

Consent, sex & relationships

THE GAME



family
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australia

Reproductive & Sexual Health

PDHPE – Stage 5
Stage 6 Life Skills
Contents – 3 lesson plans

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General information

Focus areas

Consent, healthy relationships, respectful behaviour, peer support, sexual decision-making, sexual safety, safer sex

Description of lessons

These lessons will enable students to consider current and future challenges faced by young people and examine a range of strengths and skills that will support them to manage and respond positively to these challenges. They will discuss and consider strategies to respond to potential scenarios in the domains of relationships, consent and sexual decision-making with the aim of supporting wellbeing, healthy decision-making and positive choices.

Contents of lesson plans

- General information
- PDHPE syllabus information
- Lesson Plan 1 Consent
- Lesson Plan 2 Sexual decision-making
- Lesson Plan 3 Relationships

Lesson duration

Nominal 60 minutes per lesson – flexible

Sequencing

Topics may be completed in any order.

Preliminary learning

The **Relationship Tool** is the associated preliminary learning which may be completed in the same lesson or an earlier lesson. Use the same topic to be addressed in the classroom discussion game.

Related materials

The Game and related materials can be sourced through the **Family Planning Australia Shop** and Family Planning Australia **BodyTalk** as below.

- **Lesson plans**
 - This document
- **The Game: Consent, sex and relationships**
 - Classroom discussion card game
- **Teachers' Response Guide**
 - The 'Answers' for teachers
- **Relationship Tool**
 - Associated online activity



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Game contents

The Game: Consent, sex & relationships may be ordered from the Family Planning Australia Shop or downloaded and printed from the Family Planning Australia BodyTalk website.

- Each classroom set contains
 - 1 Facilitator Instructions card
 - 3 separate games
 - 85 cards total
- **Relationships Discussion Game** (The orange set) Four identical packs of 6 cards plus student instructions in each pack so four groups can play at the same time
 - 28 cards total
- **Consent Discussion Game** (The purple set)
 - Four identical packs of 6 cards plus student instructions in each pack so four groups can play at the same time
 - 28 cards total
- **Sexual Decisions Discussion Game** (The green set)
 - Four identical packs of 6 cards plus student instructions in each pack so four groups can play at the same time
 - 28 cards total

PDHPE syllabus information

Stages

- PDHPE Stage 5-6 including Life Ready
- Other contexts including youth groups and university settings

Syllabus strands

- Health, wellbeing and relationships
- Healthy, safe and active lifestyles

Syllabus contexts for learning

- Relationships
- Sexuality and sexual health
- Safety
- Personal identity
- Mental health and wellbeing

Key inquiry questions

- What factors enhance inclusivity, equality and respect in relationships?
- How can I be the best version of me and support the wellbeing of others?
- How can people respond positively to life challenges?



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PDHPE outcomes

A student

- assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-1
- researches and appraises the effectiveness of health information and support services available in the community
PD5-2
- analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5-3
- assesses and applies self-management skills to effectively manage complex situations
PD5-9
- critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-10

PDHPE skills

Self-management/self-awareness

- self-monitoring thoughts, feelings and actions
- developing greater control and responsibility for our actions, feelings and behaviours

Emotion and stress management

- recognising emotions
- coping
- help-seeking
- recognising when help is needed
- accessing support and support networks

Interpersonal / Communication

- verbal and nonverbal communication
- expressing feelings
- refusal skills



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Publication information

Author

Family Planning Australia

Publication date

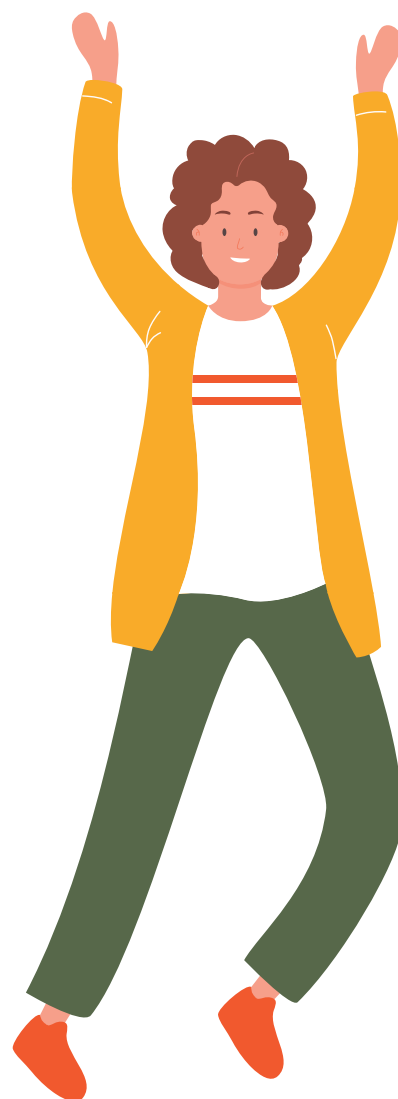
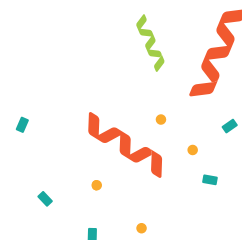
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Contact

Family Planning Australia Education Team

Tel: 1300 372 372

Email: education@fpnsw.org.au



Consent, sex & relationships

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1 | Lesson Plan

– Consent

The three topics of consent, sex and relationships may be done in any order.

Introduction

2-5 minutes (longer if Group Agreement is new)

1. Introduce **consent**, where it is used in everyday life, and that we will have an opportunity to try out some innovative Australian resources.
2. Revisit or develop your group agreement (check out this resource [create a safe learning environment](#)).
3. Ask learners why consent is important. Can they come up with 3 reasons why this topic matters? (*Responses will vary*)

The Relationships Tool – Consent

10-15 minutes – Optional activity

- This optional activity may be done in the same lesson as the game cards or in a previous lesson.
- A Choose-Your-Own-Adventure style activity in which learners select responses to youth-focused scenarios.
- Available on BodyTalk (choose **Relationships** and then **Relationships Tool**).
- Ensure learners select **Consent**.

Instructions

1. Let learners know how much time is allotted.
2. Ask learners to focus on the selected scenario ('Consent', 'Sex' or 'Relationships')
3. Learners work in pairs, with each pair sharing one device. Pairs discuss and negotiate the options, and select options together.
4. Let them know that at the end of the activity, several pairs will have the opportunity to share with the group one useful piece of information from the activity, so they can be prepared. Ask learners to scroll down whenever given the option to check out the additional information.
5. If groups finish early ask them to test out other responses in the same scenario.

Debrief the Relationships Tool

2-5 minutes

After the allotted time is finished bring the whole class group together, however learners continue to sit next to the same activity partner.

1. Ask for 2-3 volunteers to share a useful piece of information from the activity.
2. The teacher/facilitator can then share one useful piece of information.



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If time permits, debrief with several questions such as:

Was this scenario realistic? What parts were realistic/unrealistic? What was the most useful bit? (*Responses will vary*)

What are some ways in general that people can show consent in intimate or sexual situations? (*Words, talking, discussion, body language, active participation*)

What are some factors that can make it harder to ask for and give or refuse sexual consent? (*Using alcohol or other drugs, power differences, one person not listening/respecting the other*)

The Game – Consent

20-60 minutes

1. After the debrief above ask learners to form larger groups (3-6 people) for the next activity. It's helpful if learners can choose their own groups. The teacher should intervene discreetly if necessary so no one is isolated. If this activity follows the **Relationship Tool**, one good way to form larger groups is for each pair to join together with another pair to make a group of four. Groups do not have to be the same size. There are enough sets provided for 4 groups to do the activity at the same time. For very large groups, you may need 2 game packs, or alternatively share cards out amongst groups.
2. Explain the game. Instructions are on the **Facilitators' Card** and on the **Game Instructions** card in each set. In brief: The discussion game is played in small groups and the teacher simply observes. Learners work cooperatively in their small groups, discussing each card and reflecting on their own and others' opinions. Groups work at their own pace, and do not have to discuss every card.
3. Provide one set of cards for the selected topic for each small group, and let them know how long they will have. Suggest that one person in each group reads the **Game Instructions** aloud to their group.
4. Allow learners to play the game. Avoid intervening unless there is negative behaviour or any students' rights are not being respected. Give learners a time update/warning a few minutes before the game will finish.
5. Reserve 5-10 minutes after the game to debrief and provide further information.

Teachers' note

Check out the Teachers' Response Guide for support in facilitating the Reflection.



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Reflect on the game

5-10 minutes

Bring learners together, ideally in a large circle, while still seated next to their discussion group mates. As time permits, ask reflection questions such as the following.

Discussion questions

What was the most important question on these cards? Were any of the questions embarrassing? Were there any questions where you could not agree? What do you think about discussing these topics and questions in class? Could having discussions like this prepare you for real-life situations? Why or why not? *(Responses vary)*

Consent questions

Why is consent important in intimate or sexual situations? *(Fair, trust, respect, ethical, kind, good relationships, protect people, leads to positive intimate or sexual situations, equality, etc)*

If a person doesn't respect another person's boundaries or their sexual consent, this may be classed as sexual assault, which is a serious criminal offense. It is traumatic for a person who experiences it. If this happens to a person, they can heal emotionally with help and support. However, it can take a long time to recover and many people are affected by the experience for many years.

Where could a person go to for support if they may have experienced sexual assault? *(Put target responses on the board, adding in others listed here that were not suggested by students. Responses could include the police, 1800RESPECT, parents, friends, trusted adults, school counsellor, sexual assault service such as Full Stop Australia, Kids Help Line and others as relevant).*

Conclude the lesson

2-5 minutes

Thank everyone for their participation. Refer to a positive outcome from the lesson or some positive engagement or behaviour from the class (without targeting any particular student or group).

Ask learners what they thought about the activities, and what their favourite thing about the lesson was.

Ask learners if there are any volunteers to sum up the lesson with a positive key message. If not, share a positive key message such as one from those below with the class.



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Share one of these key messages

1. Sex should be something a person does WITH another person, not TO another person.
2. The best way to ensure that everyone involved is comfortable with any sexual activity is to talk about it. Check in with your partner. If they are not into it or aren't sure, don't go any further. Just because someone consents to making out doesn't mean they are ready to go further. A person's body language and facial expression can also help you know if they are giving consent.
3. It's OK to let the other person know if you feel uncomfortable or unsure. There's no reason to rush into sex if you aren't feeling it. Taking the time to get to know each other, making sure you are both comfortable and talking about how far you want things to go can make the time spent together a lot more satisfying and enjoyable for all involved.
4. An enthusiastic 'YES' is essential when it comes to any sexual activity, whether with a longer-term partner or hooking up with a new person.
5. Any sexual activity without consent is against the law (even kissing or touching). This is called sexual assault and it's a crime. Not only it is a crime, but also the emotional consequences of sexual assault can last a lifetime. If a person's consent has been violated, there are places they can go for help and support.

6. Drugs and alcohol can affect a person's judgement and can make it difficult to think clearly and make good decisions about sex. Someone who is too drunk or high to know what's going on cannot give consent.

Extension

Extension activities for these topics include:

- [The Condom Card Game](#)
- [The Contraceptive Kit](#)
- [The STI Kit](#)
- More activities available in the [Family Planning Australia courses for school teachers](#)



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2 | Lesson Plan

– Relationships

The three topics of consent, sex and relationships may be done in any order.

Introduction

2-5 minutes (longer if Group Agreement is new)

1. Introduce **relationships**, the types of relationships we can have in our lives, and that we will have an opportunity to try out some innovative Australian resources.
2. Revisit or develop your group agreement (check out this resource [create a safe learning environment](#)).
3. Ask learners why relationships (of all types) matter in our lives. Can they come up with 3 reasons why this topic is important?
(Responses will vary)

The Relationships Tool – Relationships

10-15 minutes – Optional activity

- This optional activity may be done in the same lesson as the game cards or in a previous lesson.
- A Choose-Your-Own-Adventure style activity in which learners select responses to youth-focused scenarios.
- Available on BodyTalk (choose **Relationships** and then **Relationships Tool**).
- Ensure learners select **Relationships**.

Instructions

1. Let learners know how much time is allotted.
2. Ask learners to focus on the selected scenario ('Consent', 'Sex' or 'Relationships')
3. Learners work in pairs, with each pair sharing one device. Pairs discuss and negotiate the options, and select together.
4. Let them know that at the end of the activity, several pairs will have the opportunity to share with the group one useful piece of information from the activity, so they can be prepared. Ask learners to scroll down whenever given the option to check out the additional information.
5. If groups finish early ask them to test out other responses in the same scenario.

Debrief the Relationships Tool

2-5 minutes

After the allotted time is finished bring the whole class group together, however learners continue to sit next to the same activity partner.

1. Ask for 2-3 volunteers to share a useful piece of information from the activity.
2. The teacher/facilitator can then share one useful piece of information.



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If time permits, debrief with several questions such as:

Was this scenario realistic? What parts were realistic/unrealistic? What was the most useful bit? (*Responses will vary*)

What are warning signs of an unhealthy relationship? (*Checking up, extreme jealousy, controlling behaviour, guilt trips, isolating partner, blaming partner, harming partner physically or emotionally, 'walking on eggshells' around partner, etc*)

What are characteristics of healthy relationships or friendships? (*Wanting the best for partner, encouraging the partner to do positive things, trust, respect, time together and time apart, honesty, etc*)

The Game – Relationships

20-60 minutes

1. After the debrief above ask learners to form larger groups (3-6 people) for the next activity. It's helpful if learners can choose their own groups. The teacher should intervene discreetly if necessary so no one is isolated. If this activity follows the **Relationship Tool**, one good way to form larger groups is for each pair to join together with another pair to make a group of four. Groups do not have to be the same size. There are enough sets provided for 4 groups to do the activity at the same time. For very large groups, you may need 2 game packs, or alternatively share cards out amongst groups.
2. Explain the game. Instructions are on the **Facilitators' Card** and on the **Game Instructions** card in each set. In brief: The discussion game is played in small groups and the teacher simply observes. Learners work cooperatively in their small groups, discussing each card and reflecting on their own and others' opinions. Groups work at their own pace, and do not have to discuss every card.
3. Provide one set of cards for the selected topic for each small group, and let them know how long they will have. Suggest that one person in each group reads the **Game Instructions** aloud to their group.
4. Allow learners to play the game. Avoid intervening unless there is negative behaviour or any students' rights are not being respected. Give learners a time update/warning a few minutes before the game will finish.
5. Reserve 5-10 minutes after the game to debrief and provide further information.

Teachers' note

Check out the Teachers' Response Guide for support in facilitating the Reflection.



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Reflect on the game

5-10 minutes

Bring learners together, ideally in a large circle, while still seated next to their discussion group mates. As time permits, ask reflection questions such as the following.

Discussion questions

What was the most important question on these cards? Were any of the questions embarrassing? Were there any questions where you could not agree? What do you think about discussing these topics and questions in class? Could having discussions like this prepare you for real-life situations? Why or why not? *(Responses vary)*

Relationships questions

Do you think there are different expectations for different genders in relationships? *(Responses will vary)*

How can these expectations impact people in their relationships? *(Responses provide a chance to build awareness of gendered expectations and for students to think critically about how gender can influence people's behaviour in relationships – both positively and negatively. Positive examples may be around expectations of showing respect. Negative examples may be around unequal power dynamics in decision making or sexist views about women).*

We've been talking about friendships and about relationships. Romantic relationships include same-sex relationships as well as different-sex relationships. All the same characteristics are important in same-sex relationships, including the importance of respect. Would you agree that Australia is becoming more open to people in same-sex relationships? *(Responses may vary)*

Increased openness in society can have a positive impact on people who are in same-sex relationships. Why do you think this is? *(Responses may include reduced discrimination, feeling safe, recognising human rights, feeling welcome in our society, being able to live up to your human potential, and other similar responses. Facilitator should suggest responses if learners do not respond.)*

What are some ways that people can keep their own independence while in a romantic relationship? *(Responses may include hanging out with their own friends and families, having their own hobbies, setting aside time for study or work, spending time on their own, etc.)*

If you had a friend who was experiencing stress or pressure in their relationship, how would you help them? *(Responses may include listening, being supportive, making sure they were safe, encouraging them to talk to a counsellor or another trusted adult, seek help from a support service such as Kids Helpline etc.)*



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Conclude the lesson

2-5 minutes

Thank everyone for their participation. Refer to a positive outcome from the lesson or some positive engagement or behaviour from the class (without targeting any particular student or group).

Ask learners what they thought about the activities, and what their favourite thing about the lesson was.

Ask learners if there are any volunteers to sum up the lesson with a positive key message. If not, share a positive key message such as one from those below with the class.

Share one of these key messages

1. Being in a relationship should be a positive experience for both people. We all have the right to feel safe and respected in our relationships.
2. Respectful friendships and relationships include mutual respect, trust and kindness. It is also important to respect yourself and think about what is best for you.
3. Talking about what you do and do not want when it comes to sex is an important part of a healthy and respectful relationship.
4. Even though intimate relationships can be very special, a healthy relationship shouldn't get in the way of your other relationships with friends and family.

Extension

Extension activities for these topics include:

- [The Condom Card Game](#)
- [The Contraceptive Kit](#)
- [The STI Kit](#)
- More activities available in the [Family Planning Australia courses for school teachers](#)



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3 | Lesson Plan – Sexual Decision Making

The three topics of consent, sex and relationships may be done in any order.

Beginning the lesson

2-5 minutes (longer if Group Agreement is new)

1. Introduce topic **Sexual Decision Making**, explain the importance of the topic.
2. Revisit or develop your **group agreement** (check out this resource [create a safe learning environment](#)).
3. Ask learners why the selected topic is important. Can they come up with 3 reasons why this topic matters?
(Responses will vary)

The Relationships Tool – Sex (Sexual decision making)

10-15 minutes – Optional activity

- This optional activity may be done in the same lesson as the game cards or in a previous lesson.
- A Choose-Your-Own-Adventure style activity in which learners select responses to youth-focused scenarios.
- Available on BodyTalk (choose **Relationships** and then **Relationships Tool**).
- Ensure learners select **Sex**.

Instructions

1. Let learners know how much time is allotted.
2. Ask learners to focus on the selected scenario ('Consent', 'Sex' or 'Relationships')
3. Learners work in pairs, with each pair sharing one device. Pairs discuss and negotiate the options, and select together.
4. Let them know that at the end of the activity, several pairs will have the opportunity to share with the group one useful piece of information from the activity, so they can be prepared. Ask learners to scroll down whenever given the option to check out the additional information.
5. If groups finish early ask them to test out other responses in the same scenario.

Debrief the Relationships Tool

2-5 minutes

After the allotted time is finished bring the whole class group together, however learners continue to sit next to the same activity partner.

1. Ask for 2-3 volunteers to share a useful piece of information from the activity.
2. The teacher/facilitator can then share one useful piece of information.



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If time permits, debrief with several questions such as:

Was this scenario realistic? What parts were realistic/unrealistic? What was the most useful bit? *(Responses will vary)*

Why is it important for people to discuss **sexual boundaries** and **consent** with partners before being sexual with them? *(To check consent, to see how the other person feels and what they might like, to build closeness, to build confidence together, to discuss contraception and safe sex, to have better or more satisfying sex, etc)*

What are some issues with pressuring someone to have sex who doesn't want to? *(Not real consent, loss of trust, not respectful/ fair/ kind, doesn't lead to a positive relationship, unintended pregnancy, risk of STIs, legal consequences, unethical, bad sexual experience, harm another person, etc)*

The Game – Sexual decision making

20–60 minutes

1. After the debrief above ask learners to form larger groups (3–6 people) for the next activity. It's helpful if learners can choose their own groups. The teacher should intervene discreetly if necessary so no one is isolated. If this activity follows the **Relationship Tool**, one good way to form larger groups is for each pair to join together with another pair to make a group of four. Groups do not have to be the same size. There are enough sets provided for 4 groups to do the activity at the same time. For very large groups, you may need 2 game packs, or alternatively share cards out amongst groups.
2. Explain the game. Instructions are on the **Facilitators' Card** and on the **Game Instructions** card in each set. In brief: The discussion game is played in small groups and the teacher simply observes. Learners work cooperatively in their small groups, discussing each card and reflecting on their own and others' opinions. Groups work at their own pace, and do not have to discuss every card.
3. Provide one set of cards for the selected topic for each small group, and let them know how long they will have. Suggest that one person in each group reads the **Game Instructions** aloud to their group.
4. Allow learners to play the game. Avoid intervening unless there is negative behaviour or any students' rights are not being respected. Give learners a time update/warning a few minutes before the game will finish.
5. Reserve 5–10 minutes after the game to debrief and provide further information.

Teachers' note

Check out the Teachers' Response Guide for support in facilitating the Reflection.



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Reflect on the game

5-10 minutes

Bring learners together, ideally in a large circle, while still seated next to their discussion group mates. As time permits, ask reflection questions such as the following.

Discussion questions

What was the most important question on these cards? Were any of the questions embarrassing? Were there any questions where you could not agree? What do you think about discussing these topics and questions in class? Could having discussions like this prepare you for real-life situations? Why or why not? *(Responses vary)*

Sexual decision making questions

With your group, come up with 2-3 things that people need to think about before deciding whether they are ready to have sex? *(Their personal feelings and emotions, their relationship with the other person, if they have discussed and considered safer sex practices and contraception if needed for the type of sex they are considering, etc)*

With your group, come up with several ways that people can protect themselves against STIs if they are involved in a sexual relationship. *(Responses may include using condoms, discussing safe sex, getting STI checks, using PrEP or PEP if they are in a high-risk category for HIV)*

What are some places that people can go to get a sexual health check? *(Family Planning Australia, sexual health clinics, GPs)*

How can a person find a sexual health clinic in their area? *(NSW Health webpage on NSW Sexual Health Clinics, Family Planning Australia website)*

Are sexual health checks confidential? *(Everything you talk about in your sexual health checkup is 100% confidential. Doctors follow a strict code of conduct, and your privacy is their priority. The only time information is shared is if someone is at risk of being harmed. Medicare Australia protects the confidentiality of those aged 14 years or older.)*

Are sexual health checks covered by Medicare? *(Sexual health checks can be completely free as long as you're eligible for a Medicare Card and go to a bulk billing doctor or clinic for your test.)*

Conclude the lesson

2-5 minutes

Thank everyone for their participation. Refer to a positive outcome from the lesson or some positive engagement or behaviour from the class (without targeting any particular student or group).

Ask learners what they thought about the activities, and what their favourite thing about the lesson was.

Ask learners if there are any volunteers to sum up the lesson with a positive key message. If not, share a positive key message such as one from those below with the class.



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Share one of these key messages

1. It is okay for you to take your time when deciding whether you are ready to have sex. No one should feel pressured by their partner to do something they are not ready for or don't want to do.
2. Talking with partners about preventing STIs and unintended pregnancy is one of the most important things people can do to protect each other and improve their sexual health.
3. Safe sex means always using a condom or dam for any sexual activity involving vaginal, anal or oral sex. Condoms offer the best protection from STIs. Condoms are available in supermarkets, service stations, pharmacies/chemists, online stores, Family Planning Australia and sexual health clinics.
4. If you are in a monogamous relationship, you may decide you don't want to use condoms anymore. If you do, it's important to both get a sexual health check before you stop using condoms.

Extension

Extension activities for these topics include:

- [The Condom Card Game](#)
- [The Contraceptive Kit](#)
- [The STI Kit](#)
- More activities available in the [Family Planning Australia courses for school teachers](#)

