

SCOPE AND SEQUENCE





© 2021 by Dr Marshall Ballantine-Jones

Published in Sydney, NSW by DigiHelp Publishing

ISBN: 978-1-922632-00-5

All material in this publication is copyright unless otherwise indicated. Apart from fair dealing as permitted under the Copyright Act 1968, an Australian Commonwealth law, this publication may only be reproduced, stored, or transmitted, in any form or by any means, with prior permission in writing by the publisher. This publication can only be reproduced for use in the classes of the purchaser's school according to the terms of the active licence, and may not be distributed, or copied for distribution, beyond the classes registered.

Editing: Cassandra Cassis, Grace Wang

Design and Typesetting: Andrew Hope

DigiHelp Publishing

PO Box 543, Panania NSW 2213 Australia

Web: digihelp.io

Email: info@digihelp.io

Stage 3A / Years 5–6

SCOPE AND SEQUENCE

Lesson	Outcomes	Content	Key Inquiry Questions	Assessment
Lesson 1: Sexualised Media, An Introduction	Australian Curriculum Outcomes: ACPPS051, ACPPS052, ACPPS055 NSW Syllabus Outcomes: PD3-1, PD3-9, PD3-10 New Zealand Curriculum Outcomes: A1, D1	Students: <ul style="list-style-type: none"> develop a common vocabulary of online terms and behavioural issues featured in this program consider the typical aspects that contribute to a person's identity or sense of self discuss how peer group expectations can also influence behaviour 	What is sexualisation, objectification, and social media? How might the internet and online devices influence young people? Do students perceive that their peers are sexualised?	<ul style="list-style-type: none"> Multiple choice quiz Peer group discussion Concept map (online profile) Report back session
Lesson 2: Internet Shaped Brains	Australian Curriculum Outcomes: ACPPS051, ACPPS052, ACCPS053, ACPPS056, ACPPS055 NSW Syllabus Outcomes: PD3-1, PD3-3, PD3-10 New Zealand Curriculum Outcomes: A3, A4, C1, D1	Students: <ul style="list-style-type: none"> learn how repetitive behaviours change the brain explore the ways social media delivers rewards that can lead to addictive behaviours understand how excessive pornography exposure changes attitudes and behaviours, including objectification of women, poorer academic outcomes, and poorer social conduct 	What types of common, online reward-based behaviours can become addictive? What are some negative effects of repeated exposure to social media and sexualised media? What are some helpful ways to break bad habits?	<ul style="list-style-type: none"> Journal prompt Cloze activity Peer group discussion Reflective question time
Lesson 3: A Sexualised Society	Australian Curriculum Outcomes: ACPPS051, ACPPS052, ACCPS053, ACPPS056, ACPPS055 NSW Syllabus Outcomes: PD3-1, PD3-2, PD3-3, PD3-9, PD3-10 New Zealand Curriculum Outcomes: A3, A4, C1, C2, D1	Students: <ul style="list-style-type: none"> explore the ways sexualised media impacts individuals examine how popular culture follows trends of sexualised media discuss some of the ways sexualised media can impact vulnerable people, including children discuss how the internet keeps a permanent record of people's online behaviours 	Who are the 'winners' and 'losers' from the global sexualised media market? How does private pornography consumption lead to changes in mass media and popular culture? What are some effects on vulnerable people used in the production of pornography?	<ul style="list-style-type: none"> Cloze activity Peer group discussion Reflective question time

Stage 3A / Years 5–6

Lesson	Outcomes	Content	Key Inquiry Questions	Assessment
Lesson 4: Healthy Relationships	Australian Curriculum Outcomes: ACPPS051, ACCPS053, ACPPS056, ACPPS055 NSW Syllabus Outcomes: PD3-1, PD3-3, PD3-9, PD3-10 New Zealand Curriculum Outcomes: A4, C1, C2, D1	Students: <ul style="list-style-type: none"> explore the impacts of sexualised media on long-term, romantic relationships discover how trust, respect, love, intimacy, patience, and selflessness assist relationship success discuss some common hindrances to healthy relationships 	What are the tools for successful long-term relationships? How might sexualised media/culture train people for unsuccessful relationships? What risks do males and females face from over-sexualised behaviours and attitudes?	<ul style="list-style-type: none"> True or false quiz Close activity Peer group discussion Comparison chart (successful vs. unsuccessful relationships) Report back session
Lesson 5: Social Media and Identity	Australian Curriculum Outcomes: ACPPS071, ACPPS073, ACPPS074 NSW Syllabus Outcomes: PD3-3, PD3-9, PD3-10 New Zealand Curriculum Outcomes: A3, A4, D1	Students: <ul style="list-style-type: none"> analyse issues relating to their online identities, such as superficial versus genuine content discuss the indicators of real friendships and methods of discerning self-value explore examples of helpful and unhelpful role models 	Why are online celebrities generally popular? What constitutes a person's true value? How are we perceived by those who know us best? When can social media be unhelpful?	<ul style="list-style-type: none"> Comparison table (important values) Peer group discussion Reflective question time
Lesson 6: Online Behaviour	Australian Curriculum Outcomes: ACPPS051, ACPPS052, ACCPS053, ACPPS056, ACPPS055 NSW Syllabus Outcomes: PD3-1, PD3-2, PD3-3, PD3-7, PD3-9, PD3-10 New Zealand Curriculum Outcomes: A1, A3, C1, C2	Students: <ul style="list-style-type: none"> discover the steps they can take to ensure their safety online and protect others from harm develop an understanding of cyber bullying, illegal online behaviour, online sexual harassment, and identity protection learn how to seek support when in vulnerable situations 	What is cyber safety and why can some online behaviours cause regret? What is acceptable online conduct? What is illegal behaviour? What can a person do if they have received unwanted or illegal online content?	<ul style="list-style-type: none"> Journal prompt Peer group discussion Cloze activity Final Assessment: <ul style="list-style-type: none"> Multiple-choice quiz

Stage 4A / Years 7–8

SCOPE AND SEQUENCE

Lesson	Outcomes	Content	Key Inquiry Questions	Assessment
Lesson 1: Selling Sex, An Introduction	Australian Curriculum Outcomes: ACPPS070, ACPPS074 NSW Syllabus Outcomes: PD4-1 New Zealand Curriculum Outcomes: A1, D1	Students: <ul style="list-style-type: none"> discover the statistical relationship between pornography and its effects on young people consider the typical aspects that contribute to a person's identity or sense of self discuss how peer group expectations can also influence behaviour 	What is sexualisation? How do young people perceive the degree of social pressure to think and act sexually? How might the internet and online devices influence young people?	<ul style="list-style-type: none"> Cloze activity Concept map (attributes of a typical person) Peer group discussion Report back session
Lesson 2: How Porn Affects the User	Australian Curriculum Outcomes: ACPPS070, ACPPS072, ACPPS073 NSW Syllabus Outcomes: PD4-1, PD4-2, PD4-9 New Zealand Curriculum Outcomes: A1, A3, A4, D1	Students: <ul style="list-style-type: none"> learn how repetitive behaviours change the brain explore the ways social media delivers rewards that can lead to addictive behaviours understand how excessive pornography exposure changes attitudes and behaviours, including objectification of women, poorer academic outcomes, and poorer social conduct 	What types of common, online reward-based behaviours can become addictive? What are some negative effects of repeated exposure to social media and sexualised media? What are some helpful ways to break bad habits?	<ul style="list-style-type: none"> True or false quiz Peer group discussion Reflective question time
Lesson 3: How Porn Affects Society	Australian Curriculum Outcomes: ACPPS071, ACPPS072, ACPPS073 NSW Syllabus Outcomes: PD4-1, PD4-3, PD4-6, PD4-10 New Zealand Curriculum Outcomes: A3, A4, C1, D1, D2	Students: <ul style="list-style-type: none"> discover the relationship between sexualised media and private pornography consumption examine how popular culture follows trends of sexualised media discuss some of the ways sexualised media can impact vulnerable people, including children discuss how the internet keeps a permanent record of people's online behaviours understand how choices made online can impact individuals both personally and professionally 	Who are the 'winners' and 'losers' from the global sexualised media market? How does private pornography consumption lead to changes in mass media and popular culture? What are some effects on vulnerable people used in the production of pornography?	<ul style="list-style-type: none"> Cloze activity Peer group discussion Reflective question time

Stage 4A / Years 7–8

Lesson	Outcomes	Content	Key Inquiry Questions	Assessment
Lesson 4: Healthy Relationships	Australian Curriculum Outcomes: ACPPS070, ACPPS071, ACPPS073, ACPPS074 NSW Syllabus Outcomes: PD4-3, PD4-6, PD4-9, PD4-10 New Zealand Curriculum Outcomes: A4, C1	Students: <ul style="list-style-type: none"> explore the impacts of sexualised media on long-term, romantic relationships discover how trust, respect, love, intimacy, patience, and selflessness assist relationship success discuss some common hindrances to healthy relationships 	What are the tools for successful long-term relationships? How might sexualised media/culture train people for unsuccessful relationships? What risks do males and females face from over-sexualised behaviours and attitudes?	<ul style="list-style-type: none"> Cloze activity Peer group discussion Concept map (see Lesson 1) Reflective question time
Lesson 5: How Social Media Affects our Identities	Australian Curriculum Outcomes: ACPPS071, ACPPS073, ACPPS074 NSW Syllabus Outcomes: PD4-2, PD4-3, PD4-6, PD4-10 New Zealand Curriculum Outcomes: D1, D2	Students: <ul style="list-style-type: none"> analyse issues relating to their online identities, such as superficial versus genuine content discuss the indicators of real friendships and methods of discerning self-value explore examples of helpful and unhelpful role models 	Why are online celebrities generally popular? What constitutes a person's true value? How are we perceived by those who know us best? When can social media be unhelpful?	<ul style="list-style-type: none"> Comparison chart (Instagram celebrities) Peer group discussion
Lesson 6: Sexual Behaviour Online	Australian Curriculum Outcomes: ACPPS072, ACPPS073 NSW Syllabus Outcomes: PD4-1, PD4-2, PD4-3, PD4-7, PD4-9, PD4-10 New Zealand Curriculum Outcomes: A3, A4, C1, D1, D2	Students: <ul style="list-style-type: none"> discover the steps they can take to ensure their safety online and protect others from harm develop an understanding of cyber bullying, illegal online behaviour, online sexual harassment, and identity protection learn how to seek support when in vulnerable situations 	What is cyber safety and why can some online behaviours cause regret? What is acceptable online conduct? What is illegal behaviour? What can a person do if they have received unwanted or illegal online content?	<ul style="list-style-type: none"> Journal prompt Cloze activity Final assessment: <ul style="list-style-type: none"> Written reflection

Stage 4B / Years 7–8

SCOPE AND SEQUENCE

Lesson	Outcomes	Content	Key Inquiry Questions	Assessment
Lesson 1 Sexualised Online Media— An Introduction	Australian Curriculum Outcomes: ACPPS070, ACPPS076 NSW Syllabus Outcomes: PD4-1, PD4-6, PD4-7	Students: <ul style="list-style-type: none"> explore contemporary portrayals and opinions about teenage online engagement. share perspectives and experiences about positive and negative aspects of online media, relationships, and activities. consider how sexualised culture is promoted, experienced and developed through mass media. 	What ways do young people commonly engage with the online world? How do young people perceive the degree of social pressure to think and act sexually? How do different online mediums affect consumers' thinking and behaviours?	<ul style="list-style-type: none"> Peer group discussion Report back session
Lesson 2 The Brain And Online Habits	Australian Curriculum Outcomes: ACPPS070, ACPPS071, ACPPS073 NSW Syllabus Outcomes: PD4-1, PD4-6, PD4-7	Students: <ul style="list-style-type: none"> discover dopamine and its role in developing neural pathways and to neurological change. consider the different ways dopamine is generated. understand and compare common dopamine-producing activities, to distinguish between cheap, passive sources of dopamine and earned, active dopamine. assess their common life behaviours and evaluate where they can make wise choices for healthy brain development. 	What is dopamine and when is it produced? What impact do passive, repetitious activities like gaming, social media, and pornography have on adolescent brains? What is an online addiction? What activities encourage healthier brain outcomes and future benefits?	<ul style="list-style-type: none"> Cloze passage Journal prompt Graphing exercise (weekly activity audit) Peer group discussion Reflective question time
Lesson 3 Value & Identity And Online Influences	Australian Curriculum Outcomes: ACPPS075, ACPPS076, ACPPS079 NSW Syllabus Outcomes: PD4-1, PD4-2, PD4-7	Students: <ul style="list-style-type: none"> explore the value of people. consider the various forms of online media, including gaming, social media, movies, TV and advertising, assessing their core messages. examine the impact of influencers, comparing them to alternative sources of guidance and inspiration for inspiration for identity and purpose. 	What makes a person valuable? How can one respond to the pressure to be objectified? What are better sources of inspiration, guidance, and influence for a healthy view of self?	<ul style="list-style-type: none"> Cloze passage Journal prompt Comparison chart (male vs. female characters in video games) Peer group discussion Reflective question time

Stage 4B / Years 7–8

Lesson	Outcomes	Content	Key Inquiry Questions	Assessment
Lesson 4 Healthy Friendships In An Online World	Australian Curriculum Outcomes: ACPPS073, ACPPS074, ACPPS075 NSW Syllabus Outcomes: PD4-1, PD4-3, PD4-7, PD4-10	Students: <ul style="list-style-type: none"> • assess the nature of friendship, comparing common positive and negative elements experienced in them. • critique online relationships in contrast to face-to-face ones. • explore and practice relational skills like positive body language, empathy, conflict resolution, socialisation, and appreciation. • troubleshoot common relationship dilemmas to improve their own skills. 	What is friendship? What elements are commonly associated with good and bad friendships? What are the advantages and disadvantages to both online and face-to-face friendships? How are friendship skills enhanced?	<ul style="list-style-type: none"> • Comparison chart (good friendships vs. bad friendships) • Peer group discussion • Reflective question time
Lesson 5 Respect, Consent And Online Sexualisation	Australian Curriculum Outcomes: ACPPS072, ACPPS073, ACPPS074, ACPPS075 NSW Syllabus Outcomes: PD4-1, PD4-2, PD4-3 PD4-9	Students: <ul style="list-style-type: none"> • examine various ways sexualised messages intrude on relationships. • consider how individuals are pressured to think and behave in self-seeking ways. • learn what respect is, and how helps address impacts from a sexualised society. • put into practice the core principals of consent, including seeking permission and saying no. • explore ways to reduce experiencing negative, unwanted and harmful interactions with others. 	How does pressure to be sexually attracted affect self-image? What impact do sexualised social narratives affect the treatment of others? What is respect, who is it practiced, and why is it an effective antidote to sexualise culture? What is consent, and when is it required? How do individuals establish and maintain boundaries?	<ul style="list-style-type: none"> • Journal prompt • Cloze passage • Peer group discussion • Reflective question time
Lesson 6 Online Behaviour—Risks And Rewards	Australian Curriculum Outcomes: ACPPS072, ACPPS073, ACPPS074, ACPPS076 NSW Syllabus Outcomes: PD4-1, PD4-2, PD4-3 PD4-9	Students: <ul style="list-style-type: none"> • consider different dimensions of online interactions commonly associated with sexualised themes and messages. • learn how negative online behaviours impact other people. • explore how to minimise negative and harmful experiences. • develop skills to maximise positive behaviours towards one another. • understand what choices there are when faced with toxic cyberbullying or unlawful actions. 	What are negative sexualised behaviours, and how are they minimised? How do sexualised behaviours affect people? How do students minimise experiencing unwanted sexualised attention? When is one's conduct unlawful? How are mistakes and unintentional negative actions addressed?	<ul style="list-style-type: none"> • Cloze passage • Peer group discussion • Reflective question time

Stage 5A / Years 9–10

SCOPE AND SEQUENCE

Lesson	Outcomes	Content	Key Inquiry Questions	Assessment
Lesson 1: Porn, An Introduction	Australian Curriculum Outcomes: ACPPS090, ACPPS093, ACPPS095 NSW Syllabus Outcomes: PD5-1 New Zealand Curriculum Outcomes: A1, D1	Students: <ul style="list-style-type: none"> develop a broad understanding of internet pornography and sexualised social media behaviours and their prevalence in society consider common attitudes towards sexualised media and beliefs about its usage 	What is pornography and how is it generally used among contemporary adolescents? Does it have positive and negative influences on society? How is pornography perceived by celebrities? How did sexualised media impact adolescents in the past?	<ul style="list-style-type: none"> Multiple choice quiz Journal prompt Peer group discussion Sequencing activity (what does our society value the most?) Reflective question time
Lesson 2: Porn and the User	Australian Curriculum Outcomes: ACPPS089, ACPPS090, ACPPS091, ACPPS092, ACPPS095, ACPPS098 NSW Syllabus Outcomes: PD5-1, PD5-2, PD5-3, PD5-9 New Zealand Curriculum Outcomes: A1, A3, A4, C1, C2, D1	Students: <ul style="list-style-type: none"> learn how compulsive pornography use affects attitudes and behaviours of the individual identify the neurological impacts of excessive exposure to pornography discover the links between pornography use and sexual preoccupation, objectification of women, sexual risk taking, earlier sexual engagement, and increased sexual aggression consider the benefits of delayed gratification and enjoyment of non-sexual activities in relation to academic outcomes and memory retention 	What are common risks associated with pornography use? What are some long-term consequences of pornography use? How can alternative activities and interests be useful for students with excessive pornography exposure?	<ul style="list-style-type: none"> True or false quiz Peer group discussion Reflective question time Vox pop exercise (optional)

Stage 5A / Years 9–10

Lesson	Outcomes	Content	Key Inquiry Questions	Assessment
Lesson 3: Porn and Society	Australian Curriculum Outcomes: ACPPS091, ACPPS092, ACPPS093, ACPPS095, ACPPS098 NSW Syllabus Outcomes: PD5-1, PD5-3, PD5-6, PD5-10 New Zealand Curriculum Outcomes: A3, C2, D1, D2	Students: <ul style="list-style-type: none"> • discuss the effects of sexualised media on society as a whole • consider the connection between the private consumer of pornography and the vulnerable people exploited in its production • consider the ways sexualised media influences peer attitudes and behaviours • identify positive actions they can take as they navigate an increasingly sexualised society 	How does the pornography 'industry' work? Who benefits from the production of distribution of pornography? Who is negatively impacted by the production of pornography? How different are the personal lives of people portrayed in onscreen fantasy productions? How does pornography influence broader media, including movies, TV series, music, and advertising? What is the relationship between pornography-culture and the pressure on young people, especially girls, to appear and behave sexually?	<ul style="list-style-type: none"> • Cloze activity with multiple-choice questions • Peer group discussion • Reflective question time
Lesson 4: Porn and Relationships	Australian Curriculum Outcomes: ACPPS090, ACPPS091, ACPPS093, ACPPS094, ACPPS095, ACPPS098 NSW Syllabus Outcomes: PD5-3, PD5-6, PD5-9, PD5-10 New Zealand Curriculum Outcomes: A3, A4, C1, C2, C3	Students: <ul style="list-style-type: none"> • explore the varied effects of pornography on relationships • examine some short-term effects of pornography use, including unrealistic expectations, lack of intimacy, potential physiological harms, gender imbalance, and erectile dysfunction disorder • consider some long-term effects of pornography use, including reduced sexual pleasure, mistrust, higher risk of relationship breakdown, and potential costs associated with the breakdown of families 	How does excessive exposure to pornography impact romantic relationships? What decisions can be made now that will benefit future intimate relationships? How can students engage in more respectful behaviours in their current social or romantic relationships?	<ul style="list-style-type: none"> • Cloze activity • Peer group discussion • Reflective question time

Stage 5A / Years 9–10

Lesson	Outcomes	Content	Key Inquiry Questions	Assessment
Lesson 5: Social Media and Identity	Australian Curriculum Outcomes: ACPPS089, ACPPS092, ACPPS095, ACCPS098 NSW Syllabus Outcomes: PD5-2, PD5-3, PD5-6, PD5-10 New Zealand Curriculum Outcomes: A1, A4, C1, C2, C3, D1	Students: <ul style="list-style-type: none"> examine the risks associated with social media, including self-projection behaviours consider how people portray themselves on social media and identify markers of narcissistic behaviours consider the qualities that define and enable genuine friendships 	What are appropriate and inappropriate social media behaviours? How to discern superficial from genuine content? What are healthier, more balanced ways to relate with peers apart from social media? How can students make better use of their time?	<ul style="list-style-type: none"> Peer group discussion Comparison chart (online vs. face-to-face relationships) Class discussion
Lesson 6: Social Media and Sexualised Behaviour Online	Australian Curriculum Outcomes: ACPPS092, ACPPS093, ACPPS094, ACPPS098 NSW Syllabus Outcomes: PD5-1, PD5-2, PD5-3, PD5-7, PD5-9, PD5-10 New Zealand Curriculum Outcomes: A1, A3, C1, C2, D2	Students: <ul style="list-style-type: none"> learn about risky social and sexualised behaviours including sexting, cyber bullying, consent, regrettable behaviour and engaging in illegal activities discover the legal ramifications of online actions consider the social responsibility of individuals to advocate for consent and practice healthy communication, both online and in person 	Can students identify risky sexualised social media behaviours, including bullying, trolling and regrettable conduct? What laws exist to protect people from online exploitation? What protective behaviours can be adopted to minimise exposure to harm and prevent harm to others?	<ul style="list-style-type: none"> Class discussion Cloze activity Peer group discussion Final Assessment: <ul style="list-style-type: none"> Written reflection

Stage 5B / Years 9–10

SCOPE AND SEQUENCE

Lesson	Outcomes	Content	Key Inquiry Questions	Assessment
Lesson 1 Sex and Love in an Online World	Australian Curriculum Outcomes: ACPPS089 NSW Syllabus Outcomes: PD5-1, PD5-6	Students: <ul style="list-style-type: none"> analyse a range of stereotypical, media fueled images of relationships explore various themes including love, romance affection, jealousy, exhibitionism, objectification, exploitation, aggression, sexualisation and respect critically assess social norms, and canvass ideas for positive relationship engagement 	What are the major influences on relationship ideals? How do online celebrities and influencers generate normalised expectations and behaviours? What does critical evaluation entail, and how can online narratives be positively explored?	<ul style="list-style-type: none"> Peer group discussion Report back session
Lesson 2 The Chemistry of Love and Romance	Australian Curriculum Outcomes: ACPPS090, ACPPS094, ACPPS095 NSW Syllabus Outcomes: PD5-1, PD5-2, PD5-9	Students: <ul style="list-style-type: none"> examine the neurochemistry of love and romance consider the intersection between feelings of desire, attraction and attachment with neurochemical associations. explore common adolescent feelings of love and romance, and experiences of intimate relations, crushes, and conflicts evaluate and troubleshoot scenarios typical of their peers, to help develop new skills in romantic relationships 	What are the main features of love and attraction? How does the brain respond to desire? How can an understanding of attraction and attachment help students navigate feelings? When can online engagement enhance or hinder the natural experiences of romance, crushes, and relationships? Are there ways to cultivate long-term relationships?	<ul style="list-style-type: none"> Table (3 phases of love) Peer group discussion Reflective question time

Stage 5B / Years 9–10

Lesson	Outcomes	Content	Key Inquiry Questions	Assessment
Lesson 3 Relationships Shaped by an Online World	Australian Curriculum Outcomes: ACPPS089, ACPPS092, ACPPS093, ACPPS095 NSW Syllabus Outcomes: PD5-1, PD5-2, PD5-6, PD5-7	Students: <ul style="list-style-type: none"> consider social media and celebrity influencers, and helps students develop ways to assess their messages, evaluate their benefits, and constructively aspire to better outcomes for their own futures consider what are sensible ideals for adult males and females, contrasted with online personalities idealised by users develop skills to assess common characteristics and communication techniques of popular influencers, and scrutinise the role Big Tech plays in manipulating online interest roleplay some scenarios to problem solve common experiences faced by teenagers 	What are the values young people aspire to? How does online media influence perceptions of ideal males and females? How much sexualised media do young people typically encounter, and what are the effects of this? Does online media influence expectations and paradigms for personal relationships? How can the messages and expectations generated by celebrities and influencers be critically evaluated? What role does Big Tech play in shaping attitudes and behaviours?	<ul style="list-style-type: none"> Cloze passage Journal prompt Peer group discussion Reflective question time
Lesson 4 Respectful Relationships	Australian Curriculum Outcomes: ACPPS093, ACPPS094, ACPPS095 NSW Syllabus Outcomes: PD5-2, PD5-3, PD5-7, PD5-10	Students: <ul style="list-style-type: none"> explore friendships, empathy, and respectful relationships examine how online sexualised and social media cultures impact friendships, including objectification, narcissism, commitment and empathy investigate the core factors associated with respect, and will learn and practice empathy skills evaluate the impact the online medium has on relationships quality consider how in-person relating differs to online, and develop confidence in initiating richer, mutually beneficial relationships 	What impact does sexualised media having on friendship and romantic relationships? What are the core qualities behind good friendships? What is empathy and how is it practiced? How can online activities be used to enhance quality relationships?	<ul style="list-style-type: none"> Cloze passage Table (respect attitudes) Peer group discussion Reflective question time

Stage 5B / Years 9–10

Lesson	Outcomes	Content	Key Inquiry Questions	Assessment
Lesson 5 Understanding Consent	Australian Curriculum Outcomes: ACPPS093, ACPPS094, ACPPS095 NSW Syllabus Outcomes: PD5-3 PD5-9, PD5-10	Students: <ul style="list-style-type: none"> identify the fundamental elements of consent and discover how to communicate well, both in the process of gaining consent or in denying it consider some of the common reasons for miscommunications adopt and practice useful skills for making communication clearer and more confident 	How do online sexualised narratives, including from pornography and social media, alter people's relationships? What is consent and how does it offset negative sexualised narratives? How is consent given? What are practical ways to positively ask for consent? How do students assert clear communications around consent, especially when saying "no"? How can various pressures and power imbalances limit clear boundaries? What are typical situations where relationships can be affected by sexualised pressures?	<ul style="list-style-type: none"> Cloze passage Peer group discussion Reflective question time
Lesson 6 Practicing Online Safety	Australian Curriculum Outcomes: ACPPS091, ACPPS093, ACPPS096 NSW Syllabus Outcomes: PD5-3, PD5-6 PD5-9, PD5-10	Students: <ul style="list-style-type: none"> examine a range of behavioural risks from online engagement establish protective against initiating negative online behaviours explore how to reduce general exposures to hostile, negative or negligent behaviours practice skills for enhancing positive online relationships assess common mistakes that can bring harm to others improve online relationship skills 	What are online risks to personal safety and wellbeing? What behavioural methods will help reduce risks of being harmed? How can improve inter-relationships skills be improved to enhance other's welfare?	<ul style="list-style-type: none"> Table (online risks) Peer group discussion Reflective question time