

Christian Education for Personal Development

Positive Powerful Relationships

Levels 9 & 10

APPENDICES

Catholic Education Sandhurst



Relationships...

Appendix 1

Ask the class to write down one line in response to the following statements:

- We have relationships with...
- The most important thing in a relationship is...
- What qualities are important in a relationship...
- What if these qualities are missing...
- People get into relationships because...
- Challenging things about relationships are...
- Starting a relationship is...
- Ending a relationship is...
- Responsibility in a relationship means...
- Asking someone out is...
- In a relationship I'd expect...
- To get what I want out of a relationship...
- I would know I'm in love when...
- Love is not...

To process this either:

- Discuss and compare in small groups.
- Discuss and compare in the large group.

Healthy Relationships

Appendix 2

To help you decide what healthy relationships are based on, rate the following on a scale of 0-5 according to how important you think each statement is in a relationship.

5 = very important

1 = not so important

0 = should not be part of a healthy relationship

	Scale 0-5
Having fun together	
Able to be yourself	
Having common interests	
Maintaining friendships with people other than your partner	
Having shared values	
Able to have different opinions and interests	
Being respected	
Able to put each other down	
Compromising	
Able to say sorry	
Able to talk arguments out	
Able to trust each other	
Focusing on the positive	
Able to be aggressive and violent	
Feeling free to change your mind	
Feeling free to say no to things you don't want to do	
Communication	
Bribery	
Feeling safe and never scared	
Being listened to	

Remember, different people want different things from relationships.

Healthy relationships are based on respect.

Scenario 1

Appendix 3

Kerry and Chris have been going together for about 4 months. Kerry is in Year 10 and Chris is in Year 12. Last Saturday night after the movies they were kissing and the touching was going a bit far. Kerry told Chris to stop. They talked a lot. Chris really loves Kerry and wants to 'go all the way', Kerry doesn't feel ready and wants to wait. What can Kerry do?

- List the reasons Chris might want to go 'all the way'.
- List the reasons Kerry might *not* want to become sexually active.
- How well developed is Chris and Kerry's 'whole person' relationship?

Scenario 2

Appendix 4

1. Late one Saturday night a young man and a young woman have gone out in the young man's mother's car to get better acquainted. After a lot of kissing and hugging, clothes begin to come off until both of them are virtually naked. The young **woman** says to the young **man** 'I don't want to go any further'.
2. Late one Saturday night a young man and a young woman have gone out in the young man's mother's car to get better acquainted. After a lot of kissing and hugging, clothes begin to come off until both of them are virtually naked. The young **man** says to the young **woman** 'I don't want to go any further'.

In small groups write two endings to the scenarios above.

- What assumptions are being made?
- Which scenario is the most realistic?
- When is it OK to 'stop'?
- What do we mean by 'coercion' and 'consent'?

Scenario 3

Appendix 5

David and Katie go to a party together. David is 17, Katie is 15. On the way home they start to discuss whether they will have intercourse or not.

There will be a whole lot of pressures influencing David and Katie not to have sex as well as a whole lot of others influencing them to become sexually involved.

List as many reasons as you can which would influence David and Katie's decision under the following headings:

David – Yes

David – No

Katie – Yes

Katie – No

Scenario 4

Appendix 6

Susie has just broken up with her steady boyfriend Jason and is quite upset about this. At her friend's party a boy she has never met, Zac, is flirting with her and keeps getting her drinks. Her friend Jackie's Mum has arrived to drive them both home, but Zac wants her to stay. What should Susie do?

- Write a play or story script for a party where young people engage in risky behaviour.
- Describe other circumstances that can occur at a party and the consequences that may result for those directly involved as well as indirectly.

Transcript from Looking for Alibrandi

Appendix 7

"Josie, I want to make love to you. I like you more than I've ever liked anyone in my life."

"Liking someone doesn't give us grounds to have sex. I could get pregnant or catch AIDS or something."

"I told you I've got something," he yelled, exasperated.

"A condom is not going to solve all our problems, Jacob."

"Do you plan on being a virgin for the rest of your life?"

"No. Until... maybe until I'm engaged. Or maybe when I'm twenty or something."

"I'm going to throw up," he said shaking his head. "Now I've heard it all."

"Well, what's wrong with that?"

"Welcome to the nineties, Josephine. Women don't have to be virgins anymore,"

"No. It's not a prize and I'm not a prize. But it's mine. It belongs to me and I can only give it away once and I want to be so sure when it happens. Jacob, I don't want to say that the first time for me was bad or it didn't mean a thing or that it was done in my school uniform."

"But you're almost eighteen. You're old enough. Everyone else is doing it."

"And next year someone is going to say to someone else, 'but you're only sixteen, everyone else is doing it'. Or one day someone will tell you're daughter that she's only thirteen and everyone else is doing it. I don't want to do it, Jacob, because everyone else is doing it."

"How about let's do it because we want to. I want to anyway," he said grabbing my hands together.

"But I don't know if I love you enough and I don't even know if you love me enough. We don't even love each other, Jacob."

We lay there in silence until he nudged me.

"I do a bit, you know," he said gruffly.

"You do what a bit?"

"You know. Like you...whatever...love you a bit."

He seemed a bit flustered and I hugged him.

"I think I kind of love you too, Jacob."

"I really missed you when you were in Adelaide that time and sometimes when I don't see you for a couple of days I think I'll go crazy," he said honestly, looking at me as if he needed for me to understand.

"I missed you too."

"I won't push it any more, okay," he sighed. "We'll stick to clever conversation."

I laughed and hugged him hard.

"A bit of this and that won't hurt."

"Yeah, it won't hurt you," he said drily. "It'll drive me bloody crazy."

Melina Marchetta, *Looking for Alibrandi*, Ringwood: Penguin Books, pp.212-214
Taken from Ryan & Willmetts - Relationships and Sexuality

The best decisions about sexual activity:

- Are made in the light of day – not the heat of the moment.
- Take account of short term and long term consequences.
- Consider the wellbeing and best interest of both parties.
- Consider God.
- Take account of your family's beliefs and values.
- Are informed.
- Are made freely.

What gets in the way of making good decisions about sexual activity?

- Peer pressure
- Partner pressure
- Lust and infatuation
- Alcohol
- Low self esteem
- Lack of information
- Detachment from short term and long term consequences
- “It couldn’t happen to me” syndrome

Catholic Church Teaches About Sexual Intimacy

Appendix 10

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 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 or 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.

Extract from "Girl X"

Appendix 11

Dear Girl X

I'm sorry I haven't written to you for a few weeks. So much has been going on. A couple of weeks ago, Ben told me that he loved me. I told Mum (big mistake) and she laughed at me. She doesn't think I know what love is. She doesn't think that I'm old enough to have experienced any of it. I refuse to tell her how I feel anymore – she never understands and never will. I'm sick of her laughing at me. I wish she would realise that I'm old enough to know how I feel and for whom I feel it. This isn't a crush.

We started talking about the S word – just thought you might want to know. He says that it isn't essential, that he doesn't mind waiting for eternity, he just wants me happy. This conversation came up one night while I was sitting in his room with him watching some movie on television. It wasn't the television that brought the talk on. We were just kissing, hugging, his hands were on my back, and I pulled back a little when his hands moved to the wrong places. No, I'm not a virgin. It's just that the first time rumour can be true. Somehow you are persuaded you need it and that you want it, and when it's over you wish it had never happened. I just really want to be sure this time. He knows about it, and you know about it – that's it. A stupid mistake I made at a party. I regret every second of it.

We talked for hours about it. I told him that I was ready, but that I didn't want it to be something I would regret. I want to be prepared; I want it to mean something.

Skye

Dear Diary

I guess that Skye has the right sort of attitude. She learnt from a mistake. She won't do it for the sake of doing it. I know a lot of girls (and guys) that, after making their initial mistake (which they regret), don't see any point in not making the same mistake. They feel like they are already spoiled and that nothing will bring back what they've lost. So they go out and let other people use their bodies, and of course a few of them enjoy it, but afterwards they feel as miserable and unfulfilled as they were before hand, if not more so. It's sad, sex used to be such a sacred thing, it occurred only in relationships in which the commitment was equally strong from each of the pair. Now it doesn't matter so much. You can watch sex on television, hear it on the phone, read it in all of the mags, buy it on the streets, you even get it sent via e-mail. It just isn't special anymore, so why wouldn't Skye feel confused? As I said, sex used to be such a sacred thing; it used to be love.

Girl X

Pressure Lines

Appendix 12

Fill in the responses you make to the pressure lines if they were said to you.

Pressure Line

	Pressure Line	Assertive Responses
1.	Everybody else is doing it.	
2.	I want to show my love for you.	
3.	I've waited for so long, I can't wait any longer.	
4.	I know you want to do it but you're afraid of what people will say.	
5.	You've had sex once before, why not now?	
6.	You don't want people to think that you're not a real man/woman, do you?	
7.	Don't you want to try it to see what it's like?	
8.	But I just have to have it!	
9.	You want it as much as I do.	
10.	Have a drink and get in the mood.	

Three simple assertiveness techniques:

- Say 'NO' and keep repeating it. Don't offer reasons or excuses for saying 'NO'.
- Say how the continued pressuring is making you feel.
- Refuse to discuss the matter further. Walk away from the situation.

Allocate corners of the classroom so students can move to the designated areas depending on their responses to each statement. The corners should be designated: never, sometimes, always.

Suggested statements. Teachers should feel free to add to these.

1. It is okay for a girl to ask a boy out.
2. Boys should always pay for the first date.
3. The boy should pick the girl up and escort her home safely.
4. Girls should wait for the boy to call after the first date.
5. You should be able to tell your best friend about your dates.
6. Girls cannot be best friends with a boy.
7. Boys do not have long conversations with their friends on the phone.
8. Girls that seem to always hang out with boys are cheap.
9. Boys that have never had a girlfriend must be homosexual.
10. It is okay for boys to cry after a relationship break-up.

Gender Stem Statements

Appendix 14

Complete the following sentence stems:

One of the things I enjoy most about being a girl is...

My family would describe me as...

My friends would say that I was...

I act powerfully when...

Because I am female, I am expected to...

If I were a boy, I would probably enjoy...

As a female, I strongly challenge the expectation that I should...

The most important thing in my life is...

Gender Stem Statements

Appendix 15

Complete the following sentence stems:

One of the things I enjoy most about being a boy is...

My family would describe me as...

My friends would say that I was...

I act powerfully when...

Because I am a male, I am expected to...

If I were a girl, I would probably enjoy...

As a male, I strongly challenge the expectation that I should...

The most important thing in my life is...

What Gives People Power?

Appendix 16

Cut up the sources of power and match them with the corresponding examples or draw a line from the source of power to the corresponding example.

Sources of power:	Examples
Information. Power through knowing things.	<ul style="list-style-type: none"> - Being an older child in a family where the children are young. - Being able to manage your own feelings and to seek support from others when it will help.
Charisma. Power through being attractive.	<ul style="list-style-type: none"> - Being the Prime Minister - Being the president of the school SRC.
Expertise. Power through knowledge, understanding, skills or experience in a particular area.	<ul style="list-style-type: none"> - Being an Aboriginal elder. - Being on a jury and having to keep discussions confidential.
Position. Power through authority or status.	<ul style="list-style-type: none"> - Being best friends with a 'gold medal' athlete. - Being family friends with someone who is an expert in an area in which you want to become involved.
Reward. Power through the ability to reward others.	<ul style="list-style-type: none"> - Being lead singer in a well-known band. - Being voted the person students would most like to meet.
Connection. Power through knowing someone who has another type of power.	<ul style="list-style-type: none"> - Knowing procedures to appeal against unfair practices. - Knowing effective ways to get a part-time job locally.
Strength. Power through knowing someone who has another type of power.	<ul style="list-style-type: none"> - People responsible for selecting teams or members of performances. - Teachers awarding special prizes.
Convention. Power through social customs.	<ul style="list-style-type: none"> - Being able to use first aid in an emergency. - Being able to manage a difficult task.

What Gives People Power?

(answers)

Appendix 17

Cut up the sources of power and match them with the corresponding examples or draw a line from the source of power to the corresponding example.

Sources of power:	Examples
Information. Power through knowing things.	<ul style="list-style-type: none"> - Knowing procedures to appeal against unfair practices. - Knowing effective ways to get a part-time job locally.
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Convention. Power through social customs.	<ul style="list-style-type: none"> - Being an Aboriginal elder. - Being on a jury and having to keep discussions confidential.

Use and Abuse of Power

Appendix 18

The following statements demonstrate the use of power in different situations. Decide if the situation involves a positive use (P) or an abuse (A) of power.

A Year 10 student pushes in front of a Year 7 student at the canteen.	The SRC at your school decides to raise funds for the Cystic Fibrosis Association.
An adult touches a young child sexually.	A shop assistant serves all the people in the shop before serving a person with an intellectual disability.
A coach wants you to play in a position where you don't normally play.	A boss asks you to overcharge a customer when you bill them.
A parent sets limits on what time you have to be home.	A friend asks you to lie for them.
A group of students make crude jokes in front of a teacher who they know will be embarrassed.	A teacher warns a student that if they continue to talk they will be moved.
A parent says, "I expect you to respect the family's rules while you live in this house".	Employees are given a salary increase because they have achieved their targets for the year.
A teacher uses embarrassing put downs against a student.	An older brother makes his younger sister give sexual favours to his friend.

Character Cards

Appendix 19

STEPHEN

'I guess when you get to that stage where you're thinking seriously about marriage with a partner, or a girlfriend, well... you're more likely to share the same values, the same beliefs as your partner, so you both respect that you both want to wait until you're married.'

Your character needs to talk to the other young people about how he feels about issues regarding sex and marriage and what has influenced him to reach the point of view that feels right for him. He will talk about his religion and his feelings about males and females. He will talk about the importance of having a partner who has the same beliefs.

Refer to the quote for some help.

MARIE

'Um, I think it also depends on where you're coming from, like what your upbringing was like. I said I've always come from a place where morals were very clear and I knew exactly what was right and wrong. I changed them to suit myself as my parents grew up in a different generation in Malta. Australia is different.'

Your character needs to talk about how she feels about her parents' beliefs (e.g. that sex should occur within marriage) and how these have influenced her and what she believes. Your character will talk about how she has reached the point of view that is right for her, including the importance of getting to know a person first and being able to trust each other.

Refer to the quote for some help.

Character Cards

KELLY

'I think I am a lesbian but I'm not sure because I have also been attracted to a boy. I guess this gives me more options than most. Being gay, straight or bi doesn't really bother me – what I find hard is expressing my romantic and sexual likes. Don't get me wrong, I can say no to sex but I cannot ask for what I would like in a relationship.'

Your character is a bit confused about how to make things better. She needs to talk confidently about not being sure who she is attracted to or rather being attracted to both girls and boys. She is aware that she is able to negotiate to say no to sex, but she is unclear why she can't find her voice to ask for what she wants and needs to talk about this.

Refer to the quote for some help.

GRACE

'I like people who you can be in a relationship with and talk and be honest. You should have the right to say what you want and how you feel, you know, and not let them sort of decide what they want and then just go from there, like you know there has to be sort of an equal companionship sort of thing, you need to both speak, not just one. Especially if they want to do things like what they've seen or hear about and it doesn't feel good to you. They just can't assume you are into it. You need to talk about it together and only do what you really want.'

Your character is arguing that sex is a joint responsibility. She is stating the importance of verbal communication between partners. She feels that both people's needs have to be considered, not just one partner's. She is comfortable that she has been sexually active from a young age, as she feels it is no one else's business if she likes sex.

Refer to the quote for some help.

Character Cards

JESSE

'I don't think it (sex) is talked about at that age, it's more like maybe standing outside the pub or the footy club, or unless something's happened inside the pub, you know, the dance floor and start dancing with a girl and then it starts there, unless that's happened it's more like you've left the pub and you're out in the taxi rank or buying a pie to munch on or something and they'll come and say, or you'll go to them and say you know, where are you going now, what's going on? Um... and if you happened to end up in a taxi together and end up in the same place it goes from there. Once again I don't know if there's too much communication involved, well there might be communication but not about what's actually going to happen.'

Your character needs to describe the typical situation outlined in the quote. You need to stress the line that there is very little verbal communication about what is going to happen – this is just the way it is. You might be asked how you know a girl is willing to have sex. Your response needs to include comments such as: 'Well, she came home with me, didn't she? Talking about it would kill the mood and anyway, there isn't any need; we both know why she came home with me!'

Refer to the quote for some help.

Character Cards

MEGAN

'I'm really bad with that, like you know as much as you know or what you learnt in high school. You know, um, safe sex, use condoms and all the precautions and AIDS and all that, and sometimes well when you're drunk you don't really think about it. I've scared myself many times like I've probably had three pregnancy scares 'cause I wasn't careful but in the end luckily I wasn't pregnant. I try and be careful like maybe what I learnt hasn't really fully absorbed, it isn't until something bad happens that I actually fully learn from it and yeah it hasn't really happened.'

Your character is aware of the risks but rarely does anything to protect herself or her partners. You need to play this up during the role play and just laugh off questions that suggest she is not being wise: 'I just go with the flow and anyway it really is about pleasing them, not me. You just want to know they like you.'

Refer to the quote for some help.

REECE

'I could never really see myself being aggressive or really hurting a female or whoever so yeah, it's just me personally, 'cause I'd rather have the pleasure of fun, loving sex or whatever than the aggressive and, you know, hitting a girl around. 'Cause like I said to my girlfriend now, I said there's no way I'd ever do it to you, I just couldn't bring myself to raise my hand and, you know, whack you over the head or whatever, there's no way I could do it, and she said "Oh, well", then she said "Thank you, I trust you on that ."

Reece is quietly spoken but has clear views on non-violence towards female partners, the need to check out what his partner wants to do sexually and if she feels OK. He is very strong and firm in his belief that this approach is important.

Refer to the quote for some help.

JAYDEN

' I could never really see myself just hooking up with someone I just met. I think some of my friends have sex even though they don't want to. They think boys will like them more if they put out but they just get called sluts and boys use them. One of my friends says she doesn't even like sex but she is usually drunk and just does it. I think it's gross. I have more self-respect than that.'

Your character is to talk about the impact of her mother's open attitude to sex and her friends' behaviour on how she feels about sex and relationships.

Refer to the quote for some help.

Stepping Out Scenario Cards

Appendix 20

A married man	A married woman
A young lesbian	A young gay boy

Taken from Talking Sexual Health



Stepping Out Scenario Cards

**A pregnant girl who
is HIV-Positive**

A seventeen year old

A gay youth

**A boy in a steady
relationship with
a girl**

Taken from Talking Sexual Health



Stepping Out Scenario Cards

**A 16 year old
mother**

A 16 year old father

**A Year 12 girl
with a boyfriend**

**A Year 12 boy
with a boyfriend**

Taken from Talking Sexual Health



Stepping Out Scenario Cards

A 'out' gay captain of senior school football team

An 'out' young lesbian who is a successful television star

A 16 year old girl who has casual intimate partners

A 16 year old boy who has many casual intimate partners

Taken from Talking Sexual Health



Stepping Out Scenario Cards

**A gay boy who is
HIV-Positive**

**A heterosexual girl
using Amphetamine (Speed)**

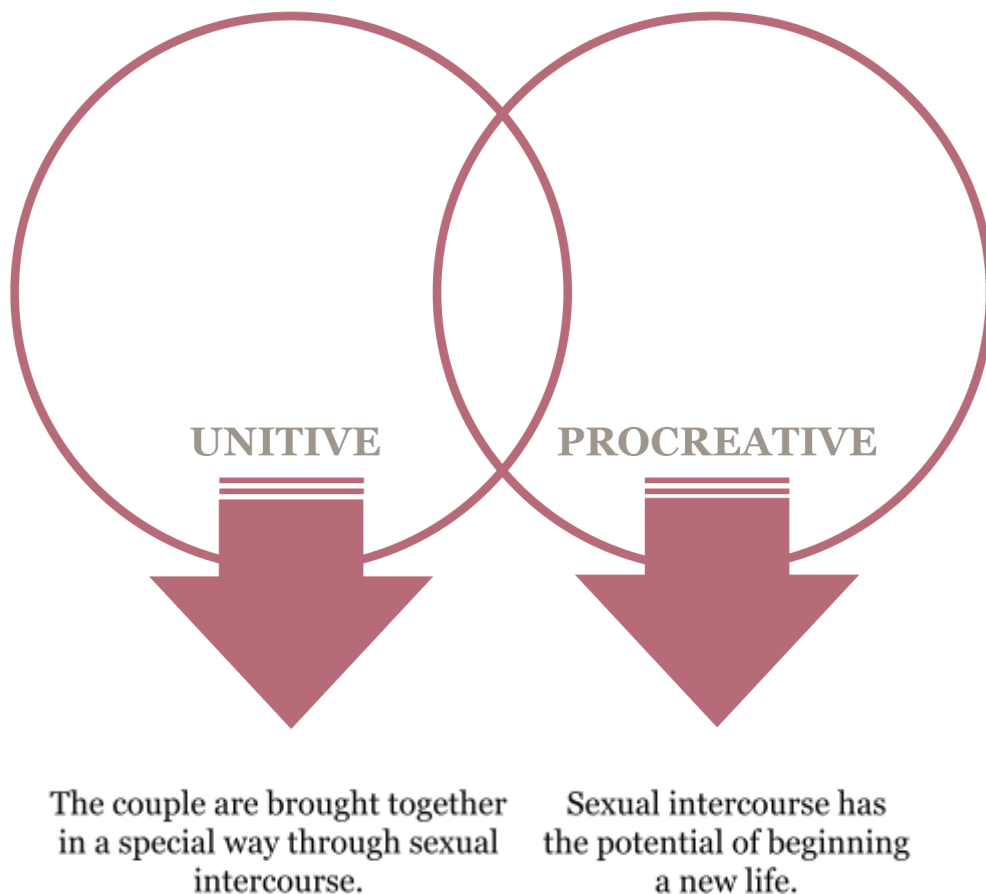
A homeless young lesbian

A young transsexual person

Taken from Talking Sexual Health



The Catholic Church teaches that sexual intercourse is only for married couples and that these sexual acts have two functions: unitive and procreative.



Both these functions are equally special and important and are part of God's gift of sexuality.

Artificial contraception divides these functions and therefore makes sexual intercourse incomplete.

Natural methods result in the responsibility being shared between both parties as they are required to abstain from sexual intercourse when they are fertile.

Assumptions

Appendix 22

Tick the box according to your belief about the statement
True (T), False (F) or Don't Know (?)

		T	F	?
1.	Most gay and lesbian people would change if they could			
2.	Having homosexual teachers or parents will make children homosexual			
3.	Lesbians and gay men rarely force their sexuality on others			
4.	Homosexuality is found in all populations			
5.	You usually can't tell if someone is gay or lesbian from how he or she look or what they do			
6.	There is no law against being homosexual			
7.	Gay and lesbian people are often discriminated against in both working and social settings			
8.	If you have a homosexual experience it means that you are gay or lesbian			
9.	Nobody knows why some people have homosexual orientations and some have heterosexual orientations			

(Source: Family Planning Association of NSW 1991)

True/False Statements

Appendix 23

Statement

Most gay and lesbian people would change if they could.

Response

Most gay and lesbian people are happy with their sexual orientations and feel satisfied when able to love the persons of their choice.

The problem for many gay and lesbian people is the discrimination they experience, not their sexuality. Rejection by family and friends causes pain.

Discrimination and people's fear of homosexuality (homophobia) cause difficulties for homosexual men and women.

Statement

Having homosexual teachers and parents will not make children homosexual.

Response

Sexuality and sexual expression result from a complexity of factors. Many methods have been used to attempt to turn homosexuals into heterosexuals – they mostly fail.

Think about yourself and your sexuality. Do you think that if some of your teachers or your parents were gay or lesbian, the type of sexual attraction that you experience would have changed?

Most gay and lesbian people have heterosexual parents.

True/False Statements

Statement

If you have a homosexual experience it means that you are gay or lesbian.

Response

Research indicates that a same-sex experience does not make a person homosexual.

What's more important is whether people have significant homosexual feelings, not just behaviour.

Many people have same sex-experiences at some stage in their lives. The majority of these people would not feel or label themselves gay or lesbian.

Statement

Nobody knows why some people have homosexual orientations and some have heterosexual orientations.

Response

No theory of a special cause of heterosexuality or homosexuality has been proven. Some research indicates genetic links while other studies indicate environmental influences.

True/False Statements

Statement

Homosexuality is found in all populations.

Response

No theory of a special cause of heterosexuality or homosexuality has been proven. Some research indicates genetic links while other studies indicate environmental influences.

Homosexuality has been evident in all societies, throughout history, and with a frequency that seems to remain stable over time.

In a given population, a percentage of people will be homosexual.

Statement

You usually can't tell if someone is gay or lesbian from how he or she look or what they do.

Response

Lesbians and gay men come from all walks of life, all social and economic groups.

Some people hold stereotypical views of what they would expect a gay man or lesbian to look like.

Most homosexuals are completely indistinguishable from anyone else.

True/False Statements

Statement

If you have a homosexual experience it means that you are gay or lesbian.

Response

Research indicates that a same-sex experience does not make a person homosexual.

What's more important is whether people have significant homosexual feelings, not just behaviour.

Many people have same sex-experiences at some stage in their lives. The majority of these people would not feel or label themselves gay or lesbian.

Statement

Nobody knows why some people have homosexual orientations and some have heterosexual orientations.

Response

No theory of a special cause of heterosexuality or homosexuality has been proven. Some research indicates genetic links while other studies indicate environmental influences.

True/False Statements

Statement

There is no law against homosexuality.

Response

Having a homosexual orientation is not something that can be legislated against. Because people do not determine voluntarily whether they will be predominately homosexual, heterosexual or bisexual, any laws making it illegal to be homosexual would violate human rights.

Prior to 2016 there were laws in Australia specifying the age at which males could consent to sexual relations with a person of the same-sex. Today the federal and state laws on the age of consent are the only laws regulating sexual behaviour. The age of consent in Victoria is 16.

Statement

Gay and lesbian people are often discriminated against in both working and social settings.

Response

Gay and lesbian people have experienced discrimination for centuries. In most states and territories anti-discrimination legislation protects gay and lesbian people from discrimination in areas like housing, employment and services. Religious organisations remain largely exempt from this legislation.

Gay and lesbian people are unable by law to adopt children or to be legally married. Although there has never been a law in western society preventing women from having sex with other women, many lesbians still experience discrimination.