CONTENT STRAND: HEALTH, WELLBEING AND RELATIONSHIPS

TOPIC 3
Creating inclusive, equal and respectful relationships

3.1 Overview

3.1.1 Introduction

Relationships are a major part of your life; it is important that you develop relationships that are inclusive, equal and respectful. You need to practise a variety of skills such as empathy and active listening in order to nurture such relationships.

Other relationship skills include conflict resolution, negotiating consent, seeking help, providing feedback and asserting a stance in various situations. At times you may need to use these skills to help others.

You may sometimes encounter disrespectful relationships, which may affect you or someone you are close to. Disrespectful relationships may involve abuse, such as in the case of domestic violence situations. You need to have knowledge of and adopt protective practices when exposed to these relationships, ensuring that you are able to take control to keep yourself and others safe.

Supporting others, promoting diversity and being aware of and avoiding discriminatory practices are all important factors in building and maintaining relationships that are inclusive, equal and respectful.

Resources

- eLesson: Creating inclusive, equal and respectful relationships (eles-2965)
- Digital doc: Key terms glossary (doc-29316)

ESSENTIAL QUESTION

How can we create inclusive, equal and respectful relationships for ourselves and others?

SYLLABUS OUTCOMES

A student:
- assesses their own and others’ capacity to reflect on and respond positively to challenges (PD5-1)
- 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)
3.2 Relationships

Your relationships are important components of your life. They help influence who you are and who you will become. During your life, you will have many different relationships, from family, friends, peers, work colleagues and intimate relationships such as boyfriends/girlfriends. You need relationships to help fulfil your social, intellectual, spiritual, emotional and physical needs. There are a variety of interpersonal skills such as empathy and communication which are required to create inclusive, equal and respectful relationships.

3.2.1 What is a relationship?

Relationships are associations or attachments formed either by choice (school friends, neighbours, teammates) or because you are part of a family (siblings, parents and other relatives). Relationships exist between all sorts of people, such as mother and child, brother and sister, and girlfriend and boyfriend. As we mature, we place different importance on interactions with some people and our relationships change.

Relationships serve many purposes and may fulfil one or more of our social, intellectual, spiritual, emotional or physical needs. Depending on whether the relationship is with a family member, a partner, a teacher, a neighbour or someone else, these needs will vary.

3.2.2 Components of inclusive and equal relationships

In order for a relationship to be inclusive and equal, all parties within the relationship need to feel included and supported. Thoughts, feelings and ideas need to be considered equally as everyone has a role to play in developing and maintaining the relationship.
Some components of inclusive, equal and respectful relationships include respect, trust, honesty, equality, safety, consistency and empathy.

**Empathy**

**Empathy** is the ability to relate to or identify with another person’s feelings or situation — to be able to ‘put yourself in someone else’s shoes’. Empathy helps strengthen relationships and creates openness between people — it is a key tool in relationships. When empathy is absent, there is likely to be less consideration of each other’s needs and feelings in the relationship; when it is present, people feel listened to and understood.

Empathy is important in supporting the balance of power between two people. Listening to the other person and allowing them to express their thoughts and feelings will help you understand how that person is feeling. This can help you also understand how your behaviour might affect them. You can then adapt your behaviour so you both feel valued and supported.

### 3.2.3 Relationship expectations

Everyone has the right to feel safe, to be treated with fairness, to be valued and to feel accepted for who they are. Respectful relationships are important because they contribute to your growth and sense of self-confidence; they promote healthy self-expression and awareness of yourself and others, and they enable you to feel accepted and free to be yourself.

Being in a respectful relationship doesn’t mean that you won’t have differences of opinion or disagreements. However, in respectful relationships when differences occur they are dealt with in ways that lead to a resolution or understanding. Conflict or differences occurring in respectful relationships can be worked out and do not have to damage the relationship.

People can have different expectations and needs in a relationship and can show their feelings in different ways. These expectations may affect their interactions. We need to recognise our different needs, reactions and expectations when in a relationship. **Communication**, empathy and active listening are essential. Communicating our expectations and feelings allows the relationship to be an effective and supportive one.

How we behave in certain relationships can determine whether we have a healthy, balanced relationship or not. Complete the **Behavioural expectations in relationships** worksheet in the Resources tab to explore the behaviours expected by individuals in different relationships.

### Resources

- **Digital doc**: Worksheet 3.1 Behavioural expectations in relationships (doc-29307)

### DID YOU KNOW?

Research shows spending time with friends and family can increase your life expectancy. The more positive relationships a person has, the more likely he or she will enjoy a healthy lifestyle.
3.2.4 Influences on relationships

There are many influences on our relationships, which may be positive or negative. These influences include our family, friends, peer groups, intimate relationships, religion, gender and sexuality.

Family

When you are young, getting on with your parents can sometimes be a challenge. As you form your own personal identity, you may think differently from your parents and have different values and beliefs, which can lead to conflict at home or breakdowns in communication. As a teenager you want to be more independent and think and speak for yourself. This can be hard for parents to get used to. Parents can continue to be protective of you and want to influence what you do and how you do it. Ultimately this is because they want what is best for you, but this can sometimes feel overbearing.

Friends

Friendships we establish are usually based on common interests, such as hobbies and sports. Similarly, friends may drift apart because their interests and situations change and there is less to talk about or they have less in common. This situation is not necessarily negative; it shows that individuals are maturing and reassessing their interests.

We gain much support and confidence from friendships that are positive, enduring and meaningful. Loyalty, trust, respect, confidentiality, equity, acceptance, empathy and understanding are components of sound and ongoing friendships. We share fun, experiences, humour and memories with our friends. Even when situations occur that challenge the strength of a friendship, there is sufficient depth and support to enable it to survive. We find it easy to defend our friends when the bond of friendship is strong and intact. However, friendships are dynamic, and things change over time or as a result of circumstances. Friendships don’t just happen; they must be worked on.

Just as a friendship can be a rewarding part of life, life can also be stressful when the friendship starts to falter. We may feel anxious, guilty, hurt or even jealous at these times. Not all friendships are healthy. Some friendships can be destructive, especially if people have different values or become too dependent on their friends. Negative peer pressure can influence decision-making and impact on the lives of all involved.

Anger and resentment are common negative feelings we encounter when friendships unexpectedly fall apart. It is difficult to remain objective and separate the problem from the person in these situations. We need to think carefully about the reasons behind the breakdown and work out ways to restore the friendship or, as painlessly as possible, to continue without that person in our life. Often, a lack of communication — the inability to listen to and be honest with friends — causes breakdowns in a friendship.

Are you a good friend? Use the What kind of friend are you? and Making friends weblinks in the Resources tab to take a quiz and assess what type of friend you are. How accurate do you believe these kinds of quizzes are? What might be a better indication of your friendship skills? Think of ten characteristics you believe a good friend should have.
Peer groups

A **peer group** is a group of people who are roughly the same age as you and are from a similar background. We tend to relate well to our peers because of these two factors and we value their comments and attitudes. A peer group can be an influential and powerful aspect of our lives.

Belonging to a peer group has many benefits. We can feel secure and confident in the knowledge that our peers will assist us, accept us and support us through thick and thin. We trust the members of the group and experience enjoyment through the activities we have in common and the personal qualities we appreciate in each other.

Sometimes there is a leader who directs the group, perhaps subtly, into ‘acceptable’ activities and behaviours. If this leader is well respected or asserts power in certain ways, then it is likely that the rest of the group will follow their actions. If members of the group are doubtful about becoming involved in any activity, then tension or conflict may develop within the group. This can become a very difficult and stressful situation, where group members need to make decisions regarding the appropriateness of the activity. Pressure from the leader or other group members may add to the dilemma of individuals trying to make sound decisions.

There are times when you may feel pressured by your peer group into doing something with which you are uncomfortable, but you may also feel the desire to still be accepted and part of the group. The decision about what to do will depend upon the strength of your own convictions, personal confidence and assertiveness. Family and/or cultural expectations and perhaps a sense of moral obligation may also play a role. The combination of these factors will lead you to a decision.

Intimate relationships

A relationship with a very close friend is an **intimate relationship**. There is a high level of sharing, trust, affection, understanding and personal disclosure of information in such a relationship. Sexual attraction may also be a feature. **Sexual activity** or intercourse may form part of an intimate relationship, but you can have intimacy without being physically intimate.
Religion
Religion can influence inclusivity, equality and respect within relationships. If we are connected to a particular religion, the particular values and beliefs may influence how we interact with others. Some religions have certain values relating to the rights and responsibilities within relationships. For example, many religions place importance on a couple marrying before living together or having children.

Gender
Existing gender stereotypes may influence the inclusivity, equality and respect within relationships. Ideas about how males and females are supposed to act may impact certain behaviours. For example, males are often stereotyped as being less communicative about their thoughts and feelings than females are, which may place pressure on females to be the main communicator in the relationship. In respectful relationships, both males and females need to be open communicators and play equal roles in order to ensure that both parties’ needs are understood and met.

Sexuality
Sexuality refers to who we are attracted to, whether this be males and/or females. It is important that we respect and support our friends and family members regardless of their sexuality. Inclusivity and equal treatment is important in supporting and fostering respectful relationships.

3.2.5 Rights and responsibilities in relationships
Positive and respectful relationships are built on equality, respect and accountability. Each individual in a relationship has both rights and responsibilities. In any relationship you have the right to express your feelings and opinions, make decisions about yourself and have equal decision-making power, and feel safe and supported. In any relationship you have the responsibility to respect the other person’s values, feelings and beliefs, communicate clearly and honestly, compromise and be considerate.

People in respectful relationships acknowledge that others may have a different view to them. Decisions and actions may differ between people. Have you ever known someone that changed their mind after they made a particular decision that also affected you? How did it make you feel? Have you ever made a decision and then changed your mind?

Complete the Relationships — rights and responsibilities worksheet in the Resources tab to explore what rights you have in certain relationships, and the responsibilities you need to deliver to others in those relationships.
3.2 Activities

Friendship strengths
1. Choose one of your friendships. Use the following questions to describe this relationship and to illustrate its unique nature.
   (a) What makes the relationship special?
   (b) What qualities or common interests do you and/or your friend have that make your friendship valuable?
   (c) What happens when an incident arises that challenges the friendship, such as accusations, jealousies, misinformation or gossip?

Relationship networks
2. (a) Create a list of all the relationships in your life. It may help to categorise them using a tree diagram or mind map.
   (b) Analyse how your personality, behaviour and role changes in each of these relationships.

Respectful relationships
3. With a partner, discuss how you create and maintain respectful relationships, then answer the following questions.
   (a) Which of your current relationships would you say are the most respectful?
   (b) Why is this?
   (c) What characteristics make these relationships respectful?
4. In order to be aware, balanced and make healthy choices, you need the building blocks of communication, trust and respect. These are the keys to a respectful relationship. What can you do if a relationship you are in is not respectful?

3.2 Check and challenge

Explain
1. What is a relationship?
2. How can relationships be inclusive, equal and respectful?
3. What role do family and peers have in our relationships?

Elaborate
4. What are rights and responsibilities in relationships?
5. Provide examples of key features in rewarding, meaningful and positive relationships.

Evaluate
6. Why are respectful relationships important?
3.3 Relationship skills

In relationships, there are various skills that are important in fostering respect. Communication, seeking help, understanding and seeking informed consent, providing feedback, negotiating needs, asserting a stance on an issue, resilience and conflict resolution are all important relationship skills you need to develop.

3.3.1 What are relationship skills?

Relationship skills are important in any relationship and are needed in order for us to develop and maintain positive relationships. It is important for individuals to use skills such as communication, negotiation and providing feedback. Communication is a key skill and often we need to use different types of communication to assist in developing inclusive and respectful relationships.

Communication

Communication involves both talking (clearly conveying a message) and listening (understanding the message). Positive communication shows interest in and respect for others, and is important for positive relationships. Chatting about general events and greeting acquaintances (for example, teachers, friends’ parents or classmates) develops positive relationships or goodwill with people in your wider social network.

Effective communication allows you to:

• maintain friendships
• be part of valuable family relationships
• limit the misunderstandings that you have with people
• solve problems.

Communication is a skill that requires practice. We need to be sure that the words we use convey the messages we intend and express our feelings. Some people find it easier to write down what they would like to say, as this may be less threatening than face-to-face contact. It allows them to make sure that their intended message is conveyed effectively. When you need to talk to someone in person about a difficult topic, it helps to be prepared before you speak to the person.

When communicating, your body language conveys non-verbal messages about what you are saying. The way you stand, your gestures, the placement of your arms, the look on your face and the eye contact you make all reinforce the words you use to communicate. Verbal cues such as tone, volume and pitch also contribute meaning to the words you use. Sometimes, your body language can work against you. For example, when you are trying to be open with someone but have your arms crossed, it may give the impression that you are closing yourself off. Body language is also dependent on culture, so what may be okay in your culture may be offensive in another.

Seeking help

It is important to seek help in relationships if needed. We all experience difficult times in our lives and when we do, we often turn to those we are closest to and trust the most. When seeking help, it is important that the person you turn to is supportive. Seeking help is an important skill in a relationship and one that requires and encourages respect.
Providing feedback
Often in relationships, providing feedback to our friend, family member or partner is required. Feedback is essential in providing guidance and advice on a matter. In order for relationships to grow and develop, ongoing feedback is important. For example, when asking for advice about a difficult situation, providing some helpful feedback for that person is important.

Informed consent
The concept of ‘informed consent’ involves individuals fully understanding the nature of and agreeing to participate in a particular activity. For example, people typically talk about consent in the context of some kind of sexual or physical activity with a partner. In a healthy relationship, partners are able to openly talk about and agree on what kind of activity they would like to engage in. Whether it is holding hands, kissing, touching, intercourse, or anything else, it is essential for everyone in the relationship to feel comfortable with what’s happening.

Negotiating needs in relationships
We all have different needs at different times and, in relationships, it helps to give and take in terms of each other’s needs. This is the case in all relationships, including friendships, family relationships and partner relationships. So, how are these needs and differences negotiated in a respectful relationship? Respectful relationships acknowledge and consider everyone’s needs, are flexible about individual choice, and acknowledge differences and strive to accommodate them.

When you are in a respectful relationship, one person doesn’t need to put their needs aside for the other. It may mean communicating how you feel and being flexible at times, but it also means being true to yourself. It is not about trying to change someone, but rather striving to understand things from their perspective, even if your perspective is different.

Asserting a stance on an issue
Assertiveness is the ability to state your case without making someone else feel attacked. Generally, this is determined by the way something is said. Using ‘I’ statements is a good way to express your feelings about an issue. Such statements outline your view or feelings but also provide an opportunity for further discussion — they are not presented as statements of fact or ultimatums about what needs to happen for a resolution of the issue. For example, you might state your opinion in this manner:

‘When (a particular event happens), I feel (a certain feeling). What I’d like is (possible solution).’

Often in relationships we need to take a stance on an issue we may feel strongly about. For example, standing up for yourself if there is an activity that you don’t want to participate in.

Asserting a stance on an issue is a skill that takes practice; however, with practice, we can focus on:

• allowing both sides to be heard
• not being judgemental
• keeping confidentiality
• moving forward in a positive way
• not taking sides or laying blame
• attempting to achieve an outcome that is acceptable to both parties.

Being assertive is a skill that contributes to positive relationships. You can use this skill to ensure your own needs are being met in your relationships with others. You can also speak up for the rights of others. Young people can get themselves into unsafe situations, particularly when they are under the influence of alcohol or drugs, and often need a friend to step in and say ‘no’ for them or support them in saying ‘no’.

Sometimes it may seem easier to be passive in a conflict; however, if you find yourself being manipulated, bullied or forced into certain behaviour, it may affect your self-esteem and leave you feeling as if you have no control in the situation.

Conversely, being aggressive or having little or no respect for the feelings of others can build resentment and may have negative repercussions for your relationships. You may find that people lose respect for you
personally, or do not respect your decisions. You may also find that people become frightened of you rather than feeling that they can communicate openly to resolve issues.

Complete the **Being assertive** worksheet in the Resources tab to look at situations where assertiveness is important.

**Resilience**

We show resilience when we bounce back from difficult situations. Generally, the more resilience someone has, the better they can cope with unexpected changes and challenges.

Resilience is an important skill to have when faced with relationship challenges, for example, following arguments with friends or family. Keep working on your strengths.

**3.3.2 Conflict resolution**

All relationships will experience conflict to some degree. Conflict sometimes occurs when people hold different views. Conflict is an inevitable part of life. People grow, adapt, and clarify their beliefs and values by learning to resolve conflict.

Conflict is also a normal part of every relationship. We are all individuals with our own thoughts, ideas, needs and wants. At times, what we want or think will be different from the wants and thoughts of our partner, friend, parent and other people with whom we have relationships. The conflict that arises from this difference is not really the issue — it is how you deal with the conflict that really matters.

Conflict can make people feel uncomfortable, guilty, frustrated, bitter and frightened. These feelings occur when people believe there is a right and wrong way of looking at things. We need to recognise that we all have different thoughts, feelings and experiences and, therefore, perceive things differently. It is normal for people to hold widely differing points of view. Usually, they simply ‘agree to disagree’.

Conflict can make people feel uncomfortable, guilty, frustrated, bitter and frightened. These feelings occur when people believe there is a right and wrong way of looking at things. We need to recognise that we all have different thoughts, feelings and experiences and, therefore, perceive things differently. It is normal for people to hold widely differing points of view. Usually, they simply ‘agree to disagree’.

Conflict can cause heightened emotions. When you are confronted with a conflict situation, you will probably experience emotions such as feeling upset, disappointed, angry or frustrated. The ability to resolve conflict and achieve the best possible outcome requires considerable skill. While it is true that unresolved conflict will erode a relationship, it is also important to remember that effective conflict resolution will in fact strengthen it.

It is a good idea to work through a process to resolve the conflict. The following list may provide a helpful model:

- establish the rules
- identify the conflict
- offer solutions
- make an agreement
- review the agreement.

Using the **Avoiding conflict** weblink in the Resources tab to watch the clip and discuss how the situation shown could have been dealt with differently to prevent it escalating.

Conflicts need to be worked through. It is not healthy for people to ignore a conflict situation, hoping it will go away. Unresolved feelings and issues may emerge later in the relationship and

---

56 Jacaranda Active Outcomes 2 NSW Australian Curriculum PDHPE Stage 5
become more destructive. When two people are able to resolve conflicts effectively, their relationship is often enhanced, or strengthened, as a result.

In situations where there is difficulty resolving a conflict, it is often useful to involve a neutral third person as a mediator. This person should have no emotional involvement in the situation and should have an objective opinion. Remember, in some conflict situations there may be no resolution; you may need to ‘agree to disagree’.

Conflict can be resolved through negotiation that aims to satisfy everyone. Some misunderstandings may be solved through effective communication; that is, by talking and listening to one another. Other conflicts may require some compromise to solve the problem. This may involve adjusting an opinion. Conflict resolution is a learned skill and, like any skill, improves with practice.

When you experience conflict, try to use the following conflict resolution skills:

- Focus on solving the problem, not attacking the people involved.
- Recognise that other people may perceive the problem differently.
- When expressing your view, use only ‘I’ statements, such as ‘I think …’, ‘I feel …’ and ‘I want …’, rather than ‘you said …’ or ‘you did …’.
- Listen to what each person is saying and check that you have understood their point of view.
- Look for a solution that will satisfy everyone — often, compromise is needed.

The conflict is not really the issue; how you deal with it is what really matters.

Practise solving a small conflict in groups of three. One person takes on the role of the observer and can then inform the other two how well they used conflict-resolution skills. For more practice, complete the Conflict resolution worksheet in the Resources tab.

### Resources

- Digital doc: Worksheet 3.3 Being assertive (doc-29309)
- Digital doc: Worksheet 3.4 Conflict resolution (doc-29310)
- Weblink: Avoiding conflict

### 3.3 Activities

#### Role-playing relationships

1. In pairs, role-play each of the following scenarios, making sure you use open body language and effective communication skills. Practise choosing the right words so you convey the message that you want the other person to receive.
• **Mother and daughter.** The daughter is considering becoming sexually active and would like to use the pill but feels that she needs to discuss this with her mother and seek her advice.

• **Girlfriend and boyfriend.** The time seems to be right to consider sexual activity. You need to talk about the way you are feeling and discuss safe sex and contraception options with each other.

• **Teenager and parent.** You feel that you have no independence or freedom and are not appreciated at home. You seem always to be in trouble for doing the wrong thing and feel that you can do nothing right. You need to discuss the way you are feeling with your parent.

• **Two good friends.** You have been friends for a long time. You are beginning to feel intimate feelings for the other person, but are not sure what your friend feels. You need to talk to each other about how things have changed and the way you now feel about each other.

• **Couple in a relationship.** You have been going out for a long time but your relationship has deteriorated. You are both unhappy and are unintentionally hurting each other. You need to talk about how you are feeling and find a solution that is best for everyone involved.

• **Girlfriends or mates.** You have been friends for a long time and know each other very well. However, you feel that you are drifting apart as you begin to mix with different peer groups and reassess your values. You are feeling isolated and guilty. You need to tell your friend how you are feeling.

• **Same-sex partners.** You have been going out for a short time but you are happy about your relationship and want to talk to your friends about it. Your partner, however, does not want others to know about the relationship, for various reasons. You need to talk to your partner about what you are going to do.

### Conflict resolution

2. (a) In groups of four, brainstorm a list of conflict situations that young people may experience (for example, arguing over money, being treated badly by a friend, a partner flirting or being unfaithful).

(b) Divide the list into:
   - situations that have clear potential for resolution
   - situations where there is no likely resolution.

(c) Share each group’s list with the whole class. As a class, formulate on the board one list of situations where there is no likely resolution.

(d) Discuss each situation and determine why each is difficult or impossible to resolve.

(e) Propose strategies that may lead to a resolution.

3. As a class, discuss the following questions:

   (a) What skills are needed to resolve conflicts?
   (b) Why is conflict resolution an important skill for young people to have?
   (c) What strategies could young people use to support themselves when trying to resolve a conflict?

### 3.3 Check and challenge

**Explain**

1. List five ways you can express your feelings in a relationship without words.

2. What personal characteristics do you think are important for both people to possess in an intimate relationship? Why?

3. What elements are important in fostering positive and respectful relationships?

4. What is the difference between rights and responsibilities in relationships? Give an example of each.

5. Identify and explain three areas in relationships where conflicts might occur.

**Elaborate**

6. Describe a situation where a sense of empathy would improve the relationship.

7. Describe ways of resolving conflict.

8. Why is communication so important in a relationship?

**Evaluate**

9. In what circumstances might you need to enlist conflict resolution skills?

10. Evaluate the role of mediation in conflict resolution.
3.4 Developing respectful relationships

You need equal and respectful relationships in your life. Relationships should be balanced so that no-one feels like they are being put down or abused. Each person should feel safe, both emotionally and physically, and be able to express their thoughts, feelings and opinions.

3.4.1 Setting ground rules and boundaries

Of the many hurdles we face in life, relationship building can be one of the most challenging. It requires the application of skill, decision-making and understanding in situations where emotions often have the upper hand. Everyone can benefit from developing their relationship skills. What do you need to know to improve your skills? Use the Setting ground rules weblink in the Resources tab to watch the clip and describe three ways that the characters could enhance their relationships.

People can have power in relationships as a result of many factors, including being more skilled, bigger, stronger, more knowledgeable or more experienced. How they use this power is an influential factor in determining respectful relationships. In adolescent relationships, the power can come from a range of factors such as gender, sexuality, being more popular, having more experience or being older. Relationships are healthy when people use their power in a positive way — when a popular student, for example, introduces a new student to their peer group and makes an effort to ensure they feel included.

To ensure relationships are respectful, it is necessary to develop ground rules and set boundaries when forming a new relationship and to revisit those rules and boundaries when you feel your needs are not being met. When you start a relationship with someone you are sexually attracted to, for example, one of your ground rules might be that the relationship is monogamous or that your intimate moments are not to be shared with friends.

When young people set ground rules and establish boundaries at the start of a relationship, they are more likely to:
• have their needs met
• have a clear understanding of the other person’s needs, wants and expectations
• be and feel safe in the relationship.

Rules and boundaries will vary depending on the relationship. Talking to the other person about what you both want in the relationship and what you expect from each other can avoid future conflict. It can also help to make the relationship positive for both people. Not forcing the other person to do something that they don’t want to do and making agreements about time spent with other people are examples of agreed rules and boundaries that you and your best friend might make.
Developing equal and respectful relationships is a challenge for most people. It requires skill and hard work. Skills such as positive communication, negotiation, the ability to resolve conflict when differences arise and active listening are essential in building positive relationships. Regardless of the type of relationship, these skills can help create relationships where people’s feelings, opinions and needs are respected.

**HEALTH FACT**

There is solid scientific evidence suggesting that friendship can enhance longevity. People with strong social networks are shown to increase their chances of surviving life-threatening illness, have stronger immune systems, better mental health and live longer than people without social support.

---

### 3.4.2 Decision-making in relationships

How do we make responsible decisions? These can be difficult to make because we often feel we have to sacrifice or compromise things we enjoy in order to be responsible. When facing a difficult decision, ask yourself the following questions.

- What do I need to make a decision about?
- What are the options?
- What other information do I need to help me make the right decision?
- What things are influencing my decision? Are my family, friends, school, culture or religion expecting a particular decision from me?
- What effect will my decision have on me and on other people?
- Who can help me with this decision? Do I have a support network made up of parents/guardians, friends, GPs, school counsellors and teachers who can give me advice or guidance?

**Decision-making** is part of everyday life. The challenge is learning how to make positive decisions, particularly when these decisions impact on your health, safety and happiness. Young people are confronted with making decisions about a range of things, including relationships with other people and what happens within these relationships, such as choices about sexual activity, level of intimacy or risk-taking behaviour.

When making a decision, it is important to examine all the alternatives available. For each alternative, consider the consequences and how they could impact on your health and safety. If the decision impacts on another person, consider the alternatives from the other person’s perspective and the consequences for both of you. The decision you make needs to support your health and safety and that of others involved. Before you act, review your decision. If you find that you are not comfortable with any aspect of it, think it through again. Clear thinking and trusting your feelings will help you make the right decision for yourself and those around you.
The ability to negotiate in relationships is important. Relationships involve give and take; negotiating a balance between the two helps to ensure both people have their needs met. **Negotiation** is about listening to and understanding both people’s opinions and points of view and working towards a compromise that is a win–win situation for both people. One person should not have to give up everything they want or need so that the other person is happy. It is about deciding on the things that are negotiable and the things that are not negotiable, and then reaching a compromise. It is important that both people feel a sense of control in the negotiation process so that both their needs are being considered and met.

**DID YOU KNOW?**
The most important single ingredient in the formula of success is knowing how to get along with people.

—Theodore Roosevelt

**3.4.3 Active listening**

**Active listening** is one component of positive communication, where the listener reflects back what is being said to clarify the speaker’s message. The listener repeats or makes comments to show the speaker that they understand the message, or makes comments to clarify what is being said such as:

- ‘Do you mean …’
- ‘I’m unsure of what you are trying to tell me, can you explain …’

To show that they are paying attention the listener can also show physical signs of attention such as maintaining eye contact, giving small smiles of agreement, nodding their head occasionally to show understanding, leaning towards the speaker and avoiding becoming distracted by things like the time, a phone or other people.

It is not uncommon for people to have conversations but not really understand the actual message. Taking the time to learn active listening skills can help you develop more satisfying relationships. The benefits of active listening include:

- a better understanding of what the other person is trying to communicate
- the other person feeling as though you are interested in them
- a better understanding of the other person
- the development of a stronger connection in your relationship
- the resolution of conflict situations, as each person is heard and understood.
Active listening and empathy are important relationship skills.

3.4 Activities

Negotiating a win–win
1. Read the scenario below and then answer the following questions.

   Jai asks his parents if he can go to his best friend’s birthday party on Saturday night and sleep over. His parents are concerned about the amount of school work that Jai has to do over the weekend in preparation for exams the next week. Jai suggests spending Saturday afternoon studying and agrees to be home by midday on Sunday to start studying. His parents agree to this arrangement, but with the condition that they pick up Jai at 11 am instead. They all agree on this plan.

   (a) What are the needs and concerns of Jai and his parents?
   (b) What factors were negotiable for Jai and what factors weren’t?
   (c) What factors were negotiable for his parents and what factors weren’t?
   (d) Was a win–win situation reached? Explain.
   (e) Write your own scenario that depicts a common situation that might need to be negotiated between two young people in a close friendship.
   (f) Share your scenario with a partner and describe how the young people could negotiate a compromise.

Improving your active listening ability
2. Use the Listening game weblink in the Resources tab to play a game that focuses on improving your ability to listen for specific information. In pairs, play the game and compare the accuracy of your responses. Use the ‘print the question sheet’ option.

Appropriate use of personal power
3. In small groups, read the following two scenarios. Identify who has the power in each relationship and why.
   - Every day at school, Alex is bullied by his peers because he is gay. He is really depressed and scared, particularly when he is walking home from school. Tony is a popular athlete in Alex’s year. He understands what Alex must be going through as he has supported his cousin through a similar situation.
   - Jamie dropped out of school at the end of Year 10. She is now 18 years old and has never been able to get a job. All her friends have finished their HSC and are in full-time jobs. Her best friend, Jessica, is bright and has always been more motivated to achieve. She is currently working and studying at TAFE. Jamie doesn’t know how to get out of the negative cycle she is in. She is feeling down and is bored with her life.
(a) Discuss ways in which each person with the power could use their power in a positive way.
(b) Choose one scenario and role-play the situation so the use of power contributes positively to the relationship. Alternatively, devise your own scenario and role-play it.
(c) As a class, discuss each group’s role-play and determine how power was used and how it contributed to positive relationships.

Resources

Resources

3.4 Check and challenge

Explain
1. What is meant by ‘equal and respectful’ relationships?
2. Why is it important to set rules and boundaries at the start of a new relationship?
3. Explain, using examples, how people can use their personal power to build positive relationships.

Elaborate
4. Identify and describe the skills necessary to build an equal and respectful relationship.

Evaluate
5. Evaluate the role of active listening in positive communication.
6. Evaluate the importance of understanding in effective negotiation.
7. Use the Apollo 13 weblink in the Resources tab to view the clip on decision-making. Describe examples about when you may have to make quick decisions in relationships which will impact on you and the other person.

Resources

Weblink: Apollo 13

3.5 Disrespectful relationships

In your life you may at times need to deal with relationships that are disrespectful. This may include situations where someone exerts more power over you, bystander behaviour, cyberbullying, family/domestic violence, dating violence, harassment and sexual harassment. In these situations, it is important to deal with them in a positive manner and seek help from others.

3.5.1 Dealing with disrespectful relationships

Sometimes people can treat us disrespectfully no matter what we do. At times, it is not possible to influence how others behave towards us, despite our best efforts. If you feel you are being treated disrespectfully, where possible let the person know how you are feeling, in case they aren’t aware of their impact on you. If this doesn’t help, you can try to remove yourself from them. If you cannot move away from someone who is hurting or disrespecting you, seek help or talk to someone you trust. When you seek help, you are showing respect for yourself.
To practise how to deal with challenging or unsafe situations, complete the **Challenging or unsafe situations in relationships** worksheet in the Resources tab.

**Balance of power in relationships**

Having a balance of power in a relationship means that the relationship is not one-sided: one person does not have more control or power than the other. Communication is the key to staying in balance. Both parties need to talk about what the other person wants and listen to what the other person has to say. Both of you will have your own opinions, and that means you have to work together to balance what you both want.

You and your friends probably have similar interests, but you are not completely the same. Likewise, you may share common interests with family or your partner, but that doesn’t make you the same person. You can certainly do things together, but remember that you can have different interests, too. Make sure you and your partner/friend have time to pursue your own interests as well. If you change in a relationship and adopt all of the other person’s favourite things, hobbies and lifestyles, the relationship becomes unbalanced.

Relationship-building skills alone are not enough to develop equal and respectful relationships. Using our personal power positively can also support the development of positive relationships.

The following are examples of using power positively:

- using an experience of loss to empathise with a friend when they are grieving
- speaking up for a friend who is being bullied
- accepting new students into your peer group
- helping a friend study for exams
- mentoring younger students.

The following are examples of using power negatively:

- family and domestic violence
- bullying, including cyberbullying.

**‘Upstander’ behaviour**

We all need help sometimes and part of being in a respectful relationship is to help others when they need it. In particular, it is important to demonstrate appropriate **bystander** behaviour if you see someone being treated negatively. A bystander is someone who sees or knows about bullying or other forms of violence that is happening to someone else. Bystanders can be either part of the bullying problem or an important part of the solution to stop bullying by being an ‘upstander’ who speaks up against the bullying and supports the victim.

Sometimes people who witness bullying choose not to intervene for a number of reasons, including the fear of becoming the next target or not wanting to make the situation worse; this person is called a passive bystander. In situations where bullies face no opposition, they may interpret silence as encouragement to continue behaving badly.

It is important for bystanders to judge how they can safely intervene to support a target; this is called being an upstander.

Upstanders can play an important role in influencing the outcome of a bullying situation. Their decision to step in and help someone has a greater chance of stopping the bullying than if they were to do nothing. Not all bullying incidents are the same, and sometimes it can be difficult for bystanders to know how to intervene safely without making the situation worse for themselves and the target.
Cyberbullying
Think about a time when you may have seen instances of cyberbullying online. What is something positive you could do, or the option that you would feel safest in doing, if you witness:

- someone repeatedly sending abusive text messages to another person
- an inappropriately tagged photo of someone in your year group — the photo is humiliating and has attracted many hurtful comments
- a friend excluding a member of your friendship group from a party posted online.

List any of the tips you have used yourself in a cyberbullying situation. If you haven’t been involved in a cyberbullying situation, what do you think you would do? What steps would you take?

Have you ever been a passive bystander — you knew cyberbullying was occurring but you did nothing about it? If so, what were your reasons for keeping it to yourself?

Who would you talk to in the following situations?

- You tagged a photo of someone else without permission and now you regret it.
- You received a ‘sext message’ from someone at another school.
- You hear a group discussing some explicit content they shared on Facebook about another classmate.
- Someone tagged you in a photo and you did not give permission, and you know who it was.
- Two students in your year level have been sexting each other.

What can you do?
If you know cyberbullying is occurring, take the following steps to ensure you are being an upstander.

- Don’t take part or join in — that means not commenting on posts, photos or videos about other people if it will be hurtful.
- Don’t share information online, unless the person gives you permission — no forwarding of images, videos or posts.
- Leave groups or conversations that are negative.
- Tell someone who can help/do something about the situation.
- Support the person being bullied — let them know it is not okay and you are there for them.
- Tell the bullies to stop (if you have the confidence and feel safe to do so!).

Remember, upstanders have an important role to play in cyberbullying situations. Their actions can help to stop the behaviour. If you are not part of the solution, you are part of the problem, so let’s put an end to cyberbullying.

3.5.2 Ethical and responsible use of social media
Social networking sites are a big part of a teenager’s social life. Social media is used to interact with peers, form communities and build connections with others who share common interests. Research shows that when teenagers get positive feedback on social networking sites their self-esteem is boosted, but when they get negative feedback, it lowers their self-esteem. So, it is essential to ensure we use social media in positive ways so we are not affecting others negatively.

Online relationships need to be treated respectfully as with offline relationships and social media needs to be used responsibly and ethically. Sharing material online, such as photos and information, should be done in a safe and respectful manner, without sharing anything inappropriate or offensive.
Does your school or sporting club have a social media policy? Why is it important that everyone abides by the guidelines? Discuss with your class the reasons for having policies around the use of social media. What would you include on your policy and why?

3.5.3 Types of abusive relationships

In most cases, relationships are positive. This is usually because both people respect each other, and they work through their conflicts in a way that ensures both their needs are met. Positive communication, cooperation and negotiation skills are essential in avoiding conflicts and resolving them when they do occur.

Unfortunately, relationships are not always positive. In unsafe relationships, there is an abuse of power. One person uses their power to control, dominate or hurt the other person. Abuse in relationships can take many forms, including physical abuse, sexual abuse and emotional abuse. Abuse can occur in many settings including within families, within intimate relationships or when dating, and as sexual harassment through jokes, comments, internet and physical contact. To prevent relationships becoming abusive, we must first understand the nature and extent of abuse.

Use the Identifying abusive behaviour weblink in the Resources tab to identify examples of abuse and the qualities that are recommended for positive relationships.

Research shows that in most relationships, males are more likely to be the abusers and females are more likely to be the people being abused. This can be attributed to many factors, but the most significant is the impact of gender stereotypes in society. Traditionally, males are expected to be strong and tough. This expectation often leads to males believing they have to dominate girls in relationships. This can lead to abusive relationships. However, abuse takes many forms and anyone can experience it; the key is being able to recognise abusive behaviours.

Abuse can occur in all types of relationships. It can be between a married couple, a de facto couple, a same-sex attracted couple, between friends, family members, a boss and an employee, or a coach and an athlete. It is essential that young people keep track of how they feel and monitor how others are treating them so they can recognise when a relationship is abusive. This may be difficult because the person doing the abuse may be someone who is supposed to provide care, love and support, such as a parent, family member, friend or partner.
Abuse also can occur in many different situations and places, such as at home, at work, in the homes of family or friends, in a crowd, in cars, at parties or in public places. For this reason, it is important that young people devise strategies and make plans to keep themselves safe.

3.5.4 Family and domestic violence

Unfortunately, families are not always safe places. Abuse of power can and does happen in some families. Family violence encompasses all types of violence that occurs within families, including the violence that can occur between a married or de facto couple, between parents and children, between siblings, and in other living situations such as extended families.

Family and domestic violence is an abuse of power within a relationship (married or de facto) or between partners or former partners. Examples of domestic violence include:

- physical assault
- psychological abuse
- verbal or emotional abuse
- destruction of property
- sexual assault
- social abuse
- stalking or breaching an Apprehended Violence Order (AVO)
- economic deprivation, for example, where one person restricts another’s access to their finances.

Family violence affects not only the person being abused but also all family members, particularly children. Witnessing family violence constitutes emotional abuse of children and young people. They can be frightened for their parent’s safety and their own and may sometimes be injured if they try to stop the abuse. They may also learn destructive behaviours and think that being aggressive and violent is the way to deal with problems.

HEALTH FACT

Many cases of domestic violence are not reported. The victim may feel ashamed or scared of what will happen if the abuser finds out they have been reported.
3.5.5 Dating violence

Another form of violence is dating violence. This type of violence occurs when one person in a relationship abuses their power using force, manipulation or coercion to dominate the other person. Females are more likely to experience violence in their relationships. The violence may be physical, such as being hit, kicked, slapped or punched, but it can also be sexual. This type of violence is called sexual assault. Statistics show that most victims of dating violence are females, but males can also be the victims of abuse. Dating violence can occur in both heterosexual and same-sex attracted relationships.

Often, the person being abusive will make their target feel as though it is their fault — they blame them for their behaviour. Sometimes, victims believe that the abuse will stop if they change their own behaviour. This is not right. Everyone should feel safe to be who they are and do what they want, without changing themselves to keep someone else happy. The only person who can change the abusive behaviour is the abuser. The person needs to change their attitude and take responsibility for their behaviour. It may help if they seek support or counselling. They may need such support to understand that their behaviours are abusive, and they may need to learn more effective and respectful ways of relating to others.

3.5.6 Harassment and sexual harassment

Harassment is any unwanted behaviour that is intended to upset. This may involve yelling, pushing or shoving. It is important to take a stand if experiencing harassment in a relationship as it can sometimes turn into more violent behaviour.

Sexual harassment is any form of sexually related behaviour that is not wanted and offends, humiliates or intimidates you. Sexual harassment is against the law, and it takes many forms, including:

- material (such as magazines, emails, pictures) that is sexist, sexually explicit or homophobic that is sent to you or placed in your bag, locker or work area
- verbal abuse or comments that put someone down based on their gender or sexuality
- jokes based on sex, sexuality, transgender or gender that are meant to put someone down, and offensive gestures based on sex, gender or sexuality
- staring or leering
- sexual contact or physical contact such as pinching, touching or uncovering (for example, lifting clothes or pulling down pants)
- intrusive questions about sexual activity
- sexual assault
- unwelcome wolf whistling
- repeated sexual invitations when the person has previously refused similar invitations.

**DID YOU KNOW?**

Australian statistics show that violence is a significant problem in our community. A quarter of young people have witnessed violence in their homes, women are more likely to be abused by a partner than a stranger and men are more likely to experience violence from strangers. For young women, the risk of violence is three to four times higher than the risk for women overall.
3.5 Activities

Power, conflict and cooperation

1. Read the following three scenarios and then answer the questions below.
   • A group of popular Year 9 girls has volunteered to be mentors for the incoming Year 7 students. They take time to talk to them and show them around the school. Often they take turns to mediate when there is conflict between the Year 7 students.
   • An employer hires two 16-year-old boys to work as kitchen hands in his café. He promises them a promotion to waiter positions, where they will earn more money and tips, if they work hard. Both young people are always on time for work and do everything they are supposed to and work well. However, the employer hires other people for the waiter positions. The boys are really annoyed and get into an argument with their employer. He fires them.
   • A 15-year-old girl asks her dad if she can go shopping with some friends. Her dad asks her if she has done her homework and tidied her room. This is a long-standing agreement between them. She says she has completed these tasks so he lets her go. While she is out, her dad goes to put some clean clothes in her room and realises she has lied: the room is a mess. He is furious and calls her mobile, telling her to come home immediately.

   (a) Identify who has the power in each relationship and why they have the power.
   (b) What happens in relationships when the people who have power use it in a positive way? Explain using examples from the scenarios.
   (c) How can a lack of cooperation in relationships lead to conflict? Explain using examples from the scenarios.
   (d) How can an abuse of power lead to conflict? Explain using examples from the scenarios.
   (e) From your own experience, describe a situation in which there has been conflict in your family or group of friends. Was there an abuse of power or a lack of cooperation that caused the conflict?

Take a position

2. (a) In groups of six, read each of the following statements and decide whether you agree or disagree with the statement, or if you are undecided.
   i. When it comes to sex, ‘no’ means ‘no’!
   ii. Young men are more highly sexed than young women.
   iii. All boys who aren’t good at sport are probably gay.
   iv. Jokes based on sex are not offensive.
   v. It’s okay to pressure your partner to be sexually active with you.
   vi. Dating violence only happens in heterosexual relationships.
   vii. If she doesn’t say ‘no’, then she wants sex.

   (b) Take it in turns to choose one statement and explain to the group why you agree or disagree, or if you found it difficult to take a position either way.
   (c) As a class, discuss each statement and identify why some people sexually harass or are sexually abusive towards other people.

Ethical online behaviour

3. Use the Sexting and Social networking weblinks in the Resources tab to read information about safe online behaviour and answer the questions below.
   (a) What is sexting and how can you keep yourself safe?
   (b) What do you need to do for safe social networking?
   (c) How can you control your privacy settings?
   (d) What are the risks of social networking?
3.5 Check and challenge

Explain
1. What should the balance of power be in relationships? What should you do if there is an uneven balance of power?
2. Why is it important to be an upstander?
3. Explain what is meant by ‘abusive relationships’.
4. Explain the nature of domestic violence.

Evaluate
5. Evaluate the effect of emotional abuse on self-esteem.

3.6 Actions to stay safe in relationships

Experiencing an abusive relationship can permanently affect your ability to develop and sustain positive relationships. However, there are measures that you can take to reduce the risk of harm in unsafe situations.

3.6.1 Impacts of abuse

Abuse and violence in relationships can have a devastating impact on the person being abused and their ability to have positive relationships. People who have experienced abuse from a young age may not know they are being abused. It is not until they learn from other people, such as their teachers, that they realise their relationship is abusive. The impact of abuse and violence on the individual includes:

- lack of trust in others
- poor sense of self
- a feeling of lack of control over their lives
- difficulty in having positive relationships
- emotional distress
- stress
- loss of childhood (for young people who have had to grow up quickly to remain safe)
- difficulty sharing and being intimate
- becoming abusive as they get older, as this is the only way they know how to relate to others
- lack of motivation to try new things or succeed in life
- disengaging from school and dropping out.

For children growing up in an abusive environment, one of the impacts of this abuse is the potential to learn abusive behaviours themselves as a way of dealing with issues and interacting with others. Use the Learning abusive behaviours weblinks in the Resources tab to find out how children can learn abusive behaviours from their parents. How do you think we can break the cycle of abuse in families?

Some people are able to recognise an abusive relationship immediately and may take action to prevent the relationship from developing further. There are strategies that will assist in identifying risk and taking positive action to prevent harm.

Resources

- Weblink: Learning abusive behaviours 1
- Weblink: Learning abusive behaviours 2
3.6.2 Staying safe: trust, talk, take control

For most young people, an awareness of how they feel in a relationship can help them determine whether the relationship is unsafe. It is common for people to feel uneasy or uncomfortable in unsafe situations. When you feel like this and you think that you are unsafe, it is important that you trust your feelings and thoughts, and that you talk to someone in your support network so you can take control and plan for your safety.

The trust, talk, take control strategy is a good process for recognising unsafe situations and keeping yourself safe:

- **Trust** your feelings, thoughts and your reading of the situation.
- **Talk** to someone in your support network.
- **Take control** and devise a plan to keep yourself safe.

There are a number of strategies that young people can adopt when they find themselves in abusive relationships or other unsafe situations. These five strategies will help you to determine whether you are unsafe and to reduce the risk of harm in an unsafe situation.

### Strategies to reduce the risk of harm.

| **Taking notice** | This is about being aware of your surroundings. If you are at a party, for example, keep track of your friends and be aware of people getting drunk or abusive. |
| **Staying away** | This is about avoiding or leaving situations that you know are unsafe for you. For example, deciding not to get into a car alone with someone you don’t know well, or who is bigger and stronger than you. |
| **Reducing the risk** | This is about taking action to reduce the risk in unsafe and harmful situations. Sometimes it is helpful to plan ahead. For example, plan a number of options to get home safely when you are out at night with friends. |
| **Stepping back** | This is about choosing not to get involved in situations that are risky. You may need to leave the situation or choose not to get involved physically or verbally in potentially dangerous situations. For example, leave a party if people start to get aggressive or violent. |
| **Speaking up** | This is about being assertive. Say ‘no’ and stick up for your rights in a way that is respectful of others. Say ‘no’ to your partner, for example, if they are pressuring you to do something you don’t want to do. |

### DID YOU KNOW?

When someone loves you, you feel valued, respected and free to be yourself. You shouldn’t feel intimidated or controlled.

An important part of planning to keep safe is identifying people you trust, who can help and support you when required. These people form your support network. You will need to update your network as circumstances change. If you or they move, for example, or you change schools and no longer have contact with them, or their circumstances change and they are no longer able to provide the support you need. Take the time to review your network now and consider the following:

- Are all the adults in your network people you trust?
- Are they willing and available to assist you when you need it?
- Are they accessible to you?

If the answer to any of these questions is no, then you need to think of other trusted adults you can approach to be part of your support network.
Who is in your support network?

3.6 Activities

Keeping safe in a domestic violence situation
1. (a) In groups of three, brainstorm a list of strategies that children and young people could use to keep safe when they live in a family in which there is domestic violence.
(b) For each strategy identified, discuss the positives and negatives of each.
(c) Identify and discuss people or agencies that could support victims of domestic violence and help to stop it.

Trust, talk, take control
2. In pairs, read the three scenarios below, then use the ‘trust, talk, take control’ strategy to discuss and write answers for the questions that follow.
• A group of friends are going to a beach party on Saturday night. Lisa hears a Year 12 guy say to his mates that it will be easy to get some action with Lisa’s friend Cherie at the party, because she likes drinking and will probably be drunk.
• Karina and her friends are planning to go to an all-night dance party for the end-of-school celebration. Thousands of tickets have been sold. Karina has heard that at last year’s party there were a lot of older guys.
• Susanne and Lucas have been going out for 10 months. Lucas gets angry if Susanne doesn’t let him know what she is doing or who she is with when they’re not spending time with each other. One time, Lucas punched a wall when Susanne spent the night at a friend’s house.
(a) What is the level of risk in each situation? Explain.
(b) What might each person feel and think in each situation?
(c) Who might each person talk to for help or advice? Why are they suitable people?
(d) What strategies could each person use in planning to keep safe in these situations?

Protective strategies
3. Using the Reachout – Domestic violence, Bullying and Sexual harassment weblinks in the Resources tab, propose a variety of suitable protective strategies for the following neglect and abuse situations:
• family and domestic violence
• bullying
• sexual harassment.

Resources
- Weblink: Reachout – Domestic violence
- Weblink: Reachout – Bullying
- Weblink: Reachout – Sexual harassment
3.6 Check and challenge

Explain
1. Explain why some relationships are abusive.
2. Identify and explain some personal safety strategies you could use in an abusive relationship.
3. Explain why it is important to plan for your safety.
4. What are support networks and why are they important?
5. Devise and explain a list of five strategies that young people could use to protect themselves from dating violence.

Elaborate
6. Why is domestic violence harmful to everyone?
7. Describe the impact that violence and abuse can have on an individual and their relationships.
8. Describe how a lack of cooperation in a relationship leads to conflict. Provide an example to support your explanation.

Evaluate
9. Identify and evaluate two situations in which abuse may occur and provide strategies to help reduce the risk and keep the person safe.
10. Technology abuse is a very serious form of abuse. Use the That's not cool! weblink in the Resources tab to identify types of technology abuse by trying the activities provided.

3.7 Discrimination

Discrimination occurs at all levels of society. Whether it is direct or indirect, discrimination in all forms is against the law and is seen as an abuse of power. Identifying discriminatory behaviours and practices is the first step in prevention. For relationships to be respectful, discrimination should be avoided in order for everyone to be supported and treated equally.

3.7.1 Discrimination in society

Discrimination means treating someone unfairly or less favourably because they happen to belong to a particular group of people. It is not uncommon for some people to have negative opinions or views about people and groups of people who may be different. These views may arise from factors such as our parents’ values, friends’ opinions, cultural beliefs, religious beliefs, stereotypes or the images of different groups of people as they are portrayed in the media. Everyone needs to be aware of their prejudices to ensure they don’t discriminate against others. People who discriminate against others usually do so because they don’t agree with, are intimidated by, or are ignorant of the differences between people — their discrimination might be a protective mechanism resulting from their own insecurities.

DID YOU KNOW?
I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

— Martin Luther King
Discrimination on grounds of skin colour is one form of discrimination that we are all familiar with. However, there are many other forms of discrimination, all of which are hurtful and illegal. Use the **No more discrimination** weblink in the Resources tab to watch a video clip. In what ways are we all different, but all the same? Suggest ways of fostering diversity in your local community.

Discrimination can be direct or indirect. **Direct discrimination** occurs when a person is treated less favourably. This type of discrimination is obvious — for example, advertising a job and restricting it to people who are of a certain appearance. **Indirect discrimination** occurs when a rule, practice or policy that is the same for everyone has an unequal effect on or result for someone or a group of people. When a club requires all patrons to remove hats and headwear, for example, this may be contrary to some people’s religious beliefs.

According to the Anti-Discrimination Board of NSW, under the state **Anti-Discrimination Act 1977**, it is against the law to discriminate on the following grounds:

- **sex** — when you are treated unfairly or harassed because you are a female or a male. It is also unlawful to discriminate against a woman because she is pregnant.
- **race** — when you are treated unfairly or harassed because of your race, colour, ethnic background, ethno-religious background, descent or nationality
- **age** — when you are treated unfairly or harassed because of your age
- **marital status** — when you are treated unfairly or harassed because of your marital status, for example, because you are single, de facto or married
- **homosexuality** — when you are treated unfairly or harassed because you are gay or lesbian, or someone thinks you are gay or lesbian
- **disability** — when you are treated unfairly or harassed because you have a disability, for example, physical or intellectual
- **transgender** — when you are treated unfairly or harassed because you are transgender or others think you are transgender
- **carers’ responsibilities** — when you are treated unfairly or harassed because you have responsibilities to care for another person. This applies to employers who are now obligated to accommodate, where possible, an employee’s responsibilities as a carer.

---

**DID YOU KNOW?**
The fight for equal pay for women and men was a major issue in the 1960s. At the start of 2018 Australia’s gender pay gap for full-time work was 15.3%.
According to the Anti-Discrimination Board of NSW, harassment is behaviour that is intended to disturb or upset. The harassment behaviour may target you because of your sex, pregnancy, race, marital status, disability, homosexuality, age, or because you are transgender. In some cases, a single act may be enough to amount to harassment.

Examples of harassment that young people may encounter are:
- being picked on or called names such as ‘faggot’ because someone thinks you are gay
- comments that you don’t like about your sexual activity
- being called a ‘slut’ by your peers
- being excluded from activities or a peer group because you are seen as different
- harassing phone calls, text messages or emails
- being picked on by older students.

It is against the law under the New South Wales Anti-Discrimination Act to vilify a person because of their race, homosexuality, HIV or AIDS status, or transgender status.

**Vilification** is a rude expression or behaviour that is intended to offend. The following are examples of vilification:
- graffiti
- speeches or statements made in public
- abuse that happens in public
- statements or remarks in the media (newspaper, television, journals or radio)
- wearing badges, symbols or clothing that are racist, homophobic and so on
- gestures made in public
- posters or stickers in a public space.

Unfortunately, discrimination still exists in many areas of Australian society. There are many groups of people who are not treated fairly or valued the same as other groups. The health of Indigenous Australians is often worse than that of non-Indigenous Australians, which can be attributed to unfair treatment of Indigenous Australians, both now and in the past.

Discrimination in the community is influenced by a number of factors, including:
- **images presented in the media** — World events such as war and terrorism, when reported in the media, can have the effect of heightening emotions and reinforcing stereotypes. This can lead to discrimination against people because they belong to a particular culture or they were born in a different country.
- **lack of understanding** — People who have not experienced or interacted with a range of people who are different from them may be narrow-minded.
- **stereotypes** — People may judge others based on narrow understandings of particular groups of people. Some have the absurd belief, for example, that all Muslims are potential terrorists.
- **lack of anti-discrimination legislation** — There is inconsistency in anti-discrimination legislation. For example, in public education institutions it is illegal to discriminate against people who are homosexual, but this law may not apply in religious education institutions.
- **gender expectations** — Some men believe that if you are gay or if you don’t display stereotypical male characteristics, you are not a ‘real’ man. This belief leads some males to harass and vilify others.
• cultural beliefs — There are some cultures that see males as superior to females. In these groups of people, females are not treated as equal.
• unequal legislation — Some people believe that there should be differences in legislation based on gender. For example, payment in the workplace or in sport. Men are often paid more in the workplace than women which results in a gender pay gap.
• sexism — Some people believe that women are not as strong and capable as men and that they are inferior. Such beliefs could lead to women not being hired for certain types of employment, such as in the construction industry.
• socioeconomic circumstance — Inequities exist in our society in relation to people’s ability to access services because of their financial status. For example, many people on low incomes cannot afford private health insurance.

Discrimination can have a devastating impact on the emotional, physical and social health of people who are being harassed or discriminated against. It also affects their family and friends, and the community as a whole. Discrimination can lower people’s sense of self-esteem, making them feel they are not valued and worthwhile as individuals.

3.7 Activities

Discrimination in your community
1. In pairs, complete the following tasks.
   (a) Identify policies and practices within your school that address discrimination (you might like to start by checking your school diary).
   (b) Evaluate their effectiveness in ensuring both students and teachers are treated fairly and are not discriminated against.
   (c) Identify types of discrimination that occur in your school or community — for example, some religious schools refuse to employ teachers who are openly gay or lesbian.
   (d) Devise strategies or practices that could be adopted to address discrimination within your school or community.

Know your rights
2. Explore the Know your rights: Aboriginal and Torres Strait Islanders weblink in the Resources tab and discuss how you can prevent discrimination and promote respectful relationships for Aboriginal and Torres Strait Islander peoples.

Against homophobia and transphobia
3. Use the Against homophobia and transphobia weblink in the Resources tab to read the information provided. In pairs, answer the following:
   (a) What are some inappropriate behaviours regarding homophobia and transphobia?
   (b) What are some protective strategies that you can use to help prevent this behaviour?
3.7 Check and challenge

**Explain**
1. Outline the forms of discrimination covered under the New South Wales Anti-Discrimination Act.
2. Identify examples of negative views that exist within your community in relation to difference and diversity.
   Explain why you think they exist.
3. Why is it important to challenge discrimination, harassment and vilification?

**Elaborate**
4. Describe the impact that discrimination, harassment and vilification can have on marginalised groups of people, such as people from non–English-speaking backgrounds, poor people and same-sex attracted people.
5. Use the Gender discrimination weblink in the Resources tab to watch the clips on gender and religious-based discrimination. Now imagine you are the boss of a big Australian company. Describe strategies you could put in place in your workplace to protect individuals from discrimination.

---

**3.8 Diversity is something to celebrate**

Australia is one of the most multicultural countries in the world. People bring skills and their cultural heritage and use it to enrich our own culture. Sometimes this creates problems but for the most part, our nation is richer for the experience.

3.8.1 Affirming diversity through inclusion

The first step in developing respectful relationships with people who are different from you is taking time to get to know them, not judging them because they belong to a particular group, being empathetic and showing ethical behaviour. Having an understanding of people’s lives, their culture and beliefs can help you to appreciate the differences that exist between people and groups of people. How much do you know about the cultural background of those in your class? Consider how often you eat food that originates from other cultures during a normal week. How does variety and multiculturalism enrich your life?

The diverse nature of Australian society is something to be affirmed and celebrated. Diversity refers to the broad range of differences that exist between people and communities, including aspects of gender, race, geographic location, culture, socioeconomic background, abilities and interests, age, disability, religion and sexuality.
DID YOU KNOW?

Australia is a diverse country comprising people from many different countries. A significant proportion of the Australian population comes from non-English-speaking backgrounds.

At an individual level, we differ from other people in many ways. The most obvious difference is in our physical appearance. More importantly, as individuals we can offer diverse views, ideas, attitudes and beliefs.

At a societal level, we are comprised of many different groups, communities and subcultures. But even within these communities, there is diversity. Diversity provides variety and it gives us options from which to choose — it makes life interesting.

People are not born with **prejudices**; prejudices are learned behaviours. How we treat other people is learned from what we see and hear. If you are brought up to respect others, regardless of their differences, it will be easy for you to affirm diversity as it is probably something that you do every day without consciously thinking about it. For other people, who have been taught to believe that people who are different are worth less than them, it may be more difficult to overcome their prejudices. Some young people may find it difficult to affirm diversity because their peer group has certain beliefs or because they feel they will be labelled if they do. You may not agree with your peers, for example, when they harass other students for being different, but you may find it difficult to tell them to stop.

Imagine what it would be like if everyone you met put you down or thought you were worth less than them because you were different from what they thought was ‘normal’. When people belong to a particular culture, speak a different language, have different coloured skin or a disability, are poor, gay or Indigenous, they are more likely to be discriminated against. One of the significant factors contributing to this discrimination is the existence of stereotypes, which can lead to people having preconceived ideas about individuals based on the particular group or groups to which they may belong. But it is important to remember that even within these groups, there is great diversity.

HEALTH FACT

Some adolescents in Australia may be at risk of poor mental health from stress related to migration and assimilation, together with exposure to traumatic experiences. Young people are generally reluctant to seek help, particularly if they have a language difficulty. Health professionals need to communicate in a culturally appropriate manner to try to avoid any misunderstandings.

It is everyone’s role to make people feel worthwhile and included in our society and to affirm difference. This responsibility starts with government. At both the state and federal levels, the government has put in place anti-discrimination laws to ensure people are treated fairly. Within workplaces, there are policies such as equal opportunity employment that ensure people have equal access to work opportunities and are treated fairly by employers and workmates.

At an individual level, the things you say and the way you treat people can have a significant impact on their sense of self and can help them feel included. An important part of building inclusion is to question any preconceived ideas you may have about particular groups or cultures. If you do have some attitudes or beliefs that may be discriminatory, think about why and whether they are in any way valid. You will probably find that you have formed opinions based on other people’s prejudices and on stereotypes. Treating each person for who they are, and not for what group they belong to, is helpful in overcoming any prejudices you may have.
3.8.2 Demonstrating empathy and compassion

Demonstrating empathy and compassion is important in appreciating difference and diversity. We need to be supportive of other cultures, individuals and groups such as Aboriginal and Torres Strait Islanders in order to promote and foster equal and respectful relationships within Australian society.

National ‘Sorry Day’ was first held in 1998 as a step towards reconciliation and as a way to reflect on the history of the Stolen Generations. This day is held each year and is an important part of promoting positive relationships between Indigenous and non-Indigenous Australians.

3.8.3 Advocating diversity

Advocating diversity is more than just accepting that people are different. It means letting others know that being different is a positive thing. This includes highlighting the positive contribution that diversity makes to our society.

The following are examples of ways in which people can advocate diversity:
- questioning other people’s discriminatory attitudes and behaviour by letting them know that you don’t agree and explaining why
- actively speaking up for people who are being discriminated against, harassed or vilified; for example, when a student is verbally or physically abused because they are thought to be gay, telling the other students to stop
- writing articles in the school newsletter that promote diversity
- creating school policy that says all people regardless of age, sexuality, race, religion, disability or gender are valued and need to be treated with respect
- developing initiatives that challenge discrimination; for example, student representative council members speaking at school assembly about the importance of affirming diversity
- being inclusive in your language and your behaviours
- celebrating diversity with activities such as special cultural days, school plays, performances or cultural festivals
- supporting community initiatives that advocate diversity such as reconciliation marches.
3.8 Activities

Difference and diversity
1. In groups of four, undertake the following tasks:
   (a) Using the image in section 3.8.1, brainstorm a list of differences you think exist between the people in the photo.
   (b) Suggest how these groups of people are valued in our society; for example, variety in restaurant menus.
   (c) Why are some groups of people not valued and often marginalised?
   (d) Give examples of negative community values related to diversity. What could you do as individuals, or as a group, to challenge these?
   (e) What is the impact on individuals and the community when groups are marginalised?
   (f) As a group, brainstorm a list of reasons why all people and groups of people should be valued by society. Why does diversity offer opportunities?

Challenging stereotypes
2. (a) As a class, brainstorm a list of words that people associate with each of the following groups:
   - Aboriginal and Torres Strait Islander peoples
   - gay people
   - Asian people
   - Muslims
   - people with a disability.
   (b) Discuss the stereotypes associated with each group. Identify the words on your list that are associated with stereotypes. Are they positive or negative?
   (c) As a class, discuss why stereotypes are a barrier to affirming diversity.
   (d) Identify strategies that individuals and groups could use to affirm difference and diversity.

Advocacy strategy
3. In groups of three, design an advocacy strategy that affirms difference and diversity — for example, design a poster that promotes the positive aspects of diversity, write and perform a short drama or skit, develop a video, design a diversity web page for your school website, plan a class celebration or research a cultural group. Present your findings to the class.

3.8 Check and challenge

Explain
1. What are the benefits of living in a diverse community?
2. Explain how you can build inclusion.
3. How can you challenge negative community values and images regarding diversity?

Elaborate
4. What advice would you give someone who finds it difficult to accept difference and diversity?
5. Are your values supportive of difference and diversity? If not, how could you become more supportive?

Evaluate
6. Evaluate why it is important to value difference.
7. Describe your attitudes, feelings and behaviours towards people or groups of people who are different.
3.9 Supporting others

We all need support in one way or another. Providing support to those who need it is good for your sense of self and also for those who receive your support. Supporting individuals or groups fosters a sense of inclusiveness, making them more functional community members.

3.9.1 How to promote diversity, equity and inclusiveness

Just as you can do things to assist your own sense of self, you can contribute to the wellbeing of others by the way in which you treat them, the language you use and the support you provide. It is important to remember that everyone is different and that everyone deserves to be treated fairly and with respect.

Each of us is unique. This means that no one person is identical to another, although there will be similarities between people. This difference is also true of groups of people. There are differences in the things people do and like, the food they eat, the clothes they wear, the people to whom they are attracted and the religion they believe in. The diversity that exists in every society is something that should be valued and celebrated. It offers us opportunities to experience different lifestyles and alternative ways of thinking.

We can help all people to feel valued by accepting other people, and groups of people, for who they are, and seeing their differences as something that can add to our society.

The diversity that exists in our society is something that should be valued and celebrated.

Unfortunately, not everyone is treated with respect and fairness or has the same opportunities available to them. This leads to inequities in the way people are treated and in their level of health and wellbeing. In our society, a range of inequities exists as a result of people’s prejudice and discriminatory attitudes. Inequities can be based on factors such as a person’s religion, sexuality, gender, disability, race, religion, sex, age or culture. Most notable are the inequities in health between the poor and the rich, and the Indigenous and non-Indigenous populations.

The following are examples of the inequities that exist in our society:
- lack of exercise facilities, such as gyms, in New South Wales that cater to the needs of Muslim women
- the significantly lower life expectancy of the Indigenous population
- higher levels of verbal and physical abuse of same-sex attracted students in New South Wales schools.

HEALTH FACT

The life expectancy for Indigenous Australians is around 10 years less than for non-Indigenous Australians. Indigenous males can expect to live to 69 years while Indigenous women can expect to live 73 years. Indigenous death rates are highest for ages 25–64 years in comparison with non-Indigenous rates.
Challenging inequities can demonstrate your acceptance and support of others’ rights to be treated fairly and with respect. In turn, this will make others feel better about who they are. Processes to help you challenge inequities include the following:

- **recognising inequities** — This means being conscious of the differences between people and being aware of attitudes, behaviours and language used by others to highlight differences in a negative way; an example is recognising homophobic bullying.

- **advocating for others** — This means taking action to support others who are discriminated against; for example, letting bullies know that their behaviour is not right or acceptable and that you do not agree with it.

- **role modelling inclusive language and behaviours** — This means ensuring you are equitable in how you treat others and the language you use. Do not use words that stereotype people. Accept people for who they are, not for the group to which they belong.

Being inclusive means interacting with all members of the community without regard to individual characteristics, such as skin colour. It is about valuing difference and respecting others regardless of factors such as gender, sexuality, ability or culture.

The use of discriminatory language can make some groups of people seem less visible or acknowledged than other groups. In the past, the word ‘man’, for example, was used in a generic sense such as mankind, policeman, fireman, salesman and businessman. This historical use of the word ‘man’ leads people to associate males with these positions and excludes females. Using terms such as ‘sales assistant’ or ‘police officer’ ensures there is no dominant gender and everyone is included.

The behaviours you adopt in your treatment of others can have an enormous impact on their wellbeing. Everyone has a responsibility to respect the rights of others. This includes showing respect for privacy, not harming, harassing or threatening others, not putting others down and treating others fairly. You can have a positive influence on other people’s sense of self when your behaviours show that you respect and value them and do not exclude them.

Young people who have low self-esteem and a poor sense of self can find it difficult to navigate their way out of difficult situations or find ways to improve themselves and their lives. Other young people may find themselves in situations where they need the support of their peers, family and other support services. Examples include:

- young parents
- pregnant adolescents
- people with chronic illness
- young people who are carers
- homeless young people
- abused or neglected young people
- young people with addictions.
Helping others to find solutions to their problems is another way you can support their sense of self, including:
- helping them to find community support services that are appropriate for their needs
- listening to them when they need to share their feelings and concerns
- helping them to work out how to solve their problem
- providing positive reinforcement when they start to take the steps to solve their problem.

Your attitude and behaviour towards others can be helpful in providing support if you:
- appreciate that everyone is different and that sometimes people need help with problems
- don’t judge others for the decisions they have made. Remember everyone makes mistakes — it is what we learn from a mistake that is important
- be interested and supportive when they make an effort to solve their problems
- be inclusive in your language and behaviour.

There are many agencies and services in our community that support the welfare and interests of others. There may be local agencies such as youth health centres and police youth centres, or state-wide agencies and structures that look after the welfare of children and young people, such as the Department of Community Services. Some agencies are government funded while others are non-government or volunteer based. Examples of support agencies include:
- local community health centres
- refuges for homeless, abused or neglected young people
- youth health centres for young people at risk
- NSW Anti-Discrimination Board
- AIDS Council of NSW (ACON)
- Centrelink
- Department of Community Services (DOCS)
- Kids Helpline.

**DID YOU KNOW?**
There are approximately 2.6 million carers in Australia, which equates to 13 per cent of the population: 3.6 per cent of people under 18 take on caring responsibilities as do 5.2 per cent of people under 25; 11.5 per cent of the Indigenous population are carers. With Australia’s population aging, it is predicted that the number of carers will continue to rise.

### 3.9 Activities

**Identifying and challenging inequities**
1. In pairs, undertake the following tasks:
   - Identify and discuss inequities that exist between people or groups of people in your school or local community.
   - Suggest why such inequities have developed.
   - How can these inequities influence a person’s sense of self?
   - What could you do to advocate for the rights of people who are not being treated fairly, or who are being discriminated against within your school and the wider community?

**Finding appropriate community support**
2. In small groups, research one or two community services, agencies or structures that are in place to support groups of people with specific needs. Present a report to the class using PowerPoint or a Prezi presentation. You should include information about:
<table>
<thead>
<tr>
<th>(a) what the service provides (for example, medical service, counselling, creative arts and health programs, written information, financial assistance, legal assistance, support groups and friendship groups)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) the contact details, location and costs</td>
</tr>
<tr>
<td>(c) the group they cater for (for example, young parents, same-sex attracted young people, homeless young people, young people who have been, or are being, abused, Indigenous young people, young people being harassed in the workplace or with mental health problems or those who have dropped out of school and are unemployed).</td>
</tr>
</tbody>
</table>

### 3.9 Check and challenge

**Explain**

1. Explain why some people discriminate against others.
2. Explain what the term ‘valuing diversity’ means. Why is it important?
3. Explain what it means to be ‘inclusive’.
4. Do you think adopting inclusive behaviour and language in your interactions with others will support their sense of self? Explain your thoughts.

**Elaborate**

5. Describe the effect that discrimination can have on people’s sense of self.

### 3.10 Review

#### 3.10.1 Summary

- To ensure relationships are respectful, it is essential to set ground rules and boundaries when forming new relationships.
- Respectful relationship skills include active listening, negotiating, working through conflict, empathy, informed consent, providing feedback and asserting a stance on an issue.
- In relationships that are not safe, there is an abuse of power.
- There are many types of abuse in relationships including physical, sexual and emotional.
- Sexual assault includes any sexual activity carried out against the will of the victim by coercion, intimidation or violence.
- Dating violence occurs when one person in a relationship abuses their power using force, manipulation or coercion to dominate the other person.
- There are many strategies we can use to affirm diversity including the language we use, treating people as equals, speaking up against discrimination and showing respect.
- Discrimination means treating someone unfairly because they belong to a particular group of people.
- It is against the law to discriminate on grounds of sex, race, age, marital status, homosexuality, disability, transgender and carer’s responsibility.
- Diversity refers to the broad range of differences that exist between people and communities, including aspects of gender, race, geographic location, culture, socioeconomic background, abilities and interests, age, disability, religion and sexuality.
- Demonstrating empathy and compassion is important in appreciating difference and diversity.
- We can help all people to feel valued by accepting other people, and groups of people, for who they are, and seeing their differences as something that can add to our society.
ESSENTIAL QUESTION

How can we create inclusive, equal and respectful relationships for ourselves and others?

Evaluate your initial response to the essential question after having studied this topic.

3.10.2 Key terms

- **active listening**: one component of positive communication where the listener reflects back what is being said to clarify the speaker's message or to let the speaker know that they understand the message.
- **advocating diversity**: actively promoting the interests of the diverse groups that exist in our society.
- **assertive**: self-assured; able to ask for what one wants in a respectful way; stating a feeling, belief or opinion clearly and confidently.
- **AVO**: a court order placing certain restrictions on a potentially offending party.
- **body language**: non-verbal cues that can be read from the way a person holds his or her body.
- **bystander**: person who is aware that a bullying situation is occurring but is not directly involved in it.
- **commitment**: committing to and believing wholeheartedly in a cause, be it a viewpoint, opinion, event, course of action or person.
- **communication**: the skill of being able to talk to and listen to others.
- **cyberbullying**: bullying that takes place using electronic technology such as mobile phones, computers, etc.
- **dating violence**: any intentional sexual, physical or psychological attack on one partner by the other in a dating relationship.
- **de facto**: existing, but not legally recognised.
- **direct discrimination**: when a person is treated less favourably in an obvious way, on any of the grounds listed under the Anti-Discrimination Act.
- **discrimination**: treating someone unfairly or ‘less favourably’ because they happen to belong to a particular group of people.
- **diversity**: dissimilarity or the condition of being different; the broad range of differences that exist between people and communities, including aspects of gender, race, geographic location, culture, socioeconomic background, age, disability, religion and sexuality.
- **domestic violence**: an abuse of power, in most cases by men against women, within an intimate relationship or between former partners.
- **empathy**: having an understanding of how another person is feeling.
- **harassment**: any form of behaviour that you do not want, or that offends, humiliates or intimidates you.
- **inclusive**: using language and behaviours that don’t make others feel isolated or inferior.
- **indirect discrimination**: when a rule, practice or policy that is the same for everyone has an unequal effect on or result for a person or a group of people.
- **inequity**: lack of equality.
- **intimate relationship**: close relationship with a high level of sharing, trust and understanding.
- **monogamous**: to have a sexual relationship with only one person.
- **negotiation**: listening to and understanding both people’s opinions and points of view, and working towards a compromise that is a win–win situation for both people.
- **peer group**: group of friends of a similar age with similar interests, often from a similar social background.
- **prejudices**: unfavourable opinions or feelings formed without reason, knowledge or thought.
- **sexual activity**: sexual behaviour; usually involves contact with the genitalia.
- **sexual assault**: includes any sexual activity carried out against the will of the victim by coercion, intimidation or the use of violence, even if the activity did not end in penetration.
- **support network**: includes people you can rely on for information, advice and assistance.
- **transgender**: the term given to people who live or seek to live as a member of the opposite gender (sex) to their birth gender.
- **vilification**: any act that happens publicly, as opposed to privately, and that could incite others to hate, have serious contempt for, or severely ridicule a person or group of people.
3.10 Check and challenge

To answer questions online and to receive immediate feedback and sample responses for every question, go to your learnON title at www.jacplus.com.au Note: Question numbers may vary slightly.

Key terms quiz

Multiple choice quiz

Check your understanding

1. How can relationships be inclusive, equal and respectful?
2. Why is it important to establish ground rules in relationships?
3. Identify skills that are important in relationship building.
4. Explain what is meant by being empathetic.
5. Describe situations where abuse occurs.
6. Explain the difference between sexual harassment and sexual abuse.
7. Why is diversity something to celebrate?
8. How does inclusion affirm diversity?
9. Explain the types of discrimination.
10. Explain what is meant by vilification.

on Resources

Digital doc: Worksheet 3.8 Key terms quiz (doc-29314)
Digital doc: Worksheet 3.9 Multiple choice quiz (doc-29315)
Digital doc: Key terms glossary (doc-29316)