).
- 2 In groups of five or six, rank the harms identified from least harmful (1) to most harmful (10).

Individual ranking	Group ranking
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10

Once the rankings are complete, address the following questions as a group:

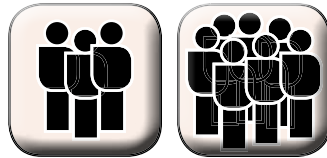
Which behaviours are viewed as more harmful – those associated with drug use or those with sexual activities? Why?

Was it easy to achieve consensus on the ranking? Why? Why not?

Report back by reading out the group's two least harmful (1 & 2) and most harmful (9 & 10) items.

ACTIVITY 5: ROLL THE DICE: PUTTING INTO PRACTICE A 'STRENGTHS-BASED' APPROACH TO SEXUALITY EDUCATION

Small and large group
50 minutes



AIMS

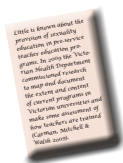
- To understand what is meant by a 'strengths-based approach' to sexuality education.
- To demonstrate the implementation of a strengths-based approach to sexuality education.

PREPARATION

You will need:

- to be familiar with what is meant by a strengths-based approach to sexuality education
- to prepare a 'Roll the dice grid' on a whiteboard
- the **Worksheet: Roll the dice grid** (one per pre-service teacher)
- a die [singular of dice] for each group
- a piece of paper for each group.

SUGGESTED PRE-READING



ACARA 2012, *Shape Paper for Health and Physical Education*, ACARA, Sydney, accessed 28/02/13.

www.acara.edu.au/verve/_resources/Shape_of_the_Australian_Curriculum_Health_and_Physical_Education.pdf

ACARA 2013, *Draft Australian Curriculum in Health and Physical Education*, ACARA, Sydney, accessed 28/02/13.

www.acara.edu.au/curriculum_1/learning_areas/hpe.html

BACKGROUND

Until relatively recently, current best practice in health and sexuality education included what was known as a harm minimisation or harm reduction approach. This meant that the current prevalent behaviours of young people, such as level of sexual activity and substance use, were acknowledged, and strategies developed to minimise the potential harm associated with these.

The development of the Australian Curriculum in HPE has cemented a shift that has been occurring from a harm minimisation approach, which could also be viewed as a deficient approach, to a more positive one centred on 'a strengths-based approach.' The strengths-based approach looks at the young people we teach through the lens of potential, what capabilities and strengths do they hold as a starting point, rather than a deficit model. In other words, what do we have to fix?

How pre-service teachers view their students has an impact on how the students feel about themselves and their opportunities for success. We are capacity building, which involves building relationships, valuing difference, acknowledging strengths and participating in collaboration.

This activity provides an opportunity for pre-service teachers to explore what a strengths-based approach might look in their teaching practice.

It is assumed that pre-service teachers are familiar with Australian Curriculum and the focus on a strengths-based approach. If not you will need to provide an overview of what is meant by a strength-based approach.

See www.acara.edu.au/curriculum_1/learning_areas/hpe.html

PROCEDURE

- 1 Brainstorm with pre-service teachers their interpretation of a strengths-based approach to teaching and curriculum development in HPE?

How does this differ to harm minimisation?

- 2 Hand out the **Worksheet: Roll the dice grid**.

- 3 Inform pre-service teachers that you will hand out a die, which they are to throw three times. With reference to information in the grid, the first throw will select the school, the second a topic, and the third a year level.

Taken together, three throws might select the following scenario:

Inner suburban, Independent girls school, High SES, High parental involvement

Sexually transmissible infections

Year 8

Hand out the dice to pre-service teachers and let them roll for their scenario.

- 4 Ask students to write down their scenario.
- 5 Instruct groups to pass their scenario on to the next group, which will add to it. This group will list all the potential strengths the students may bring to this topic. Or how it could be covered without falling into a deficit model. Students may have to make some of these up based on schools they have been involved in. Consider:

Previous learnings

Abilities

Age

Choice

Gender

Parental input

Opportunities available

School environment (physical and leadership) and so on.

- 6 Instruct groups to pass their scenario again to the next group, which will list five potential ways that these topics could be covered in class time, using a strengths-based approach.
- 7 Instruct groups to pass their scenario on once again, where the next group will choose one outcome and write a lesson or a brief unit plan for this topic. These should include teaching from a strengths-based approach.
- 8 Instruct groups to pass their scenario on one last time (depending on how many groups you have, they may end with the scenario they began with) and develop a role-play that depicts a positive view of the topic and some made up outcome. This can be done with puppets, a rap, a song, a poem or actors.
- 9 Come back as a large group and have pre-service teachers perform their small-group role-plays.
- 10 As a large group, discuss the various scenarios. By passing the scenarios around, participants should have been exposed to many people's thinking on the strengths-based approach. Discuss how they felt writing and acting out the scenarios.

What were the strengths identified in the groups?

What types of activities did pre-service teachers come up with to showcase a strengths-based approach?

Can you see any potential pitfalls to a strengths-based approach?

How could they be overcome?

BRINGING IT ALL TOGETHER

Discuss how the pre-service teachers felt about the strengths-based approach as compared to the harm minimisation approach. Discuss the implications for school-based practice.

WORKSHEET: ROLL THE DICE GRID

	The school	The topic	The year level
1	Inner city Public co-educational Low SES Low parental involvement	Sexual activity	Year 12
2	Remote Public co-educational High Aboriginal student population Low parental involvement	Sexually transmissible infections	Grade 6
3	Inner suburban Independent girls school High SES High parental involvement	Pregnancy	Grade 4
4	Outer suburban Public co-educational Low SES High parental involvement	Sexual assault	Year 7
5	Country Private co-educational Religious Medium SES Transient population	Relationships	Year 9
6	Special school Public co-educational Medium to low SES Parents travel for long distances for their children to attend	Homophobia	Year 8

Resources

PUBLICATIONS

- Flood, M, Fergus, L & Heenan, M 2009, *Respectful Relationships Education: Violence prevention and respectful relationships education in Victorian secondary schools*, State Government of Victoria, Department of Education and Early Childhood Development (DEECD), Melbourne.
- Leahy, D, Horne, R & Harrison, L 2004, *Bass Coast Sexuality Education Project: Needs analysis and professional development evaluation report*, Deakin University, Burwood, Vic., accessed 16/10/12.
www.education.vic.gov.au/school/teachers/teachingresources/social/physed/Pages/teachprog.aspx#4
- St Leger, L 2006, *Health Promotion and Health Education in Schools: Trends, effectiveness and possibilities*, Research report 06/02, RACV, Noble Park, Vic., accessed 28/02/12. Search www.racv.com.au or go to <http://goo.gl/igx7o>

WEBSITES

AusVELS

The Australian Curriculum in Victoria

<http://ausvels.vcaa.vic.edu.au/>

Australian Curriculum: Health and Physical Education: Foundation to Year 10, Draft for Consultation December 2012

Australian Curriculum, Assessment and Reporting Authority (ACARA)

<http://consultation.australiancurriculum.edu.au/Static/docs/HPE/F-10Curriculum.pdf>

Safe Schools: The National Safe Schools Framework

Department of Education, Employment and Workplace Relations

Australian Government

www.deewr.gov.au/schooling/nationalsafeschools/Pages/overview.aspx

DEECD sites

State Government of Victoria

Sexuality education

www.education.vic.gov.au/school/teachers/teachingresources/social/physed/Pages/sexualityed.aspx

Building respectful and safe schools

www.education.vic.gov.au/school/teachers/health/Pages/respectfulsch.aspx

Building respectful and safe schools and curriculum guidance: Setting the context

www.education.vic.gov.au/school/principals/safety/Pages/respectsafe.aspx

Mental health

www.education.vic.gov.au/school/principals/health/Pages/healthyminds.aspx

Policy (Health and physical education: Sexuality education)

www.education.vic.gov.au/school/teachers/teachingresources/social/physed/Pages/aboutpolicy.aspx

Program for students with disabilities

www.education.vic.gov.au/school/principals/spag/curriculum/Pages/disabilities.aspx

Safely delivering curriculum

www.education.vic.gov.au/school/principals/spag/curriculum/Pages/safety.aspx

School Policy & Advisory Guide

www.education.vic.gov.au/school/principals/spag/Pages/spag.aspx

Student participation

www.education.vic.gov.au/school/principals/participation/Pages/reengagepolicy.aspx

Student engagement policy guidelines

www.education.vic.gov.au/school/principals/participation/pages/studengage.aspx

Student health and wellbeing

www.education.vic.gov.au/school/principals/health/Pages/default.aspx

Student Wellbeing Policy: Framework for student support services

www.education.vic.gov.au/school/principals/health/Pages/policywell.aspx

Whole-school learning

www.education.vic.gov.au/school/teachers/teachingresources/social/physed/Pages/wslearning.aspx

Why we need sexuality education

www.education.vic.gov.au/school/teachers/teachingresources/social/physed/Pages/aboutwhy.aspx

Introduction

Although this area of study is designed to enable pre-service teachers to develop basic physiological knowledge of sexual and reproductive health, maturation and sexuality, other social and cultural factors are integrated into the activities. The area of study covers basic physiological information and changes. It has taken a health focus to contextualise issues such as STIs, contraception and other sexual health issues, in order to enable an emphasis on health promotion, prevention and intervention. In research carried out on pre-service sexuality education programs (Ollis & Harrison 2010), students clearly wanted more information and facts, particularly about STIs. In this area of study students engage with a number of activities that will enable them to teach the 'plumbing' of sexuality education in interactive and engaging pedagogies, while taking an inclusive approach.

This area of study is made up of several topics. The teaching of 'plumbing' and sexual health will vary greatly depending on whether pre-service teachers are primary or secondary school specialists. It is important to teach these topics not as standalone units but as complementary and intertwined, as they are in the real world. As an example, teaching about the changes of conception, pregnancy and birth in secondary school would require a discussion on STIs and contraception to comprehensively cover the area. Resources are included to assist those who may want to focus more comprehensively on one of the diversity issues included.

Research with pre-service and in-service teachers clearly shows that teachers find the interactive nature of the activities in this area and other areas of *Sexuality Education Matters* to improve their confidence in teaching sexuality education and their understanding of how students might experience the activities (Ollis & Harrison 2011; Ollis 2009; Ollis 2010).

AIMS

- To increase pre-service teachers' knowledge and understanding of sexual maturation across the life span.
- To develop knowledge of health promotion, prevention and intervention in relation to STIs, pregnancy and sexual safety.
- To develop an understanding of the interactions between physiological, social and cultural factors that influence sexual development.
- To increase the knowledge, comfort and confidence of pre-service teachers to deliver comprehensive and inclusive classroom sexuality education.
- To experience a range of education strategies and innovative approaches to teaching the content, skills and understandings necessary to promote sexual health.
- To continue to develop a framework for teaching about sexuality education.

PURPOSE

- To provide pre-service teachers with successful learning and teaching experiences that they can take into their careers.
- To alleviate some of the myths and misconceptions about teaching the ‘plumbing and sexual health’ aspect of sexuality education.
- To provide teaching and learning experiences that continue to scaffold a framework for teaching about sexuality education.

OUTCOMES

At the conclusion of this area of study, pre-service teachers should:

- understand the importance of children and young people having accurate information about their bodies
- understand the impact that accurate knowledge has on children and young people’s health and decision-making
- be able to consider different strategies to ensure a safe and supportive learning environment
- have considered their own values, attitudes and positions and the differing values, attitudes and positions of others in teaching sexuality education
- feel more confident in their ability to teach the plumbing and sexual health aspects of sexuality education.

PREPARATION

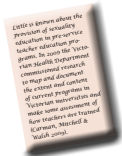
For the activities in each area of study, you will generally need a teaching space that is large enough for students to move about in, and moveable furniture. You will also need some or all of the following at various points:

- area study 6 PowerPoint presentations:
<http://www.deakin.edu.au/arts-ed/education/teach-research/health-pe/project/area-study-5.pdf>
- area study 6 activity cards:
<http://www.deakin.edu.au/arts-ed/education/teach-research/health-pe/project/area-study-6-activity-cards.pdf>
- whiteboard and butcher's paper
- whiteboard markers; pens; coloured felt-tip pens; coloured textas
- stationery, including paper, scissors, sticky notes, Blu-Tack and sticky tape
- a computer (or tablets) and internet connection, to view parts of the *Sexuality Education Matters* video (from Deakin's iTunesU channel) and other videos as described in the activities
- TV and video/DVD player (rarely; pre-check each activity).

Note:

- Some activities require work done prior to the session, and very specific items, so make sure to review each area and its activities before you start teaching.

SUGGESTED PRE-READING



Allen, L 2007, 'Doing it differently: Relinquishing the disease and pregnancy prevention focus in sexuality education', *British Journal of Sociology of Education*, vol. 28, no. 5, pp. 575–88.

Carmody, M 2009, 'More than plumbing', in *Sex and Ethics: Young people and ethical sex*, Palgrave Macmillan, Melbourne, ch. 4, pp. 42–64.

Ollis, D, Harrison, L & Richardson, A 2012, *Building Capacity in Sexuality Education: The Northern Bay College experience*, School of Education, Deakin University, Geelong, Vic., pp. 29–40.

www.deakin.edu.au/arts-ed/education/teach-research/health-pe/building-capacity-in-sexuality-education-nbc-report.pdf

GUIDED READING QUESTIONS



What is the basic premise or argument in each article?

Did anything surprise you?

What are the implications for teaching sexuality education?

OUTLINE FOR THIS AREA OF STUDY

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1 Secondary students & sexual health

ACTIVITY 1: PROVIDING AN EVIDENCE-BASED APPROACH

Large group
40 minutes



AIMS

- To provide pre-service teachers with an evidence base on which to guide program development and work with young people.
- To provide pre-service teachers with the opportunity to explore the implications of the research on their professional practice.
- To enable pre-service teachers to assess their own knowledge and understanding.

PREPARATION

You will need:

- the PowerPoint presentation *Area of Study 6: Plumbing & Sexual Health*, and *Slides 3–45: Secondary Students & Sexual Health*
- to familiarise yourself with the presentation; ensure you read the notes section and are clear about any examples
- the *Secondary Students and Sexual Health* survey at the end of Smith et al. (2008): www.latrobe.edu.au/arcshs/downloads/arcshs-research-publications/secondary-students-and-sexual-health-2008.pdf
- to use the survey to compile a series of questions for pre-service teachers about STIs and BBVs; make sure you also know the answers to the questions
- enough copies of your modified survey questions.

BACKGROUND

This activity is designed to provide an evidence base to assist pre-service teachers to rationalise the focus on teaching sexuality education in primary and secondary schools. It is followed by a presentation on primary sexuality education. You may decide to use either the activity or the presentation, depending on your cohort of pre-service teachers. However, it is important and beneficial for primary and secondary pre-service teachers to gain an awareness of the issues, knowledge, attitudes and behaviours at all levels of schooling. In this way, programs can be targeted to research outcomes and student needs.

For the past 20 years, data has been collected from secondary school students that provides a rich picture of their knowledge and sexual health needs (Dunne et al. 1993; Lindsay et al. 1997; Smith et al. 2003 & 2008, and there will be another national survey in 2013). All but one of these data collections (the Dunne et al. 1993 survey) was conducted by research teams at Australian Research Centre in Sex, Health and Society (ARCSHS).

In addition to presenting the research, this activity begins by asking pre-service teachers to complete a number of the same questions as the ones in the secondary school student survey. This gives pre-service teachers an opportunity to assess their own level of knowledge.

The primary presentation that follows in Activity 2 is designed to provide pre-service teachers with an opportunity to understand the key aspects of providing a primary school sexuality education program. Issues include inclusivity, departmental recommendations and ideas for practice. Pre-service teachers benefit from an awareness of the current recommendations to help inform their practice.

PROCEDURE

- 1 Give pre-service teachers a copy of the modified survey and ask them to complete the items.
- 2 Ask pre-service teachers whether there were any items they struggled with. Discuss the implications of a lack of teacher knowledge. Talk about whether primary health and sexuality education teachers need this knowledge.
- 3 Present the student data and allow pre-service teachers an opportunity to reflect on the information and consider its implications for their practice.

2 Sexuality education in primary schools

ACTIVITY 2: GETTING A FEEL FOR SEXUALITY EDUCATION IN PRIMARY SCHOOLS

Large group
40 minutes



AIMS

- To provide pre-service teachers with the information and considerations in the development of sexuality education programs for the primary years.
- To demonstrate the use of recommended DEECD resources for primary school programs.

PREPARATION

You will need:

- *Slides 46–76: Sexuality Education in Primary Schools*
- to familiarise yourself with the presentation for this activity; ensure you read the notes section and are clear about any examples
- to familiarise yourself with the stages of child sexual development on pp. 9–11 of *Catching On Early* (DEECD 2011b)
 - » These stages could be handed out or used in a research-based assignment for pre-service teachers; it is important for them to understand what ‘normal’ behaviour is and therefore what is not ‘normal’ and needing attention
- a set of **Puberty cards** (these can be shown or used as an activity by putting them into a Venn diagram).

BACKGROUND

In this activity, pre-service teachers are given the opportunity to understand the aspects of a primary school sexuality education program. Issues discussed include inclusivity, departmental recommendations and ideas for practice. Pre-service teachers must be aware of the current recommendations to help inform their practice.

PROCEDURE

- 1 Present the data and allow pre-service teachers an opportunity to reflect on the information and consider its implications for their practice.

ACTIVITY 3: THERE'S ANOTHER NAME FOR IT?

Adapted from Clarity Collective 1992

LARGE GROUP
20 MINUTES



AIMS

- To familiarise pre-service teachers with different sexual vocabularies.
- To illustrate that different groups are more comfortable with different terminology.

PREPARATION

You will need:

- large 'graffiti sheets' (pieces of paper) with a title on each, taped to the wall; titles could include *breasts, penis, vagina, elbow, masturbate, orgasm, sexual intercourse, pregnant, testes*.

BACKGROUND

Even at the pre-service level there will be teachers who may be uncomfortable discussing anything related to sexuality. Naming sexual organs can be one such illustration. However, to teach sexuality education, pre-service teachers need some practice in discussing the potential terms, correct and slang, that may arise when talking about sexual organs, and have the opportunity to discuss the impact these terms may have on their students that can result in shame, embarrassment and perhaps fear.

PROCEDURE

- 1 Explain to the pre-service teachers that in order to communicate effectively about sex, it is important to have an understanding of medical and common terminology. Explain that it is normal and acceptable to feel uncomfortable with certain sexual words and expressions.
- 2 Explain that pre-service teachers are going to use the graffiti sheet pedagogy and will be asked to brainstorm in this activity. Either organise pre-service teachers into groups that will move around the graffiti sheets or, as a large group, work with individual graffiti sheets.
- 3 Instruct the pre-service teachers to carry out the activity, either as small groups or one large group.
- 4 When a good selection of alternative words for the titles on each sheet have been brainstormed, in a large group, discuss:
 - » the sheer amount of words for each title. Generally there are a great deal of words generated for *breasts*, *penis* and *vagina* but not for *elbow*. Discuss why this might be the case, drawing on the issues of public vs private and what is 'normal'
 - » any differences in the language used for male and female body parts.

BRINGING IT ALL TOGETHER

One of the difficulties in starting sexuality education in schools is the language used. Teachers and students can be embarrassed using the vocabulary of sex, and thus by extension the vocabulary of sexuality education. It is important that sexuality education classes are framed around a joint understanding of terms; in this way there can be no misunderstandings. One way to discuss the words brainstormed in this activity is to explore their use in different contexts; for example, by doctors, adults with each other, adults with children, young people with each other, young children with each other, women or men.

It would also be useful to discuss with pre-service teachers how difficult it might have been to write or say these words in public. If pre-service teachers are aware of their level of confidence with this subject, they are able to prepare for their teaching more effectively.

ACTIVITY 4: BODY MAPS – PUBERTY

Small group
50 minutes, depending on
how many body maps used



AIMS

- To identify the physical, social and emotional changes that young people go through during puberty.
- To show a range of uses of one pedagogical approach.

PREPARATION

You will need:

- large pieces of paper (butcher's paper is ideal) stuck together to make a piece long enough to trace a participant's body
- the *Sexuality Education Matters* video to view prior to the activity if necessary.

Note:

- If you lack time you can pre-prepare butcher's paper with a body already traced out. However, to model best practice it is beneficial for pre-service teachers to engage in the process of tracing a body onto the paper.

BACKGROUND

Body maps are an excellent teaching and learning strategy which can be used for multiple purposes and to explore a range of topics. Using them first to explore the changes that occur at puberty gives pre-service teachers (and students) familiarity with the technique, so that when more sensitive topics such as desire, arousal or even fear are discussed, the body maps can again be used to look at how the body and emotions respond.

Maps provide a fun and inclusive way of involving all participants in small-group work that requires them to write or represent some sort of change or event. The activity can be used to identify pre-existing knowledge, research information or test learning outcomes at the end of a unit of work.

Children and young people going through puberty want to be assured that what they are going through is normal and that everybody goes through the same process, even if at different rates. This technique is a fun and inclusive way of demonstrating this.

PROCEDURE

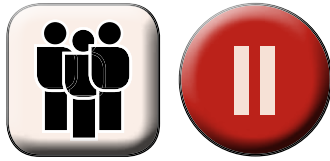
- 1 Organise pre-service teachers to work in small groups of four to five, and give each group a large piece of paper and several different coloured felt-tipped pens. Each group member should have a pen.
- 2 Instruct each group to draw a simple outline of the human body that fills the large piece of paper, with a vertical line drawn through the centre.
Participants can free draw an outline, or trace an actual outline of a pre-service teacher's body. If some groups choose the latter, make sure the social safety of the 'model' pre-service teacher is not compromised.
- 3 Instruct pre-service teachers to write or draw all the changes that occur for girls during puberty on one side of the line using a coloured pen. Repeat the process for boys on the other side of the line using another coloured pen.
- 4 Bring the pre-service teachers back together and ask each group to discuss what they have written.
- 5 Using one of the body maps as an example, ask a volunteer to circle all of the physical changes that occur for both boys and girls. Discuss the similarities between the physical changes.
Are there more similarities or more differences that occur between boys and girls?
Generally, pre-service teachers will identify that there are more similarities, and often this will be an 'eye-opening' moment for them, as they may never have considered this. Using the example of pleasure, discuss the similarities and how the physiological responses are very similar, if not the same.
- 6 Instruct participants to now use a different coloured pen to list around the figure the social and emotional changes that girls and boys may experience during puberty, on respective sides of the paper. These changes might also include factors such as mood, frustrations and worries.
- 7 Bring the pre-service teachers back together and ask each group to discuss what they have written.
- 8 Using another of the body maps as an example, ask a different volunteer to circle all of the social and emotional changes that occur for both boys and girls. Discuss the similarities between the social and emotional changes.
Are there more similarities or more differences that occur between boys and girls?

BRINGING IT ALL TOGETHER

Addressing the issue of puberty and the changes it entails can assist pre-service teachers to see more engaging methods of exploring such changes, rather than, say, filling in a worksheet. This activity can lead to several lessons looking at the impact of puberty on health, body image and strategies to survive puberty.

ACTIVITY 5: A SONG OF PUBERTY

Small group
40 minutes
Potentially sensitive



AIMS

- To highlight a fun pedagogical approach to a potentially sensitive topic.
- To showcase an example of an innovative evaluative tool.

PREPARATION

You will need:

- (if you wish) some music like ‘When the Saints Go Marching In’ or similar, well-known tunes.

BACKGROUND

The different teaching and learning strategies in this section of **Area of Study 6** are designed to demonstrate innovative ways of covering topics that can be sensitive and embarrassing. Humour is an important ingredient in any sexuality education classroom, including the pre-service one. This activity can also be used as a learning or evaluation tool at any stage of a unit/course.

PROCEDURE

- 1 Explain to pre-service teachers that they are going to be writing a jingle about puberty to the tune of ‘When the Saints Go Marching In’ (or another well-known tune of your choice).
- 2 Using the whiteboard, brainstorm words that pre-service teachers could use in their jingle. Ensure a selection of physical, social and emotional words.
- 3 Then pick three key words to use in the jingle. Participants can use more than three words, but must use the three picked.
- 4 For further help, now also brainstorm a number of words that rhyme with the three picked terms.
- 5 Organise pre-service teachers into groups of three or four and give them sufficient time to write their jingle.
- 6 Bring participants together and encourage each group to perform or at least read out their jingle.

BRINGING IT ALL TOGETHER

Discuss the similarities and differences between the presented jingles. Ask pre-service teachers if this was an easy or difficult activity. Discuss that even if they don't feel they are very creative, they can still have fun, and that this activity will appeal to a different group of students in sexuality education classes.

EXAMPLES OF JINGLES

When Puberty Comes Marching In

(To the tune of 'When the Saints Go Marching In')

When puberty comes marching in
When puberty starts to change you
You will not be the only one
When puberty starts changing you
You'll get some hair, right under there
You'll also get some hair down there
And things will start to get bigger
When puberty starts marching in

It's Puberty (There's an egg in there)

(To the tune of 'It's Playschool')

There's an egg in there
And a sperm as well
We have lots more hair
And we're starting to smell
My hips are wide
And sexy thoughts I hide
It's puberty!

Puberty!

(To the tune of 'The Teddy Bears' Picnic')

If you go down to the school today
You're in for a big surprise!
Boys and girls sprouting hair
Right before your eyes!
Pimples, sweat, hormones are racing
Be careful you don't get caught playing kiss-chasey!
Today's the day we're going to hear about puberty!

ACTIVITY 6: WHAT'S IN THE BAG?

Adapted from Clarity Collective 1992

Small group
30 minutes



AIMS

- To identify the sexual and reproductive organs of males and females.
- To show an alternative to a much-used pedagogical method.

PREPARATION

You will need:

- a large piece of card or paper for each group
- bags for each group containing:
 - » aluminium foil, two ping pong balls, two balloons, Plasticine or Play-Doh, coloured wool, adhesive tape, a felt-tipped pen, pipe cleaners, scissors, a paper cup, a glue stick and Blu-Tack.

BACKGROUND

This activity has been used for more than 30 years and still remains an effective strategy on a number of levels. It gets students working together, reviews their knowledge and enables a level of creativity not afforded by more traditional name identifying activities. It also gives pre-service teachers practice in using correct terminology and takes away some of the fear and embarrassment associated with sexual organs. This is an alternative to the usual pen and paper (label a diagram) activity given to primary and secondary students. Participating in this type of pedagogy helps pre-service teachers to see how much fun can be had in an hands-on, kinaesthetic activity. This could then filter into the range of ways in which they teach their students.

Teachers can use this activity in classrooms to enhance their students' knowledge of male and female sexual and reproductive systems while providing the required information in a fun and practical way. The activity could be used to assess how much participants know or have learned from a previous session.

Ensure that you are clear that the activity is not purely focused on the reproductive organs. By saying 'sexual' as well as 'reproductive', the activity becomes more inclusive and ensures that organs associated with sexual pleasure, such as the clitoris, are included.

PROCEDURE

- 1 Instruct pre-service teachers that they will be making models of the sexual and reproductive organs. Organise participants into groups of three or four and give each group a bag and a large sheet of paper. Allocate groups to either the male or female reproductive organs/system.
- 2 Allow pre-service teachers to create a model of the sexual and reproductive organs/system on the cardboard using the contents of the bag and labelling all the parts.
Participants could also be given a set of cards with the names of the parts you want them to include. Advise pre-service teachers that if they are working with younger students they could give them diagrams of the male or female reproductive system. However, make sure any diagrams are not cross-sectional.
- 3 Bring the pre-service teachers back together with their models (or have groups walk around to view each model). Ask each group to explain their model to the whole group and facilitate discussion around any issues, including correct terms, gender difference, organs for pleasure as well as reproduction and so on.

BRINGING IT ALL TOGETHER

In terms of pedagogical methods this should prove a fun alternative to a fill-in-the-worksheet approach that many teachers use. This activity combined with **Activity 3: There's another name for it?** should give pre-service teachers more confidence in discussing the sexual organs and reproductive systems and in turn working with their students.

ACTIVITY 7: DIFFICULT QUESTIONS – ANONYMOUS QUESTION BOX

Adapted from ANCAHD 1999 pp. 180–3

Individual and large group
Time will vary, depending on
how many questions
Potentially sensitive



AIMS

- To allow a safe environment for pre-service teachers to ask the questions they feel uncomfortable asking in a public space.
- To model appropriate skills in dealing with sensitive material.

PREPARATION

You will need:

- the **Worksheet: Tips for answering difficult questions**
- a suitable box, envelope or container for questions to be posted in.

Preparation tips:

- If you're going to answer the pre-service teachers' questions in this activity, make sure that you've read them first. Have pre-service teachers write their questions just before a break or at the end of a session, and answer the questions after the break or at the start of the next session.
- It's good practice to group questions into topic areas and address the questions as such, therefore each question is not read out aloud and often times repeated.

BACKGROUND

An anonymous question box is an excellent way to let students ask questions of their teacher without saying them out loud. It is vital that teachers read the questions outside the classroom and prepare answers prior to answering the questions in class. It is likewise important for pre-service teachers to see you, as the lecturer/tutor, model appropriate responses.

Often the concern about answering difficult questions is the thought of the unknown. Pre-service teachers want to know what kinds of questions they will be asked by students so that they are prepared when the situation arises. The sample questions in this activity range from primary school to secondary school relevance.

PROCEDURE

- 1 Instruct pre-service teachers that they will be offered a safe space for asking questions anonymously. Allow pre-service teachers time to write questions on a piece of paper and to post these into the anonymous question box. The anonymity offers a way to explore questions and stay safe in doing so.

Ask all pre-service teachers to write something on their piece of paper; if they don't have a question they could just write something about the weather.

Ensure that pre-service teachers put the emphasis on the questions and not literacy (spelling, grammar etc.) when they do this activity with their students. If you do not have time, or pre-service teachers are unable to come up with many questions, use the suggestions provided below.

You will notice that some questions are factual and others involve much bigger social, ethical and moral questions. It is important to include these bigger issues to give pre-service teachers a sense of the types of questions young people are concerned with. Many of these questions come directly from the research in Hillier et al. (1998).

Ensure you choose questions appropriate to the age of children pre-service teachers will be teaching.

- 2 Ensure that ground rules are reinforced to support a safe learning environment.
- 3 Once the questions are submitted and you've had a chance to read them, group them into topics or themes.
- 4 The questions can be answered in a number of ways:
 - » As lecturer/tutor you can answer them in a large group.
 - » Organise the pre-service teachers into pairs and hand each pair a question. Allow them two minutes to discuss the question and come up with an answer. At the end of two minutes, ring a bell (or similar) and have pre-service teachers pass on their question to the next pair and repeat. Allow pre-service teachers the chance to answer five or six questions. Bring the group back together, discuss the types of questions that were more difficult to answer and come up with strategies to answer these difficult questions. Refer to the **Worksheet: Tips for answering difficult questions**.
 - » Organise a role-play situation where, in groups of five, one pre-service teacher in the group asks the same question of four different adults (e.g. teacher, parent, doctor, auntie). The aim is for the four adults to give different responses (e.g. that they have heard in the community) to show the varying amounts of knowledge, experience and comfort when discussing the subject.
 - » A *Dear Abbey* scenario, where pre-service teachers write a response to the question as if someone has written in for their advice.
 - » Put the questions into the box and ask each pre-service to take one and explain how they would answer it. Ask the rest of the group to assist and add additional information.

BRINGING IT ALL TOGETHER

Examine suggestions from the group regarding implementation of this activity at classroom and school levels. Use the following questions to guide discussion:

Could information contained in these questions be addressed or taught another way?

What might be the implications of not providing knowledge and information, or providing information that is not inclusive of the needs of all students?

At the conclusion of the activity, pre-service teachers should feel a sense of relief knowing the types of questions that may arise, and also knowing that other pre-service teachers may feel the same way that they do.

SAMPLE DIFFICULT QUESTIONS

How do I know if I am normal?

Do people have to be married to have sex/children?

When will I get my period?

When will I go through puberty?

Does puberty hurt?

What is pubic hair for?

Is puberty scary?

Why do the boys smell so much?

One of my boobs is bigger than the other. What does that mean?

What is sex?

Does it hurt the first time?

Does sex hurt?

How can a girl get pregnant?

How do people get (conjoined) twins?

How do lesbians have sex?

Which one would be best to use: a tampon or a pad?

What if the tampon gets lost?

What is oral sex?

What is a normal size penis?

What size should a penis be at 14 years old?

Why do I get erections? Why does it happen in public?

Why do I have feelings for my best friend?

Why do my parents still treat me like a child?

Why do people have sex?

Why do the girls [or boys] treat me differently?

What are you supposed to do if a condom breaks?

What does 'homosexual' mean?

What happens if a male takes his girlfriend's contraceptive pill?

SAMPLE DIFFICULT QUESTIONS

What is a 69er?

What protection do lesbians use and how?

When did you first have sex?

When is the right time to have sex?

Would it be safer to use two condoms at the same time?

Can a person get pregnant or catch diseases if they have oral sex?

Can you catch STIs from unclean sex aids?

Can you get HIV from swallowing semen?

Why are people homosexual?

Why are so many young gays so screwed up?

What are the origins of homophobia?

When will society accept everyone for who they are and not their sexual preference?

Why is being gay not acceptable?

How do you find similar people to talk to?

How do you protect against hepatitis during non-penetrative sex?

How do you sexually please a woman?

I'd love to be a dad one day. Is it legally possible for a gay man to adopt or even to gain custody of his own child if he was to have a surrogate mother carry his child?

If someone has AIDS, what can you do sexually with them without contracting AIDS?

Is it possible to obtain an STI or AIDS during unprotected lesbian sex?

Why isn't gay hatred educated against like racism is at school?

Will swallowing semen affect my stomach/faeces?

Are most people inherently bisexual to some degree?

Are there any places people of our age group can go to meet other people in the same situation?

Are there support groups around for me?

WORKSHEET:

TIPS FOR ANSWERING DIFFICULT QUESTIONS

Sometimes students will bring up difficult questions in front of class, when you least expect it!

Here are some tips to manage these questions.

Take a deep breath.

Affirm the questioner: Say 'Thanks for asking that' or 'That's a good question.'

Respect the individual's and the group's social and emotional health. If the question is one that should be answered in private, make a plausible excuse and tell the questioner you will follow up with them later (make sure that you do).

Identify where the question has come from to ensure that you are actually answering the right question. For example, 'Where did you hear about that?'

Be honest.

Use humour but not sarcasm.

If a question makes you uncomfortable, it's OK not to answer it. Ensure, though, that you follow up with the student (and this may involve referring the student on).

If you don't know the answer, it is OK. Assure students that you will find out and follow up with them. (And make sure you do!)

3 Safer sex education

ACTIVITY 8: SAFER SEX – RESEARCH PRESENTATION

Large group
60 minutes



AIMS

- To allow pre-service teachers to test their safer sex knowledge in a safe and supported manner.
- To increase pre-service teachers' knowledge of STIs.
- To provide an opportunity for pre-service teachers to explore the implications of research on the development of their sexuality education programs.

PREPARATION

You will need:

- *Slides 102–126* on various research on and aspects of safer sex
- to familiarise yourself with the presentation; ensure you read the notes section and are clear about any examples
- to familiarise yourself with **Activity 9: Safer sex trivia**.

BACKGROUND

This activity is designed to provide basic information about safer sex issues, including STIs. Information about STIs was identified by pre-service teachers as an area in need of additional content (Ollis & Harrison 2011). Although this presentation focuses on improving knowledge around STIs, safer sex is used in a broad sense to mean more than just protection from pregnancy and disease and so explores other issues such as decision-making. The presentation is designed to include some interactive components so make sure you've viewed it and prepared in advance. As with any presentation that uses data, check to ensure that the information within does not need to be updated to reflect your own cohort or cultural context.

PROCEDURE

- 1 Present the data and allow pre-service teachers an opportunity to reflect on the information and consider its implications for their practice.

ACTIVITY 9: SAFER SEX TRIVIA

Small group
30 minutes



AIMS

- To evaluate pre-service teachers' general knowledge regarding safer sex.
- To model a fun and engaging way to use an assessment.

PREPARATION

You will need:

- *Slides 78–101* on safe sex trivia, research and aspects of safe sex
- the **Worksheet: Quiz answer sheet**.

PROCEDURE

- 1 Inform pre-service teachers that they are going to play a game of trivia. Ask them to form groups of five or six and give each group a name. Let participants know that they are going to compete against the other groups, so there should be no sharing of answers. Give each person a copy of the **Worksheet: Quiz answer sheet**.
- 2 Using the presentation, play the game.
- 3 Present the remainder of the information in the presentation, including the final YouTube clip.
- 4 Following the presentation, ask pre-service teachers to share one implication of the information presented.
- 5 Present the data and allow pre-service teachers an opportunity to reflect on the information and consider its implications for their practice.

WORKSHEET: SAFER SEX TRIVIA

TEAM

Q1 (1 point)

TRUE

FALSE

Q2 (4 points)

1

2

3

4

Q3 (5 points)

1

2

3

4

5

Q4 (4 points)

Withdrawal

Condoms

No contraception

The pill

Q5 (3 points)

1

2

3

WORKSHEET: SAFER SEX TRIVIA

Q6 Who am I? (1 point)

(bonus points for team who get it right fastest: +5 points on first clue, +3 points on second clue, +1 point on third clue)

Q7 (1 point)

There are new cases of HIV annually?

Q8 (1 point)

Q9 (1 point)

Q10 (1 point)

Q11 (4 points)

1

2

3

4

Points (max. 26)	
Bonus points (circle)	5 3 1
TOTAL POINTS	

ACTIVITY 10: SAFER SEX & STORYTELLING

Large group
60 minutes
Potentially sensitive



AIMS

- To provide a best-practice storytelling pedagogical experience.
- To improve pre-service teachers' confidence in using the storytelling approach with all students.

PREPARATION

You will need:

- two resources from the Northern Territory Government Department of Health (NT Health Services 2001) available at:
 - » *Women's PID Story Book*. <http://www.deakin.edu.au/arts-ed/education/teach-research/health-pe/project/pid-story-book.pdf>
 - » *Important Messages for Young Territorians*. <http://www.deakin.edu.au/arts-ed/education/teach-research/health-pe/project/important-messages.pdf>

BACKGROUND

Talking Sexual Health: National framework for education about STIs, HIV/AIDS and blood-borne viruses in secondary schools (ANCAHRD 1999) was written after extensive research in the field of sexuality education and states that 'school-based programs need to be culturally sensitive and aware of the range of different cultural norms and the implications of these for teaching and learning practices for all cultural groups, but in particular for Indigenous Australian young people' (p. 42). The recommendations specifically made for Indigenous youth are:

In many Indigenous Australian communities' cultural norms require sexuality education to be conducted in single-sex groups. In some communities single-sex classes may need to be taught by a teacher of the same sex. Such program delivery acknowledges varying traditions amongst different Indigenous Australian groups which can include strict laws for men and women so that 'women's business' and 'men's business' must be discussed separately.

... the National Indigenous Australians' Sexual Health Strategy ... makes it clear that sexuality is a 'sensitive' and 'intimate' issue for Indigenous Australian people and often brings a good deal of 'shame' with it. This makes common classroom strategies such as discussion and role- plays

'awkward and uncomfortable' for these young people.

(ANCAHRD 1999, p. 41)

Storytelling is regularly reported as being effective when teaching Indigenous youth. In this activity, pre-service teachers will be led through a storytelling experience to model their practice on. Pre-service secondary teachers may have difficulty with this activity, as storytelling has long been the domain of primary teacher.

You should also refer to **Area of Study 3: Diversity** for information and activities that explore cultural competency. You may like to complete some exercises on diversity before this storytelling activity.

PROCEDURE

- 1 Discuss the importance of being culturally inclusive and doing your research first. *Important Messages for Young Territorians* and the *Women's PID Story Book* demonstrate the way concepts such as sex and STIs can be taught to younger students and placed in the appropriate cultural context.
- 2 This activity can be done in many ways. You could place the large slides on the floor or scan them into a PowerPoint presentation, or do a reading activity with the students sitting on the floor as you might in primary school.

BRINGING IT ALL TOGETHER

A simple storybook cannot be underestimated for the effectiveness it may have for a student or group of students, and not only young Indigenous people. Stories may bring out emotional or social aspects often left out of sexuality education, and therefore can be more relevant than just knowing the facts.

FURTHER RESOURCES



Department of Health and Ageing (DHA) 2011, *Djiyadi: Can we talk? A resource manual for sexual health workers who work with Aboriginal and Torres Strait Islander youth*, Australian Society for HIV Medicine (ASHM), Sydney, Australian Government, Canberra.

Northern Territory Government 2011a, *Sexually Transmitted Infections and HIV – MEN ONLY*, flip chart, Northern Territory Government, Darwin.

Northern Territory Government 2011b, *Sexually Transmitted Infections and HIV – WOMEN ONLY*, flip chart, Northern Territory Government, Darwin.

ACTIVITY 11: BODY MAPS – STIS

Small group
50 minutes, depending on
how many body maps used
Potentially sensitive



AIMS

- To identify the physical, social and emotional effects of STIs.
- To identify the physical, social and emotional effects of sexual arousal.
- To show a range of uses of one pedagogical approach.

PREPARATION

You will need:

- large pieces of paper (butcher's paper is ideal) stuck together to make a piece long enough to trace a participant's body
- the *Sexuality Education Matters* video to view prior to the activity if necessary.

BACKGROUND

Body maps can be used for a variety of topics. You could also cover contraception, feeling unsafe, pregnancy, becoming a parent, readiness for sexual activity and so on. The body maps activity is demonstrated on the *Sexuality Education Matters* video.

PROCEDURE

- 1 Organise pre-service teachers to work in small groups of four to five, and give each group a large piece of paper and several different coloured felt-tipped pens. Each group member should have a pen.
- 2 Instruct each group to draw a simple outline of the human body that fills the large piece of paper, with a vertical line drawn through the centre.
Participants can free draw an outline, or trace an actual outline of a pre-service teacher's body. If some groups choose the latter, make sure the social safety of the 'model' pre-service teacher is not compromised.
- 3 Instruct pre-service teachers to write or draw all the physical, social and emotional symptoms and changes that occur when someone has an STI. An STI could be chosen for each group, or all the body maps could be about general STI symptoms and changes.
You may like to give pre-service teachers pamphlets on a range of STIs and allocate each group an STI to focus on.

Go to www.sti.health.gov.au/internet/sti/publishing.nsf/Content/resources5c

- 4 Bring the pre-service teachers back together and ask each group to discuss what they have written. Ensure that the social and emotional safety aspects have been covered, not just the physical. For example, consider reputation, embarrassment and mental health.
- 5 Instruct participants to draw another body map, with a line down the centre. On one side, ask them to list or draw all the physical, social and emotional changes that occur to boys when they are sexually aroused. On the other side, ask them to do the same for females.
- 6 Bring the pre-service teachers back together and ask each group to discuss what they have written.
- 7 Using one of the body maps as an example, ask a volunteer to circle all of the physical, social and emotional changes that occur for both boys and girls. Discuss the similarities between these changes. Are there more similarities or more differences that occur between boys and girls? Generally, pre-service teachers will identify that there are more similarities. It is important that they understand this, as people are often led to believe that males alone show the physical signs of sexual arousal.

BRINGING IT ALL TOGETHER

Having used this activity to address the issue of puberty and the changes that occur should have given pre-service teachers good experience in this pedagogical method. Again, this activity should highlight the depth and creativity of this approach, as compared to filling in a worksheet.

This activity can lead to several lessons looking at the impact of STIs and sexual pleasure on health, body image and strategies to survive adolescence.

ACTIVITY 12: CONDOM 1, 2, 3s

Small and large group
15 minutes
Potentially sensitive



AIM

- To have pre-service teachers describe the correct order of steps to take when using a condom.

PREPARATION

You will need:

- a set of the **Condom 1, 2, 3 Statements** for each small group
- possibly a supply of condoms, depending on the method you use to conduct this activity; free condoms for education purposes are available from Ansell: www.ansellcondoms.com.au/contact.htm

BACKGROUND

Condoms have been proven as the most effective form of protection from STIs for young people who are sexually active. Not only are condoms cheap and easily accessible, they are also relatively easy to use. If young people are taught the correct steps to using condoms, and given time to practice this skill, they are more likely to use a condom for protection. Condoms are only effective if used correctly every time.

There are two ways of doing this activity; the one described here is the easiest to carry out in terms of preparation and materials. The second method is to have condoms available and teach the correct order of steps by putting them on banana penises (available from Family Planning Victoria) or students' fingers.

Pre-service teachers should be aware that condoms can be out of date if young people have stored them for some time, so it is very important to remind participants of the need to highlight this to students in schools.

If you have a supply of condoms, you could use the **Condom 1, 2, 3 Statements** first and then have pre-service teachers put the condom on correctly.

PROCEDURE

- 1 Emphasise to pre-service teachers that when they deliver this activity to students in schools it is important to be inclusive of all students. This means including abstinence as a normal and healthy option along with other sexual activity, and understanding that not all students will need to know how to use a condom now, or will even want to touch a condom. Even so, it is important that we all learn for the future.
- 2 Emphasise that condoms do not protect against all STIs; however, they are the most effective form of contraception if used correctly every time. There are of course failure rates for condoms; however, most failures are generally put down to user mistakes.
- 3 Explain to pre-service teachers that you will be handing out a set of statements and that they are to put the statements in order as to how to put on a condom correctly. You may be surprised as to how many adults do not know the correct order! Hand out a set of statements to each small group.
- 4 Allow pre-service teachers enough time to complete their ordered list, then come back together as a large group.
- 5 Ask pre-service teachers to discuss their lists and compare them with other groups.
- 6 Note that there may be some discrepancies between the order of 'check the expiry date' and 'erection'. The expiry date step must be second, so that the decision to participate in intercourse could be put off more readily at this stage than at the third step (erection).

BRINGING IT ALL TOGETHER

Discuss any myths pre-service teachers have heard associated with condom use. For example, young people have been heard to discuss intercourse as being safe if the penis is inserted without a condom until the male almost ejaculates, takes his penis out and then puts a condom on to ejaculate inside his partner. This is similar to the withdrawal method, but there is pre-cum on the penis prior to ejaculation which contains semen and could contain an STI.

You may like to bring up these further points:

- Condoms can be damaged by heat, sharp fingernails, teeth and jewelery.
- A condom must be put on an erect penis.
- If a condom is put on the wrong way, it will be difficult to roll down. That condom should be taken off, thrown away and a new condom used.
- When pulling the penis out of the partner, the rim of the condom should be held so that the condom does not slip off the penis and stay inside the partner.
- A condom can only be used once.

CONDOM 1, 2, 3 STATEMENTS

This is the correct sequence of events, but make sure to distribute these statements in a random order.

Have a condom available

Check the expiry date on the condom

Erection

Carefully open the packet so as not to tear the condom

Take the condom out and check that it is the right way up

Pinch the tip of the condom to push out any trapped air

*While still pinching the tip of the condom, roll the condom
down the whole length of the penis*

Penis is inserted into partner

Ejaculation may or may not occur

*Hold the rim of the condom and remove penis
from partner*

Remove condom from penis

Dispose of condom appropriately

ACTIVITY 13: HOW SAFE IS THAT?

Adapted from DET 2004

Small and large group
45 minutes
Potentially sensitive



AIMS

- To examine the safety of sexual practices.
- To provide participants with information on the nature of sexual activities and behaviours.

PREPARATION

You will need:

- to familiarise yourself with the **Worksheet: Sexual & intimate behaviours**
- to prepare sets of **Sexual & intimate behaviour cards** (one set of cards in envelopes for each small group)
- a set of **Safe / Unsafe / Unsure cards**.

BACKGROUND

One of the difficulties with many education programs about STIs and HIV/AIDS is that they adopt a disease-oriented approach. Students look at a range of sexually transmissible infections and learn how to prevent and treat them. Programs assume that students already understand the mechanics of sex and a broad range of issues related to sexuality. In other words, such programs do not place education about STIs in any context relevant to young people's lives. It is impossible to talk about safe and safer sex issues, for example, if students do not understand what sex is or think sex is only penetrative vaginal intercourse. For these reasons this activity, which defines a range of sexual activities other than penetrative sex, is necessary.

Running this activity with students can be confronting for teachers. Inform pre-service teachers that it is important for them to be familiar with the list of sexual behaviours, and it is important to select a range that will give students the idea that sexual activity involves more than penetrative intercourse.

In this activity, participants will be examining the idea of safe and safer sexual practices. To do this, they need to understand the range of sexual practices that place people at risk of contracting an STI, as well as those practices that are safer. This not only enables participants to see there is a range of practices, but helps them to start thinking about safety in terms of risk behaviours rather than risk groups.

In developing this activity, sexual practices were included to cover the range of what the cohort may have experienced, through to practices they may have never considered, and this allows participants to critique their own notions of safety.

There are an unlimited amount of other sexual practices that could be included, yet for containment the ones displayed were considered most appropriate. In light of this, as the lecturer/tutor, it is up to your discretion as to how many and which practices you use, and whether you allow input about other sexual practices that the cohort have identified. Other activities that could be included, and that may be more prevalent in other geographical, cultural or age groups, may be flirting, foreplay, exhibitionism, voyeurism, golden showers, rainbow parties, tea bagging, use of sex toys, gang banging, fetishism or erotic asphyxiation (and many more).

PROCEDURE

- 1 Inform pre-service teachers that the purpose of this activity is to examine the safety of a range of sexual practices.
- 2 Prepare enough sets of **Sexual behaviour cards** for groups of five or six. Put a set of each into envelopes.
- 3 Divide pre-service teachers into groups of about six. Inform each group that they are required to brainstorm as many sexual activities or behaviours as they can think of. Ask participants to think broadly in terms of sexual activity, from activities such as eye contact to types of penetrative sex.
You might also refer to **Activity 2: Sex & intimacy in Area of Study 7** to help generate activities or behaviours.
- 4 Depending on the nature of the group and time available, it may be more appropriate to use the prepared cards as the starting point, rather than getting pre-service teachers to generate a list.
- 5 Compile a master list on a board or read through each group's list, explaining the activities and behaviours mentioned so that all participants have a common understanding of what each behaviour is or means. The **Worksheet: Sexual & intimate behaviours** will also help to explain what each behaviour means.
- 6 Give each group a set of **Sexual & intimate behaviour cards**. Each group is then to sort their cards into three piles: 'Safe', 'Unsafe' and 'Unsure'.
- 7 Give participants about ten minutes to complete the task. Provide an additional few minutes for everyone to walk around and look at the other groups.
- 8 Go through each of the behaviours, discussing their relative safety.
- 9 Finish the activity by having each group develop a definition of safer sex.

BRINGING IT ALL TOGETHER

It is impossible to effectively teach young people about safe and safer sex practices if they are unaware of what is meant by sexual activity. In addition, it is important that young people see sexual activity as more than just penetrative sex, and many non-penetrative practices give sexually active young people the greatest protection from acquiring STIs. Therefore it is vital that pre-service teachers are aware of and can guide this process.

WORKSHEET: SEXUAL & INTIMATE BEHAVIOURS

Adapted from DET 2004

Love bites

Biting or sucking a partner's body hard enough to produce red marks or bruises.

Kissing

Partners use their mouths to pleasure each other's mouths. Can also kiss anywhere on partner's body.

Holding hands

Physical contact – holding hands with someone.

Love letters

Writing or receiving love letters.

Body and/or genital rubbing

Rubbing genitals against a partner's body or genitals, with or without clothing on.

Cuddling

Close personal physical contact with a partner – hugging, snuggling etc.

Anal intercourse

A man inserts his penis into his male or female partner's anus.

Vaginal intercourse

A male inserts his penis into his female partner's vagina.

Oral sex (cunnilingus)

A person uses his or her tongue to stimulate the female partner's genital area.

Oral sex (fellatio)

A person uses his or her mouth or tongue to stimulate the male partner's penis.

Sexy talking

Speech that is sexually arousing.

Fantasy

Imagining things that are sexually arousing.

Digital penetration

A person inserts their finger(s) into their partner's vagina or anus.

Eyeing someone off

Eye contact with another – staring, winking or smiling at others.

Massage

Physical contact –massaging a partner's body with hands or other body parts.

WORKSHEET: SEXUAL & INTIMATE BEHAVIOURS

Adapted from DET 2004

Masturbation

Giving yourself sexual pleasure, usually by touching or rubbing your genitals. Can involve fantasy.

Mutual masturbation

Giving yourself/partner sexual pleasure, usually by touching or rubbing your/their genitals or watching your partner give themselves pleasure. Can involve fantasy.

Nipple stimulation

Touching, kissing, rubbing or licking the nipples for sexual pleasure.

Pornography

A person watches material specifically designed to sexually arouse.

Phone sex

Engaging in sexual activities (such as mutual masturbation, sexy talking) whilst talking to someone on the phone.

Sexting

Sexual pleasure from sending or receiving sexually explicit (but not abusive) messages or photographs via mobile phone, email, social media or over the internet

Cybersex

Sending or receiving material describing or performing sexual acts via cyberspace. This could include video, instant messaging, chat-rooms, virtual worlds etc.

ATM (arse to mouth)

Generally a female participates in anal sex and then oral sex where the penis is taken straight from the anus to the mouth.

Double penetration

Either two penises inserted into one vagina or anus at the same time, or one penis inserted into the vagina and one penis inserted into the anus of one woman at the same time.

BDSM

Erotic activities such as bondage, discipline, dominance and submission and/or sadomasochism (giving or receiving pain or humiliation).

Extra activities

PUBERTY JUMPING

Adapted from Family Planning Victoria (2013)

Large group
10 minutes



AIM

- To review and revise pre-service teachers' knowledge on male and female reproductive parts and/or changes that occur during puberty.

PREPARATION

You will need:

- a list of reproductive body parts and changes that occur at puberty.

PROCEDURE

- 1 Explain to pre-service teachers that they will be participating in an activity that involves movement. They will have to respond to a word the facilitator calls out.
- 2 Using the lists of body parts or changes at puberty, call out an item from the list(s).
 - » If you call a girl's body part or a puberty change that happens only to girls, participants must **stand up and put their hands in the air**
 - » If you call a boy's body part or a puberty change that happens only to boys, participants must **crouch down**
 - » If you call both a boy's and a girl's body part or a change that happens to both boys and girls, participants must **stand with their hands on their knees**.

REPRODUCTIVE BODY PARTS

Males Penis, testicles, scrotum, foreskin, sperm duct, prostate gland.

Both Elbow, breasts, bladder, anus, urethra, belly button.

Females Vagina, Fallopian tubes, vulva, ovary, uterus, clitoris.

CHANGES THAT OCCUR AT PUBERTY

Males Penis gets bigger, testicles start producing sperm, voice 'breaks', erections.

Both Shoulders get wider, underarm hair grows, mood swings, sexy feelings, body odour, grow taller, acne (pimples), hairy legs, wet dreams, voice deepens, pubic hair grows, need more privacy.

Females Menstruation begins, hips widen, ovaries start to release eggs, breasts grow.

WHAT AM I?

Large group
15–20 minutes



AIM

- To allow pre-service teachers a safe space to get used to using the correct sexual health terminology for reproductive systems and their functions.

PREPARATION

You will need:

- to make three 'celebrity head' headpieces (a headband works well) and a selection of interchangeable cards or stickers.

BACKGROUND

This activity is a version of 'celebrity heads'. It is a good way to evaluate the understandings of these terms in an enjoyable and fun way that will build pre-service teachers' confidence in using the correct language to describe the male and female reproductive systems and their functions.

PROCEDURE

- 1 Invite three pre-service teachers to come up the front and attach a headpiece to their head. Do not allow them to see the word/s on their card.
- 2 One of the pre-service teachers will start by asking a question to which the rest of the group can answer 'Yes' or 'No'. If the answer is 'Yes', the pre-service teacher gets to ask another question. If the answer is 'No', it is the next person's turn. The game continues until all players have guessed 'what' they are.

BRINGING IT ALL TOGETHER

Discuss with pre-service teachers the importance of young people learning and being comfortable with using the correct terminology to explain parts of the body; for example, when they need to talk with a doctor.

WHAT AM I?

Any of these terms can be used in this activity (and there are plenty of others).

Reproductive system parts Fallopian tubes, testicles, vas deferens, mammary glands, ova, prostate gland, penis, vulva, uterus.

Reproductive system functions Ejaculation, reproduction, menstruation, breast-feeding, sexual intercourse, sexual pleasure.

WHAT'S THAT GOT TO DO WITH PUBERTY?

Large group
20 minutes



AIM

- To experience a learning environment that addresses visual, audio and kinaesthetic learning needs.

PREPARATION

You will need:

- a collection of items that may have something to do with puberty (see the list below); items will be different for primary or secondary groups
- at least one item for each pre-service teacher (you could also ask participants to prepare for this session by bringing one or more items themselves).

BACKGROUND

Originally this activity was thought to have been used with a group of Aboriginal students, whose stories behind each object were the real learning, rather than just the functional use of each item. This activity can also be used in many different ways. In this instance it is used for puberty, but it could also be used for adolescence and sexual maturation, safer sex or sexual decision-making. In addition, there is more than one way to use the items you have collected (some additional uses are presented in the procedure too). Use your imagination to expand this activity to fit your group.

PROCEDURE

- 1 Inform pre-service teachers that they will be discussing various issues to do with puberty. Any questions should be brought up as they arise.
- 2 Organise pre-service teachers into a large circle and place the items (hidden; you could have them in a basket or under a blanket) in the middle of the circle.
- 3 One at a time, ask pre-service teachers to draw out one item and discuss how that item may relate to puberty.
If pre-service teachers have brought their own item, they may want to explain its relevance themselves. Others might put forward further ideas and uses when each participant has had their turn.

EXTRA ACTIVITIES WITH THESE ITEMS

Recall

Hide the items again and give each pre-service teacher a pen and piece of paper. Allow them some time to try and recall as many of the items as possible.

Role-play

Ask each pre-service teacher to choose one item and then form groups of four. Each group is to come up with a role-play starting with the sentence 'What is happening to me?' and finishing with 'Thanks for telling me that, I feel so much better'. The role-play must also utilise the object being discussed.

Advertising expert

Instruct pre-service teachers in groups to choose an item and write a 30-second radio advertisement for that item. Their target audience is 12–16-year-olds who are going through puberty.

WHAT'S THAT GOT TO DO WITH PUBERTY?

A list of possible items and their relation to puberty:

- Card or pamphlet from a sexual health centre: knowing where you can go for help
- Clock/watch: getting older
- Deodorant: for new odours
- Doll: ability to now have a baby
- Earring: expressing yourself, image
- Hair gel: looking your best, impressing others
- Key: gaining independence
- Mirror: who I am, what I look like, body image, self
- Pictures of clothes: expressing yourself, image
- Red face: embarrassment at what is happening
- Ruler: growing taller (though boys usually relate this item to their penis growing bigger!)
- Soap: hygiene needs
- Tampons: menstrual cycle and management
- Tape measure: growing again, but girls may link this to body measurement and body image
- Toy cow: milk (calcium needs), mum feeding baby
- Toy frog: tadpoles (look like sperm)
- Worry beads: worried about what will happen.

THE DIVING BOARD

Adapted from Meeks, Heit & Burt 1993

Large group
20 minutes



AIM

- Identify the stages of human sexual response.

PREPARATION

You will need:

- to draw a picture of a diving board on the whiteboard; include the base, ladder, board and water; label your picture with 1. Climbing the ladder; 2. Walking out on the board; 3. Diving in; and 4. Getting out of the water.

BACKGROUND

Often sexual arousal and response is left off the curriculum due to embarrassment, teacher confidence and concern about parental backlash. How to arouse and please a partner is a real concern for young people, who genuinely want to be able to understand how to do this to have a more fulfilling sex life.

PROCEDURE

- 1 Explain to pre-service teachers that they will be discussing jumping off a high diving board. Do not tell them that this will lead into a discussion of the human sexual response.
- 2 Begin by discussing the first phase, climbing the ladder. Discuss the following (possible) responses, and write them on the whiteboard near the ladder:
Have you ever jumped off a high diving board? (Yes/No)
How did you feel? (scared, confident, nervous etc.)
What or who encouraged you to do it? (excitement, prove I can, try something new, peer pressure etc.)
- 3 Now consider the second phase, walking on the board. Ask pre-service teachers to describe what this experience is like, and put their responses on whiteboard. Some possible responses are:
Excitement is now building
Less chance the person will turn back
Person may fall off board accidentally

- 4 Discuss the third phase, diving in. Record participants' responses on the white-board. Some possible responses are:
 - Successful*
 - Awkward*
 - Traumatic (a belly whacker!)*
- 5 Finally, discuss the fourth phase – getting out of the water. Discuss and record responses to how pre-service teachers felt getting out after their dive was completed.
 - Have a new attitude about diving (positive or negative)*
 - If successful, it feels easier to do it again*
 - May never dive again*
- 6 Explain to pre-service teachers that you will now be looking at these phases as they relate to the human sexual response.
 - » Phase 1: Excitement
 - Begins with initial sexual stimulation; ranges from a few minutes to several hours. Examine apprehensions, new feelings and building tensions.
 - » Phase 2: Plateau
 - Once tension builds up it is difficult to turn back (like on a diving board). A person may lose control as (s)he becomes more involved.
 - » Phase 3: Orgasmic
 - The commitment is made; the person is at the peak of the activity. What will the first attempt be like? How will it affect the person? Physically, rapid muscular contractions then release accumulated tension.
 - » Phase 4: Resolution
 - Biological structures return to their pre-excitement state. Can be compared to the 'cooling off' period in the water. The importance of how the person feels about the experience. Have fears and anxieties increased (because it was a belly whacker) or will the diver be more likely to jump off again (because it was a successful dive)?

BRINGING IT ALL TOGETHER

Discuss that the more intimate a couple becomes, the less likely they are to turn back. Some individuals will continue with sexual activity, even if they don't want to, because they have committed so far or others are asking (or pressuring) them to do it.

This also provides an opportunity to discuss some of the gendered myths around arousal, such as that a male can't stop once he is aroused. You could get pre-service teachers to identify these myths.

SAFE / UNSAFE / SAFE ONLY IF

Adapted from WHIN & Reidy 2011, activities 6 & 6B, pp. 13–17

Large group
40 minutes



AIMS

- To examine the safety of sexual practices.
- To provide pre-service teachers with an example of a harm minimisation pedagogical approach.

PREPARATION

- to prepare and familiarise yourself with **Safe/Unsafe activity cards** appropriate to the group (or age group) participating
- a set of **Safe / Unsafe / Safe only if** cards.

BACKGROUND

This activity is similar to **Activity 13: How safe is that?** However, this activity addresses additional issues that young people may face.

The activity is designed to demonstrate to pre-service teachers how to generate discussion on a broad range of social issues by exploring how students can still enjoy relationships and social activities, but stay safe or minimise harm as well. Discussion, in this context, provides an opportunity for pre-service teachers to gain an understanding of the issues, risks and choices that must be considered by their students in order to have a sexually healthy lifestyle. Discussion can also dispel some common sexual health myths.

Note: Select cards that are appropriate for the age of the group.

PROCEDURE

- 1 Organise pre-service teachers into a large circle. Arrange the **Safe/Unsafe activity cards** so that they face down in the middle of the circle and the **Safe / Unsafe / Safe only if** cards are in a line across the circle.
- 2 Discuss with pre-service teachers what they think the terms 'safe', 'unsafe' and 'safe only if' mean with the person next to them. Then ask participants to share their ideas with the whole group. The *Oxford Dictionary* definition of safe is 'not exposed to danger' or 'freedom from risk'.

- 3 Turn over a **Safe/Unsafe activity card** and, as a group, discuss the placement of the card in the **Safe / Unsafe / Safe only if** categories. Explore the potential dangers of something that is 'unsafe'. It is important that, in determining what might be safe or unsafe, students not only consider things that might cause harm physically, but also emotional and social harms.
- 4 Ask each pre-service teacher to select a **Safe/Unsafe activity card** and match it to one of the **Safe / Unsafe / Safe only if** cards. Have the group then discuss issues and information about the card, and explore differing values and opinions. On consensus, the group can decide to move an activity card from one category to another, after discussion. Repeat for selected activity cards.

BRINGING IT ALL TOGETHER

Ask pre-service teachers also to examine and discuss each card in relation to the law. That is, which of the activities are legal?

Summarise by reminding pre-service teachers where they may access information or support for any of these issues, and how important it is that they have links in the communities around their schools to be able to refer students on when necessary.

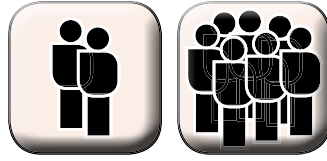
SAFE/UNSAFE ACTIVITY CARDS

Using a home pregnancy test
Getting drunk and having sex
Phoning a help line
Becoming a teenage father
Oral sex
Cybersex and chat rooms
Having sex at 16
Telling someone you are attracted to the same sex
Having an abortion
Using a public toilet
Meeting friends in town
Having regular health checks
Kissing
Getting drunk
Having sex for the first time
Waiting to have sex until you're in a trusting, committed relationship
Sex with a condom
Taking or sending naked photos of yourself or others on your mobile phone
Getting a body piercing
Going to a tattooing party
Getting stoned at a party
Pornography
Masturbating
Jealousy
Taking emergency contraception
Breaking up with someone
Leaving your drink unattended

CONDOM CAPERS

WCHN 2010

Paired and large group
45 minutes



AIM

- To put pre-service teachers into a scenario that will help develop life skills.

PREPARATION

You will need:

- the **Worksheet: Condom excuses & persuasion lines**
- the **Worksheet: Negotiating our way through.**

BACKGROUND

If young people are given experiences simulating potentially risky situations in a safe and supportive manner, they are better placed to make safer choices in real-life situations. The experiences gained in supportive environments, such as practicing responses, set the young person up with skills they can use in their lives. Even so, it is important to discuss with pre-service teachers what Peter Gourlay (1995) calls the 'knowledge–action gap' – meaning that young people might have the knowledge and have practiced the skills, but issues of power, status and coercion (and so on) make it difficult to act.

PROCEDURE

- 1 Explain to pre-service teachers that they will be performing a role-play in a pair. One of the pair will be trying to persuade the other to have sex without a condom; the other will be trying to convince the first to wear a condom. You might need to refer to the respectful relationships activities in **Area of Study 7** and styles of communication and negotiation.
- 2 Using the **Worksheet: Negotiating our way through**, have participants try to come up with a solution to this dilemma. Allow pre-service teachers sufficient time to negotiate a solution.
- 3 Bring pre-service teachers back into a large group and ask for volunteers to give an idea of how their role-play went.

BRINGING IT ALL TOGETHER

When faced with comments like the ones on the first worksheet, it can be very hard to remain assertive about what you want, even though it is your own safety and *perhaps even your own life* that is being risked.

Discuss how it is possible to acknowledge the other person's feelings and thoughts while still being assertive and positive. For example, to 'I thought you loved me' you could say, 'I do love you and I show you I love you in other ways. Risking our good health doesn't prove our love, but keeping each other safe is a way of showing true love.'

WORKSHEET: CONDOM EXCUSES & PERSUASION LINES

Condom excuses

It destroys the romance and spontaneity

Hey, I'm not dirty – I'm clean

I hardly ever have sex

I'm not gay

I'm not an injecting drug user

Don't you trust me?

I thought we loved each other

But I'm already using contraception

It's not as good with a condom

Persuasion lines to have safer sex

Let's stay safe together

I know you don't think it'll feel as good, but let's give it a go and see

Come on, it can be fun

I'll put it on for you

I'll last longer

I don't want you to fall pregnant

I feel embarrassed talking about it too ... but it'll be worth it

It's really important to me

Darling, are you ready to be a daddy? [or mummy]

Look, condoms in all the colours of the rainbow ... choose one

No sex without it babe

How do you know I don't have [an STI such as chlamydia]?

WORKSHEET: NEGOTIATING OUR WAY THROUGH

Modified from Liggins et al. 1990

Define the problem

Everybody involved in conflict needs to agree on a definition of the problem before the problem can be tackled. This means describing the problem in terms of each person's feelings.

Identify what each wants

It could be a more intimate relationship, that the other person respects your opinion, or the best solution to a particular problem.

Separate feelings from the problem

Feelings can get in the way and, even though it is important to have strong feelings, they need to be separated from the problem. Use 'I' messages and avoid blaming. It's necessary to see yourself working alongside the other person to solve the problem – attack the problem not the person.

Brainstorm the options for mutual gain

There might be a number of solutions to the problem which could work for those involved. Don't get stuck on one solution just because it's the first you see. Be creative about the available possibilities, and look for common ground. You can decide from the various options later.

Evaluate solutions

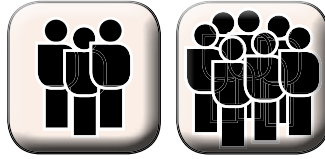
You have to sort out the pros and cons of each option based on standards that are external to each individual, such as the law, research, mutual benefit, religious belief and so on. Both parties need to agree on the criteria used. Be open to reason but closed to threats.

Decide on a mutually acceptable solution

Make sure each person takes responsibility for agreeing with the decision.

DEBATE – ABSTINENCE ONLY VS COMPREHENSIVE SEXUALITY EDUCATION

Small or large group
60 minutes, if research
complete beforehand



AIMS

- To allow pre-service teachers a safe space to develop their understandings and beliefs on a controversial topic.
- To provide up-to-date research that will inform pre-service teachers' frameworks.

PREPARATION

You will need:

- to familiarise yourself with up-to-date data regarding the approaches to each side of this debate. The Avert website is a good starting point:
www.avert.org/abstinence.htm

BACKGROUND

There are long-held beliefs about the effectiveness of abstinence only or comprehensive sexuality education approaches to sexual health. Providers of each will debate the effectiveness of their own approach and the failings of the other. Current research points to comprehensive sexuality education that *includes* abstinence only education as the most effective method.

PROCEDURE

- 1 Organise pre-service teachers into two groups or an even number of small groups. Instruct participants that they will be taking on a viewpoint that is not necessarily their own. They will be required to research an issue on their own and come to the next class prepared to present their 'opinion' in a debate.
- 2 Share the above Avert website address as a starting point for research. Each team is to come up with at least five points to discuss in the debate. Allocate a short amount of time in class to combine research, decide on the five most important issues and determine who will present in the debate.
- 3 As lecturer/tutor, use your preferred method of debate.

BRINGING IT ALL TOGETHER

In life it is acceptable to have our own opinions about everything. As teachers, who have the power to shape young minds, we are required to teach in a manner that allows for all opinions to be expressed. We cannot be value free, but should aim to be value *fair* and allow the expression of values from our students.

REFLECTION: FIELD OF WORDS

Adapted from Clarity Collective 1992

Individual
15 minutes



AIM

- To evaluate how pre-service teachers are feeling at this point in the course.

PROCEDURE

- 1 Pre-service teachers circle the words from the field to reflect on and record their feelings. You could also display the word field on a PowerPoint slide (see the last slide in the **Area of Study 6** activity cards PowerPoint presentation) and have participants note down the words they are feeling. Collect pre-service teachers' responses if you want to record their reflections.



Resources

PUBLICATIONS

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VIDEOS

Chlamydia: The secret is out

Australian Research Centre in Sex, Health and Society (ARCSHS) 2008

La Trobe University

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WEBSITES

Ansell education

Ansell

www.ansellcondoms.com.au/education/education.htm

Ansell: Contact us – Enquiries for condoms for school education sessions

Ansell

www.ansellcondoms.com.au/contact.htm

STIs: Indigenous resources

Australian Government 2011

www.sti.health.gov.au/internet/sti/publishing.nsf/Content/resources5c

Area of Study 7

Sexuality & Relationships



Introduction

Relationships are the foundation any sexuality education program and the social context by which young people make sense of their experiences of sexuality and sexual health. This area of study is designed to prepare pre-service teachers with the knowledge, understanding and skills to provide learning experiences that explore relationships and sexuality.

Respectful relationships and communication are a key focus of this area of study. We engage pre-service teachers with activities that examine and explore issues around gender-based violence such as sexual assault, sexual harassment and homophobia. Students also examine the connection between gender, power and violence. This enables pre-service teachers to move from acknowledging assumptions about gender-based violence and how they have developed, to looking more closely at the implications of violence on the everyday lives of young people. The role of pornography, social media and technology are examined in relation to the development and maintenance of respectful relationships.

This area of study is also designed to involve pre-service teachers in critical discussion about the influences that shape sexual beliefs and practices and how these impact on respect in relationships. We address how to discuss the topic in an age-appropriate manner and how teachers are able to assist their students to develop long-lasting and mutually beneficial relationships. The practical experiences in this area of study will also allow pre-service teachers to reflect on their own relationships, and consider their own behaviour and the messages they send students in their communication in schools. Key messages revolve around respectful relationships and the ways in which these can be achieved and maintained.

AIMS

- To explore the notions of 'respect' and 'relationship' and what it means to have respectful relationships and sexual consent.
- To build an awareness of the nature, extent and impact of gender-based violence in a gender and power framework.
- To critically examine the role of sexualisation and pornography in relationships and in sexuality education.
- To experience a range of education strategies and innovative approaches to addressing sexuality and relationships with a focus on gender-based violence.
- To identify the impact of differing forms of communication on relationships.

PURPOSE

- To examine gender, power and violence.
- To continue to develop a framework for teaching about sexuality education.
- To practice effective communication and negotiation.
- To provide participants with an insight into how contemporary mainstream sexualisation and pornography is impacting on young people's perceptions of sex and gender, and the implications this has for young people's healthy social and sexual development and for teaching sexuality education.

OUTCOMES

At the conclusion of this area of study, pre-service teachers should:

- be equipped with the skills to consider how to incorporate education about pornography into relationships and sexuality education
- have developed confidence in teaching about gender-based violence, sexualisation and pornography using age-appropriate strategies

PREPARATION

For the activities in each area of study, you will generally need a teaching space that is large enough for students to move about in, and moveable furniture. You will also need some or all of the following at various points:

- area study 7 PowerPoint presentations:
<http://www.deakin.edu.au/arts-ed/education/teach-research/health-pe/project/area-study-7.pdf>
- whiteboard and butcher's paper
- whiteboard markers; pens; coloured felt-tip pens; coloured textas
- stationery, including paper, scissors, sticky notes, Blu-Tack and sticky tape
- a computer (or tablets) and internet connection, to view parts of the *Sexuality Education Matters* video (from Deakin's iTunesU channel) and other videos as described in the activities
- TV and video/DVD player (rarely; pre-check each activity).

Note:

- Some activities require work done prior to the session, and very specific items, so make sure to review each area and its activities before you start teaching.

SUGGESTED PRE-READING



Albury, K, Crawford, K, Byron, P & Mathews, B 2013, Young people and sexting in Australia: Ethics, representation and the law, ARC Centre of Excellence for Creative Industries and Innovation, UNSW

http://jmrc.arts.unsw.edu.au/media/File/Young_People_And_Sexting_Final.pdf

Bickell, C 2009, 'Sexuality and the dimensions of power', *Sexuality & Culture*, vol. 13, pp. 57–74.

Crabbe, M & Corlett, D 2010, 'Eroticising inequality: Technology, pornography and young people', *Domestic Violence Resource Centre Victoria Quarterly*, no. 3, pp. 1–6.

Evans, S, Krogh, C & Carmody, M 2009, *Time to Get Cracking: The challenge of developing best practice in Australian sexual assault prevention*, Australian Institute of Family Studies, Melbourne.

Flood, M, Fergus, L & Heenan, M 2009, *Respectful Relationships Education: Violence prevention and respectful relationships education in Victorian secondary schools*, State Government of Victoria, Department of Education and Early Childhood Development (DEECD), Melbourne.

Ollis, D 2011, A 'Respectful Relationships' approach: Could it be the answer to preventing gender-based violence?', *Redress*, Journal of the Association of Women Educators, vol. 20, no. 2, pp. 19–26.

Note: Additional suggested readings are provided at other points in this area of study.

GUIDED READING QUESTIONS



What is the basic premise or argument in each article or report?

Did anything surprise you?

What are the implications for teaching sexuality education?

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1 Respectful relationships

ACTIVITY 1: BUILDING A RELATIONSHIP

Large group
15 minutes



AIM

- To introduce the concepts of what makes (or how to build) a good friendship/relationship.

PREPARATION

You will need:

- the 21 named **Brick activity cards** or 21 plain **Brick activity cards** (it's advisable to laminate the cards for use)
- another two plain cards (on which participants write their own qualities).

BACKGROUND

This activity is designed as an introduction to this area of study. It examines the key elements or building blocks (thus 'bricks') of relationships. It is designed to give pre-service teachers the opportunity to examine what makes a relationship strong, sustainable and equitable, prior to exploring the more contested and potentially negative aspects of gender, power and violence in sexual relationships.

In any sexuality education teaching, whether pre-service or school based, it is important that participants begin with a positive sense of sexuality and sexuality education and finish by exploring strategies and skills that can build positive, respectful and enjoyable relationships. As with the other areas of study in *Sexuality Education Matters*, a key aim is to mirror practice and build confidence and skill so that pre-service teachers can use the activities with their own students.

As the lecturer/tutor, you can decide whether to focus on friendships or relationships, depending on what age group the pre-service teachers are working with. This activity is also visually more effective if you can use boxes or foam bricks instead of paper activity cards. Depending on how many pre-service teachers you have, you may want to complete this activity in small groups.

PROCEDURE

- 1 Inform pre-service teachers they are going to be thinking about the qualities required in friendships/relationships. Show the pre-named **Brick activity cards** or allow time for pre-service teachers to make their own bricks.
- 2 Ask pre-service teachers to place the bricks in order from 'most important in a relationship' to 'least important in a relationship'.
- 3 Ask pre-service teachers to build a 'wall' with the bricks, placing the most important qualities on the bottom and building up to the least important qualities on the top. The wall could be made of four rows of five qualities.
- 4 Discuss with pre-service teachers how each brick plays a part in holding the wall up. Liken this to friendships/relationships.
- 5 Take away one of the least important qualities.
What difference does this make to the friendship/relationship?
- 6 Take away one of the most important qualities.
What difference does this make to the friendship/relationship?
- 7 What would happen to the wall if ... ?
A partner cheated
A friend/partner lied
A friend/partner gossiped
A friend/partner supported
A friend/partner helped in a difficult situation
A friend/partner never broke their promises

BRINGING IT ALL TOGETHER

Discuss with pre-service teachers whether cultural context would alter what would be considered the building blocks of a relationship.

Would it alter if marriages were arranged?

Are their culturally specific attributes, expectations and customs that teachers would need to be aware of if they were covering this activity with students from diverse ethnic and religious background?

How can we be completely inclusive?

BRICK ACTIVITY CARDS

Make a set of 'bricks' with the following labels. Ensure you have a few spare.

<i>Trust</i>	<i>Honesty</i>	<i>Equality</i>
<i>Freedom</i>	<i>Sharing</i>	<i>Acceptance</i>
<i>Consent</i>	<i>Negotiation</i>	<i>Comfortable</i>
<i>Safe</i>	<i>Independence</i>	<i>Difference</i>
<i>Support</i>	<i>Individuality</i>	<i>Forgiveness</i>
<i>Confidence</i>	<i>Growth</i>	<i>Love</i>
<i>Loyalty</i>	<i>Protective</i>	<i>Humour</i>

ACTIVITY 2: SEX & INTIMACY

Large group
25 minutes
Potentially sensitive



AIMS

- To introduce and explore intimacy.
- To assist pre-service teachers to see the importance of including issues of intimacy and desire in school-based sexuality education programs.

PREPARATION

You will need:

- to prepare enough sets of **Sexual behaviour & intimacy activity cards** and **Intimacy scale cards** for a set per group.

BACKGROUND

School-based programs rarely cover issues of intimacy, desire and love, yet adolescents and upper primary students want to explore these issues as part of sexuality education (Ollis et al. 2012; Forrest et al. 2004). Intimacy means different things to different people depending on experience, age, culture and so on. This activity is designed to allow pre-service teachers to start to define their own notions of intimacy, if they haven't already.

In classes with young people, there can be marked differences between the definitions of intimacy given by boys and girls. Often boys describe intimacy as a physical closeness, and therefore behaviours such as intercourse, oral sex and mutual masturbation are placed as 'most intimate' activities. Often girls will consider emotional closeness as intimate and choose behaviours such as saying 'I love you' or sharing secrets as their most intimate.

This activity becomes very interesting if it can be organised so there is a group of all males, a group of all females and a group of both males and females. Check each group's intimacy scale, highlight differences, and ask for explanations for the differences.

The **Worksheet: Sexual & intimate behaviours** has a basic range of sexual and possible intimate practices. This list is useful because it can also be used to explore sexual safety and safer sex practices. In addition, there is a broader list of behaviours that could be used in this activity. Depending on whether you are doing this activity with a group of pre-service teachers who are learning to be primary teachers or

a group who are learning to be secondary teachers, you may like to select the behaviours appropriate to your audience. For example, practices such as sharing a secret, hugging, holding hands and going to the movies could be used to explore intimacy in friendships rather than intimacy in a sexual relationship.

This activity can be confronting for teachers. It is important that they are familiar with the list of behaviours and that they are aware of a range of behaviours that will give students an idea that sex involves more than just intercourse. One way to assist participants to feel comfortable is to tell them they won't be required to read out their list. You can either write their list on the board or read lists out for participants.

PROCEDURE

- 1 Divide pre-service teachers into groups of about five. It is good to have at least one all male group and one all female. Inform each group that they are required to brainstorm as many sexual activities and intimate behaviours as they can. Ask pre-service teachers to think broadly in terms of sexual activity and intimate behaviours, such as eye contact through to types of penetrative sex.
- 2 Compile the list on the board or read through each group's list, explaining the activities and behaviours named so that all participants have a common understanding of what each term means. The **Worksheet: Sexual & intimate behaviours** will also help to explain what each behaviour means.
- 3 Give each group a set of **Sexual behaviour & intimacy activity cards**, made up of the sexual behaviours on the worksheet. Make further cards for any additional behaviours pre-service teachers have suggested.
Each group is to set up a continuum from 'least intimate or personal' to 'most intimate or personal'. The task for the group is to come to a shared view about the placement of the behaviours. Ask pre-service teachers to consider their definition of intimacy as they are thinking about where to place their cards.
- 4 Give groups about 15 minutes to complete the task. Provide an additional few minutes for participants to walk around and look at the placement of the other groups.
- 5 Discuss as a large group:
How easy was it to reach a consensus on the placement of the cards?
What card positions did groups agree upon?
What card positions was there disagreement about?
Was it easy for the group to reach consensus?
Were there any differences in the single-sex groups?
What other factors impact on where people placed the behaviour cards?
- 6 Explain that you will now demonstrate the beginning of a relationship. Ask a pre-service teacher to stand next to one of the cards designated as most intimate (Person A). Ask another pre-service teacher to stand next to one of the cards designated as least intimate (Person B).

- 7 Tell pre-service teachers that Person A and Person B have just started a relationship. Person A has done everything on the intimacy scale with previous partners and Person B has not done anything with another person.
Ask pre-service teachers where on the continuum these two people should meet to start their relationship (ask for a card name).
Some pre-service teachers will say in the middle, because that is fair.
Ask Person A and Person B to walk to the middle of the scale. Now ask Person B how it feels to move up the scale so quickly. Ask them to focus on their feelings (e.g. butterflies in the stomach, sick, sweaty, nervous, shaky) and link to their body, probably telling them they are not ready to be at this point yet.
Now move Person A and B back to the least intimate behaviour. Ask them if they feel more comfortable here.
- 8 Discuss with the large group:
Should relationships all start at the least intimate and work their way up? Would a relationship last longer this way?
- 9 Finish the activity by thanking Person A and Person B for acting in these roles.

BRINGING IT ALL TOGETHER

Finish the activity with a discussion around the following points:

- differences in perception of intimacy and what influences this perception
- where a relationship starts and how it continues
- that intimacy may differ based on the context
- where young people can go for help or information about relationships.

SEXUAL BEHAVIOUR & INTIMACY CARDS

Hugging

Cooking for one another

Relaxing together

Cybersex

Holding hands

Dancing together

Sharing a secret

Mutual masturbation

Public affection

Intercourse

Tongue kissing

Saying 'I love you'

Showering together

Oral sex

Sleeping together (no sex)

Sharing dreams

Massage

Phone sex

Rimming

Fisting

Eyeing someone off

Crying in front of someone

Skinny dipping

Anal sex

Digital penetration

Having a feel

A kiss on the cheek

Going to the movies

Flirting

A pat on the bottom in acknowledgment of getting a goal in a game of sport

Talking on the phone

Sexting

Watching porn

Talking about safer sex

Talking about what turns you on

WORKSHEET: SEXUAL & INTIMATE BEHAVIOURS

Adapted from DET 2004

Love bites

Biting or sucking a partner's body hard enough to produce red marks or bruises.

Kissing

Partners use their mouths to pleasure each other's mouths. Can also kiss anywhere on partner's body.

Holding hands

Physical contact – holding hands with someone.

Love letters

Writing or receiving love letters.

Body and/or genital rubbing

Rubbing genitals against a partner's body or genitals, with or without clothing on.

Cuddling

Close personal physical contact with a partner – hugging, snuggling etc.

Anal intercourse

A man inserts his penis into his male or female partner's anus.

Vaginal intercourse

A male inserts his penis into his female partner's vagina.

Oral sex (cunnilingus)

A person uses his or her tongue to stimulate the female partner's genital area.

Oral sex (fellatio)

A person uses his or her mouth or tongue to stimulate the male partner's penis.

Sexy talking

Speech that is sexually arousing.

Fantasy

Imagining things that are sexually arousing.

Digital penetration

A person inserts their finger(s) into their partner's vagina or anus.

Eyeing someone off

Eye contact with another – staring, winking or smiling at others.

Massage

Physical contact –massaging a partner's body with hands or other body parts.

WORKSHEET: SEXUAL & INTIMATE BEHAVIOURS

Adapted from DET 2004

Masturbation

Giving yourself sexual pleasure, usually by touching or rubbing your genitals. Can involve fantasy.

Mutual masturbation

Giving yourself/partner sexual pleasure, usually by touching or rubbing your/their genitals or watching your partner give themselves pleasure. Can involve fantasy.

Nipple stimulation

Touching, kissing, rubbing or licking the nipples for sexual pleasure.

Pornography

A person watches material specifically designed to sexually arouse.

Phone sex

Engaging in sexual activities (such as mutual masturbation, sexy talking) whilst talking to someone on the phone.

Sexting

Sexual pleasure from sending or receiving sexually explicit (but not abusive) messages or photographs via mobile phone, email, social media or over the internet

Cybersex

Sending or receiving material describing or performing sexual acts via cyberspace. This could include video, instant messaging, chat-rooms, virtual worlds etc.

ATM (arse to mouth)

Generally a female participates in anal sex and then oral sex where the penis is taken straight from the anus to the mouth.

Double penetration

Either two penises inserted into one vagina or anus at the same time, or one penis inserted into the vagina and one penis inserted into the anus of one woman at the same time.

BDSM

Erotic activities such as bondage, discipline, dominance and submission and/or sadomasochism (giving or receiving pain or humiliation).

ACTIVITY 3: A RESPECTFUL RELATIONSHIP

Small or large group
20 minutes
Potentially sensitive



AIM

- To allow pre-service teachers a safe place to hear views from others about what makes a respectful relationship.

PREPARATION

You will need:

- the **Respectful relationship activity cards**
- the **Respectful relationship category cards.**

BACKGROUND

Respectful relationships education can raise personal issues for some pre-service teachers if they have experience of gender-based violence. It is important to ensure pre-service teachers are aware they are covering the issues well in advance. This gives them the opportunity to withdraw if necessary. Make sure you keep an eye on how the teachers are coping with the material.

This area can also be challenging for men in the class. Statistics clearly show the gendered nature of violence and men can sometimes feel angry and that they are somehow implicated. It is a good idea to talk about this upfront and refer to the construction of gender in patterns of violence and surviving violence. Reinforce to the pre-service teachers that male teachers have a very important role to play in challenging traditional notions of gender and helping young people to understand there are a range of ways of enacting and performing masculinities.

PROCEDURE

- 1 Inform pre-service teachers that this is an activity aimed at looking at behaviours in a respectful and non-respectful relationships. Allow pre-service teachers to remove themselves from this activity if required.
- 2 Give pre-service teachers a Post-it note and pens and ask them to write:
A respectful relationship is ...
Then ask pre-service teachers to complete writing the sentence (in as large a script as they can). Once completed, participants can stick their notes on the whiteboard.

- 3 As a group, discuss the key elements identified.
What is similar in people's ideas and what is different?
- 4 Give each pre-service teacher one or two **Respectful relationship activity cards**, depending on the number of participants.
- 5 Inform pre-service teachers that they will be placing their card/s on the floor or table with one of three category card: **Respectful relationship, Unsure** and **Not a respectful relationship**. They are to decide which category their card should be placed in.
- 6 Place the category cards on the floor or table and hand out the rest of the cards to pre-service teachers.

BRINGING IT ALL TOGETHER

Finish the activity with a large group discussion on the following questions.

Were there any cards that pre-service teachers were unsure of? Why might that be?

What forms our opinion of a respectful relationship?

If we haven't had much experience with relationships and our role models aren't very good ones, how do we know what to expect? Or that we are worthy of having a respectful relationship?

How do we ensure that respect is maintained in a sexual relationship?

RESPECTFUL RELATIONSHIP ACTIVITY CARDS

Adapted from Boystown 2009

Respectful relationship

I can make my own choices about anything in the relationship

My feelings of self-worth are important to my partner

My points of views and beliefs are valued in our relationship

I have the right to be safe, valued and cared for

*I am accepted for who I am and my partner doesn't try to
change me*

I can listen and be heard

We might fight, but we cool down and discuss it later

'No' is accepted as an answer

I can make mistakes and still be accepted and respected

*It is never controlling, and encourages personal growth and
fulfilment*

It nurtures a culture of trust, honesty and happiness

My partner wants me to have my own opinion

My partner makes me feel safe

My partner is honest with me

*My partner lets me have my own space and do things with out
them*

Unsure

My partner loves me so much they will do anything for me

I have never felt this way about anyone before

My partner doesn't want to spend time with my family

RESPECTFUL RELATIONSHIP ACTIVITY CARDS

Adapted from Boystown 2009

Not a respectful relationship

I rely on my partner to make decisions

Feelings of jealousy are acceptable because my partner loves me so much

My partner wants to spend all their time with me

I am laughed at because I say dumb things

My partner is too good for me – how did I get so lucky?

I am asked to send naked pictures of myself to my partner – they want to be able to see me at any time

I watch porn with my partner because it makes them feel good

I want to get cosmetic surgery to please my partner

I will have unprotected sex with my partner, because they love me and told me I would be safe

My partner makes me feel so good, but I am worried they will find someone better and leave me

My partner doesn't let me talk to people that might show some interest in me

My partner likes to check my phone messages

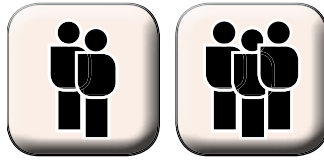
I always have to watch what I do or say in front of my partner

My partner will hurt themselves if I try to break up with them

My partner thinks that what they want is more important than what I want

ACTIVITY 4: SEXUAL NEGOTIATION

Paired and small group
25 minutes



AIMS

- To identify what effective communication is.
- To identify the impact of differing forms of communication on relationships.
- To practice effective communication and negotiation.

PREPARATION

You will need:

- the **Worksheet: Zoe & Sam's story**
- a copy of the **Worksheet: Negotiating our way through** for each participant (you could also make a class set and laminate them for future use).

BACKGROUND

In this session, pre-service teachers explore how to build respectful relationships. This activity is designed to recap what we mean by a respectful relationship and why it is important. Much of the focus of this session is on communication skills in intimate relationships.

PROCEDURE

- 1 Ask pre-service teachers to read Zoe and Sam's story. In pairs discuss:
What happened? Was anybody at fault?
What difference would it have made to this story if Sam had checked that Zoe wanted to have sex?
Whether Zoe (or young women in general) feel comfortable expressing themselves in situations like this? What makes it difficult?
Why Sam did not have a conversation with Zoe before the party about their relationship and their different expectations?
- 2 As a large group, identify the communication skills that affect respectful relationships. Skills names should include affirming statements, reading non-verbal communication, active listening and assertiveness.
- 3 Point out that it is one thing to learn these skills but it is very different to put them into practice in intimate relationships. Ask pre-service teachers to brainstorm what

can affect the ability to do this. Responses should include power based on age, ability, gender, position and so on, and gendered expectations.

Even so, it is still important to develop negotiation skills to help with the sort of situation that Zoe and Sam were in. Negotiating sexual needs and wants is possibly the most difficult area of social life for young people.

- 4 On the board write the following:

Argue to win (aggressive)	Communicate (assertive)
Loud or angry voice tone	Calm
Interrupt/self-listen	Let the other person finish / listen
Insult/putdown/sarcasm	Respect and friendliness
Blaming, exaggeration	Careful, non-blaming language
Threatening body language	Open body language
Faking it if you aren't sure	Saying you don't know if you aren't sure
Change the subject of you think you are losing	Stick to each point till you've worked through it

- 5 Give the pre-service teachers the **Worksheet: Negotiating our way through** and go through the six key components with them, giving examples of what each means.
- » In mixed gender pairs (if possible), assign one participant as Person A and one as Person B. Tell them that they have to negotiate the following problem.
A and B want to go to the movies, but they want to go to different movies.
 - » Give pairs five minutes to see if they can negotiate a solution using the six components on the worksheet.
 - » In a large group, ask each pair to state the solutions they came to, and discuss the problems they had in resolving the situation.
 - » In the same pairs, ask pre-service teachers now to role-play the negotiation between Zoe and Sam. Where possible, assign a female to the role of Sam and a male to the role of Zoe. This gives participants an opportunity to make the activity a bit less confronting and also enables pre-service teachers to draw on the gendered expectations and stereotypes explored in the unit.

BRINGING IT ALL TOGETHER

In a large group ask each pair to state the solutions they came to as Zoe and Sam, and discuss the problems pre-service teachers had in resolving the situation.

What can prevent negotiation taking place?

What strategies can we use to deal with this?

WORKSHEET: NEGOTIATING OUR WAY THROUGH

Modified from Liggins et al. 1990

Define the problem

Everybody involved in conflict needs to agree on a definition of the problem before the problem can be tackled. This means describing the problem in terms of each person's feelings.

Identify what each wants

It could be a more intimate relationship, that the other person respects your opinion, or the best solution to a particular problem.

Separate feelings from the problem

Feelings can get in the way and, even though it is important to have strong feelings, they need to be separated from the problem. Use 'I' messages and avoid blaming. It's necessary to see yourself working alongside the other person to solve the problem – attack the problem not the person.

Brainstorm the options for mutual gain

There might be a number of solutions to the problem which could work for those involved. Don't get stuck on one solution just because it's the first you see. Be creative about the available possibilities, and look for common ground. You can decide from the various options later.

Evaluate solutions

You have to sort out the pros and cons of each option based on standards that are external to each individual, such as the law, research, mutual benefit, religious belief and so on. Both parties need to agree on the criteria used. Be open to reason but closed to threats.

Decide on a mutually acceptable solution

Make sure each person takes responsibility for agreeing with the decision.

WORKSHEET: ZOE & SAM'S STORY

Zoe, age 15

I'll never forget that night as long as I live. Sam and I had been going out for a while and he had always acted like a really sweet guy – well, we had done some kissing and fooling around but he never gave me any reason not to trust him. The night of the party I wore this gorgeous dress that I borrowed from my sister. It was a bit showier than the clothes I normally wear but I thought it was very flattering. At the party I had some beer and it made me really tired so I wanted to lie down. Maybe I shouldn't have suggested we both lie down together but it felt weird to just go upstairs by myself and leave Sam all alone. The next thing I know he's all over me, forcing me to have sex with him. It was horrible. I didn't want to scream and make a fool of myself with all those other people in the next room. I tried to fight him off but he was too strong. Needless to say, I never want to see Sam again. He seemed like such a nice guy. What happened?

Sam, age 16

I still don't understand what happened. Zoe and I had been seeing each other for about two months and although we hadn't slept together yet, I had made it pretty clear that I was very attracted to her and eventually expected to have sex with her. We were supposed to go to a party and when she showed up in this sexy low-cut dress I thought maybe it was her way of saying she was ready. At the party we drank some beer, which made her sort of sleepy and sensual. When she said she wanted to go lie down and wanted me to come and snuggle with her, what was I supposed to think? Of course I thought she wanted to have sex. She did grumble a bit when I started to undress her but I just thought she wanted to be persuaded. Lots of women feel a bit funny about being forward and they want men to take responsibility for sex. I don't know. We had sex and it was fine. I took her home from the party and I thought everything was OK. But ever since then she refuses to talk to me or go out with me. I thought she really liked me. What happened?

ACTIVITY 5: BEST PRACTICE IN RESPECTFUL RELATIONSHIPS EDUCATION – PRESENTATION

Large group
20–30 minutes



AIMS

- To present pre-service teachers with the most recent national information on respectful relationships education and the recommendations for school practice.
- To have participants reflect on the implications of this data on their practice.

PREPARATION

You will need:

- the PowerPoint presentation *Area of Study 7: Sexuality & Relationships*, and *Slides 2–8* on respectful relationships
- access to the online presentations listed on the **Worksheet: How does it rate?**

Note:

- It would be particularly useful if pre-service teachers had internet-enabled laptops or tablets (or at least enough for one between three participants).

BACKGROUND

In 2009, the Department of Education and Early Childhood Development (DEECD) commissioned VicHealth to develop a research report, *Respectful Relationships Education: Violence prevention and respectful relationships education in Victorian secondary schools* (Flood et al. 2009). This report provides evidence of the need to educate young people about violence and maintains that schools have a role in contributing to the maintenance of gender-based violence because there exists a climate and culture of acceptability and peer influence, and because 'schools may be sites of violence perpetration and victimisation' (p. 12).

This short presentation provides an overview of the framework for working around respectful relationships and gender-based violence.

In 2011 the Association of Women Educators held a conference on respectful relationships and gender-based violence. The conference proceedings, papers and video presentations are available online. They are varied but all deal with some area of education around respectful relationships and provide an alternative method of presenting key theoretical and practice considerations in teaching about issues such

as sexual assault, pornography, boys and masculinities, and school-based programs about gender-based violence. The conference website is a useful resource to use with pre-service teacher education.

PROCEDURE

- 1 Present *Slides 2–8* from the PowerPoint presentation. The data and relevant video allows participants an opportunity to reflect and consider the implications of this research for practice in schools.
- 2 Allocate pre-service teachers one of the online presentations listed on the worksheet. Ensure that at least three people are watching the same presentation. Ask participants to view and analyse their presentation in light of the best-practice model presented by Flood et al. (2009). The following questions can guide their analysis:
 - Does it take a whole-school approach?*
 - What theoretical framework is it based on?*
 - Is there a curriculum component and what is the approach advocated in the curriculum delivery?*
 - Is it relevant, inclusive and culturally sensitive?*
 - Has there been any impact evaluation (Flood et al. 2009)*
- 3 In groups of four, pre-service teachers then present their findings to the rest of the class, focusing on the following:
 - What are the key similarities amongst the programs and resources discussed in the presentations?*
 - Do they meet the guidelines outlined by Flood et al. (2009)?*

WORKSHEET: HOW DOES IT RATE?

Association of Women Educators 2011
White Ribbon Day

From the following website, select one of the 20-minute presentations to watch

<http://www.awe.asn.au/drupal/content/preventing-gendered-violence>

Teaching Boys: Issues of masculinity, violence and gender justice

Professor Martin Mills and Dr Amanda Keddie

Teaching Boys: Gender just classroom practice

Professor Martin Mills and Dr Amanda Keddie

Respectful relationships: 'Same same, but different'

Dr Debbie Ollis

Reality & Risk: Pornography, young people and sexuality

Dr David Corlett and Maree Crabbe

The Sexual Assault Prevention Program for Secondary Schools and the Prevention of Gender-Based Violence Demonstration Project

Centre Against Sexual Assault

Growing Respect program for primary and secondary schools

The National Association for the Prevention of Child Abuse and Neglect (NAPCAN)

Solving the Jigsaw program for primary and secondary schools

Centre for Non Violence

2 Understanding & practice in gender-based violence education

ACTIVITY 6: NATIONAL DATA ON GENDER-BASED VIOLENCE – RESEARCH PRESENTATION

Large group
20–30 minutes
Potentially sensitive



AIMS

- To present pre-service teachers with the most recent national data on gender-based violence.
- To have pre-service teachers reflect on the implications of this data on their practice.

PREPARATION

You will need:

- *Slides 9–37: National data on gender-based violence*
- to familiarise yourself with the presentation and have thought about the potential sensitivities.

BACKGROUND

In 2009, the Department of Education and Early Childhood Development (DEECD) commissioned VicHealth to develop a research report, *Respectful Relationships Education: Violence prevention and respectful relationships education in Victorian secondary schools* (Flood et al. 2009). This report provides evidence of the need to educate young people about violence and maintains that schools have a role in contributing to the maintenance of gender-based violence because there exists a climate and culture of acceptability and peer influence, and because 'schools may be sites of violence perpetration and victimisation' (p. 12).

This activity can be sensitive as it is likely that you will have pre-service teachers who have some experience with gender-based violence. It is important to let them know you will be covering issues such as violence and sexual assault, and that they have the opportunity to withdraw if needed. It is important to remind participants that as teachers they will also need to put such a strategy in place. There is also a likelihood that the males in the program will feel as though they are being targeted as a group, and this is a great opportunity to discuss the emotions associated with feeling like you are in the position of perpetrator. It's also a great opportunity to discuss the key role that male teachers can take to raise awareness, challenge traditional notions of masculinity and help boys in schools to see the issues as structural, and reinforced by traditional notions of gender. There are extra slides included if you would like to unpack this issue further (*Slides 57–89: Sexual Assault*), there are myths & misconceptions, issues, effective response techniques and case studies to highlight the issues.

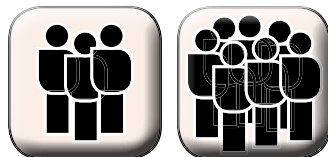
PROCEDURE

- 1 Present the data and allow participants an opportunity to reflect and consider the implications of this research for their practice in schools.
- 2 In groups of three, have pre-service teachers consider:
 - their reaction to the data
 - whether any of the statistics surprised them
 - the age of consent
 - the explanations for gender-based violence

ACTIVITY 7: CHANGING ATTITUDES TO GENDER-BASED VIOLENCE

Adapted from VicHealth 2010

Small or large group
20 minutes



AIMS

- To explore the impact of traditional notions of gender on attitudes to gender-based violence.
- To raise awareness and discussion of the impact of current attitudes to gender-based violence on young people and their relationships.

PREPARATION

You will need:

- *Slides 38–56: Changing attitudes*
- the **Worksheet: Changing attitudes – Quiz answer sheet**
- the **Worksheet: Have community attitudes to domestic violence changed?**

BACKGROUND

In 2010 the federal government released a report documenting community attitudes to violence against women (VicHealth 2010) and comparing the results to a similar study conducted in 1995 by the Office for the Status of Women. The 2010 study indicated some worrying trends in the acceptance and understanding of the nature of violence against women, and put forth the need to develop community campaigns and education to address the misinformation and understanding of the causes and consequences. Activity 7 is designed to get students to compare their own attitudes to those of the community, and examine the impact of attitudes to gender-based violence.

PROCEDURE

- 1 Inform pre-service teachers that they are going to do a quiz that requires them to record an answer in response to you reading out a question. This can be done individually or in small groups.
- 2 Read out each question from the quiz, allowing time for small group discussion or reflection if necessary.
- 3 Discuss the answers to the quiz and how and why participants' answers were similar or different.
Where do we get this information that impacts on our attitudes?
What does actually impact on our attitudes?
- 4 Using the information provided in the table on the community attitudes worksheet (from the *National Survey on Community Attitudes to Violence Against Women 2009*), inform pre-service teachers of how other attitudes have changed (or not changed) since 1995.
- 5 As a group discuss why some attitudes have changed and others have not.

BRINGING IT ALL TOGETHER

To finish the activity, encourage a group discussion by posing or prompting the following questions.

What are the effects of these attitudes on survivors, perpetrators and the community as a whole? (See the 'Implications' column on the worksheet).

If people hold the attitude of [lecturer/tutor gives the example], is violence likely to continue or to stop?

What does this attitude say about who is responsible for violence?

What does this attitude say about whether violence is acceptable or not?

If people hold the attitude of [lecturer/tutor gives the example], how likely are they to be able to have respectful relationships?

WORKSHEET: CHANGING ATTITUDES

– QUIZ ANSWER SHEET

Adapted from VicHealth 2010

Q1

In 1995 74% of Australians agreed with the statement:

Domestic violence includes preventing your partner from seeing family or friends.

What percentage do you think agreed in 2009?

Your answer: _____

Q2

In 2009 85% of Australians agreed with the statement:

Domestic violence includes repeated criticism of a partner to make them feel bad or useless.

What percentage do you think agreed in 1995?

Your answer: _____

Q3

In 2009 what percentage of males and females agreed with this statement?

Violence against women is common in Australia.

Your answer:

Percentage of males that agreed in 2009? _____

Percentage of females that agreed in 2009? _____

Q4

In 2009 what percentage of Australians agreed with this statement?

Physical force can be justified when a current wife, partner or girlfriend argues or refuses to obey him.

Your answer: _____

WORKSHEET: HAVE COMMUNITY ATTITUDES TO DOMESTIC VIOLENCE CHANGED?

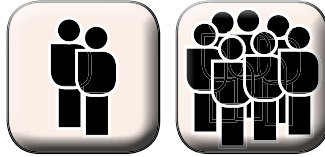
Data obtained from the VicHealth (2010)
National Survey On Community Attitudes To Violence Against Women 2009

Statement	In the 1995 survey	In the 2009 survey	Implications
1. Domestic violence includes preventing your partner from seeing family or friends	74% of Australians agreed with this statement	84% of Australians agreed with this statement	If this is counted as violence, then the behaviour will not be accepted/tolerated
2. Domestic violence includes repeated criticism of a partner to make them feel bad or useless	71% of Australians agreed with this statement	85% of Australians agreed with this statement	If this is counted as violence, then the behaviour will not be accepted/tolerated
3. Domestic violence includes slapping or pushing a partner to cause harm or fear	97% of Australians agreed with this statement	98% of Australians agreed with this statement	If this is counted as violence, then the behaviour will not be accepted/tolerated
4. Violence against women is common in Australia	(Wasn't included in 1995 survey)	About 65% of males and 85% of females agreed with this statement	If people recognise that violence is common they may be more willing to do something about it
5. Violence against women is an issue of serious concern	(Wasn't included in 1995 survey)	About 95% of males and 98% of females agreed with this statement	If people recognise that violence is serious they may be more willing to do something about it
6. Yelling abuse at a partner is serious	24% of Australians said that this is a very serious form of violence	30% of Australians said that this is a very serious form of violence	If this is recognised as serious, then the behaviour will not be accepted/tolerated
7. Forcing a partner to have sex is serious	77% of Australians said that this is a very serious form of violence	80% of Australians said that this is a very serious form of violence	If this is recognised as serious, then the behaviour will not be accepted/tolerated
8. Rape occurs because men cannot control their sex drive	(Wasn't included in 1995 survey)	38% of males and 30% of females agreed with this statement	If people believe that men can control themselves and recognise that rape occurs because of a misuse of power (rather than sexual urges), this kind of behaviour will not be accepted/tolerated
9. Physical force can be justified when a current wife, partner or girlfriend argues or refuses to obey him	(Wasn't included in 1995 survey)	2% of Australians agreed with this statement	If people recognise that violence is never acceptable or excusable, it will not be tolerated
10. I would intervene if a family or close friend was a victim of domestic violence	(Wasn't included in 1995 survey)	94% of males and 95% of females agreed with this statement	If people are prepared to intervene to help victims, then violence will not continue

ACTIVITY 8: INTRODUCING POWER IN SEXUAL RELATIONSHIPS

Adapted from DET 2004

Paired and large group
20 minutes



AIMS

- To encourage pre-service teachers to start thinking about the concepts of power.
- To have pre-service teachers reflect their personal understanding of power.

PREPARATION

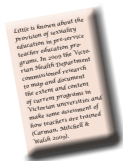
You will need:

- either the **Worksheet: Power stem statements** or graffiti sheets
- to try the statements yourself so that you can anticipate possible responses.

If using graffiti sheets, you will need:

- butcher's paper or A3 paper
- to prepare six graffiti sheets by writing the three stem statements from the worksheet onto each piece of paper.

SUGGESTED PRE-READING



Foucault, M 1991, *Discipline and Punish: The birth of the prison*. Penguin, London.

BACKGROUND

Interpretations of power vary widely amongst people. People's experience of the effects of power also differ because of their understandings of class, race, religion and so on, and as a result of gender. It is important that participants examine both the positive and negative implications of power. In this activity, stem statements are used to enable pre-service teachers to reflect on their personal understandings. However, if the group is comfortable about sharing their experiences and views, the use of graffiti sheets may be preferable. As personal issues related to power can reflect gender relations, it is more appropriate to enable students to work in single-sex pairs.

PROCEDURE

Alternative 1: Power stem statements

- 1 Inform pre-service teachers that the aim of this activity is to introduce the concepts of power by allowing them to examine their personal understandings of power.
- 2 Give each pre-service teacher a copy of the **Worksheet: Power stem statements** to complete.
- 3 Once completed, ask each pre-service teacher to share his or her responses with one other person. Alternatively, volunteers could share their responses with the class.

Alternative 2: Graffiti sheets

- 1 Place the pre-prepared graffiti sheets around the room.
- 2 Allow pre-service teachers to write out their own responses to each of these statements. Give participants ten minutes to walk around and read individual responses.
- 3 Convene the class and ask for any comments on what has been written.

BRINGING IT ALL TOGETHER

Discuss the following questions:

Are there any situations that are related to sexuality where the use of power can have negative consequences?

Are there any situations that are related to sexuality where the use of power can be positive?

WORKSHEET: POWER STEM STATEMENTS

Adapted from DEET 1995, p. 56

The word 'power' makes me think ...

When I hear the word 'control', I ...

When I think of the negative use of power I think of ...

When I think of the positive use of power I think of ...

I feel powerful when ...

I feel powerless when ...

ACTIVITY 9: DEFINING POWER

Adapted from DET 2004

Small group
45 minutes
Potentially sensitive



AIMS

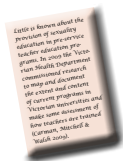
- To examine some examples of power.
- To develop some shared understanding of power.

PREPARATION

You will need:

- *Slides 90–95* on defining power
- the **Worksheet: Defining power**
- to decide how many of the case studies from the worksheet you will use; ensure that one demonstrates some positive aspects of power
 - » If you are looking at issues for same-sex attracted young people in schools, Chrissie's story provides the best illustration.

SUGGESTED PRE-READING



Bickell, C 2009, 'Sexuality and the dimensions of power', *Sexuality & Culture*, vol. 13, pp. 57–74.

BACKGROUND

The concept of power can be difficult to understand. People tend to think of power in terms of overt examples such as physical violence. The following activity aims to assist pre-service teachers to see that power also exists, for example, in language and in institutions such as marriage and the law. Five case studies are included that address personal, social and institutional or structural power. By using the case studies many dimensions of the concept of power are covered. If you choose to work with only one case study then you will need to ensure that these other dimensions are drawn out.

It is important that lecturers/tutors inform pre-service teachers prior to using the case studies that they involve issues related to rape and family violence. Those pre-service teachers who may find these case studies personally confronting need to have the opportunity to withdraw.

Definitions of power

You should also familiarise yourself with the following definitions and illustrations from the presentation and case studies:

Power is the ability to do or act ... a particular faculty of body or mind, or energy, authority or influence ... political or social or personal ascendancy ... political action based on the threat to use force ... capacity for exerting force ...

Powerful is having great physical or other influence and powerless means without power to act or wholly unable ...

(Concise Oxford Dictionary)

Power has the capacity to change things ... it is a means of constraining people and reducing their freedom, or increasing the freedom of action of the agents who possess it ... It can either be restrictive or enabling ...

(Giddens 1993)

Power can be overt or covert and failure to take action may also be an exercise of power. Power is an essentially contested concept, which is value laden.

(Lukes 1974, p. 25)

Power is dynamic and fluid.

(Ollis; from this resource)

PROCEDURE

- 1 Divide pre-service teachers into groups of four or five. In each group identify a recorder and someone to report back to the larger group.
- 2 Give pre-service teachers a copy of Sam, Jenny, Peter, Chrissie or Mindy's story from the worksheet.
 - » Have pre-service teachers read their case study individually, identifying what they consider to be different examples of power. Alternatively, the lecturer/tutor can read the story to the group.
 - » As a small group, pre-service teachers then list the examples of power to report back to the class.
 - » As a small group, pre-service teachers come up with a definition of power.
- 3 Each group then reports back on the use of power as contained in the case studies. Assist the pre-service teachers to examine the examples and the definitions of power developed by helping them see that examples of power are not only physical, such as a 'cuff across the head' or 'rape', but are also related to a person's position (like Jenny's boss or Mindy's boyfriend).

In addition, power exists in the use of language, such as 'stupid bitch', or as part of gender relations (like the father teaching Sam to 'never trust a woman'). The power relations that are part of institutions such as marriage, which often place men in more powerful positions than women, are more difficult to identify or understand, such as Mindy being suspended for sending a nude picture of herself. In addition, institutional power is embedded in the homophobia enacted in the school Chrissie attended.

DISCUSSION

Finish this activity by summarising issues related to power using some or all of the presentation slides. Refer back to the Foucault reading . Ask pre-service teachers to identify the relevance of Foucault's definitions of power in relation to the case studies. Questions to assist this process are:

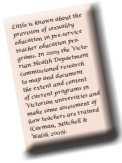
What is similar about all the definitions?

Are there any dimensions of power not illustrated in the case studies?

BRINGING IT ALL TOGETHER

It is important that we assist young people to see for themselves the way power is played out in personal relationships. We cannot hope to change behaviour unless young people see that men and women occupy different positions in relation to power that vary according to class, position, race, ethnicity, age and so on, so that when making decisions related to their sexual health, young people then have some awareness of their own actions and those of other people. They then also have some sense that power is not fixed and can be challenged and changed.

RESOURCE NOTES: DEFINING POWER



Personal power

Personal power generally refers to the power that a person feels they have in making decisions and choices, and taking or not taking action. For example:

- Sam felt he had the power to make a choice about whether he picked the comic up at his mother's or his father's request.
- Jenny felt she didn't have the power to say no to going for the drive with her boss in a similar way that Mindy felt she had to send Rafel a sexual image.
- Andrea expresses her sense of personal power by honestly telling Peter about her feelings and attitudes and not letting herself be persuaded to do what she doesn't want to do.
- Chrissie's attempt to combat homophobia.

Social power

This is the power dynamic exhibited in the day-to-day relations between people in social situations. Types of social power could be information, charisma, expertise, reward, position, connection, strength or convention. This power can also be derived from things such as educational background, position of authority, status, financial resources, gender, sexual orientation, race and so on. For example:

- the power Sam obtained from joining his father in jokes about women
- the lack of power Chrissie has because she identifies as a lesbian
- the power Peter feels because he was the male and expected to make the first move
- the 'right' as a male that Rafel felt he had in posting a picture of Mindy.

Institutional or structural power

Institutional or structural power is inherent in the practices and meanings of institutions. This is the power that is part of institutions such as the law, marriage, language, family, politics, sport and so on. It can be expressed by omission, silence or active discrimination resulting from historical factors, socially defined practices or ideology (and so on). For example:

- the discrimination in the law that makes it difficult for Jenny to go to the police about the rape
- the language exhibited by Sam and his father
- the institutional nature of men feeling that Andrea doesn't like men because she doesn't want to have sex
- institutional homophobia that resulted in Chrissie leaving school and Mindy being suspended.

Types of power

Surveillance

Visual judgments made, and the idea of policing or thought to be being policed.

For example: Sam's mother told him to pick up the comic, realising his father had been drinking; Peter feeling that because he had touched Andrea he could then be intimate.

Individualisation

Individual people are named as recipients of either positive or negative sanctions.

For example: Sam's mother being put down by the father; Peter naming Andrea as not liking men; Chrissie and Mindy as recipients of negative sanctions.

Inclusion

By which groups or individuals are either included or excluded.

For example: Sam being included in the masculine domain and his mother excluded; Andrea being excluded from the category of heterosexual; Chrissie being excluded from school on the basis of her sexuality.

Exclusion

Specifies difference, abnormality.

For example: 'All women are stupid bitches' – the exclusion of the mother from relations between father and son; 'never trust a woman'; Andrea not liking men.

Distribution

The notion of dividing or ranking people, setting in place hierarchies where a top to bottom arrangement is evident.

For example: relations between Jenny and her boss, and Sam's mother and father; Peter feeling he had the right to be the assertive one in his encounter; Rafel feeling he had the right to distribute the image of Mindy.

Classification

The process of labelling; can be positive or negative.

For example: labelling Sam's mother as stupid and Sam as bright; Andrea as wanting sex; Andrea as clever; Chrissie as 'dyke'.

Regulation

The overt exercise of power, invoking rules, restrictions and sanctions.

For example: Sam being told to pick up the comic; Sam's father demanding his dinner; Sam's father's physical display of power such as cuffing and poking in the ribs; the rape of Jenny; Andrea's ability to say what she wants; Mindy's suspension.

Normalising

Setting or conforming to standards of 'normal behaviour'.

For example: Jenny being expected to go with her boss; the gender expectation of Sam's mother cooking and cleaning; Andrea being expected to have sex because she liked Peter; Chrissie unable to combat homophobia; Rafel sending the image of Mindy.

(Adapted from Foucault 1991)

WORKSHEET: DEFINING POWER

Sam's story

Sam looked up from the pages of his Superman comic. The car. It had to be dad. He could pick it from all the others in the street, no worries. He scrambled up, throwing aside the Man of Steel and ran towards the door.

'Sam,' his mother said quietly from the couch. She'd been there ages, watching the daytime soaps. 'Pick up the book. How many times do I have to tell you not to be so untidy? Your father doesn't like it.' He paused a moment and then, sneering, plunged onwards. Stupid bitch. His father's key turned in the lock. It was a game. He had to be in the hall by the time his father opened the door. Most days he was there. His father opened the door.

'Hi cowboy,' he said. 'How's my boy?'

'Great Dad. You OK? You look tired.'

'I'm fine Sam, just had a bitch of a day at work. Stupid bastards push me too hard.' Pause. Sniff. 'Where's your mother?'

Sam could smell the familiar smell of gin and tonic. He made a mental note. Be careful Sammy boy.

'Watching TV,' he said. He stood still as his father went into the lounge. There were a few muttered words and then silence. Sam walked into the lounge. His father was scowling, standing by the comic on the floor. 'Come and pick this bloody thing up' he said. 'I hate mess.' As Sam bent to get the book his father cuffed him sharply across the head. 'Don't let me have to tell you again.' Sam rubbed where his father had hit him, feeling a little bubble of rage popping up behind his eyes. Why should he have to pick it up? When Sam got married he'd marry a woman who'd clean up after everyone, like Joe's mother. He'd never hit his kids. Dad was just fine for most of the time. He was great in fact. They both thought mum was a bit of a dead loss. 'Don't know how such a stupid woman could give birth to such a smart kid,' his father would say. His mother would look tired. What was wrong with her? What did she have to do all day? They had a great house. She had her own car and Dad was good to them. She just had to do a bit of washing and stuff. But she was stupid. Dad and him would laugh about all the stupid bitches everywhere. The ones at work in Dad's job, the ones driving on the road. Sam was ten and he knew all about them. 'Never trust them Sam. Never trust a woman,' his dad would say.

Dad had had a few drinks. Sometimes he let Sam have a glass of beer as well. It made him feel important. Sometimes he felt like Superman when he'd had a bit to drink. Sam guessed it made his dad feel that way too. He knew his father wasn't a drunken pig like Mr Robinson in the milk bar, but he knew a few drinks made Dad, well, a little more lively.

'Where's the bloody dinner?' said his father, 'I'm bloody starving.' His mother began to heave herself off the couch. His father pushed his finger into her ribs. 'Time you shifted some fat,' he said. He winked at his son. Sam looked down. In his hands Superman was saving the world again. Dad was all right. Sam smiled and went to put the comic in his room.

WORKSHEET: DEFINING POWER

Jenny's story

At 5.30 on a Friday afternoon, a small thin man drove a young woman up to the lookout point in the Dandenongs overlooking Melbourne. There are usually a lot of people at the lookout point: tourists, bushwalkers, and locals showing their friends the sights.

Today there were fewer people than usual, probably because it was close to dinnertime. The man, small as he was, overpowered the healthy, strong young woman. He raped her. That is, he made her have sexual intercourse with him despite her protests, despite the fact that she told him she wasn't on the pill, that she had her period, (not true) and that she felt nothing for him. She cowered against the door and cried. She was very, very scared. He carried on and raped her anyway. In the car, with some people quite close by. She'd worked for him for three months and known him before she got the job. He was supervisor of a local skills training program in which she was employed. On this afternoon, he had told Jenny and her workmates that he'd give them a lift home. After dropping off the others, he said he'd show her the view from the Dandenongs. She didn't want to go, but she didn't want to be rude. She didn't tell anyone what had happened. She tried to leave the job as soon as possible. She knew if she stayed that it would happen again.

Jenny worked in a nursery and spent a lot of time digging and lifting. She was physically strong and good at netball and soccer. Jenny's boss was a weedy little guy. The girls all thought he was a bit of a creep. He was always trying to show them who was boss.

(Liggins et al. 1990, p. 2)

WORKSHEET: DEFINING POWER

Chrissie's story

My school was closed when I was 15. The following year I enrolled in my nearest high school and the teachers were extremely homophobic. Talk about homosexuality was avoided in all classes. Late in the year, my drama class went to see a production that featured a close friend of mine who is lesbian. Her appearance is very masculine and during class discussion, more was said about her appearance than her performance. Some nasty comments were flying and I stood up and stated that her appearance had nothing to do with her ability and that she was a close friend who I loved. After that incident I was subjected to many nasty comments. One day as I was walking home some younger students started shouting 'gay slut' at me. They then began to hurl rocks at me. I made an appointment with the counsellor to file a report. After finally making a report I was asked to identify the offenders in a line up. I spent an hour on the phone verifying my story to seven staff members. They did not believe me and put me on the phone to talk to my home group teacher, as they didn't think I'd lie to her. The offenders were internally suspended for forty-five minutes. I was told that it was 'all they could do' so I suggested that I arrange a homophobia seminar. They refused my offer but could somehow mitigate the three Christian seminars that were conducted that year saying that 'the Christians sing, dance and entertain'. Being a musician myself, I approached a group of gay, lesbian and bisexual musos who agreed to do a show. My proposal was once again refused by the school. I signed out that day and never went back. I blame my incompleteness of school on the staff and on the government who closed my high school.

(Hillier et al. 1998, p. 39)

WORKSHEET: DEFINING POWER

Mindy's story

Mindy has been going out with Rafel for one month when he asks her to send him a sexual image. He says he will keep it to himself but he would love to be able to have a sexy picture of her to look at. Mindy doesn't like this idea and tells Rafel she doesn't want to, but he is persistent, asking her often and saying how much it would mean to him. He tells her other girls he has been out with do it and it's no big deal. He suggests if she loved him she wouldn't hesitate and would see it as a compliment. Mindy really loves Rafel and think what harm could it do. She sends the image. The next day at school people seem to be staring and laughing at her. When she looks at her 'Facebook' she finds the image she sent Rafel has been posted to a public site that anyone in the school can access. The assistant principal calls her into his office and informs her she is being suspended for distributing pornographic images.

(Ollis; from this resource)

WORKSHEET: DEFINING POWER

Peter's story

I was at this party with most of my mates. It was choice. Lots of good people there. Danced a bit. Had a bit to drink. Not too much. This girl comes in. Andrea. Later in the evening when we're just sitting around, I get talking to her. I ask her if she'd like to go to the beach, because she's new around here, and has never been to any of the local ones. So next Saturday we burn out to the beach in my old car. She's no picture my old bomb, but she gets me from A to B. Boy, it was hot. Andrea's wearing this incredibly small bikini. She looks great. We go for a swim. We walk up to the milk bar. I want to touch her. I put my arm around her shoulders, pretending to joke around. She doesn't seem to mind. In fact I thought she liked it. I thought, well, if she likes me I suppose I'll carry on. We get back to the beach. We lay down. I hate this bit – having to kiss her for the first time. But I roll over and tickle her and play around a bit and then I kiss her.

She says, 'Get off!' Quite sharp. I'm blown away. 'Look,' I said, 'you want me to kiss you.' She starts getting a bit cross. Says she didn't. Just wants to lay here soaking up a bit of sun. 'Why did you let me touch you then?,' I ask. She says she hugs her friends all the time and her family, doesn't means she wants to have sex with them. I'm getting a bit embarrassed with all this. I tell her it's different with other girls. She says it shouldn't be different. 'Don't you like men?,' I ask. She gets really cross then. 'Look,' she says, 'I like sex and men but I also like to feel good about a guy before I sleep with him.'

I thought she'd want to go home, but she calmed down and said she really liked me so she'd explain. She said men and women hardly ever get the chance to get together as friends. They never have the same relationships as with their friends of the same sex. I said I knew what she meant. I'm always on edge about having to be some sort of Bruce Springsteen when I'm with girls. She said I've been told lots of things about women that aren't true. She told me some of them. I got what she meant. We talked for ages. She's clever. Good with words. I told her how I felt. Really honest. It got dark. We got in the car and I took her home. She kissed me good night. It was her choice. I was tired and it felt OK to say I wanted to go home. I didn't feel I had to stay. She said how about going to the movies in the week. I said yes. I went home and felt really good. I like Andrea a lot. She seems a lot older than her age. I'd like to spend more time with her.

(Liggins et al. 1990, p. 13)

ACTIVITY 10: UNDERSTANDING VIOLENCE

Small and large group
10 minutes
Potentially sensitive



AIMS

- To identify the nature of gender-based violence.
- To develop a shared understanding of the concepts of violence and power.
- To identify the influence of power on gender-based violence.

PREPARATION

You will need:

- the **Worksheet: Zoe & Sam's story**.

BACKGROUND

This activity is designed to explore pre-service teachers' opinions about consent, sexual coercion, relationships and communication. In the previous activity, participants explored a range of gender-based violence situations as a means of understanding violence and the connection to power. In this activity, participants look specifically at the issue of sexual assault and focus on the issues of consent, free agreement and communication in relationships.

It is essential that the pre-service teachers are aware that they will be looking at a story that focuses on sexual assault. This gives participants who have been sexually assaulted an opportunity to make an informed decision about whether they want to explore the issue and listen to other people's opinions.

PROCEDURE

- 1 Explain to pre-service teachers that they will read and discuss Zoe and Sam's story on the worksheet.
- 2 Inform pre-service teachers there will then be a series of questions about the story that require answers. There are no right or wrong answers and it's important to hear as many people's opinions as possible.

Questions

Whose side of the story do you think is right?

- » In turn ask participants to raise their hand if they think Zoe is right.
- » Or raise hands if they think Sam is right.

- » And then a show of hands for not sure.
- » Ask for volunteers to say when and why they put their hand up.

Was either Zoe or Sam showing respect in this situation?

- » Hands up for 'Yes', hands up for 'No', hands up for 'Not sure'.
- » Ask for volunteers to say when and why they put their hand up.
- » Pose this question for discussion.

How do you know there was or wasn't respect?

Who has the most power in this situation?

- » Hands up for Zoe, hands up for Sam, hands up for 'Not sure'.
- » Ask participants why they put their hand up – what is their opinion? Why do they think Sam/Zoe has more power?

Discussion questions:

What do we mean by 'power'?

What different kinds of power are there?

Think back to the previous activity.

Who knows more about sexual assault?

- » Hands up for Zoe, hands up for Sam, hands up for 'Not sure'.
- » Ask participants why they put their hand up – what is their opinion?

Discussion question:

Does either person use the term 'sexual assault'? Why or why not?

- 3 Explain that the next question requires a Yes/No answer, as well as an explanation for that answer. Ask:

Do you think Zoe has been sexually assaulted? Why?

Do you think Sam could be charged with sexual assault? Why?

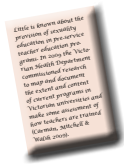
BRINGING IT ALL TOGETHER

Explain that Zoe *has* been sexually assaulted and Sam *could* be charged with sexual assault. Sam had a responsibility to check whether Zoe wanted to have sex. She had a right to take him upstairs and feel safe.

Ask pre-service teachers what makes an act sexual assault? You are looking for the answer, 'Any sexual behaviour that makes the victim/survivor feel uncomfortable, frightened or threatened'.

It's important to establish at the end of the discussion that this *is* sexual assault and Sam's behaviour is harmful as well as unlawful.

ALTERNATIVE RESOURCES



There are two very good DVDs (or YouTube clips) that can also be used to explore these issues and stimulate discussion about partner violence:

Love Control

Women's Health in the North (WHIN) 2009
Melbourne

www.whin.org.au/resources/videos.html

www.youtube.com/watch?v=DP_MuGJIJA

Sexual Assault Prevention Program for Secondary Schools (SAPPSS)

CASA House (Centre Against Sexual Assault) 2009

Royal Women's Hospital, Melbourne

Available from casa@wh.org.au

Love Control (WHIN 2009a) is also available on YouTube and has an accompanying resource package (WHIN 2009b). Pre-service teachers could watch *Love Control*, explore the types of violence portrayed, and examine the connections to gender and power.

The second is the CASA House *Sexual Assault Prevention Program for Secondary Schools* DVD. This resource includes 'The Party', a three-minute video depicting a young man putting pressure on his girlfriend to have sex with him. The purpose is to identify the role of pressure and threats in sexual assault and also to introduce the concept of free agreement. This scenario can be used as a direct swap for the Zoe and Sam story (which was also developed by CASA House).

WORKSHEET: ZOE & SAM'S STORY

Zoe, age 15

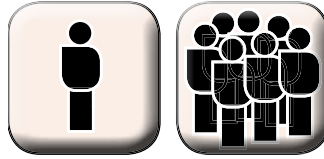
I'll never forget that night as long as I live. Sam and I had been going out for a while and he had always acted like a really sweet guy — well, we had done some kissing and fooling around but he never gave me any reason not to trust him. The night of the party I wore this gorgeous dress that I borrowed from my sister. It was a bit showier than the clothes I normally wear but I thought it was very flattering. At the party I had some beer and it made me really tired so I wanted to lie down. Maybe I shouldn't have suggested we both lie down together but it felt weird to just go upstairs by myself and leave Sam all alone. The next thing I know he's all over me, forcing me to have sex with him. It was horrible. I didn't want to scream and make a fool of myself with all those other people in the next room. I tried to fight him off but he was too strong. Needless to say, I never want to see Sam again. He seemed like such a nice guy. What happened?

Sam, age 16

I still don't understand what happened. Zoe and I had been seeing each other for about two months and although we hadn't slept together yet, I had made it pretty clear that I was very attracted to her and eventually expected to have sex with her. We were supposed to go to a party and when she showed up in this sexy low-cut dress I thought maybe it was her way of saying she was ready. At the party we drank some beer, which made her sort of sleepy and sensual. When she said she wanted to go lie down and wanted me to come and snuggle with her, what was I supposed to think? Of course I thought she wanted to have sex. She did grumble a bit when I started to undress her but I just thought she wanted to be persuaded. Lots of women feel a bit funny about being forward and they want men to take responsibility for sex. I don't know. We had sex and it was fine. I took her home from the party and I thought everything was OK. But ever since then she refuses to talk to me or go out with me. I thought she really liked me. What happened?

ACTIVITY 11: DEVELOPING HELP-SEEKING SKILLS

Individual and large group
20 minutes



AIM

- To show pre-service teachers a relatively easy method for raising children and young people's awareness of their networks.

PREPARATION

You will need:

- the **Worksheet: The network hand** or blank sheets of paper on which pre-service teachers can trace around their own hand.

BACKGROUND

Comprehensive sexuality education should assist students in developing effective help-seeking behaviours. It is one thing to improve knowledge and understanding of sexuality and another to equip children and young people with the knowledge and skills necessary to access help and services as required. Recent research with Grade 5 and 6 students found they did not know where to go for help about sexuality issues, and were reluctant to talk to teachers and other school-based adults (Ollis, Harrison & Richardson 2012).

This activity is simple and has been used effectively for more than 30 years. It is suitable to use with any age group to help them think about where and from whom they can access help. The idea originated in the Protective Behaviours programs of the 1980s developed by Fran West in the US and brought to Victoria to replace 'Stranger danger' programs. The Victorian Community Police arm of the Victoria Police had been searching for a program that acknowledged the reality that children and young people were more at risk of sexual assault from someone they know than from strangers. This situation still remains.

PROCEDURE

- 1 Inform pre-service teachers that they will need to think about the networks they have in their lives.
- 2 On the worksheet or on their own traced hand, instruct pre-service teachers to identify someone or some place they could go to for help, other than their immediate family, if they experience a trauma such as sexual assault. Have participants write one person or place on the end of each digit on the hand.

- 3 Discuss the use of the hand if participants were in another type of situation such as family or partner violence.
Would these resources be the same?
Could they identify more resources they could use to go to help for?
Ask them to write these further resources around the hand.
- 4 Elicit some of the responses and discuss the usefulness of these resources for a child or young person (e.g. parents, siblings, friends, teachers).
- 5 Discuss other resources that may or may not come up and the usefulness of these for a child or young person (e.g. the internet, school counsellors, nurses, doctors, relatives, coaches, tutors, a friend's parents).

BRINGING IT ALL TOGETHER

Remind pre-service teachers that it is important that children and young people are aware of where they can go if they need help. On the one hand we need to assist in opening lines of communication for children with their families, and on the other we need to ensure there is help outside the home in case the difficulty that a young person may be facing is coming from home. This is an appropriate time to invite agencies into classes to support the work of sexuality education and talk about available services.

WORKSHEET: THE NETWORK HAND

WHIN & Reidy 2011 (front cover)



ACTIVITY 12: VERBAL SELF-DEFENSE

Liggins et al. 1990

Large group
15 minutes



AIM

- To allow pre-service teachers a safe space to practice taking control in a situation.

PREPARATION

You will need:

- the pre-service teachers sitting on chairs in a circle.

BACKGROUND

Verbal self-defense is defined as using one's words to prevent, de-escalate or end an attempted assault. It is a way of using words to maintain mental and emotional safety. This kind of 'conflict management' involves using posture and body language, tone of voice and choice of words as a means for calming a potentially volatile situation before it manifests as physical violence. This often involves techniques such as taking a time-out, deflecting the conversation to less argumentative topics, or redirecting the conversation to other individuals in the group who are less passionately involved. This can be done in the following ways:

Avoidance

Being aware of situations that will likely lead to verbal conflict or abuse and making an effort to avoid them.

Withdrawing

Once engaged in an argument, situation of conflict, or when being verbally attacked, making an excuse and exiting the area.

Deflecting

Changing topic or focus on the interaction as a means of avoiding any disagreement or negative reaction on the part of the aggressor.

Compromise

Openly offering ideas and seeking ways to placate the attacker and/or their reasons for the abusive communication.

(Wikipedia 2012)

PROCEDURE

- 1 Instruct pre-service teachers that they will be making comments to the person next to them, and that person will be replying. Inform them that they are not to take these comments personally.
- 2 The first person is to insult the person to their left. The insulted person then says something back that makes it clear that they didn't like what was said. For example, 'I don't like what you are saying', 'Stop that, I don't like it' or 'Shove off, creep!'
- 3 The person who has been insulted then goes on to insult the person to their left and so on until everyone has had a turn at both roles.
- 4 If pre-service teachers need help thinking of a response, they could ask the group for help. Often 'Get lost!' said directly and strongly is a good standard response.
- 5 Finish the activity by asking each person to give a compliment to the person on their left.

BRINGING IT ALL TOGETHER

Many people find it difficult to stand up for themselves, and this activity gives them some practice in taking control. In situations where someone is being insulted, an open and direct response showing how they feel is often the most effective way to make the other person stop acting this way.

3 Pornography, sexualisation, young people & relationships

INTRODUCTION

Maree Crabbe and David Corlett from Brophy Family and Youth Services have been instrumental in the development of this sub area of study on pornography. The analysis presented is based on their *Reality & Risk* project research.

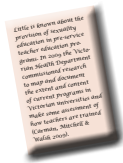
The Deakin team have modified, expanded and written additional teaching and learning materials in line with the needs of *Sexuality Education Matters*. The materials provided by Crabbe and Corlett is part of a much larger resource called *In the Picture* (Crabbe & Corlett 2013 forthcoming) which contains teacher education materials and utilises short video clips from their research. Crabbe and Corlett have been researching young people and pornography in Australia, Europe and the USA for the past four years. Their work as part of *Sexuality Education Matters* is translating their research findings into educational materials to address the harmful influence of pornography, which routinely conveys sexualised, gendered aggression, and is shaping young people's sexual expectations and practices. The materials are designed to encourage a critique of pornography's representations of gender, power and sex, and to provide alternative understandings that can help to build more respectful and satisfying sexual relationships. The activities have been trialled with students at Deakin University, within the broader context of gender and power, over the past three years. These students maintain that the research (presented to them in multiple formats including audiovisual material depicting young people, porn industry participants discussing their experience and understanding of pornography) and educational materials have had an enormous impact on their understanding and confidence to include issues of sexualisation and pornography in their sexuality education teaching. The pornography section of the *Sexuality Education Matters* video provides an example of pre-service teachers discussing their experiences of the educational materials. The video also includes an example of a pre-service teacher teaching an age appropriate lesson to primary school students that addresses the key considerations outlined in this model.

*Maree Crabbe and Dr David Corlett are from the Reality & Risk: Pornography, Young People and Sexuality Project, auspiced by Brophy Family and Youth Services in Warrnambool in south-west Victoria.

AIMS

- To provide pre-service teachers with an insight into how contemporary mainstream pornography is impacting on young people's perceptions of sex and gender and the implications this has for young people's healthy social and sexual development.
- To equip pre-service teachers to reflect on issues related to pornography using a gender and power analysis.
- To equip pre-service teachers to reflect on how sexual diversity impacts on young people's experiences of pornography.
- To assist pre-service teachers to understand how an effective response to these issues can be made in educational contexts, and the elements that such a response might include.
- To equip pre-service teachers to consider how to incorporate education about pornography into relationships and sexuality education.

SUGGESTED PRE-READING



Amis, M 2001, 'A rough trade,' *The Guardian*, March 17, accessed 16/10/12.

www.guardian.co.uk/Archive/Article/0,4273,4153718,00.html

Hughes, D 2004, 'The use of new communications and information technologies for sexual exploitation of women and children', in R Whisnant & C Stark (eds.), *Not for Sale: Feminists resisting prostitution and pornography*, Spinifex, North Melbourne, pp. 38–55.

Maltz, W & Maltz, L 2008, *The Porn Trap: The essential guide to overcoming problems caused by pornography*, Harper, London, p. 25.

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Powell, A 2010, 'Configuring consent: Emerging technologies, unauthorized sexual images and sexual assault', *Australian and New Zealand Journal of Criminology*, vol. 43, no. 1, pp. 76–90.

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Pringle, H 2001, *The Porn Report: A studied indifference to harm*, Religion and Ethics, ABC, accessed 16/10/12.

www.abc.net.au/religion/articles/2011/09/06/3310775.htm

ACTIVITY 13: PORN, YOUNG PEOPLE & SEXUALITY

– THE ISSUES

Large group
60 minutes
Potentially sensitive



AIMS

- To provide an overview of the key issues facing young people in relation to planned and accidental access to pornography.
- To raise awareness of the nature of pornography accessed by young people.
- To explore the potential harms, to young people and their relationships, of ‘mainstreaming’ and the increase in the violence and hardcore nature of some pornography.

PREPARATION

You will need:

- the PowerPoint presentation section on *Pornography and Sexuality Education* (you could use these as three separate presentations, depending on your focus)
 - » *Slides 96–108: Porn, young people and sexuality – The issues*
 - » *Slides 109–127: Sex ed by porn – Impact on young people*
 - » *Slides 128–133: Role of education in addressing these issues*
- the pornography research section of the *Sexuality Education Matters* video; this short seven-minute introduction by Maree Crabbe presents some key issues
- to become familiar with the material in the presentation.

Note:

- If you have access to Crabbe and Corlett’s education module you may like to use their DVD footage instead of the PowerPoint presentation.

BACKGROUND

This activity is designed to provide a broad overview of the issues that have emerged from the Crabbe and Corlett’s *Reality & Risk* project, on which much of the pornography education materials in this resource are based. The first activity is a presentation which is then contextualised with an exercise that explores pre-service teachers’ current understandings of what pornography is and how to develop some shared understandings. The following definitions are useful as a starting point:

- a commonly accepted definition of pornography is ‘sexually explicit media that are primarily intended to sexually arouse the viewer’ (Malamuth et al. 2000, p. 28)
- ‘‘mainstream’’ pornography refers to the sort of material that is widely available on the internet and easily accessible via other mediums such as DVDs. It is pornography that is mainly targeted at a male heterosexual consumer, although it also includes some material that is targeted at what is called the ‘‘couples’’ market’ (Crabbe & Corlett, 2012).

While there is diversity within pornography, and within what is being referred to as ‘mainstream’ pornography, there is considerable commonality within this diversity. The commonality relates both to the sorts of sex acts that are commonplace and to the ways that sex and gender are portrayed. Therefore it is possible to use the term ‘mainstream pornography’ in a way that is meaningful ...

(Crabbe & Corlett 2013 forthcoming)

According to Crabbe and Corlett (2013 forthcoming), it is also worth noting the significance of gay male pornography in the sexual formation of gay young men. Stigma, discrimination, alienation and a lack of focus on sexual diversity in school-based sexuality programs have meant that for same-sex attracted young people pornography has been a significant source of information on sexuality. However, as with other audiences to pornography, some aspect of what they have had access to is far from respectful; nor does such content promote safe sex and, as some of the young people in Crabbe and Corlett’s research maintain, it can set up situations which mirror the gender power relations characteristic of some heterosexual pornography.

Note that while the rate of adults’ exposure to pornography is very high, some pre-service teachers may never have seen pornography, or may not know what pornography means. It is important that pre-service teachers do not feel any sense of inadequacy due to the lack of knowledge, and that pre-service teachers who possess knowledge of pornography do not receive any kudos or reward for this knowledge.

IMPACT ON YOUNG PEOPLE

There is evidence that exposure to pornography is shaping young people’s sexual expectations and practices (Häggström-Nordin, Hanson & Tyden 2005; Flood 2010). Many young people are learning what sex looks like from what they – or their partner or peers – observe in pornography. Significantly, pornography is normalising sex acts that most women do not enjoy and may experience to be degrading, painful or violating. This raises serious implications for young people’s capacity to develop a sexuality that incorporates mutual pleasure, respect and the negotiation of free and full consent.

While the results are complex and nuanced, research into the effects of pornography consumption provides reliable evidence that exposure to pornography increases aggressive attitudes and behaviours

towards women for some viewers (Malamuth, Addison & Koss 2000). Pornography consumption also has been found to be associated with sexual health risk-taking and can impact negatively on body image and self-esteem (Dean 2007).

(Crabbe & Corlett 2013 forthcoming)

PROCEDURE

- 1 Give each pre-service teacher three large sticky notes. Ask them to write three words (one on each note) that represent their understanding of pornography. Instruct them to post these on graffiti sheets or a whiteboard under the heading: *Pornography is ...*
- 2 Analyse the notes and identify themes (practices, attitudes, impacts), differences and similarities.
In groups of four, have students take three words and come up with a definition of pornography in the form of a written statement, rap, poem, role-play or song. Then have the groups perform this to the class.
Discuss the commonly accepted definitions provided in the background information in light of participants' definitions.
- 3 Present *Slides 97–129*.
- 4 Give pre-service teachers the opportunity to debrief and reflect on the presentation by asking them to turn to the person next to them and discuss:
What surprised you about the material presented?
What challenged you in the presentation?
What are some of the implications of the material for teaching sexuality education?
Ask each participant to share one implication of the presentation for sexuality education.

BRINGING IT ALL TOGETHER

As a large group discuss the questions below. This could also be used as an assessment task in the form of a reflection or online post.

Can you remember when you first saw pornography? Where was it? What was the medium?

Do you see evidence of pornography in popular culture?

How widely accepted is pornographic iconography or insignia within young people's cultural and social worlds?

To what extent is it expected that young people engage in porn or its insignia? What happens when they don't?

(Crabbe & Corlett 2013 forthcoming)

ACTIVITY 14: 'PORN-WORLD' VS 'REAL-WORLD'

Large group
30 minutes
Potentially sensitive



AIMS

- To encourage students to critique the ways in which gender and sex are portrayed in pornography.
- To encourage reflection on how the portrayals in porn differ from respectful, gender-just and pleasurable relations.

PREPARATION

You will need:

- four copies each of the cards **Porn-world / Real-world / Both / Neither**
- a wide selection of the **'Porn-world' vs 'Real-world' statement cards**, ensuring that there are enough for each group to have a minimum of six statements covering a range of issues.

Note:

- You can also check on how to run this activity by watch the *Sexuality Education Matters* video section on 'Porn-world vs Real-world'

BACKGROUND

In this activity there is the option to discuss:

- 'Porn-world' (the world created by pornography; i.e. what porn portrays) vs 'Real-world' (the world we see around us in real life, in places like homes, schools and neighbourhoods etc.) OR
- 'Media-world' (the world we see in films, television, advertising, pornography, music videos, gaming etc.) vs 'Real-world'.

As the lecturer/tutor you should decide on which option based on your pre-service teacher cohort. The procedure is the same for both, and from this point on will show the 'Porn-world' vs 'Real-world' option.

Given the contentious and often personal nature of this subject, it is important that you take time to reflect on your own position and any associated concerns, fears or reactions you may have. In order to teach sexuality education effectively, it is essential that we also explore our own personal positioning and the implications this has for our teaching.

It is also important to discuss with pre-service teachers how this example would be used in schools. For example, *Stepping Out Against Gender-based Violence* for secondary school students uses 'Media-world' as the recommended activity but includes 'Porn-world' for schools which are exploring the impact of pornography on mainstream culture.

In this activity, pre-service teachers are required to distinguish between statements that are accurate in the 'real world' and those that reflect the world created by pornography. Alternatively, they may decide that a statement is reflective of both worlds or neither. Note that pornography's influence on the 'real world' may make some of the responses more contested than might otherwise be expected.

This activity is not about pre-service teachers categorising the statements 'correctly'. Rather, it aims to create discussion about a range of issues that have potentially significant implications for young people's healthy sexual and social development. Some of the statements are clearly about heterosexual sex, but others can be applied to heterosexual or gay or lesbian sex.

This activity builds on knowledge and thinking developed in sessions on respectful relationships, pornography, gender, power and consent. It requires the discussion of very explicit material, including types of sex, so you may need to reinforce how important it is to create a respectful learning environment in which pre-service teachers feel comfortable contributing. It is important that the sexist statements included in this activity are not used as opportunities to engage in humour that reinforces sexual stereotyping or degrading attitudes. However, humour can be a useful strategy when exploring the often ludicrous nature of some of the messages conveyed through pornography.

In the picture

Pornography enjoys unprecedented legitimacy around the world. The mainstreaming of pornography can be demonstrated in part by the sheer scale of the commercial pornography industry. Globally, it has an annual profit of US\$24.9 billion (Johnson 2010).

The commercial success of the porn industry indicates that pornography is being consumed at vast rates, by mainly male consumers, around the world. About a quarter of Australian adults are estimated to be consumers of pornography (Richters et al. 2003). And, equipped with the most recent technology, young people also are pornography consumers.

As is the case among adults, there is a significant gender divide in young people's consumption of porn. Young men are more likely than their female peers to:

- Use porn for sexual excitement and for masturbation
- To use it alone and in same-sex groups
- To view a wider range of images
- To initiate its use, rather than be introduced to it by an intimate

partner. (Flood, 2010)

Technology enables easy access to the multitude of free pornographic images available online. And, significantly, this can be done anonymously. Porn is marketed aggressively on the Internet. Explicit pop-ups can appear uninvited on the screen, children's games can turn into pornographic images and a simple misspelling into a search engine can provide links to an array of images. This means that it is not only those young people who intentionally seek out sexually explicit material that consume pornography; 84 per cent of boys and 60 per cent of girls report having been exposed accidentally to Internet sex sites (Flood & Hamilton, 2003).

But access to explicit imagery is only part of the story of the mainstreaming of pornography. The pornography industry has had an incredible influence on popular culture. A porn aesthetic pervades culture – in fashion, music, entertainment and behaviour. This is evident in the billboards, music videos and designer stores that shape the desires and imaginations of a younger and younger demographic. The Media Education Foundation ... presents a compelling critique of the music video industry in their film *Dreamworlds 3: Desire, sex & power in music video* by Sut Jhally.

This is not just that culture has become more sexualised. It is that the imagery of the pornographic erotic has shaped the sexualisation of culture. This is clearly shown in Sut Jhally's documentary analysis of the music videos. There are certain porn insignia that are now commonplace within mainstream culture, such as the removal of women's pubic hair, or the use of porn labels and messages on clothing. This signature of porn throughout popular culture provides a kind of legitimacy to porn itself, simply by the pervasiveness of its presence.

If you grow up seeing Playboy bunnies on T-shirts, pencil cases, bed linen and car windows, they are likely to seem familiar and inoffensive. This is very effective branding for both the particular companies concerned and for the pornography industry more generally.

(Crabbe & Corlett 2013 forthcoming)

PROCEDURE

- 1 Divide the pre-service teachers into four groups and give each group a set of the category cards and **'Porn-world' vs 'Real-world' statement cards**.
- 2 Explain to pre-service teachers that they have four category cards that indicate **Porn-world / Real-world / Both / Neither**. They also have a selection of statements about gender or sex.
- 3 Ask pre-service teachers to read through the statements in their group one at a time, discussing after each statement which category they think it belongs in, and taking care to listen to different opinions within the group. When they decide where the statements belong, pre-service teachers should place each statement with the appropriate category card, until they have worked their way through all the statements.
- 4 When the groups have finished this task, invite one of the groups to read out one of their statements and tell the rest of the group in which world they placed it and why.
- 5 Work your way through the statements, reading a few at a time from each group and stopping to discuss statements that were subject to disagreement or were of particular interest to the group.

BRINGING IT ALL TOGETHER

This activity provides an opportunity to highlight many of the unrealistic and harmful messages that can be conveyed through mainstream pornography and to emphasise the ways in which these differ from respectful, pleasurable sexuality. The following questions can be useful for drawing out some of the important themes from this activity:

When you look at the statements under 'Porn-world', how respectful and pleasurable does 'Porn-world' seem?

What sorts of risks are there to young people if they are learning about sex from pornography?

How can young people get a sex education that is better than that provided through pornography?

Which of the statements would you put under a title of 'Ideal-world'? Are there other statements you would want to include?

EXTENSION ACTIVITY: 'IDEAL-WORLD'

You might like to include the following extension to this activity.

PROCEDURE

- 1 Ask pre-service teachers to write their own list of statements about gender and sex that they would include under the category of 'Ideal-world'.
- 2 Have pre-service teachers report back to the group.
- 3 Bring the session together by emphasising elements of healthy constructions of gender and sex (mutuality, respect, free and full consent, sexual safety etc.) and encourage students that it is possible to develop a healthy and fulfilling sexuality based on these kinds of traits.

Messages you may want to reinforce

Pornography's portrayals of gender and sex often are not realistic.

Many of pornography's messages about gender and sex can be harmful and are in conflict with a sexuality that is respectful and pleasurable. These include messages about:

- body image
- sexual health
- sexual pleasure
- sexual consent
- particular sex acts
- gender stereotypes
- male sexual aggression
- female sexual availability and subservience.

EXTENSION ACTIVITY: DREAMWORLDS

The following is a useful online reflection or assessment task.

PROCEDURE

- 1 Using the Media Education Foundation (Jhally 2008) DVD *Dreamworlds 3: Desire, sex & power in music video* by Sut Jhally, ask students to respond to the questions below. The resource notes will also help with this analysis.

How did the film leave you feeling?

What surprised you? What challenged you?

Do you agree or disagree with the gender analysis presented? Why or why not? How does it fit within the frameworks of the researcher and authors working in this field?

In the context of 'Real-world' vs 'Porn-world', where do you think most of these music videos fit?

Could you use this resource with a group of secondary students? What would you need to do to prepare them to view the film and what would you need to follow up with?

'PORN-WORLD' VS 'REAL-WORLD'

STATEMENT CARDS

Men are entitled to get sex when they want it.

All men have very large penises.

All men want sex all the time.

All men have a very long sexual stamina.

Women are submissive to men's desires.

Sexual decision-making is not complex or difficult.

All women are thin.

Women are for men's sexual gratification.

Women's value is based on their looks and sexuality.

Women seem to enjoy being hit, spat on, choked and having their hair pulled.

Heterosexual sex almost always includes anal sex.

Women don't have body hair.

Women want a penis thrust aggressively in every orifice of their body.

All women enjoy rough, penetrative sex.

Sex often occurs between more than two people at once.

Violence seems to be sexy.

Sex is for male arousal and pleasure.

There is no need to be concerned about engaging in unprotected sex with multiple partners.

Women always want sex, even if it doesn't seem this way initially.

Women really enjoy anything men want to do to them or want them to do.

Women orgasm easily from whatever men do to them.

Women love to be called abusive names.

Men are in control and dominating.

Sex needs to be negotiated with freely given consent.

If sex occurs without the consent of one party it is sexual assault, which is a serious crime and a violation of human rights.

'PORN-WORLD' VS 'REAL-WORLD'

STATEMENT CARDS

Most women enjoy touching and kissing in the lead up to sex.

Women and men come in diverse shapes, sizes, colours and sexualities.

Most women do not enjoy aggressive, penetrative sex.

Most women want to please their partners.

Women want sex to be pleasurable for them.

Most men want to please their partners.

Men want sex to be pleasurable for them.

Most women want sex to be mutual and respectful.

Men do not always want to have sex.

Women do not always want to have sex.

Women and men are multidimensional human beings with diverse skills and interests. While they are all sexual beings, they are much more than that too.

Sex can be creative, tender, loving and genuinely pleasurable for everyone involved.

Most heterosexual sex does not include anal sex.

Sex usually occurs between two people.

Most women do not enjoy being hit, spat on, choked and having their hair pulled.

Unprotected sex is a health risk.

Women and men like to be – and are entitled to be – spoken to respectfully.

Sex often occurs in the context of a relationship.

Sex can be difficult to negotiate.

Free and full consent is crucial to good sex.

Fellatio is the same as deep throating.

Women enjoy fellatio when the penis is deep down their throat.

Men like to ejaculate on women's bodies – including their breasts and faces.

Women like men ejaculating on their bodies – including their breasts and faces.

Most men want sex to be mutual and respectful.

'MEDIA-WORLD' VS 'REAL-WORLD'

STATEMENT CARDS

Most people are white.

Most people are happy.

Most people are beautiful.

Things go wrong but it all ends up OK in the end.

Good people get what they want. Bad people get punished.

People usually have sex with a partner they have just met.

People's complexions appear to be perfect.

*It's quite common for women to have cosmetic surgery on their faces,
breasts and/or genitals.*

Men are entitled to get sex when they want it.

All men have very large penises.

All men want sex all the time.

Women's value is based on their looks and sexuality.

Women are for men's sexual gratification.

Sexual decision-making is not complex or difficult.

Heterosexual sex almost always includes anal sex.

Women don't have body hair.

Most women are thin.

Sex often occurs between more than two people at once.

Violence seems to be sexy.

Sex is for male arousal and pleasure.

*There is no need to be concerned about engaging in unprotected sex
with multiple partners.*

Women always want sex, even if it doesn't seem this way initially.

Women orgasm easily from whatever men do to them.

'MEDIA-WORLD' VS 'REAL-WORLD'

STATEMENT CARDS

Women love to be called abusive names.

Men are control and dominating.

Sex needs to be negotiated with freely given consent.

If sex occurs without the consent of one party it is sexual assault, which is a serious crime and violation of human rights.

Most women enjoy touching and kissing in the lead up to sex.

Women and men come in many shapes, sizes and colours.

Most women want to please their partners.

Women want sex to be pleasurable for them.

Most men want to please their partners.

Men want sex to be pleasurable for them.

Most women want sex to be mutual and respectful.

Men do not always want to have sex.

Women do not always want to have sex.

Women and men are multidimensional human beings with diverse skills and interests. While they are all sexual beings, they are much more than that too.

Sex can be creative, tender, loving and genuinely pleasurable for everyone involved.

Most heterosexual sex does not include anal sex.

Sex usually occurs between two people.

Unprotected sex is a health risk.

Women and men like to be – and are entitled to be – spoken to respectfully.

Sex often occurs in the context of a relationship.

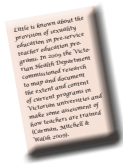
Sex can be difficult to negotiate.

Free and full consent is crucial to good sex.

Sexual diversity is often invisible.

Same-sex attracted people are often subjected to stigma, discrimination and bullying.

RESOURCE NOTES: DREAMWORLDS



Dreamworlds 3: Desire, sex & power in music video

The focus in this video is initially on the advent of MTV, which has told stories about female sexuality that cross cultures and genres from its inception. Jhally claims that women's bodies are an important currency through which music videos are sold. The videos are important because they tell us how culture in general teaches us to be men and women and in so doing they provide a way for us to understand ourselves.

Jhally provides a list of 'techniques of storytelling' evident in focusing on women in music videos: cut-in shots of women; representations of male fantasy; women as background musicians; crowd membership; women hanging around males. These provide a consistent story of masculinity and femininity.

Constructing femininity

The types of femininity portrayed are not 'genetically encoded'. They tell us stories of what is normal and what is not. Women are often portrayed as having 'ravenous' sexuality and a willingness to have sex with any man. Videos often portray women having sex in public places (in toilets, on cars). Women often outnumber men and as such are forced to share them. Femininity is always defined in reference to a powerful man. Women are desperate and dependent – so desperate that they turn to props when men are absent (sucking fingers, eating ice-cream or chocolate) – and are portrayed as lonely and isolated without men. Women spend a lot of time undressing, but what else do they do? They party, or they are helpful – washing cars or mud wrestling or relaxing by the pool. They are often 'wet' – depicting an eroticisation of water – having showers, partaking in wet T-shirt competitions. They have roles as cheerleaders, stewardesses, maids, nurses, librarians, teachers or school-girls. Women as strippers have evolved as a major component of these videos and there is lots of 'girl on girl' action. All of this is not about women but about male fantasies and desires. Gay men are largely invisible.

The pornographic imagination

The music genre of Hip Hop is the main focus of this section. The videos portray voyeurism, hatred for women, disrespect and misogyny. Here Jhally focuses on a video by Nelly and the song *Tip Drill*:

See www.ebaumsworld.com/video/watch/82246749/

In one scene the singer swipes a credit card between a woman's bum cheeks – this has become a mainstream action in music videos.

Snoop Dogg's *Diary of a Pimp* is also analysed at:

<http://goo.gl/ycX8c>

www.slack-time.com/music-video-2717-Nelly-Tip-Drill

These videos are also racist in their depiction of black masculinity – threatening, out of control, highly sexualised. Jhally argues that the pornographic imagination behind these videos is white, male and heterosexual. But Jhally points out that Hip Hop is not the only genre that treats women this way – rock videos have long used porn stars.

They also use young boys and depict them cavorting with women, dressed like adults and enacting adult hyper-sexualised behaviours in the same way that adult males do. Jhally maintains that it is not whether an image is good or bad but whose story is being told. These would be a good questions to include in teaching materials:

Whose eyes do we see the world through?

Whose eyes do we not see the world through?

Who is behind the camera?

Whose vision and values guide us through the process by which we learn to be a man or a woman?

And whose fantasies?

Jhally's point is that these are narrow stories which lack diversity in views about sexuality.

Ways of looking

There are a number of visual techniques used in music video which invite the viewer to gaze at women in particular ways – women touch themselves; gaze at themselves in mirrors; the camera pans across bodies; camera angles look up into crotches or down the front of dresses; body parts are disconnected. All of these are designed to detract from thinking of these women as real people and deny them subjectivity. These techniques are never accidental and are designed to make it perfectly legitimate to look at women in this way. The biggest problem is that women are presented as nothing else. Jhally argues that if the portrayals were widened then there would be no problem with a 'little objectification'. These images portray passive sexuality that empties out the complexity of human existence. Girls find themselves trapped inside a one-dimensional 'sexual imaginary'.

Trapped in the pornographic gaze

Jhally names a number of female entertainers (Britney Spears, Jewel, Beyonce) who started off portraying strong women and ended up trapped in the pornographic gaze – compelled to use this visual language in their career/profession. He asks what an alternative might look like. The artists themselves are a paradox – strong but available.

Masculinity and control

Jhally then turns to Justin Timberlake and his portrayals of stalking and domestic abuse in the words and videos of his songs.

Power, intimidation and force

Women are often depicted trapped in cages, tied up or chased. The sense of male entitlement to use women as they wish has an aggressive edge and thus men's violence against women is eroticised. Jhally provides video footage of a documentary called *War Zone* where violence against women in everyday interactions is documented. See www.youtube.com/watch?v=EHIW9iRMSqY

There are two sides to masculine desire: adoration/desire vs loathing/contempt. Jhally argues that music videos strip women of humanity and 'cultivate certain assumptions, attitudes and values' that could encourage violent behaviours. None of the images portrayed are 'innocent'.

ACTIVITY 15: FINISH THE STORY

Modified from Crabbe & Corlett 2013 forthcoming

Small group
20 minutes



AIMS

- To assist pre-service teachers to think about real-life examples of porn-related scenarios that students may find themselves in.
- To mirror an activity that will assist pre-service teachers to work with students in schools in the development of skills (both conceptual and practical) to assist them to make respectful and reasoned choices in scenarios such as these.

PREPARATION

You will need:

- two copies each of the three **Finish the story scenarios**.
- to read the scenarios provided to ensure they are reflective (you may even give pre-service teachers the task of developing their own scenarios).

BACKGROUND

In this era of new and accessible technology, young people are very likely to be exposed to pornography. Exposure may be accidental or deliberate.

(Flood 2010, Fleming et al. 2006)

Porn is shaping social and sexual interactions and expectations. A young person's capacity to critique the messages in porn does not automatically equip them with the skills to make choices to reject pornography's negative influence. In a culture in which the consumption of 'hardcore' porn is normalised and is playing a role in shaping young people's concepts of sex and gender, it can be difficult to imagine – and to choose – something healthier ...

(Crabbe & Corlett 2013 forthcoming)

This exercise provides pre-service teachers with an opportunity to experience the type of activity that can assist their students to develop skills in decision-making. The initial activity was modified from *Talking Sexual Health: Professional development resource* (Ollis et al. 2000, p. 153). This activity also creates a space in which the language and concepts of an alternative scenario can be articulated and affirmed, which may help it to seem a more viable option. This activity builds on knowledge and understandings developed in previous activities on respectful relationships, pornography, gender,

power and consent, and presents multiple subject positions around pornography. Although we have provided some relevant scenarios, you may like to develop your own in line with the experience and needs of your pre-service teachers and the cultural context in which they will be teaching. You may even ask them to develop scenarios.

PROCEDURE

- 1 Divide the pre-service teachers into six groups and give each group a copy of one of the three **Finish the story scenarios**.
- 2 Ask the groups to read the scenario together and then discuss possible endings to the story. Ask the pre-service teachers to answer the questions provided and inform them that they will then be asked to share their answers.
- 3 Ask each group to read their scenario to the class and report on their discussions, describing the possible endings to the story, and the risks and benefits for each.
- 4 Depending on the level of comfort with and skill in role-play, pre-service teachers could role-play the endings for each other. The audience can participate with providing advice on what could be said.

The following questions can be useful for drawing out some of the important themes from this activity:

Do these scenarios seem realistic for the young people you know?

Which options do you think the characters would choose? Why?

What gendered assumptions are being made in the chosen endings?

How do power relations impact on the endings?

How easy would it be for the characters to make choices other than what their partner, peers or cultural context expects?

How might young people feel if they don't feel free to make the choice they really want to make?

Can you think of anything that could make it easier for the character to freely choose what they would like to do? (e.g. positive sense of self, supportive friends/family, being prepared to lose the relationships to stand up for what they want)

BRINGING IT ALL TOGETHER

Bring the activity together by discussing the role of gender and power in situations like this. It can be very difficult to voice an objection that sits outside gendered norms and expectations which give young people social power if they participate in them. Discuss how different people might be comfortable with different responses, yet may still be using their personal power. For example, if Jack didn't want to challenge his friends, but didn't want to watch porn, he could say he didn't feel well and go home. He is still exercising some personal power. If he was feeling in a position to challenge his friends, he may tell them that he doesn't want to watch with them and explain his reasons. Emphasise that it is appropriate for people to respond in way that seem best for them.

Encourage the pre-service teachers to think about how they can assist students to appreciate that their sexuality is precious and that how it is shaped and experienced should never be decided by pressure from others.

FINISH THE STORY SCENARIOS

Crabbe & Corlett 2013 forthcoming

Jack

Jack and several of his friends were invited to Rafel's house for the afternoon on Saturday. Not long after he arrived Jack noticed that Rafel was putting on a pornographic DVD. Most of the other young men there laughed and cheered as he put it on and settled in to watch it. Jack felt uncomfortable as his friends laughed at what was being done to the women.

Jack didn't find it funny at all. To Jack it looked painful and awful and although he could feel himself getting aroused, it's not what he wanted to find sexy. Jack didn't want his sexual imagination to be shaped by the kinds of things portrayed in porn.

Finish the story

Option A: Jack stays at Rafel's house

Option B: Jack leaves Rafel's house

- 1 Discuss what each of these options could look like. What kinds of things might Jack do or say in each scenario? Write your own ending to the story for each option.*
- 2 What would be the risks and benefits for each of the endings you describe?*

FINISH THE STORY SCENARIOS

Crabbe & Corlett 2013 forthcoming

Daina

Daina is asked by her partner to send him a sexual image. He says he will keep it to himself but he would love to be able to have a sexy picture of her to look at. Daina doesn't like this idea and tells her partner she doesn't want to, but he is persistent, asking her often and saying how much it would mean to him. He tells her other girls do it and it's no big deal. He suggests if she loved him she wouldn't hesitate and would see it as a compliment.

Finish the story

Option A: Daina sends her partner a picture

Option B: Daina doesn't send her partner a picture

- 1 Discuss what each of these options could look like. What kinds of things might Daina and her partner do or say in each scenario? Write your own ending to the story for each option.*
- 2 What would be the risks and benefits for each of the endings you describe?*

FINISH THE STORY SCENARIOS

Crabbe & Corlett 2013 forthcoming

Sam

Sam's partner wants to do the kind of sex that is common in porn. To Sam, this sex looks like it would be painful, and certainly not enjoyable. Sam thinks sex should be pleasurable for both partners and doesn't want to try this kind of sex. Sam's partner asks often, regularly shows Sam more porn, and encourages Sam to 'loosen up' about it.

Finish the story

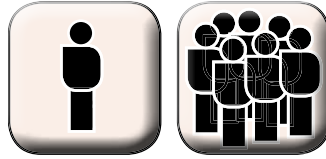
Option A: Sam does the kind of sex shown in the porn

Option B: Sam doesn't do the kind of sex shown in the porn

- 1 Discuss what each of these options could look like. What kinds of things might Sam and Sam's partner do or say in each scenario? Write your own ending to the story for each option.*
- 2 What would be the risks and benefits for each of the endings you describe?*

ACTIVITY 16: MY PORN REGRET

Individual and large group
20 minutes



AIMS

- To expose pre-service teachers to a real incident that occurred, and an 'it could happen to you' moment.
- To discuss the issue at a whole-school level.

PREPARATION

You will need:

- a copy of the **Worksheet: My porn regret** for each pre-service teacher.

BACKGROUND

Periodically, newspapers Australia-wide feature sex scandals involving teachers having illicit affairs with their students, and the consequences are laid bare for all to see. This activity (an example of a case which could become more frequent) involves a sex video being uploaded to what was thought to be a restricted site, but unfortunately was not. This article illustrates the impact of this behaviour and the ramifications for the teacher. This was a media teacher who you might say should have known better; however, if he thought the site was restricted, what might that say about those who have no experience in media studies?

PROCEDURE

- 1 Inform pre-service teachers they will be reading an article from the *Australian Teacher Magazine*, and they are to read quietly by themselves.
- 2 When pre-service teachers have finished reading, either place them in small groups or one large group to discuss the following questions:
 - Should the teacher have to resign?*
 - Why would the parents be so adamant about removing their children?*
 - Why would some staff not be prepared to work with the teacher?*
 - What should the principal do?*
 - What role do the student/s who first saw the video have to play?*
 - What role should the school community take in this decision?*

What will the consequences of this be for the teacher? Think short term, medium term and long term? What about his partner?

What will the consequences of this be for the school? Think short term, medium term and long term?

Should the school be supporting the teacher at all?

Should the school be supporting his partner, a former student, at all?

Did the teacher do anything wrong? Would it be different if he was in a different workplace? For example, a plumber, hairdresser, child care worker, parliamentarian, AFL player, banker, company director?

How does this fit with the notion of a teacher's duty of care?

WORKSHEET: MY PORN REGRET

'My porn regret', *Australian Teacher Magazine*, vol. 8, no. 2, March, p. 6

A male high school teacher who co-starred in an erotic video with a former female student has resigned and said he regrets the hurt the incident has caused.

John Walsh resigned from his post at Oberon High School, Geelong, amid an ongoing Victorian Education Department investigation of the incident.

He was accused of making the pornographic video with his partner Sarah Bradford, now 21, but was not accused of having an inappropriate relationship while she was a student.

The video went viral on social media websites after students discovered it online before the start of the 2012 school year.

Walsh, a VCE media teacher, remained on forced leave while the Education Department investigated, as some staff reportedly refused to work with him, and parents reportedly threatened to withdraw their children from the school if he returned.

Walsh and Bradford appeared on Network Ten's *The Project* to tell their side of the story.

'If there's any message it's that there's no safe place on the internet' Walsh told co-host Carrie Bickmore. '(The site) where we were supposed to be was supposed to be a restricted site. I don't think it was ever supposed to be in the public domain.'

Walsh said, with hindsight, he regretted making the sex tape. '... take the morality issue out of it, I think the hurt that it caused really affected me. I'm very fond of the school.'

Oberon High School principal Alison Murphy said the teacher had given her his resignation and she had accepted it.

'Obviously this has been a very disruptive time for our school community, and so I am hoping our school community can now continue to focus on providing all our students with the best possible education,' Murphy said in a statement.

ACTIVITY 17: IS THERE SUCH A THING AS

'GOOD PORN?'

Small group
20 minutes



AIMS

- To allow pre-service teachers the opportunity to reflect on their experiences and learning.
- To examine whether there can be a sex-positive approach to pornography education.

PREPARATION

You will need:

- to take some time to think about your own positioning to pornography and the key issues that the activities so far have been trying to explore.

BACKGROUND

There is great debate about pornography. If we reflect on the basic definition of pornography as 'sexually explicit images designed to sexually arouse', then this is an intensely personal thing that can involve positive aspects of intimacy, desire and lust.

What the activities in this area of study have been exploring is not personal sexual preferences and desire, but rather the negative impact of increasingly violent, aggressive, mainstream pornography that shows an inequitable view of gender and power.

The activities have also been designed and selected to examine the cultural context of increasing acceptance of the aspect of pornography that Crabbe and Corlett (2010) have shown are shaping unrealistic sexual tastes of some young people, particularly young men, and impacting on sexual experiences in a negative way.

This activity is designed to explore the possibility of 'good porn' and ask the question, 'Is it possible to make "good porn"?'

PROCEDURE

- 1 Instruct the pre-service teachers that in groups of four they are to come up with a set of criteria for 'good porn' that meets the following demands:
 - » It is something that parents would not object to and feel would be safe if their teenagers were to access it from the web.
 - » Secondary teachers would feel safe discussing it in health education class.
 - » Actors, actresses and production companies would still make money from it.
- 2 Advise pre-service teachers that they will be presenting their 'pitch' to the rest of the group to see if their criteria would be successful as a 'new porn' alternative.
- 3 Have groups present their 'pitch' to the rest of the class. Other groups can then assess whether the criteria has been met.

BRINGING IT ALL TOGETHER

Conclude the activity by asking, 'Is there ever "good porn"?'

Discuss the similarities and differences in the groups' criteria, and identify the following factors if the participants don't:

- Non-violent
- Non-degrading
- Consenting and communicative
- Safe
- Depicting a range of body types
- Focus on both partners' bodies
- Respectful pleasuring
- Depicting various levels of hairiness
- Having clear verbal clues
- The role of making money.

EXTENSION ACTIVITY: LINE DEBATE

You could also bring this activity to a close with a 'line' debate.

PROCEDURE

- 1 Ask pre-service teachers to line up in order of height and then split the line down the middle to form two teams.
- 2 Pose the same question (and write it on the whiteboard):
Is it ever possible to make good porn?
- 3 Ask one team to form arguments to support the question and the other team to form arguments against the question. Give students a few minutes to reflect on what they could say and argue based on the previous presentations. Remind pre-service teachers about the ground rules and inform them that if they break them they will need to cross to the other team and form a new argument in their heads.
- 4 The debate begins with a volunteer from one side going first. If they give a good argument they can choose someone from the other team to cross the floor and join their team. This challenges participants to rethink their already formed arguments, allowing them a higher level of thinking. In addition, institute a rule of 'No put downs and no mocking another response'. Once a student breaks this rule they will need to cross to the other team and form a new argument in their head.
- 5 The team that wins is the team with the most players left after a certain amount of time, or there is to be no winner and the activity can continue until all arguments have been exhausted.

The aim of this activity is to challenge pre-service teachers' preconceived ideas about porn, and have them formulate the ideas and arguments that have been presented to them throughout the program.

EXTENSION ACTIVITY: GENERATION XXX

PROCEDURE

- 1 Ask pre-service teachers to view the SBS Insight program on young people and pornography:
Insight: Generation XXX
SBS 2012
Sydney
<http://goo.gl/vsZk8>
- 2 Have them examine the discourses being presented by the range of participants.
Are they pro porn? Why? Why not?
Was there any difference in how the young men and young women positioned pornography?
What educational messages emerged from the conversations?

ACTIVITY 18: YOUNG PEOPLE, ICT & SEXUALITY

This activity was primarily developed by Jarrod Noll, David Bucknell and Jo Bayes in 2011 as part of their assessment in EEH315 *Teaching Sexuality Education in the Middle Years* at Deakin University.

**See activities 18A, B and C
for group sizes
and activity times**

AIMS

- To explore the implications of ‘sexting’ and the use of other technology on young people’s health and wellbeing.
- To demonstrate and experience age appropriate activities that build skills in understanding and addressing education related to sexualisation and pornography.

BACKGROUND

For Generation Y (those born in or after 1982) ‘ICTs have become a vital part of social life and a forum for the exploration and presentation of their identities including their sexual identity’ (Powell 2010b, p. 1). Mobile phone providers, social networking websites (e.g. Facebook), personal blog websites and video posting websites (e.g. YouTube) see young people aged 14–34 as the greatest proportion of this consumer market. Furthermore, the Australian Communication and Media Authority (ACMA) reports that use of information and communication technology (ICT) for social networking purposes far exceeds the hours spent on homework (ACMA, cited in Powell 2010b, p. 1).

Alarmingly, there is a ‘well-known association between the expansion of ICTs and the simultaneous access to, and indeed the expansion of, pornographic and amateur sexual imagery’ (Barron & Kimmel, cited in Powell 2010c, p. 76). The ‘raunch’ culture has normalised and even expects young women to be represented and represent themselves in a sexualised way (Powell 2010b, p. 2) whilst at the same time, ‘women are also frequently the targets of sexual harassment in cyberspace’ (Powell 2010a, p. 108). For these reasons and those outlined below, it is imperative that we begin to educate young people, and create awareness at the primary school level, about the potential challenges they may face and the consequences that may occur as a result of using mobile technologies and online spaces as a forum for self-expression.

‘Sexting’ refers to the creation and transmission of sexual images by minors, usually by mobile phone, but the term can apply to any digital media (e.g. email, instant messaging and social networking sites). The term also refers to producing and sending images of oneself, receiving images directly from the producer, or forwarding received images to other people (Lounsbury et al. 2011, p. 1). Although little Australian research exists into the nature and prevalence of this emerging issue, a US survey found that 20% of teens (aged 13–19) have ‘sent/posted nude or semi-nude pictures or video of themselves’ (Sacco et al. 2010, p. 5) and 51% of teenage girls sent sexy messages or images due to pressure from a boy (Sacco et al. 2010, p. 5).

Powell states that ICTs have created a new medium in the perpetration of sexual violence (2010b, p. 2). Not only are teenage girls and young women experiencing pressure to send sexually explicit images of themselves, it is 'increasingly expected that young women engage in sexting as part of "normal" sexual relationships' (Powell 2010b, p. 3). A further major concern is that even when an initial image has been sent with consent, it is then often widely circulated, first by the intended recipient and then by peers and the broader community (Powell 2010a, p. 112).

In the case of sexting, the further distribution of the original image is itself a direct violation of an individual's sexual autonomy, with the effect of humiliating, intimidating or otherwise harassing the victim.

(Powell 2010a, p. 112)

The impact of such a violation cannot be taken lightly, as demonstrated by the action of a young woman in the US. She found this form of harassment so overwhelming she suicided (Kids Helpline 2011).

The legal ramifications associated with this phenomenon are immense, not to mention the lifelong consequences young people must endure. Taking, sending or receiving sexual images of a minor is illegal and if found with a naked or semi-naked image of someone under 18 on your phone or computer, you can be charged with a criminal offence – even if it is a photo of yourself. In 2007, 32 Victorian teenagers were charged with child pornography offences (Kids Helpline 2011). Similar examples are reported in the US (Sacco et al. 2010, pp. 7–9), where an 18-year-old high school senior was required to register as a sex offender after being charged.

In a youth culture where exposure to sexual content, sending on received images through mobile phones and email, and posting others images on social networking sites are thoroughly normalized, we need to engage young people in discussions about setting appropriate boundaries on the images that they take and that they choose to send on.

(Powell 2010a, p. 120)

The role of prevention in this issue is pivotal. Young people need to become critical consumers of images, to think about the images they encounter and whether it is appropriate to send them on to their peers or more appropriate and ethical to report the image to an authority (Powell 2010a, p. 119). A proactive and ethical bystander (Carmody 2009a, p. 124) can be a powerful player in preventing this form of sexual violence, which continues to perpetuate social norms about sex, gender and consent.

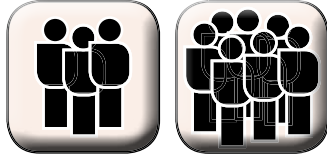
Activity 18 is in three parts. Part A explores the appropriateness of images and the role of technology as a medium for their distribution. Part B looks at the issue of texting in a way that is age appropriate for primary students. Additional case studies have been included in Activity 18C for those that are only preparing secondary teachers. These case studies explore harms associated with the use of technology, and they include a clear focus on sexting.

ACTIVITY 18A : SEXTING

– MOST OFFENSIVE / LEAST OFFENSIVE

Adapted from DET 2004, p. 52

Small or large group
20 minutes



AIMS

- To engage pre-service teachers in becoming critical consumers of images.
- To explore, analyse and question what is an appropriate or inappropriate image to forward using ICT.

PREPARATION

You will need:

- the **Texting or Sexting activity cards**
- to be familiar with the case studies
- to be familiar with the report *Young People and Sexting in Australia: Ethics, representation and the law*
- to watch the 'Pornography – age appropriate activity' section of the *Sexuality Education Matters* video; this provides an example of one of the students who developed this activity running it with pre-service teachers.

PROCEDURE

- 1 Pre-service teachers will be presented with a set of cards describing a diverse range of images/videos that may be sent via digital media (phone, email, instant messaging, and social networking).
- 2 Pre-service teachers are required to set up a continuum from 'least offensive' to 'most offensive' if the image/video was sent digitally.
- 3 The group is to come up with a shared view about the placement of the images. Individuals will have differing opinions; for some it may be offensive to send all of these images/videos using digital media.

This activity may be done as one large group, in smaller groups or even in single-sex groups of six participants.

BRINGING IT ALL TOGETHER

Facilitate a large-group discussion on issues relating to culture, use of social network sites, privacy, public spaces, consent, consequences, risks, bullying and so on. Some useful starter questions are:

What card positions did the group/s agree upon?

What card positions did they disagree upon?

Was it easy for the group to come to a shared position?

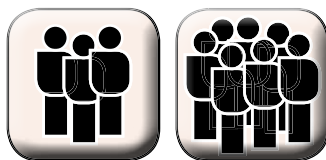
Did males and females have different ideas?

Were there any other factors that seem to affect where people placed the cards?

ACTIVITY 18B: REAL-LIFE TECHNOLOGY SCENARIOS

(PRIMARY)

Small and large group
20 minutes



AIM

- To prepare pre-service teachers with the information and skills needed to assist their students to promote good decision-making.

PREPARATION

You will need:

- the **Worksheet: Real-life technology scenarios (Primary)**.

PROCEDURE

- 1 In small groups (4–6) present pre-service teachers with real-life scenarios demonstrating the pressures, risks and consequences associated with sexting situations their students may face (if they have not already).
- 2 Give groups five minutes (or longer if required) to explore and discuss the scenario.
- 3 Bring pre-service teachers together for a whole-group discussion on each scenario.

TEXTING OR SEXTING ACTIVITY CARDS

A photo of somebody blowing out candles on a cake at their birthday.

A photo of a woman dressed in a burqa.

A photo of a group of friends swimming at the beach.

A photo of a boy in his underwear in his bedroom, taken without him knowing.

A personal and private photo of a girl that she shared with her boyfriend.

A video of somebody being bullied.

A photo of people in a race at a swimming carnival.

School photos.

A private video of a girl dancing to her favourite song at home, which was stolen from her mobile phone.

A photo taken of a boy and a girl kissing at a party without them knowing.

A photo of some girls getting changed for PE.

A photo of a girl climbing some stairs which shows her underwear.

A photo of a Grade 6 boy crying which is being texted around the school yard.

A photo of some puppies.

A photo of an Indigenous Australian in ceremonial dress (i.e. body paint).

WORKSHEET: REAL-LIFE TECHNOLOGY SCENARIOS

(PRIMARY)

A naked photo

My new boyfriend has asked me to send him a naked photo of myself. I really like him and he has promised he will not show it to anyone else. I think I trust him. Surely it can't be that big of a deal.

Consequences

Your boyfriend may send it to other friends, who in turn may also forward it on.

This may lead to humiliation, embarrassment, bullying or harassment, all of which could lead to your self-harm.

It may have ramifications in the future if you begin to date someone else, or you join a new club/sports team, or if you are applying for a job at some stage.

Taking, sending or receiving sexual images of a minor is illegal. If you're found to have a naked or semi-naked photo of someone under 18 on your phone or your computer, you can be charged with a criminal offence. If you forward the photo to someone else you can be charged with a criminal offence even if you delete it from your own phone. You can be charged even if it is a photo of yourself and you agree to the photo being sent. In 2007, 32 Victorian teenagers were charged with child pornography offences. (Kids Helpline 2011).

WORKSHEET: REAL-LIFE TECHNOLOGY SCENARIOS

(PRIMARY)

Refusing to engage in sexting

I am male and I am being bullied at school for not having sexual images of girlfriends on my mobile phone to share with my mates. They're calling me gay because I don't engage in 'sexting' and sharing of such images.

Consequences

Peer pressure can be extremely difficult to resist, however there are many other ways you can demonstrate your masculinity to your mates without having to conform to this pressure. By standing up to them and continuing to refuse to conform you will in fact gain respect from your wider community in the long term ... although this is very difficult to know in the short term.

Your role as an active bystander in challenging these so-called social norms that promote and condone sexual violence against females is courageous and demonstrates the far greater values and ethics that society needs.

Privacy

One of the guys snuck into the girls change rooms, took a photo on his phone of them getting changed for PE and is sending it to all his mates.

Consequences

This is an invasion of privacy. No consent has been given to take the photo. Furthermore, taking, sending or receiving sexual images of a minor is illegal (see the first scenario).

Privacy and security

One of my so-called friends took some private photos off my mobile phone and sent them around the playground. He says it is my fault because I didn't have a password on my phone.

Consequences

It is not your fault, your friend has invaded your privacy. No consent has been given. However, it is vital that you have a password on your phone and this should not be shared with anyone.

WORKSHEET: REAL-LIFE TECHNOLOGY SCENARIOS

(PRIMARY)

Consent

Without my consent, somebody has posted a photo of me on Facebook in my bathers. I am devastated, as people are now posting horrible comments about my appearance.

Consequences

If you know who it is, consider asking them to delete the photo from Facebook.

If you think it is now out of your control, talk to a trusted adult or contact a Kids Helpline counsellor (1800 55 1800) to work out what you can do.

Ensure you speak to counsellor or trusted adult to help you deal appropriately with the situation.

Peer pressure

My best friend has told me she is planning on sending a sexual image of herself to this boy at school she likes in the hope he may ask her out. She says everyone else is doing it, so what's the big deal?

Consequences

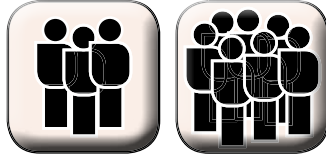
You must be an ethical friend and alert her to the consequences of her actions. Your intervention may influence her into making a different decision, or a more informed one. As a community citizen we must encourage and model challenging or speaking out against social norms that may be related to gender violence against females. As an honest friend you should feel comfortable offering your advice.

ACTIVITY 18C: REAL-LIFE TECHNOLOGY SCENARIOS

(SECONDARY)

Adapted in part from SHine SA 2011, Ollis & Mitchell 2001, and Crabbe & Corlett 2013 forthcoming

Small and large group
30 minutes



AIMS

- To prepare pre-service teachers with the information and skills needed to assist their students to promote good decision-making.
- To help pre-service teachers develop an understanding of the benefits and appreciation of the risks of information/communication/entertainment technology.

PREPARATION

You will need:

- the **Worksheet: Real-life technology scenarios (Secondary)** for each pre-service teacher
- one copy of the **Worksheet: Suggested scenario discussion points for teachers**
- the **Worksheet: So how do we deal with it?**

BACKGROUND

This activity has two sets of scenarios. The first set are designed to explore the advice you might give to a young person in those situations. The second set are designed to get pre-service teachers thinking about how they, as teachers, should respond to a situation when it occurs and how the school could or should be addressing students' use of technology as it relates to sexuality, as well as considering the impact of technology on young people.

Depending on the time available you may like to select a couple of scenarios from each worksheet and explore the advice you would give young people, as well as how the school would address the issues.

PROCEDURE

- 1 Discuss with pre-service teachers the rate of change that has occurred in technological use over the past decade or so. Technology provides a great source of entertainment, education, opportunities for communication and access to information but it can also expose young people to potential risk. New technology is quite different to that available to previous generations and many people are concerned more with the potential harms than benefits.
- 2 Ask pre-service teachers to brainstorm the forms of information, entertainment and communication technology readily available to people in Australia today. Record these on the board (e.g. mobile phones, social networking sites, internet, computers, television, iPods, radio, digital radio, streaming radio from around the world, Playstations).
- 3 Explain to pre-service teachers that these forms of technology have many benefits and have positively changed the ways in which many people live their lives, but they can also cause harm if used inappropriately. Against each of these forms of technology ask participants to identify an advantage and a possible disadvantage.
- 4 Ask pre-service teachers to work in small groups. Give each group a copy of the **Worksheet: Real-life technology scenarios (Secondary)**. Ask pre-service teachers to discuss the scenarios, and the advice they would give about how to respond to and deal with the situation effectively.
- 5 Ask pre-service teachers to report back to the group and share any additional forms of popular technology they are aware of that have the potential to cause harm.
- 6 Using the **Worksheet: So how do we deal with it?** allocate two scenarios to each group and ask them to answer the questions. Once complete, report back.

BRINGING IT ALL TOGETHER

The technology available today is of great benefit educationally and socially but it also comes with the potential for real harm. Cyberbullying, instant access to pornography, violent computer games, sexualised images, privacy versus public issues and unwanted sexual advances are all problems that have arisen as a consequence of new technologies. As teachers we need to be aware of the types of advice to we give to students and the need to cover these issues as part of a comprehensive sexuality education program. We also need to be aware of how to respond to situations that occur at school, school policy, school and teacher responsibilities, and how we might support a whole-school approach to addressing these issues.

WORKSHEET: SO HOW DO WE DEAL WITH IT?

Adapted from Ollis & Mitchell 2001, and Crabbe & Corlett 2013 forthcoming

- 1 When a Year 9 class is informed that they will be learning about sexuality and sexual health in classes in the coming weeks, several students jeer loudly and make comments about needing to watch porn for a 'real' sex education.*
- 2 A student tells a teacher that they have witnessed a group of students looking at pornography on their laptops in the school library. They seem to have been sharing images via a flash drive.*
- 3 On Monday morning a group of Year 11 girls approach the school nurse. They are quite upset. They disclose to the nurse that footage was taken of two of them engaging in sexual activities with young men they met at a party on the weekend. The girls were under the influence of alcohol at the time of the incidents and did not know the imagery was being taken. The girls have discovered through another school friend that the images have been uploaded to a popular social networking site.*
- 4 The school principal receives a phone call from a very upset parent who says their child has been sent pornography at school via file transfer on a mobile phone and wants the school to prevent the occurrence of such incidents.*
- 5 In the school yard at lunch time there is an aggressive verbal altercation between two female students, which draws the attention of a small crowd of students. The intervening teacher discovers that the incident has evolved from events involving one of the girls being bullied about the sexualised images she has posted on her Facebook page. Since she posted the images a week earlier, the other student and a group of her peers have called her a whore and a slut.*
- 6 A group of Year 10 students are huddled together, intently looking at something. Every now and then there is uproarious laughter. A passing teacher hears one boy say 'Oh no, she doesn't, does she? Oh man!! She does! That's off!'*

WORKSHEET: SO HOW DO WE DEAL WITH IT?

Adapted from Ollis & Mitchell 2001, and Crabbe & Corlett 2013 forthcoming

- 7 *During a history class the teacher overhears two students making suggestions that one of the girls ought to send some pictures of her breasts to her partner.*
- 8 *A teacher has a near-naked image of a woman as the wallpaper on his computer. It is regularly visible by the other staff who share his office.*
- 9 *A Year 8 girl has become withdrawn at school and is frequently refusing to attend. Her mother approaches the school with concern about her daughter's refusal. When school wellbeing staff make enquiries with the girl about her absences and withdrawal, she confides that a boy in Year 9 – her ex-boyfriend – had pressured her to provide him with naked images of her, and when their intimate relationship ended he disseminated the images to his friends. The images have since been distributed throughout the school community and the girl has been the victim of repeated bullying and harassment.*
- 10 *During a session with the school counsellor, a Year 10 girl confides that her partner had repeatedly asked her to engage in sex acts that he had seen in porn. He told her she would probably really like them and she should be more open to trying things. The girl had eventually agreed to try, but she found the experiences painful and messy and was feeling embarrassed and ashamed.*

Questions

What do you do immediately?

What do you do in the short term?

What needs to be done in the long term in regard to:

- the school organisation, ethos and environment?*
- community links and partnerships?*
- curriculum and teaching?*

WORKSHEET: REAL-LIFE TECHNOLOGY SCENARIOS (SECONDARY)

Adapted from SHine SA 2011

- 1 The bullying began after Sara used her phone to send a photo of herself topless, to a boy she liked. However, another student was using the boy's mobile phone at the time and forwarded it on to other students.*
- 2 You meet a guy at a party and you really like him. He asks for your mobile number and you give it to him. Several days later you start receiving explicit sexual messages from this guy. You text him back and ask him to stop. He passes your number on to his mates and they start harassing you too.*
- 3 When you log in to Facebook you find that your friends have been sharing information with each other about someone's sexual activity without mentioning names. You are pretty sure they are talking about you but you can't be sure. You know this is being seen by everyone at school.*
- 4 James took his friend Ben's phone. As a joke, he sent a sexually explicit picture to Ben's girlfriend Sophia, saying that this is the sort of activity he would like to do with her. Very distressed, Sophia rang Ben's phone to talk to Ben about it. When James answered he laughed and told her to lighten up, it was just a joke.*

WORKSHEET: REAL-LIFE TECHNOLOGY SCENARIOS

(SECONDARY)

Adapted from SHine SA 2011

- 5 *You are on Facebook chatting to a few friends and you get a message from a new person. You start chatting and find you have lots in common. The next day you go back online and they start chatting with you again. This time, however, they make inappropriate sexual comments. They also ask what school you go to.*
- 6 *Every afternoon when Sam gets home from school she turns on her Xbox and plays R-rated combat games with her mates until her dad drags her away for dinner. As soon as dinner is over she goes back to the game and is often still playing at 2 am. Sam's dad hates her spending so much time on it. Lately Sam seems to be angry and aggressive most of the time.*
- 7 *Dan is addicted to the internet. He spends huge amounts of time surfing sites looking at pornography in the privacy of his bedroom.*

Questions

Is there harm in this situation? If so, what is the harm?

Are the people involved acting responsibly and respectfully?

What support or advice could you offer a student in this situation?

Is anyone breaking the law by their behaviour?

WORKSHEET: SUGGESTED SCENARIO DISCUSSION

POINTS FOR TEACHERS

- 1 *What is your moral responsibility to protect (not harm) others in the use of technologies?*

(A very important question as, until the potential harms have been explored, students may not really understand what they need to protect others from. It's important for students to take some responsibility for the impact that their behaviour may have on others.)

- 2 *What laws are there about pornography, and creating, distributing and having it in your possession? At what age are you allowed to purchase and view pornography?*
- 3 *Harms of pornography? Pornography often objectifies women, sometimes also men. It may present fake (or be devoid of) emotion and connection between actors. It often uses unreal, enhanced or 'abnormal' bodies and body parts. It is often lacking respectful communication and consent within sexual relationships.*
- 4 *Any images you send via your phone to others or put on Facebook or YouTube may be lost to you forever. If they are put on YouTube, then YouTube own them.*
- 5 *Any images you send which you cannot subsequently delete in all locations you lose control over, so it is unwise to post such images to someone you don't trust. If your phone is very important to you as a means of communication there can be significant impact on mental and social health with a loss of control and privacy.*
- 6 *The potential for mobile phones or social networking sites like Facebook to be used against you. Be ethical in how you use these technologies, but also don't become totally reliant on them for connecting with friends and family. They can become contaminated by people you would not want invading your personal space.*
- 7 *What is trust? How important is it to you to trust your friends and family? Can you really trust everyone you contact via Facebook and phone? Do you need to connect and develop trust with friends and family apart from these means of communication?*
- 8 *Addiction to any of these technologies and forms of entertainment takes away large amounts of time from face-to-face relationships where important skills are developed and refined.*

ACTIVITY 19: DEBATING SEXUALISED IMAGES

IN THE MEDIA

Reproduced from SHine SA 2011, p. 70

Small group
Time will vary, depending on
how many debates staged



AIM

- To assist young people to critically analyse the images they see in the popular media and explore the impact these images may have on them.

PREPARATION

You will need:

- to distribute or display the topics for debate.

BACKGROUND

An important skill in health and sexuality education is learning to critically analyse the social world in which young people live. Media skills, as well as health literacy skills, are recognised by ACARA (2012) as important in helping young people make decisions about their health. They are also important to health and physical education. This activity is adapted from a student activity to show pre-service teachers how to conduct an exercise designed to improve media literacy.

PROCEDURE

- 1 Divide the pre-service teachers into teams of three. Give each team either an affirmative or negative position on one of the following debate topics. Ensure there is one affirmative and one negative position for each debate topic chosen:

Topics

'Hot', thin, sexy images of women in the popular media do no harm.

Movies that focus on relationships and sex encourage young people to be sexually active earlier.

Sexting (sending naked photos and/or texting) is just a bit of fun; it is not harmful.

Young people's access to sexualised and violent material online should be controlled. (What is inappropriate? Students may determine this for themselves or the teacher may discuss. Pornography and violence are the often debated categories of material that many consider should be censored.)

The images a person posts on their Facebook page helps shape their identity.

Establishing a relationship online is safe if you know what you are doing.

Alternative approach

- 1 Select a topic that has been raised in previous activities or is currently in the media.
- 2 Give pre-service teachers 15 minutes for discussion in their teams to form an argument. Suggest that they come up with four good points to support their position. The team will need to allocate each person a role in the debate – one person to introduce the topic and argument in brief, the second person to present clearly the four points for the argument, and then the final person to respond to the opposition's argument and sum up.
- 3 For each debate the two teams need to be positioned at the front of the class with the rest of the participants as the audience. Determine how long you have for each speaker. Select a timekeeper who will notify speakers when their time is up.
- 4 The other groups can decide by show of hands who they believe won the debate.
- 5 It is important to debrief after each debate and investigate:
 - » how students feel about the topic and the debate
 - » if their views of the issue have changed
 - » what surprised them
 - » what they learned.

BRINGING IT ALL TOGETHER

Every day young people are bombarded with advertising on TV, radio, magazines, billboards and so on and on. Many take it all in, not thinking about the underlying messages being portrayed and the impact this type of advertising may have. Teachers need to develop the skills in young people to critically analyse sexualised images that are a part of everyday life.

ACTIVITY 20: REFLECTION

Individual
Time will vary



AIM

- To give pre-service teachers a chance to reflect on the issues raised in this area of study and the implications for their work as teachers.

BACKGROUND

This area of study can be very confronting for pre-service teachers. It may be the first time they have explored gender-based violence and pornography. It is essential that they have some way of reflecting on the issues raised and the implications for their work as teachers. The following essay topic is a formal means of doing this. However, less formal and more personally reflective activities are also important.

ESSAY

Pornography is a difficult and potentially volatile subject, but addressing such issues in sexuality education is not without precedent. Sexuality education has long been a challenging field, and it has evolved over the years, taking on a range of emerging important yet controversial topics. The Victorian sexuality curriculum has broadened to address the emerging issues that research illustrates effect young people's healthy social and sexual development. Education about pornography is a new and important frontier to be included in sexuality education.

Discuss, using relevant examples.

ADDITIONAL REFLECTION IDEAS

Postcards

- 1 Collect postcards from coffee shops, media outlets and promotions that depict a range of messages. You will need about 50 to 100. It is also good to have some repeats of messages that depict or say action messages.
- 2 Distribute the postcards on the floor and ask the pre-service teachers to take one that reflects how they felt prior to participating in the activities, and then one that represents how they feel now.
- 3 In a large circle, ask participants to say why they picked the card.

Pictures

- 1 Ask pre-service teachers to draw a picture of how they are feeling following this area of study.

Resources

PUBLICATIONS

- Allard, A, Cooper, M & Wealands, E 1995, *Stages: Steps towards addressing gender in educational settings*, Curriculum Corporation, Carlton, Vic.
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READINGS

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- Walker, S, Sancic, L & Temple-Smith, M 2011 'Sexting and young people: Experts' views', *Youth Studies Australia*, vol. 30, no. 4, pp. 8-16.
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VIDEOS

Dreamworlds 3: Desire, sex & power in music video

Media Education Foundation 2008

Directed by Sut Jhally

Available from www.mediaed.org

Insight: Generation XXX

SBS 2012

Sydney

<http://goo.gl/vsZk8>

Love Control

Women's Health in the North (WHIN) 2009

Melbourne

www.whin.org.au/resources/videos.html

Sexual Assault Prevention Program for Secondary Schools (SAPPSS)

CASA House (Centre Against Sexual Assault) 2009, Royal Women's Hospital, Melbourne

Available from casa@wh.org.au

Area of Study 8

Dealing with Sexuality as a Whole-School Issue



Introduction

Sexuality education is most effective if schools take a 'whole-school' (or 'health promoting school') approach, in which the range of stakeholders in school-based sexual health are engaged in an attempt to promote a holistic approach (DEECD 2008b, Ollis et al. 2012). There is a recognised need to foster school environments which are inclusive and affirming of all students, in which all sexualities are acknowledged and celebrated, and where heteronormality and the social construction of gender may be challenged and critiqued (Harrison & Hillier 1999; Ollis 2002; Mills 2004; Farrelly et al. 2007).

Inclusive and supportive school environments are increasingly being regarded as vital to students' social and emotional development (Hillier et al. 2010). This area of study focuses on providing participants with an understanding of the importance of a whole-school approach and the strategies successful in building capacity in schools. It engages participants with activities and experiences designed to pre-empt and deal with opposition from teachers, parents and the community. It provides participants with the opportunity to engage with a number of approaches to working in the context of a whole-school environment around sexuality. It examines the roles of teacher, outside agency, parent and school nurse in the provision and support of school-based programs. It exposes participants to a variety of initiatives and programs that are currently being utilised in schools and other agencies to build capacity in sexuality education. This area of study will provide pre-service teachers with practical strategies for the classroom and knowledge that is relevant to professional experience and practice. This area of study is also designed to tie the threads of the *Sexuality Education Matters* course together and reflect on the way schools deal with sexuality education.

AIMS

- To examine the teacher's responsibility and the role of positive school environments in the provision of inclusive and supportive student learning that supports sexuality.
- To experience a range of education strategies and innovative approaches to addressing whole-school approaches in sexuality education.
- To provide an opportunity to practice skills to deal with difficult issues that may arise in the implementation of a whole-school approach to sexuality education.
- To increase knowledge and confidence in teaching sexuality education with a whole-school focus.
- To continue to develop a framework for teaching about sexuality education.

PURPOSE

- To examine the effectiveness of a whole-school approach to sexuality education.
- To model and practice whole-school approaches to evaluating sexuality education.
- To provide pre-service teachers with an insight into how a whole-school approach to sexuality education has wider reaching positive implications than a stand-alone program.

OUTCOMES

At the conclusion of this area of study, pre-service teachers should:

- be equipped with skills to consider how to incorporate a whole-school approach to sexuality education in their schools
- have the confidence to evaluate school approaches and make recommendations for improvement.

PREPARATION

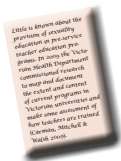
For the activities in each area of study, you will generally need a teaching space that is large enough for students to move about in, and moveable furniture. You will also need some or all of the following at various points:

- area study 8 PowerPoint presentation:
<http://www.deakin.edu.au/arts-ed/education/teach-research/health-pe/project/area-study-8.pdf>
- whiteboard and butcher's paper
- whiteboard markers; pens; coloured felt-tip pens; coloured textas
- stationery, including paper, scissors, sticky notes, Blu-Tack and sticky tape
- a computer (or tablets) and internet connection, to view parts of the *Sexuality Education Matters* video (from Deakin's iTunesU channel) and other videos as described in the activities
- TV and video/DVD player (rarely; pre-check each activity).

Note:

- Some activities require work done prior to the session, and very specific items, so make sure to review each area and its activities before you start teaching.

SUGGESTED PRE-READING



Ollis, D, Harrison, L & Richardson, A 2012, *Building Capacity in Sexuality Education* Ollis, D, Harrison, L & Richardson, A 2012, *Building Capacity in Sexuality Education: The Northern Bay College experience*, School of Education, Deakin University, Geelong, Vic., pp. 29–40.

www.deakin.edu.au/arts-ed/education/teach-research/health-pe/building-capacity-in-sexuality-education-nbc-report.pdf

Additional suggested readings are provided at other points in this area of

study.

GUIDED READING QUESTIONS



What is the basic premise or argument in this report?

Did anything surprise you?

What are the implications for teaching sexuality education?

OUTLINE FOR THIS AREA OF STUDY

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1 The whole-school community

ACTIVITY 1: A WHOLE-SCHOOL APPROACH TO SEXUALITY EDUCATION – RESEARCH PRESENTATION

Large group
20–30 minutes



AIMS

- To provide pre-service teachers with current research on whole-school approaches to sexuality education and the recommendations for school practice.
- To explore the implications of this data on their practice.

PREPARATION

You will need:

- the PowerPoint presentation *Area of Study 8: Dealing with Sexuality as a Whole-School Issue*, and *Slides 2–10: A whole-school approach*
- to familiarise yourself with the presentation.

BACKGROUND

A whole-school approach is regularly argued as a strategy of health promotion (Konu & Lintonen 2006). It has been advocated and practiced in a wide variety of education settings to address social issues such as violence and bullying, literacy, pastoral care and citizenship.

In health promotion language it becomes the 'health promoting school' (HPS) approach and is predicated on the involvement of all stakeholders (teachers, parents, community, school authorities and student peers) (AHPSA 2001; DEECD 2008b; Clift & Jensen 2005) in a holistic approach which is fully incorporated into the school curriculum in terms of study content and timetables (VCAA 2012; DEECD 2008b).

The HPS approach recognises that schools (and not just with regard to sexual health) should be considered as one facet of the whole environment in which students live, and in that sense should be fully integrated within this environment: with parents, cultural groups and the broader community (McBride et al. 1999; Eccles 1999;

Fullan 2009; Dooris 2004). Connections have been drawn with Bronfenbrenner's 'bio-ecological' theory of human development (Guhn 2009) or the ecological model of health promotion (Dooris 2005) in which these various elements of the human environment play an interconnected and crucial role in human development.

The work of Mitchell, Ollis et al. (2000) in developing a national framework for sexual health promotion in secondary schools in Australia defined a whole-school approach as being more than the implementation of a formal curriculum. It calls for consultation and working in partnership with parents, elders and the school community; accessing community resources and involving students. They also argued that this is insufficient, if policy and guidelines do not support practice. For example anti-discrimination practices should not only be taught, but policies put into practice throughout the school; programs should be integrated within a formal student welfare support structure so that, for example, education programs can be complemented by linking young people with relevant community agencies for support or assistance should it be needed.

(Dyson 2008, p. 1)

This short presentation provides an overview of the framework for working with a whole-school approach.

PROCEDURE

- 1 Present *Slides 2–10*. The data allows participants an opportunity to reflect and consider the implications of this research for their practice in schools.

ACTIVITY 2: A WHOLE-SCHOOL APPROACH

– PORNOGRAPHY

Small group
30 minutes



AIMS

- To provide an example of a whole-school approach to a sexuality issue.
- To give pre-service teachers practice in a range of whole-school strategies such as policy development and advocacy.

PREPARATION

You will need:

- the **Worksheet: Parent information night**
- the **Worksheet: Policy document**
- the **Worksheet: Article for the school newsletter**
- *Slides 11–17: Pornography: An example*
- access to the internet and a search engine
- to familiarise yourself with the presentation from Activity 1 as it gives background information for this activity.

PROCEDURE

- 1 Inform pre-service teachers that they are going to work in three groups to write a working document for their school. Each group will be assigned to one of the following documents: a parent information night, a policy document or an article for the school newsletter.
- 2 Assign pre-service teachers to three groups and hand out the corresponding worksheet to assist in the development of their document. Explain that they should take into consideration the points on the worksheets as they work on their document.
- 3 Have groups present their work to the other groups. This activity could serve as an assessment task.

WORKSHEET: PARENT INFORMATION NIGHT

Order of proceedings

- 1 *Welcome*
- 2 *Introduction*
- 3 *Content (for example):*
 - a *Impacts and effects of pornography*
 - b *Government position*
 - c *School position*
 - d *Whole-school approach*
 - e *Other related issues:*
 - i *Body image*
 - ii *Sexual health*
 - iii *Negotiating consent*
 - iv *Pleasure*
 - v *Gender, power and aggression*
 - vi *Sexual expression*
 - f *Same-sex attracted youth and pornography*
 - g *Young people and ICT technology*
 - h *Challenges for parents and schools*
 - i *Whole-school responses*
 - j *Audiovisual materials shown*
- 4 *Resources*
- 5 *Conclusion*

Considerations

Who should be there?

Who should run the session?

Sensitive nature and suitability for audience

Explicit about children participation

WORKSHEET: POLICY DOCUMENT

Policy on pornography in the whole-school environment

- 1 *Definition*
- 2 *Rationale*
- 3 *Aims*
- 4 *School position*
- 5 *Implementation*
- 6 *Responding to incidents*
- 7 *Responsibilities of:*
 - a *principal*
 - b *staff*
 - c *students*
 - d *parents/carers/elders*
- 8 *Evaluation*
- 9 *Related documents*

WORKSHEET: ARTICLE FOR THE SCHOOL

NEWSLETTER

Draft article on the topic of pornography and the whole-school environment

- 1 *Introduction*
- 2 *Impacts and effects of pornography*
- 3 *Government position*
- 4 *School position*
- 5 *Whole-school approach*
- 6 *Support*
- 7 *Responsibilities*
- 8 *Resources available / Where to go for more information or help*
- 9 *Details of follow-up person at school*

ACTIVITY 3: A WHOLE-SCHOOL APPROACH

– SEXUAL DIVERSITY

Small group
30 minutes



AIMS

- To help identify strategies that might make a difference to school students (as well as their families, and staff).
- To help articulate goals, targets and strategies for school strategic plans, for the improvement of young people's safety, wellbeing and engagement in learning.

PREPARATION

You will need:

- a copy of *How to support sexual diversity in schools: A checklist* (ARCSHS 2008) for each pre-service teacher:
www.latrobe.edu.au/arcshs/downloads/arcshs-research-publications/SexualDiversityChecklist.pdf

BACKGROUND

Attitudes towards sexual diversity in Australia have undergone remarkable change in the last ten years. Gay men and lesbians experience greater social acceptance and less discrimination than in the past. More public identities have been willing to be open about their sexuality.

Despite these changes, a young person who is same-sex attracted, or who thinks they might be, cannot be sure of their reception – at home or at school. Research tells us that 60% of same-sex attracted young people experience abuse, and that the greatest amount of the abuse (74%) occurs at schools. These figures do not represent the impact of living with a background 'soundtrack' that being gay is wrong, and being heterosexual is the only right way to be. Nor have we measured the impact of abuse on young people who are not necessarily same-sex attracted but who fall outside of accepted gender stereotypes.

It does not take much imagination to consider the effects of this on a young person's health and identity. We know that when young people experience homophobic abuse they are more likely to self-harm. This is

one reason why accounting for sexual diversity is relevant to providing a good education – not only for the sake of supporting individual students, but to help make whole environments less hostile, and more accepting.

(ARCSHS 2008)

PROCEDURE

- 1 Instruct pre-service teachers that they are going to conduct an interview with a partner.
 - » Interviewers: interview their partner using the sexual diversity checklist as questions, and fill in responses on the checklist.
 - » Interviewees: are to recall their last placement, or the school that they went to if they haven't had placements, as they answer the questions. They should answer each question to the best of their ability.
- 2 Allow enough time for both partners to be interviewed and bring participants back together as a large group.
- 3 Discuss pre-service teachers' experiences of their schools' whole-school approaches to sexual diversity. Were they aware of the work that was or wasn't being done in the school prior to this activity?
- 4 Discuss the similarities and differences between schools and approaches and what perceived implications these had.
- 5 Discuss any 'non-concrete' examples of the schools being effective or not; for example, respect for each other, support, advocacy, informal links with community/parents, staff availability for students.

BRINGING IT ALL TOGETHER

Identify other areas that pre-service teachers could address in the same manner. For example:

- sexuality education programs, respectful relationships education, pornography education, gender equity, menstruation management, ICT, policies and procedures.

ACTIVITY 4: SCHOOL COUNCIL/CURRICULUM

COMMITTEE ROLE-PLAY

Modified from Ollis et al. 2000

Large group
75 minutes



AIMS

- To enable participants to explore the possible obstacles to introducing a new curriculum resource that explores sensitive issues related to education about gender-based violence, pornography, homophobia and building relationships.
- To enable participants to see the importance of placing material or resources about gender-based violence and sexuality education into the context of a whole-school approach.

PREPARATION

You will need:

- two sets of the **School council meeting role-play cards** (if you plan to repeat this activity, it would be worthwhile laminating the cards)
- *Slides 18–33: School Council/Curriculum Committee role-play*
- two tables and two lots of chairs
- copies of *Stepping Out Against Gender-based Violence: A curriculum resource to help build respectful relationships in secondary schools* (DEECD forthcoming) or another relevant resource for each participant
- to refresh your understandings and practice of briefing and debriefing participants in a role-play activity.

BACKGROUND

This role-play could easily be modified to take the form of a curriculum committee, parent or staff meeting rather than a school council meeting. We have used the forthcoming *Stepping Out Against Gender-based Violence: A curriculum resource to help build respectful relationships in secondary schools* (DEECD forthcoming) as the stimulus for the role play. This could easily be replaced by *Catching On Early* (DEECD 2011b) or the forthcoming updated *Catching On* series (DEECD forthcoming).

This activity is an excellent one to bring together an entire unit or course on sexuality education. It relies on students drawing on and demonstrating an understanding of the debates around sexuality education; the nature and extent of a comprehensive, age appropriate program; and key research around young people, children, parents,

schools and sexuality, and sexuality education. It also requires pre-service teachers to demonstrate advocacy and explore workable strategies in the context of a whole-school approach to sexuality education that is also relevant to state, national and international policy frameworks.

The setting for this role-play is a school council meeting which is discussing the use of *Stepping Out Against Gender-based Violence: A curriculum resource to help build respectful relationships in secondary schools – a whole-school program to combat unsafe sexual practices, gender-based violence and homophobia*.

Depending on the size of your group, you can either run two groups concurrently or make extra role-play cards for parents, teachers and observers.

PROCEDURE

- 1 Set the composition of the school council meeting as follows:
 - » One principal/chairperson of the meeting; or one president of the council / chairperson
 - » One student welfare coordinator or chaplain
 - » One consultant (nominated observer)
 - » Two teachers interested in teaching about gender-based violence and pornography education (one as the health and physical education coordinator).
 - » Two teachers opposed to the introduction of any material that deals with gender-based violence and pornography education
 - » Two parents in favour of material on addressing gender-based violence
 - » Two parents opposed to material addressing gender-based violence and pornography education.

If you have extra participants, you can either add an extra parent and teacher role or use these extra roles:

- » Student representative
 - » Independent chair
 - » Co-opted community representative
 - » School nurse
 - » Community health nurse.
- 2 Ask the pre-service teachers to divide into two groups of ten. Have them sit around a large table to simulate a meeting. The two groups should be in separate rooms if possible.
 - 3 Assign a role-play card to each pre-service teacher. Inform them that they are to read their parts then turn their cards over. They are not to disclose their role to any other members of the committee. Give each participant a copy of the resource you are using for the role-play.
 - 4 Brief the pre-service teachers as follows:
 - » The school is a large (approximately 1500) coeducational one with a long-standing health education curriculum that needs some updating. There have been problems with sexualised images being distributed and the resulting behaviour towards girls in the school over the past 12 months.

- 5 Inform the pre-service teachers that the meeting is to discuss the use of *Stepping Out Against Gender-based Violence: A curriculum resource to help build respectful relationships in secondary schools*. One of the resource's aims is to address the social context in which young people make decisions about their sexual health. The principal wants discussion from school council members about introducing the resource in health education classes to deal with gender-based violence, pornography education, issues related to sexual safety and making young people aware of the implications of their actions. He also wants discussion of how this can be supported by a whole-school approach.
- 6 Ask pre-service teachers, in their roles, to consider the following:
 - Why are you on the school council?*
 - How do you feel about being on school council?*
 - What do you think about issues to do with gender-based violence, pornography education and homophobia being covered in the curriculum and supported in other ways?*
 - What questions do you have about the area?*
 - What problems do you perceive?*
 - What are some strategies to overcome these problems?*
- 6 Ask pre-service teachers to go around the table and tell other council/curriculum members who they are in a general sense; for example, a parent or a teacher, the student welfare coordinator. They are not to disclose their specific roles.
- 7 Begin the role-play with the chairperson asking the health and physical education coordinator to present a rationale for the inclusion of *Stepping Out Against Gender-based Violence: A curriculum resource to help build respectful relationships in secondary schools*.
- 8 Let the role play run for approximately 20 minutes. Ensure you have at least ten minutes for debriefing.

DEBRIEFING

At the end of the role-play, debrief the two groups and ask observers to report on the proceedings of the meeting. Similarly, ask participants to read out the descriptions and instructions on their cards. Consider:

How different are the descriptions and instructions to the role actually played?

Did participants have to change things about themselves to carry out their role?

BRINGING IT ALL TOGETHER

Highlight the major issues that were identified in the role-play, including the strategies to overcome the obstacles identified. Ask those opposed to the inclusion of this material if there were any arguments presented by members that they found convincing or that made them change their attitude towards teaching about the area.

SCHOOL COUNCIL MEETING ROLE-PLAY CARDS

Principal / Chairperson

Read this card but do not disclose the information to anyone

You are to chair the school council meeting in which the main agenda item is to discuss the inclusion of material designed to increase young people's awareness of issues around gender-based violence and the sexualisation of young people through the media. The meeting is to discuss the inclusion of material that will include gender-based violence, pornography education, young people's sexual safety and homophobia, and how these could be addressed in a whole-school manner. One particular resource that deals with all these issues has been suggested. You want the discussion to explore ideas, attitudes and issues from various representatives. The role-play begins with you asking the health and physical education coordinator to address the school council.

OR

President of the school council / Chairperson

Read this card but do not disclose the information to anyone

You are president of the school council. You are to chair the school council meeting in which the main agenda item is to discuss the inclusion of material designed to increase young people's awareness of issues around gender-based violence and the sexualisation of young people through the media. A particular resource dealing with these issues has been suggested. You are aware that the principal wants the discussion to explore ideas, attitudes and issues from various representatives. The meeting begins with you asking the health and physical education coordinator to address the school council.

Principal

Read this card but do not disclose the information to anyone

You are open-minded about the inclusion of a resource that increases young people's awareness of issues around gender-based violence and the sexualisation of young people through the media. You have had several parents approach you about addressing these behaviours with the students. The suggested resource deals with gender-based violence, pornography education, sexual safety and homophobia. You appreciate why the health and physical education coordinator would like to introduce this material. However, you are also aware of some of the opposition from other teachers and parents and have some sympathy with their position. You want the discussion to explore ideas, attitudes and issues from various representatives.

SCHOOL COUNCIL MEETING ROLE-PLAY CARDS

Student welfare coordinator (and/or chaplain)

Read this card but do not disclose the information to anyone

You are an elected staff representative on the council. You are also the student welfare coordinator and have been very concerned about the level of unprotected sexual activity amongst adolescents at the school. You are particularly concerned about the manner in which the young boys talk about women and their role in sexual activity. It appears to you that they may have been watching pornography, which seems to be shaping their expectations about male and female sexual sexuality. You are also concerned with the difficulty girls seem to have in negotiating sexual activity, particularly the use of condoms. In addition, you have had to deal with a number of students who have been the subject of discrimination and violence on the basis of their sexual orientation and perceived homosexuality. You recently attended a conference dealing with youth suicide. You were alarmed to find out that 30% of young people who suicide do so because of the alienation associated with being gay, lesbian or bisexual and that children as young as 11 are accessing pornography. You see the inclusion of this resource material about gender-based violence, pornography education, homophobia and sexual safety as essential to the personal safety and equal opportunity of students.

Consultant / Observer

Read this card but do not disclose the information to anyone

Your role is to observe but NOT to participate in any way.

Things to observe

- 1 You will be asked to describe what you observed.
- 2 Look for:
 - » group dynamics
 - » blockers
 - » hidden agendas not clarified
 - » lack of clarification
 - » confused decision-making process
 - » consensus – is its meaning understood?
 - » how people reach consensus
 - » the extent to which there was evidence of lobbying before the meeting
 - » the extent to which council was informed about relevant issues on which to make a decision
 - » the likely outcomes and actions of decisions made
 - » the activist in the group.

SCHOOL COUNCIL MEETING ROLE-PLAY CARDS

Interested teacher

Read this card but do not disclose the information to anyone

You are one of a group of teachers who see the inclusion of material designed to increase young people's awareness of issues around gender-based violence and the sexualisation of young people through the media as essential to decreasing the risk behaviour of adolescents, particularly unprotected penetrative sex. The school has had problems with harassment on the basis of sexual orientation and other sexist behaviour and attitudes. You have all done your homework and are aware that the resource could be used in health education and to a lesser degree in other curriculum areas and made available for students in the library. You have read the relevant curriculum framework in your state/territory and are aware that this is clearly part of the school's responsibility. You are also aware that to have any sustainable impact the school needs to take a whole-school approach by involving parents, students, other staff, community health agencies and ensuring that what goes on outside the classroom is consistent with classroom programs. You understand that professional development of staff will be a key to implementing the resource.

Concerned teacher

Read this card but do not disclose the information to anyone

You are one of group of teachers who do not teach health education. You are opposed to using any material designed to increase young people's awareness of issues around gender-based violence and pornography education. You really don't even see a need to cover material that deals with violence, homophobia and sexualisation in schools. You believe that the level of sexual activity is very low amongst adolescents and that those that are sexually active are all heterosexual and in loving relationships. You do not believe that there are any homosexuals in your community and you have never seen a gay student. You have seen no evidence of students using pornography and feel the boys are being blamed again. In addition, you have concerns about where the time to include the material, particularly professional development of staff, will come from – with the more academic subjects likely to suffer.

SCHOOL COUNCIL MEETING ROLE-PLAY CARDS

Parent (in favour)

Read this card but do not disclose the information to anyone

You are a parent who is keen for students to cover issues designed to increase their awareness of issues around sexuality, gender-based violence and pornography in a broad social context. You believe that if these important issues are not addressed then the educational opportunities of young people will be affected. You are concerned about the level of sexualisation in popular culture and the impact this is having on both boys and girls. You feel the school has a responsibility to address these issues. However, you have some reservations about some of the teachers who may be teaching these topics.

Health and physical education (HPE) coordinator (interested teacher)

Read this card but do not disclose the information to anyone

You are the HPE coordinator, and you see the inclusion of material on gender-based violence and the sexualisation of young people through the media and the associated issues of homophobia and sexuality education as essential to decreasing the risk behaviour of adolescents, particularly unprotected penetrative sex. The school has had problems with harassment on the basis of sexual orientation and other sexist behaviour and attitudes. You are very interested in including pornography education, as you are aware that the media has an impact on young people's behaviour. You understand that there will be many opposing the introduction of this topic area due to many reasons. However, you have seen instances of males in the school displaying disrespectful behaviours based on what they have seen on the internet.

You have done your homework and are aware that the resource could be used in health education and to a lesser degree in other curriculum areas. You have read the relevant curriculum framework in your state/territory and are aware that this is clearly part of the school's responsibilities. As subject coordinator you are keen to upgrade the current curriculum, which only covers biological aspects of sexuality and STIs in a biomedical manner. You are also aware that to have any sustainable impact the school needs to take a whole-school approach by involving parents, students, other staff, community health agencies and ensuring that what goes on outside the classroom is consistent with classroom programs. You are also keen to ensure that teachers and other staff are supported by professional development.

The role-play begins with you presenting a case to the school council for the use of a resource, Stepping Out Against Gender-based Violence: A curriculum resource to help build respectful relationships in secondary schools, developed by the Dept of Education and Early Childhood Development.

SCHOOL COUNCIL MEETING ROLE-PLAY CARDS

Parent (in favour)

Read this card but do not disclose the information to anyone

You are a parent who is keen for students to cover issues related to sexuality in the curriculum. You are aware of the statistic that 60% of Year 12 students are sexually active, with a significant number not using condoms. You are concerned with the sexualisation of youth these days. You see the way women especially are portrayed in music videos and you are very concerned about the impact of this. You have had open and honest conversations about pornography with your sons and believe that all young people should be able to have these conversations, and if parents aren't going to do it, then it must be done at school.

Parent (opposed)

Read this card but do not disclose the information to anyone

You do not believe that material on sexuality education, gender-based violence, pornography education and homophobia should be taught at school. All sex education is the responsibility of parents. You have no objection to reproduction and diseases being covered, if it happens in the science class. You do not see that moral and ethical issues should be covered at school. You also have problems believing the information about the level of sexual activity presented to you and deep down are concerned that innocent young people will be influenced to have sex, experiment with sexual activity and watch pornography if these issues are covered at school.

Student representative

Read this card but do not disclose the information to anyone

You are a Year 12 student who believes that students need material that deals with sexuality. You have experienced the difficulty of negotiating protected sexual activity. You have noticed in the last few years that your male peers have all had some experience of watching pornography. You have been shocked to hear about their exploits on weekends and how they treat their girlfriends.

SCHOOL COUNCIL MEETING ROLE-PLAY CARDS

Co-opted community representative

Read this card but do not disclose the information to anyone

You are the manager of a local business. You do not feel comfortable about this whole area of the curriculum. Your concern is with ensuring that students are equipped with the three Rs, which you see as essential to preparing them to take their place in the workforce.

School nurse

Read this card but do not disclose the information to anyone

You are a school nurse who works with a number of local primary and secondary schools. You are often asked to give talks to students about puberty and reproduction and many sensitive issues such as sexual assault and consent. You work closely with the health and physical education coordinator and the student welfare coordinator and they have asked you along to voice your opinion about what health issues are of concern to young people. Although you see many young people about their sexual health, recently you have had a number of young girls ask for the emergency contraceptive pill and talk about the demeaning and embarrassing way that their partners are treating them when they have penetrative sex. You are keen for gender-based violence and pornography education to be delivered in schools as there is an obvious need. You are keen to support the school in whatever way you can.

Community health nurse

Read this card but do not disclose the information to anyone

You are the community health nurse at the local community health agency. You are often asked to give talks to students about puberty and reproduction. The health and physical education coordinator has asked you along to voice your opinion about what health issues are of concern to young people. Although you see many young people about their sexual health, recently you have had a number of young girls ask for the emergency contraceptive pill and talk about the demeaning and embarrassing way that their partners are treating them when they have penetrative sex. You are keen for gender-based violence and pornography education to be delivered in schools as there is an obvious need. You are keen to support the school in whatever way you can.

ACTIVITY 5: PARENT-TEACHER INTERVIEWS

Large group
45 minutes



AIMS

- To provide an experience of dealing directly with parental concerns.
- To fill knowledge gaps in the whole-school approach.

PREPARATION

You will need:

- to make up one set of **Parent-teacher interview scenario cards**
- *Slides 35-43: Parent-teacher interviews*
- to set up the room to allow for interview-type situations.

BACKGROUND

Parental backlash around sexuality education is an ongoing concern for teachers (Ollis 2009; Ollis, Harrison & Richardson 2012). Often these concerns are unfounded, because of the unknown. This activity gives pre-service teachers an opportunity to reflect on their practice and convey messages to parents with regard to their children. The situations that participants find themselves in with the 'parents' in this activity will more than likely be encounters that would happen in a meeting called by either parent or teacher, and not something addressed in a ten-minute parent-teacher interview.

PROCEDURE

- 1 Instruct pre-service teachers to join into pairs. One of the pair will be Person A, the other Person B.
- 2 Take all Person B's out of the room and advise them that will play the role of parents in a parent-teacher interview scenario. Give out the **Parent-teacher interview scenario cards** and instruct the 'parents' that they are to take on a persona. The scenario on the card is known by the teachers, but it is up to the parent as to whether they let the teacher know that they are aware of the issue or not in the interview. Instruct the parents to recall the respectful relationships activities and what impact their behaviour might have on the way the teacher might respond. Ask them to consider acting the role differently for each interview to have a different experience each time. They could make these changes in different interview:
 - » act assertive/aggressive/passive

- » be emotional/expressive/alooof/cold/difficult.
 - » be silent and take on board the teacher's comments, or offer suggestions.
- 3 Come back into the room and instruct all Person A's that they are teachers in a parent–teacher interview scenario. The parents will come in and hand them a card with a scenario on it. The parents may or may not act as if they know what is going on with their child. Let pre-service teachers know that they will have five to seven minutes to discuss the issue with the parents and that they are to come up with a mutually acceptable solution. Ask the 'teachers' to set up their interview space with facing chairs and no table in between.
 - 4 Invite the 'parents' into the room and advise them to go back to their partner, hand them the card and begin the interview. Allow five to seven minutes for the interview.
 - 5 End the interview and instruct the 'parents' to hold their card and move in a clockwise direction around the room to the next 'teacher'. They are to hand over their card again and begin the next interview. This will continue for four to six interviews.
 - 6 After the last interview, instruct the 'teachers' to retain the card and stand. They are now the 'parents' and will move in an anticlockwise direction to the next interview. The 'parents' become the new 'teachers' and conduct the interview in the same manner. Allow at least two further interviews and then bring the whole group together.

BRINGING IT ALL TOGETHER

Finish the activity by asking pre-service teachers about their experience:

Was it easier being a teacher or a parent? Why?

What were the attributes of a teacher who helped the parent to understand or deal with the issue?

What knowledge do you feel you are lacking? For example, consider school policies, local youth group locations and so on.

PARENT-TEACHER INTERVIEW SCENARIOS

- 1 You think this student might be participating in risky sexual behaviours on the weekends. You want to provide a classroom experience that caters for this student as much as any other student.*
- 2 This student came to you to talk. He was very upset. You were concerned that he may disclose something to you so you explained about mandatory reporting. The student hasn't spoken to you since, he seems angry at you. You are concerned for his safety.*
- 3 This student is a well liked and respected member of the school community. He wants to bring his male partner to the formal. He has been told by another teacher that the school policy says you can't bring a partner of the same sex.*
- 4 This student is being bullied because she has two mums. The other students have seen the mums out at the local shopping centre holding hands and hugging and have spread the word.*
- 5 This student was taken out of class because in sex education classes he made very rude and inappropriate comments about Australian women and girls. This student has been brought up in a family that hold strong values about the place of women and believes the male is the patriarch. You are concerned that he is repeating what he hears at home.*

PARENT-TEACHER INTERVIEW SCENARIOS

- 6 *This student is very outspoken. Both her parents are outspoken as well. She has decided that she won't participate in sex education at school because it is irrelevant; the teachers are not talking about females getting pleasure. She believes it is a very sexist program and is sending the wrong messages to other girls.*
- 7 *This student does not participate much in class, or attempt to make friendships, you thought it had to do with language difficulties. In English literature one day, she ran from the class when a character described female genital mutilation. You are concerned about her wellbeing as she has since isolated herself even more.*
- 8 *This student seems to be the ringleader of a bullying incident. You caught a group of girls laughing around a computer, they shut it down when you came up to them. You checked the main computer's history and saw that they had posted nasty messages about another student who apparently had sex with multiple partners on the weekend.*
- 9 *This student seems to be withdrawn and sad. You know she has broken up with her boyfriend, but she's not even speaking to her friends. You ask her friends about it and they tell you that there are naked pictures of her going around school that her boyfriend sent when they broke up.*

ACTIVITY 6: THE HOT SEAT

Adapted from DET 2002

Large group
Time will vary, depending on
how many scenarios used



AIMS

- To provide an example of a cross-curricular activity where skills such as critical thinking, analysing, speaking, listening and presenting are used.
- To model an activity where values or motivations can be expressed yet do not need to be 'owned'.

PREPARATION

You will need:

- one chair at the front of the room/class
- *Slides 45-54: The hot seat*
- the **Hot seat scenarios**.

BACKGROUND

This activity requires three volunteers. The first will sit in the 'hot seat'; the other two will stand over their shoulders, one as the 'angel' alter ego and the other as the 'devil' alter ego. When a scenario is posed by the 'audience', the 'devil' alter ego will speak first, followed by the 'angel' until the seated volunteer has made up their mind and can answer the question. They can ask their alter egos questions for further help if needed. The alter egos represent what the hot seat volunteer is thinking, as opposed to what they say in public. Role-play volunteers can be changed between scenarios.

This activity will also work in the context of an interview, press conference, trial, debate or talk show. It can be done as a large group or small group.

One of the great things about drama is that it's like a video recorder – you can always 'rewind' and redo things, you can erase, or you can fast forward into the future.

PROCEDURE

- 1 Tell pre-service teachers that they are going to be involved in a role-play as a character or audience member. They will be discussing scenarios. Ask for three volunteers.
- 2 Set up the scene and hand out the **Hot seat scenarios** to audience members. Discuss with role-play volunteers that they are to be as creative as they can, and bring up all the myths, misconceptions and truths that they can think of to support their position.

- 3 Begin the role-play by asking one audience member to read out a scenario.
- 4 The role-play continues until the volunteer in the 'hot seat' states their response to the scenario question, or until you feel nothing new is being brought up.
- 5 Ask another audience member to read their scenario card. The activity progresses until each scenario is answered or your allocated time expires.

BRINGING IT ALL TOGETHER

After the 'hot seat' activity has finished, thank all of the volunteers for playing a part and instruct them to return to their own personas. Review what worked and what didn't in the role-plays.

How did the alter egos go at convincing the 'hot seat' volunteer to take on their opinion?

What worked well?

It is important to recognise that young people often have competing thoughts in their heads and that it can take a little or a lot of effort to persuade them to do something they know is not right.

HOT SEAT SCENARIOS

Adapted from DET 2002

- 1 *You've been invited out to a party where you know there will be alcohol. The guy you like will also be there. Your friends are all going, and some have gotten their older brothers and sisters to get alcohol for them. Your parents have made it very clear that you are not to go to these kinds of parties. Do you go?*
- 2 *Your best friend has told you in confidence that they are gay. It's not a big surprise to you, and not a big deal either. Your friend's mum comes to you and she is very upset. She just doesn't know what is wrong with your friend, but something is the matter – do you know anything? She thinks your friend might do something drastic if she [the mother] doesn't find out what is the matter. You are now really worried about your friend. Do you tell the mother what your friend told you?*
- 3 *You've had a fantastic conversation with someone in a chat room and they seem to understand you like no one else. From what they are saying they are in a similar life situation to you as they seem to understand everything you are going through. You've even told them some intimate details and they have been really supportive. One day they ask if you can meet with them. On a whim you say 'Yes'; and plan a time and place. Now you are not so sure. Do you go and meet them?*
- 4 *You have just hooked up with a new partner and they want to have sex. They haven't had sex before and want you to be their first. They don't seem to be interested in protection, so you don't want to bring it up. You have been diagnosed with herpes and are not sure whether you should say anything. You don't have any sores at the moment, so you must not be infectious. Do you tell your partner?*
- 5 *You don't want to go home – ever! You have witnessed your dad beating up your mum and you are worried he might start on you. The things he says to you are hurtful enough! You have gotten close to your science teacher; she seems really nice. You go to her to suss her out and she tells you about mandatory reporting and that she would have to tell someone if you told her something bad was going on. You want to get help for your mum, but you don't want your dad to get in trouble. Do you tell your teacher?*

HOT SEAT SCENARIOS

Adapted from DET 2002

- 6 *Around the school grounds and in some classes you constantly hear 'Oh that's so gay!' This makes you feel about two inches tall, because kids are always using that phrase for something stupid or uncool. Your uncle has come out recently, but you don't want anyone to know because they will tease you. In health class, one kid stands up and says 'Gay people are all going to hell!' The whole class are quiet and the teacher looks like they don't know what to say; you feel like you should speak your mind. It's not your uncle's fault, he wouldn't have chosen this! You also consider that there might be someone else in the class who might be gay and by voicing another opinion you might make them feel more comfortable. Do you say something in class, or do you let it slide?*
- 7 *Last night you were drunk and didn't have a condom, but had sex anyway. You are very scared this morning because you've learnt in class that you are in a time of your cycle when you could get pregnant. You remember some talk about the emergency pill and think you should go get one. The only thing stopping you is that your mum's best friend works at the chemist and you will have to talk to her about it, then you know your mum will find out. What do you do?*
- 8 *Every day you get on the bus and have been having a good conversation with the driver. He seems funny and cool and seems to understand young people. You are the last one on the bus one day and he pulls over to a quiet service station. He comes over to you and sits really close. He rubs his hands up your leg and stops on your penis. He says he thinks you and he could be really good friends. You've never had a good friend, and people just make fun of you because they say you are stupid. What he's doing feels really good, but you've been told about public and private things and this seems like a pretty private thing happening in a public place! What do you do?*
- 9 *You meet a guy at a party and you really like him. He asks for your mobile number and you give it to him. Several days later you start receiving explicit sexual messages from this guy. You text him back and ask him to stop. He passes your number on to his mates and they start harassing you too. What do you do?*
- 10 *When you log in to Facebook you find that your friends have been sharing information with each other about someone without mentioning names. You are pretty sure they are talking about you but you can't be sure. How did they know this information? You know this is being seen by everyone at school. You feel hurt and embarrassed. What do you do?*

ACTIVITY 7: WHAT DO WE DO ABOUT HATE MAIL?

Small group
30 minutes



AIMS

- To expose pre-service teachers to community opposition.
- To allow pre-service teachers to think about how schools should respond to community opposition.

PREPARATION

You will need:

- one copy of the **Worksheet: What do we do about hate mail?** for each pre-service teacher.

BACKGROUND

Schools who are proactive in addressing sexuality education and the homophobia still characteristic in some schools can find themselves experiencing backlash from groups and citizens who hold very different values. Often these groups and citizens are not members of the school environment, yet schools still have to respond. The letter in this activity was sent to a school in Victoria which is part of the Rainbow Network, and which has implemented open and advertised policies, practices and programs to support sexual diversity.

PROCEDURE

- 1 Instruct pre-service teachers that they will be given the opportunity to think about how schools should respond to community opposition.
- 2 Instruct pre-service teachers to read the **Worksheet: What do we do about hate mail?** and then form groups of four.
- 3 In their groups, ask pre-service teachers to discuss the following:
 - What is this parent concerned about? Why?*
 - How logical are the arguments presented?*
 - What assumptions is he making about education and sexuality?*
 - What discourses about sexuality does he draw upon?*
 - How could the school deal with this letter if it came from a parent at the school?*

- 4 In their groups, pre-service teachers are to develop a series of counter-arguments to those presented in the letter. Participants can either carry out:
 - » a **role-play** of an interview between a parent and a principal in which the school is very affirming and supportive of sexual diversity and is going to join the Safe Schools Coalition of Victoria (the aim of the principal is to try and change the parent's mind)
- OR
- » a **line debate** on the same issue.
- 5 Still in groups of four, ask participants to write a response that draws on their understanding of sexuality education and the current policy frameworks.

BRINGING IT ALL TOGETHER

Under the banner of sexuality education, teachers will come across various forms of opposition to their programs. This opposition may come from parental or community concerns, or even concerns from within the school itself, either about the program or about teaching the program. Individuals are placed at varying comfort levels across the span of sexuality education and teachers may have to address these levels at various times throughout their teaching career.

WORKSHEET: WHAT DO WE DO ABOUT HATE MAIL?

I write to you with grave concerns about the governing principles in the education system which is being allowed to be eroded away by minority groups. These groups say they come in the name of tolerance and to oppose discrimination when in fact they are very confusing and can be destructive by nature. I referred to Safe Schools Coalition of Victoria (SSCV) who received a day of recognition by many schools in our education system.

The fact is that this great nation was founded on the West Minster System which gave us our moral compass and the very principles of life which was based on the King James Bible. By upholding the bible precepts Christians and non Christians have in the past enjoyed the blessings of this rich heritage which allows freedoms within the boundaries of life, to know right from wrong.

What is so disturbing today is that we have minority groups screaming so loudly that they are being heard and accepted by undiscerning people in leadership. This strategy is slowly undermining our rich Christian heritage that men and women fought and died for. Programs introduced by such groups as SSCV undermine and attempt to destroy the Christian principles that gave us true and clear guidelines by which to govern. These groups are wetting the appetites of our precious resource, our children with destructive principles in the name of safety. Anyone who dares to disagree with their fine sounding philosophy will quickly be bullied into the category of being intolerant and discriminative. Being labelled as 'homophobia', 'transphobia' or 'heterosexism' I have felt extremely bullied by SSCV by the acceptance of the school system which has abandoned the principles held by the west minster system under the guidance of the King James bible. This clearly defines sexuality between one man and one woman within the relationship of marriage (now this is the only safe sex). Once anything less was called, that almost unheard of word, sin.

How quickly things have changed when leadership is guided by groups like SSCV who endorse their agendas as truth because of research done by Doctor Tania Ferfozja and Ms Lucy Hopkins and tell us that this is the way it is now.

No doubt all parents, teachers, and students should oppose bullying of any description. SSCV are very clever by getting a public opinion to oppose bullying when in fact their real agenda is that every sexual preference is accepted and no one should oppose it. This agenda when fully blown can only bring chaos, confusion and destruction to our society. If the education system

WORKSHEET: WHAT DO WE DO ABOUT HATE MAIL?

principals and teachers buy this lie I would like to suggest, that without opposition we lower the moral bar one step further and tell our children that because there is no absolute truth, that sexual relationships with their pet dog or any other animal is acceptable. Just be tolerant and don't discriminate because if you do, the system will label you with a name that carries a stigma. SSCV by its very name implies a safe program but by methods of persuasion is actively destroying the biblical principles and precepts that our whole government system was founded upon. Scary, when men and women in leadership will not or cannot see or adhere to it.

Following are quotes that can be found on the SSCV website; "We support scholar Tania Ferfolja's remarks that though 'crucial in providing potential legal redress for discrimination, legislation alone is insufficient to address the high levels of discrimination,' LGBTI people in Australia continue to experience in school, in the workplace, and in the community. YACV submits that a national education program be run in which information is provided about levels of discrimination experienced by LGBTI people in Australia, the harm brought about by homophobic discrimination and harassment, and the rights of LGBTI people to assist in addressing the continuing discrimination on the basis of sexual orientation and gender identity in Australia."

The above quote endorses the agenda of groups like SSCV which shows a very blatant attack on our precious democracy which has allowed freedom of speech. This is extremely dangerous because anyone who has an opinion outside of SSCV could find themselves very quickly behind bars and that would be bullying to the extreme. (Also by people who have endorsed SSCV without even knowing it.) Our rights and privileges founded on our Christian heritage, enjoyed by all Australians, would truly be lost. It would be a case of too late mate.

More than ever we need strong, wise and discerning men and women in leadership like our forefathers who knew that the governing principles of the bible, to bring blessing and honour in our schools, and so to this nation; Biblical truth, the absolute plumb line for life. Proverbs 14:34 Righteousness exalts a nation. But sin is a disgrace to any people.

You may not agree with the biblical principles but those who live by them by these principles live successful lives and do not suffer from the consequences from a life of sin. Sin is anything that falls short of God's precepts.

Yours faithfully

Robert Main

Concerned parent, and citizen of Australia

2 Implementation in the classroom

Classroom work is often the area that pre-service teachers are most worried about. In the Deakin University model, a panel of teachers is set up to allay some of these concerns and show pre-service teachers the benefits of teaching sexuality education as a whole-classroom experience.

In this model, a panel of three experienced teachers who have taught sexuality education in their respective schools, and have preferably even set up the program, are asked to present their experiences to the group. The panel consists of a primary school teacher, a P-12 teacher and a secondary teacher. The lecturer/tutor will introduce the panel and each member is given time to discuss the concerns they had teaching sexuality education and the benefits they experienced due to their program. Question time is allowed at the end, where pre-service teachers are able to reflect on the whole course so far and address their most pressing concerns, or probe deeper into a teacher's school program.

This is an excellent strategy at this stage of the course and is highly recommended.

ACTIVITY 8: LET'S GET IT RIGHT – DEVELOPING AN INCLUSIVE, AFFIRMING & COMPREHENSIVE APPROACH

Adapted from Ollis et al. 2000

Small group
40 minutes



AIM

- To examine how whole-school approaches can be used to deal with issues that teachers may encounter in regard to young people and sexuality or sexuality education and to devise effective strategies in response to these issues.

PREPARATION

You will need:

- the **Worksheet: Let's get it right**
- *Slides 56–64: Let's get it right.*

BACKGROUND

Teachers need to be prepared to deal with sensitive issues in the classroom, such as the situation in the fourth case study in this activity. Issues around sexuality can often mean that schools need to deal with other and related student welfare issues.

This activity explores a number of case studies reflecting the types of issues schools are likely to encounter. The activity is also designed to enable teachers to understand that being same-sex attracted is not the problem. For example, if a young person tells school staff they are heterosexual, they are not seen as having a problem with their sexuality. Real problems arise because of discrimination and a lack of understanding of the issues. It is important that presenters are clear that a disclosure around same-sex attraction does not need to be reported. Schools often treat disclosures of sexual orientation as they would disclosures of sexual abuse.

For example, in the first case study, the sexual orientation of the young person does not need to be dealt with in a procedural sense; however, the issues around mental health identified in the fifth case study do need to be. It is not sexual orientation that is the problem, but rather the surrounding issues that make it difficult for this young person in the school.

PROCEDURE

- 1 Inform pre-service teachers that they are going to reflect on the unit so far and, using what they have learnt from a whole-school approach, they are going to address a scenario.
- 2 Ask pre-service teachers, in small groups of four or five, to examine the case studies in the worksheet and devise strategies to respond to each situation effectively. They could consider the following questions.
What do you do immediately?
What do you do in the short term?
What needs to be done in the long term in regard to
 - *school organisation, ethos and environment?*
 - *community links and partnerships?*
 - *curriculum and teaching?*
- 3 Ask each group to report back, and invite all groups to contribute further strategies. The scenarios on the worksheet could also be displayed as PowerPoint slides.

BRINGING IT ALL TOGETHER

To finish this activity, consider the same questions from the activity in a larger group discussion:

- What do you do immediately?*
- What do you do in the short term?*
- What needs to be done in the long term in regard to*
 - *school organisation, ethos and environment?*
 - *community links and partnerships?*
 - *curriculum and teaching?*

WORKSHEET: LET'S GET IT RIGHT

- 1 Max, a 15-year-old boy, is the captain of the school U16 football team. At the end of the most recent training session he told the rest of the team he was gay. This is all the staff can talk about.*
- 2 You are teaching an all male Grade 5/6 sexuality education class and have asked your students to write anonymous questions and put them in the question box. You take the box home to consider how to answer the questions and notice that 23 out of the 25 questions have something to do with viewing pornographic material. The questions showed shock, horror, distaste and worry from your students. You find out later that one of the boy's brothers showed him online material. You question your students and not one of them has told anyone about what they have seen.*
- 3 One of your Year 10 girls has been missing a lot of school. When you ask her about this she discloses that her boyfriend asked her to send a naked picture of herself via her mobile phone. She trusted him and sent the picture. Her boyfriend's friends found the picture and they sent it on to everyone they knew. When she comes to school she gets funny looks and people have been calling her a slut.*
- 4 You are conducting a continuum activity, with students responding to the statement 'Boys enjoy sex more than girls'. One boy places himself at the 'Strongly disagree' end of the continuum. You ask him why he has chosen that position and he replies 'Not all girls like sex but wog girls love a root'.*
- 5 A student in your class has had a number of long conversations with you about his/her sexuality. They believe they are attracted to people of the same sex. You have given the student a range of contacts through various community agencies with a view to providing them with support. The student has not initiated any contact with these support services and appears to be very depressed, confused and fearful of the reaction of other people to his/her sexuality, particularly parents and friends.*

WORKSHEET: LET'S GET IT RIGHT

- 6 *You are a Year 7 teacher and have a new student who refuses to wear the assigned female school uniform. Her parents have told you that they expect you to support her desire to act like a male. You know your other students will have a real problem with this.*
- 7 *You have a Grade 3 student in your school who has been diagnosed with autism. The class this student is in has just finished a sexuality education unit and some of the children thought it would be funny to tell this student to take his clothes off and show his genitals to the girls. This student took on the dare and the teacher had a very difficult time trying to calm the class down. You as principal were called in to take the student out of the classroom.*
- 8 *You have just come out of a meeting with a Year 10 student, her boyfriend and her parents. As the student welfare coordinator you have been asked to intervene in a difficult situation. The girl is pregnant and she and her boyfriend want to keep the baby, with the support of his parents. Her parents are horrified and have expressed to you that they will take their daughter to have an abortion. The girl is devastated and says that she will run away before she lets that happen.*
- 9 *You are amazed after a biology class in which you were discussing the female reproductive system with your Year 9 girls. The conversation got onto female discharge and then oral sex. The girls were adamant that they would never let a boy put his face anywhere near there! 'How disgusting' was their response. You asked them how they felt about girls giving boys oral sex and they were all OK with that as 'it's expected'.*

Extra activities

HOW SUITABLE IS IT? EVALUATING RESOURCES AND PROGRAMS

Adapted from ANCAHRD 1999

Large group
20 minutes



AIMS

- To introduce pre-service teachers to an evaluation tool for assessing resources and programs.
- To explore what is meant by a comprehensive resource or program.

PREPARATION

You will need:

- one copy of the **Worksheet: Key questions checklist** for each participant
- a suitable resource (see the section below)
- to familiarise yourself with the United Nation's *International Guidelines on Sexuality Education* (UNESCO 2009a):
www.coe.int/t/ngo/Source/International_guidelines_on_sexuality_education_en.pdf

FURTHER RESOURCES



Note: Any resource can be used for this activity. Familiarise yourself with whatever resource is being used. You could also ask pre-service teachers to bring a resource to class that they think would be suitable (or unsuitable).

Some suggestions follow:

Cole, B 1993, *Mummy Laid An Egg*, Jonathan Cape, London.

Mayle, P 1973, *'Where Did I Come From?': The facts of life without any nonsense and with illustrations*, Sun Books, Melbourne.

Smosh: Sex Ed Rocks (online video) (excellent for secondary teachers)

www.metacafe.com/watch/3230687/smosh_sex_ed_rocks/

BACKGROUND

This activity has been used in the form of a 'resource expo', where the sexuality education framework key questions are used as an evaluative tool. For the expo, a selection of resources are put on display and pre-service teachers are given time to move around the resources and examine them based on the key questions.

PROCEDURE

- 1 Hand each pre-service teacher a copy of the **Worksheet: Key questions checklist** and ask them to spend a few minutes reading the questions. Briefly go through each question and explain why it has been included. Talk about the difficulties in evaluating resources and programs.
- 2 Inform pre-service teachers that this set of questions has been designed as a useful guide for program and resource development and evaluation. As a guide it summarises an inclusive and comprehensive school-based approach. Point out that it would be impossible for any one program, activity or resource to fulfil all of the criteria. However, the checklist can provide some guidance for assessing how comprehensive and inclusive available resources and programs are and what additional resources or information are required.
- 3 Once participants have reached an agreed understanding of the key aspects of a comprehensive program, ask them to use the checklist to evaluate the resource.
- 4 Inform the pre-service teachers that the video they are about to see is being evaluated to assess its applicability for use in a Year 8 health education program. As a teacher in a large rural coeducational secondary college you are concerned that the boys are very naive about what happens to their bodies during puberty. (The same scenario would be suitable for the primary resources.)
- 5 Play the video you've selected for this activity.
- 6 Ask pre-service teachers to work in groups of four or five and discuss the following evaluation questions:
How could this resource be used to complement the existing school-based program?
What key questions does this resource fail to address? Is this an issue for its intended use? How could this be overcome?
- 7 Brainstorm strategies for accessing suitable resources (refer to **Area of Study 5** and the various information from DEECD).

BRINGING IT ALL TOGETHER

It is important that resources reflect positive discourses about sexuality, sexual pleasure that are inclusive and involve some agency for young people. Resources may not be consistent with the framework you are using to develop and teach about sexuality education and the students will read this. We cannot underestimate the messages that student receives from the discourses in resources and the teaching and learning experiences we provide for them. For example, if sexual pleasure is always the focus of males, or homosexual couples are invisible or presented as 'other' in resources, what does this tell children and young people about sexuality?

WORKSHEET: KEY QUESTIONS CHECKLIST

Adapted from Ollis et al. 1999

Questions

Use the following questions to assess to what extent the resource you are evaluating works towards providing a comprehensive approach to sexuality education.

Key questions	Yes	No	In part
Does the resource/program acknowledge that students are sexual beings?			
Is the resource/program accessible to students or the intended audience?			
Does the resource/program take a strengths-based approach?			
Does the resource/program include a socio-critical perspective?			
Does the resource/program build media literacy?			
Does the resource/program build health literacy?			
Is the resource/program culturally sensitive to the intended audience?			
Does the resource/program include activities that improve student knowledge in sexuality education areas that research has identified as lacking? i.e STIs, BBVs, sexual health.			
Does the resource/program place STIs and BBVs in the context of sexuality?			
Does the resource/program form part of a whole-school approach to sexuality in schools?			
Does the resource/program use a health promotion approach?			
Does the resource program take an inclusive approach in relation to gender and sexual diversity, disability, rurality, indigeneity and so on?			
Does the resource/program address sexual ethics as an integral step in developing sexual health attitudes, decisions and behaviours?			

WORKSHEET: KEY QUESTIONS CHECKLIST

Adapted from Ollis et al. 1999

Questions

Use the following questions to assess to what extent the resource you are evaluating works towards providing a comprehensive approach to sexuality education.

Key questions (continued)	Yes	No	In part
Does the resource/program include the experiences of a range of students? In particular, are same-sex attracted transgender and gender questioning students included in a holistic way, rather than in relation to difference, discrimination and disease?			
Does the resource/program address issues around homophobia and discrimination?			
Does the resource/program examine the construction of masculinities and femininities and the power dynamics in sexual relations?			
Does the resource/program present a range of safer sex options?			
Does the resource/program integrate other health issues such as drug use and safe sex?			
Does the resource/program include strategies to encourage discussion with parents?			
Does the resource/program enable students to examine the sources of information they use and those they trust?			
Does the resource/program enable students to develop help-seeking behaviours and make links to health services?			
Does the resource/program complement the ethos and ethics of the school/education environment?			

Evaluation

What ways could this resource be used to complement the existing school-based program?

What key questions does this resource fail to address? Is this an issue for its intended use? How could this be overcome?

Resources

PUBLICATIONS

Cochrane, F 1995, *No Fear: A kit addressing gender-based violence: primary*, Australian Government, Department of Employment, Education and Training Curriculum and Gender Equity Section, Canberra.

Dyson, S 2008, *Using a whole-school approach for sexuality education*, 2-page report, Australian Research Centre in Sex, Health and Society, La Trobe University, Melbourne, accessed 28/02/13.

www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/sexedwsapproach.pdf

Area of Study 9

Assessment



Introduction

In recent years there has been a renewed interest in improving teaching in the university sector. This focus has included a consideration of the purposes and practices of assessment. Scholarship concerning assessment in higher education has emphasised the importance of assessment tasks as central to unit planning, relevant to students, and designed to facilitate higher order thinking skills (James, McInnes & Devlin 2002). Boud and Falchikov (2006) note that:

assessment communicates intent to students and is an indicator to students of what is regarded as most important ... Assessment influences student perceptions of the curriculum and the ways in which they may engage in processes to foster lifelong learning skills ...

(Boud & Falchikov 2006, p. 405)

The concept of 'authentic assessment' (Newmann, Secada & Wehlage 1995; Newmann & Associates 1996) is seen as addressing a number of these key issues. Although definitions do vary, the following encapsulates the main features:

Authentic assessment helps students contextualise their learning and to see how real-life conditions or situations, in all their unpredictability, ambiguity, and complexity, affect their theoretical knowledge. As they draw together their knowledge and skills to engage productively and solve problems, their behaviour clearly shows, both to staff and themselves, the level of capacity or competency they have gained. Authenticity is a fundamental characteristic of good assessment practice and students usually value it highly ...

(University of NSW 2012)

Each institution will have its own slightly different version of authentic assessment. For Deakin University authentic assessments:

- are performance-based and require students to demonstrate mastery of professional practices; the closer the tasks are to real practice, the greater the degree of authenticity
- reflect clear alignment between desired learning outcomes, curriculum content and future career-based knowledge
- emphasise assessment for learning purposes rather than just for grading, and incorporate social, cognitive and reflective processes of learning (Deakin University Institute of Teaching & Learning n.d.).

Assessment connected to real-world settings takes on added importance in vocational courses such as teacher education, where the focus is on modelling assessment practices that pre-service and beginning teachers can and should use in classrooms.

Hayes, Mills, Christie and Lingard (2006) suggest that what they call ‘productive assessment’ has four dimensions: ‘intellectual quality, connectiveness, supportive classroom environment and working with and valuing difference’ (2006, p. 89). There is a close match between their dimensions and associated criteria for assessment in compulsory education and authentic assessment in higher education. For example, under the dimension of intellectual quality, among the elements listed are ‘higher order thinking; problematic knowledge (consideration of alternative knowledges); depth of knowledge (disciplinary content); and elaborate communication’ (Hayes et al. 2006, pp. 92–3). The widespread take-up of productive pedagogies and productive assessment in Australian schools means that pre-service teachers need to be familiar with this approach, not only as a means to further their own learning but also as a key component of their professional lives after graduation.

The credentialing body for Victorian teachers, the Victorian Institute of Teaching (VIT) requires ‘all graduating teachers to have had pre-service professional learning experiences which lead to a development of practices within (the) eight standards’ (VIT 2010). Standard 4 is ‘Teachers plan and assess for effective learning’; Standard 7 is ‘Teachers reflect on, evaluate and improve their professional knowledge and practice’. Included in the criteria for this standard is that graduating teachers should ‘be aware of their own strengths, preferences and needs as a learner, and can identify areas for development as an emerging practitioner and member of the profession’ (VIT 2010). An emphasis on the development of the kinds of skills necessary for lifelong learning is not unique to education, but is relevant to a wide range of graduate professions.

In what follows we have provided some examples of assessment methods that we have used previously, as well as some useful resources and references that can be used to augment those you already use in your own practice. Other suggestions for assessment have been included in various other areas of study in this course.

AIMS

- To develop skills in inclusive assessment practices.
- To develop an understanding of the importance of authentic assessment in sexuality education.
- To provide examples of authentic assessment in sexuality education.

OUTLINE FOR THIS AREA OF STUDY

1	Example assessment methods	401
	Paired micro-teaching activity: 2000 words equivalent	401
	Resource development: 2000 words	403
	Annotated bibliography	405
	Sexuality education case study: 2000 words	407
	Develop a unit of work in sexuality education: 2000 words equivalent	409
	Group presentation of the unit of work	411

2 Additional assessment suggestions	412
What sort of sexuality education teacher am I going to be?	412
Board game	412
Critical essay	413
Media analysis	413
Resources	414

1 Example assessment methods

PAIRED MICRO-TEACHING ACTIVITY: 2000 WORDS

EQUIVALENT

DESCRIPTION

For this assignment you will work in pairs to develop a lesson on a selected area of sexuality education that includes one or more teaching activities, and then present this to your peers. Your presentation is to be no longer than 20 minutes. This means you need to be prepared for a quick changeover and to 'rehearse' beforehand.

In your presentation you will need to decide on a particular year level to focus on and include:

- a rationale for including this topic at this level
- evidence of engagement with unit literature
- one or more activities that you would use if you were teaching this lesson.

You should pay attention to engaging with your audience by using multimedia or other resources. You may choose, for example, to act out an actual classroom scenario with your audience role-playing students in a class at your selected year level, or role-play a professional development session with a group of colleagues at a staff meeting. These are only two possibilities amongst many – the format is only limited by your imagination! In the time allotted you will not be able to conduct a full lesson so you need to be strategic about what you choose to focus on, which will largely be determined by your chosen audience.

PREPARATION

On the day of your presentation you will need to provide students with:

- one A4 sheet with a lesson outline and brief description of activities and resources.

You will also need to provide assessors with:

- one A4 sheet with a lesson outline and brief description of activities and resources
- a copy of your PowerPoint presentation if you decide to use one
- a table of the sequence that this lesson fits within; this should include a brief description of authentic assessment and how this lesson relates to AusVELS
- a list of references used for your presentation.

ASSESSMENT

What the assessor will be looking for when marking this assignment	Not met	Beg.	Adeq.	Good	Very good	Excel
Comprehensive knowledge of the topic, awareness of ethical issues and rationale for including this at chosen level						
Effective planning, justification and organisation of a lesson that incorporates one or two appropriate teaching activities (including group handout)						
Effective planning of a lesson sequence which includes links to AusVELS and authentic assessment						
Links made to relevant literature, electronic readings and resources						
Effective communication skills, including rapport with audience, voice projection, use of technology/ multimedia						
Appropriate written expression, spelling and grammar; accurate referencing						

RESOURCE DEVELOPMENT: 2000 WORDS

DESCRIPTION

There are very few curriculum resources developed for use in teaching sexuality education in the primary school. In this task, students will adapt an existing secondary school curriculum resource for use in the primary school. The task will be informed by current literature on teaching sexuality education.

A resource can take many forms. It can be a written resource such a book or teaching and learning unit of work, a game, a website, teaching notes and activities to accompany an appropriate stimulus such as a movie or TV program, a set of photographs, a role-play and so on.

PREPARATION

The adapted resource will need to include:

- a rationale for the choice based on current literature (at least six sources) and why this resource is suitable for adaptation
- name of resource and year level/s to be used
- educational objectives of the resource, linked to AusVELS and other key policy documents such as the *School Policy and Advisory Guide*
- a copy of the original resource
- the adapted resource including a rationale for key adaptations undertaken
- an explanation of how it would be used.

ASSESSMENT

What the assessor will be looking for when marking this assignment	Not met	Beg.	Adeq.	Good	Very good	Excel
Comprehensive knowledge of sexuality education in the school setting and issues relevant to the primary level						
Convincing rationale for the use of the selected resource, based on current literature (at least six sources) and why this resource is suitable for adaptation						
Inclusion of the educational objectives of the resource and links to AusVELS and other key policy documents						
Ability to adapt a resource for use with chosen year level and contextualised setting						
Appropriate written expression, spelling and grammar; accurate referencing						

ANNOTATED BIBLIOGRAPHY

DESCRIPTION

For this assignment you are required to select three journal articles and then write an 800-word annotated bibliography on each. A template to guide your writing will be provided when the unit commences. These articles are to be selected from those available online for this unit. The aim of this assignment is to facilitate a critical engagement with the literature on sexuality education, which will then feed into your critical essay for Assignment 2. The aim is to also introduce you to some of the theoretical frameworks used to engage with issues around sexuality and sexuality education.

PREPARATION

For your annotated bibliography you must:

- 1 Provide a brief introductory paragraph explaining your focus and reasons for this choice (300 words).
- 2 For each article reviewed (800 words per article):
 - » provide the author's name, title of the article and other bibliographic information as a heading for each article reviewed using the Harvard system
 - » provide an introductory statement outlining the sexuality education issue being addressed
 - » provide a brief summary of the key ideas and content of each article
 - » provide a critical commentary evaluating the usefulness of the article in furthering your thinking around sexuality and sexuality education issues.
- 3 You should also provide a concluding paragraph summarising the main findings/arguments and then identify some specific implications for your own practice setting if applicable (300 words).

ASSESSMENT

What the assessor will be looking for when marking this assignment
A clear description of the social justice issue/s being addressed
A clear description of the main argument in the article/s you review
A critical consideration of the usefulness of each article in furthering your thinking about the particular social justice issue identified
A consideration of the implications for practice
Correct referencing using Harvard and correct grammar

SEXUALITY EDUCATION CASE STUDY: 2000 WORDS

DESCRIPTION

This assessment task requires the development of a 2000-word case study based on the provision and implementation of sexuality education in schools. The case study must contextualise the school and the approach taken to sexuality education. This means that you need to give a brief overview of the school, the students and the school's needs and priorities around sexuality education. The case study should include judgments about the appropriateness of the theoretical framework inherent in courses and course outlines based on your understanding of current literature and policy in sexuality education. For example:

- Is the school's approach based on health promotion or is it one focused on disease prevention and intervention?
- Is sexuality positioned in a discourse of danger rather than pleasure?
- Is abstinence advocated or is a harm minimisation approach adopted?
- Is the curriculum comprehensive and integrated or a series of unrelated topics?

The case study will need to include a description and judgment of the breadth and depth of sexuality education in the school and suggestions for improvement.

The development of the case study requires finding information whilst you are on teaching rounds and comparing it to the sexuality education literature, research and policy that you have used in your unit and additional readings. To do this you will need to undertake some observation of what happens in practice. You will need to look at and examine documented course outlines and resources used by the teacher/s. You will also need to develop a set of questions to ask the staff to find out about the philosophy, aims, content and assessment of the program.

PREPARATION

The case study should include:

- a description and context for the school and sexuality education curriculum
- a description of the program/s
- an evaluation of current approaches and program/s
- recommendations for change.

You may present the case study in a range of formats:

- written
- video
- PowerPoint presentation
- audio
- website
- YouTube clip
- poster.

An appendix that includes a copy of research questions, data collection methods and references should also be included.

ASSESSMENT

What the assessor will be looking for when marking this assignment
Ability to contextualise the school and the approach taken to sexuality education
Ability to include a description and judgment of the breadth and depth of sexuality education in the school
Capacity to make judgments and evaluate the appropriateness of the theoretical framework inherent in courses and course outlines based on understanding of current literature and policy in sexuality education
Ability to develop recommendations for change to improve sexuality education
Ability to present case study
Capacity to develop and include data collection procedure
Ability to adhere to academic writing and referencing conventions

DEVELOP A UNIT OF WORK IN SEXUALITY EDUCATION:

2000 WORDS EQUIVALENT

DESCRIPTION

Based on the findings identified in your case study, develop a five-lesson unit of work. Each lesson is to be two hours (ten hours total).

You are to work in groups of five. You will need to discuss the findings of your case study and reading and decided on the rationale and direction of your unit of work.

PREPARATION

The unit must include:

- a unit title
- an overall rationale for the unit identified; for example, this may be based on current research as well as a clear lack of focus in your particular school
- its relationship to current curriculum frameworks such as AusVELS
- detailed lesson outlines; these need to include aims, background information for teachers, detailed activity outlines and a take-home message for each lesson
- a range of teaching and learning activities for the students (at least five different pedagogical approaches)
- an assessment activity and assessment criteria.

Note: If you modify activities from existing resources you must acknowledge the source.

MINUTES

Group meetings need to be documented and included as an appendix in order to receive a Credit or higher grade for this assignment.

Minutes should include the following as dot points:

- time and place of meeting
- who was present/absent
- issues discussed
- group roles
- planning and decision-making
- plans for action
- progress updates
- signatures of all group members (including the subsequent signatures of those who were absent, if possible).

ASSESSMENT

What the assessor will be looking for when marking this assignment
Ability to provide a clear rationale for the unit of work including a title
Ability to develop lessons that relate to the rationale of the unit, aims of individual lessons and that include a curriculum context, take-home message/s and assessment activity and criteria
Inclusion of a range of appropriate teaching and learning activities, either developed by the student or taken from (modified and referenced) existing resources
Demonstrated understanding of sexuality education discipline knowledge and pedagogy
Ability to adhere to academic writing and referencing conventions, and apply learning developed throughout the unit/course

GROUP PRESENTATION OF THE UNIT OF WORK

DESCRIPTION

Over the final three weeks of this course, groups are required to give a 20-minute presentation of their resource package and unit of work.

ASSESSMENT

Assessment will be made by the lecturer and incorporate peer assessment and self-assessment.

2 Additional assessment suggestions

WHAT SORT OF SEXUALITY EDUCATION TEACHER

AM I GOING TO BE?

DESCRIPTION

Students write a reflective piece including some or all of the following:

- their experiences of school-based sexuality education
- their experiences of other forms of sexuality education
- how they currently understand sexuality education
- what the most important aspects of teaching sexuality education are
- what the three key sexuality issues facing young people are
- when sexuality education should start.

BOARD GAME

DESCRIPTION

Students develop a board game on one of the following topics:

- STIs
- Contraception
- Relationships
- Puberty
- Porn.

The game could form the basis of a micro-teaching activity taught to the class in pairs or small groups.

CRITICAL ESSAY

DESCRIPTION

Students write a critical essay on the following topic:

Pornography is a difficult and potentially volatile subject, but addressing such issues in sexuality education is not without precedent. Sexuality education has long been a challenging field, and it has evolved over the years, taking on a range of emerging important yet controversial topics. The Victorian sexuality education curriculum has broadened to address the emerging issues that research illustrates effect young people's healthy social and sexual development. Education about pornography is a new and important frontier to be included in sexuality education.

Discuss, using relevant examples from unit and additional resources.

This could be adapted to reflect other relevant topics in sexuality education.

MEDIA ANALYSIS

DESCRIPTION

Students watch the DVD *Dreamworlds 3: Desire, sex & power in music video* (Jhally 2008) and respond to the following questions:

How did the DVD leave you feeling?

What surprised you?

What challenged you?

Do you agree/disagree with the gender analysis presented? Why? Why not?

In the context of 'real-world' vs 'porn-world' – where do you think most of these videos sit?

Could you use this resource with a group of secondary students?

What would you need to prepare them for the film and what would you need to do to follow up?

Once students are familiar with Jhally's frameworks for analysis, they could produce a critical analysis of a range of media representations of gender.

Resources

Because of the current strong focus on authentic assessment in Australian universities there is a wealth of information on assessment practices available which may be difficult to navigate because of the sheer volume of material. Below are some that we have found useful for our practice.

PUBLICATIONS

Devlin, M & O'Shea, H 2011, *Teaching Students From Low Socioeconomic Backgrounds*, Higher Education Research Group (HERG), Deakin University, Burwood, Vic., accessed 16/10/12.
www.jcu.edu.au/teaching/public/groups/everyone/documents/teaching/jcu_093850.pdf

WEBSITES

Centre for the Study of Higher Education

Assessing group work

www.cshe.unimelb.edu.au/assessinglearning/03/group.html

On-line assessment

www.cshe.unimelb.edu.au/assessinglearning/03/online.html

Assessing large classes: Five assessment challenges created by large classes

www.cshe.unimelb.edu.au/assessinglearning/03/large.html#fivechallenges

Assessing students unfamiliar with assessment practices in Australian higher education

www.cshe.unimelb.edu.au/assessinglearning/03/intstaff.html

Deakin University

Approaches to assessment and feedback that foster independent learning

Institute of Teaching and Learning

www.deakin.edu.au/itl/pd/tl-modules/assessment/index.php

North Central Regional Educational Laboratory

Approaches to authentic assessment

www.ncrel.org/sdrs/areas/issues/envrnmnt/stw/sw1lk8.htm

Southern Cross University

Assessment

www.scu.edu.au/teachinglearning/tlc/index.php/79

This excellent website deals with a range of assessment practices and includes links to other useful sites on assessment. It provides information and resources on the following assessment practices:

- An assessment quality checklist
- Selecting appropriate assessment methods
- Assessment design in the first year of study
- Assessing group work
- Assessing international students
- Assessing large classes
- Assessing in the online environment
- Designing multiple-choice exams that assess higher order thinking
- Minimising plagiarism through assessment design
- Self and peer assessment.

University of New South Wales

Assessing authentically

<http://teaching.unsw.edu.au/authentic-assessment>

Final activity

Bringing it all together



Bringing it all together

FINAL ACTIVITY: REVISITING EXPECTATIONS, FEARS & CONCERNS

Large group
60 minutes



AIMS

- To revisit the reasons pre-service teachers gave for enrolling or attending right back in **Area of Study 1** and **Activity 1: Expectations**.
- To revisit the private fears and concerns pre-service teachers may have expressed back in **Area of Study 1** and **Activity 2: Private fears or concerns**.

PROCEDURE

- 1 Display the expectations that were identified by pre-service teachers in **Activity 1: Expectations** at the beginning of the program.
Have pre-service teachers' expectations been met?
- 2 Go through any expectations that have not been met and discuss how these could have been met.
- 3 Ask pre-service teachers to again consider their private fears and concerns from the start of this course.
Do they still have them?
What has changed? Why?

BRINGING IT ALL TOGETHER

Close the course by discussing and developing strategies to manage expectations, deal with private concerns, and bring the contents of this course into classroom practice.

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