Area of Study 7
Sexuality & Relationships
RESPECTFUL RELATIONSHIPS
DEECD respectful relationships agenda

• Demonstration projects (all concerned with teaching respectful relationships):
  – Alcohol fuelled violence
  – ‘Mushroom’ Music
  – Prevention of gender-based violence
Best practice criteria

- Respectful relationships education is most effective when it includes:
  - A whole-school approach
  - Theoretical framework
  - Effective curriculum delivery
  - Relevant, inclusive and culturally sensitive practice
  - Impact evaluation

(Flood et al. 2009)
Whole-school model for the prevention of GBV

DEECD (2011a) Draft model used in Gender and Violence Demonstration Project
Where does respectful relationships education fit?
Since 2004, the CASA House Sexual Assault Prevention Program for Secondary Schools (SAPPSS) has utilized a whole-school approach to prevention of sexual assault. The Program requires Principal-driven commitment to sustaining the program and to engaging a cross-section of the school community.

Sexual Assault is any sexual behaviour that makes the victim/survivor feel uncomfortable, frightened or threatened. It is sexual activity that the victim/survivor has not given consent to.

"Sexual assault is real for our community - we should all be aware of sexual assault and how to deal with it appropriately." (Secondary School Teacher)

"Everyone should do this program. You need to know this information." (Year 10 student)

CASA House
Level 3, 210 Lonsdale Street,
Melbourne VIC 3000
Administration (03) 9628 3800
Counselling and support (03) 9635 3610
24 hrs (free call) 1800 806 292
Email: casa@thewomens.org.au
Web: www.casahouse.com.au

CASA House is a department of the Royal Women's Hospital. It is a government funded organisation that provides services on a 24 hour basis. CASA House is committed to ensuring that the stories which surround sexual assault continue to be broken and that victim/survivors are provided with the necessary support.

CASA House's services include:
- Crisis care for recent assault
- Counselling, support and advocacy
- Support groups
- Support for families and friends
- Professional consultation
- Education and training
- Research and public advocacy
- School-based prevention programs

These services are available in the areas of Moreland, Hume, Melbourne, Yarra and Moonee Valley and to patients of the Royal Women's Hospital.

Please contact us for information about sexual assault services and programs in your local area.

SAPPSS model developed by
CASA House, The Royal Women's Hospital, Melbourne

Sexuality Education Matters
CASA House

Sexuality Education Matters

LONG TERM PRINCIPAL- DRIVEN COMMITMENT TO WHOLE SCHOOL APPROACH

Objective of the model
Prevent:
Reducing the incidence of sexual assault in school communities
Respond:
Enhance the capacity of secondary schools to respond to sexual assault

Ongoing partnership
- Long term
- Phased implementation
- Partnership between school and agency
- Engaging community partners

Staff professional development
- All school staff
- Introduction to Sexual Assault and how to respond to disclosures

Train the trainer workshops
- Core group of facilitators of the student curriculum, teaching and support staff
- 9 days of professional development
- Curriculum and leadership training

Student curriculum
- Middle school years
- 6 week program, 1 period a week
- Single gender and mixed groups
- Social action component

School policies and procedures
- Safety and wellbeing
- Sexual assault and harassment
- Bullying
- Respectful relationships

Peer educator program
- Senior students
- Training in leadership, communication and public speaking

Outcomes of the model
- Reduce the incidence of sexual assault in school communities
- Establish safe environments for young people to discuss relationships, consent and communication
- Enhance young people's knowledge of and access to support
- Enhance the capacity of secondary schools to respond to sexual assault
- Positive changes in school culture, ethos and environment
NATIONAL DATA ON GENDER-BASED VIOLENCE
What is violence against women?

- UN Declaration on the Elimination of Violence against Women (1993) definition:
  - ‘any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life’
  - Includes:
    - physical abuse
    - sexual abuse
    - psychological violence
    - non-spousal violence
    - sexual harassment and intimidation at work, in educational institutions and elsewhere

(UN Declaration on the Elimination of Violence against Women 1993)
• ‘Gender-based violence’ is a general term used that is inclusive of violence against women such as domestic violence, sexual harassment and sexual assault.
• It is also used to refer to violence that has a gender basis. For example, violence against gay, lesbian and transgender young people would fit within this definition.
Definition: Family violence

Family Violence Protection Act 2008

Behaviour that is physically or sexually abusive, emotionally or psychologically abusive, threatening or coercive, or in any other way controls or dominates the family member and causes that family member to fear for his or her safety or wellbeing or for the safety or wellbeing or another person.

(DEECD 2011a)
Definition: Sexual assault

Any sexual behaviour that makes a person feel uncomfortable, frightened or threatened.

It is sexual activity that a person has not given consent to and can involve the use of emotional or physical force.

Relevant legislation includes:

– Sexual offences
– Rape/sexual penetration
– Indecent assault
– Sexual harassment / discrimination

(DEECD 2011a)
Concept means **free agreement**

Circumstances in which a person does not freely agree to an act include where:

- a person submits because of force, or is afraid of the use of force against her or someone else (including forms of harm other than physical force)
- a person submits because of fear of harm of any type to that person or someone else
- a person submits because of being held captive (which is also against the law)
- a person is asleep, unconscious, or so drunk or under the influence of another drug as to be incapable of freely agreeing
- a person does not understand the sexual nature of the act
- a person is mistaken about the sexual nature of the act or about who the person is who is performing it
- a person believes mistakenly that the act is being performed for medical or hygienic purposes

(DEECD 2011a)
Legal definition: Sexual consent

The age of sexual consent is 16

- If someone is aged between 12 and 16, they may only have sexual contact with someone who is within two calendar years of their own age.
- Until the age of 18, young people are not permitted to have sexual contact with anyone who is in a position of care, responsibility or guardianship.

(DEECD 2011a)
Defining violence

- Violence should not be seen as a hierarchy of violent behaviours moving from less serious to most serious.
- All part of a continuum that has potentially damaging effects.
- Result in modifying behaviour, restricting freedom of movement, introducing fear.
- It is the impact and outcome of the violence.

(Kelly 1987)
GENDER-BASED VIOLENCE
Forms of gender-based violence

- Social
- Emotional
- Physical
- Cultural
- Economic
- Psychological
- Sexual
- Spiritual

(DEECD 2011b)
Violence

- Is overwhelmingly perpetrated by men and boys
- Can be personal or structural
- Can be intended and unintended
- Is adopted to control and have power over an individual or group
- Is not necessarily illegal
- Results in physical, sexual and/or psychological damage, intimidation or forced social isolation which leaves the individual or group in fear or has the effect of limiting options for that individual or group

(DEECD 2011b)
Domestic violence

Most victims of domestic violence are aged between 20 and 30 years old. So, younger women are at greater risk than older women.

A national study of young people found:

• That around one quarter of young Australians witness domestic violence
• Witnessing domestic violence is the most significant predictor for young people becoming violent in their own relationships
• Over a third of all boys and girls who had been in a dating relationship had experienced some form of physical violence in one or more of these relationships

• ‘Domestic violence is the leading contributor to death, disability and illness in Victorian women aged 15-44’

(Indermaur 2001; VicHealth 2004)
The gendered nature of violence

- Violent offenders are predominately males 18-30
- Involved in violent acts against other men against women and children they live with
- 97% of offenders of sexual assault are men
- 60-80% of women and children who are raped or sexually abused know the man who violates them
- Men are responsible for 80% of homicides
- 44% of women murdered are killed by a spouse or person they are in a relationship with

(Finkelor 1984; VCCAV 1991; Naylor 1992; VicHealth 2004)
• 48% of Australian women report experiencing at least one incident of physical violence, over their lifetime
• 34% of report experiencing at least one incident of sexual violence, over their lifetime
Ways of understanding gender-based violence

• Individual pathology – deviant
• Socialisation – learned
• The nature of men and women – rights of nature 'essentialism'
• Social construction of masculinity and femininity
• Power

(DEECD 2011b)
Sexuality Education Matters

Biological Sex

Gender Identity

Gender Expression

Acceptance & resistance

Power

Rewards

Penalties

Cultural; Violence; The Law; Economics; Media; Family;

Age; Schooling; Traditional Lore; Religion; etc.

(Adapted from Vic Health 2010b)
Difficulties in identifying prevalence

- Violence against women (and girls) remains a hidden crime often shrouded in secrecy and shame, collusion and cover-up. Low levels of reporting and the reticence of women to agree to police charging offenders make it difficult to obtain reliable statistical information.

(NSW Ombudsman 2006)
The extent of gender-based violence is often hidden, is rarely discussed and is perpetrated by someone known to the person. Evidence shows that:
Prevalence of GBV

• **1 in 3** women have experienced physical violence since the age of 15
• **Almost 1 in 5** women have experienced sexual assault since the age of 15
• Women are mostly assaulted by **men they know**, often in their own home, in circumstances where they may well be subject to repeated assaults over time

(National Council to Reduce Violence against Women and their Children 2009)
Prevalence of GBV

- Approximately 78.1% of Victoria Police family violence incident reports involved men who had used violence. Men’s use of family violence is overwhelmingly directed towards women.

(Victorian Law Reform Commission 2004)
Prevalence of GBV

• According to Police reports, there were 17,964 incidents of sexual assault Nationally in 2002. However, according to the 2006 ABS Personal Safety Survey, there were actually 65,700 incidents of sexual assault against women in 2002 (Victorian Law Reform Commission 2004; ABS 2006).

• For same-sex attracted young people (SSAY), 44% report they had been verbally assaulted, 16% reported they had been physically assaulted and of the assaults 74% had happened at school (Hillier et al. 2010).

• Although there has been some attitudinal change toward violence against women, there are still key community attitudes that indicate a level of acceptance.

(Vic Health 2010a)
Young people’s experiences of GBV

– 1 in 4 children and young people in Australia witness or live with family violence in their home.

– Girls and young women aged 15-24 are the most likely of all age groups to experience sexual assault.

(Australian Institute of Criminology 2001; ABS 2006)
Nature of GBV

Three important aspects of gender-based violence:

1. Victims are mostly women
2. Perpetrators are mostly men, and violence is overwhelmingly perpetrated towards women they know
3. Violence is very well hidden

(DEECD 2011a)
Impacts of GBV

• Gender-based violence has effects on many levels – it affects individuals, families, communities and society

• Intimate partner violence is the leading contributor to ill-health, death and disease for Victorian women aged 15-44

• Gender-based violence was estimated to cost the Australian economy $13.6 billion in 2009

(DEECD 2011b; VicHealth 2004; National Council to Reduce Violence against Women and their Children 2009)
Impacts of GBV for victims

- Emotional and psychological
- Social
- Educational
- Intimate and family relationships
- Health
- Housing
- Financial, education and employment
- Intergenerational

(DEECD 2011b)
Children affected by domestic violence

Personal Safety Survey

• 61% of women who had experienced violence by a previous partner had children in their care
  – 36% said children had witnessed the violence
  – 49% men and women who had experienced violence by a current partner had children in their care
  – 27% said the children had witnessed the violence

(ABS 2006)
Implications for children

Children who witness actual or threatened violence against their mothers can suffer in a number of different ways including:

- higher levels of aggression and anxiety
- lower self esteem
- behavioural problems
- developmental problems
- lost school time and poor school performance
- adjustment problems
- bullying and excessive cruelty to animals.

Estimates are that in 30-60% of cases of domestic violence, there is also child abuse.

These effects, in turn, impact on children’s relations with their peers, on their educational attainment and on their own mental health.

(Edelson 1999; Australian Family Court 2003)
Gender, sexuality and bullying in schools

• Flash points – fights break out over dominant forms of femininity and masculinity – what it means to be male and female

• What are the most hurtful words used by young people to hurt one can use? ('most power to hurt')

  If I’d called her stupid it wouldn’t bother her but calling her a slut does

(Rivers et al. 2007)
• 'Sexual bullying (violence takes many forms) is systematic and psychologically invasive. Its driver is not so much about sexual release but the attainment of social power through acquiring high status reputation'.

• Female students: most powerful attack is sexual reputation. Can be founded upon fabrication spread by mischief makers – ‘sluts’.

• Male students: most powerful attack – ‘homosexuality’.

(Rivers et al. 2007)
CHANGING ATTITUDES
Changing attitudes

- Domestic violence includes preventing your partner from seeing family or friends
- Domestic violence includes repeated criticism of a partner to make them feel bad or useless
- Domestic violence includes slapping or pushing a partner to cause harm or fear
- Violence against women is common in Australia
- Violence against women is an issue of serious concern
- Yelling abuse at a partner is serious
- Forcing a partner to have sex is serious
- Rape occurs because men cannot control their sex drive
- Physical force can be justified when a current wife, partner or girlfriend argues or refuses to obey him
- I would intervene if a family or close friend were a victim of domestic violence.

(VicHealth 2010a)
Q1
In 1995 74% of Australians agreed with the statement:
'Domestic violence includes preventing your partner from seeing family or friends'

What percentage do you think agreed in 2009?
Changing attitudes

Q1
In 1995 74% of Australians agreed with the statement: 'Domestic violence includes preventing your partner from seeing family or friends'

Answer:
In 2009 **84%** of Australians agreed with this statement

(VicHealth 2010a)
Q2
In 2009 85% of Australians agreed with the statement: 'Domestic violence includes repeated criticism of a partner to make them feel bad or useless'

What percentage do you think agreed in 1995?

(VicHealth 2010a)
Q2
In 2009 85% of Australians agreed with the statement: 'Domestic violence includes repeated criticism of a partner to make them feel bad or useless'

Answer:
In 1995 71% of Australians agreed with this statement

(VicHealth 2010a)
Q3
In 2009 what percentage of males and females agreed with this statement?
'Violence against women is common in Australia'

Percentage males?
Percentage females?

(VicHealth 2010a)
Q3
In 2009 what percentage of males and females agreed with this statement?
'Violence against women is common in Australia'

Answer:
About **65%** of males and **85%** of females agreed with this statement

(VicHealth 2010a)
Q4
In 2009 what percentage of Australians agreed with this statement?
'Physical force can be justified when a current wife, partner or girlfriend argues or refuses to obey him'

(VicHealth 2010a)
Q4
In 2009 what percentage of Australians agreed with this statement?
'Physical force can be justified when a current wife, partner or girlfriend argues or refuses to obey him'

Answer:
2% of Australians agreed with this statement
## Changing attitudes

<table>
<thead>
<tr>
<th>Statement</th>
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<th>Implications of this attitude</th>
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<td>Domestic violence includes preventing your partner from seeing family or</td>
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(VicHealth 2010a)

Sexuality Education Matters
# Changing attitudes

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<td>Violence against women is common in Australia</td>
<td>(Wasn’t included in 1995 survey)</td>
<td>About 65% of males and 85% of females agreed with this statement</td>
<td>If people recognise that violence is common they may be more willing to do something about it.</td>
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(VicHealth 2010a)
### Changing attitudes

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<td>(Wasn’t included in 1995 survey)</td>
<td>About 95% of males and 98% of females agreed with this statement.</td>
<td>If people recognise that violence is serious they may be more willing to do something about it.</td>
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<td>Yelling abuse at a partner is serious</td>
<td>24% of Australians said that this is a very serious form of violence</td>
<td>30% of Australians said that this is a very serious form of violence</td>
<td>If this is recognised as serious, then the behaviour will not be accepted/tolerated.</td>
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(VicHealth 2010a)
### Changing attitudes

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<td>Forcing a partner to have sex is serious</td>
<td>77% of Australians said that this is a very serious form of violence</td>
<td>80% of Australians said that this is a very serious form of violence</td>
<td>If this is recognised as serious, this kind of behaviour will not be accepted/tolerated.</td>
</tr>
<tr>
<td>Rape occurs because men cannot control their sex drive</td>
<td><em>(Wasn’t included in 1995 survey)</em></td>
<td>38% of males and 30% of females agreed with this statement</td>
<td>If people believe that men can control themselves and recognise that rape occurs because of a misuse of power (rather than sexual urges), this kind of behaviour will not be accepted/tolerated.</td>
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(VicHealth 2010a)
# Changing attitudes

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<td>Physical force can be justified when a current wife, partner or girlfriend argues or refuses to obey him</td>
<td>(Wasn’t included in 1995 survey)</td>
<td>2% of Australians agreed with this statement</td>
<td>If people recognise that violence is never acceptable or excusable, it will not be tolerated.</td>
</tr>
<tr>
<td>I would intervene if a family or close friend was a victim of domestic violence</td>
<td>(Wasn’t included in 1995 survey)</td>
<td>94% of males and 95% of females agreed with this statement</td>
<td>If people are prepared to intervene to help victims, then violence will not continue.</td>
</tr>
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*(VicHealth 2010a)*
Attitudes to violence

Attitudes that support unequal relationships or violence

For example:
- Blame the victim
- Excuse or justify the perpetrator’s behaviour
- Reinforce the vulnerability of women
- Trivialise or minimise the violence

Attitudes that support equal and respectful relationships

For example:
- Support victim
- Responsibility of perpetrator
- Acknowledge the strength/agency of women
- Acknowledge the harm of violence

(DEECD 2001)
Attitudes to violence – discussion

• Where would we hear these community attitudes expressed?
• What could be the impact or implications of these attitudes – for victims, perpetrators and gender-based violence overall?
• What would it take to shift people from the attitudes that support violence to attitudes that support respect and equality?

(DEECD 2001)
Surveillance: information about individuals is gathered which could be about their behaviour or their appearance. Under such a regime, where it is uncertain who is being watched, people eventually start to monitor their own behaviour to appear normal.

Individualisation: individual people are named as recipients of either positive or negative sanctions.

Inclusion: by which groups or individuals are either included or excluded from consensus positions.

Exclusion: specifies difference and abnormality to monitor behaviour under the threat of the extreme sanction of individuals being excluded from social relationships.

Distribution: the notion of dividing or ranking people, setting in place hierarchies where a top to bottom arrangement is evident.

Classification: the process of labeling which can be positive or negative.

Regulation: the overt exercise of control, which invokes rules, restrictions and sanctions.

Normalisation: involves setting standards of ‘normal behaviour’ and requiring conformity to these.

(Foucault 1991)
Community-based activity

Working with:
• The media
• CALD communities
• Men and boys
• Local and regional communities
• Schools
• Workplaces

(VicHealth 2007b)
SEXUAL ASSAULT
When talking about the prevalence of sexual abuse, we define it in its broadest sense. Our definition includes any kind of behaviour where a child or young person is used for the sexual gratification of an adult or older adolescent. It involves the abuser using his power to take advantage of a child. The behaviour might include fondling, exhibitionism, intercourse, oral sex, anal sex, photographing or filming nude children in a sexually exploitative way, or child prostitution.

One girl in four, and one boy in eleven is sexually abused in some way before they reach 18.

More than half of the girls and women who get raped are assaulted in their own home or the home of the rapist.

Girls are more likely than boys to be assaulted by family members.

Most men who sexually abuse boys and girls are married or have a girlfriend.

Three quarters of girls who are sexually abused are under 11 when it starts.

80% of women who are raped, and 89% of children who are sexually abused, know the man who violates them.

Most victims of sexual assault do not report or discuss their assault.

97% of sex offenders are men.
My body belongs to me

Myths
1. It is really the mothers fault, because she should protect the child
2. Sex offenders are just dirty old men
3. Men who sexually molest boys are homosexuals
4. Girls enjoy sexual attention from adults, and anyway it wouldn’t harm her
5. If the man’s wife wasn’t frigid he wouldn’t have to have sex with a child
6. They never said no, or tried to stop the abuse, so it’s the child’s fault if they’re abused
7. Girls ‘invite’ abuse by being seductive
8. Incest and sexual abuse only happens in poor families
9. Incest is quite acceptable in some cultures
10. It’s not the sexual abuse that is harmful, it’s all the fuss that adults make and the welfare and legal system that is the problem
11. Beware of strangers
12. Children and young people lie or fantasize about sexual assault

(Ministry of Education 1990)
My body belongs to me

**Myth**
It is really the mothers fault, because she should protect the child.

**Fact**
Women are often accused of ‘not protecting the child’ in cases of incest, whether or not they know about it. This attitude allows the real offender to avoid responsibility for his actions, and shifts the blame to the woman. Even where the mother does know about the abuse, she may not be able to believe it is happening, or she may feel powerless to stop it.

(Ministry of Education 1990)
My body belongs to me

**Myth**
Sex offenders are just dirty old men.

**Fact**
Research shows that the majority (71%) of sex offenders are under 35 years of age. A lot of child sexual offenders are teenagers.

(Ministry of Education 1990)
My body belongs to me

**Myth**
Men who sexually molest boys are homosexuals.

**Fact**
Most men who molest boys are heterosexual. There is no evidence that homosexual men abuse boys anymore often than heterosexual men.

(Ministry of Education 1990)
My body belongs to me

**Myth**
Girls enjoy sexual attention from adults, and anyway it wouldn’t harm her.

**Fact**
Studies show that sexual abuse has many harmful effects on children, which victims often need help and support to overcome. A lot of girls are frightened, especially when they have been threatened; many are confused, because they might enjoy some aspects of the relationship, and feel guilty about it; for most children, they effects are negative.

(Ministry of Education 1990)
**Myth**
If the man’s wife wasn’t frigid he wouldn’t have to have sex with a child.

**Fact**
This popular myth is based on the belief that men have ‘uncontrollable’ sexual urges, and it is the wife’s duty to see that the man’s sexual needs are met. It enables the blame to be transferred to the woman once again. Men can and must control their sexual urges.

(Ministry of Education 1990)
Myth
They never said no, or tried to stop the abuse, so it’s the child’s fault if they’re abused.

Fact
It is always the offender who is responsible, whatever happened.
Myth
Girls ‘invite’ abuse by being seductive.

Fact
Girls sometimes act in a ‘sexy’ way because they have learned that this kind of behaviour will get them attention. But no girl or boy wants to be sexually assaulted. Adults have power over children, and they must not abuse this power.

(Ministry of Education 1990)
My body belongs to me

**Myth**
Incest and sexual abuse only happens in poor families.

**Fact**
Incest occurs in all (types of) families, rich or poor, large or small, well educated or not.

(Ministry of Education 1990)
My body belongs to me

Myth
Incest is quite acceptable in some cultures.

Fact
There is no evidence to support this idea, although the cultural significance of incest varies in different cultures.

(Ministry of Education 1990)
My body belongs to me

**Myth**
It’s not the sexual abuse that is harmful, it’s all the fuss that adults make and the welfare and legal system that is the problem.

**Fact**
It’s true that the intervention by legal, medical and welfare personnel can be distressing for a child, but this shouldn’t be used as an excuse by people to allow the abuse to continue. In surveys of sexual abuse victims, most children described the negative effects during the time they were abused.

(Ministry of Education 1990)
Myth
Beware of strangers.

Fact
Research findings vary, but between 70% and 96% of offenders are known to their victims. In one study, 43% of girls and 17% of boys were sexually assaulted by a family member. Boys are more likely to be assaulted by an acquaintance. Most abuse occurs in the child’s own home or in the home of the offender.

(Ministry of Education 1990)
**Myth**

Children and young people lie or fantasize about sexual assault.

**Fact**

May adults prefer to believe this, rather than accept the truth. This makes it very difficult for children and young people who try to report sexual abuse. In 98% of reports by children, their statements are found to be true.

(Ministry of Education 1990)
“You know you don’t want to do it, but don’t want to tell them and, like you just want to kiss and stuff but things get, you know, then you can’t actually say no … They think they’re going to get it, kind of thing … You feel like you’ve virtually told them yeah, okay”.

(Mitchell et al. 1996)
“They haven’t said they don’t want sex. They just kind of say 'I love you', and I think alright cool. It’s not like it’s really really clear … But they don’t say yes or no to it, so it obviously must be okay then”.

(Mitchell et al. 1996)
“I think you have them down in about 5 seconds flat, then you see what happens. Wait ‘til your dick’s in them. I mean if they, like, are really distressed and they don’t want to do it or if they’re, you know, maybe interested you keep going, but if they’re like ‘no’, if they are really pissed off that you’re doing it, then you stop. You know you’ve definitely got no chance when they go 'fuck off, I told you to stop it’.

(Mitchell et al. 1996)
“When they’re sliding your hand away and everything … You just keep putting it there and they get sick of pushing it away and they’ll let you leave it there”.

(Mitchell et al. 1996)
### Gendered sexual positionings

<table>
<thead>
<tr>
<th>GIRLS</th>
<th>BOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex contextualised as part of the desire for</td>
<td>Sex for its own sake</td>
</tr>
<tr>
<td>romance and being wanted</td>
<td></td>
</tr>
<tr>
<td>Missing discourse of sexual pleasure and bodies</td>
<td>Pleasure often mentioned and located in the body</td>
</tr>
<tr>
<td>Positioned passively</td>
<td>Positioned actively</td>
</tr>
<tr>
<td>Keepers of safe sex (and contraception)</td>
<td>Not responsible</td>
</tr>
<tr>
<td>Limits on sex</td>
<td>Breaks through limits</td>
</tr>
<tr>
<td>Control feelings</td>
<td>No control: it’s their sex drive</td>
</tr>
<tr>
<td>Expected to be naïve about sex</td>
<td>Expected to be experienced in sex</td>
</tr>
<tr>
<td>Much to lose (reputation)</td>
<td>Much to gain (reputation)</td>
</tr>
</tbody>
</table>

(Ollis et al. 2000)
Gender & power

• Hyper masculinity – and hegemony
• Hetero-normatively

Girls sexualities and bullying – feminine hegemony
• What girls do – messages about modifying behaviour, text etc., body language, exclusion
• 'Among girls that link between sexuality and gender in bullying is less obvious. If one were to ask boys what they fight about answers such as sporting allegiances, who can run fastest etc. For girls it’s boys'.
• Body shape, fashion and weight – checking indicators of femininity
• Cliques and groups

(Duncan 1999)
Underlying causes of GBV

**Causes**

- Community attitudes to gender and to gender-based violence
- Unequal power relations between men and women
- Social norms and rigid adherence to gender stereotypes

**Outcomes**

**Gender-based violence**

(VicHealth 2007a)
Brainstorm

- What are we trying to achieve in our response to a victim/survivor?

(DEECD 2011b)
Potential issues for school staff

**Personal feelings** – anger, fear, grief, protection, concern, burnout, uncertainty

**Past experience** – victim/survivor, witness, friend or family, professional

**Doubts** – skills, knowledge, causing distress, appropriate responses

**Fears** – making it worse, dealing with distress, getting it wrong, cultural issues, making judgments, legal ramifications

**Inadequate access or training** – appropriate procedures, system responses, available resources, referrals

(DEECD 2011b)
What does an effective response look like?

- Ensures safety
- Student feels believed
- Student’s experience is validated
- Restore feeling of normality and reduce feeling of being overwhelmed
- Empowers student
- Student understands their experience is serious, and is being taken seriously by you
- Regain control of situation (choices)
- Reduce fear
- Ensures student doesn’t feel responsible

(DEECD 2011b)
Group activity: Useful responses and statements

- Consider the following statements and questions as a response to the first disclosure of gender-based violence.
- Assess whether each statement or question is helpful, somewhat helpful or not at all helpful. Discuss why you have made that assessment.

(DEECD 2011b)
Key steps to support a student

1. LISTEN
2. BELIEVE
3. CONSULT
4. EXPLAIN
5. REFER

(DEECD 2011b)
Consider

• The time of the Student Welfare Coordinator and the Assistant Principal is almost entirely taken up with dealing with individual boys for fighting, verbal abuse, swearing and disruptive behavior in class. Most recently, the school has suspended a generally cooperative boy for punching another boy in the face; a boy who has reputation for being a trouble maker and a bully. The suspended boy sights provocation for the assault. Provocation was based on the boy being insulted by saying his mother is poor.
Consider

• Marina is often late to school after assisting her mother to clean up the various results of her father’s violence. Sometimes she has to take her mother for medical treatment, other times she to look after her younger siblings. Often when she arrives at school she is admonished for being late and not completing her homework.
Consider

Every time Chloe passes George in the corridor she gets called a slut. When he is pulled up over this in the corridor and told he needs to learn to treat girls more appropriately, he maintains that Chloe is a friend and doesn’t mind. In class when she puts up her hand he calls her slut quietly and at other times just looks at her threatened. Chloe no longer puts her hand up in class.
Consider

- Lucy used to be an outstanding science student until she was several times asked to stay back by her science teacher Mr. Peace for special attention and praise for her work. This made her feel uncomfortable. Lucy makes deliberate errors in her science work now to avoid these sessions. Consequently, she is no longer an outstanding science student.
Consider

• A group of Grade 6 girls went to see their PE teacher because they were sick of the boys making comments about their bodies when they were playing netball. The teacher told them to ignore it because 'that’s what boys are like’. The girls rarely participate in PE any more.
Consider

• Sophie and Grace are two of the ‘in’ group who spend a good deal of their time at lunch time and recess hanging out with the boys and smoking behind the gym. The school has a relaxed dress code and the girls feel comfortable in very modern clothes and make up. Recently the boys have been harassing them about the sexual nature of their clothing. When they complained to their home room teacher, they were told, ‘What can you expect dressed like that at school. If you dressed a bit more appropriately the boys would leave you alone.’
Defining power

- 'Power is the ability to do or act … a particular faculty of body or mind, or energy, authority or influence … political or social or personal ascendancy … political action based on the threat to use force … capacity for exerting force …'
- 'Powerful is having great physical or other influence and powerless means without power to act or wholly unable …'
- Power has the capacity to change things … it is a means of constraining people and reducing their freedom, or increasing the freedom of action of the agents who possess it … It can either be restrictive or enabling …
- Power can be overt or covert and failure to take action may also be an exercise of power. Power is an essentially contested concept, which is value laden.
- Power is dynamic and fluid.

(The Concise Oxford Dictionary; Giddens 1993; Lukes 1976)
Types of power

**Surveillance** – visual judgments are made the idea of policing or thought to be being policed. For example, Sam’s mother told him to pick up the comic, realising his father had been drinking. Peter feeling because he had touched Andrea he could be intimate with her.

**Individualisation** – individual people are named as recipients of either positive or negative sanctions. For example, Sam’s mother being put down by the father. Peter naming Andrea as not liking men, Chrissie and Mindy recipients of negative sanctions.

**Inclusion** – by which groups or individuals are either included or excluded. For example Sam being included in the masculine domain and his mother excluded. Andrea being excluded from the category of heterosexual. Chrissie being excluded from school on the basis of her sexuality.

**Exclusion** – specifies difference, abnormality. For example, ‘all women are stupid bitches’ exclusion of the mother from the relations between father and son: ‘Never trust a woman’. Andrea not liking men.

(DET 2004)
Types of power

**Distribution** – notion of dividing or ranking people, setting in place hierarchies where a top to bottom arrangement is evident. For example relations between Jenny and her boss and Sam’s mother and father. Peter feeling he had the right to be the assertive one in the encounter. Rafel feeling he had the right to distribute the image of Mindy.

**Classification** – process of labelling, can be positive or negative. For example, labelling Sam’s mother as stupid and Sam as bright. Andrea as wanting sex/ Andrea as clever. Chrissie as ‘dyke’

**Regulation** – overt exercise of power, invoking rules, restrictions and sanctions. For example, Sam being told to pick up the comic, Sam’s father demanding his dinner, Sam’s father physical display of power such as cuffing and poking in the ribs and the rape of Jenny. Andrea’s ability to say what she wants. Mindy’s suspension

**Normalising** – which involves setting or conforming to standards of ‘normal behaviour’. For example, Jenny being expected to go with her boss, gender expectation of Sam’s mother cooking, cleaning etc. Andrea being expected to have sex because she liked Peter, Chrissie being unable to combat homophobia, Rafel sending the image.

(DET 2004)
Types of power

Personal power

Generally refers to the power that a person feels they have in making decisions, choices, taking or not taking action. For example Sam felt he had the power to make a choice about whether he picked the comic up at his mother’s or his father’s request. Jenny felt she didn’t have the power to say no to going for the drive with her boss in a similar way that Mindy felt she had to send Rafel a sexual image. Andrea expresses her sense of personal power by honestly telling Peter about her feelings and attitudes and not letting herself be persuaded to do what she doesn’t want to do. Chrissie’s attempt to combat homophobia.

(DET 2004)
Types of power

Social power
This is the power dynamics exhibited in the day-to-day relations between people in social situations. Types of power could be information, charisma, expertise, reward, position, connection, strength and convention. This power can also be derived from things such as educational background, position of authority, status, financial resources, gender, sexual orientation, race etc. For example the power Sam obtained from joining his father in jokes about women. The lack of power Chrissie has because she is identifies as a lesbian. Peter feels because he was the male he was expected to make the first move. The right as a male that Rafel felt he had in posting a picture of Mindy.

(DET 2004)
Types of power

**Institutional/structural power**

The power that is inherent in the practices and meanings of institutions. This is the power that is part of institutions such as the law, marriage, language, family, political system, sport ethos etc. Could be expressed by omission, silence, active discrimination, resulting from historical factors, socially defined practices, ideology etc. For example, the discrimination in the law that makes it difficult for Jenny to go to the police about the rape, the language exhibited by Sam and his father. The institutional nature of men feeling that Andrea doesn’t like men because she doesn’t want to have sex, institutional homophobia that resulted in Chrissie leaving school and Mindy being suspended.

(DET 2004)
PORNOGRAPHY AND SEXUALITY EDUCATION
Porn, young people and sexuality
– The issues

**Introduction**

- Pornography is an area that is simultaneously intensely personal and political

- It is frequently an issue about which people hold strong – and potentially contradictory – views
Definition of pornography

• A commonly accepted definition of pornography is, sexually explicit media that are primarily intended to sexually arouse the viewer.

• Mainstream pornography refers to the sort of material that is widely available on the internet and easily accessible via other mediums such as DVDs. It is pornography that is mainly targeted at a male heterosexual consumer, although it also includes some material that is targeted at what is called the ‘couples’ market.

(Malamuth et al. 2000; Dines 2010)
Over the past decade or so, pornography has become both more mainstream and more ‘hardcore’. For young people growing up in this era of ever-new and accessible technology it is almost impossible to avoid exposure to pornography. Consumption – particularly for young men – has become normalised. And the ways young people understand and experience gender and sex are being influenced by what they – or their partners or peers – observe in porn.

(Crabbe & Corlett 2010)
The mainstreaming of pornography

- Pornography enjoys unprecedented legitimacy around the world.
- Globally, it has an annual profit of US$24.9 billion.
- Approximately a quarter of Australian adults is estimated to have consumed pornography in the last year.
- Equipped with the most recent technology, young people also are pornography consumers.
- Technology enables easy, anonymous access to the multitude of free pornographic images available online.

(Crabbe & Corlett 2010)
Porn, young people and sexuality – The issues

• Most students will have been exposed to pornography. In a study of 13-16 year olds in Australian schools, 93% of males and 62% of females had seen pornography online.
• Exposure to pornography can occur accidentally as well as intentionally. 84% of boys and 60% of girls report having been exposed accidentally to Internet sex sites.
• Many young people discover porn before they’ve encountered sex. Perhaps even before they have kissed or held a partner.

Porn, young people and sexuality
– The issues

• Mainstream pornography – that which is widely consumed and readily available on the internet and DVDs – has become increasingly aggressive towards women in the past 10-15 years.
• Pornography is one of Australian young people’s most prominent sex educators.
• Consumption of pornography is influencing the ways young people think about and practice sex.
• Australian research has found that as many as 33% of the young people surveyed had been asked to send naked images of themselves, and 51% of teenage girls said they have sent the image due to pressure from a boy.

(Crabbe & Corlett, 2013 forthcoming; Dines 2010; Flood 2010; Powell 2010)
Porn, young people and sexuality – The issues

Young men are more likely than their female peers to:

- Use porn for sexual excitement and for masturbation
- Use porn alone and in same sex groups
- View a wider range of images
- Initiate its use, rather than be introduced to it by an intimate partner

(Flood, 2010)
Porn, young people and sexuality
– The issues

• The pornography industry has had an incredible influence on popular culture
• The imagery of the pornographic erotic has shaped the sexualisation of culture

An example: The Playboy bunny
Can you think of any others?

(Crabbe & Corlett 2013 forthcoming)
Porn, young people and sexuality – The issues

One of the key issues in the debates about pornography is the nature of the content of pornography that consumers – mostly men – are watching.

• Mainstream heterosexual pornography has become more violent against women

  vs

• The pornography industry has shifted dramatically since the 1960s and is now more focused than ever on the pleasure of women

(Crabbe & Corlett 2010)
Porn, young people and sexuality – The issues

A recent analysis of best-selling pornography found:
- 88 per cent of scenes contained physical aggression
- 48 per cent of scenes contained verbal aggression

Physical aggression included:
- Gagging in 54 per cent of scenes
- Choking in 27 per cent of scenes
- Spanking in 75 per cent of scenes

Physical aggression:
- Was directed toward women in 94 per cent of incidents

But the targets’ responses make the aggression difficult to recognise:
- In 95 per cent of incidents, acts of aggression were met with either a neutral or positive response

(Bridges et al. 2010)
Porn, young people and sexuality
– The issues

• Based on scholarly work and what the porn industry itself says – that at the same time that pornography has become more mainstream, it has become harder, rougher, more aggressive to women.

• There has been a marked shift in the nature of the content of pornography over the last 10-15 years.

• The size of the commercial pornography industry means there is far more sexually explicit material available which in turn has helped to push the mainstream more hardcore as the producers of this material must push the edges of the market in order to make money (because, ultimately, the industry is driven by profit).

• Technology, particularly the Internet, has facilitated this shift in mainstream pornography to more aggressive, rougher sexual imagery.

(Crabbe & Corlett 2010)
Porn, young people and sexuality
– The issues

• The internet is an extremely widely accessible, anonymous and unregulated market place meaning that people can get access to sorts of material that in the past they may have had to work harder and been more discrete in order to access.

• The sorts of sex acts that in times past may have been seen as ‘extreme’ – such as fellatio inducing gagging and double penetration in which a woman is penetrated anally and vaginally at the same time – are now routinely portrayed in porn.

• If you like, what was soft porn is now popular culture; what was extreme is now mainstream. And the industry has employed mind-boggling creativity to redefine the ‘extreme’.

(Crabbe & Corlett 2010)
Sexual exploration is a normal and healthy part of adolescent development. For most adolescent boys and girls sex and sexuality are topics of intrigue and fascination.

(Powell 2010)
• There is evidence that exposure to pornography is shaping young people’s sexual expectations and practices.

• Many young people are learning what sex looks like from what they – or their partner or peers – observe in pornography. Significantly, pornography is normalising sex acts that most women do not enjoy and may experience to be degrading, painful or violating. This raises serious implications for young people’s capacity to develop a sexuality that incorporates mutual pleasure, respect and the negotiation of free and full consent.

• While the results are complex and nuanced, research into the effects of pornography consumption provides reliable evidence that exposure to pornography increases aggressive attitudes and behaviours towards women for some viewers.

• Pornography consumption also has been found to be associated with sexual health risk-taking and can impact negatively on body image and self-esteem.

(Crabbe & Corlett 2013 forthcoming; Häggström-Nordin, Hanson & Tyden 2005; Flood 2010; Malamuth et al. 2000; Dean 2007)
Sex ed by porn: Impact on young people

- Sex and intimacy too often remain subjects that are avoided in contexts such as homes and schools
- Formal sexuality education in schools is limited and varies in quality
- Young people say that what they receive is ‘too little, too late, too biological, too boring’
- Few young people are receiving high quality education about desire, arousal, negotiating intimate relationships, pleasure and communication

(Sieg 2003; Sinkinson 2009; Parker et al. 2009; Ollis 2009; Allen 2009; Harrison & Hillier 1999)
Pornography is now one of Australian young people’s most prominent sex educator. It has become a central mediator of young people’s sexual understandings and experiences.

Much of what young people are learning from pornography is problematic.

(Flood 2010)
Pornography is teaching a range of lessons about significant areas of sexuality including:

**Body Image**
- Pornography is making a contribution to defining what looks erotic.
- Although pornography does include diverse body types – and arguably more diverse than other media genres – much porn contains images of young, thin, conventionally attractive women and men with large penises.
- The removal of pubic hair has become a standard practice among young women, and some young men. Some young people have attributed this directly to their porn consumption.
- Some people are making the connection between pornography consumption and the increase in interventions such as breast augmentations and labiaplasties.

*(Crabbe & Corlett 2013 forthcoming)*
Pornography is teaching a range of lessons about significant areas of sexuality including:

**Body Image**

Young people talk about comparing their bodies – and those of their partners – with those shown in pornography. For example:

- ‘In the videos you think, “Shit, look at his dick, it's massive.” … You think, 'I can't compare to that.' (Joel, Age 20)
- ‘Just how the girls look and stuff, it’s kind of like hard not to want to emulate how they look … it’s hard not to get intimidated a little by it, maybe wanting to be more like those girls, or look more like them … I would love to look like that …’ (Rachel, Age 20)
- Or considering the looks of women in porn, Zoe (2011) commented as if to one of them: ‘Thank you very much for making me look shit in comparison. Thank you, thank you so much. You're a lovely lady, thank you. Thank you for ruining it for me’.

(Crabbe & Corlett 2013 forthcoming)
Pornography is teaching a range of lessons about significant areas of sexuality including:

**Sexual health**

Pornography consumption also has been found to be associated with sexual health risk-taking.

- Only a minority of pornography shows the use of condoms (Bridges 2010)
- Much porn includes group sex with a wide range of configurations of partners
- Practices with significant health risks are commonplace in mainstream pornography (Bridges et al. 2010)

(Crabbe & Corlett 2013 forthcoming)
Pornography is teaching a range of lessons about significant areas of sexuality including:

**Negotiating consent**

Pornography is a very poor educator about sexual consent. The participants in porn are there to engage in sex and the vast majority of scenes portray performers’ sexual engagement somewhere in a range from willingness to exuberant keenness. Even when it is portrayed that a character is initially reluctant to engage in sexual activities, she eventually does decide that sex is what she wants.

It is important to note that there is diversity in what individuals enjoy, but, significantly, pornography is normalising sex acts that most women do not enjoy and may experience to be degrading, painful or violating. This raises serious implications for young people’s capacity to develop a sexuality that incorporates mutual pleasure, respect and the negotiation of free and full consent.

(Crabbe & Corlett 2013 forthcoming)
Pornography is teaching a range of lessons about significant areas of sexuality including:

**Pleasure**

Pornography routinely portrays pleasurable or neutral responses from performers, regardless of the difficulty, displeasure or pain associated with the sex acts in which they are engage.

- Pornography promotes myths of perpetual male sexual readiness and female sexual availability.
- Young people are learning sexist and stereotypical understandings of gender and sexuality from the relentless focus on female bodies, and sexist and callous depictions of women.
- While the results are complex and nuanced, research provides reliable evidence that exposure to pornography increases aggressive attitudes and behaviours towards women for some viewers.

(Crabbe & Corlett 2013 forthcoming)
Pornography is teaching a range of lessons about significant areas of sexuality including:

**Sexual Expression**

- The mainstreaming of pornography is contributing to a normalisation of sexual imagery.
- For many people, including young people, the ability to create and spread images of themselves presents exciting new possibilities for exploring their identities, including their sexualities.
- Young people are using mobile phones and webcams to create explicit imagery of themselves and others.
- These images may or may not have been obtained with the consent of those depicted and may then be passed on to others – again, with or without the consent of those involved.

(Crabbe & Corlett 2013 forthcoming)
Pornography is teaching a range of lessons about significant areas of sexuality including:

**Performance**

- Australian research has found that as many as 33% of the young people surveyed had been asked to send naked images of themselves, and 51% of teenage girls said they have sent the image due to pressure from a boy.
- Sexting, even if it is consensual, can also serve to reinforce and amplify gender inequality and sexual stereotyping.
- These practices can have serious implications for young people’s social and emotional wellbeing, as well as very significant legal consequences.

(Crabbe & Corlett 2013 forthcoming)
Not so different? Same-sex attracted young people and porn

For same-sex attracted young people, pornography can take on another significance:

• Many same-sex attracted young people describe porn as providing a space in which their sexuality is normalised.
• Porn consumption among young gay males is sometimes described as an almost essential component of the development of sexual identity.
• Gay porn is also communicating to SSA young people some very similar messages to those in heterosexual porn. It contains the same focus on the physicality, on sexual performance, on sexual availability and on particular types of sex.
• Gay porn serves to reinforce the same types of messages about gender and power, and in doing so, reinforces a homophobic discourse.
• For young lesbians, the routine inclusion of ‘girl-on-girl’ in heterosexual porn can also provide a kind of legitimisation and visibility of lesbian sexuality, but, as one young woman put it, there is a sense that you are ‘always waiting for the man to arrive for the ‘real action’. Thus reinforcing a heterosexual normality.

(Crabbe & Corlett 2013 forthcoming)
Mediating factors

All of this poses many challenges for young people and for those of us who live or work with them, and indeed, for society in general. There are some identifiable factors that can mediate porn consumption’s negative impacts on young people. And these can inform our responses to the issues.
Michael Flood (2010) has categorised the mediating factors into three keys areas:

1. Characteristics of the viewer
   - age
   - gender
   - maturation
   - sexual experience
   - parental involvement
   - personality characteristics
   - home background
   - cultural background
   - current emotional state

(Flood 2010)
2. Their engagement with the material
   – Pornography’s effects are shaped by the user’s sexual, emotional and cognitive responses to the material
   – Effects are greater for people who are more active and involved viewers
   – Effects are greater for people who watch the media in question with specific purposes in mind
   – Effects are greater for people who attribute greater realism to the portrayals

(Flood 2010)
3. The character and context of exposure

   – type of material
   – duration and intensity of viewing
   – voluntary or involuntary
   – alone or with others

For example, if a male watches pornography alone and masturbates, the connection of the powerful physical and emotional experiences of arousal, masturbation and orgasm may heighten the influence of the porn, but if he watches it with a group with joking and no masturbation, there may be less of a physical connection, but the collective acceptance of the value system and sex acts in porn may be enhanced.

(Flood 2010)
Developing a response

How does knowledge of the mediating factors impact on the kind of educational responses that might be developed?
Developing a response
With these factors in mind, there are perhaps four key aspects to how we might respond:

1. Limit
2. Critique
3. Skill
4. Inspire

(Crabbe & Corlett 2013 forthcoming)
Summary

Young people are very likely to be exposed to pornography, intentionally or accidentally.

- Young men are more likely than their female peers to view porn
- Pornography consumption by young men is widely accepted
- Pornography has become more hardcore and aggressive toward women
- Mainstream heterosexual porn conveys many harmful messages about gender and sex
- Pornography consumption is impacting on young people’s understandings and experiences of sex
- The impact of pornography is gendered due to the patterns of consumption and the gendered nature of the material
- Gay male pornography often plays a role with gay young men exploring their sexuality in a world in which gay sexuality is largely invisible if not problematised
- Gay male pornography conveys some of the same harmful messages about gender and sex conveyed in heterosexual porn
- Identifiable factors mediate porn’s harmful effects

(Crabbe & Corlett 2013 forthcoming)
Role of education in addressing these issues

• The aim is to assist young people in the healthy development of their sexual and social identities through:
  – Equipping them to challenge and critique the harmful messages portrayed in pornography
  – Promoting constructions of sex and gender that facilitate their healthy development as individuals and as members of society

(Crabbe & Corlett 2013 forthcoming)
Role of education in addressing these issues

**Broader educational context**
Effective education towards this aim include:

- a gender and power framework
- a ‘whole of school approach’
- a sex-positive framework (including about masturbation)
- occurring within a broader program addressing issues of healthy relationships and sexuality education
- skilled, trained, resourced and supported teaching staff who are comfortable with the material
- positive student–teacher relationship (which is part of a safe learning environment)
- Being part of wider efforts to foster egalitarian sexual cultures among young people and in broader society

(Crabbe & Corlett 2013 forthcoming)
Role of education in addressing these issues

Effective pornography education

Effective education addressing issues related to pornography include:

- development of a shared educational language around pornography and the erotic
- young people are interested and prepared to engage in appropriate, open, challenging conversations about desire, arousal, pleasure, pornography, sex and intimacy if these are well facilitated and in a safe environment
- the stated aim is underpinned by an understanding of the power and appeal of the erotic
- the stated aim takes seriously the powerful appeal of porn, including the contexts in which pornography consumption takes place and is given meaning
- value in having critical discussion about pornography in a context that is not about arousal or group bonding
- learning critical literacy skills about pornography’s portrayals of gender and sex in a supportive, positive and articulate context
- use of a range of educational hooks is the most effective method to engage young people in the aim

(Crabbe & Corlett 2013 forthcoming)
Role of education in addressing these issues

The impact of pornography education
The impact of education about pornography include:

• assisting young people develop critical thinking about the messages conveyed in pornography
• assisting young people develop concepts of sex and gender that are based on human rights, mutual respect and dignity
• assisting in the creation of peer group cultures that are critical of degrading and violating representations and experiences of sex and are supportive of respect and pleasure-based constructs
• assisting young people to develop healthy attitudes about gender and sex which impact on the decisions they make and the behaviour they engage in
• exploring with young people examples of contexts within which they might need to take action to avoid disrespectful, non-mutual or violating sexual and to equip them with the skills to take appropriate actions in these contexts

(Crabbe & Corlett 2013 forthcoming)
Role of education in addressing these issues

Some educational hooks will be more effective than others

These refer to the hooks or angles we can take to appeal to young people, to encourage them to critique the messages in pornography, despite pornography’s wide appeal and acceptance. They take the form of assumptions. It is possible to:

• Appeal to values of human rights, respect and dignity in both young men and women
• Appeal to and to mobilise young men’s discomfort and misgivings regarding porn
• Believe that young men desire to be good lovers but porn doesn’t teach how to be a good lover
• Contrast the messages conveyed in porn with healthy messages about gender and sex
• Address the legitimizing perceptions that enable consumers to justify use of porn
• Appeal to young people’s capacity to decide who they are and what they do, and to encourage them to choose to make decisions that are shaped by justice, equality and respect
• Articulate and to inspire young people with a construction of sexuality that is about pleasure, fun, communication, mutuality and respect

(Crabbe & Corlett 2013 forthcoming)
Role of education in addressing these issues

In order to minimise the harmful impacts of pornography on young people, we want to work toward education that can assist young people to develop a range of competencies. These desired competencies relate to the two areas of:

• Knowledge, thinking and attitudes
• Skills and resources

(Crabbe & Corlett 2013 forthcoming)
A naked photo
My new boyfriend has asked me to send him a naked photo of myself. I really like him and he has promised he will not show it to anyone else. I think I trust him. Surely it can’t be that big of a deal.

Consequences
• Your boyfriend may send it to other friends, who in turn may also forward it on.
• This may lead to humiliation, embarrassment, bullying, harassment – all of which could lead to self-harm by the person in the photo.
• It may have ramifications in the future if you begin to date someone else, or you join a new club/sports team or if you are applying for a job at any stage in the future.
• Taking, sending or receiving sexual images of a minor is illegal. If you're found to have a naked or semi-naked photo of someone under 18 on your phone or your computer, you can be charged with a criminal offence. If you forward the photo to someone else you can be charged with a criminal offence even if you delete it from your own phone. You can be charged even if it is a photo of yourself and you agree to the photo being sent. In 2007, 32 Victorian teenagers were charged with child pornography offences. (Kids Helpline 2011).
Refusing to engage in ‘sexting’
I am male and I am being bullied at school for not having sexual images of girlfriends on my mobile phone to share with my mates. They’re calling me gay because I don’t engage in ‘sexting’ and sharing of such images.

Consequences
• Peer pressure can be extremely difficult to resist, however there are many other ways you can demonstrate your masculinity to your mates without having to conform to this pressure. By standing up to them this and continuing to refuse to conform you will in fact gain respect from your wider community in the long term … although this is difficult for you to assume in the short term.
• Your role as an active bystander in challenging these so called social norms that promote and condone sexual violence against females is courageous and demonstrates far greater values and ethics which society needs.
Privacy
One of the guys snuck into the girls change rooms, took a photo on his phone of them getting changed for PE and is sending it to all his mates.

Consequences
• This is an invasion of privacy. No consent has been given to take the photos. Furthermore, taking, sending or receiving sexual images of a minor is illegal (see the first scenario).
Privacy and security

One of my so-called friends took some private photos off my mobile phone and sent them around the playground. He says it is my fault because I didn’t have a password on my phone.

Consequences

• It is not your fault, your friend has invaded your privacy. No consent has been given. However it is vital that you have a password on your phone and this should not be shared with anyone.
Sexuality Education Matters

Real-life technology scenarios

Consent
Without my consent, somebody has posted a photo of me on Facebook in my bathers. I am devastated as people are now posting horrible comments about my appearance.

Consequences
• If you know who it is, consider asking them to delete it from Facebook.
• If you think it is now out of your control, talk to a trusted adult or contact Kids Helpline counsellor to work out what you can do.
• Ensure you speak to counsellor/trusted adult to ensure you are dealing with the situation.
• Kids Helpline: 1800 55 1800
Peer pressure
My best friend has told me she is planning on sending a sexual image of herself to this boy at school she likes in the hope he may ask her out. She says everyone else is doing it, so what’s the big deal?

Consequences
• You must be an ethical friend and alert her to the consequences of her actions. Your intervention may influence her into making a different decision or at worst a more informed one. As a citizen of the community we must encourage and model challenging or speaking out against social norms that may be related to gender violence against females. As an honest friend you should feel comfortable in offering your advice.

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