

## SUITE 3

### THIS IS US: MAKE IT GOOD

### TOPIC: HOW CAN I INCLUDE, ASSIST AND LEAD OTHERS TO MAKE HEALTHY INFORMED CHOICES?

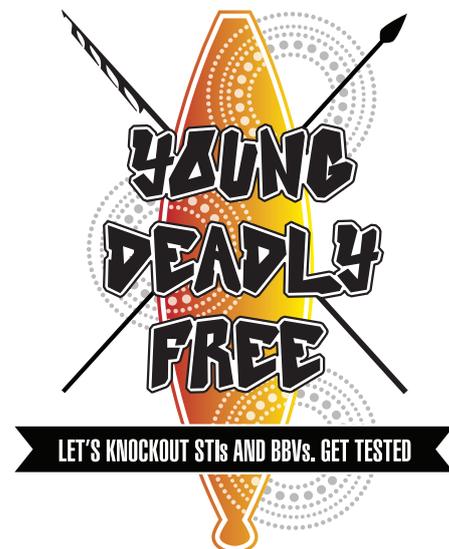
#### LESSON 4 ROLE-PLAY SCENARIOS

**Target age group:**

Lower, middle and upper secondary (Year 7–10)

**Lesson duration:**

45 minutes



**Australian curriculum:** This lesson plan supports a number of capabilities in the Australian Curriculum, including Information and Communication Technology, Ethical Behaviour, Personal and Social Competence and Intercultural Understanding.

#### BEFORE COMMENCING LESSONS

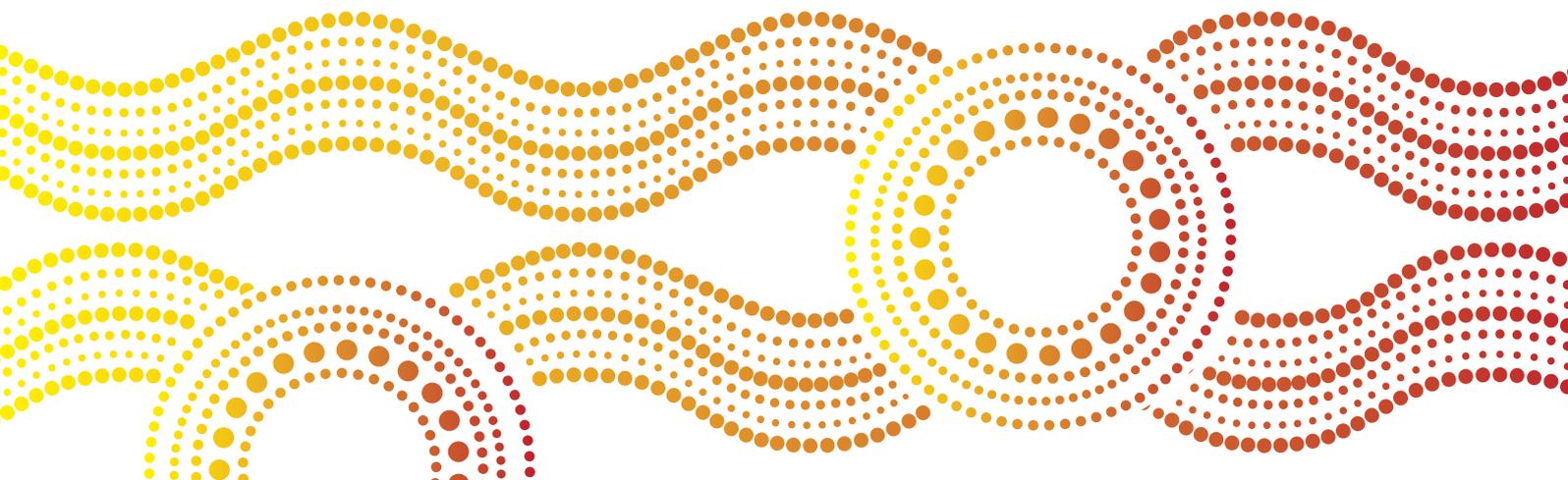
Before running any of these lessons please do the following:

- 1 Pre watch all three videos referred to in this package. <https://www.youtube.com/playlist?list=PLu8z-jO5SOE8oNc6VyYkjkQqI3P0qD0u3>
- 2 Ensure you read about and set up a group agreement with your class to maintain safety of students.
- 3 Ensure you read about and set up the anonymous question box .
- 4 Ensure you have completed and are up to date with your [RAN-EC child protection training](#) (SA only).
- 5 Read your schools procedure for dealing with disclosures of child sexual abuse.

#### OTHER TRAINING AND SUPPORT

**Sexual health training:** SHINE SA provide support for schools and training on delivering RSE. Find out more here <https://www.shinesa.org.au/support-for-schools/>

**A word about partnerships:** While it is recognised that schools play an important role in the delivery of RSE, given the personal and cultural aspects of sexual health, consider partnering with your local Aboriginal community controlled health services (ACCHS) in the delivery of your program. Many ACCHSs have staff who are trained in sexual health and experienced in delivering community education. This partnership may be especially important if your school has limited Aboriginal staff. Alternatively, there may be local sexual health teams in your area who employ Aboriginal staff or can provide specialist sexual health support.



## LESSON 4

Time required:  
45 minutes

### PREPARATION

- Ask a provider of Aboriginal sexual health services or legal services to come as a guest to provide information about legal aspects of sexual consents and related legal concepts.
- Allow the speaker a short time to present relevant ideas then to take questions from students. You may wish to collect questions from students in advance and provide them to the service provider to prepare answers.

### TAKE HOME MESSAGE

*Having a clear understanding of the legalities of sexual consents and how they look in respectful positive healthy relationships is very important. It is a good idea to practice these conversations in safe spaces to develop confidence in communicating assertively and clearly.*

## ROLE-PLAY SCENARIOS

### Purpose

The purpose of this lesson is to understand the legalities of giving and receiving sexual consents. It is also to allow a safe space for students to develop and practice their own assertive verbal and non-verbal communication in respectful and empathetic conversations that achieve the individual's purposes.

### Learning goals

In this lesson students will:

- understand their legal rights and obligations around sexual consent
- understand ways of communicating assertively through verbal and non-verbal means.

**Teacher note:** *A suggested special guest might be someone from the legal profession to explain and discuss legal responsibilities.*

### Procedure

- 1 As a class, students identify the skills needed to successfully manage the following scenarios with made up characters:
  - The character's partner does not have any condoms.
  - The character is arrested.
  - The character's close friend is behaving out of character and skipping school.
  - The character is being attacked online due to inappropriate photos they sent to someone they trusted being posted.
  - The character is being pressured to get into a car when the driver has consumed alcohol.
- 2 In small groups, students choose one of the scenarios above or devise their own.
- 3 They prepare a script and role-play a response to the situation that ensures they stay strong and healthy.
- 4 They then rotate positions and provide feedback on how the individual expresses his/her thoughts, while acknowledging the indirect communication strategies commonly used by Aboriginal people.
- 5 As a class, students brainstorm strategies to demonstrate assertive verbal and non-verbal communication in different situations, while being respectful and empathetic of others.