

Teachers' Response Guide



Document purpose

This document provides a response guide for teachers and facilitators to use with The Game on consent, sex and relationships.

Using this document

The information in the response guide below matches the questions on the game cards for students.

Read over this response guide yourself prior to using this activity with young people. This will allow you to include important key points as part of the summing up discussion at the end, or during game play if students require any support. There is no need to sum up every point or question that is discussed, as the real value of the activity lies in young people discussing these points for themselves, and in the respectful exchange of views and opinions on the topics.

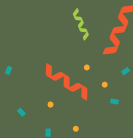
Game instructions for teacher/facilitator

1. Set up a pleasant environment for game play. Some groups may enjoy sitting on the floor. Organise groups of 3–6 players. Participants often prefer to choose their own groups, and this is generally a good idea as long as everyone is included.
2. Make sure everyone understands the game. Use only one of the three topics in The Game for each occasion of game play. Each small group uses a set of cards for that topic. Players take turns reading out a card to their group, allowing time for response and discussion.
3. Small groups work independently in this activity. Teachers/facilitators can listen in but stay out of the group discussions as long as they are respectful.



4. Save a few minutes at the end to bring all groups together. The teacher/facilitator sums up by asking questions such as:
 - What was the most interesting question you discussed? Why?
 - Were there any questions you couldn't answer?
 - Did you have any disagreements in your group?
 - Where can people get more information about sexual health?
 - Where can people go if they have concerns about their sexual health or their relationships?

5. Use the points in the response guide below to reinforce or clarify key messages around respect, consent, safety and communication.



NOT 100% SURE

- A. Come up with 3 or more reasons why a person might change their mind before or during sex.

Unsure, feeling unwell, uncomfortable with the situation, etc. Also it doesn't really matter why.

- B. Is it ok for a person to change their mind if they have already taken off some clothing?

Yes.

- C. Is it ok for a person to change their mind if sex has already begun?

Yes.



- D. Does the person have to explain why they changed their mind?

No.

- E. Why is it important for their partners to listen to them?

Partners must gain consent every time. It is important to feel your partner has respect for you and that you are safe with them.

THE IMPACT OF GENDER ON CONSENT

- A. There is pressure on girls to make sure other people are happy.

Students' responses may vary.

- B. There is pressure on guys to be sexually experienced.

Students' responses may vary.



- C. Truth or myth? Guys are 'supposed' to make the first move in a relationship.

Why do guys have all the pressure and all the opportunity? Can it be shared?

- D. Do those ideas relate to gender stereotypes?

Yes.

- E. How do you think gender can impact on consent in intimate or sexual situations?

If you are not used to making the first move it may be harder for you to assert yourself as far as consent goes. Both guys and girls are under pressure.

THE ROLE OF ALCOHOL

- A. Drunk people may not make the best decisions around sexual activity and sexual health. Sometimes they do things they don't want to do. Why do you think this is?

Alcohol and other drugs inhibit cognitive capacity and decision-making and can lead people to do things they otherwise wouldn't.

- B. If a person is making out with someone and then realises that the other person is too drunk to give real consent, what should they do?

Stop, tell them the two of you might not be in the best state to continue and make sure they are safe.

- C. What are some ways to help someone who is drunk to stay safe?

Take them to a well-lit room, help them to get home, call one of their friends, call a parent or a trusted adult, in urgent situations call 000 for an ambulance.

A FRIEND IS OUT-OF-IT

- A. What would be a good way to help your friend?

See the points in Consent Card 3 C.

- B. What if they were someone you didn't know very well? What kind of responsibility do you have to help them?

We still have a responsibility to help each other if we don't know each other that well.

- C. What if the situation was the other way around? What if it was your friend being intimate with someone who was out-of-it? What should you do in this situation?

Go up to your friend and tell them "I think that person is out of it, you better not keep going".

- D. Would you want someone to help you if you were the one who was out-of-it?

Students' responses may vary, but we are part of a community, and we should be able to expect help and support from others when we need it.

STEALTHING

- A. What are the sexual health risks of removing a condom without the other person's knowledge?

Unintended pregnancy, sexually transmissible infections (STIs), trauma.

- B. Why do you think that stealthing is classed as sexual assault?

Stealthing is a form of sex without consent, and therefore it is legally classified as sexual assault in some states and territories in Australia. Just because a person agrees to sex with a condom doesn't mean they agree without one.

- C. Many people who stealthing happens to feel a loss of trust and confidence after the experience. Why do you think this is?

Someone they trusted did something without consent that could harm them.



FREEZING

A. What can it mean when someone freezes?

Stress, trauma, difficulty discussing the issue, uncertainty, overload, etc.

B. What if you were touching someone and thought they had frozen. What do you think this might look like?

Very still, non-responsive, head or body turning away, eyes seeming distant, very quiet, tense.

C. What should you do if this happens?

Stop, ask them how they are, talk with them, change the scene, discuss it at another time.

D. What should a person do before touching another person?

Ask them, check in, seek consent, make sure they want to be touched, etc.



TEACHERS' RESPONSE GUIDE | SEXUAL DECISIONS 1



THE RIGHT TIME?

- A. What are some reasons why people might not want to have sex?

There are many reasons including mood, health, preference, feelings, relationships. All are valid.

- B. What are some ways you could tell the other person if you don't want to have sex?

Words, statements about how you feel and even body language.

- C. What are some problems that can result from pressuring someone to have sex?

Loss of trust, feelings of stress, damage to well-being, breaches of consent, relationship damage.

- D. 'Sex should be something a person does with another person, not to another person'. What does this mean? Do you agree?

People who have sex should both want to do it together at that time. Both partners should find pleasure in it. Sex is not just for one person's benefit.

TEACHERS' RESPONSE GUIDE | SEXUAL DECISIONS 2

MANY WAYS TO SHOW CARING

- A. What are some non-sexual ways to be close to a romantic partner or a friend?

Finding out the ways that are important to them which might include time together, doing fun things, listening and sharing, physical touch and other forms of intimacy, etc.

- B. One theory of people's preferences about closeness is there are 5 love languages

A. **Words of affirmation**

B. **Quality time**

C. **Acts of service**

D. **Gifts**

E. **Physical touch**



Which ones are most important to you?

Students' responses may vary.

TEACHERS' RESPONSE GUIDE | SEXUAL DECISIONS 3

WHEN THE TIME IS RIGHT

- A. Why is it important that the time, person, and circumstances are right?

To establish trust and safety, to ensure there are no regrets and it is a pleasurable and safe experience.

- B. Why do you think sexually healthy experiences should be free from coercion?

Having consensual, safe and happy sexual experiences is important for wellbeing and happiness. Includes gaining consent, not harming other people, not sexual abuse or assault.

- C. Do people have the right to sex with another person?

Why or why not?



No, not the right. It takes both people to agree.

*Coercion includes intimidation, force, threats or unethically persuading someone to do something they don't want to do.

TEACHERS' RESPONSE GUIDE | SEXUAL DECISIONS 4

CONDOMS

- A. Why is it important for people to use a condom when having penetrative sex?

Prevent unintended pregnancy and STIs.

- B. Where can people get condoms?

Chemist, supermarket, service station, Family Planning Australia's Freedom Condom Project, etc.



- C. What are some options if people want to be intimate but neither one of them has a condom?

Try other intimate activities. Go buy a condom together. Go and do something else, or wait until you have a condom.

- D. What should people do if a condom breaks during sex?

If this is penis-in-vagina sex, get emergency contraception (also known as the 'morning after pill') as soon as possible. Attend a GP or Family Planning clinic to get a sexual health check. Consider PEP for HIV risk.

TEACHERS' RESPONSE GUIDE | SEXUAL DECISIONS 5

CONTRACEPTION



- A. Why is using contraception a shared responsibility between both people?

Pregnancy occurs through both parties' shared actions. Preventing pregnancy is a shared responsibility of both parties.

- B. What information do young people need about contraception?

1. Where they can access it. | 2. How it works. | 3. How to use it correctly. | 4. What to do if it fails.

- C. What are some good sources of information about contraception?

Family Planning Australia, BodyTalk and Play Safe websites, GP, Family Planning Australia Talkline.

- D. What types of contraception have people in this group heard of?

Answers will vary. Condoms, the pill, IUDs, implants, injections, vaginal ring, diaphragm. Also, emergency contraception

See <https://www.fpnsw.org.au/health-information/individuals/contraception>

TEACHERS' RESPONSE GUIDE |

SEXUAL DECISIONS 6

PRESSURE



- A. Why can pressuring someone to have sex have a negative impact on them?

This can erode self-esteem, value and self-worth. It can trigger memories of past experiences of abuse and cause poor mental health.

- B. Is it ok to ask a person if they want to have sex with you?

Yes! When asked as part of a consensual approach to having sex. However, this depends on the context, e.g. it's not ok to ask someone as they walk past you in the supermarket!

- C. In what circumstances is it fine to ask someone if they want to have sex?

When it is clearly established that there is mutual attraction, comfort and respect between both parties. Usually, you will have already gained consent for other physical activities like kissing and touching.

- D. In what circumstances is it not fine to ask?

Where it is unwanted or unsolicited. When a person is unable to give consent e.g. due to being intoxicated.

- E. How can you be sure if a person wants to have sex with you?

They tell you they want to have sex with you. You ask them if they want to have sex with you and they agree. It does not mean they will in the future. A person can always change their mind.

TEACHERS' RESPONSE GUIDE | RELATIONSHIPS 1

DOES THE OTHER PERSON FEEL THE SAME?

- A. What are some ways you could find out if they feel the same way about you?

Share with them how you feel about them. Ask them how they feel about you. Invite them to hang out together in a group or one-on-one scenario.

- B. What kind of body language shows they might like you?

Smiling at you, facing their body towards you when talking, non-invasive physical touch like touching your arm, and staying near you even when you are not speaking.



- C. What kind of body language means they might not be interested in you romantically?

Turning away from you when talking. Not looking at you directly when they answer you. Pulling away when you move closer or reach out to them physically. Walking away.

- D. What might you say to them to find out if they like you too?

'It would be fun to get to know you better.'
Do you want to hang out just the two of us?' 'Did you want to sit somewhere a bit quieter so we can talk more?'
'I like you; how do you feel about me?'

TEACHERS' RESPONSE GUIDE | RELATIONSHIPS 2

RELATIONSHIPS INCLUDE FREEDOM TOO

- A. The freedom to see family and friends

You don't need to give all your time to your partner to show them how much they mean to you. It's healthy to see family and friends without your partner present.

- B. The freedom to control your own money

Having control over your own money means you have choices available to you. It means you can make financial decisions independently from your relationship if you want to.



- C. The freedom to make decisions about your own body

A person's right to have autonomy over their body is a human right. Your body, your choice – always!

- D. The freedom to follow your own cultural practices, religion, or spiritual beliefs

Personal beliefs are for each person to determine for themselves. They are highly personal and do not always match your partners' or friends' beliefs. Respectful relationships celebrate individual choices, not try to control or change them.

- E. The freedom to have your own hobbies or interests

Partners and friends often share interests together, but you should never feel that you need to give up your own interests to be with someone.



TEACHERS' RESPONSE GUIDE | RELATIONSHIPS 3

HUMAN RIGHTS

- A. Why is it important that same-sex and queer couples have the same rights as heterosexual couples?

Human rights should be acknowledged for all people, regardless of their sexuality, gender or intersex status. It's the law.



- B. What impact can sexual and gender discrimination have on people?

Research shows poorer mental and physical health outcomes and higher rates of alcohol and drug usage. They may also experience reduced access to services including health services.

- C. What can be done in a school environment to help protect the human rights of people who are in same-sex or queer relationships?

Celebrate diversity at every opportunity. Have regular discussions, peer education sessions and student representation. Have resources like posters and leaflets available for students. Use inclusive language. Respect pronouns. Start a Gender and Sexuality Alliance in your school (GSA):
<https://www.gsaconnect.org.au/>

TEACHERS' RESPONSE GUIDE | RELATIONSHIPS 4

CONTROLLING BEHAVIOURS



- A. Telling your partner, they aren't allowed to wear a certain outfit because it is 'too sexy'

Controlling. Designed to humiliate and control a person by eroding their ability to decide for themselves. This creates an environment of needing approval from the partner who then 'allows it' or 'approves it' for them.

- B. Telling someone the colour they're wearing looks great on them

Healthy. Giving a compliment can make a person feel positive, without conditions attached.

- C. Secretly reading your partner's messages, diary or other personal things

Controlling/Abusive. This behaviour disrespects a person's autonomy. It is based in entitlement. Your partner DOES NOT have the right to know or access information about you that you have not chosen to share with them.

- D. Telling your partner that they see their friends too much and that they shouldn't

Controlling. Designed to reduce a person's ability or confidence to make their own choices. Creates approval seeking behaviours.

- E. Asking someone if they are free on Friday night because you'd love to go to the movies with them

Healthy. Seeking permission and allowing them to answer yes, no or maybe.

TEACHERS' RESPONSE GUIDE |

RELATIONSHIPS 5

BREAKING UP



- A. What are some circumstances in which it may be best for a couple to break up?

Coercive control is present, including violence or the threat of violence. Not bringing out the best in each other. Change in circumstances. Where one or more partners wish to end the relationship.

- B. What are some ways to break up respectfully?

Invite the person to speak openly and honestly about feelings. Speak with them directly. Avoid using public online spaces like social media or through a third party. Acknowledge they may feel upset and hurt by your decision.

- C. If a person is feeling depressed about a break-up, where can they get support?

headspace, Reach Out, Lifeline or Beyond Blue. Friends and family, school counsellor or teacher.

- D. If one of your friends was depressed about a break-up, how could you support them?

Listen. Provide company. Encourage them to share their feelings. Help them connect to support services. Remind them that break-ups are common, and it often takes time to get over one.



BALANCE IN RELATIONSHIPS

- A. What are some of the issues with becoming overly dependent on a partner?

Losing your connections with family and friends. You may become unable to function without the approval or direction of your partner. Loss of identity and self-worth.

- B. How can people keep other parts of their life strong outside of their romantic relationship?

Schedule time with family and friends without your partner's participation. Maintain your individual hobbies and activities. Use multiple people to seek advice about life's challenges.

- C. How might an unhealthy relationship feel?

Anxious, fearful, disapproving, scared, cautious, frightened, apologetic, numb, reactionary, uncomfortable, desperate, obsessive, 'walking on eggshells'.

- D. How might a healthy relationship feel to the people in it?

Rewarding, playful, joyful, kind, exciting, shared, nurturing, supportive, warm, respectful, safe, enriching, fun.