

We, on behalf of the student body, have absolutely no intention of dwelling on the past. However, past events will be mentioned to provide context to the content of this presentation.

Student Body Views

FORUM
DISCUSSIONS



"How could
an external
source be
beneficial?"

"What
are your
concerns?"



"What do
you want to
learn?"



Student Body Views: Raising Concerns

Victim Focused Education: Perpetrators not mentioned in assembly speech, current education is based solely on getting help rather than preventing sexual assault

Language: Metaphors and analogies, lack of mot juste and relevant language.

Teachers: Behaviours, reactions, language, follow up, being unqualified.

Lack of Audience Consideration: PG speeches given to an MA15+ audience, language that sugar coats the audience's trauma and invalidates their processing and healing

RRP isn't effective: Not tailored to year levels/sub-schools enough, not engaging in nature nor relevant in content, based on the ethos of a family community rather than that of children and teachers.

Student Body Views: What We Want to Know

CONSENT:

What is it?
What does it look like?
How do I say no?
Circumstances.

RAPE CULTURE:

How do I identify it?
What is it?
What contributes to it?
How can I be accountable if I contribute to it?
How can I hold *others* accountable for contributing to it?
How can we make a change?
Micro aggressions.

RESOURCES FOR SURVIVORS:

What can I do if I don't want to report it?
Who can I speak to?
Why is this happening?

LEGAL ACTION RE SEXUAL ASSAULT:

What is the process of taking it?
Can I report anonymously?
Is there someone I can talk to who *isn't* a mandatory reporter?
How do I ask for help?

HEALTHY RELATIONSHIPS:

What is it?
What does it look like?
How do I know if it is becoming toxic?
What do I do if I feel trapped?
How do I recognise abusive or coercive behaviour?

Student Body Views: What We Want to Know

PREDATORY BEHAVIOUR IN ADULTS:

How do I identify it?
Are there consequences for reporting it?
What is grooming?
What if I don't want to be identified?
Grooming

EMOTIONAL ABUSE:

What classifies as EA?
What are the red flags?
How do I escape it?
Can I report anonymously?
What does the legal action consist of?
How can I hold myself accountable for emotionally abusive behaviour? (I.e. Gaslighting)
Coercion vs Seduction
Gaslighting + Manipulation
Coercive control

SEXUAL ASSAULT AND RAPE IN RELATIONSHIPS:

How do I deal with this?
Is it still rape if they're my S/O?
How can I support my loved ones through this?
What if I still want to be with them?

WHY DO ABUSERS ABUSE?

Why it is not your fault.

HOW TO ACTIVELY PERPETUATE RESPECT:

How do I call out my friends?
What contributes to inequality and disrespect?
How do I forgive myself?
How do I forgive others?

Student Body Views: How it Can Be Effective

- At Years 7 8 9 -

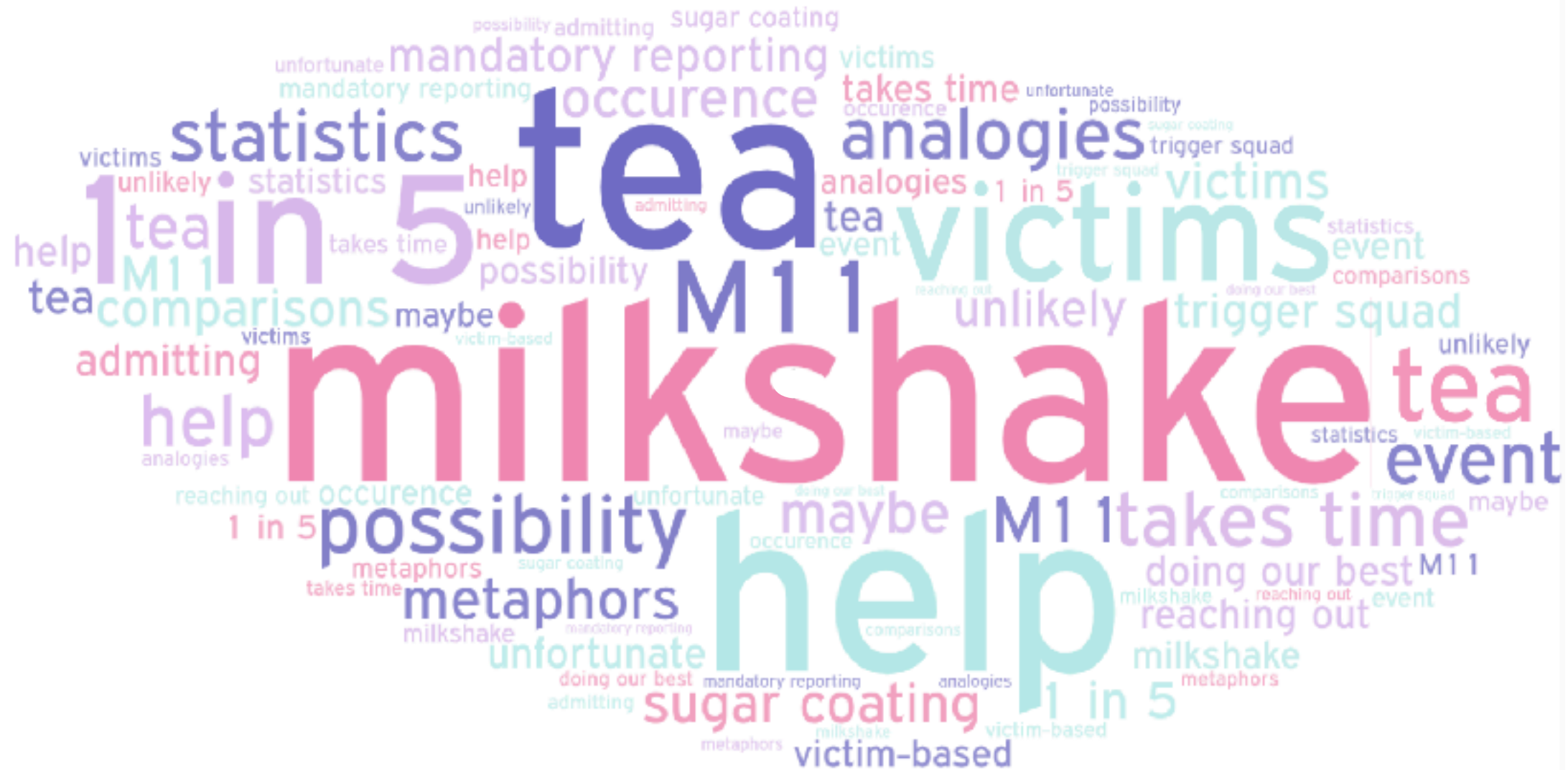
Introducing consent with basic interpersonal knowledge.	Large group discussions with time to reflect and listen.	Incorporating older year levels, role models.
Explaining clear right and wrongs.	Excluding situational contexts that might instil different trauma.	Developing equality between students and teachers.
Excluding confronting statistics.	A balance of audience appropriate content and an expectation of maturity.	Acknowledging that this is a gendered issue.
Enabling discussions around healthy friendships.	Encouraging students to give nuances to everyday scenarios. (Challenging micro aggressions)	Drip-feeding information.

Student Body Views: How it Can Be Effective

- At Years 10 11 12 -

Using real life scenarios rather than metaphors.	A clear sense of equality between students and teachers.	Acknowledge and speak about the perpetrators.
Explaining clear rights and wrongs.	Utilising external sources like NCASA for a different level of engagement	Provide discussion spaces for those who wish to keep discretion.
Excluding confronting statistics.	Using situational contexts ie. Schoolies, formal, parties.	Acknowledging that this is a gendered issue.
Enabling honest, judgment-free discussions about rape culture.	Small group discussions.	A balance of professionalism and empathy.

Language



Language



A Few Resources

**Learning/Teaching
the BASICS**

<https://amaze.org/?topic=personal-safety>

**Learning/Teaching
the ins and outs
of ABUSE** ☂

<https://confi.wpengine.com/sexual-assault/>

<https://confi.wpengine.com/intimate-partner-violence/>

<https://confi.wpengine.com/communication/>

**Learning to USE
YOUR VOICE**

<https://www.iamcourageous.org/>

<https://www.mapyourvoice.org/about>

A Few Resources

**Learning/Teaching
the LAWS**



<https://www.russh.com/consent-resources-australian-government-video/>

<https://aifs.gov.au/cfca/publications/age-consent-laws>

<https://www.legalaid.vic.gov.au/find-legal-answers/free-publications-and-resources/sex-young-people-and-law-education-kit>

<https://www.legalaid.vic.gov.au/find-legal-answers/sex-and-law/sexual-assault/what-happens-court>

<https://www.police.vic.gov.au/resources-and-fact-sheets-0>

<https://www.legalaid.vic.gov.au/find-legal-answers/sex-and-law/sexual-assault/reporting-sexual-assault-to-police>

https://www.education.vic.gov.au/Documents/about/programs/health/protect/SSO_Policy.pdf

A Few Resources

Learning/Teaching HOW TO BE AN ALLY + SUPPORTIVE FRIEND

<https://www.iamcourageous.org/how-help-friend-who-being-abused>

<https://www.loveisrespect.org/supporting-others/>

<https://www.thehotline.org/resources/supporting-someone-who-keeps-returning-to-an-abusive-relationship/>

<https://sayfty.com/how-to-be-an-ally-to-survivors/>

<https://www.refinery29.com/en-us/2017/10/176776/how-to-be-an-ally-sexual-assault>

<https://whiteribbonnz.files.wordpress.com/2015/11/white-ribbon-toolbox-2015.pdf>

"WHAT IF AN ABUSER IS ALSO FRIEND"

<http://www.seethetriumph.org/blog/what-if-your-friend-is-an-abuser>

<https://www.astyledsage.com/self-love/dont-be-friends-with-my-abuser>

<https://www.fya.org.au/2020/02/19/my-best-friend-was-an-abusive-boyfriend/>

What the Future Must Look Like