DigiHelp

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Editing: Cassandra Cassis
Design and PowerPoints: Andrew Hope
Typesetter: Andrew Hope

INTRODUCTION

DigiHelp is a series of programs that cover Stages 3 (Years 5–6), 4 (Years 7–8), and 5 (Years 9–10) of the Health and Physical Education (HPE) strand of the Australian National Curriculum or equivalent Curriculums (e.g. NESA). Each stage builds upon the previous.

DigiHelp seeks to achieve the HPE aims:

> *to develop the knowledge, understanding and skills to enable students to … access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan.*

Each program draws on the latest research to address how sexualised and social media behaviours relate to young people. The content addresses multiple dimensions pertaining to the student's life: including personal, relational, and societal. Each lesson is designed to stimulate critical thinking, creative exploration, and personal responsibility for choices and actions.

The power of *DigiHelp* lies in it's methodology: the strategic fusion of engaging didactic teaching content, peer-group critical discussions, and parental engagement activities.

Due to the sensitive nature of the content of this course, all teachers should stay alert, remaining aware of the ways students are responding to, and coping with, it. Students should be regularly reminded that, if they feel distressed, the school counselling services are available. Likewise, your school counselling and pastoral staff should be alerted to the dates of the course, so that they can be prepared to consult with any students that may need support.

LESSON FEATURES

⤴ Aims and ⤴ Outcomes

The aims and outcomes for each lesson are provided at the beginning so that teachers understand the purpose and direction of content and activities. As the lessons contain various components, including ample open-ended dialogue, the primary outcomes serve as the ideal learning destination students should arrive at.

The Scope and Sequence document outlines the key learning concepts and questions for each lesson in the context of the overall teaching unit and multi-year program.

⧉ Way In

Each lesson commences with a "Way In" feature, which generally involves the following:

a. A Youtube/Vimeo clip raising discussion content for the week's lesson

b. A hands-on activity or game

c. Some general reflection questions designed to generate thinking in preparation for the teaching content

d. Ad hoc activities that might be unique to specific lessons (e.g. the Vox Pop clips in Stage 5A)

♀ Did You Know?

Each lesson imparts the core teaching content through a "Did You Know?" exercise. This involves the students using a worksheet with either 'fill in the blanks', 'multiple choice', or a 'true or false' quiz. The students are prompted to evaluate the content against their current knowledge, to reinforce the factual data.

⬚ Peer Group Discussions

Each lesson requires that the class is divided into smaller discussion groups (of 4–8 students). They are to read through the discussion questions for each lesson and discuss. As a guide, peer discussions should be about 15–20 minutes. So carefully plan the other lesson components to allow for this. Two matters for consideration are:

1. It may be beneficial to arrange for a senior student, pastoral staff or the appointment of a peer-leader to assist the process of discussing the peer questions. Quieter students may not contribute easily so it will help if group leaders encourage all students to participate.

2. **It is highly recommended that these groups are girls-only and boys-only because the discussions may involve sensitive topics, including sexuality.** The empirical data shows that boys are significantly more at risk of being highly exposed to pornography, thus demonstrating higher rates of compulsivity and positive attitudes towards: uncommitted sexual behaviour, seeing women as sex objects and

pornography in general. Conversely, females are 3.6 times more likely never to have viewed pornography, and generally have higher scores in social empathy, but lower scores in self-esteem, emotional stability, peer and parent relationships. These discussion groups are aimed to produce open, serious reflection and discussion. Mix groups may make females feel uncomfortable and intimidated, which could restrict their engagement with the content.

3. Teachers should monitor the progress of group discussions, being sensitive to students being dominant, silly, disrespectful, distressed, or too candid in self-disclosing their experiences.

Parental Diary

In between each lesson, students have a home assignment where they interview their parents. The student asks topical questions related to the parent's recollection of their own adolescence, and they compare worldviews for their equivalent time. The goal of the parental diary is to generate communication and empathy between the student and parent. Research says that students who have engaged parents (particularly regarding social media, the internet, sexuality and relationships), have better wellbeing outcomes and more positive internet-related behaviours than those who do not have this engagement.

Students need to get their parents to Sign-Off each week. Parents should have been notified in advance of the program about the Parental Diary activity, but the success of this component will be strengthened if you send a mid-course reminder to the parents.

Bring It Home

If there is time left over at the end of the lesson, students can be gathered from the peer group discussions to engage in some general reflection. For example, questions like: Was there anything surprising in today's lesson? Do you think some of the things discussed today will be easily accepted by students your age? Can you see ways society makes it easier or harder to accept this information?

Additional Content

Some lessons have additional activities, which are contained within their outline. For example, one particular activity which could strengthen the student's engagement is the Vox Pop activity found at the end of Stage 5A Lesson 2.

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STAGE 3A / YEARS 5-6 **TEACHER'S MANUAL**

Lesson 4
HEALTHY RELATIONSHIPS

⬈ Aims

This lesson introduces consensual behaviours, how sexualisation impacts long-term romantic relationships, and what some key tools are for assisting relationship success. Conversely, behaviours like self-gratification, self-interest, aggression, and non-commitment are assessed for their impact on healthy relationships.

⬀ Outcomes

Students will understand and put into practice some basics about consensual behaviours. They will develop knowledge of key tools for successful long-term relationships. They will identify ways that sexualised media/culture might train people for unsuccessful and unhappy relationships.

▤ What You Will Need

Butcher's paper for the peer discussion; paint, a fork, and paper; a watermelon and a hammer (and some plastic sheet (e.g. a tarp) to keep mess contained.

⬐ Way In

Watch both these short videos:

- ***iParent—Big machine*** https://vimeo.com/195415954

- ***iParent—Ingredients*** https://vimeo.com/195410931

Then do the following activity:

Trying to achieve something with the wrong tools.

Ask a student to use a hammer to slice up a watermelon OR Ask a student to paint a picture with a fork.

Instructions: you can try a variation of the above options, either up front or in groups, for about 5 minutes. Decide when you will use according to the makeup of your students and classroom. Things could be messy.

Main point: to do the job properly, best to use the right tool.

♀ Did You Know?

True or false quiz

Ask students to answer true or false to the statements in the below quiz.

Scientific research has studied the effect of a sexualised culture on relationships, with the following conclusions.

(T) (F) A sexualised society makes girls feel they need to look and act a certain way. **(True)**

(T) (F) A sexualised society helps people be more committed to their intimate relationships. **(False)**

(T) (F) Mums and dads who are not influenced by pornography are happier with each other. **(True)**

(T) (F) Men who regularly view pornography have more difficult having real sex. **(True)**

(T) (F) There is more trust between couples in relationships where one of them approves of pornography. **(False)**

(T) (F) If one partner likes viewing pornography, the other partner can develop lower self-esteem and trauma. **(True)**

Consent in relationships

People who are influenced by pornography and sexual media can develop poor relationship behaviours. One growing problem is consent.

What is relationship consent?

Relationship consent is when both people **agree** on their behaviour. Consent always requires **permission**. There always has to be a clear **YES**. You do not have consent when:

- Someone says **NO**

- Someone does not respond with **enthusiasm**

- If they cannot **understand** the request

- If they cannot **change** their mind

- If they are not in **control** of their thinking

- You do not have consent even when they are **silent**

Consent activity

Instructions

- Ask all students to stand up.

- Point to one side of the room and say this is the 'no consent' side, while the opposite side is the 'consent' side.

- Ask each of the below questions, one by one. After each question, ask the students to face either the 'no consent' or 'consent' side. Before giving a correct answer after each question, ask "what do you need to have consent in this situation".

Questions to class

1. Your friend has some yummy sweets at lunch, so you reach out and take one. **No consent.**

2. You can't believe what one kid at school is wearing, so take a picture and post it on SnapChat for your friends to have a laugh. **No consent.**

3. Your favourite lunch game is rumbling on the grass. One kid gets smothered, and yells 'get off', but you know they are just faking. You keep holding them down. **No consent, as it has been withdrawn.**

4. Your friend privately tells you how hurt they are by another classmate. You want to solve the problem, so let the other person know what is going on. **No consent to share private information.**

5. Lots of your friends like to give hugs when they see each other. A new kid has joined the group, and you just know they need a good welcome hug. **No consent until explicitly given.**

6. You find a phone left on the bench, and wonder if you can work out who it belongs to by reading through their messages. **No consent.**

7. You see a girl you like siting with friends. You think she likes you, so stand behind her and start massaging her neck. She squirms a bit, but seems to relax after a minute. **No consent.**

🗫 Peer Group Discussions

1. What do you think a successful romantic relationship looks like?

2. What do you think are some key ingredients/'relationship-tools' for a successful relationship?

3. Draw two columns on a piece of butcher's paper with the following headings at the top of the left and the right: 'What does contribute to a successful relationship' and 'What does NOT contribute to a successful relationship'.

4. Can you think of occasions when people your age do things without consent?

5. What is the right thing to do if you found out someone told you they didn't give you their permission BEFORE you start the action?

6. What is the right thing to do if you found out someone told you they didn't give you their permission AFTER you started the action?

🔄 Bring It Home

Follow up questions

1. Do you think romantic relationships will be more successful or less successful in the future? *(Answers may be steered to think about whether the right or wrong tools are being promoted and learnt through society)*

2. What things can a young person do to improve their chances of having a successful lifelong relationship? *(Answer could focus on some of the "right tools" listed on the board)*

Main point: Like the mismatch of tools and tasks above, having a successful relationship is difficult when pornography is the guide. Successful relationships need trust, respect, love, intimacy, patience, and putting the other's needs first. Porn teaches that the relationships is about self-pleasure, lacking love and intimacy, violence, looking a certain way (being an object), and no commitment. Females are the main victims of these unrealistic expectations, since porn is mainly designed to excite males immediately. Porn teaches people to be bad at relationships.

For a successful relationship, e.g. marriage or lifelong partner, people should invest in the right tools and avoid learning poor skills.

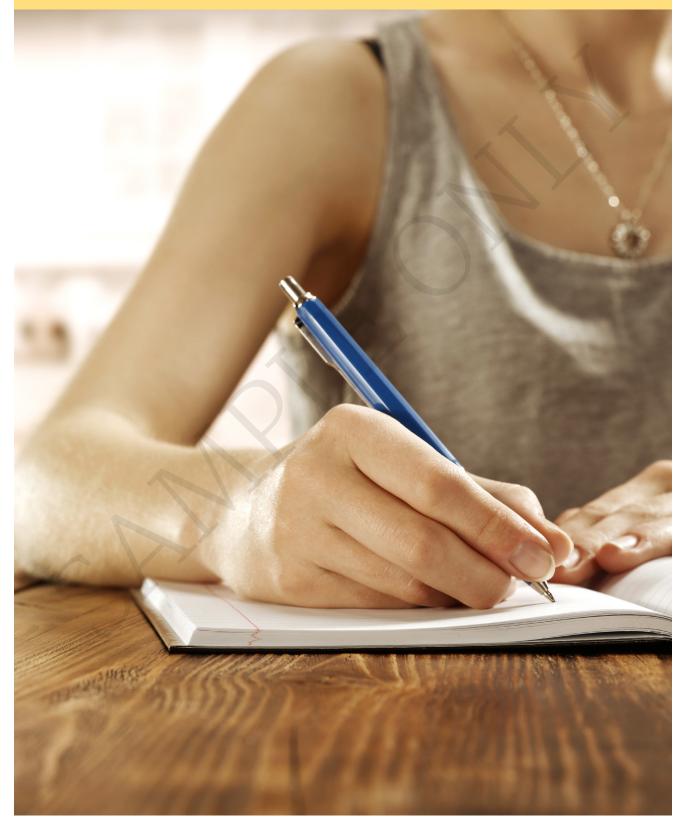Just for fun, if there is time, play this video to reinforce the point of today's lesson:

- *Wrong Tools: Barber* https://www.youtube.com/watch?v=TVUAoiY1W7U

🗓 Parental Diary

For homework, have students complete Lesson 4 of the *Parent Diary*.

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Lesson 4
HEALTHY RELATIONSHIPS

1. When you were my age, was dating common? Did anyone care about long-term romantic relationships?	Parent 1: Parent 2:
2. What advice did you get about how to have a successful relationship?	Parent 1: Parent 2:
3. Were people back then supportive of uncommitted sexual activity?	Parent 1: Parent 2:

4.	Do you think a more sexualised culture makes people feel insecure or more confident?	Parent 1: Parent 2:
5.	What advice would you give me to maximise my success and happiness in a future relationship?	Parent 1: Parent 2:

PARENT SIGN-OFF

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STAGE 4A / YEARS 7-8 **TEACHER'S MANUAL**

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Lesson 1

SELLING SEX, AN INTRODUCTION

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⤒ Aims

This lesson introduces definitions of common online terms and behavioural issues in upcoming lessons, including basic statistics about pornography and social media. Students will consider the typical identify and expectations of their average peers.

⬈ Outcomes

Students will be equipped to define and distinguish between sexualisation, pornography, social media, and sexting. They will commence a process of evaluating how a typical young person is influenced to think and act sexually, especially through the internet and social media. They will be invited to compare their peer's worldview with their parents' adolescent experiences.

▤ What You Will Need

Butcher's paper and a marker for the peer discussion.

⇨ Way In

Option 1. Watch this video – **The Commercial Sexualisation Of Children** https://www.youtube.com/watch?v=KTrE8bkWWFI

Option 2: Watch this vlog by actor Terry Crews, **Dirty Little Secret - Part 1** https://www.youtube.com/watch?v=I4krRkO4sHc

Ask these general questions to the class:

1. Do you think our society is sexualised? Where are some places you see this?

2. Why do you think there is pressure on young people to think sexually and look? Is this true for both girls and boys?

♀ Did You Know?

Terms and Definitions

Instruction: ask students to open Student Workbook Lesson 1. Work through the worksheet question by question with the students. Give students time to think about a possible answer for the blank spaces before dictating the correct answer for them to fill in.

1. How would you define 'pornography'? Discuss.

   'Pornography' refers to **pictures**, **videos** and **writings** that produce **sexual feelings**

2. Using this definition, which of the following can be pornography?

   a. Sexually explicit internet sites?

   b. Video games with sexual images?

   c. Erotic literature?

   d. Underwear catalogues?

   e. Music video clips?

   f. Renaissance art?

   g. Old postcards with swimsuit models?

   h. Handbags and high heel shoes?

   i. Poetry?

   (Note: Pornography can be very subjective because what arouses one person may not arouse another)

3. The average age that boys and girls first view pornography is **11.5 years**

4. There are three main reasons that boys and girls view pornography for the first time. These are:

   1. **Accidental**

   2. **Someone shared**

   3. **Curiosity**

5. Do you think viewing pornography is helpful, harmful or a bit of both? Discuss.

6. Do you think pornography has an influence on the following (write Y/N)?

   a. Mainstream movies

   B. TV shows

   c. Advertising

   d. Video clips (like YouTube or TikTok)

   e. Fashion

   f. Hollywood celebrities

   g. Sporting celebrities

   h. Art

   If you were to survey your friends, how would they feel about the effects pornography has on:

   a. individuals?

   b. relationships?

   c. Society as a whole?

7. Did you know that the average age a person opens a social media account is **11.5yrs**.

8. Did you know that in 2020, the most used social media platforms are **Instagram** and **Snapchat**

9. Did you know that males are more likely to use social media **to send** sexualised content (a sext), but females are more likely to **receive** a sext. Why do you think this is?

🗨 Peer Group Discussions

Students should be allocated into peer groups, as described in the Overview document. This should be planned in advance, and students should remain in these groups for the entire course. These groups should be single sex groups.

Instructions

Give each group a sheet of butcher's paper and marker.

Ask the students to draw a person who is a **typical person** their age.

Give them a name

Describe the person.

- What do they look like?
- What do they like to wear?
- What do they listen to?
- What are their favourite hobbies?
- What is their family like?
- Who are their friends?
- What do they do in their spare time?
- What do they want to be when they grow up?
- What are they most afraid of?
- Who are their greatest inspirations?
- Include anything else you think is important about your TYPICAL person.

🔁 Bring It Home

If there is time left, gather students from the peer group discussions and ask them to choose a group representative and describe their typical person.

Ask the whole class what the common descriptions are across all the groups?

Ask students—how much will this person be influenced by society, their family, their friends, their inner feelings and personality?
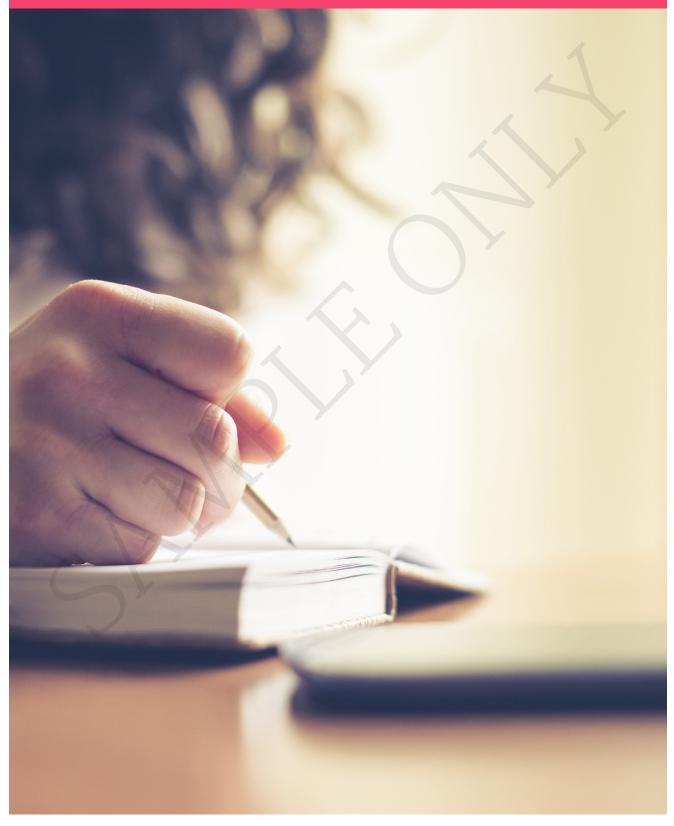
🗓 Parental Diary

For homework, have students complete Lesson 1 of the *Parent Diary*.

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STAGE 4A / YEARS 7-8 **PARENTAL DIARY**

Lesson 1
OVERVIEW

1. When you were a teenager, how important was it for your peers to look attractive?	Parent 1: Parent 2:
2. When you were a teenager, what sort of access was there to nudity in movies or pornography?	Parent 1: Parent 2:
3. Was it common for your friends and fellow peers to access, discuss and share sexual jokes, pictures or ideas?	Parent 1: Parent 2:

4. When you see how sexuality is promoted in the media, movies and TV shows, and popular culture, do you think much has changed since your time?	Parent 1: Parent 2:
5. Are you aware of any current statistics around teenagers using social media?	Parent 1: Parent 2:
6. Are you aware of any current statistics around teenagers viewing pornography?	Parent 1: Parent 2:
7. What advice would you give yourself if you were a teenager living in my world?	Parent 1: Parent 2:

PARENT SIGN-OFF

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STAGE 5A / YEARS 9–10 **TEACHER'S MANUAL**

Lesson 5
SOCIAL MEDIA AND IDENTITY

⤢ Aims

This lesson examines the risks associated with social media, including self-promoting behaviours, assessing how others are portrayed, while idenitifying narcissistic, addictive behaviour, and wellbeing threats.

⤢ Outcomes

Students will critique their on own social media behaviours, distinguish between superficial and genuine content, and consider healthier, more balanced ways relate with peers and use their time.

⮑ Way In

Play the student Vox Pop for Lesson 5.

Watch the Youtube Video ***Facebook founder warns of social media addiction*** https://www.youtube.com/watch?v=LPwR1i-sWpo

Ask: What are some of the strategies social media giants use to hook you in? Possible answers include:

- Goal to consume as much of your time and conscious attention as possible.

- Exploiting psychological fragilities.

- Social Validation Feedback Loop.

Optional: Ask these general questions to the class:

- Do you struggle NOT to look at your phone whenever it is nearby?

- How long can you go without thinking about your social media accounts?

- How important is it to get a 'like' for a good selfie? Is it stressful if a selfie or post doesn't get 'liked'?

- Do you control your social media use, or does it control you?

- Do you trust that social media companies to do the right thing by you?

♀ Did You Know?

Activity: Who do you think the 2020 top 10 celebrities were on Instagram?

Run through a PowerPoint of the top 10 (according to Brandwatch.com, published January 18th 2021).

10. Kendall Jenner (148m followers)

9. Justin Bieber (158m followers)

8. Beyoncé (161m followers)

7. Lionel Messi (177m followers)

6. Kim Kardashian (199m followers)

5. Selena Gomez (203m followers)

4. Kylie Jenner (210m followers)

3. Dwayne 'The Rock' Johnson (211m followers)

2. Ariana Grande (216m followers)

1. Cristiano Ronaldo (254m followers)

Final slide has the full list, which can be left up for the following questions:

- How important is being 'sexy' for the popularity of the men in this list?

- How important is being 'sexy' for the popularity of the women in this list?

- Is there a difference, and if so, why?

- Do these celebrities have much influence over how a teenager should aspire to be? How?

- After posing naked for the cover of GQ Mexico, Kourtney Kardashian said it is "important to expose positive images of our body". Do you agree?

- Do you think normal teenagers communicate a true version of themselves on social media? Do you think teenagers aim to be likeable on social media?

- If people prefer to post the best-versions of themselves, what exactly are the followers liking? How many of your friends actually know the real you?

- Do you think as a society we are too obsessed with outward appearance? What are some ways individuals could reduce this obsession?

Peer Group Discussions

1. Remind students of the top 10 Instagramers for 2020. Ask: do you have any celebrities you follow on social media? Each group member can add one to the list.

2. Why do you think these people are so popular? As a group, come up with the top five most descriptive words that summarise their popularity?

3. If you were an Instagram celebrity, what reasons would you like people to follow you for? Add them to your list.

4. In the Lesson 5 parent diary activity, each of you asked your parents to come up with some words to describe why they love you. As a group, share some of those words, and make a list of 5-6 of the most common words your parents used.

5. Compare your Instagram list to this list of things your parents used to describe why they love you. Are they the same or different? What does this tell you?

6. If friends liked you only for the same reasons people like celebrities, would you regard them as true friends?

7. Do you think following other people's social media lives is helpful to you?

8. Could young people use their time better than spending time on social media? If yes, how?

Return the groups back to the Class

Class question: Can you think of some more dangerous and harmful risks to using social media and digital communication?

Cyber bullying, illegal transmissions of sexual content, regrettable communication, including naked selfies and images of people without consent

Bring It Home

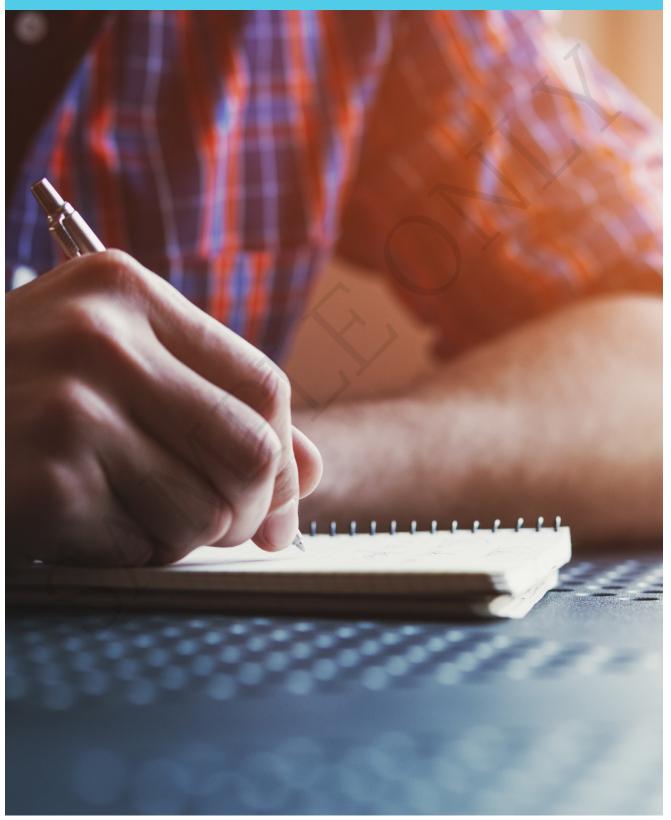If there is time left, gather students from the peer group discussions and ask:

1. Was there anything surprising in today's lesson?

2. Do you think some of what we discussed today would be easily accepted by students your age?

3. In what ways does society make it easier or harder to accept this information?

4. What should we do with the information we learned today?

Parental Diary

For homework, have students complete Lesson 5 of the *Parental Diary.*

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Lesson 5
HOW SOCIAL MEDIA AFFECTS OUR IDENTITIES

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1. Do you have a social media account? How often will you use it (them)?	Parent 1: Parent 2:
2. Do you think social media would have helped the way you related to friends when you were in primary school?	Parent 1: Parent 2:
3. Do you think teenagers my age are more obsessed with their self-image than when you were my age? Why?	Parent 1: Parent 2:

4. How would you compare social media friendships to face-to-face friends?	Parent 1: Parent 2:
5. Who were the top celebrities you admired when you were 15?	Parent 1: Parent 2:
6. Do you think celebrities are more idolised today than back then? Do you think following celebrities is helpful?	Parent 1: Parent 2:
7. Do you know what the laws are around transmission of underage sexual content?	Parent 1: Parent 2:

8.	Do you know what proportions of boys and girls currently send or receive sexualised content to each other via social media? (Some information can be found here: https://www.edcomm. org.au/publications/school-pornography-survey-2018/)	Parent 1: Parent 2:
9.	Take a couple of minutes to consider this last question: can you give me three reasons why you love me?	Parent 1: Parent 2:

PARENT SIGN-OFF