



# all about women after consent

digital education stream  
2022 teacher resources



# Welcome

Sydney Opera House is one of the indisputable masterpieces of human creativity and has long been a place for learning and sharing knowledge. The land on which Sydney Opera House stands was known to its traditional custodians, the Gadigal people of the Eora Nation, as **Tubowgule**, meaning “where the knowledge waters meet”. A stream carried fresh water down from what is now Pitt Street to the cove near Tubowgule, a rock promontory that at high tide became an island. The mixing of fresh and salt waters formed a perfect fishing ground. Middens of shells were a testament to Tubowgule’s long history as a place where the Gadigal gathered, feasted, sung, danced and told stories.

## Did You Know...?

More than 8.2 million people visit the Opera House every year.

Sydney Opera House is cooled using seawater taken directly from the harbour. The system circulates cold water from the harbour through 35 kilometres of pipes to power both the heating and air conditioning in the building.

Sydney Opera House was opened by Queen Elizabeth II on 20th October, 1973. She has since visited four times, most recently in 2006.

The Sydney Opera House Digital Creative Learning program allows students from all over the world to access the Sydney Opera House and learn about its history and culture, while also developing skills in literacy, drama and creative writing. Schools in remote locations, interstate or even overseas are able to connect with the Opera House from the comfort of their own classroom, and it’s completely free.

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# Introduction

**These Creative Learning Resources have been prepared to help you get the most out of the *All About Women Digital Education Stream –After Consent* talk, coming to your classroom to celebrate International Women’s Day. These resources have been collated to help prepare your students to unpack the talk and think deeply about it.**

You should use and adapt these Resources to suit the student age and stage of your class and the curriculum foci and outcomes used in your school. These Resources are written as a creative document for you to bring to life. If you have questions about exercises or provocations please feel free to make contact to talk it through. We are always open to feedback, comments and working with you to assist and learn from you. Contact details are on the back page.

Some websites are suggested throughout this resource. It is recommended that you first view the sites and assess the suitability of the content for your particular school environment before setting the activities based on these.

Sydney Opera House has a bank of Creative Learning Resources for you to access and use. Please have a look around our website for other resources and activities that could support your classroom learning program

## **Acknowledgements**

Grateful thanks are extended to all the speakers who have generously allowed their resources to be included in this document.

# All About Women Festival

For the tenth year running, our talks and ideas festival, All About Women, celebrates International Women's Day with Sydney's favourite feminist gathering - full of talks, panels and workshops. International Women's Day is dedicated to gender equality and justice. It is an opportunity to raise awareness and take action. At the festival you will hear from remarkable thinkers, whose work breaks down the everyday structures that limit the female experience, as they discuss the latest thinking on gender, power, history, justice and technology.

All About Women is about being part of your local community and join the global movement. It is an opportunity to gather, learn, reflect, and be challenged. It is a celebration of feminism for every person who is affected by the patriarchy.

All About Women invites audiences to gather and reflect on burning questions about gender, equality, and justice.

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# The Creative Learning Journey

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## Before the Talk

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### **Begin your Creative Learning Journey**

Have your students think about the themes of the talk with information and activities in these Creative Learning Teachers Resources. Check out the video and links page to initiative topics of discussion and dive into the recommended reading list written by experts in these areas.

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## After the Talk

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### **Continue the Creative Exploration**

Follow up the Stream with the Post talk activities and continue the conversation with your students. What questions did they feel weren't asked? Where could they go to get this information? What did they think were the biggest learnings from the session? Can you develop any projects out of the learnings?

### **Sign up for another Free Livestream**

We offer an annual program of livestreamed Performances, Workshops and Artist Talks to further extend the learning journey of your students. Free for all Australian Schools and offered throughout the year.

### **Listen and Watch**

Use our digital content pieces on our social media channels in your classroom. Our podcast *Arty Farty* for creative conversations or *Behind the Scenes* on YouTube to give you more insight into world of the Sydney Opera House and the exciting things that happen here.



# Sydney Opera House Creativity Framework

These Creative Learning Resources have been written using the Sydney Opera House *Creativity Framework* as the pedagogy. The Framework aims to define the creative process in a way that educators can use to teach and be inspired by.

At a glance this Creativity Framework is:

## Prepare

### Tools and Pathways

Preparing mind, body, space, materials and time

## Buy in

### Presence and Enthusiasm

Convincing students that they want to be there

## Imagine

### The Fertile Unknown

Exploring a subject through arts practice. Using form to uncover content. Allowing uncensored expression to reveal new ways of seeing a subject

## Question

### Analysis, investigation and revelation

Creating new understanding by analysing what just happened when honing the imagination

## Make

### Forging form from content

Putting shape to content and moving towards a project; scripts, composition, choreography, project design

## Show

### Commit, frame, judgement

Performing and presenting the work

## Reflect

### Remembering, Processing, exiting

Creating understanding and healthy memories from the creative process and product.

Whilst written as a sequence, the Sydney Opera House *Creativity Framework* is not a method or system but a way of articulating the creative process. As the Framework is applied it becomes apparent the sequence dissolves and many of the specific sections live in one exercise. These resources have been written with this in mind.

This Framework underpins the Sydney Opera House *Creative Leadership in Learning* program that sees schools partner with the House for three years of teacher professional learning, student projects and performances. For more information please see the Sydney Opera House website.

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# Talk Description and Synopsis

**Dates:** On demand stream your talk at whatever time best suits you from Monday 14 March to Friday 25 March 2022

**Years:** 9-12

**Duration:** 60 min

**Venue:** Your classroom

## **Synopsis:**

Bri Lee, Saxon Mullins, Lucia Osborne-Crowley and Amy Thunig navigate recent changes to consent legislation and the implications for sexual freedom. Are changes to the law enough? What should justice look like? And how to get the next generation of people to be different? This talk will explore the explores themes including trauma, sexual violence, sexual freedom, misogyny, consent legislation, affirmative consent, body ownership and the intersection of racism and misogyny.

**The topics for exploration:** trauma, sexual violence, sexual freedom, misogyny, consent legislation, affirmative consent, body ownership and the intersection of racism and misogyny.

**General capabilities and cross curriculum priority areas:** Critical and creative thinking, Personal and social capability, Sustainability and Ethical understanding

## **A note for teachers,**

**This talk deals with issues of consent and sexual violence that may upset or trigger some viewers. It is highly recommended that teachers watch the talk ahead of showing it to the class so that they are aware of potential triggering moments for students.**

**1800RESPECT is a Federal Government funded national sexual assault, domestic and family violence counselling service that provides best practice professional counselling, information, resources and referrals for individuals and their families and friends who have experienced, or are at risk of, family and domestic violence.**

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# Meet the Speakers



**Amy Thunig** is a Gamilaroi yinarr (woman), mother, academic and writer residing on the unceded lands of the Awabakal people. Her research covers the intersection of Indigenous knowledge, sovereignty, and formal education. Recognised as the Emerging Female Leader in the Public Sector by Women's Agenda in 2019, she was also named an Emerging Leader by Future Women for International Women's Day in 2020. Her first book, *Tell Me Again*, will be published in 2022.

**Lucia Osborne-Crowley** is a journalist, essayist, writer, and legal researcher. Her news reporting has appeared in ABC News, Guardian, Huffington Post, The Wall Street Journal, and Women's Agenda. Her long-form writing has appeared in The Lifted Brow and Meanjin. Her second book, *My Body Keeps Your Secrets*, was published in 2021.



**Bri Lee** is an author and freelance writer. Her journalism has appeared in publications such as The Monthly, The Saturday Paper, Guardian Australia and Crikey. Her first book, *Eggshell Skull*, won Biography of the Year at the ABIA Awards, the People's Choice Award at the Victorian Premier's Literary Awards, and was longlisted for the 2019 Stella Prize. She is also a non-practising lawyer and continues to engage in legal research and issues-based advocacy.

**Saxon Mullins** is Director of Advocacy at Rape and Sexual Assault Research and Advocacy. In 2018 Saxon appeared on Four Corner's episode 'I am that girl' where she gave up her anonymity to tell the story of her 2013 sexual assault and the subsequent criminal trials and appeals. The Four Corner's episode resulted in the NSW Attorney-General asking the NSW Law Reform Commission to review the section of the NSW Crimes Act that deals with consent in relation to sexual assault and ultimately led to the NSW parliament passing affirmative consent laws in 2021. Saxon is passionate about igniting a conversation about enthusiastic consent not only in relation to how this is dealt with under the law, but also views about consent within society, particularly from young people.





# Q&A with Amy Thunig

**In 2019 you tweeted “Every now & then I think about the quiet, older yt male legal studies teacher we had in year 11/year 12 who unequivocally told us all on numerous occasions - rape is not ‘sex’ - Rape is an act of violence. My love of learning & education has been shaped by so many great teachers.” What do you think needs to be taught in schools today about consent?**

I am really excited by the ways in which these new generation of learners are not only engaging in these conversations and active learning around consent, but also fighting to see consent practise talked about and taught in schools. As it stands, we need to see significant improvement in the ways in which consent is not only explicitly taught within schools, but the ways in which we teach and role model consent practises throughout schooling itself.

Children, youths and young adults are often treated within schooling systems as though they have no right to body autonomy. Additionally, they are exposed to various materials and attitudes which perpetuate stereotyping and misinformation around both sex and consent which may be harmful. Positive role modelling, like the example I mention in that tweet, are incredibly powerful moments that support every learner in the classroom, and the young ones in our classrooms today are the leaders and change makers of tomorrow.

**What does the ideal future of consent laws look like for you? How do we get there in Australia? What needs to change with our consent laws?**

I’m not qualified to comment specifically on legal reform, but I will comment on what the ideal future of consent education looks like for me, and it begins in early childhood. Children have rights, as outlined in the United Nations Convention on the Rights of the Child ([OHCHR](#)) and yet we repeatedly see these dismissed or ignored within Australian society and schooling systems.

Positioning children as whole people, raising them up and explicitly educating them to have an understanding of their own body autonomy and right to consent not only contributes to protecting the child from potentially predatory people, but it creates the foundation of understanding that is needed to then explicitly teach around consent in relation to physical intimacy when they are old enough for discussions on sex.

We do our young people a huge disservice when we do not engage them in appropriate and thorough education about their own bodies, rights, anatomy, sexual health, and consent and yet this is lacking in our education systems.

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# Q&A with Amy Thunig

How do you appropriately educate someone on consent laws, on both their rights and their responsibilities, if they have only been taught to understand 'sex' as meaning penetrative sex in a heteronormative setting? Accurate sexual education is part of equipping young people to understand what we mean when we talk about consent, as well as sexual and physical intimacy in general.

## **What take-away about consent would you like any students will be watching this talk to take with them?**

The term 'sex' is often used to refer to a VERY broad spectrum of engagements that take place between two or more people – this includes physical, verbal, written and more - it isn't limited to penetrative sex between someone identified as man and someone identified as woman. And it isn't sex if there isn't consent, it's violence. The complexity of these discussions, and the limitation of language means that sometimes that may not be clear to people listening in or reading these conversations so that's the first take away.

Secondly, one of the most common questions I get when consent practise comes up is 'doesn't it kill the mood?' or 'Isn't it awkward?' and I can understand how if you're not familiar with what it looks and sounds like to actively engage in the practise of seeking consent in physically intimate engagements, that can be a concern. But consent within that setting is sexy, and practising actively seeking consent in smaller moments (e.g. would you like a hug? Can I kiss you?) can build a healthy and strong base for those bigger moments. It builds trust, allows space for the person's feelings and boundaries, and ensures everyone is on the same page. Lastly, remember that consent is not restricted to sexual acts and physical intimacy, consent practise includes and applies to much of our engagements with people and the world around us, and done well it is a really beautiful and positive practise for all.

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# Q&A with Lucia Osborne-Crowley

Lucia Osborne-Crowley, in your recent tweet you reminded your followers that you would be speaking at the Sydney Opera House for the All About Women festival “alongside your heroes” which are on the panel of this talk, could you tell us why they are your heroes?

The three women on this panel have all inspired me so much in recent years and played a huge role in my development as an advocate for victims of sexual violence. Bri Lee’s book *Eggshell Skull* was among the first pieces of work that truly helped me understand my own experience of childhood sexual abuse, and I don’t know who I’d be if that book hadn’t come into my life. Both Saxon and Amy have also hugely shaped me as a person and an activist and I have learned so much from them about speaking up and being fearless.

**What does the ideal future of consent laws look like for you? How do we get there in Australia? What needs to change with our consent laws?**

Our consent laws must be consistently and clearly placing enthusiastic consent front and centre — something the Australian legal system has failed to do for far too long. Our laws also need to keep pushing the needle forward in terms of understanding the more nuanced elements of consent, such as the way abuses of power and certain relationship dynamics can undermine free and enthusiastic consent. We’ve got a lot of work to do, but I’m confident that we’ll get there.

**What take-away about consent would you like any students will be watching this talk to take with them?**

The number one thing I want our young people to take away about consent is that it is yours to give and retract freely and can change from one second to the next. It is yours to own and control. A consequence of that ownership and control and agency is that consent can be a really positive and empowering thing — saying yes to the things we want and knowing we can say no to the things we don’t is the path towards a joyful and fulfilled life. Your consent, both in giving freely and enthusiastically and in withholding it freely and enthusiastically, is your power.

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# Pre-Talk Activities

*In the following pre-viewing activities students will explore the work of the four panellists Amy Thunig, Lucia Osborne-Crowley, Bri Lee, and Saxon Mullins.*

## Legal Studies

### Stage 6

1. In the Four Corners segment I am that girl <https://www.abc.net.au/4corners/i-am-that-girl/9736126> Saxon Mullins told her story hoping it will lead to change.

from this case, explain the role of juries, including verdicts, factors affecting a sentencing decision: aggravating and mitigating circumstances

2. As a result of this interview there were major reforms to New South Wales sexual consent laws in 2021.

Explain what these new laws mean in NSW.

3. Write an essay evaluating the effectiveness of the legal and non-legal responses to the sexual consent laws. In your evaluation, discuss resource efficiency, accessibility, enforceability, responsiveness, protection of individual rights, meeting society's needs, application of the rule of law, how has justice been achieved.

4. Conduct research into consent laws in the other states and territories in Australia. How do they differ?



## Society and Culture

### Stage 6

1. In Chapter 5 of Lucia Osborne-Crowley's *My body keeps your secrets*, she highlights the implications of social media and body image. Read pages 90-109 and explain how interactions between members of society are shaped by the media.

2. Watch Amy Thunig's TEDxMacquarieUniversity talk *Disruption is not a dirty word* ([https://www.youtube.com/watch?v=Ec\\_xrcO4N0s](https://www.youtube.com/watch?v=Ec_xrcO4N0s)) Using this, explain the influence that continuity and change have on the development of society at the micro, meso and macro levels. Write an extended response in relation to this which addresses the below

- Is all change necessarily progress?
- Which groups benefit from change? Which do not?
- How has access to technologies impacted on the rate and direction of change?



# Pre-Talk Activities

## English

### Stage 5

1. Watch Camilla and Marc's video *CAMILLA AND MARC FUTURE NOW BRI LEE* (<https://www.youtube.com/watch?v=7lujoBPgjE>), create your own video addressing "What does the ideal future look like for you?"
2. Lucia Osborne-Crowley's *I Choose Elena* is a reference to Elena Ferrante's novels. Explain the connection between the two texts.

### Stage 6

1. In *The Garrett's Writers on Writing*, *At home with Lucia Osborne-Crowley*, Lucia shares her writing process, (<https://thegarretpodcast.com/at-home-with-lucia-osborne-crowley/>). Listen to the podcast/read the transcript and explain how Lucia Osborne-Crowley has crafted her stories.
2. In her essay *Ill-informed consent* (<https://www.themonthly.com.au/issue/2021/may/1619791200/bri-lee/ill-informed-consent#mtr>) Bri Lee highlights her experiences about consent and teaching consent. After reading the essay or listening to Bri Lee read the essay on the weekend episode of 7am (<https://7ampodcast.com.au/episodes/weekend-read-bri-lee-on-consent-and-sex-education>) compose an essay, highlighting your thoughts and opinions on consent.

## PDHPE

### Stage 5

1. Watch Nathaniel Cole's TED Talk *Why we need to change the way young men think about consent* (<https://www.youtube.com/watch?v=yJiKeWtTWA4>). From listening to this talk, develop a social media campaign by creating a series of posts that stress what needs to be changed about the way young men think about consent. Note: These posts should be directed at your peers and include relevant quotes and statistics where possible.
2. The consent conversation has at times been directed solely at women, read Marnie Vinall's article *Let's talk about sex: conversation about consent is good for boys too* (<https://www.smh.com.au/national/let-s-talk-about-sex-conversation-about-consent-is-good-for-boys-too-20210428-p57n15.html>). In a class discussion, explore why the conversation about consent is important for everyone to have.
3. What is the #metoo movement? Conduct research into this movement, how it started and its purpose. Write a feature article about the significance of this movement.
4. How can we have a conversation about consent? Watch Clementine Ford's video *Consent Is A Conversation* (<https://youtu.be/03xITp9WvrE>) which is a part of the #theconsentconvo, create your own video that adds to this conversation by discussing the characteristics of respectful relationships.





# Pre-Talk Activities

5. How do we stay safe in unsafe environments? Conduct your own research and create a poster aimed at your peers that promotes how to stay safe when engaging in intimate or sexual behaviours.

## Stage 6

1. Look at the Ottawa Charter for Health Promotion and summarise the five action areas to be used in health promotion.

2. In 2021 NSW Police Commissioner Mick Fuller proposed a consent app to address the growing rate of sexual assaults. Watch Lucia Osborne Crowley's response to this on ABC's News *"Sets bar too much low for men": criticism grows over a proposed consent app* | *The Drum* ([https://www.youtube.com/watch?v=iki4\\_vvO53k](https://www.youtube.com/watch?v=iki4_vvO53k)). From watching this talk hold a class discussion which explores the different roles of individuals, communities and governments have in addressing consent in Australia.



# Post-Talk Activities

*In the following post-talk activities students will unpack the talk and dive deeper into the work of the four panellists Amy Thunig, Lucia Osborne-Crowley, Bri Lee, and Saxon Mullins.*

## Legal Studies

### Stage 6

1. From watching the panel talk, explain the conditions that have given rise to law reform on consent including changing social values, new concepts of justice, new technology.
2. Looking at the Rape & Sexual Assault Research & Advocacy website (<https://rasara.org/>) and Consent law in Queensland (<https://www.consentlawqld.com/>). Evaluate the responsiveness of the legal system in dealing with consent laws.

## Society and Culture

### Stage 6

1. Reflect on the talk *After Consent*. What were your assumptions about consent going in to this panel discussion? What has changed from this talk? Discuss this as a class.
2. In Caitlin Cassidy's article *What do the affirmative sexual consent law reforms passed in NSW and proposed in Victoria mean for each state? she wrote that "the proposed NSW laws were hailed by Dr Rachael Burgin, director at Rape and Sexual Assault Research and Advocacy, as 'leading the country'."* From this article evaluate which groups benefit from this change by writing a feature article.
3. In Lucia Osborne-Crowley's *I Choose Elena*, she explores how gender affects treatment in health care "studies have consistently found that doctors working in emergency rooms take women less seriously than men" (page 42). Read pages 42-44 and analyse the nature of social inclusion and exclusion and in an essay explain the implications of access for women.
4. Bri Lee's book *Who gets to be smart* examines the role Australia's education system, in the *The Grace Tales*' podcast (<https://thegracetales.com/bri-lee-on-the-role-of-privilege-power-and-knowledge-episode%E2%80%8B62-of-the-grace-tales-podcast/>), she speaks about this at length. From this talk analyse continuity and change in education and write a reflection on which groups benefit from change.

## English

### Stage 5

1. Watch ABC's Q&A *Consent* (<https://www.abc.net.au/ganda/2021-18-03/13250600>). Write a reflection on how your feelings around consent, and if they have changed after watching this episode.
2. Panel discussion: Are consent laws in Australia enough? Conduct research into the consent laws in Australia, do they need to change? Conduct a panel discussion in class exploring consent laws in Australia.



# Post-Talk Activities

## English

### Stage 6

1. On ABC The Drum, Amy Thunig talks about how can we improve the way we educate young people about consent (<https://twitter.com/amythunig/status/1369941033539137537?lang=bg>), she explores “victim blaming language”, what is victim blaming language? Write a discursive piece that explores the implications of victim blaming language.
2. After listening to the talk *After Consent* write an imaginative, discursive, persuasive, or imaginative piece of writing about consent.

## PDHPE

### Stage 5

1. From listening to the talk with Bri Lee, Saxon Mullins, Lucia Osborne-Crowley and Amy Thunig write an extended response on factors that enhance inclusivity, equality and respective relationships. In your response includes quotes from Bri Lee, Saxon Mullins, Lucia Osborne-Crowley and Amy Thunig where possible.
2. Role play: From the talk practise interpersonal skills required to negotiate safe intimate relationship by exploring scenarios that could arise.

### Stage 6

1. In Lucia Osborne-Crowley’s *I Choose Elena*, she reveals issues in the healthcare system caused by untreated trauma. Explain the responsibility for health promotion by individuals, community groups/schools, non-government organisations, government, and international organisations in health promotion in a written report.
2. From listening to the Bri Lee, Saxon Mullins, Lucia Osborne-Crowley and Amy Thunig and using your own knowledge write a reflection that discusses how media, peers, and family have influenced consent laws in Australia.
3. From the talks reflect on how better health for individuals in Australia can be implemented by creating a social media campaign on what you would like to see addressed.

# Additional Website Resources

- ABC Four Corners. (2018). *I am that girl* [Video]. Retrieved from <https://www.abc.net.au/4corners/i-am-thatgirl/9736126>
- ABC News (Australia). (2021). *Saxon Mullins hails passage of affirmative consent laws in NSW* [Video]. Retrieved from <https://www.youtube.com/watch?v=INWMR938eFE>
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# Additional Website Resources

- Ford, C. (2021). *Consent Is A Conversation* [Video]. Retrieved from <https://www.youtube.com/watch?v=03xITp9WvrE&t=2s>
- Here's everything you need to know about sexual assault. Retrieved 6 February 2022, from <https://au.reachout.com/articles/sexual-assault>
- Jones, R. (2021). Weekend Read: Bri Lee on consent and sex education. Retrieved 9 February 2022, from <https://7ampodcast.com.au/episodes/weekend-read-bri-lee-on-consent-and-sex-education>
- Lee, B. (2021). Ill-informed consent. Retrieved 6 February 2022, from <https://www.themonthly.com.au/issue/2021/may/1619791200/bri-lee/ill-informed-consent#mtr>
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# Additional Website Resources

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- Vinall, M. (2021). Let's talk about sex: conversation about consent is good for boys too. *The Sydney Morning Herald*. Retrieved from <https://www.smh.com.au/national/let-s-talk-about-sex-conversation-about-consent-is-good-for-boys-too-20210428-p57n15.html>







## Classroom Context and Curriculum Links

KLA	Stage 5	Stage 6 - Preliminary	Stage 6 - HSC
<p><b>Legal Studies</b> the operation of Australian and international legal systems and the significance of the rule of law</p> <p>the interrelationship between law, justice and society and the changing nature of the law.</p> <p>investigating, analysing and communicating relevant legal information and issues.</p>		<p><b>P3.</b> describes the operation of domestic and international legal systems</p> <p><b>P4.</b> discusses the effectiveness of the legal system in addressing issues</p> <p><b>P5.</b> describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change</p> <p><b>P6.</b> explains the nature of the interrelationship between the legal system and society</p> <p><b>P7.</b> evaluates the effectiveness of the law in achieving justice</p> <p><b>P8.</b> locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents</p> <p><b>P9.</b> communicates legal information using wellstructured responses</p> <p><b>P10.</b> accounts for differing perspectives and interpretations of legal information and issues</p>	<p><b>H3.</b> analyses the operation of domestic and international legal systems</p> <p><b>H4.</b> evaluates the effectiveness of the legal system in addressing issues</p> <p><b>H5.</b> explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change</p> <p><b>H6.</b> assesses the nature of the interrelationship between the legal system and society</p> <p><b>H7.</b> evaluates the effectiveness of the law in achieving justice</p> <p><b>H8</b> locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents</p> <p><b>H9</b> communicates legal information using well-structured and logical arguments</p> <p><b>H10</b> analyses differing perspectives and interpretations of legal information and issues.</p>
<p><b>Society and Culture</b> social and cultural concepts and their application</p> <p>personal, social and cultural identity and</p>		<p><b>P1</b> identifies and applies social and cultural concepts</p> <p><b>P2</b> describes personal, social and cultural identity</p>	<p><b>H1</b> evaluates and effectively applies social and cultural concepts</p> <p><b>H2</b> explains the development of personal, social and cultural identity</p>

interactions within societies and cultures		<b>P3</b> identifies and describes relationships and interactions within and between social and cultural groups	<b>H3</b> analyses relationships and interactions within and between social and cultural groups
continuity and change, personal and social futures		<b>P5</b> explains continuity and change and their implications for societies and cultures	<b>H5</b> analyses continuity and change and their influence on personal and social futures
<b>English</b> think in ways that are imaginative, creative, interpretive and critical	<b>EN5-5C</b> thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of context	<b>EN11-5</b> thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments	<b>EN12-5</b> thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
express themselves and their relationships with others and their world	<b>EN5-7D</b> understands and evaluates the diverse ways texts can represent personal and public worlds	<b>EN11-7</b> understands and explains the diverse ways texts can represent personal and public worlds	<b>EN12-7</b> explains and evaluates the diverse ways texts can represent personal and public worlds
<b>PDHPE</b>	<b>PD5-3</b> analyses factors and strategies that enhance inclusivity, equality and respectful relationships  <b>PD5-10</b> critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts	<b>P5</b> describes factors that contribute to effective health promotion  <b>P15</b> forms opinions about health-promoting actions based on a critical examination of relevant information	<b>H5</b> explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities <b>H14</b> argues the benefits of health-promoting actions and choices that promote social justice  <b>H15</b> critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all

General capabilities and cross-curriculum	
	Critical and Creative thinking
	Ethical Understanding
	Personal and Social Capability
	Intercultural Understanding

# At the Sydney Opera House

Beneath the sails, six venues host a staggering variety of performances. **More than 2000 events** are held **363 days a year**; that's more than **40 shows a week**.

From our largest, the Concert Hall, right through to our most intimate, the Utzon Room, our venues host a vast range of shows, from harpsichord music to hard rock, lectures to electronica, circus to opera and everything in between.

Our stages have been graced by every kind of royalty - actual, intellectual, showbiz, even punk-rock. Opera stars, world movers and shakers, dancers and performers of extraordinary talent play to rapturous audiences in every space.

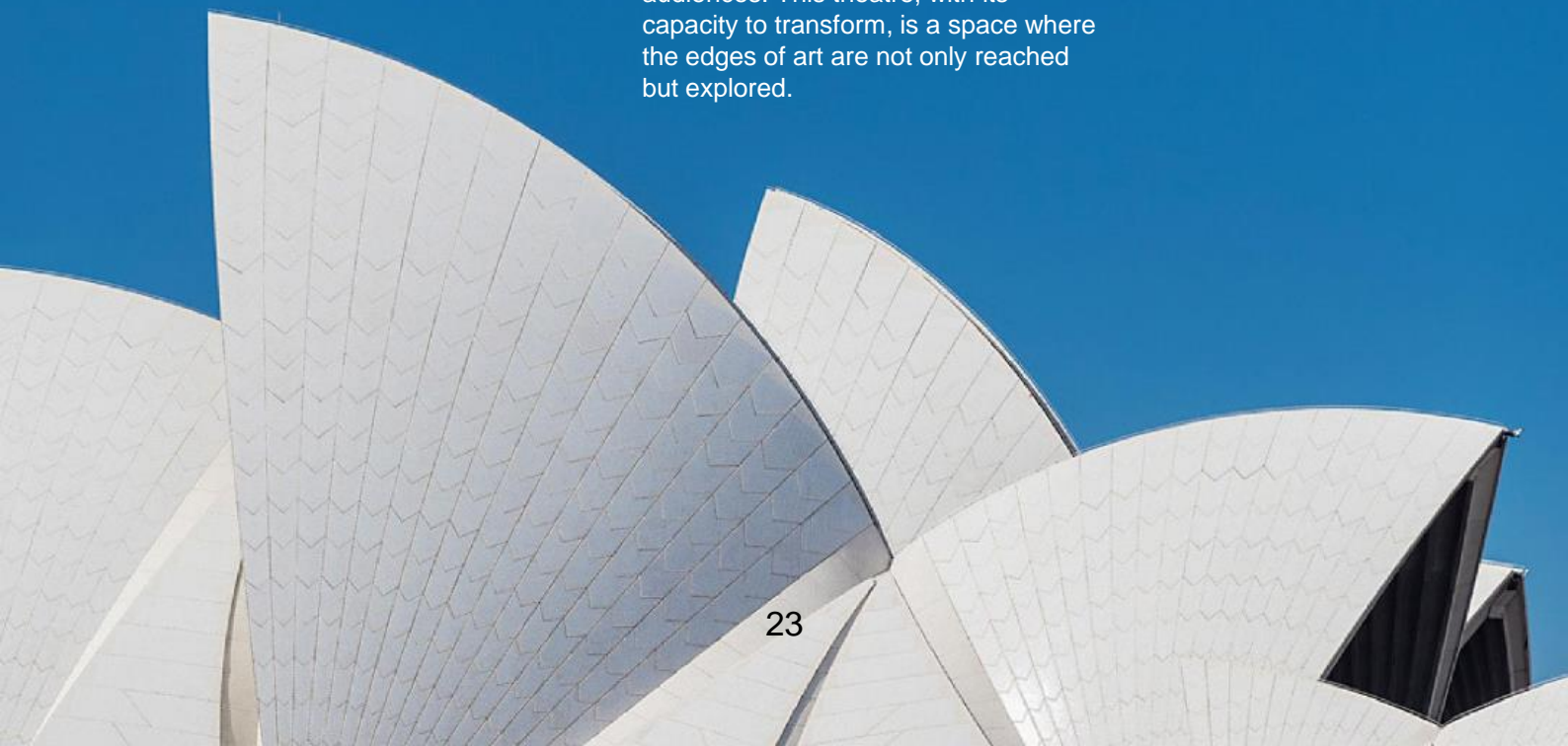
These are rooms for standing ovations, shared moments and treasured inspirations. To see a show at the Sydney Opera House is to enter a space filled with the crackling energy of great artists and entertainers.

After Consent is staged in **The Studio**

Unique among our venues, The Studio is our most flexible venue – changing to meet the needs of its many diverse productions. Performances for our youngest audiences (from just two years of age) take place during the day and the world's best cabaret and circus acts delight audiences in the evening.

The Studio is in many respects a blank page, where a concept can be brought to life in a range of configurations. Designed primarily for contemporary music performances, The Studio is also suitable for film screenings, cocktail parties, cabaret and burlesque acts, in addition to providing the perfect venue for spoken-word and corporate presentations. The flexible seating layout allows for standing crowds, cabaret-style seating or a tiered bank of seats.

Seating an intimate 300 people, shows in The Studio bring eccentric, exquisite, bizarre and beautiful experiences to audiences. This theatre, with its capacity to transform, is a space where the edges of art are not only reached but explored.





#### **Keep in touch**

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Creative Learning  
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Sydney NSW 2000  
Australia

[sydneyoperahouse.com](http://sydneyoperahouse.com)  
Call us 02 9250 7770  
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