

Smart Relationships Education



YEAR 12: CONTEMPORARY NARRATIVES OF RELATIONSHIPS & SEXUALITY, & CRITICAL THINKING

Name: **TEACHER BOOKLET**

ABOUT SMART RELATIONSHIPS EDUCATION

For more than thirty years Peter Janetzki has been reading, researching and presenting on the topic of Human Sexuality and Relationships. This combined with thousands of hours of face to face counselling has resulted in a through understanding of the complexities of human relationships and sexuality.

From this vast experience Peter has developed a team who have been interacting with teens and young adults to help them receive accurate information so that they can navigate the confusing world of relationships.

In spite of our society being perceived as sexually progressive there are still high levels of ignorance in regards to many important issues to healthy relationships especially amongst teenagers. Hence 'Smart Relationship Education' provides comprehensive education programs based on research and accurate information, to assist young people in avoiding the dangers of unhealthy relationships that are often modelled and promoted by our popular culture.

Smart Relationships core program has been the 'Why Not Just Wait' which is a comprehensive sexuality education program for High Schools that is broad based going beyond the 'safe sex' mantra of most sex education programs. The standard program is outlined below, however programs can be modified to suit the individual needs of any school.

Our Philosophy

Young people will do what young people want to do. Consequently we are up front about our values so as to not impose them on students but rather challenge them to examine what we have to offer and to make informed and wise choices.

Our Values

We believe...

- Sexuality is not a separate part of our experience in fact it is part of every aspect of life, therefore we approach it holistically and in the context of relationships.
- Young people have the right to be given accurate information from sound and reliable research, free from hidden agendas.
- Every choice has a consequence and that young people are able to make healthy, life giving choices given accurate and relevant information.
- The best place for sexuality education is in a loving and supportive family and what we do is a compliment to this.

We are Pro-abstinence for two reasons. Firstly, evidence world wide supports that this is the safe and healthy choice, and secondly our presenters hold to a Christian worldview.

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WORDS, WORDS & MORE WORDS

1. **COHABITATING** - A couple living together in an intimate relationship as if married, without being legally married.
2. **COLLECTIVISM** - The principle, belief, and practice that the group or society, take priority over each individual in it.
3. **CONSENT** - Giving someone permission or approval for something to happen.
4. **CRITICAL THINKING** - The objective analysis and evaluation of an issue, in order to form an informed judgement.
5. **DISCOURSES** - The narratives that shape opinions, values and beliefs through language within society.
6. **DISCRIMINATION** - Treating a person or particular group of people differently, from the way in which you treat other people, because of their skin colour, sex, sexuality, etc.
7. **GENDER** - The term for one's sex. i.e. male or female.
8. **GENDER DYSPHORIA** - A psychiatric diagnosis where a person experiences distress as a result of the sex and gender that they were born with, believing that they are in the wrong body.
9. **GONADS** - A reproductive gland (such as an ovary or testis) that produces gametes.
10. **INDIVIDUALISM** - The principle, belief, and practice that the freedom, choices, and actions for the individual have greater priority than the collective or society.
11. **IDEOLOGY** - A comprehensive set of beliefs, that define a person's worldview about social structures, politics, and the nature and meaning of the world.
12. **INTERSEX** - People born with variations in sex characteristics including chromosomes, gonads, sex hormones, or genitals that, do not fit the typical definitions for male or females bodies.
13. **INTIMATE PARTNER VIOLENCE** - Any behaviour within an intimate relationship that causes physical, psychological or sexual harm to those in the relationship, including acts of physical aggression, sexual coercion, psychological abuse and controlling behaviours, commonly referred to as 'DV'.
14. **JUSTIFIED DISCRIMINATION** - Discrimination that can be justified and to be shown that it's a proportionate means of achieving a legitimate aim, i.e. men not being allowed to use women's public toilets.
15. **LGBTIQA+** - An umbrella term for people who identify as an alternative to heterosexual majority associated with a special political ideological promoting 'gender politics'.
16. **OBJECTIVE** - Examining, and judging an issue from an impartial and unbiased position, in which all the facts are considered.
17. **PEER REVIEWED** - The evaluation of work by one or more people of similar competence to the producers of the work (peers), which maintains standards of quality and credibility within the relevant field/profession.
18. **PHILOSOPHY** - The study of general and fundamental problems concerning matters such as existence, knowledge, values, reason, mind, and language.
19. **PLURALISM** - Denotes a diversity of views and beliefs within a society as opposed to a single dominant belief system.
20. **POLYAMORY** - The practice of, or desire for, intimate relationships with more than one partner, with the knowledge of all partners.
21. **POSTMODERNISM** - The term generally applied to the historical era following modernity, which is characterised by a move away from the dominance of Western Christianity towards Pluralism and Individualism.
22. **POWER DIFFERENTIAL** - The inherently greater power and influence that one person has over another.

23. **SOCIAL CONSTRUCTIVISM** - A theory that human development is shaped by society and that our knowledge and understanding is constructed by and within society.
24. **SOCIAL DECONSTRUCTIVISM** - A Postmodern concept for the process of dialectical analysis of deconstructing a socio-historically issue, (i.e. Domestic Violence), that attempts to dig beneath the surface of taken-for-granted.
25. **SOCIAL ENGINEERING** - When a particular group seeks to manage social change and regulate the beliefs and attitudes about special issues and behaviours within society.
26. **SOCIAL NARRATIVES & DOMINANT DISCOURSE** - The discourses used by groups, i.e. media, political lobbies, interest groups, to shape opinions, values and beliefs within society. The specific narratives that shape opinions, values and beliefs of a specific social issue that is promoted through language, media, etc. within society.
27. **SOCIAL RECONSTRUCTION** - Part of Social Engineering when a particular group seeks to manage social change and regulate the beliefs and attitudes about specific issues and behaviours within society.
28. **SUBJECTIVE** - Examining, and judging an issue by personal feelings irrespective of the facts.
29. **THEOLOGY** - The critical study of the nature of the divine/God and religious belief.
30. **TRANSGENDERED** - Denoting or relating to a person whose sense of personal identity and gender does not correspond with their birth sex.

CONTEMPORARY SOCIAL ISSUES

#1 Contemporary Social Issues in Regards to Relationships & Sexuality

Come up with as many Contemporary Social Issues that have been or are being discussed within media and our culture around relationships, marriage, family and human sexuality.

#2 Your Thoughts

What are your thoughts about these Contemporary Social Issues?

CRITICAL THINKING

#1 What is Critical Thinking?

Write a definition for Critical Thinking in your own words.

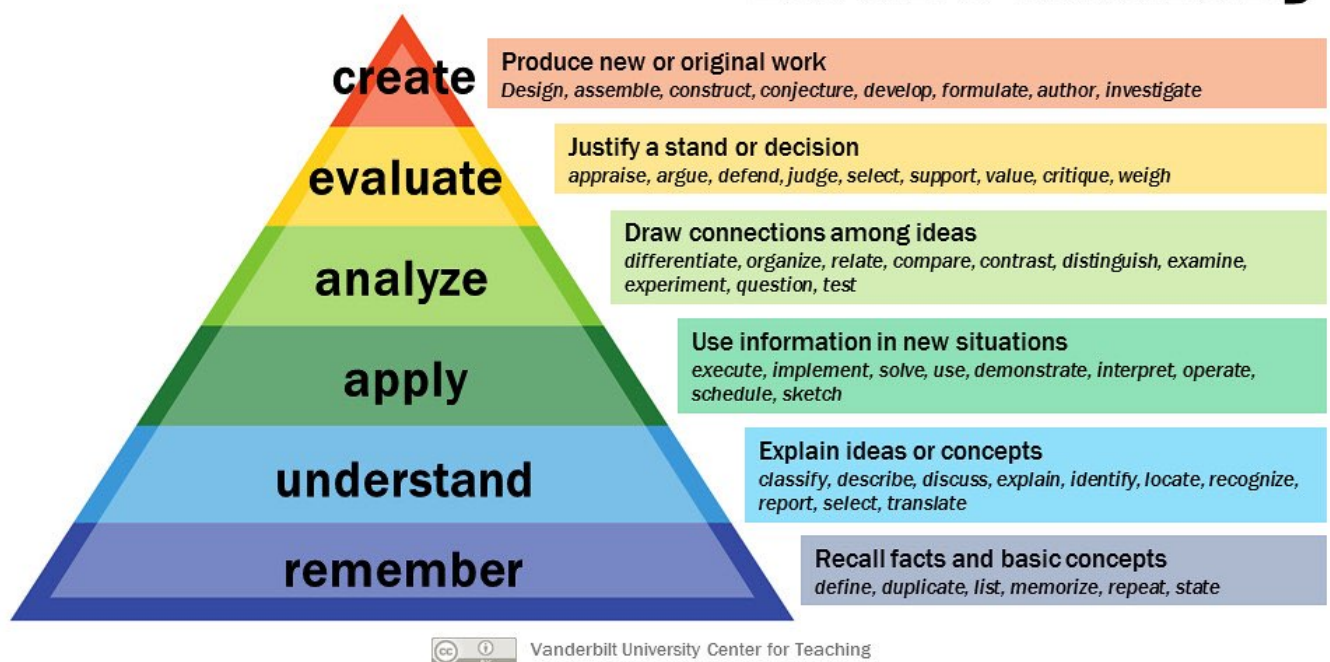
#2 Different Levels of Thinking

As we go through school we engage in different types of thinking. A way of understanding this is by using Bloom's Taxonomy of Intellectual Behaviour.

At high school, most learning occurs at the three bottom levels of Knowledge, Understanding and Application. For example, you may be expected to learn the names and properties of chemical elements (knowledge), understand why some react with others (understanding) and conduct experiments (application). At these levels, memory and comprehension are necessary, and remain so at university. However, when it comes to more complex issues such as Social Issues we need to develop the skills of the top three levels of thinking.

Adapted from Krathwohl D. (2002) A revision of Bloom's taxonomy: An overview. In Theory into Practice, Vol 41, No.4, College of Education; Ohio State University.

Bloom's Taxonomy



HIGH ORDER THINKING

Analysing, Evaluating and Creating; are considered higher levels of thinking and help us to demonstrate our critical thinking.

STEP 1 - ANALYSING

Analysis refers to the process of examining the whole, deconstructing the Social Issue and asking significant questions;

- a. What are the message in this social issue?
- b. What is the social narrative/dominant discourse?
- c. What are the facts, behaviours and attitudes being promoted in this issue?
- d. Who benefits and how?
- e. Who doesn't benefit and how?
- f. What is the ideology (beliefs and values) within this social narrative/dominant discourse?

STEP 2 - EVALUATING

Evaluation involves examining the opinions other people are expressing and how they are justifying their opinions. It is important to gain an understand of the theories and beliefs behind the Social Issue in order to evaluate them successfully. Key questions include;

- a. Which of the facts are supported or validated by data?
- b. What is the source of the data?
- c. Is it reliable and how?
- d. Are the sources peer reviewed?
- e. What are the motivations of those who benefit from this position?
- f. Are there potential long-term consequences with this position for individuals and society?
- g. Is there reliable data that supports a different position?
- h. Are there alternative positions to this ideology?
- i. How does this fit with a Biblical worldview?

STEP 3 - CREATING

Creating is the process of combining information and ideas from different sources to create a clear position for myself in regard to the particular Social Issue. Key questions include;

- a. Has my position been challenged or reinforced?
- b. How has my understanding of this Social Issue changed?
- c. What impact does this have on my worldview?
- d. What thoughts do I have about this now?
- e. How do I want to respond to this issue?

SOCIAL ISSUE #1: ALL RELATIONSHIP TYPES ARE THE SAME

Family structures have been dramatically redefined over the past 50 years. How many family types can you name?

In our society these different types of family are all valid, however, do they have all the same outcomes in terms of health, productivity and social costs/benefits?

STEP 1 - ANALYSING

STEP 2 - EVALUATING

STEP 3 - CREATING

SOCIAL ISSUE #2: COHABITATING (LIVING TOGETHER)

What are the messages about living together before getting married in our society?

Why not 'try before you buy', everybody is doing it and no one waits for marriage today.

STEP 1 - ANALYSING

STEP 2 - EVALUATING

STEP 3 - CREATING

SOCIAL ISSUE #3:

DOMESTIC VIOLENCE & INTIMATE PARTNER VIOLENCE

How do you define 'Intimate Partner Violence' and 'Family Violence'?

INTIMATE PARTNER VIOLENCE

FAMILY VIOLENCE

What is the social narrative about Domestic Violence, Intimate Partner Violence and Family Violence?

STEP 1 - ANALYSING

STEP 2 - EVALUATING

STEP 3 - CREATING

SOCIAL ISSUE #4: CHILDREN AND PARENTING

In the debate of redefining marriage, there was varied opinions and positions about the impact on children. Is there a difference in the impact upon children who have parents that are heterosexual and married, heterosexual and unmarried, homosexual and non-biological parents?

What is the social narrative about Different Relationship Types, Children and Parenting?

STEP 1 - ANALYSING

STEP 2 - EVALUATING

STEP 3 - CREATING

SOCIAL ISSUE #5: GENDER AND SEXUALITY

Gender Politics emerged in the 1970's. In recent years those who promote it say that our gender is socially constructed and therefore each individual has the right to determine their sex and their sexual orientation and behaviour. What are your thoughts about this?

What is the social narrative about Gender and Sexuality?

STEP 1 - ANALYSING

STEP 2 - EVALUATING

STEP 3 - CREATING

SOCIAL ISSUE #6: INDIVIDUALISM VS COLLECTIVISM

Choose one of the examples from the hand out and discuss what are the types of behaviours that go with this type of individualistic thinking.

- Discuss what are the underlying beliefs that motivate this behaviour?
- Discuss the potential consequences of this attitude and behaviour?
- Discuss the impact that these consequences have on our society (collective)?
- What is the social narrative about Individualism and Collectivism?

STEP 1 - ANALYSING

STEP 2 - EVALUATING

STEP 3 - CREATING

SOCIAL ISSUE #7: ***PORNOGRAPHY***

With the development of technology, pornography (adult content), has become mainstream infiltrating many aspects of our society. Research indicates that 70% of boys have viewed on-line pornography by the time they are 12 years old and by the time they're 15, you'd find it close to impossible to find a boy who hasn't viewed it. Even girls are exposed to pornography at increasingly high rates with around half having viewed pornography by age 12 and 97% by age 16. (Big Porn Inc 2012)

What is the social narrative about Pornography?

STEP 1 - ANALYSING

STEP 2 - EVALUATING

STEP 3 - CREATING

TOP 7 TIPS FOR A SUCCESSFUL RELATIONSHIP

After decades of research into successful and unsuccessful relationships, The Gottman Institute has come up with seven tip for making your love last a lifetime.



1. **HAVE HIGH STANDARDS**
2. **USE THE TEST OF TIME**
3. **TRUSTWORTHINESS & COMMITMENT**
4. **ASSESS YOUR RELATIONSHIP BY LOOKING AT BEHAVIOURS
RATHER THAN YOUR FEELINGS**
5. **DEVELOP GREAT COMMUNICATION SKILLS**
6. **LEARN TO DO SMART CONFLICT**
7. **WORK AT BEING KIND AND GENTLE WITH EACH OTHER**
8. **SOFTEN YOUR “START UPS”**
9. **BE POSITIVE**
10. **DEVELOP COMMON INTERESTS AND HOBBIES**

Reference: <https://www.gottman.com/blog/the-top-7-ways-to-improve-your-marriage/>

EXTRA WORKING PAGES

