

YEAR LEVEL	7 & 8
TITLE	Identity, Gender and Relationships (CEPD)
STRAND	CHRISTIAN MORALITY AND SOCIAL JUSTICE
SUGGESTED DURATION	10 weeks (25 hours)

This unit of work may be split over two years. It is expected that teachers will select and discern activities according to time available and knowledge of the individual class. This unit incorporates Topics 1, 7 & 8 of the **Resilience, Rights and Respectful Relationships** learning materials produced on behalf of the Victorian Government. It is anticipated that this unit will complement H&PE units at these levels

## Unit Focus

The unit provides opportunities for adolescents to explore the development of their identity as individuals through a Christian lens. It also considers issues, behaviours, rights and responsibilities of individuals in a variety of relationships. The unit seeks to promote social and emotional skills and positive gender norms in young people in order to reduce the incidence of antisocial behaviour including engagement in gender-related violence.

## Achievement Standards

By the end of **YEAR 8**:

**Students express an understanding and appreciation of Christian Life as based on the life, teachings and values of Jesus Christ and as requiring informed decisions and appropriate actions.**

## Unit Outcomes

By the end of this unit students should be able to:

1. Analyse factors that could influence adolescent development, including the development of identity, feelings, friendships and gender norms and attitudes.
2. Describe the characteristics of positive relationships and identify issues associated with young people and changing relationships so as to promote respect for diversity and difference.
3. Demonstrate an understanding of Church teaching with respect to human dignity, informed conscience, gender, relationships (especially marriage) and respectful decision making.
4. Demonstrate a knowledge of a range of peer support and help-seeking skills that can be applied in situations involving relationships.

# Key Understandings for Students

## **A sense of self (*see Weeks 1 and 2*)**

- defining a sense of self,
- being the same as and different from others
- how a sense of self can vary in different contexts
- factors that influence a sense of self
- self acceptance

## **Adolescence and change (*see Week 1*)**

- the changes (eg physical, social, emotional) during adolescence
- understanding difference and diversity
- the relationships between physical and emotional security

## **Caring and respectful relationships (*throughout esp Weeks 2 – 5*)**

- qualities and positive relationships
- rights and responsibilities
- listening and accepting opinions of others
- providing and accepting support
- expressing your own needs
- negotiating respect and support
- appreciating diversity in relationships
- Church teaching re human dignity and informed conscience

## **Connectedness (*see friendships and relationships Week 4*)**

- forms of connectedness and the importance of being connected
- forms of alienation and creating connections
- attributes of being supportive

## **Bullying and harassment (*see Week 4*)**

- recognising bullying and harassment and reasons for it
- sexual harassment
- homophobic bullying
- effects of bullying and harassment
- barriers to reporting

## **Types and nature of relationships (*see Weeks 4, 5 & 10*)**

- the importance of family relationships and the increasing importance of peers
- relating appropriately in different relationships.

## **Sexual Health (*Week 5*)**

- acknowledging and understanding sexual feelings
- expectations of males and females
- rights and responsibilities in sexual relationships
- Church teaching re sexual intercourse, contraception and family life

## **Gender (*Weeks 6 – 8*)**

- gender norms
- gender as a spectrum (LGBTIQ)
- Church teaching re homosexuality
- the difference between equality and equity

- power in relationships
- gender-based violence

### **Social Media (Week 9)**

- respectful and responsible online behaviour

### **Protective strategies (throughout esp Week 10)**

- recognising and assessing risk
- responding in risk situations
- reducing the risk
- assertiveness
- accessing help in school and community

## **Student Context**

### **Student Diversity and Cultural Context**

Awareness of and sensitivity to the diversity among students is crucial to ensuring that programs are relevant. This diversity relates to gender, religion, race, culture, sexual orientation, socio-economic background, age and disability. It must be acknowledged that students are not a homogeneous group and subsequently care must be taken to avoid discrimination.

Schools exist in a diverse, social context in which young people are exposed to a plethora of images and messages via the media and peers. Students need to engage in meaningful activities based on the values of the Catholic school community such as commitment and mutual respect in all relationships and decision-making.

### **Characteristics of Adolescence**

- Expanded intellectual abilities, which enable young people to appreciate and weigh up a number of points of view before making a personal decision. The parent's word may no longer be seen as 'law'.
- An increased need for privacy to work things out in their own way, which sometimes means they 'clam up'.
- An increased need for social acceptance, to be part of the group. This need for 'social safety' is frequently a lot stronger than the need for physical or sexual safety and can commonly lead to risk-taking.
- A rapid growth process toward independent adulthood, in which sexuality will play a major role.
- An increased anxiety about body image and appearance, which often results in a lack of confidence.
- Increased respect for, and interest in, the friendship group rather than the family.

### **Values**

- Values are abstract – not concrete.
- Values are determined by the beliefs one holds. They are ideas about what someone or a group thinks is important to life and they play a very important part in our decision making.
- Most people are influenced at any one time by 6 to 8 values.
- People hold many attitudes, which are far easier to change than values.
- People can find it difficult to identify and state their values.
- Community, family and individual values are important considerations in making decisions and taking action.

### **Sexuality and Relationship Education**

- Students most commonly consult their mother (36%) or a female friend (41%) about sex and relationships

- School health programs and the internet are sources of information for around 43% of students
- Doctors (29%) and teachers (28%) are other fairly common sources of sexual health information
- Nearly half (45%) of students find school sexuality education programs to be 'extremely' or 'very' relevant to them.
- Students reported topics missing in various school programs including: the importance of consent in sexual relationships, the emotional side of sexual relationships, building healthy and positive sexual relationships, the proper use of contraception and education for LGBTIQ students.

Source: Mitchell A, Patrick K, Heywood W, Blackman P, Pitts M. 2014 *5<sup>th</sup> National Survey of Australian Secondary Students and Sexual Health 2013*, (ARCSHS Monograph Series No. 97), Australian Research Centre in Sex, Health and Society, La Trobe University, Melbourne, Australia).

### **Helpful Strategies for the Classroom Teacher in Teaching Relationships and Sexuality**

The delivery of sexuality education is enhanced by staff discussion prior to the unit, relating to the classroom climate and the teaching and learning strategies that best suit this subject area. Some would say that the delivery of the message is as important as the message itself.

**Give positive messages** about growing, changing, sexuality and relationships.

**Use appropriate terminology**

**Use humour discreetly**, with a healthy focus.

**Don't trivialise sexuality.** Be respectful of body parts.

**Be inclusive** of all students in the language we use

- *family relationships*,
- *cultural background*

**Don't make assumptions** about:

- *prior knowledge*, e.g. a short explanation to the whole class explaining a question before you give an answer
- *sexual experience*, e.g. there may be a huge continuum of experience from not interested, interested but choosing abstinence, to sexually active. Affirm those who are not choosing to be sexually active. Don't be too judgmental of those who have made choices to be sexually active. Perhaps students have made choices that they regret under the influence of alcohol or drugs. Acknowledge that sometimes we make wrong decisions but there is always a way forward.
- *heterosexuality* There will be a percentage of students in all classes who are attracted to the same sex. It is important to acknowledge this and make those students feel less isolated in their search for their sexual identity. Explain that at puberty it is common for hormone surges to result in attraction to the same sex for a period of time. However, a small percentage of people will remain attracted to the same sex and this is just one way of being.

**Treat all questions seriously:** even when asked in an embarrassed state, students usually ask questions because they want to know the answer.

**Lead students in developing their own views based on independent and informed consciences.** Know your own biases and values and don't let them dominate conversations. Where your personal views are contrary to Catholic beliefs, keep them out of the conversation. Remember that it is our professional responsibility to promote Catholic/Christian values.

**Answer honestly** (I really don't know...)

**Direct to other sources** (Where might we find the answer?...)

**Confer with a colleague** (I'd like to check on that question and get back to you...).

**Answer factually** (It has been stated that... Some would say...)

**Protective interrupting** (Where a student discloses something or asks something that is inappropriate for class discussion...eg Now is not a good time to talk about that but I'd like to follow that up with you after the class...)

**Pass without further exchange** (I'd like to pass on that question...)

**Refer back to the group agreement** (Remember that our group agreement says we won't ask personal questions of each other...)

## Identity

Adult society has always worried about its youth. The Richmond Guardian in 1888 reported on larrikins 'infesting the streets causing bother to rate-paying shopkeepers and innocent pedestrians.' The Age in 1932 thought unemployment was a factor and would lead to greater moral temptations being placed before the jobless idle youth. These concerns sound little different from media writers today worried about our youth in the western suburbs or Dandenong or large regional centres. The adolescent has always been depicted as crisis ridden, sexually troubled, psychologically uncertain, socially irresponsible, defiant and at risk of being attracted to the deviant, delinquent and criminal elements of society.

It needs to be kept in mind however, that the majority of young people **ARE** capable of meeting the challenges of the adolescent stage and of completing the journey to adulthood relatively intact without going mad, becoming 'bad' or dying.

Source: (Pattendon.R., *Relationships Australia* 2001. *The Adolescent Context. I belong, don't I?*)

## Theological Background for Teachers

### Role of the Educator

*This sacred synod likewise declares that children and young people have a right to be motivated to appraise moral values with a right conscience, to embrace them with a personal adherence, together with a deeper knowledge and love of God. Consequently, it earnestly entreats all those who hold a position of public authority or who are in charge of education to see to it that youth is never deprived of this sacred right.* (Declaration on Christian Education, n. 1).

Christian Education for Personal Development is the responsibility of the whole community – parents, teachers, students, parishes and the wider community. *The marriage between the planned programs and the fostering of high-quality interpersonal relationships among teachers, students, parents and ancillary staff sets the tone and priority of CEPD* (CEPD Policy). It also places an imperative on schools to ensure that teachers are developed in their knowledge and understanding and that they are supported with appropriate resources in supporting parents in the development of their children across all stages, especially adolescence.

### Dignity of Human Life

"God created man in the image of himself, in the image of God he created him, male and female he created them." *Genesis 1:27*

"Being in the image of God the human individual possesses the dignity of a person, who is not just something, but someone. He is capable of self-knowledge, of self-possession and of freely giving himself and entering into communion with other persons. And he is called by grace to a covenant with his Creator, to offer him a response of faith and love that no other creature can give in his stead." *CCC #357*

The centrality of the Catholic belief of the dignity of all human life is fundamental in Christian Education for Personal Development, which enables students to understand their personal development across the various dimensions – spiritual, physical, moral, psychological, social and cultural.

*“At the heart of the quest for human flourishing is the fundamental moral understanding of the dignity of human persons. Created in the image of God, persons experience themselves as free agents of thought and action, among other human agents and in the non-human environment. The subject of inalienable rights to liberty, social engagement and self-expression, the person bears responsibility towards self and others for the full realization of human potential”. (Source of Life Religious Education Curriculum Core Document p. 69)*

*God, the Lord of life has entrusted to us the noble mission of safeguarding life and we should carry it out in a manner worthy of ourselves. (Church in the Modern World, n. 51)*

“Freedom is exercised in relationships between human beings. Every human person, created in the image of God, has the natural right to be recognized as a free and responsible being. All owe to each other this duty of respect. The right to the exercise of freedom, especially in moral and religious matters, is an inalienable requirement of the dignity of the human person.” CCC #1738

### **Informed Conscience**

Individuals have a responsibility to themselves and others for making informed decisions. Increasingly due to the media and pervading consumerism, students are faced with very real moral and ethical decisions that affect not only their own, but others' lives.

*Conscience is the judgement of our reason about the morality of an act. It is the most sacred core and sanctuary of the human person and needs to be informed and followed. (Romans 14:22; Church in the Modern World, n.16)*

*Conscience binds and must be followed. However, one must equally strive to develop an informed conscience based on the teachings of Christ. Conscience is not simply a still, small voice within us, but the ultimate judgement every person is required to make as to whether this or that action is right, wrong or acceptable. (Church in the Modern World, n. 16)*

*All conscience formation and decision-making should be free from coercion for ‘freedom is the exceptional sign of the image of God in the human person’. (Church in the Modern World, n. 17; Declaration on Religious Freedom, n. 1 and Religious Liberty, n.2)*

Catholic theology stresses the important role that conscience exercises in determining right from wrong. It enables us to recognize what is loving and what is not, what helps growth and what inhibits it. It is the final norm for judging the morality of our actions. It can be defined as the attempt to discern the moral values at stake within particular situations. No one else's judgement can take its place.

In order to be fully moral, that is truly human, we need to continue to form our conscience with the assistance of Church teachings. It is an approach that respects human choosing in the midst of the believing faith community. Moreover, a Christian person may, after listening to the Church's teaching and reflecting seriously on his or her own situation, decide that the right action for him or her is in conflict with aspects of Church teaching.

“It is possible that in an objective situation of sin a person can be living in God's grace, can love and can also grow in the life of grace and charity, while receiving the Church's help to this end. Discernment must help to find possible ways of responding to God and growing in the midst of limits. By thinking that everything is black and white, we sometimes close off the way of grace and of growth and discourage paths of holiness which give glory to God. The practical pastoral care of ministers and of communities must not fail to embrace this reality ... For this reason, a minister cannot feel that it is enough simply to apply moral laws to those living in ‘irregular’ situations, as if they were stones to throw at people's lives.” (*Amoris Laetitia*, n.305)

Conscience can do more than recognize that a given situation does not correspond objectively to the overall demands of the Gospel. It can also recognize with sincerity and honesty what for now is the most generous response which can be given to God and come to see with a certain moral security that it is what God is asking amid the concrete complexity of one's limits, while yet not fully the objective ideal. In any event, let us recall that this discernment is dynamic; it must remain ever open to new stages of growth and to new decisions which can enable the ideal to be more fully realized. (*Amoris Laetitia* n.303)

'Catholic schools have a particular responsibility to present authentic Church teaching in ways that ensure students are able to critically engage and take up this teaching and the values which underpin it. Students ought to be encouraged to reflect on it in the context of their experience and, with an informed conscience, make choices in its light. For Catholic Education to operate at the intersection of faith and life the breadth of student experience must be acknowledged and contemporary issues that are socially and personally sensitive must be examined.' (*Teaching Contemporary Issues: Catholic Education Office. Archdiocese Canberra & Goulburn.*)

## Relationships and Sexuality Education

Could be defined as the process whereby young people acquire knowledge understanding and skills and develop beliefs, attitudes and values about their sexuality within a moral and ethical framework. It includes acquiring information and forming attitudes beliefs and values about identity and intimacy. It encompasses sexual development, reproductive health, mental health, interpersonal relationships, affection, intimacy and gender roles. (Guidelines for Sexuality Education in Brigidine Schools)

Sexuality is not a means of gratification or entertainment; it is an interpersonal language wherein the other is taken seriously, in his or her sacred and inviolable dignity ... In his catecheses on the theology of the body, Saint John Paul II taught that sexual differentiation not only is "a source of fruitfulness and procreation", but also possesses "the capacity of expressing love: that love precisely in which the human person becomes a gift". A healthy sexual desire, albeit closely joined to a pursuit of pleasure, always involves a sense of wonder. (*Amoris Laetitia* n.151)

### The Catholic Church teaches that:

- Sexuality is a gift for the human person to enhance self and relationships.
- Sexual intimacy finds its fullness in the commitment of a marriage relationship.
- Sexual intimacy integrates the physical, emotional, social, intellectual, and spiritual aspects of the human person.
- Sexual acts have two functions: They are both unitive and procreative. Unitive means that the couple are brought together in a special way through intercourse. Procreative means that sexual intercourse has the potential to start a new life.
- Sexual acts that do not respect the value of each person, diminish the dignity and wellbeing of individuals and affect the wider community.

### The Church teaches this because:

- We are created with dignity that gives us rights, responsibilities and uniqueness.
- Every human act, sexual and otherwise, should enhance the image, dignity and respect of individuals.
- Of the need to maintain standards, to protect and promote these values.

## Contraception

The Catholic Church teaches that marriage is an intimate, lifelong partnership in which husbands and wives give and receive love unselfishly. The sexual relationship expresses their married love and shows what it means to become “one body” (Genesis 2:24) and “one flesh” (Mark 10:8, Matthew 19:6). The sexual union is meant to express the full meaning of a couple’s love, its power to bind them together (the unitive aspect of marriage) and its openness to new life (the procreative aspect).

The Church believes that God has established an inseparable bond between the unitive and procreative aspects of marriage. The couple has promised to give themselves to each other, and this mutual self-giving includes the gift of their fertility. This means that each sexual act in a marriage needs to be open to the possibility of conceiving a child. Thus, all forms of artificial contraception are contrary to God’s will for marriage because it separates the act of conception from sexual union.

A married couple can engage in intercourse during the naturally infertile times in a woman’s cycle, or after childbearing years, without violating the meaning of marital intercourse. This is the principle behind natural family planning (NFP). Natural family planning is a general name for family planning methods that are based on a woman’s menstrual cycle. NFP methods are based on day-to-day observations of the naturally occurring signs of the fertile and infertile phases of the menstrual cycle. It takes into account the uniqueness of each woman. To avoid pregnancy, the couple abstains from intercourse during the woman’s fertile phase. Couples can also use NFP to achieve pregnancy because it identifies the time of ovulation.

<http://www.foryourmarriage.org/what-is-natural-family-planning/>

## The Catholic Church and Homosexuality

The Catholic Church teaches that people who experience same-sex attraction should be respected in their dignity, and the Catechism of the Catholic Church calls for the avoidance of “every sign of unjust discrimination” in regard to same-sex attracted people. In the past, the Church’s approach to homosexuality has sometimes contributed to the marginalization of same-sex attracted people, and even to violence being directed against them.

The Church’s understanding of sexuality continues to develop under the leadership of Pope Francis. In *Amoris Laetitia*, his exhortation resulting from the Synod on the Family, Pope Francis says “we (the Church) would like before all else to reaffirm that every person, regardless of sexual orientation, ought to be respected in his or her dignity and treated with consideration, while every sign of unjust discrimination is to be carefully avoided, particularly any form of aggression and violence” (n.250).

While being same-sex attracted is not a sin, the expression of same-sex attraction in sexual activity is seen by the Church as contrary to natural law, as this activity is not open to procreation and is not an expression of “affective and sexual complementarity”. Under Catholic belief, sexual expression finds its truest form within the sacrament of marriage, where a man and a woman are committed to each other in a faithful and monogamous relationship that is open to procreation.

## Our Faith Community understands:

- While we are called to life giving relationships, commitments and responsibilities, our failures do not condemn us but through forgiveness and amendment we continue to seek fullness of life.
- While Church laws and teachings serve the community and present values and standards for all, each individual must conscientiously live one’s faith in real life situations.
- The spirit of God is within each one of us

## Amoris Laetitia (2016)

We (the Church) would like before all else to reaffirm that every person, regardless of sexual orientation, ought to be respected in his or her dignity and treated with consideration, while every sign of unjust discrimination is to be carefully avoided, particularly any form of aggression and violence. (n.250)

The Church acknowledges the difficulties in “approach(ing) the issue of sex education in an age when sexuality tends to be trivialized and impoverished. It suggests that it “can only be seen within the broader framework of an education for love and for mutual self-giving.” (n.280)

According to the Church “sex education should provide information while keeping in mind that children and young people have not yet attained full maturity. The information has to come at a proper time and in a way suited to their age ... Young people need to realize that they are bombarded by messages that are not beneficial for their growth towards maturity; they should be helped to recognize and to seek out positive influences.” (n.281)

“It is always irresponsible to invite adolescents to toy with their bodies and their desires, as if they possessed the maturity, values, mutual commitment and goals proper to marriage ... The important thing is to teach them sensitivity to different expressions of love, mutual concern and care, loving respect and deeply meaningful communication. All of these prepare them for an integral and generous gift of self that will be expressed in the gift of their bodies. Sexual union in marriage will thus appear as a sign of an all-inclusive commitment, enriched by everything that has preceded it.” (n.283)

“Sex education should also include respect and appreciation for differences, as a way of helping the young to overcome their self-absorption and to be open and accepting of others. Beyond the understandable difficulties which individuals may experience, the young need to be helped to accept their own body as it was created.” (n.285)

Masculinity and femininity are not rigid categories ... Taking on domestic chores or some aspects of raising children does not make a man any less masculine or imply failure, irresponsibility or cause for shame ... A rigid approach may turn into an over-accentuation of the masculine or feminine and does not help children and young people to appreciate the genuine reciprocity embodied in the real conditions of matrimony. (n.286)

## Scripture

### Galatians 3:28

We are all equal in the eyes of God...there are no more distinctions between Jew and Greek, slave and free, male and female, but all of you are one in Christ Jesus

Genesis 1: 26-27. Humankind created in the image of God

26 Then God said, ‘Let us make humankind in our image, according to our likeness; and let them have dominion over the fish of the sea, and over the birds of the air, and over the cattle, and over all the wild animals of the earth, and over every creeping thing that creeps upon the earth.’ <sup>27</sup>So God created humankind in his image, in the image of God he created them; male and female he created them.

### 1 Corinthians 13: 1-13. The gift of love

If I speak in the tongues of mortals and of angels, but do not have love, I am a noisy gong or a clanging cymbal. <sup>2</sup>And if I have prophetic powers, and understand all mysteries and all knowledge, and if I have all faith, so as to remove mountains, but do not have love, I am nothing. <sup>3</sup>If I give away all my possessions, and if I hand over my body so that I may boast, but do not have love, I gain nothing.

4 Love is patient; love is kind; love is not envious or boastful or arrogant <sup>5</sup>or rude. It does not insist on its own way; it is not irritable or resentful; <sup>6</sup>it does not rejoice in wrongdoing but rejoices in the truth. <sup>7</sup>It bears all things, believes all things, hopes all things, endures all things.

8 Love never ends. But as for prophecies, they will come to an end; as for tongues, they will cease; as for knowledge, it will come to an end. <sup>9</sup>For we know only in part, and we prophesy only in part; <sup>10</sup>but when the complete comes, the partial will come to an end. <sup>11</sup>When I was a child, I spoke like a child, I thought like a child, I reasoned like a child; when I became an adult, I put an end to childish ways. <sup>12</sup>For now we see in a mirror, dimly, but then we will see face to face. Now I know only in part; then I will know fully, even as I have been fully known. <sup>13</sup>And now faith, hope, and love abide, these three; and the greatest of these is love.

**John 15:12.**

“This is my commandment, that you love one another as I have loved you.”

## Major Assessment Task

**It is intended that this major assessment task will be given out early in the unit as much of the information will be gleaned from the classroom activities and can be accumulated throughout.**

### TEEN RESOURCE PACKAGE

Design an information package (power point, mini magazine, fold over leaflet, brochure, video clip) for young people which could help with some of the issues that may occur during puberty and adolescence.

**The package will include:**

1. definitions of *adolescence* and *puberty*
2. information on *physical and emotional changes* that happen during puberty
3. a list of 5 factors that influence a young person's identity
4. a description of a relationship the student currently has (or would like to have) and what makes it a healthy relationship
5. an explanation of the Church's teaching on human dignity and why it holds this position
6. an explanation of the Church's teaching on individual conscience
7. an explanation of the term *whole person relationships*
8. a list of 3 things that the Catholic Church says about respectful relationships and sexuality and why the Church says this
9. a list of 5 *risks* that young people may take, how they could *avoid* or *minimise* the harm, and where they would find *help* if they found themselves in harmful or unsafe situations
10. a *problem letter* with helpful solutions
11. suggestions for *parenting a teenager*
12. advice for ensuring a positive, healthy and fun filled adolescence.

The use of diagrams to help with explanations is encouraged.

### Major Assessment Task RUBRIC

Teachers are encouraged to include other dimensions/criteria in this rubric.

Teaching teams will need to discuss how to apply this rubric in their setting, e.g what constitutes “extensive / wide / some”.

<b>Analyses factors influencing adolescent development (e.g. the development of identity, feelings, friendships and gender norms and attitudes)</b>			
<b>WELL ABOVE EXPECTED LEVEL</b>	<b>ABOVE EXPECTED LEVEL</b>	<b>AT EXPECTED LEVEL</b>	<b>WORKING TOWARD EXPECTED LEVEL</b>
An extensive range of factors influencing adolescent development described in detail	Describes a wide range of factors influencing adolescent development	Describes some factors influencing adolescent development	Lists some factors describing adolescent development.
<b>Describes characteristics of positive relationships</b>			
Describes many characteristics of positive relationships	Describes a range of characteristics of positive relationships.	Describes some characteristics of positive relationships	Describes a few characteristics of positive relationships.
<b>Identifies issues associated with young people and changing relationships.</b>			
Identifies numerous issues associated with young people and relationships.	Identifies a range of issues associated with young people and relationships.	Identifies some issues associated with young people and relationships.	Identifies a few issues associated with young people and relationships.
<b>Demonstrates an understanding of Church teaching, e.g. with respect to human dignity, conscience, gender, relationships and marriage.</b>			
Demonstrates an excellent understanding of Church teaching with respect to human dignity, conscience, gender, relationships and marriage.	Demonstrates a sound understanding of Church teaching with respect to relevant concepts.	Demonstrates an adequate understanding of Church teaching with respect to relevant concepts.	Demonstrates a partial understanding of Church teaching with respect to relevant concepts.
<b>Demonstrates a knowledge of a range of peer support and help – seeking skills in situations involving relationships.</b>			
Shows knowledge of an extensive range of peer support and help-seeking skills involving relationships.	Shows knowledge of a wide range of peer support and helping skills involving relationships.	Shows knowledge of some peer support and helping skills involving relationships.	Shows a partial knowledge of peer support and helping skills involving relationships

# Suggested Teaching & Learning Experiences

## 1. Personal Identity

### Group Agreement

As with any sensitive issue it is important to create a climate for programs in relationships and sexuality education. A useful strategy for this is to establish a group agreement to decide the limits of group behaviour.

Process:

1. Suggest that one way the group can get the most out of this program is to have a group agreement or rules that the group agrees on to make it safe to talk openly about issues related to sexuality and relationships. Using a group agreement should ensure everyone is treated with respect, finds out what they want to know and feels safe enough to share what they already know.
2. Brainstorm the suggestions the group has for achieving this result. Concepts such as 'no put downs', confidentiality, and respecting privacy should be included.
3. As you work through the program, the group agreement can be referred back to as necessary. This can often provide support when dealing with inappropriate comments questions or behaviours.

### Question Box – consider introducing this activity partway through the unit rather than at the start

A question box allows students to ask questions anonymously and can encourage a broader range of questions than would be asked verbally.

Students can be given the opportunity to write either a question or their favourite TV show as a class activity (writing a T.V. show allows those with questions to be able to write without being detected). The question box can be labelled and left in the room. Students can be encouraged to write questions, concerns or issues they would like to discuss, at any time. Questions can be sighted by the teacher well in advance of the lesson, giving the opportunity to group similar questions together and prepare answers to questions.

### Focusing Activity

- What do we mean by Adolescence?
- What do we mean by Puberty?
- What is the difference between Adolescence and Puberty?
- What are the physical and emotional changes that happen during puberty and adolescence to: girls and boys and which ones are the same?

### St. Luke's Cards.

St Luke's cards are a useful lead into strength based and reflective concepts which are useful building blocks.

### Introducing Me collage:

[Appendices 1A & 1B](#) Personal Profile

[Appendix 2](#) Personal Profile Discussion Questions

Students are to complete a personal profile sheet on themselves that asks such questions as: What are your favourite pastime activities, what types of movies or books do you like, what is your favourite colour, etc.

-Discussion questions from the personal profile: in pairs students are to discuss their responses to questions that make them analyse the impact that certain factors have had on their development. Questions include such things as “What makes me look this way? How did I come to have the friends that I have? Why am I involved in the activities that I participate in outside of school?” etc

-Students create a pictorial representation of themselves that is highly visual and may include key words or phrases and symbols of their life. These can then be displayed on a classroom notice board, or other public space in the school. This collage will be revisited in part 9 Conclusion as part of a self-reflection activity.

## Being Me

Write a reflective piece or poem around what it means to “Be Me”

## 2. Respect

### Rights and Responsibilities in Relationships:

#### Appendices 3A & 3B

Teacher and class discuss and define the terms “rights” and “responsibilities” for the students.

Students individually complete the handout on what constitutes a “right” and what is a “responsibility” in various adolescent relationships. Ask students to stand with their feet either side of an imaginary or chalked line drawn at the front of the classroom. The teacher stands at the end of the line. Students are to step to the right of the line if the statement read by the teacher is a “right”, or to the left if it is a “responsibility”.

After each statement is read, allow students time to decide and move. Then ask various students for their reasons for making their selection. Students are to return to their seats and then match the rights and responsibilities on the handout. As a concluding activity, discuss what a student could do if they felt their rights were being abused in a classroom situation.

## Scenarios

#### Appendix 3C

Students work in groups and create role plays of various scenarios where rights and responsibilities are being: - respected  
- abused.

*FEEDBACK - peer feedback is provided as they comment on proposed problem-solving strategies for scenarios.*

## Self-talk:

#### Appendix 4

Read ‘The Gift’ as a class. Create a class basket and encourage students to write about issues that they have been teased or bullied about on pieces of paper and submit these to the basket.

Discuss how words can affect our self-esteem. Include in the discussion the effect of labelling words

such as “wog”, “gay”, “bimbo”, “whinger”, “fatty”. Describe how the effects of such labelling can impact on an individual’s behaviour.

Students create a role play designed to show how a person with *low self-esteem* or *negative self-talk* might behave when placed in an unsafe situation. Perform these for the class. Select 2-3 role plays to be performed in reverse, i.e. role play it as if the person has *high self-esteem* or *positive self-talk*.

Discuss how self-esteem can empower us and change our behaviour.

### 3. Feelings

**See Respectful Relationships Level 7-8 Topic 1: Emotional Literacy p.10-18**

Select from (some or all):

Activity 1: Emotions vocabulary (10 minutes)

Activity 2: Body language (10 minutes)

Activity 3: Empathy quiz (15 minutes)

Activity 4: Hidden emotions (20 minutes)

### Thoughts, Feelings and Behaviours

#### Appendix 5

Emphasize that physical and emotional feelings are different, and people experience these feelings in different ways. We all have feelings, there are no right or wrong feelings, they just are.

People may have several feelings at the same time.

One person's experience of a situation may be different to another's.

It is important to help students recognise that their bodies will often physically react involuntarily to unsafe and/or highly emotional situations e.g. sweaty palms, butterflies in stomach, headaches, tears, lump in throat, fast heartbeat

We can change our self-talk to alter the way we feel.

Complete the handout and discuss as a class.

How can we use our physical and emotional feelings to alert us to being in an unsafe situation?

### 4. Friendships

#### Brainstorm

What do we mean by the terms *friendship* and *relationship*? Distinguish between these terms. Who and what do we have relationships with? friendships with?

*Make mention of the fact that we have relationships with the earth, each other and our God.*

#### Relationship Wheels

##### Appendix 6 (2 copies)

Complete a concentric circle activity to identify the levels of human relationships that each student currently has in their life. On a second concentric circle identify the different characteristics of relationships at each level (close, important but not close, and not close at all).

#### Relationship Wheels

##### Appendix 6 (2 copies)

Complete a concentric circle activity to identify the levels of human relationships that each student currently has in their life. On a second concentric circle identify the different characteristics of relationships at each level (close, important but not close, and not close at all).

#### **Now and then:**

#### [Appendices 7A - C](#)

Students are to complete a worksheet describing their relationships with a variety of people now and in primary school. In pairs, discuss how your relationships with each of the following people have changed or are changing since primary school: parents, siblings, friends, the opposite sex.

To conclude the discussion, ask students to identify what issues may result from the changing nature of adolescent relationships.

#### **Class Interviews:**

Students are to select three different students to interview about the challenges and concerns they have faced or are facing related to adolescent friendships and relationships

Students as a class are to discuss the commonalities and differences arising from the interviews. Identify the most common concerns.

#### **Role play:**

Divide students into small groups and assign them one of the identified concerns which came up in the class interviews.

Students are to develop a scenario and role play it for the class demonstrating a positive way of coping with the problem.

*Feedback: peer discussion on the success of each coping strategy and possible alternative strategies.*

#### **Bullying and harassment**

Brainstorm: What do we mean by bullying?

[Appendix 8A](#) 'Developing a definition of bullying' can be used as a reference.

[Appendices 8B - E](#) follows a process developed by *Mindmatters* relating to bullying, harassment and problem solving. An expert panel (8C) problem solves and offers advice to various bullying and harassment scenarios. Suggested scenarios are included in [Appendix 8D](#).

Class discussion could include ways to apologise when you have unintentionally hurt someone, speaking up for yourself and others, and persisting in taking action if the problem does not go away.

Refer to the 2 themes of protective behaviours mentioned earlier.

### [5. Boyfriends & Girlfriends – Partners](#)

#### [Coaching Point](#)

#### **Romantic relationships**

While our physical development during puberty is usually quite obvious and easily understood, the emotions and more subtle issues that accompany our physical development are often excluded from discussions and can be

confusing for some. While we have relationships with lots of people, as we reach puberty and adolescence, we may feel a romantic or sexual attraction toward some people. Most people will be attracted to the opposite sex. Because of the surge of hormones during puberty it is quite common to feel attracted to the same sex for a time during adolescence. When the rapid surge in hormones settles most young people will be attracted to the opposite sex, however a small percentage of people will continue to be attracted to the same sex and that is one way of being. We respect the dignity of all people.

It can be helpful to learn to mix with the opposite sex in groups rather than pair off into romantic relationships at a young age. If you did decide to have a romantic relationship or a boyfriend or a girlfriend, it is important to know that that relationship is healthy.

### **Relationship quiz**

[Appendix 9](#) Students complete the relationship quiz on what they think a boyfriend/girlfriend would be. Students could discuss their answers with the student next to them, then discuss in small groups.

Teachers could discuss student's answers as a whole class, affirming those who are not ready for boyfriends and girlfriends, but are happy to stay in bigger friendship groups for now.

Students could then work in groups of 3 to create a series of questions they would ask someone before agreeing to go on a blind date with them

### **Dating and Relating Scenarios**

Teachers choose scenarios according to age appropriateness and the global development of the class.

To process, students could be placed in small groups or pairs and asked to discuss each scenario before feeding back to the main group.

- A boy in your class is a family friend and you have played together since you were in kindergarten. Your other friends are saying he is your 'boyfriend'. How do you feel about this?
- One of your friends has a boyfriend and there is a lot of passionate kissing happening. You start to feel uncomfortable when they are kissing each other in front of you. What can you do?
- You are experiencing some interesting feelings in the genital area when you are reading the 'Girlfriend' magazine. You are too embarrassed to talk about these sensations with anyone.
- You are curious about what it is like to kiss someone in a romantic way. You think you are too young to have a girlfriend. What can you do?
- You are not one bit interested in having a boyfriend and you are tired of your friends talking about boys all the time. What can you do?
- One of your friends is in a pretty heavy relationship with someone and has told you that pretty soon they might 'go all the way'? What are the risks? What makes us ready for a sexual relationship?

### **Media watch exercise:**

Consider where teens are likely to be getting their "information" from regarding peer relationships, e.g. social media. Complete a media analysis to direct students' attention to issues such as:

What are the common types of relationship issues being dealt with?

What gender stereotypes are portrayed?

What societal expectations are demonstrated? Discuss.

***Church Teaching: Emphasise the Church's teachings around intercourse, contraception, marriage (CCC 1601-1654, 2360-2391) and family (CCC 2201-2213). The following information is an attempt to present the Church's teaching to adolescents in a way that is age appropriate and easy to understand. Teachers could use this information as a reference for guided discussion.***

**The Catholic Church has some teachings about sexual intimacy:**

**It teaches that:**

- Sexuality is a great gift
- Sexual intimacy finds its fullness in the commitment of a marriage relationship.
- Sexual intimacy includes the physical, emotional, social, intellectual, and spiritual aspects of the human person.
- Sexual acts have two functions: They are both *unitive* and *procreative*.

*Unitive*: means the couple are brought together in a special way through intercourse

*Procreative*: means that sexual intercourse has the potential to start a new life or a baby ·

Homosexual acts cannot be procreative.

- Sexual acts must respect the dignity of each person

**The Church teaches this because:**

- We are created with dignity and worth that gives us rights, responsibilities and uniqueness.
- Every human act, sexual and otherwise should enhance and reflect the image, dignity and respect of individuals.
- Of the need to maintain standards, to protect and promote these values.

**Our Faith Community Understands:**

- While we are called to life giving relationships, commitments and responsibilities, our failures do not condemn us but through forgiveness and amendment we continue to seek fullness of life.
- While Church laws and teachings serve the community and present values and standards for all, each individual must conscientiously live one's faith in real life situations.
- The spirit of God is within each one of us.

## **Conception and Contraception**

Brainstorm:

What do we know about conception?

How many eggs are generally released?

How many sperm does it take to fertilise an egg?

When are eggs released?

What happens after fertilisation?

*Natural Family Planning* provides sound information on women's and men's fertility and the optimum conditions for conception. Discuss women's fertility being in a cycle, men always being fertile, conception only occurring around the time of ovulation, couples using a knowledge of fertility to plan when is the optimum time to have intercourse to produce a child, as well as people using contraception to avoid having children.

What do we know about contraception?

Why do some people in our community use contraception?

What types of contraception do we know about?

What do we know about condoms?

## Appendix 10 Contraception

Use the list of contraceptive methods as background information, part of a discussion or a handout

Discuss the fact that sexual health checks are advisable for those who are sexually active as many Sexually Transmitted Infections have no symptoms and can cause long term effects and infertility.

It is important to emphasise the following

- ***Abstinence is the safest option for adolescents.***
- ***Entering into a sexual relationship is about more than physical readiness (refer back to whole person relationships) and it is probably not advisable for adolescents given the physical and emotional risks.***
- ***Our church teaching of 'one life partner in the context of a marriage' is a pretty sensible ideal.***
- ***If, after all the discussion around abstinence being the best option, whole person development and church ideals, young people do engage in sexual intercourse it is safer to use a condom to reduce the risk of sexually transmitted infections (STI's) and HIV. However, reaffirm the fact that condoms are not 100% safe particularly with adolescent use.***
- ***Sexually transmitted infections can be spread through genital touching and oral sex or genital kissing.***
- ***Respect for the dignity of all people.***

## What is the risk?

Create some signs: 'Feeling Safe' 'Fun to Feel Scared' 'Risking on Purpose' and 'Feeling Unsafe' and arrange them on a continuum. Read out 5 or 6 of the following statements and ask students to go to the point on the continuum that they feel is appropriate.

- Walking down a Melbourne Street at 3.00 a.m.
- A woman with an intellectual disability catching a train.
- Walking past the area near 'cool' Yr. 9 & 10 students.
- Going to the dentist.
- Crossing a busy road in peak hour.
- Answering questions in class.
- Bungee-jumping
- Diving into a river without checking for snags.
- A two-year-old playing with matches.

*Discuss:* How might a person feel safe but not be safe?

How might we ensure that others feel safe and be safe?

What is our duty toward others?

When is it O.K. to take risks?

What could we mean by healthy risks?

*It is important to point out that in the middle section of the continuum 'fun to feel scared' and 'risking on purpose' there is always: **choice, control, and a time limit.***

We learn through risk taking. We would never have learned to walk or ride a bike or make a new friend if we didn't take a risk.

### **Sexual risk taking and the use of drugs and alcohol.**

It is important to touch on the issue of sexual risk taking even though there may be only a few students who are engaging in sexual risk-taking behaviour. It is important to provide age-appropriate information and a forum for discussion as part of the big picture in the context of wider society and media saturation around sexuality. Teachers will gauge the maturity and readiness of the class in terms of what they teach or discuss.

At Year 7&8, in areas such as Sexual Health, STI's, BBV's and contraception, a guided discussion is perhaps the first stage before more formal activities are undertaken.

Create some signs '**Very Risky**', '**Risky**', and '**Not So Risky**' and place them on a continuum.

Read out 5 or 6 of the following statements and ask students to go to the point on the continuum that they feel is appropriate.

- Drinking too much alcohol at a party.
- Asking someone out.
- Holding hands on a date.
- Kissing someone you don't know at a party.
- Using ecstasy at a party.
- Having unprotected sexual intercourse with someone who has a Sexually Transmitted Infection (STI).
- Having unprotected sexual intercourse with someone who is HIV positive.
- Having sex with your boyfriend/girlfriend.
- Getting into a car with someone you have just met at a party.
- Smoking 10 cigarettes per day.
- Going to a party with someone your parents don't approve of.

### **Rights and responsibilities for a dating relationship**

#### [Appendix 11](#)

-Students can create a set of rights and responsibilities for a dating relationship. This can be processed as a whole group, in small groups or individually using the rights and responsibilities in the handout as a starting point.

## **6. Gender & Identity**

### **See Respectful Relationships Level 7-8 Topic 7: Gender & Identity p.59-76**

**Activity 1:** Tracking gender: Investigating the impact of gender norms (50 minutes) Be alert to stereotypes and deconstruct them where possible

**Activity 2:** Who is shown, who is missing? Gender in the media (60 minutes)

Consider your student population before beginning this activity, particularly the possible gender orientations of students in the year level. Begin by defining the range of sexualities and genders included in the acronym LGBTIQ. Discuss how same-sex attracted people are sometimes excluded in media representations of people, families etc.

Discuss how same-sex attracted people (both characters and actors) are increasingly represented in TV shows, films etc. Then continue with the activity as written.

**Activity 3:** Negative health impacts of gender norms (30 minutes)

**Activity 4:** Human rights, equity, equality and gender (50 minutes)

Optional, particularly if students have studied / will study the UN Declaration on Human Rights elsewhere. This activity also clarifies the difference between equality and equity, which students may study elsewhere, eg in a social justice unit; the handout (p.72) demonstrates the difference quickly and clearly.

**Activity 5:** Positive and negative uses of power and privilege (30 minutes)

Optional - links to RR Topic 8 which follows. The Babysitting Scenario is a useful introduction to considerations of power over / power with / power within.

**Activity 6:** Difference and discrimination (30 minutes)

Optional – concepts of discrimination and the common good are likely to be covered elsewhere, eg in a social justice unit

Church Teaching: Emphasise the Church's teachings regarding gender and homosexuality (CCC 2357-2359) Pope Francis, Bishop Long, Frank Brennan, Andy Hamilton?

Activity – use various quotes with class. Discuss what this could look like in contemporary Australian church

### **We are all different and unique**

a. Looking around the room students record a similarity with 5 different students in the class. b. Students then record a difference they have with 5 different students in the class.

Following this, students discuss in groups:

- the advantages and positives that come from being different
- what does being different mean?
- how are we different from each other?
- what does discrimination mean?
- who gets discriminated against in the school community?

Write a reflective piece or journal entry around the thoughts and discussions which have taken place.

### **Where do you stand?**

Ask students to move to a position in the room on a continuum - strongly agree, agree, disagree, strongly disagree - after some of the following statements have been read out.

- It's fair to tease someone who looks different.
- Women and men are equal.
- Women are more emotional than men.
- I always try to answer questions in class.
- Boys are more violent than girls.
- Men show their anger more than women.
- The males of society are the breadwinners.
- It's OK to get into a physical fight with a mate.
- By giving into peer pressure you will win respect.
- A man cannot control his physical anger or sexual drive.
- Women who wear short skirts ask for it.
- Homosexual teachers or parents will make children homosexuals.

## 7. Gender Relations

See Respectful Relationships Level 7-8 Topic 8: Positive Gender Relations p.79-95

**Activity 1:** What is interpersonal gender-based violence? (45 minutes)

Important concepts include the different forms of interpersonal violence (physical, psychological, verbal, sexual) and the positions of perpetrator, victim and witness, eg discuss the culpability of those who film instances of violence (eg coward punches) and load them on to social media.

**Activity 2:** Critical thinking about gender-based violence within sexual imagery (30 minutes)

**VERY IMPORTANT Begin at Step 3** – also emphasise that we are often surrounded by examples of sexual imagery which are typically targeted at young people. **Adjust Step 5** to create (rather than revisit) questions / guidelines to assist people to critique the watching of images, media etc online and elsewhere.

Sexting (Step 6) is addressed in more detail in the next part of this unit.

There are other very good resources addressing the issue of pornography (see below).

**Activity 3:** Positive acts of peer support (30 minutes)

Optional, particularly if more time is to be given to teaching & learning experiences around pornography. In this case Activity 3 could be included in part 4 of this unit (Friendship), although an explanation of perpetrator / victim / witness will be required.

**Activity 4:** Making an apology (40 minutes)

Optional

**Activity 5:** Safety/help-seeking with gender-based violence (50 minutes)

**IMPORTANT** and a very useful entrée into parts 8 and 9 of this unit. Note that Step 2 refers students to concepts from Topics 4 and 6 addressed elsewhere (eg in H&PE). A large space may be required for the role plays. Decide how much repetition and swapping is required in Steps 7 – 10.

### Help seeking

**Brainstorm** some *issues* which adolescents may be confronted with which can become *problems*.

These issues/problems can be major or minor. Emphasise that what is a stress to some is not necessarily an issue for others. The issues could be written on separate pieces of paper.

Alternatively, students could be given magazines and cut out issues

Three headings are written on A4 paper:

**‘talk to friends about it’**

**‘need to seek further help’** and

**‘unsure’.**

This A4 paper is placed in different parts of the room. Hand out the issues and get students to place issues in the three categories. Allow discussion and movement if the group disagrees.

Discuss:

- Who would we turn to for help?
- Community agencies as a source of help.
- Adult networks.
- Peer networks
- What are other *coping strategies* which young people use when they have a problem?

## 8. Social Media / Texting

Go to <https://esafety.gov.au/education-resources/classroom-resources>. Scroll down to Secondary resources. Click on Standalone lesson plans. Separate lesson plans for Cyberbullying; Digital citizenship; Sexting

Many Youtube clips from eSafety Office available as discussion prompts, eg Alarmed, Photo Fail, The Interview Tagged also a useful resource, although its target audience is Middle & Upper Secondary.

## 9. Conclusion – support mechanisms; making good decisions

### Protective Behaviours - Personal Safety

#### Appendices 12A - B

Reintroduce the students to the two themes from the: *Protective Behaviours – a Personal Safety Program* **Theme 1:** We all have the right to feel safe at all times.

**Theme 2:** Nothing is so awful that we can't talk about it with someone.

*Students could make posters displaying the themes for a visual reminder in the classroom, or alternatively the handouts could be photocopied and displayed in the classroom*

### Parental Role Swap

#### Appendix 13

Students individually complete a literacy activity that places the student in the shoes of their parents / guardians (in the same vein as the movie 'Freaky Friday') Students are to individually create a narrative based on spending one day in the role of their parent / guardian and vice versa. The narrative should raise the major issues that adolescents have to deal with along with those of a parent / guardian.

### Networks:

#### Appendices 14A - B

Review the need for students to have a network of supportive adults who they can turn to for advice, support and comfort in times of need. Outline the important qualities of a network person

e.g. they must be available and accessible, a good listener, trusted, they must take action to protect a member of the network when necessary. Use [Appendices 14A – B](#) as visual reminders in the classroom.

### Self-reflection Activity

#### Appendices 15A - B

Students are to revisit the Introducing Me collage they completed in part 1 Personal Identity. Complete a question sheet that looks at the changes they have been going through in their life to date and those they may expect in the future. Included are questions about their hopes, dreams and goals for the future in aspects of their life such as relationships, school, and careers.

#### Appendix 15C

Conclude with poem about missed opportunities. 'If I Had My Life to Live Over'.

### Literacy strategy:

In pairs or small groups, create a 'Survival Guide for First Time Readers of Teen Magazines.' Students are to outline the myths and misconceptions that are perpetuated in the media, and provide strategies to avoid being trapped into following the stereotypes presented. This may be presented in a variety of media forms; suggestions include a video, commercial, pamphlet, powerpoint presentation.

## Resources

1. Respectful Relationships materials
2. It's All One curriculum: GUIDELINES FOR A UNIFIED APPROACH TO SEXUALITY, GENDER, HIV, AND HUMAN RIGHTS EDUCATION  
[http://www.popcouncil.org/uploads/pdfs/2011PGY\\_ItsAllOneGuidelines\\_en.pdf](http://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneGuidelines_en.pdf)
3. Practical Guide to Love, Sex and Relationships (Jenny Walsh)  
<http://www.lovesexrelationships.edu.au/>
4. In the Picture (Maree Crabbe) <http://www.itstimewetalked.com.au/resources/in-the-picture/>
5. "We Need to Talk About Pornography" (Vanessa Rogers, UK)
6. Sexuality Education Matters (Deakin University)  
[http://www.deakin.edu.au/\\_data/assets/pdf\\_file/0004/252661/sexuality-education-matters-april-2013-online.pdf](http://www.deakin.edu.au/_data/assets/pdf_file/0004/252661/sexuality-education-matters-april-2013-online.pdf)
7. RealTalk / Choicez Media  
<http://www.realtalkaustralia.com/>  
<http://yourchoicez.com.au/>
8. Ansell Education Kit [www.ansellsex-ed.com.au](http://www.ansellsex-ed.com.au)
9. esafety.gov.au/Resources (sexting; social media)
10. Vatican

### Highly Recommended Resources

Cambell, A., Kearney, J., Gleeson, M., Dale, P. (2000). **Resilient Kids. Secondary Program. Open Doors.** Allardice.

Diocese of Sandhurst (2004). **Relationships and Sexuality Education in the Catholic Context.** A resource to support Sandhurst secondary school communities. (Draft Edition).

Fuller, A., Bellhouse, B., Johnson, G. (2001). **The Heart Masters.** Dandenong, Victoria: Ridgeway.

**The Catholic Youth Bible.** (2000). Winona, Minnesota: Saint Mary's Press. (New Revised Standard Version: Catholic Edition).

### Teacher Resources

St Luke's Innovative Resources: Strength Cards, Reflexion Cards. Bendigo

Department of Health, Western Australia. (2002). **Growing and developing healthy relationships.** Phase 2

Middle childhood phase: enhancing healthy relationships. Western Australia: Department of Health. ISBN:

0-7307-7605-0 Department of Health, Western Australia. (2002). **Growing and developing healthy relationships.**

Phase 3 Early adolescence: healthy relationships and sexual health. Western Australia: Department of Health.

ISBN: 0-7307- 7606-9

Open Doors Educational Services Inc. **The New Wonder of Living DVD I'm stepping out.** 2007

Background Reading

1. ARCSHS report 2013
2. Not So Straight
3. Am I Old Enough? Victorian Legal Association

## Student Resources

Handouts

Johnson and Johnson: **Body Whys**

## Audio-visual/video Resources

Open Doors **Wonder of Living** DVD 3 part 1 2007 Open Doors Education 5 Greenwood Avenue Ringwood  
Victoria Choicez Media DVD: **Things Are Changing**

## World Wide Web / Internet

<https://headspace.org.au/> National Youth Mental Health Foundation Ltd.

[www.itsmybody.com.au](http://www.itsmybody.com.au)

[www.thehormonefactory.com](http://www.thehormonefactory.com)

## Appendices

All listed appendices are included in PDF document 7&8 - Identity, Gender & Relationship APPENDICES.