

## Activity Work Plan

### 1. Background and instructions

**Activity Work Plan (AWP)** – provides information about how you will deliver services. The Department will negotiate and approve your AWP at the start of an agreement or reporting period. *Item E. Reporting* of the grant agreement specifies when the AWP is due. You will need a copy of your grant agreement and grant opportunity guidelines to complete the AWP. A copy of your grant application, where relevant, is also useful.

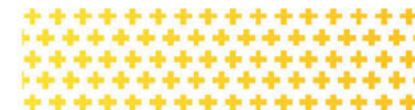
**Activity Work Plan Report (AWPR)** – documents what you have delivered against the approved AWP. *Item E. Reporting* of the grant agreement specifies when the AWPR is due. Please use your approved AWP to document your achievements and progress for the reporting period in the AWP Report column.

Each table includes guidance text to assist you to complete the template. Add rows to the tables as required.

If you have any questions about completing the AWP or AWPR, please contact [safety&consent@dss.gov.au](mailto:safety&consent@dss.gov.au).

#### 1.1 Activity details

<p><b>Organisation Name</b></p> <p>Please enter the name as the legal name displayed in Parties section of your grant agreement</p>	Teach Us Consent Global Limited
<p><b>Grant Activity Name</b></p> <p>Please enter program name from Section A of the grant agreement</p>	Promoting Consent Initiative
<p><b>Grant Activity ID</b></p> <p>Please enter Activity ID. Your Activity ID is displayed immediately above section B. Activity. The Activity ID is an alphanumeric code with the following format: Y-XXXXXX.</p>	4-J9XMS2L



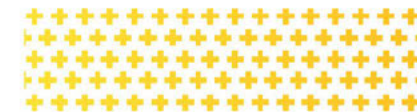
## 2. Project Overview

<p><b>Project Description</b></p> <p>Provide a brief summary of your project including the key objective.</p>	<p>The Promoting Consent Initiative will curate and disseminate trauma-informed and age-appropriate social media and online communication resources aimed at improving the attitudes and understanding of consent and healthy relationships among young people aged 16 years and older. The resources will be co-designed with young people through an established Youth Advisory Group that will facilitate a dialogue with young people on affirmative consent skills and respectful behaviours.</p>
<p><b>Total Funding</b></p>	<p>\$3.5 million</p>
<p><b>Organisation Contact</b></p> <p>Provide name, phone, address, and email contact details for key project officer/s.</p>	<p><b>Chanel Contos</b> (Chief Executive Officer), <sup>s 47F</sup> [REDACTED], 139 Hopetoun Avenue, Vaucluse, NSW, 2030, <sup>s 47F</sup> [REDACTED].</p> <p><sup>s 47F</sup> [REDACTED] (Head of Projects), <sup>s 47F</sup> [REDACTED], 139 Hopetoun Avenue, Vaucluse, NSW, 2030, <sup>s 47F</sup> [REDACTED].</p>
<p><b>Project Location</b></p>	<p>Australia-wide</p>
<p><b>Project Timelines</b></p>	<p>Start date: 6 March 2024</p> <p>End date: 1 September 2025 (final evaluation report due 16 January 2026)</p>
<p><b>Target Audience</b></p> <p>Describe the intended target audience for your project</p>	<p>16–25-year-old Australians. Given the gendered nature of sexual violence perpetration, content will be skewed to optimise reach to young boys and men.</p>
<p><b>Estimated Project Reach</b></p> <p>Provide an estimated reach for your project. If possible, please disaggregate by gender.</p>	<p>461,058. This is based on an approximate 15% sample of the number of reported young people in Australia aged between 16–25 (3,073,718). While the overall sample was comprised of a primarily even gender ratio (51% male and 49% female (rounded)), given the target audience, effort will be made to ensure that at least 60% of the estimated project reach is young men between the ages of 16–25 (approximately 276,635).</p> <p><i>NB: Upon request, the above figures were verified by the Australian Bureau of Statistics, with the data taken from 2021 Survey Data and collated through ABS Table Builder.</i></p>



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### 3. Activity deliverables

When completing the Activity Work Plan, populate the Objective, Deliverable, Time frames and Measures of Success sections. Only complete the AWP Report column when submitting your AWPR.

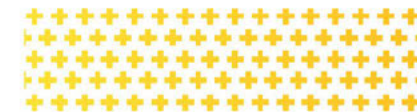
You may duplicate the rows in this table as many times as necessary to describe each deliverable.

Objective	Deliverable	Time frames	Measures of success	AWP Report
<ul style="list-style-type: none"> <li>• Describe the intended outcome that your activity / service aims to achieve.</li> <li>• Outline the need for the activity/service.</li> <li>• Identify key issues that the activity / service seeks to address and the groups that may experience these issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the key tasks / output that you will complete to achieve the activity objectives.</li> <li>• Deliverables should be specific, measurable, and linked to the intended objectives of a service or deliverable.</li> </ul>	<p>Specify the timeframes in which you expect to complete the deliverable.</p>	<ul style="list-style-type: none"> <li>• Identify one or more measures of success for the stated objective/s. This should include indicators that will, once collected, demonstrate the impact of the action(s).</li> <li>• A measure of success includes what the Department of Social Services and/or you intend to measure, how it will be measured, and when it will be measured.</li> </ul>	<ul style="list-style-type: none"> <li>• Document if your intended deliverables have been achieved, or outline if you are on track to achieve the deliverable. Additional information can be submitted via an attachment e.g. social media metrics.</li> <li>• If you are not on track to achieve the deliverable, outline what steps you have taken so far and steps you will take in the future to achieve the deliverable.</li> </ul>
<p>To co-design and use trauma-informed and age-appropriate social media and online communication methods to:</p> <ul style="list-style-type: none"> <li>○ Improve attitudes and understanding of consent and healthy sexual relationships among young people aged 16 years and over, with the aim of</li> </ul>	<p><b>Content strategy</b></p> <ul style="list-style-type: none"> <li>○ Preliminary consultation with the Prevention of Gender-Based Violence Youth Advisory Group</li> <li>○ Engagement of external supplier to lead development of Vision and Brand Strategy and Content Strategy</li> <li>○ Consultation with Youth Advisory Group, partner</li> </ul>	<p>March 2024 and October 2024</p> <p>September 2024</p> <p>September–November 2024</p>	<ul style="list-style-type: none"> <li>○ A content strategy informed by comprehensive developmental research, benchmarking and market testing that acknowledges and centres intersectional experiences</li> </ul>	

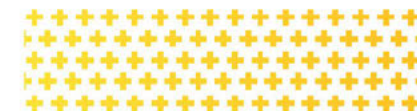


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<p>contributing to a reduction in sexual harm</p> <ul style="list-style-type: none"> <li>Improve confidence and motivation of young people to actively practice affirmative consent skills and respectful behaviours with their sexual partners using a strengths-based approach, and</li> <li>Improve the current understanding of emerging youth issues around sexual</li> </ul>	<p>organisations, and experts and advisors</p> <ul style="list-style-type: none"> <li>Developmental research and market testing</li> <li>Diversity, Equity and Inclusion (DEI Framework)</li> <li>Final Vision and Brand Strategy</li> <li>Draft Content Strategy (to be submitted to DSS for approval)</li> <li>Final Content Strategy</li> </ul>	<p>August–November 2024</p> <p>30 November 2024</p> <p>Mid-November 2024</p> <p>Late-January 2025</p> <p>Mid-February 2025</p>		

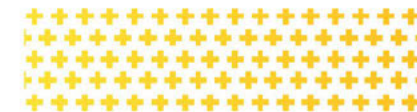


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<p>harm and healthy sexual relationships, and what works when engaging young people on these issues.</p>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Preliminary meetings with suitable organisations</li> <li>Request for Tender distributed to select organisation/s (limited tender)</li> <li>Tender Evaluation Committee established to review response/s</li> <li>Contract with preferred supplier finalised</li> <li>Evaluation Advisory Group established (meetings and</li> </ul>	<p>April–May 2024</p> <p>May 2024 – June 2024</p> <p>June 2024 –July 2024</p> <p>August 2024</p> <p>August 2024</p>	<ul style="list-style-type: none"> <li>Please refer to the attached Program Logic (which will continue to be refined as findings emerge) and the evaluation plan.</li> </ul>	

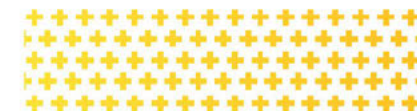


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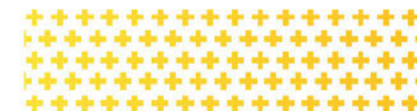
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	<p>out-of-session work to be planned around deliverables)</p> <ul style="list-style-type: none"> <li>○ Evaluation plan</li> <li>○ Program Logic</li> <li>○ Interim Report (pre-test data and rapid evidence assessment)</li> <li>○ Ongoing monitoring, evaluation and learning processes (undertaken by Teach Us Consent)</li> <li>○ Final Evaluation Report</li> </ul>	<p>September 2024</p> <p>October 2024</p> <p>Late-Early December 2024</p> <p>August 2025</p> <p>January 2026</p>		



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	<b>Youth Advisory Group</b> <ul style="list-style-type: none"> <li>Terms of reference</li> <li>Advertisement of Youth Advisory Group nominations</li> <li>Engagement of accredited mental health support provider</li> <li>Review of nominations (Nominations Committee comprised of three Teach Us Consent staff)</li> <li>Vicarious trauma training for all Youth Advisory Group members</li> </ul>	<p>August 2024</p> <p>August 2024</p> <p>June 2024</p> <p>September 2024</p> <p>September 2024</p>	<ul style="list-style-type: none"> <li>Representative and diverse membership</li> <li>Consistent engagement by all Youth Advisory Group members</li> <li>Sufficient opportunities to engage and consult throughout the course of the Promoting Consent Initiative</li> </ul>	



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	<ul style="list-style-type: none"> <li>Up to six Youth Advisory Group meetings</li> </ul>	<p>October 2024, December 2024, February 2025, April 2025, June 2025, and August 2025</p> <p><i>NB: Meeting dates are estimates only and will be finalised in consultation with the Youth Advisory Group and relevant project milestones.</i></p>		
	<b>Staffing and Recruitment</b>			

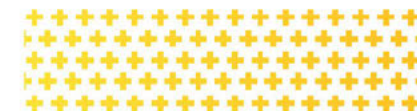


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	<ul style="list-style-type: none"> <li>Development of position descriptions</li> <li>Roles advertised via LinkedIn, Seek and Ethical Jobs</li> <li>Virtual and/or in-person interviews</li> <li>Reference checks.</li> </ul>	<p>February–July 2024</p> <p>March 2024 – July 2024</p> <p>March 2024 – July 2024</p> <p>March 2024 – July 2024</p>	<ul style="list-style-type: none"> <li>Adequate responses / interests in advertised positions</li> <li>Appropriately skilled candidates</li> </ul>	
	<p><b>Design and Content Creation</b></p> <ul style="list-style-type: none"> <li>Scoping meetings with creative partners</li> <li>Request for proposal (all engaged creative agencies)</li> </ul>	<p>May 2024</p> <p>June 2024 – July 2024</p>	<ul style="list-style-type: none"> <li>Evidence-based, age-appropriate, trauma-informed and culturally safe resources that are engaging and impactful for diverse groups of young people</li> </ul>	

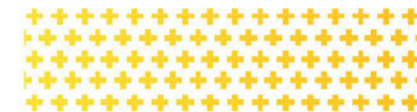


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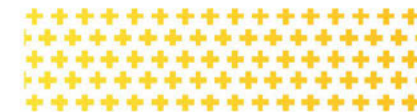
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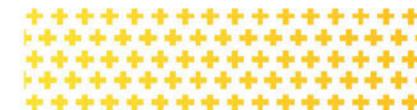
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	<ul style="list-style-type: none"> <li>Proposal/s review (vendor selection)</li> <li>Contract execution</li> <li>Developmental research / market testing</li> <li>Phased creative development of resources:               <ul style="list-style-type: none"> <li>Module 1: Deepening understanding and skills</li> <li>Module 2: Addressing societal attitudes</li> <li>Module 3: Focused issues</li> <li>Module 4: Advocacy and long-term change</li> </ul> </li> </ul>	<p>July 2024</p> <p>August–September 2024</p> <p>August 2024–November 2024</p> <p>Content across modules will be developed between mid-February and May 2025</p>		



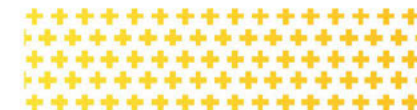
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	<p>NB: These modules may be modified based on findings from developmental research, stakeholder consultation and engagement with the Youth Advisory Group.</p> <p><b>Social Media Content Delivery</b></p> <ul style="list-style-type: none"> <li>Static posts (e.g. Instagram, Facebook, and LinkedIn)</li> <li>Short-form written content (e.g. Instagram and Reddit)</li> <li>Short-form video content (e.g. Instagram, Snapchat, TikTok and Reddit)</li> </ul>	Content delivery will be mixed across the four modules. That is, each module will include static posts, short-form, and long-form content. Content dissemination will be phased to avoid the pitfalls of saturation.	<ul style="list-style-type: none"> <li>80–100 trauma-informed and age-appropriate resources that are delivered in multiple engaging forms and across a number of social media platforms</li> </ul> <p><i>NB: A more detailed breakdown will be provided following the development of the content strategy</i></p>	



Objective	Deliverable	Time frames	Measures of success	AWP Report
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	<ul style="list-style-type: none"> <li>Long-form video content (e.g. podcasts and YouTube)</li> <li>Long-form written content including articles and blog posts (e.g. LinkedIn, Teach Us Consent website and Reddit)</li> <li>Reactive content (only when deemed critical and within parameters of grant).</li> </ul> <p><i>NB: The platforms will be chosen following consultation with the creative partner/s, Youth Advisory Group and DSS.</i></p>	<p>Dissemination of content will occur between mid-May 2025 and late-August 2025.</p>	<ul style="list-style-type: none"> <li>Diverse range of stakeholders to ensure work</li> </ul>	
	<p><b>Partnerships</b></p>			



<b>Objective</b> <ul style="list-style-type: none"> <li>Describe the intended outcome that your activity / service aims to achieve.</li> <li>Outline the need for the activity/service.</li> <li>Identify key issues that the activity / service seeks to address and the groups that may experience these issues.</li> </ul>	<b>Deliverable</b> <ul style="list-style-type: none"> <li>Describe the key tasks / output that you will complete to achieve the activity objectives.</li> <li>Deliverables should be specific, measurable, and linked to the intended objectives of a service or deliverable.</li> </ul>	<b>Time frames</b> <p>Specify the timeframes in which you expect to complete the deliverable.</p>	<b>Measures of success</b> <ul style="list-style-type: none"> <li>Identify one or more measures of success for the stated objective/s. This should include indicators that will, once collected, demonstrate the impact of the action(s).</li> <li>A measure of success includes what the Department of Social Services and/or you intend to measure, how it will be measured, and when it will be measured.</li> </ul>	<b>AWP Report</b> <ul style="list-style-type: none"> <li>Document if your intended deliverables have been achieved, or outline if you are on track to achieve the deliverable. Additional information can be submitted via an attachment e.g. social media metrics.</li> <li>If you are not on track to achieve the deliverable, outline what steps you have taken so far and steps you will take in the future to achieve the deliverable.</li> </ul>
	<ul style="list-style-type: none"> <li>Mapping current and prospective partnerships to support development and delivery of resources</li> <li>Preliminary meetings / communication with identified partners to discuss collaborative opportunities</li> <li>Confirmed arrangements with partners</li> <li>Ongoing meetings with eSafety on partnership and collaborative content development opportunities</li> </ul>	<p>April 2024</p> <p>April–September 2024</p> <p>September 2024</p> <p>March 2025</p>	<p>is expertly informed and reflects intersectional experiences and voices</p>	

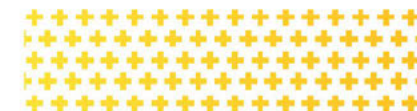


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	<ul style="list-style-type: none"> <li>Engagement with experts and advisors (to be confirmed) on content strategy and content development</li> <li>Evaluation Advisory Group</li> </ul>	<p>August 2025</p> <p>January 2026</p>		



Australian Government

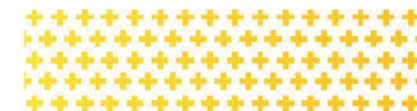
**Community  
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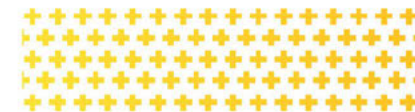
### 3.1 Additional Information on project implementation

Please provide further detail on the key deliverables outlined above.

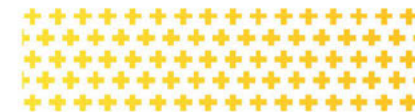
Deliverable	Rationale/ Additional Information
Content Strategy	<p>A fit for purpose content strategy that is co-designed with young people, experts and advisors and other relevant partner agencies will be developed. The purpose of the content strategy will be to provide a blueprint for age-appropriate, trauma-informed and culturally safe resources. The proposed topics covered will be informed by existing research and frameworks and delivered across modules. While the list of topics will be discussed and finalised with the Youth Advisory Group, the topics will likely include: an introduction to consent; challenging the condoning of violence against women; consent day to day; communication and boundaries; consent in relationships; what constitutes sexual harassment and assault; healthy masculinity; affirmative consent; stealthing; rejecting sexist attitudes; challenging gender norms; dissecting gendered language; combatting myths that uphold gender-based violence; advocacy and empowerment; and cultural development for lasting change. Teach Us Consent will also consult and explore opportunities for collaboration with eSafety on topics relating to pornography and online safety. Each topic will be covered in-depth and consist of a diverse range of resources, including easy-to-understand graphics; representative photography; video assets; podcasts; longer form in-depth written content and interactive content. A number of topics including, grooming, bystander action and responding to breaches of consent will also be considered as potential topics, following consultation with the Prevention of Gender-Based Violence Youth Advisory Group.</p> <p>The Content Strategy will be informed by significant developmental research and market testing. This will include pre-testing of current levels of awareness, attitudes and behaviours by the evaluator and research on the communication needs of the target audience as part of the development of the Vision and Brand Strategy. In addition to engagement with the Youth Advisory Group, the Content Strategy will also be informed by consultation with experts and advisors (Dr Billy Garvey, Professor Kyllie Cripps, Dr Zac Seidler, Dixie Link-Gordon, Maree Crabbe, and <sup>s 47F</sup> ), partner organisations, peak bodies and other groups, including the Prevention of Gender-Based Violence Youth Advisory Group. The Content Strategy will also be informed by consultation with victim-survivors to ensure all content is not only engaging for the target audience but trauma-informed as well.</p> <p>The Youth Advisory Group will be engaged in both discussion on how best to communicate the aforementioned topics, including content-type and platform and will also, where possible, test the resources prior to dissemination. Where appropriate, experts and advisors and partner agencies will be engaged to test language and content as well.</p>



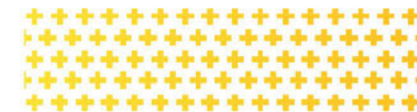
<p>Evaluation</p>	<p>An independent process and outcome evaluation to assess overall individual and community-level impacts of the Promoting Consent Initiative has been procured. The process evaluation will explore how the Promoting Consent Initiative was designed and implemented and opportunities for improvement including utilisation of particular social media platforms. This will include examination of the establishment and operation of the Youth Advisory Group as part of the process evaluation. The outcome evaluation will investigate the link between the activities delivered and any individual and community-level outcomes and impacts.</p> <p>Given the timeframes of the grant, and the need to have the evaluation commence prior to the delivery of resources and content, a limited tender process was undertaken. This will ensure that pre- and post-testing can be undertaken.. Up to three potential suppliers were contacted based on their relevant expertise and experience with Government, sexual violence, and youth engagement. Selection criteria was established and weighted to support the effective review and/or comparison of response/s. The tender/s was reviewed a Tender Evaluation Committee comprised of two Teach Us Consent staff and one engaged expert with suitable background and expertise.</p> <p>While some measures and metrics have been identified, these will be finalised in consultation with the successful evaluator. In collaboration with Teach Us Consent, the evaluator will produce a program logic as part of the evaluation, with the expectation that it leverage the Commonwealth Consent Policy Framework and provide an overarching foundation for the project going forward.</p> <p>The external evaluation will be supported by ongoing monitoring, evaluation and learning processes undertaken by Teach Us Consent, specifically management of feedback through social media platforms; reach, engagement and follower metrics and feedback through formal mechanisms including the Youth Advisory Group and with relevant experts and advisors. The purpose of this process will be to ensure real time changes can be made throughout roll-out to optimise engagement and impact. This information will also be provided to the independent evaluator to be incorporated into their data collection processes.</p> <p>An Evaluation Advisory Group comprised of Teach Us Consent staff, leading experts and advisors, victim-survivor advocate, and a Youth Advisory Group representative will be established to monitor evaluation outputs and guide development and delivery.</p>
<p>Youth Advisory Group</p>	<p>Teach Us Consent's Youth Advisory Group is comprised of 16 members. Membership is evenly split based on gender, with 8 male members, 7 female members and 1 non-binary member. Members are aged between 18 and 25, with the average member age approximately 21.5. 4 members are Aboriginal and/or Torres Strait Islander, whose language, social and/or nation groups cover NSW, Queensland and the Northern Territory. 6 members identified as culturally and linguistically diverse, with 1 coming from a refugee and/or recent migrant background. 7 members disclosed living with disability and 13 disclosed experiencing mental ill-health. 7 members identified as LGBTIQ+. The majority of members live in metropolitan areas with 3 members residing in rural, regional or remote areas. 5 members have had contact with the justice system, 2 have experienced out-of-home care and 2 have</p>



	<p>experienced homelessness. 5 members disclosed lived experience of sexual violence in their applications. This was not a requirement nor explicitly asked which may mean that a greater number of members hold such lived experience.</p> <p>The Youth Advisory Group will guide the development of social media resources and to facilitate dialogue with young people on affirmative consent skills and respectful behaviours. The Youth Advisory Group will provide feedback on both the nature of content and mode of delivery. Co-Chaired by the Research and Education Manager and a rotating Youth Advisory Group member, the Youth Advisory Group will meet up to six times throughout the course of the Promoting Consent Initiative, with secretariat provided by Teach Us Consent staff. Ongoing feedback loops will be established with the Youth Advisory Group to prevent delays to content development and roll-out and to enable testing and real time improvements. This will include pre-reading and out-of-session consultation and feedback. Where appropriate, sub-committees may be established to lead on particular content. To prioritise psychological safety, discussions within the group will focus on prevention, education materials, and policy input rather than lived experience. All Youth Advisory Group members will complete vicarious trauma training (unless they can otherwise demonstrate recent completion of similar training), which will include 'a brief about the brief' to ensure role expectations are reinforced. Additionally, every group member will be provided with the opportunity for small group supervision with an appropriately qualified mental health professional. The purpose of the supervision will be to offer wellness management (i.e. managing impacts of vicarious trauma). Individual debriefing will also be available, as required, including following any self-disclosures or disclosures by other members relating to domestic, family and sexual violence.</p> <p>Teach Us Consent liaised with tertiary education and vocational training providers, Australian Chamber of Commerce and Industry, community organisations, and other relevant partners and agencies to optimise the reach of Youth Advisory Group nomination promotion. This included promotion across Teach Us Consent and other relevant agency social media platforms to enable nominations from community. Applicants were required to submit a CV and answer a number of questions related to their experience and expertise. All 359 applications were reviewed by three Teach Us Consent employees against established criteria. Teach Us Consent had a particular commitment to ensuring the diversity of the Youth Advisory Group represents and reflects the youth community.</p>
<p>Staffing and Recruitment</p>	<p>Phased recruitment was undertaken in alignment with project deliverables and to stagger onboarding. Priority was placed on first recruiting the administrative and research positions. This was to support the establishment phase of the project and the development of the Youth Advisory Group. A total of 7 positions have now been recruited to deliver this Initiative. This includes the Head of Projects (1.0 FTE); Creative Production and Social Media Manager (0.8 FTE); Content and Communications Manager (1.0 FTE); Brand and Partnerships Manager (0.5 FTE); Research and Education Manager (1.0FTE); Engagement and DEI Manager (1.0 FTE); and Administrative Assistant (1.0 FTE). Roles were promoted online via Teach Us Consent's social media, LinkedIn, Seek and Ethical Jobs. A comparative assessment was undertaken for all roles, which will include application review (CV / Cover Letter), interview/s and reference checks. A written task and samples of work were also required for creative-based roles.</p>



	<p>The roles have been established to ensure the delivery of various components of the project. While the Head of Projects will be responsible for overall project delivery, team management and performance tracking, a number of manager positions have been proposed to lead on components of this project. The Brand and Partnerships Manager will oversee the development of the brand and vision strategy, influencer and partner management and website re-development; the Communications and Content Manager will oversee the distribution of content, communications, media engagement and creative partner management; and the Creative Production and Social Media Manager will provide creative direction for all content production, oversee creative budget and crew, produce lo-fi video content and oversee platform moderation. The Research and Education Manager will oversee the development of educational curricula and resources, research initiatives and external partner consultation, including with the Youth Advisory Group and experts and advisors. The Engagement and DEI Manager will lead stakeholder engagement and establish and oversee the implementation of an overarching diversity, equity and inclusion (DEI) Framework, , with the administrative assistant providing administrative, research and coordination support to the project team.</p> <p>A C-level organisational team will also be established to ensure high-level oversight of Teach Us Consent's organisation development, with the team significantly involved in the effective use of government funding. The Chief Executive Officer (CEO) (0.4 FTE) will be responsible for overseeing organisational development, managing overall operations and resources, and being the main point of communication between the board of directors and organisational operations. They will provide overall leadership, defining the long-term vision and strategy of the organisation as well as act as the primary spokesperson for the organisation, engaging with the media, stakeholders, and the public where necessary.</p> <p>The Chief Strategy Officer (CSO) (0.1 FTE) will be responsible for the development and refinement of the organisation's strategic initiatives. They will align the strategy with the organisation's goals and ensure that the various strategic initiatives are integrated across all functions. This includes developing strategic plans and initiatives to promote growth and to address key challenges in the organisation's external and internal environments, whilst continuously monitoring the effectiveness of strategy, making adjustments, as necessary.</p> <p>The Promoting Consent Initiative will be supported by leading experts and advisors, including Professor Kyllie Cripps, Professor Ben Matthews, Dixie Link-Gordon, Maree Crabbe and Dr Zac Seidler.</p>
Design and Content Creation	<p>Prospective partners were identified through referral and independent research as per common sector practice. A number of partners were identified: Not Another, Now We Collide, Accept and Proceed, 33 Creative, Carbon Creative, Fuller, Benedictus Media, Student Edge, Supercurious and Thyme Studio. Following scoping meetings, 33 Creative, Carbon Creative, Fuller (originally proposing a partner approach with Benedictus Media), and Supercurious were invited to present on their experience and on ideas for collaboration.</p>

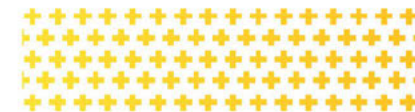


### Procurement Process

1. Scoping meetings
  - Meetings to discuss opportunities for partnership and agency experience and expertise.
2. Prepare Request for Proposal (RFP) or Request for Quotation (RFQ)
  - Create comprehensive RFP or RFQ documents that provide all the necessary information for shortlisted vendors to submit their proposals including project requirements, criteria for evaluation, submission deadline, and terms and conditions.
3. Vendor Selection Process
  - Select vendors using a selection committee which utilise a clear set of objectives and measurable criteria for evaluation. Criteria might include creativity, experience in similar projects, budget, timeline, and value addition.
  - Evaluate all submissions against criteria and shortlist candidates for further assessment, such as interviews or presentations.
4. Due Diligence and Negotiations
  - Conduct due diligence to verify the experience, financial stability, and reputation of the shortlisted agencies.
  - Engage in negotiations with shortlisted applications to refine project terms, costs, and deliverables. Ensure all agreements align with budget and project goals.
5. Contract Negotiation and Finalisation
  - Select vendor that best meets the project criteria and offers the best value for money.
  - Undertake contract negotiations and if settled, finalise a detailed contract that includes deliverables, timelines, payment schedules, confidentiality clauses, and penalties for non-compliance.

Plans for content creation will be developed in consultation with the Youth Advisory Group, and with priority population groups such as victim-survivors to ensure content is trauma-informed. This includes decisions on whether content will be developed by type, such as static, short-form or long-form or by module. Given prioritisation will be placed on resource allocation and availability, it is expected that some concurrent resource development across the modules may take place.

A number of measures and processes will be introduced to ensure content is culturally safe and appropriate for diverse groups of young people and will include: testing with the Youth Advisory Group, oversight from the Engagement and DEI Manager position;

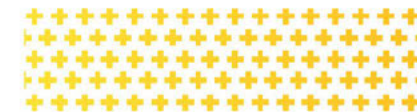


	and feedback from experts and advisors, peak bodies and other relevant agencies. For some content, there will also be two stages of feedback, that is, feedback on the content strategy and the testing of resources.
Social Media Content Delivery	The strategy for development and roll-out of 80–100 trauma-informed and age-appropriate resources will be co-designed with the Youth Advisory Group, with the content strategy stepping out the approach in more detail. It will be proposed that dissemination of resources commence in May 2025. Priority will be given to ensuring content has high ‘shareability’ and ‘saveability’ for maximised reach. A comprehensive communications strategy will be established to ensure that roll-out is coordinated across platforms to optimise reach (e.g. Instagram posts relating to a podcast). All content will be uploaded onto the Teach Us Consent website to establish a central repository.. Social media content delivery will be undertaken in alignment with the Department of Social Services’ Procedural Guidance and Approvals Process to ensure requisite sign-off is received without delay to roll-out, particularly for ‘sensitive’ content.
Partnerships	Partnerships are central to development and implementation of the Promoting Consent Initiative. Partnerships will be established to ensure work is evidence-based and reflective of intersectional experiences. This includes engagement with Teach Us Consent’s current and future group of diverse experts and advisors with academic, legal and policy backgrounds; peak bodies and organisations for diverse groups of young people; other relevant advocacy groups and organisations to ensure alignment with work and to facilitate transfer of knowledge; and influencers and other public figures.

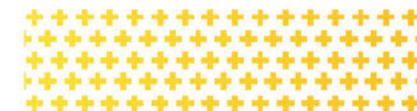
#### 4. Risk management and Quality Assurance (please note any predicted risks & related mitigation strategies)

When completing the Activity Work Plan, populate the Risk and How the Risk will be Managed sections. Only complete the AWP Report column when submitting your AWPR.

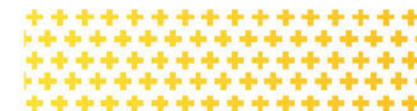
You may duplicate the rows in this table as many times as necessary to describe each identified risk.



<p style="text-align: center;"><b>Risk</b></p> <ul style="list-style-type: none"> <li>• List any risks you have identified that could affect the successful delivery of activities, outputs and/or outcomes.</li> <li>• Risks might include, but are not limited to activity, operational, health and safety or reputational.</li> </ul>	<p style="text-align: center;"><b>How the Risk will be Managed</b></p> <ul style="list-style-type: none"> <li>• Outline the action(s) your organisation will take to mitigate and/or manage each risk.</li> <li>• This should include consulting the Department ahead of any media contact referencing activities or issues related to your Grant Agreement, as per the Procedural Guidance</li> </ul>	<p style="text-align: center;"><b>AWP Report</b></p> <ul style="list-style-type: none"> <li>• Document if your risk management strategies were successful and/or provide an update on how they are progressing.</li> <li>• List any new risks are identified and new management strategies as required.</li> </ul>
<p>Schedule slippage resulting in project delays, under-developed and consulted resources, cost overruns, and external events or actions including those politically-related (<b>Low Risk</b>)</p>	<ul style="list-style-type: none"> <li>• Agile resource management to enable the prioritisation of relevant milestones, when required.</li> <li>• Established feedback loops with Youth Advisory Group, experts, and advisors to ensure consistent engagement both at scheduled meetings and out-of-session.</li> <li>• Flexible schedule for resource delivery to enable revisions to delivery timelines for specific resources.</li> <li>• Ongoing project monitoring to identify and predict any slippage and to address in real-time.</li> <li>• Consistent communication with DSS on delivery and scope to shift agreed timeframes, where required and reasonable.</li> <li>• Compliance with DSS approvals, including those outlined in supplementary materials</li> </ul>	



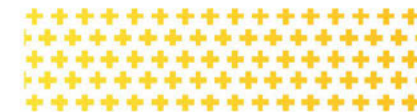
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	<p>such as the Procedural Guidance and Approvals Process.</p>	
<p>Poor management and control of government funds (<b>Low Risk</b>)</p>	<ul style="list-style-type: none"> <li>Engagement of an external auditor.</li> <li>Engagement of external accounting and bookkeeping services.</li> <li>Active and ongoing monitoring of expenses and budgets throughout life cycle of Initiative.</li> <li>Establishment of a Finance, Audit and Risk Committee (Board).</li> <li>Financial training for board members and relevant staff.</li> </ul>	
<p>Ineffective project governance (<b>Low Risk</b>)</p>	<ul style="list-style-type: none"> <li>Clear and effective governance structure that sets out the roles and expectations of the project team, Teach Us Consent Board, Youth Advisory Group and engaged experts</li> </ul>	



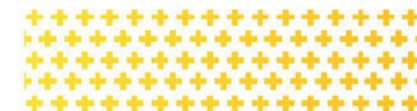
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	<p>and advisors but does not stifle ongoing collaboration and consultation.</p> <ul style="list-style-type: none"> <li>Ongoing monitoring to enable real-time changes to governance structure to optimise collaboration and project delivery.</li> <li>Established feedback loops to support governance structure.</li> </ul>	
Data breaches — Teach Us Consent social media platforms, website, and work files <b>(Low Risk)</b>	<ul style="list-style-type: none"> <li>Two-step verification on all social media platforms.</li> </ul>	
Psychosocial risks for staff, Youth Advisory Group, and community <b>(Medium Risk)</b>	<ul style="list-style-type: none"> <li>10 sessions of mental health support and therapy available to all staff and board throughout the course of the Initiative.</li> <li>Vicarious trauma training for relevant project staff and Youth Advisory Group members.</li> </ul>	



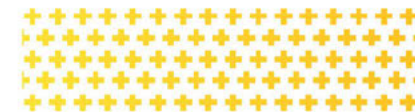
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	<ul style="list-style-type: none"> <li>Youth Advisory Group member access to mental health support, as required. This will be provided by a sub-contracted professional / agency in alignment with the grant agreement.</li> <li>Clear Youth Advisory Group Terms of Reference that reinforces the purpose and nature of roles, that is, a focus on prevention, education, and policy rather than lived experience.</li> <li>Clear disclosure protocols to facilitate safe and effective handling of relevant disclosures.</li> <li>Strict moderation guidelines that outline steps to reporting, removing, and blocking, comments that discriminate, intimidate, vilify, harass, or abuse.</li> </ul>	



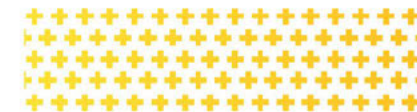
<p style="text-align: center;"><b>Risk</b></p> <ul style="list-style-type: none"> <li>List any risks you have identified that could affect the successful delivery of activities, outputs and/or outcomes.</li> <li>Risks might include, but are not limited to activity, operational, health and safety or reputational.</li> </ul>	<p style="text-align: center;"><b>How the Risk will be Managed</b></p> <ul style="list-style-type: none"> <li>Outline the action(s) your organisation will take to mitigate and/or manage each risk.</li> <li>This should include consulting the Department ahead of any media contact referencing activities or issues related to your Grant Agreement, as per the Procedural Guidance</li> </ul>	<p style="text-align: center;"><b>AWP Report</b></p> <ul style="list-style-type: none"> <li>Document if your risk management strategies were successful and/or provide an update on how they are progressing.</li> <li>List any new risks are identified and new management strategies as required.</li> </ul>
<p>Youth Advisory Group is not optimally established nor managed (<b>Low Risk</b>)</p>	<ul style="list-style-type: none"> <li>Youth Advisory Group membership will be advertised across various channels including in partnership with the Department of Education, Universities Australia (peak organisation), Australian Chamber of Commerce and Industry to ensure nominations are representative of the young people of Australia.</li> <li>A clear Terms of Reference and Code of Conduct for members will be established to ensure roles and responsibilities are clearly defined.</li> <li>Meetings will be scheduled ahead of critical project delivery milestones to ensure feedback is effectively captured and used to inform outputs.</li> <li>Out-of-session engagement to be established and understood by members in</li> </ul>	



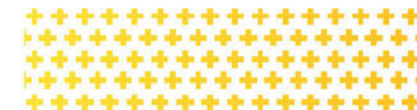
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	<p>relation to critical pieces of work and for reactive content.</p> <ul style="list-style-type: none"> <li>Commensurate financial compensation for contribution to Youth Advisory Group.</li> </ul>	
<p>Poor community engagement with resources <b>(Low Risk)</b></p>	<ul style="list-style-type: none"> <li>Ongoing monitoring, evaluation and learning processes, including reach and engagement across social media platforms will enable real-time adjustments and changes, where required throughout delivery.</li> <li>Developmental research and market testing to establish baseline understanding within cohort to ensure resources are appropriate and market testing to ensure approach addresses the unique needs and challenges of the target audience.</li> <li>Testing resources with Youth Advisory Group, Department of Social Services and</li> </ul>	



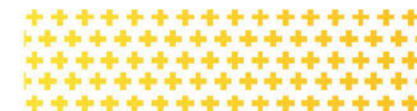
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	<p>relevant experts and advisors, where possible prior to dissemination.</p> <ul style="list-style-type: none"> <li>• Established Engagement and DEI Manager position to ensure content and approaches are inclusive and relevant to underrepresented groups within target audience, including First Nations people, people with disability, LGBTIQ+ community and culturally and racially marginalised groups.</li> <li>• Targeted resources for specific communities to ensure relevance (e.g. context and cultural factors) and optimise impact within diverse groups.</li> <li>• Translation of all resources into a select number of languages to optimise reach and impact.</li> </ul>	



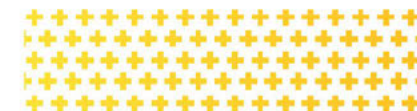
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<p>Reduced community and political support for project and backlash (<b>Low Risk</b>)</p>	<ul style="list-style-type: none"> <li>• Ongoing and targeted engagement with relevant government and non-government stakeholders.</li> <li>• Continued Teach Us Consent participation in other relevant initiatives and projects to increase visibility and presence.</li> <li>• Effective engagement with Youth Advisory Group and experts and advisors.</li> <li>• Procedural Guidance and Approvals process that delineates between sensitive and non-sensitive topics with the former being reviewed through my stringent measures to address and limit risk.</li> <li>• In ensuring backlash does not dictate content nor override the evidence-base and consultation feedback, resources will be accompanied by an overview of the</li> </ul>	



<b>Risk</b> <ul style="list-style-type: none"> <li>List any risks you have identified that could affect the successful delivery of activities, outputs and/or outcomes.</li> <li>Risks might include, but are not limited to activity, operational, health and safety or reputational.</li> </ul>	<b>How the Risk will be Managed</b> <ul style="list-style-type: none"> <li>Outline the action(s) your organisation will take to mitigate and/or manage each risk.</li> <li>This should include consulting the Department ahead of any media contact referencing activities or issues related to your Grant Agreement, as per the Procedural Guidance</li> </ul>	<b>AWP Report</b> <ul style="list-style-type: none"> <li>Document if your risk management strategies were successful and/or provide an update on how they are progressing.</li> <li>List any new risks are identified and new management strategies as required.</li> </ul>
	evidence used to inform development and also potentially through acknowledgements.	
Inability to demonstrate causal link between Initiative and outcomes due to non-experimental evaluation design ( <b>Medium Risk</b> )	<ul style="list-style-type: none"> <li>Engagement of an independent evaluator with experience in identifying methods and approaches to addressing the deficiencies of a non-experimental evaluation design.</li> <li>Robust pre- and post- testing with a diverse and representative sample.</li> <li>Identification and linkage to other research activities, where possible and appropriate, to augment identified gaps and deficiencies, including the Australian Human Rights Commission's national survey.</li> <li>Utilisation of meta analytics as baseline for reach to establish an assumed pipeline for behavioural / attitudinal change.</li> </ul>	

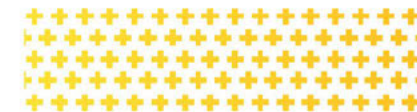


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<p>Social media ban introduced prior to content dissemination reduces overall engagement numbers, should segments of the target cohort be impacted (<b>Low Risk</b>)</p>	<ul style="list-style-type: none"> <li>Consultation with Youth Advisory Group, community organisations and relevant experts and advisors on other ways to disseminate content which falls within the scope of the project (for example, radio and television)</li> <li>Ongoing communication and engagement with DSS on remaining agile and revised strategies for content dissemination</li> </ul>	
<p>Content duplicates or conflicts with content disseminated by other relevant agencies delivering work on consent and healthy relationships (<b>Low Risk</b>)</p>	<ul style="list-style-type: none"> <li>Ongoing communication and engagement with relevant organisations, including discussions on potential partnerships and collaborative ventures to mitigate risk.</li> <li>Regular updates and communication with DSS on proposed content and planned dissemination.</li> </ul>	



<b>Risk</b> <ul style="list-style-type: none"> <li>List any risks you have identified that could affect the successful delivery of activities, outputs and/or outcomes.</li> <li>Risks might include, but are not limited to activity, operational, health and safety or reputational.</li> </ul>	<b>How the Risk will be Managed</b> <ul style="list-style-type: none"> <li>Outline the action(s) your organisation will take to mitigate and/or manage each risk.</li> <li>This should include consulting the Department ahead of any media contact referencing activities or issues related to your Grant Agreement, as per the Procedural Guidance</li> </ul>	<b>AWP Report</b> <ul style="list-style-type: none"> <li>Document if your risk management strategies were successful and/or provide an update on how they are progressing.</li> <li>List any new risks are identified and new management strategies as required.</li> </ul>
	<ul style="list-style-type: none"> <li>Consistent monitoring of online content ahead of dissemination to enable pivots or rescheduling of content, where possible, and in alignment with developmental research and consultation findings.</li> <li>Engagement of multiple independent creative partners and effective operation of a 'village model' will ensure creative and diverse ideas are developed and executed.</li> <li>Extensive developmental research, including quantitative and qualitative research with young people and priority population groups, analysis of available survey data and qualitative insights from work undertaken by other agencies will ensure content is not only evidence-based but distinct and unique.</li> </ul>	

#### 4.1 Quality Assurance



A number of quality assurance processes will be established to ensure alignment with government standards and to ensure content is appropriate, engaging and evidence based. These include:

- Developmental research that covers the unique needs and challenges of young people, with a specific focus on the Promoting Consent Initiative's target audience will be undertaken to inform the content strategy and optimise engagement and communication.
- Comprehensive pre-testing to establish a baseline understanding of the target audience, including current levels of awareness, attitudes and behaviours. This will again inform the development of the content strategy.
- Consistent consultation with diverse groups through established partnerships, experts and advisors and the Youth Advisory Group throughout the development of content and as part of the co-design process. This includes ensuring the Youth Advisory Group represents the diversity of young people in Australia and that the experts and advisors offer diverse and often marginalised voices across topics. Consultation will be undertaken throughout the course of content development, including design and piloting.
- Established Engagement and DEI Manager position to ensure content and approaches are inclusive and relevant to underrepresented groups within target audience.
- Testing and consultation with DSS as part of piloting process and established and consistent approvals process facilitated by an agreed protocol.
- Experts and advisors will be engaged as appropriate and only on topics relevant to their expertise. This agility in engagement will ensure the content remains evidence-based but not burdened by stagnant governance processes.

## 4.2 Disclosure Protocols

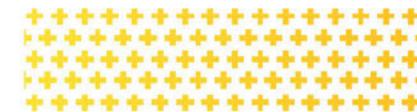
It is acknowledged that staff may receive verbal or written disclosures of sexual, family, or domestic violence from young people and other individuals engaging with Teach Us Consent's social media platforms or any of the released resources. For **verbal disclosures**, staff will be advised to respond as outlined below:

- Acknowledge how difficult it was to make the disclosure (e.g. *'Thank you for sharing that with me, I can only imagine the courage it took to share this with me'*).
- Show empathy and ensure language affirms belief in the person's experience/s (e.g. *'I am sorry to hear of your experience and the impact it has had on you'*).



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- Be transparent about your role and ability to support them with their disclosure (i.e. you are not in a position to provide ongoing therapeutic support).
- Establish whether there is an immediate risk to the safety to the person disclosing or anyone else, including children.
- Clarify that you may be required to report any disclosure to relevant child protection authorities, or the police should the information pertain to a child whose safety is at risk, or who is suspected of being abused or neglected. \*
- Ask the person whether they would like information on available supports and that these can be emailed to them, should they wish to consider them at a later time.
- Remind the person that they can call back should they want more information about supports or if they change their mind (some people will not want or feel ready to discuss support options).

For **written disclosures**, including via social media, the below standard wording will be used and modified, this wording will also be available in the to be developed moderation guidelines to ensure consistency. Disclosures that include recent or ongoing experiences or indicate immediate risk will be escalated to the Head of Projects promptly for consideration prior to response. For responses that do not require reporting to relevant authorities, the below draft text will be used and modified.

Dear XX

Thank you for your message / comment.

I am sorry to hear of your experience and the impact this has had on you. If you are feeling unsafe right now, call 000.

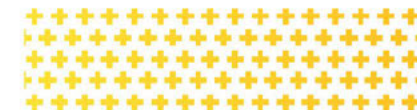
As we are unable to provide formal or ongoing support, you may wish to seek professional support. [1800RESPECT](https://www.1800RESPECT.org.au), the national domestic, family, and sexual violence counselling, information and support service can be contacted on 1800 737 732, text 0458 737 732, chat or video call online [www.1800RESPECT.org.au](https://www.1800RESPECT.org.au) 24-hours a day, 7 days a week. Details of other support services, including state and territory services can be found under 'find services' with a number of services also included on Teach Us Consent's [website](#).

Thank you again for your comments.



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## Teach Us Consent

Should disclosures be made as a comment, consideration will be given on how to manage the response (i.e. deletion) to ensure the psychosocial safety of the community and to avoid potential slander claims. Consideration will be in alignment with moderation guidance (under development) and if deleted, the individual who wrote the post will be messaged privately by a Teach Us Consent staff member to ensure they do not feel such action invalidates their experience as well as to be provided with relevant support information.

### Disclosures made by Youth Advisory Group members

While the Terms of Reference will explicitly outline the purpose of the Youth Advisory Group, that is, focused input on prevention, education materials and policy rather than lived experience, disclosures may still be made. Where disclosures are made in a group setting, a relevant staff member will follow-up with the member immediately after the meeting or upon leaving the meeting with the aforementioned process for verbal disclosures undertaken. An email will then be sent to all members with information pertaining to available support, including through the sub-contracted mental health professional / agency. The wording will not mention the disclosure. Draft wording can be found below:

Dear Youth Advisory Group Members

Thank you for your time today — it was yet another invaluable opportunity to hear your ideas and feedback.

While the focus of these meetings is not on lived experience, we understand that engagement with this material can at times be difficult and may trigger certain memories or experiences. Given this, we just wanted to remind you that you are able to access a debriefing session or your scheduled supervision through \*sub-contracted mental health professional / agency\*. Please let us know if you would like us to schedule an appointment or call. Details of other support services, including state and territory services can be found [here](#), with a number of services also included on Teach Us Consent's [website](#).

Please remember that what we discuss in our meetings is not to be shared elsewhere. This is to ensure the Youth Advisory Group remains a safe space to share freely and without judgement or fear.

Please let us know if you have any questions or would like to discuss anything further.



Warm regards

Teach Us Consent

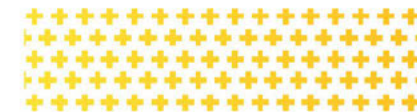
Both verbal and written disclosures to a Teach Us Consent worker outside of the Youth Advisory Group will again follow the aforementioned processes.

*\*Teach Us Consent do not have mandatory reporting responsibilities outside of the Northern Territory. Guidance on assessing risk and processes for making voluntary reports to relevant authorities will be provided to staff as part of induction, with the Head of Projects in liaison with legal advice making the final decision on action to be taken.*

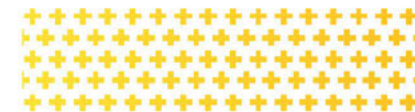
## 5. Stakeholder

When completing your Activity Work Plan, populate the Stakeholder, Role, and Engagement Strategy sections. Only complete the AWP Report column when submitting your AWPR.

You may duplicate the rows in this table as many times as necessary to describe each stakeholder.



Stakeholder	Role	Engagement Strategy	AWP Report
<p>Name the stakeholder/s who you will need to engage with in the delivery of this activity.</p>	<p>Describe the role of the stakeholder in the delivery of this project.</p>	<p>Describe how you will engage with the stakeholder.</p> <p>If relevant, please outline how you will mitigate potential risks that may relate to the stakeholder's role in the activity.</p>	<ul style="list-style-type: none"> <li>• Document whether your stakeholder engagement strategies were successful. You may want to provide an update on how they are progressing.</li> <li>• Consider if your current stakeholder engagement strategy requires updating.</li> </ul>
<p>Youth Advisory Group (16 members aged between 18 and 25)</p>	<p>Guide strategy and content development and facilitate a dialogue between youth and Teach Us Consent on affirmative consent skills and respectful behaviours.</p>	<p>Teach Us Consent will provide secretariat support to the Youth Advisory Group with communication outside of the 6 meetings primarily via email. It is likely that the Youth Advisory Group will be convened virtually given the expected geographic spread of membership.</p>	
<p>Experts and Advisors</p> <ul style="list-style-type: none"> <li>• Professor Ben Mathews (Queensland University of Technology)</li> </ul>	<p>Guide the development of content across curriculum topics relevant to members' expertise. Resources will be tested with experts prior to dissemination.</p>	<p>Engagement will vary based on the needs and preferences of the experts and advisors and will include email communication and Teach Us Consent facilitated virtual and in-person meetings. For example, Professor Kyllie Cripps,</p>	

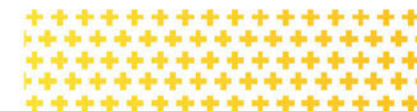


Stakeholder	Role	Engagement Strategy	AWP Report
<p>Name the stakeholder/s who you will need to engage with in the delivery of this activity.</p> <ul style="list-style-type: none"> <li>• Dr Zac Seidler (University of Melbourne)</li> <li>• Professor Kyllie Cripps (Monash University)</li> <li>• Tarang Chawla (Victorian Multicultural Commission)</li> <li>• Natasha de Silva (Intersection Pty Ltd)</li> <li>• Kate Jenkins (Creative Australia)</li> <li>• Padma Raman (Department of Prime Minister and Cabinet)</li> <li>• Maree Crabbe (It's time we talked)</li> </ul>	<p>Describe the role of the stakeholder in the delivery of this project.</p>	<p>Describe how you will engage with the stakeholder.</p> <p>If relevant, please outline how you will mitigate potential risks that may relate to the stakeholder's role in the activity.</p> <p>Professor Ben Matthews, and Dr Zac Seidler sit on the Evaluation Advisory Group. Dixie Link-Gordon in her role as Board Advisor has provided strategic advice on delivery and recommendations for consultation with First Nations young people. Stuart Terry in his role as Board Advisor is providing pro bono PR support and advice. A number of advisors, both listed and to be confirmed will also be engaged to review the content strategy and where appropriate specific content. This includes, <sup>§ 47F</sup> <span style="background-color: #cccccc;">[REDACTED]</span>, Dr Zac Seidler, <sup>§ 47F</sup> <span style="background-color: #cccccc;">[REDACTED]</span>, Professor Kyllie Cripps, Dixie Link-</p>	<ul style="list-style-type: none"> <li>• Document whether your stakeholder engagement strategies were successful. You may want to provide an update on how they are progressing.</li> <li>• Consider if your current stakeholder engagement strategy requires updating.</li> </ul>

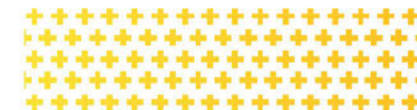


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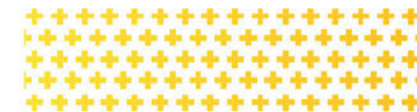
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<b>Stakeholder</b>  Name the stakeholder/s who you will need to engage with in the delivery of this activity.	<b>Role</b>  Describe the role of the stakeholder in the delivery of this project.	<b>Engagement Strategy</b>  Describe how you will engage with the stakeholder.  If relevant, please outline how you will mitigate potential risks that may relate to the stakeholder's role in the activity.	<b>AWP Report</b>  <ul style="list-style-type: none"> <li>Document whether your stakeholder engagement strategies were successful. You may want to provide an update on how they are progressing.</li> <li>Consider if your current stakeholder engagement strategy requires updating.</li> </ul>
<ul style="list-style-type: none"> <li>Jayneen Sanders (Author)</li> <li>s 47F (Queensland University of Technology)</li> <li>Nicole McWilliam (Sydney Mediation Partnership)</li> <li>Professor Elaine Unterhalter (University College London)</li> <li>Jess Sanders (Author / Social Worker)</li> <li>Professor Emerita Raewyn Connell (University of Sydney)</li> </ul>		Gordon and Maree Crabbe. It is expected that this list will be finalised once the content strategy is finalised and will be detailed in the next update.	



<b>Stakeholder</b> Name the stakeholder/s who you will need to engage with in the delivery of this activity.	<b>Role</b> Describe the role of the stakeholder in the delivery of this project.	<b>Engagement Strategy</b> Describe how you will engage with the stakeholder.  If relevant, please outline how you will mitigate potential risks that may relate to the stakeholder's role in the activity.	<b>AWP Report</b> <ul style="list-style-type: none"> <li>Document whether your stakeholder engagement strategies were successful. You may want to provide an update on how they are progressing.</li> <li>Consider if your current stakeholder engagement strategy requires updating.</li> </ul>
<ul style="list-style-type: none"> <li>• Ruveni Kelleher (Johnson Winter Slattery)</li> <li>• Dr Joy Townsend (Learning Consent)</li> <li>• Stuart Terry (We Are Different)</li> <li>• Professor Kyllie Cripps (Monash University)</li> <li>• Dixie Link-Gordon (Full Stop Australia / Women's and Girls' Emergency Centre / UNSW)</li> <li>• Dr Billy Garvey (Guiding Growing Minds)</li> </ul>			

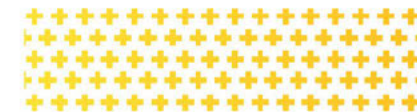


Stakeholder	Role	Engagement Strategy	AWP Report
Name the stakeholder/s who you will need to engage with in the delivery of this activity.	Describe the role of the stakeholder in the delivery of this project.	Describe how you will engage with the stakeholder.  If relevant, please outline how you will mitigate potential risks that may relate to the stakeholder's role in the activity.	<ul style="list-style-type: none"> <li>Document whether your stakeholder engagement strategies were successful. You may want to provide an update on how they are progressing.</li> <li>Consider if your current stakeholder engagement strategy requires updating.</li> </ul>
Independent evaluator — ARTD Consultants	Conduct an independent process and outcome evaluation to assess overall individual and community-level impacts of the initiative.	Engagement will vary based on the needs and preferences of the evaluator. Regular communication and check-in points will be established and will likely be held virtually. The evaluator will be invited to relevant Youth Advisory Group meetings and meetings with relevant experts and advisors.	
Student Edge	Undertake developmental research to establish a baseline understanding of the communication needs and preferences of the target audience and audience segmentation.	Virtual engagement at regular intervals	

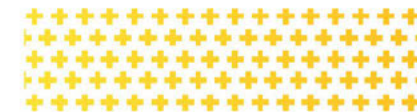


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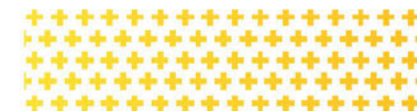
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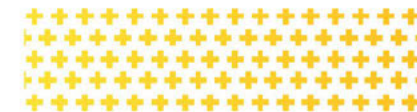
Stakeholder	Role	Engagement Strategy	AWP Report
Name the stakeholder/s who you will need to engage with in the delivery of this activity.	Describe the role of the stakeholder in the delivery of this project.	Describe how you will engage with the stakeholder.  If relevant, please outline how you will mitigate potential risks that may relate to the stakeholder's role in the activity.	<ul style="list-style-type: none"> <li>• Document whether your stakeholder engagement strategies were successful. You may want to provide an update on how they are progressing.</li> <li>• Consider if your current stakeholder engagement strategy requires updating.</li> </ul>
Mental health sub-contractor — s 47F	Provide individualised support to Youth Advisory Group members, and where appropriate support to Teach Us Consent staff. It is expected that the identified agency will also deliver vicarious trauma training to both Teach Us Consent staff and Youth Advisory Group members.	Virtual engagement at regular intervals and in alignment with Youth Advisory Group meetings.	
Creative Partners	<u>Not Another</u>  Development of Vision and Brand Strategy and Content Strategy, and for the development and production of approximately 70–85 digital resources. Not Another will also be responsible for the microsite/central repository.	Engagement will vary based on the needs and preferences of the partners.	



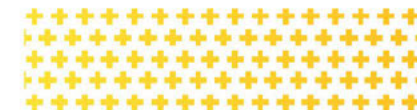
Stakeholder	Role	Engagement Strategy	AWP Report
<p>Name the stakeholder/s who you will need to engage with in the delivery of this activity.</p>	<p>Describe the role of the stakeholder in the delivery of this project.</p> <p><u>33 Creative</u></p> <p>Development and production of 10–15 digital resources that are tailored for First Nations young people. 33 Creative will also consult on strategy development (Vision and Brand Strategy and Content Strategy).</p> <p><u>Benedictus Media</u></p> <p>Development and execution of an Advertising and Dissemination Strategy.</p>	<p>Describe how you will engage with the stakeholder.</p> <p>If relevant, please outline how you will mitigate potential risks that may relate to the stakeholder's role in the activity.</p>	<ul style="list-style-type: none"> <li>• Document whether your stakeholder engagement strategies were successful. You may want to provide an update on how they are progressing.</li> <li>• Consider if your current stakeholder engagement strategy requires updating.</li> </ul>
<p>Australian Department of Education (including Office for Youth)</p>	<p>Engagement to ensure alignment and enhancement with Education's Consent and Respectful Relationships Education (CRRE).</p>	<p>The Office for Youth and another relevant contacts in the Department will be identified and engaged throughout the duration</p>	



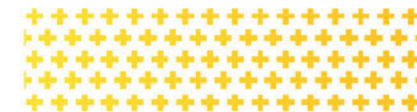
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State and Territory Departments of Education	It is anticipated that the resources could be used as supplementary material. Recommendations regarding channels to promote Youth Advisory Group participation / nominations will also be sought from the Department.	of the Initiative. They will be contacted or engaged periodically to ensure they are across the phased release of resources. Alignment with CRRE will be facilitated through Chanel Contos' membership on the Department of Education's National Respectful Relationships Education Expert Advisory Group.	
	It is anticipated that the resources could be used as supplementary material.	A contact in each Department will be identified and engaged throughout the duration of the project. They will be contacted or engaged periodically to ensure	



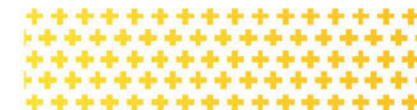
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Universities Australia (peak body)	To promote the development and release of resources and to identify channels to promote Youth Advisory Group participation / nominations.	they are across the phased release of resources.  Virtual engagement, as appropriate.	
Koorie Youth Council	While not a national body, the executive made up of Aboriginal and Torres Strait Islander young people will ensure the further First Nations consultation is undertaken and any opportunities for collaboration identified.	Virtual engagement, as appropriate.	



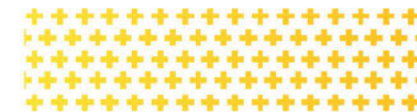
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Minus18	To discuss and canvas issues impacting LGBTQIA+ young people and ensure language and content is appropriate.	Virtual engagement, as appropriate.	
People with Disability Australia	To discuss and canvas issues impacting young people with disability to ensure language and content is appropriate.	Virtual engagement, as appropriate.	
Australian Chamber of Commerce and Industry	To identify channels to promote Youth Advisory Group participation / nominations.	Virtual engagement, as appropriate.	
Australian Human Rights Commission	To ensure resource development is informed by current national study on young people's attitudes	Virtual engagement, as appropriate.	



Stakeholder	Role	Engagement Strategy	AWP Report
Name the stakeholder/s who you will need to engage with in the delivery of this activity.	Describe the role of the stakeholder in the delivery of this project.	Describe how you will engage with the stakeholder.  If relevant, please outline how you will mitigate potential risks that may relate to the stakeholder's role in the activity.	<ul style="list-style-type: none"> <li>• Document whether your stakeholder engagement strategies were successful. You may want to provide an update on how they are progressing.</li> <li>• Consider if your current stakeholder engagement strategy requires updating.</li> </ul>
	towards consent and sex education and to align and extend research.		
Our Watch	Ensure alignment with work and facilitate transfer of knowledge.	Virtual and in-person engagement, as appropriate.	
The Survivor Hub	Undertake consultation with victim-survivors to ensure content is trauma-informed. The Survivor Hub will also be represented on the Evaluation Advisory Group.	Virtual engagement, as appropriate.	
R4Respect	Undertake consultation to inform the content strategy and DEI Framework.	Virtual engagement, as appropriate.	



<b>Stakeholder</b>  Name the stakeholder/s who you will need to engage with in the delivery of this activity.	<b>Role</b>  Describe the role of the stakeholder in the delivery of this project.	<b>Engagement Strategy</b>  Describe how you will engage with the stakeholder.  If relevant, please outline how you will mitigate potential risks that may relate to the stakeholder's role in the activity.	<b>AWP Report</b>  <ul style="list-style-type: none"> <li>Document whether your stakeholder engagement strategies were successful. You may want to provide an update on how they are progressing.</li> <li>Consider if your current stakeholder engagement strategy requires updating.</li> </ul>
Australian Youth Affairs Coalition	Undertake consultation to inform the content strategy and DEI Framework.	Virtual engagement, as appropriate.	
Youth Voice NT	Undertake consultation to inform the content strategy and DEI Framework.	Virtual engagement, as appropriate.	
Metropolitan Youth Health Service	Undertake consultation to inform the content strategy and DEI Framework.	Virtual engagement, as appropriate.	
Consent Labs	Ensure alignment with work and facilitate transfer of knowledge.	Virtual engagement, as appropriate.	



Stakeholder	Role	Engagement Strategy	AWP Report
Name the stakeholder/s who you will need to engage with in the delivery of this activity.	Describe the role of the stakeholder in the delivery of this project.	Describe how you will engage with the stakeholder.  If relevant, please outline how you will mitigate potential risks that may relate to the stakeholder's role in the activity.	<ul style="list-style-type: none"> <li>• Document whether your stakeholder engagement strategies were successful. You may want to provide an update on how they are progressing.</li> <li>• Consider if your current stakeholder engagement strategy requires updating.</li> </ul>
White Ribbon	Ensure alignment with work and facilitate transfer of knowledge.	Virtual engagement, as appropriate.	
Domestic, Family and Sexual Violence Commission	Consult on relevant topic areas and explore options to consult with the Lived Experience Advisory Council.	Virtual and in-person engagement, where required.	
ANROWS	Potential consultation on evaluation framework.	Virtual and in-person engagement, where required.	
eSafety	Teach Us Consent will consult and scope opportunities to collaborate with eSafety on topics relating to pornography and online safety.	Virtual engagement and/or in-person meetings, as required.	



## 6. Budget

Please complete the Excel Budget Template.

Only complete the AWP Report column with your actual expenditure when submitting your AWPR.

## 7. Project Outcomes

Project outcomes should align to the National Plan to End Violence against Women and Children 2022–2032 Outcomes Framework, available at [https://www.dss.gov.au/sites/default/files/documents/08\\_2023/np-outcomes-framework.pdf](https://www.dss.gov.au/sites/default/files/documents/08_2023/np-outcomes-framework.pdf)

NB: Please refer to attached Program Logic. It is noted that the Program Logic will continue to be refined as findings emerge.

<b>Outcome</b> <i>As per the Grant Opportunity Guidelines</i>	<b>Outcome Indicator</b> <i>This is a specific marker of progress of change.</i>	<b>Outcome Measure</b> <i>Describes the expected results of the project. Where possible, please align to measures of success outlined in the Deliverables Table.</i>
Improved attitudes and understanding of consent, and healthy sexual activity and relationships amongst the target audience.	•	•
Increased awareness of affirmative consent skills and respectful	•	



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behaviours amongst the target audience.		
Improved understanding of issues around sexual relationships and violence affecting young people, including what works when engaging young people.	<ul style="list-style-type: none"> <li>•</li> </ul>	

**8. Further comments (AWP)**

You are welcome to provide extra information to illustrate your project.

No further comments.

**8.1 Project Progress. Enablers and Barriers (AWPR Only)**

Please provide an overview of the project progress to date, and any enabling factors that have influenced the project’s implementation or barriers to success.



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Reflections on project progress

Still in the planning phase of the Initiation, prioritisation is being placed on recruitment and business development and set-up. Concurrent work is also be undertaken in regard to engaging an independent evaluator and creative partners.

Enablers

Existing relationships and leads through Teach Us Consent’s past work and advocacy

Barriers

Recruitment. It is expected that this will only have impact during the front-end phase of the Promoting Consent Initiative.

Authorised signatories of your organisation must complete this section. Once co-signed, the AWP forms part of the Grant Agreement. The department will send you a copy of the approved AWP to keep for your records. Your organisation and the Commonwealth may request an update to the AWP at any time. Any updates will be subject to the acceptance and approval of the Commonwealth.

Signed for and on behalf of  
(Legal Organisation Name)

Teach Us Consent

Department of Social Services

Signature s 47F

s 47F

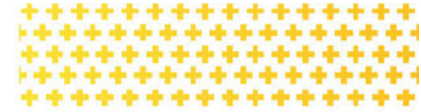
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Position	Head of Projects	Acting Director, Healthy Relationships and Consent Section
Date	04/12/2024	04/12/2024



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## Activity Work Plan

### 1. Background and instructions

**Activity Work Plan (AWP)** – provides information about how you will deliver services. The Department will negotiate and approve your AWP at the start of an agreement or reporting period. *Item E. Reporting* of the grant agreement specifies when the AWP is due. You will need a copy of your grant agreement and grant opportunity guidelines to complete the AWP. A copy of your grant application, where relevant, is also useful.

**Activity Work Plan Report (AWPR)** – documents what you have delivered against the approved AWP. *Item E. Reporting* of the grant agreement specifies when the AWPR is due. Please use your approved AWP to document your achievements and progress for the reporting period in the AWP Report column.

Each table includes guidance text to assist you to complete the template. Add rows to the tables as required.

If you have any questions about completing the AWP or AWPR, please contact [safety&consent@dss.gov.au](mailto:safety&consent@dss.gov.au).

#### 1.1 Activity details

<p><b>Organisation Name</b> Please enter the name as the legal name displayed in Parties section of your grant agreement</p>	Teach Us Consent Global Limited
<p><b>Grant Activity Name</b> Please enter program name from Section A of the grant agreement</p>	Promoting Consent Initiative
<p><b>Grant Activity ID</b> Please enter Activity ID. Your Activity ID is displayed immediately above section B. Activity. The Activity ID is an alphanumeric code with the following format: Y-XXXXXX.</p>	4-J9XMS2L



## 2. Project Overview

<p><b>Project Description</b></p> <p>Provide a brief summary of your project including the key objective.</p>	<p>The Promoting Consent Initiative will curate and disseminate trauma-informed and age-appropriate social media and online communication resources aimed at improving the attitudes and understanding of consent and healthy relationships among young people aged 16 years and older. The resources will be co-designed with young people through an established Youth Advisory Group that will facilitate a dialogue with young people on affirmative consent skills and respectful behaviours.</p>
<p><b>Total Funding</b></p>	<p>\$3.5 million</p>
<p><b>Organisation Contact</b></p> <p>Provide name, phone, address, and email contact details for key project officer/s.</p>	<p><b>Chanel Contos</b> (Chief Executive Officer), <sup>s 47F</sup> [REDACTED], 139 Hopetoun Avenue, Vaucluse, NSW, 2030, <sup>s 47F</sup> [REDACTED].</p> <p><sup>s 47F</sup> [REDACTED] (Head of Projects), <sup>s 47F</sup> [REDACTED], 139 Hopetoun Avenue, Vaucluse, NSW, 2030, <sup>s 47F</sup> [REDACTED].</p>
<p><b>Project Location</b></p>	<p>Australia-wide</p>
<p><b>Project Timelines</b></p>	<p>Start date: 6 March 2024</p> <p>End date: 30 June 2025 (final evaluation report due 31 December 2025)</p>
<p><b>Target Audience</b></p> <p>Describe the intended target audience for your project</p>	<p>16–25-year-old Australians. Given the gendered nature of sexual violence perpetration, content will be skewed to optimise reach to young boys and men.</p>
<p><b>Estimated Project Reach</b></p> <p>Provide an estimated reach for your project. If possible, please disaggregate by gender.</p>	<p>461,058. This is based on an approximate 15% sample of the number of reported young people in Australia aged between 16–25 (3,073,718). While the overall sample was comprised of a primarily even gender ratio (51% male and 49% female (rounded)), given the target audience, effort will be made to ensure that at least 60% of the estimated project reach is young men between the ages of 16–25 (approximately 276,635).</p> <p><i>NB: Upon request, the above figures were verified by the Australian Bureau of Statistics, with the data taken from 2021 Survey Data and collated through ABS Table Builder.</i></p>



### 3. Activity deliverables

When completing the Activity Work Plan, populate the Objective, Deliverable, Time frames and Measures of Success sections. Only complete the AWP Report column when submitting your AWPR.

You may duplicate the rows in this table as many times as necessary to describe each deliverable.

Objective	Deliverable	Time frames	Measures of success	AWP Report
<p>To co-design and use trauma-informed and age-appropriate social media and online communication methods to:</p> <ul style="list-style-type: none"> <li>Improve attitudes and understanding of consent and healthy sexual relationships among young people aged 16 years and over, with the aim of</li> </ul>	<p><b>Content strategy</b></p> <ul style="list-style-type: none"> <li>Preliminary consultation with the Prevention of Gender-Based Violence Youth Advisory Group</li> <li>Engagement of external supplier to lead development of Vision and Brand Strategy and Content Strategy</li> <li>Consultation with Youth Advisory Group, partner</li> </ul>	<p>March 2024</p> <p>July 2024</p> <p>September 2024</p>	<ul style="list-style-type: none"> <li>A content strategy informed by comprehensive developmental research, benchmarking and market testing that acknowledges and centres intersectional experiences</li> </ul>	<ul style="list-style-type: none"> <li>Document if your intended deliverables have been achieved, or outline if you are on track to achieve the deliverable. Additional information can be submitted via an attachment e.g. social media metrics.</li> <li>If you are not on track to achieve the deliverable, outline what steps you have taken so far and steps you will take in the future to achieve the deliverable.</li> </ul>



Objective	Deliverable	Time frames	Measures of success	AWP Report
<ul style="list-style-type: none"> <li>Describe the intended outcome that your activity / service aims to achieve.</li> <li>Outline the need for the activity/service.</li> <li>Identify key issues that the activity / service seeks to address and the groups that may experience these issues.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the key tasks / output that you will complete to achieve the activity objectives.</li> <li>Deliverables should be specific, measurable, and linked to the intended objectives of a service or deliverable.</li> </ul>	<p>Specify the timeframes in which you expect to complete the deliverable.</p>	<ul style="list-style-type: none"> <li>Identify one or more measures of success for the stated objective/s. This should include indicators that will, once collected, demonstrate the impact of the action(s).</li> <li>A measure of success includes what the Department of Social Services and/or you intend to measure, how it will be measured, and when it will be measured.</li> </ul>	<ul style="list-style-type: none"> <li>Document if your intended deliverables have been achieved, or outline if you are on track to achieve the deliverable. Additional information can be submitted via an attachment e.g. social media metrics.</li> <li>If you are not on track to achieve the deliverable, outline what steps you have taken so far and steps you will take in the future to achieve the deliverable.</li> </ul>
<p>contributing to a reduction in sexual harm</p> <ul style="list-style-type: none"> <li>Improve confidence and motivation of young people to actively practice affirmative consent skills and respectful behaviours with their sexual partners using a strengths-based approach, and</li> <li>Improve the current understanding of emerging youth issues around sexual harm and healthy</li> </ul>	<p>organisations, and experts and advisors</p> <ul style="list-style-type: none"> <li>Developmental research and market testing</li> <li>Final Vision and Brand Strategy</li> <li>Draft Content Strategy (to be submitted to DSS for approval)</li> <li>Final Content Strategy</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Deliverables will be finalised with the successful tenderer,</li> </ul>	<p>September 2024</p> <p>Early-October 2024</p> <p>October 2024</p> <p>November 2024</p>	<ul style="list-style-type: none"> <li>Robust methodology that enables the measurement of change through pre- and post- testing, including:</li> </ul>	



<b>Objective</b> <ul style="list-style-type: none"> <li>Describe the intended outcome that your activity / service aims to achieve.</li> <li>Outline the need for the activity/service.</li> <li>Identify key issues that the activity / service seeks to address and the groups that may experience these issues.</li> </ul>	<b>Deliverable</b> <ul style="list-style-type: none"> <li>Describe the key tasks / output that you will complete to achieve the activity objectives.</li> <li>Deliverables should be specific, measurable, and linked to the intended objectives of a service or deliverable.</li> </ul>	<b>Time frames</b> <p>Specify the timeframes in which you expect to complete the deliverable.</p>	<b>Measures of success</b> <ul style="list-style-type: none"> <li>Identify one or more measures of success for the stated objective/s. This should include indicators that will, once collected, demonstrate the impact of the action(s).</li> <li>A measure of success includes what the Department of Social Services and/or you intend to measure, how it will be measured, and when it will be measured.</li> </ul>	<b>AWP Report</b> <ul style="list-style-type: none"> <li>Document if your intended deliverables have been achieved, or outline if you are on track to achieve the deliverable. Additional information can be submitted via an attachment e.g. social media metrics.</li> <li>If you are not on track to achieve the deliverable, outline what steps you have taken so far and steps you will take in the future to achieve the deliverable.</li> </ul>
sexual relationships, and what works when engaging young people on these issues.	with the below provided as a guide <ul style="list-style-type: none"> <li>Preliminary meetings with suitable organisations</li> <li>Request for Tender distributed to select organisation/s (limited tender)</li> <li>Tender Evaluation Committee established to review response/s</li> <li>Contract with preferred supplier finalised</li> <li>Evaluation plan (including program logic)</li> </ul>	April 2024  May 2024  May 2024  June 2024  August 2024	<ul style="list-style-type: none"> <li>Understanding of issues around sexual relationships and violence</li> <li>Awareness of affirmative consent skills and respectful behaviours</li> <li>Engagement with produced content on affirmative consent</li> </ul> <ul style="list-style-type: none"> <li>A program logic that can be adopted for future related projects, ensuring best practice social media and broader youth engagement</li> </ul>	



<b>Objective</b> <ul style="list-style-type: none"> <li>Describe the intended outcome that your activity / service aims to achieve.</li> <li>Outline the need for the activity/service.</li> <li>Identify key issues that the activity / service seeks to address and the groups that may experience these issues.</li> </ul>	<b>Deliverable</b> <ul style="list-style-type: none"> <li>Describe the key tasks / output that you will complete to achieve the activity objectives.</li> <li>Deliverables should be specific, measurable, and linked to the intended objectives of a service or deliverable.</li> </ul>	<b>Time frames</b> <p>Specify the timeframes in which you expect to complete the deliverable.</p>	<b>Measures of success</b> <ul style="list-style-type: none"> <li>Identify one or more measures of success for the stated objective/s. This should include indicators that will, once collected, demonstrate the impact of the action(s).</li> <li>A measure of success includes what the Department of Social Services and/or you intend to measure, how it will be measured, and when it will be measured.</li> </ul>	<b>AWP Report</b> <ul style="list-style-type: none"> <li>Document if your intended deliverables have been achieved, or outline if you are on track to achieve the deliverable. Additional information can be submitted via an attachment e.g. social media metrics.</li> <li>If you are not on track to achieve the deliverable, outline what steps you have taken so far and steps you will take in the future to achieve the deliverable.</li> </ul>
	<ul style="list-style-type: none"> <li>Interim Report (benchmarks / pre-test data and rapid evidence assessment)</li> <li>Ongoing monitoring, evaluation and learning processes (undertaken by Teach Us Consent)</li> <li>Final Evaluation Report</li> </ul>	<p>Late-September 2024</p> <p>June 2025</p> <p>December 2025</p>		
	<b>Youth Advisory Group</b> <ul style="list-style-type: none"> <li>Terms of reference</li> <li>Advertisement of Youth Advisory Group nominations</li> <li>Engagement and finalisation of sub-contracting</li> </ul>	<p>June 2024</p> <p>June 2024</p> <p>June 2024</p>	<ul style="list-style-type: none"> <li>Representative and diverse membership</li> <li>Consistent engagement by all Youth Advisory Group members</li> <li>Sufficient opportunities to engage and consult</li> </ul>	



<b>Objective</b> <ul style="list-style-type: none"> <li>Describe the intended outcome that your activity / service aims to achieve.</li> <li>Outline the need for the activity/service.</li> <li>Identify key issues that the activity / service seeks to address and the groups that may experience these issues.</li> </ul>	<b>Deliverable</b> <ul style="list-style-type: none"> <li>Describe the key tasks / output that you will complete to achieve the activity objectives.</li> <li>Deliverables should be specific, measurable, and linked to the intended objectives of a service or deliverable.</li> </ul>	<b>Time frames</b> <p>Specify the timeframes in which you expect to complete the deliverable.</p>	<b>Measures of success</b> <ul style="list-style-type: none"> <li>Identify one or more measures of success for the stated objective/s. This should include indicators that will, once collected, demonstrate the impact of the action(s).</li> <li>A measure of success includes what the Department of Social Services and/or you intend to measure, how it will be measured, and when it will be measured.</li> </ul>	<b>AWP Report</b> <ul style="list-style-type: none"> <li>Document if your intended deliverables have been achieved, or outline if you are on track to achieve the deliverable. Additional information can be submitted via an attachment e.g. social media metrics.</li> <li>If you are not on track to achieve the deliverable, outline what steps you have taken so far and steps you will take in the future to achieve the deliverable.</li> </ul>
	arrangement with mental health support <ul style="list-style-type: none"> <li>Review of nominations (Nominations Committee comprised of three Teach Us Consent staff)</li> <li>Vicarious trauma training for all Youth Advisory Group members</li> <li>Up to six Youth Advisory Group meetings</li> </ul>	July 2024  August 2024  August 2024, September 2024, October 2024, February 2025 and April 2025, and June 2025	throughout the course of the Promoting Consent Initiative	



<b>Objective</b> <ul style="list-style-type: none"> <li>Describe the intended outcome that your activity / service aims to achieve.</li> <li>Outline the need for the activity/service.</li> <li>Identify key issues that the activity / service seeks to address and the groups that may experience these issues.</li> </ul>	<b>Deliverable</b> <ul style="list-style-type: none"> <li>Describe the key tasks / output that you will complete to achieve the activity objectives.</li> <li>Deliverables should be specific, measurable, and linked to the intended objectives of a service or deliverable.</li> </ul>	<b>Time frames</b> <p>Specify the timeframes in which you expect to complete the deliverable.</p>	<b>Measures of success</b> <ul style="list-style-type: none"> <li>Identify one or more measures of success for the stated objective/s. This should include indicators that will, once collected, demonstrate the impact of the action(s).</li> <li>A measure of success includes what the Department of Social Services and/or you intend to measure, how it will be measured, and when it will be measured.</li> </ul>	<b>AWP Report</b> <ul style="list-style-type: none"> <li>Document if your intended deliverables have been achieved, or outline if you are on track to achieve the deliverable. Additional information can be submitted via an attachment e.g. social media metrics.</li> <li>If you are not on track to achieve the deliverable, outline what steps you have taken so far and steps you will take in the future to achieve the deliverable.</li> </ul>
		<i>NB: Meeting dates are estimates only and will be finalised ahead of receiving nominations</i>		
	<b>Staffing and Recruitment</b> <ul style="list-style-type: none"> <li>Development of position descriptions</li> <li>Roles advertised via LinkedIn, Seek and Ethical Jobs</li> <li>Virtual and/or in-person interviews</li> <li>Reference checks.</li> </ul>	<p>May 2025</p> <p>March 2024 – July 2024</p> <p>March 2024 – July 2024</p>	<ul style="list-style-type: none"> <li>Adequate responses / interests in advertised positions</li> <li>Appropriately skilled candidates</li> </ul>	



<b>Objective</b> <ul style="list-style-type: none"> <li>Describe the intended outcome that your activity / service aims to achieve.</li> <li>Outline the need for the activity/service.</li> <li>Identify key issues that the activity / service seeks to address and the groups that may experience these issues.</li> </ul>	<b>Deliverable</b> <ul style="list-style-type: none"> <li>Describe the key tasks / output that you will complete to achieve the activity objectives.</li> <li>Deliverables should be specific, measurable, and linked to the intended objectives of a service or deliverable.</li> </ul>	<b>Time frames</b> <p>Specify the timeframes in which you expect to complete the deliverable.</p>	<b>Measures of success</b> <ul style="list-style-type: none"> <li>Identify one or more measures of success for the stated objective/s. This should include indicators that will, once collected, demonstrate the impact of the action(s).</li> <li>A measure of success includes what the Department of Social Services and/or you intend to measure, how it will be measured, and when it will be measured.</li> </ul>	<b>AWP Report</b> <ul style="list-style-type: none"> <li>Document if your intended deliverables have been achieved, or outline if you are on track to achieve the deliverable. Additional information can be submitted via an attachment e.g. social media metrics.</li> <li>If you are not on track to achieve the deliverable, outline what steps you have taken so far and steps you will take in the future to achieve the deliverable.</li> </ul>
		March 2024 – July 2024	<ul style="list-style-type: none"> <li>Evidence-based, age-appropriate, trauma-informed and culturally safe resources that are engaging and impactful for diverse groups of young people</li> </ul>	
	<b>Design and Content Creation</b> <ul style="list-style-type: none"> <li>Scoping meetings with creative partners</li> <li>Request for proposal (all engaged creative agencies)</li> <li>Proposal/s review (vendor selection)</li> <li>Contract execution</li> <li>Developmental research / market testing</li> </ul>	May 2024 May 2024 June 2024 July 2024 September 2024	<ul style="list-style-type: none"> <li>Evidence-based, age-appropriate, trauma-informed and culturally safe resources that are engaging and impactful for diverse groups of young people</li> </ul>	



<b>Objective</b> <ul style="list-style-type: none"> <li>Describe the intended outcome that your activity / service aims to achieve.</li> <li>Outline the need for the activity/service.</li> <li>Identify key issues that the activity / service seeks to address and the groups that may experience these issues.</li> </ul>	<b>Deliverable</b> <ul style="list-style-type: none"> <li>Describe the key tasks / output that you will complete to achieve the activity objectives.</li> <li>Deliverables should be specific, measurable, and linked to the intended objectives of a service or deliverable.</li> </ul>	<b>Time frames</b> <p>Specify the timeframes in which you expect to complete the deliverable.</p>	<b>Measures of success</b> <ul style="list-style-type: none"> <li>Identify one or more measures of success for the stated objective/s. This should include indicators that will, once collected, demonstrate the impact of the action(s).</li> <li>A measure of success includes what the Department of Social Services and/or you intend to measure, how it will be measured, and when it will be measured.</li> </ul>	<b>AWP Report</b> <ul style="list-style-type: none"> <li>Document if your intended deliverables have been achieved, or outline if you are on track to achieve the deliverable. Additional information can be submitted via an attachment e.g. social media metrics.</li> <li>If you are not on track to achieve the deliverable, outline what steps you have taken so far and steps you will take in the future to achieve the deliverable.</li> </ul>
	<ul style="list-style-type: none"> <li>Phased creative development of resources:               <ul style="list-style-type: none"> <li>Module 1: Deepening understanding and skills</li> <li>Module 2: Addressing societal attitudes</li> <li>Module 3: Focused issues</li> <li>Module 4: Advocacy and long-term change</li> </ul> </li> </ul>	<p>March 2025</p> <p>April 2025</p> <p>May 2025</p> <p>June 2025</p> <p><i>NB: In collaboration with the creative partner/s a decision may be made to concurrently develop resources across modules (specifically for static posts and</i></p>		



Objective	Deliverable	Time frames	Measures of success	AWP Report
<ul style="list-style-type: none"> <li>Describe the intended outcome that your activity / service aims to achieve.</li> <li>Outline the need for the activity/service.</li> <li>Identify key issues that the activity / service seeks to address and the groups that may experience these issues.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the key tasks / output that you will complete to achieve the activity objectives.</li> <li>Deliverables should be specific, measurable, and linked to the intended objectives of a service or deliverable.</li> </ul>	<p>Specify the timeframes in which you expect to complete the deliverable.</p>	<ul style="list-style-type: none"> <li>Identify one or more measures of success for the stated objective/s. This should include indicators that will, once collected, demonstrate the impact of the action(s).</li> <li>A measure of success includes what the Department of Social Services and/or you intend to measure, how it will be measured, and when it will be measured.</li> </ul>	<ul style="list-style-type: none"> <li>Document if your intended deliverables have been achieved, or outline if you are on track to achieve the deliverable. Additional information can be submitted via an attachment e.g. social media metrics.</li> <li>If you are not on track to achieve the deliverable, outline what steps you have taken so far and steps you will take in the future to achieve the deliverable.</li> </ul>
	<p><b>Social Media Content Delivery</b></p> <ul style="list-style-type: none"> <li>Static posts (e.g. Instagram, Facebook, and LinkedIn)</li> <li>Short-form written content (e.g. Instagram and Reddit)</li> <li>Short-form video content (e.g. Instagram, Snapchat, TikTok and Reddit)</li> <li>Long-form video content (e.g. podcasts and YouTube)</li> </ul>	<p><i>short-form content.</i></p> <p>Content delivery will be mixed across the four modules. That is, each module will include static posts, short-form, and long-form content. As such, specific dates are not included. However, content may be concurrently developed to optimise available resourcing and minimise risks of</p>	<ul style="list-style-type: none"> <li>80–100 trauma-informed and age-appropriate resources that are delivered in multiple engaging forms and across a number of social media platforms</li> </ul> <p><i>NB: A breakdown will be provided following the development of the content strategy</i></p>	



Objective	Deliverable	Time frames	Measures of success	AWP Report
<ul style="list-style-type: none"> <li>Describe the intended outcome that your activity / service aims to achieve.</li> <li>Outline the need for the activity/service.</li> <li>Identify key issues that the activity / service seeks to address and the groups that may experience these issues.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the key tasks / output that you will complete to achieve the activity objectives.</li> <li>Deliverables should be specific, measurable, and linked to the intended objectives of a service or deliverable.</li> </ul> <p><i>NB: The platforms will be chosen following consultation with the creative partner/s, Youth Advisory Group and DSS.</i></p>	Specify the timeframes in which you expect to complete the deliverable.	<ul style="list-style-type: none"> <li>Identify one or more measures of success for the stated objective/s. This should include indicators that will, once collected, demonstrate the impact of the action(s).</li> <li>A measure of success includes what the Department of Social Services and/or you intend to measure, how it will be measured, and when it will be measured.</li> </ul>	<ul style="list-style-type: none"> <li>Document if your intended deliverables have been achieved, or outline if you are on track to achieve the deliverable. Additional information can be submitted via an attachment e.g. social media metrics.</li> <li>If you are not on track to achieve the deliverable, outline what steps you have taken so far and steps you will take in the future to achieve the deliverable.</li> </ul>
	<p><b>Partnerships</b></p> <ul style="list-style-type: none"> <li>Mapping current and prospective partnerships to support development and delivery of resources</li> </ul>	April 2024	<ul style="list-style-type: none"> <li>Diverse range of stakeholders to ensure work is expertly informed and reflects intersectional experiences and voices</li> </ul>	



<b>Objective</b> <ul style="list-style-type: none"> <li>Describe the intended outcome that your activity / service aims to achieve.</li> <li>Outline the need for the activity/service.</li> <li>Identify key issues that the activity / service seeks to address and the groups that may experience these issues.</li> </ul>	<b>Deliverable</b> <ul style="list-style-type: none"> <li>Describe the key tasks / output that you will complete to achieve the activity objectives.</li> <li>Deliverables should be specific, measurable, and linked to the intended objectives of a service or deliverable.</li> </ul>	<b>Time frames</b> <p>Specify the timeframes in which you expect to complete the deliverable.</p>	<b>Measures of success</b> <ul style="list-style-type: none"> <li>Identify one or more measures of success for the stated objective/s. This should include indicators that will, once collected, demonstrate the impact of the action(s).</li> <li>A measure of success includes what the Department of Social Services and/or you intend to measure, how it will be measured, and when it will be measured.</li> </ul>	<b>AWP Report</b> <ul style="list-style-type: none"> <li>Document if your intended deliverables have been achieved, or outline if you are on track to achieve the deliverable. Additional information can be submitted via an attachment e.g. social media metrics.</li> <li>If you are not on track to achieve the deliverable, outline what steps you have taken so far and steps you will take in the future to achieve the deliverable.</li> </ul>
	<ul style="list-style-type: none"> <li>Preliminary meetings / communication with identified partners to discuss collaborative opportunities</li> <li>Confirmed arrangements with partners (e.g. Evaluation Advisory Group membership)</li> </ul>	<p>June 2024</p> <p>June 2024</p>		



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### 3.1 Additional Information on project implementation

Please provide further detail on the key deliverables outlined above.

Deliverable	Rationale/ Additional Information
Content Strategy	<p>A fit for purpose content strategy that is co-designed with young people, experts and advisors and other relevant partner agencies will be developed. The purpose of the content strategy will be to provide a blueprint for age-appropriate, trauma-informed and culturally safe resources. The proposed topics covered will be informed by existing research and frameworks, notably, Our Watch's 'Change the Story' and delivered across modules. While the list of topics will be discussed and finalised with the Youth Advisory Group, the topics will likely include: an introduction to consent; challenging the condoning of violence against women; consent day to day; communication and boundaries; consent in relationships; what constitutes sexual harassment and assault; healthy masculinity; affirmative consent; stealthing; rejecting sexist attitudes; challenging gender norms; dissecting gendered language; combatting myths that uphold gender-based violence; advocacy and empowerment; and cultural development for lasting change. Teach Us Consent will also collaborate with the eSafety on topics relating to pornography and online safety. Each topic will be covered in-depth and consist of a diverse range of resources, including easy-to-understand graphics; representative photography; video assets; podcasts; longer form in-depth written content and interactive content. A number of topics including, grooming, bystander action and responding to breaches of consent will also be considered as potential topics, following consultation with the Prevention of Gender-Based Violence Youth Advisory Group.</p> <p>The Content Strategy will be informed by significant developmental research and market testing. This will include pre-testing and benchmarking on current levels of awareness, attitudes and behaviours by the evaluator and research on the communication needs of the target audience as part of the development of the Vision and Brand Strategy. In addition to engagement with the Youth Advisory Group, the content strategy will also be informed by consultation with experts and advisors, partner organisations, peak bodies and other groups, including the Prevention of Gender-Based Violence Youth Advisory Group.</p> <p>The Youth Advisory Group will be engaged in both discussion on how best to communicate the aforementioned topics, including content-type and platform and will also, where possible, test the resources prior to dissemination. Where appropriate, experts and advisors and partner agencies will be engaged to test language and content as well.</p>
Evaluation	<p>An independent process and outcome evaluation to assess overall individual and community-level impacts of the Promoting Consent Initiative will be procured. The process evaluation will explore how the Promoting Consent Initiative was designed and implemented and opportunities for improvement including utilisation of particular social media platforms. This will include</p>



	<p>examination of the establishment and operation of the Youth Advisory Group as part of the process evaluation. The outcome evaluation will investigate the link between the activities delivered and any individual and community-level outcomes and impacts.</p> <p>Given the timeframes of the grant, and the need to have the evaluation commence prior to the delivery of resources and content, a limited tender process will be undertaken. This will ensure that pre- and post-testing can be undertaken and to enable any benchmarking for the purposes of supporting the delivery of an outcome evaluation. Up to three potential suppliers will be contacted based on their relevant expertise and experience with Government, sexual violence, and youth engagement. Selection criteria has been established and weighted to support the effective review and/or comparison of response/s. The tender/s will be reviewed a Tender Evaluation Committee comprised of two Teach Us Consent staff and one engaged expert with suitable background and expertise.</p> <p>While some measures and metrics have been identified, these will be finalised in consultation with the successful evaluator. Evaluator/s will submit a program logic in response to the request for quote, with the expectation that it leverage the Commonwealth Consent Policy Framework and provide an overarching foundation for the evaluation going forward. This will then be refined between Teach Us Consent and the successful evaluator. ANROWS may also be engaged to provide feedback.</p> <p>The external evaluation will be supported by ongoing monitoring, evaluation and learning processes undertaken by Teach Us Consent, specifically management of feedback through social media platforms; reach, engagement and follower metrics and feedback through formal mechanisms including the Youth Advisory Group and with relevant experts and advisors. The purpose of this process will be to ensure real time changes can be made throughout roll-out to optimise engagement and impact. This information will also be provided to the independent evaluator to be incorporated into their data collection processes.</p> <p>An Evaluation Advisory Group comprised of Teach Us Consent staff, relevant experts and advisors and a Youth Advisory Group representative will be established to monitor evaluation outputs and guide development and delivery.</p>
Youth Advisory Group	<p>A Youth Advisory Group comprised of approximately 15 members (aged 18–25) will be established to guide the development of social media resources and to facilitate dialogue with young people on affirmative consent skills and respectful behaviours. The Youth Advisory Group will provide feedback on both the nature of content and mode of delivery. Chaired by a suitable Teach Us Consent staff member, the Youth Advisory Group will meet up to six times throughout the course of the Initiative, with secretariat provided by Teach Us Consent staff. Ongoing feedback loops will be established with the Youth Advisory Group to prevent delays to content development and roll-out and to enable testing and real time improvements. This will include pre-reading and out-of-session consultation and feedback. Where appropriate, sub-committees may be established to lead on particular content. To prioritise psychological safety, discussions within the group will focus on prevention, education materials, and policy input rather than lived experience. All Youth Advisory Group members will complete vicarious trauma training, which will include 'a brief about</p>



	<p>the brief to ensure role expectations are reinforced. Additionally, every group member will have access to small group supervision with an appropriately qualified mental health professional. The purpose of the supervision will be to offer wellness management (i.e. managing impacts of vicarious trauma). Individual debriefing will also be available, as required, including following any self-disclosures or disclosures by other members relating to domestic, family and sexual violence.</p> <p>Teach Us Consent will liaise with tertiary education and vocational training providers, Australian Chamber of Commerce and Industry and other relevant partners and agencies to optimise the reach of Youth Advisory Group nomination promotion. This will include promotion across Teach Us Consent and other relevant agency social media platforms to enable nominations from community. Applicants will be required to submit a CV and where possible, a pre-recorded video interview. Where the latter is not feasible, a commensurate written task will be offered. All applications will be reviewed by three Teach Us Consent employees against established criteria. Teach Us Consent will have a particular commitment to ensuring the diversity of the Youth Advisory Group represents and reflects the youth community.</p>
Staffing and Recruitment	<p>Phased recruitment will be undertaken in alignment with project deliverables and to stagger onboarding. Priority will be placed on first recruiting the administrative and research positions. This will be to support the establishment phase of the project and the development of the Youth Advisory Group. A total of 7 positions will be recruited to deliver this Initiative. These include Head of Projects (1.0 FTE); Social Media Manager (0.8 FTE); Content and Communications Manager (1.0 FTE); Brand and Partnerships Manager (0.5 FTE); Research and Education Manager (1.0FTE); Researcher / DEI Consultant (1.0 FTE); and Administrative Assistant (1.0 FTE). All roles will be recruited to by July 2024. Roles will be promoted online via Teach Us Consent's social media, LinkedIn, Seek and Ethical Jobs. A comparative assessment will be undertaken for all roles, which will include application review (CV / Cover Letter), interview/s and reference checks.</p> <p>The roles have been established to ensure the delivery of various components of the project. While the Head of Projects will be responsible for overall project delivery, team management and performance tracking, a number of manager positions have been proposed to lead on components of this project. The Brand and Partnerships Manager will oversee brand strategy, partnership development and brand alliances; the Communications and Content Manager will oversee the distribution of content, communications, media engagement and creative partner management; and the Social Media Manager will develop and execute social media strategies, content scheduling, platform moderation and content creation. The Research and Engagement Manager will oversee the development of educational curricula and resources, research initiatives and external partner consultation, including with the Youth Advisory Group and experts and advisors. Research support and quality assurance relating to diversity, equity and inclusion will be provided by the Researcher / DEI position, with the administrative assistant providing administrative and coordination support to the project team.</p>



	<p>A C-level organisational team will also be established to ensure high-level oversight of Teach Us Consent's organisation development, with the team significantly involved in the effective use of government funding. The Chief Executive Officer (CEO) (0.4 FTE) will be responsible for overseeing organisational development, managing overall operations and resources, and being the main point of communication between the board of directors and organisational operations. They will provide overall leadership, defining the long-term vision and strategy of the organisation as well as act as the primary spokesperson for the organisation, engaging with the media, stakeholders, and the public where necessary.</p> <p>The Chief Strategy Officer (CSO) (0.2 FTE) will be responsible for the development and refinement of the organisation's strategic initiatives. They will align the strategy with the organisation's goals and ensure that the various strategic initiatives are integrated across all functions. This includes developing strategic plans and initiatives to promote growth and to address key challenges in the organisation's external and internal environments, whilst continuously monitoring the effectiveness of strategy, making adjustments, as necessary.</p>
Design and Content Creation	<p>Prospective partners have been identified through referral and independent research as per common sector practice. Four partners have been identified: Not Another; Now We Collide; Accept and Proceed; and Thyme Studio. All agencies were required to present on their experience and on ideas for collaboration.</p> <p><u>Procurement Process</u></p> <ol style="list-style-type: none"> <li>1. Scoping meetings <ul style="list-style-type: none"> <li>• Meetings to discuss opportunities for partnership and agency experience and expertise.</li> </ul> </li> <li>2. Prepare Request for Proposal (RFP) or Request for Quotation (RFQ) <ul style="list-style-type: none"> <li>• Create comprehensive RFP or RFQ documents that provide all the necessary information for potential vendors to submit their proposals including project requirements, criteria for evaluation, submission deadline, and terms and conditions.</li> </ul> </li> <li>3. Vendor Selection Process <ul style="list-style-type: none"> <li>• Select vendors using a selection committee which utilise a clear set of objectives and measurable criteria for evaluation. Criteria might include creativity, experience in similar projects, budget, timeline, and value addition.</li> <li>• Evaluate all submissions against criteria and shortlist candidates for further assessment, such as interviews or presentations.</li> </ul> </li> <li>4. Due Diligence and Negotiations <ul style="list-style-type: none"> <li>• Conduct due diligence to verify the experience, financial stability, and reputation of the shortlisted agencies.</li> </ul> </li> </ol>



	<ul style="list-style-type: none"> <li>Engage in negotiations with shortlisted applications to refine project terms, costs, and deliverables. Ensure all agreements align with budget and project goals.</li> </ul> <p>5. Award Contract</p> <ul style="list-style-type: none"> <li>Select vendor that best meets the project criteria and offers the best value for money. Publicly announce the award to maintain transparency.</li> <li>Finalise a detailed contract that includes deliverables, timelines, payment schedules, confidentiality clauses, and penalties for non-compliance.</li> </ul> <p>Plans for content creation will be developed in consultation with creative partner/s and collaborators including influencers and public figures. This includes decisions on whether content will be developed by type, such as static, short-form or long-form or by module. Given prioritisation will be placed on resource allocation and availability, it is expected that some concurrent resource development across the modules may take place.</p> <p>A number of measures and processes will be introduced to ensure content is culturally safe and appropriate for diverse groups of young people and will include: testing with the Youth Advisory Group, oversight from the DEI Officer position; and feedback from experts and advisors, peak bodies and other relevant agencies. For some content, there will also be two stages of feedback, that is, feedback on the content strategy and the testing of resources.</p>
Social Media Content Delivery	<p>The strategy for development and roll-out of 80–100 trauma-informed and age-appropriate resources will be co-designed with the Youth Advisory Group, with the content strategy stepping out the approach in more detail. It will be proposed that dissemination of resources commence in March 2025. For each module, it is expected that static posts will first be created, with regular and consistent posting across relevant platforms to build audience and maintain engagement. Priority will be given to ensuring content has high 'shareability' and 'saveability' for maximised reach. This will be followed by long-form video and written content. A comprehensive communications strategy will be established to ensure that roll-out is coordinated across platforms to optimise reach (e.g. Instagram posts relating to a podcast). All content will be uploaded onto the Teach Us Consent website to establish a central repository. The repository will also include resources from partner agencies including Our Watch and eSafety. Social media content delivery will be undertaken in alignment with the Department of Social Services' Procedural Guidance and Approvals Process to ensure requisite sign-off is received without delay to roll-out, particularly for 'sensitive' content.</p>
Partnerships	<p>Partnerships are central to development and implementation of the Promoting Consent Initiative. Partnerships will be established to ensure work is evidence-based and reflective of intersectional experiences. This includes engagement with Teach Us Consent's current and future group of diverse experts and advisors with academic, legal and policy backgrounds; peak bodies and organisations for diverse groups of young people; other relevant advocacy groups and organisations to ensure alignment with work and to facilitate transfer of knowledge; and influencers and other public figures.</p>



#### 4. Risk management and Quality Assurance (please note any predicted risks & related mitigation strategies)

When completing the Activity Work Plan, populate the Risk and How the Risk will be Managed sections. Only complete the AWP Report column when submitting your AWPR.

You may duplicate the rows in this table as many times as necessary to describe each identified risk.

<b>Risk</b> <ul style="list-style-type: none"> <li>List any risks you have identified that could affect the successful delivery of activities, outputs and/or outcomes.</li> <li>Risks might include, but are not limited to activity, operational, health and safety or reputational.</li> </ul>	<b>How the Risk will be Managed</b> <ul style="list-style-type: none"> <li>Outline the action(s) your organisation will take to mitigate and/or manage each risk.</li> <li>This should include consulting the Department ahead of any media contact referencing activities or issues related to your Grant Agreement, as per the Procedural Guidance</li> </ul>	<b>AWP Report</b> <ul style="list-style-type: none"> <li>Document if your risk management strategies were successful and/or provide an update on how they are progressing.</li> <li>List any new risks are identified and new management strategies as required.</li> </ul>
Schedule slippage resulting in project delays, under-developed and consulted resources, and cost overruns ( <b>Low Risk</b> )	<ul style="list-style-type: none"> <li>Agile resource management to enable the prioritisation of relevant milestones, when required.</li> <li>Established feedback loops with Youth Advisory Group, experts, and advisors to ensure consistent engagement both at scheduled meetings and out-of-session.</li> <li>Flexible schedule for resource delivery to enable revisions to delivery timelines for specific resources.</li> <li>Ongoing project monitoring to identify and predict any slippage and to address in real-time.</li> </ul>	



<p style="text-align: center;"><b>Risk</b></p> <ul style="list-style-type: none"> <li>• List any risks you have identified that could affect the successful delivery of activities, outputs and/or outcomes.</li> <li>• Risks might include, but are not limited to activity, operational, health and safety or reputational.</li> </ul>	<p style="text-align: center;"><b>How the Risk will be Managed</b></p> <ul style="list-style-type: none"> <li>• Outline the action(s) your organisation will take to mitigate and/or manage each risk.</li> <li>• This should include consulting the Department ahead of any media contact referencing activities or issues related to your Grant Agreement, as per the Procedural Guidance</li> </ul>	<p style="text-align: center;"><b>AWP Report</b></p> <ul style="list-style-type: none"> <li>• Document if your risk management strategies were successful and/or provide an update on how they are progressing.</li> <li>• List any new risks are identified and new management strategies as required.</li> </ul>
	<ul style="list-style-type: none"> <li>• Consistent communication with DSS on delivery and scope to shift agreed timeframes, where required and reasonable.</li> <li>• Compliance with DSS approvals, including those outlined in supplementary materials such as the Procedural Guidance and Approvals Process.</li> </ul>	
<p>Poor management and control of government funds (<b>Low Risk</b>)</p>	<ul style="list-style-type: none"> <li>• Engagement of an external auditor.</li> <li>• Engagement of external accounting and bookkeeping services.</li> <li>• Active and ongoing monitoring of expenses and budgets throughout life cycle of Initiative.</li> <li>• Establishment of a Finance, Audit and Risk Committee (Board).</li> <li>• Financial training for board members and relevant staff.</li> </ul>	



<p style="text-align: center;"><b>Risk</b></p> <ul style="list-style-type: none"> <li>List any risks you have identified that could affect the successful delivery of activities, outputs and/or outcomes.</li> <li>Risks might include, but are not limited to activity, operational, health and safety or reputational.</li> </ul>	<p style="text-align: center;"><b>How the Risk will be Managed</b></p> <ul style="list-style-type: none"> <li>Outline the action(s) your organisation will take to mitigate and/or manage each risk.</li> <li>This should include consulting the Department ahead of any media contact referencing activities or issues related to your Grant Agreement, as per the Procedural Guidance</li> </ul>	<p style="text-align: center;"><b>AWP Report</b></p> <ul style="list-style-type: none"> <li>Document if your risk management strategies were successful and/or provide an update on how they are progressing.</li> <li>List any new risks are identified and new management strategies as required.</li> </ul>
<p>Ineffective project governance (<b>Low Risk</b>)</p>	<ul style="list-style-type: none"> <li>Clear and effective governance structure that sets out the roles and expectations of the project team, Teach Us Consent Board, Youth Advisory Group and engaged experts and advisors but does not stifle ongoing collaboration and consultation.</li> <li>Ongoing monitoring to enable real-time changes to governance structure to optimise collaboration and project delivery.</li> <li>Established feedback loops to support governance structure.</li> </ul>	
<p>Data breaches — Teach Us Consent social media platforms, website, and work files (<b>Low Risk</b>)</p>	<ul style="list-style-type: none"> <li>Two-step verification on all social media platforms.</li> </ul>	



<p style="text-align: center;"><b>Risk</b></p> <ul style="list-style-type: none"> <li>List any risks you have identified that could affect the successful delivery of activities, outputs and/or outcomes.</li> <li>Risks might include, but are not limited to activity, operational, health and safety or reputational.</li> </ul>	<p style="text-align: center;"><b>How the Risk will be Managed</b></p> <ul style="list-style-type: none"> <li>Outline the action(s) your organisation will take to mitigate and/or manage each risk.</li> <li>This should include consulting the Department ahead of any media contact referencing activities or issues related to your Grant Agreement, as per the Procedural Guidance</li> </ul>	<p style="text-align: center;"><b>AWP Report</b></p> <ul style="list-style-type: none"> <li>Document if your risk management strategies were successful and/or provide an update on how they are progressing.</li> <li>List any new risks are identified and new management strategies as required.</li> </ul>
<p>Psychosocial risks for staff, Youth Advisory Group, and community (<b>Medium Risk</b>)</p>	<ul style="list-style-type: none"> <li>10 sessions of mental health support and therapy available to all staff and board throughout the course of the Initiative.</li> <li>Vicarious trauma training for relevant project staff.</li> <li>Youth Advisory Group member access to mental health support, as required. This will be provided by a sub-contracted professional / agency in alignment with the grant agreement.</li> <li>Clear Youth Advisory Group Terms of Reference that reinforces the purpose and nature of roles, that is, a focus on prevention, education, and policy rather than lived experience.</li> <li>Clear disclosure protocols to facilitate safe and effective handling of relevant disclosures.</li> </ul>	



<p style="text-align: center;"><b>Risk</b></p> <ul style="list-style-type: none"> <li>List any risks you have identified that could affect the successful delivery of activities, outputs and/or outcomes.</li> <li>Risks might include, but are not limited to activity, operational, health and safety or reputational.</li> </ul>	<p style="text-align: center;"><b>How the Risk will be Managed</b></p> <ul style="list-style-type: none"> <li>Outline the action(s) your organisation will take to mitigate and/or manage each risk.</li> <li>This should include consulting the Department ahead of any media contact referencing activities or issues related to your Grant Agreement, as per the Procedural Guidance</li> </ul>	<p style="text-align: center;"><b>AWP Report</b></p> <ul style="list-style-type: none"> <li>Document if your risk management strategies were successful and/or provide an update on how they are progressing.</li> <li>List any new risks are identified and new management strategies as required.</li> </ul>
	<ul style="list-style-type: none"> <li>Strict moderation guidelines that outline steps to reporting, removing, and blocking, comments that discriminate, intimidate, vilify, harass, or abuse.</li> </ul>	
<p>Youth Advisory Group is not optimally established nor managed (<b>Low Risk</b>)</p>	<ul style="list-style-type: none"> <li>Youth Advisory Group membership will be advertised across various channels including in partnership with the Department of Education, Universities Australia (peak organisation), Australian Chamber of Commerce and Industry to ensure nominations are representative of the young people of Australia.</li> <li>A clear Terms of Reference and Code of Conduct for members will be established to ensure roles and responsibilities are clearly defined.</li> <li>Meetings will be scheduled ahead of critical project delivery milestones to ensure</li> </ul>	



<b>Risk</b> <ul style="list-style-type: none"> <li>List any risks you have identified that could affect the successful delivery of activities, outputs and/or outcomes.</li> <li>Risks might include, but are not limited to activity, operational, health and safety or reputational.</li> </ul>	<b>How the Risk will be Managed</b> <ul style="list-style-type: none"> <li>Outline the action(s) your organisation will take to mitigate and/or manage each risk.</li> <li>This should include consulting the Department ahead of any media contact referencing activities or issues related to your Grant Agreement, as per the Procedural Guidance</li> </ul>	<b>AWP Report</b> <ul style="list-style-type: none"> <li>Document if your risk management strategies were successful and/or provide an update on how they are progressing.</li> <li>List any new risks are identified and new management strategies as required.</li> </ul>
	<p>feedback is effectively captured and used to inform outputs.</p> <ul style="list-style-type: none"> <li>Out-of-session engagement to be established and understood by members in relation to critical pieces of work and for reactive content.</li> <li>Commensurate financial compensation for contribution to Youth Advisory Group.</li> </ul>	
<p>Poor community engagement with resources <b>(Low Risk)</b></p>	<ul style="list-style-type: none"> <li>Ongoing monitoring, evaluation and learning processes, including reach and engagement across social media platforms will enable real-time adjustments and changes, where required throughout delivery.</li> <li>Developmental research and market testing to establish baseline understanding within cohort to ensure resources are appropriate and market testing to ensure approach</li> </ul>	



<p style="text-align: center;"><b>Risk</b></p> <ul style="list-style-type: none"> <li>• List any risks you have identified that could affect the successful delivery of activities, outputs and/or outcomes.</li> <li>• Risks might include, but are not limited to activity, operational, health and safety or reputational.</li> </ul>	<p style="text-align: center;"><b>How the Risk will be Managed</b></p> <ul style="list-style-type: none"> <li>• Outline the action(s) your organisation will take to mitigate and/or manage each risk.</li> <li>• This should include consulting the Department ahead of any media contact referencing activities or issues related to your Grant Agreement, as per the Procedural Guidance</li> </ul>	<p style="text-align: center;"><b>AWP Report</b></p> <ul style="list-style-type: none"> <li>• Document if your risk management strategies were successful and/or provide an update on how they are progressing.</li> <li>• List any new risks are identified and new management strategies as required.</li> </ul>
	<p style="text-align: center;">addresses the unique needs and challenges of the target audience.</p> <ul style="list-style-type: none"> <li>• Testing resources with Youth Advisory Group, Department of Social Services and relevant experts and advisors, where possible prior to dissemination.</li> <li>• Established Research / DEI position to ensure content and approaches are inclusive and relevant to underrepresented groups within target audience, including First Nations people, people with disability, LGBTIQ+ community and culturally and racially marginalised groups.</li> <li>• Targeted resources for specific communities to ensure relevance (e.g. context and cultural factors) and optimise impact within diverse groups.</li> </ul>	



<b>Risk</b> <ul style="list-style-type: none"> <li>List any risks you have identified that could affect the successful delivery of activities, outputs and/or outcomes.</li> <li>Risks might include, but are not limited to activity, operational, health and safety or reputational.</li> </ul>	<b>How the Risk will be Managed</b> <ul style="list-style-type: none"> <li>Outline the action(s) your organisation will take to mitigate and/or manage each risk.</li> <li>This should include consulting the Department ahead of any media contact referencing activities or issues related to your Grant Agreement, as per the Procedural Guidance</li> </ul>	<b>AWP Report</b> <ul style="list-style-type: none"> <li>Document if your risk management strategies were successful and/or provide an update on how they are progressing.</li> <li>List any new risks are identified and new management strategies as required.</li> </ul>
	<ul style="list-style-type: none"> <li>Translation of all resources into a select number of languages to optimise reach and impact.</li> </ul>	
Reduced community and political support for project and backlash ( <b>Low Risk</b> )	<ul style="list-style-type: none"> <li>Ongoing and targeted engagement with relevant government and non-government stakeholders.</li> <li>Continued Teach Us Consent participation in other relevant initiatives and projects to increase visibility and presence.</li> <li>Effective engagement with Youth Advisory Group and experts and advisors.</li> <li>Procedural Guidance and Approvals process that delineates between sensitive and non-sensitive topics with the former being reviewed through my stringent measures to address and limit risk.</li> <li>In ensuring backlash does not dictate content nor override the evidence-base and</li> </ul>	



<p style="text-align: center;"><b>Risk</b></p> <ul style="list-style-type: none"> <li>List any risks you have identified that could affect the successful delivery of activities, outputs and/or outcomes.</li> <li>Risks might include, but are not limited to activity, operational, health and safety or reputational.</li> </ul>	<p style="text-align: center;"><b>How the Risk will be Managed</b></p> <ul style="list-style-type: none"> <li>Outline the action(s) your organisation will take to mitigate and/or manage each risk.</li> <li>This should include consulting the Department ahead of any media contact referencing activities or issues related to your Grant Agreement, as per the Procedural Guidance</li> </ul>	<p style="text-align: center;"><b>AWP Report</b></p> <ul style="list-style-type: none"> <li>Document if your risk management strategies were successful and/or provide an update on how they are progressing.</li> <li>List any new risks are identified and new management strategies as required.</li> </ul>
	<p style="text-align: center;">consultation feedback, resources will be accompanied by an overview of the evidence used to inform development and also potentially through acknowledgements.</p>	
<p>Inability to demonstrate causal link between Initiative and outcomes due to non-experimental evaluation design (<b>Medium Risk</b>)</p>	<ul style="list-style-type: none"> <li>Engagement of an independent evaluator with experience in identifying methods and approaches to addressing the deficiencies of a non-experimental evaluation design.</li> <li>Robust pre- and post- testing with a diverse and representative sample.</li> <li>Identification and linkage to other research activities to augment identified gaps and deficiencies, including the Australian Human Rights Commission's national survey.</li> <li>Utilisation of meta analytics as baseline for reach to establish an assumed pipeline for behavioural / attitudinal change.</li> </ul>	



#### 4.1 Quality Assurance

A number of quality assurance processes will be established to ensure alignment with government standards and to ensure content is appropriate, engaging and evidence based. These include:

- Developmental research that covers the unique needs and challenges of young people, with a specific focus on the Promoting Consent Initiative's target audience will be undertaken to inform the content strategy and optimise engagement and communication.
- Benchmarking to establish a baseline understanding of the target audience, including current levels of awareness, attitudes and behaviours. This benchmarking will be undertaken by the evaluator and will again inform the development of the content strategy.
- Consistent consultation with diverse groups through established partnerships, experts and advisors and the Youth Advisory Group throughout the development of content and as part of the co-design process. This includes ensuring the Youth Advisory Group represents the diversity of young people in Australia and that the experts and advisors offer diverse and often marginalised voices across topics. Consultation will be undertaken throughout the course of content development, including design and piloting.
- Established Research / DEI position to ensure content and approaches are inclusive and relevant to underrepresented groups within target audience.
- Testing and consultation with DSS as part of piloting process and established and consistent approvals process facilitated by an agreed protocol.
- Experts and advisors will be engaged as appropriate and only on topics relevant to their expertise. This agility in engagement will ensure the content remains evidence-based but not burdened by stagnant governance processes.

#### 4.2 Disclosure Protocols

It is acknowledged that staff may receive verbal or written disclosures of sexual, family, or domestic violence from young people and other individuals engaging with Teach Us Consent's social media platforms or any of the released resources. For **verbal disclosures**, staff will be advised to respond as outlined below:

- Acknowledge how difficult it was to make the disclosure (e.g. *'Thank you for sharing that with me, I can only imagine the courage it took to share this with me'*).
- Show empathy and ensure language affirms belief in the person's experience/s (e.g. *'I am sorry to hear of your experience and the impact it has had on you'*).
- Be transparent about your role and ability to support them with their disclosure (i.e. you are not in a position to provide ongoing therapeutic support).



- Establish whether there is an immediate risk to the safety to the person disclosing or anyone else, including children.
- Clarify that you may be required to report any disclosure to relevant child protection authorities, or the police should the information pertain to a child whose safety is at risk, or who is suspected of being abused or neglected. \*
- Ask the person whether they would like information on available supports and that these can be emailed to them, should they wish to consider them at a later time.
- Remind the person that they can call back should they want more information about supports or if they change their mind (some people will not want or feel ready to discuss support options).

For **written disclosures**, including via social media, the below standard wording will be used and modified, this wording will also be available in the to be developed moderation guidelines to ensure consistency. Disclosures that include recent or ongoing experiences or indicate immediate risk will be escalated to the Head of Projects promptly for consideration prior to response. For responses that do not require reporting to relevant authorities, the below draft text will be used and modified.

Dear XX

Thank you for your message / comment.

I am sorry to hear of your experience and the impact this has had on you. If you are feeling unsafe right now, call 000.

As we are unable to provide formal or ongoing support, you may wish to seek professional support. [1800RESPECT](#), the national domestic, family, and sexual violence counselling, information and support service can be contacted on 1800 737 732, text 0458 737 732, chat or video call online [www.1800RESPECT.org.au](http://www.1800RESPECT.org.au) 24-hours a day, 7 days a week. Details of other support services, including state and territory services can be found under 'find services' with a number of services also included on Teach Us Consent's [website](#).

Thank you again for your comments.

Teach Us Consent



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Should disclosures be made as a comment, consideration will be given on how to manage the response (i.e. deletion) to ensure the psychosocial safety of the community and to avoid potential slander claims. Consideration will be in alignment with moderation guidance (under development) and if deleted, the individual who wrote the post will be messaged privately by a Teach Us Consent staff member to ensure they do not feel such action invalidates their experience as well as to be provided with relevant support information.

### **Disclosures made by Youth Advisory Group members**

While the Terms of Reference will explicitly outline the purpose of the Youth Advisory Group, that is, focused input on prevention, education materials and policy rather than lived experience, disclosures may still be made. Where disclosures are made in a group setting, a relevant staff member will follow-up with the member immediately after the meeting or upon leaving the meeting with the aforementioned process for verbal disclosures undertaken. An email will then be sent to all members with information pertaining to available support, including through the sub-contracted mental health professional / agency. The wording will not mention the disclosure. Draft wording can be found below:

Dear Youth Advisory Group Members

Thank you for your time today — it was yet another invaluable opportunity to hear your ideas and feedback.

While the focus of these meetings is not on lived experience, we understand that engagement with this material can at times be difficult and may trigger certain memories or experiences. Given this, we just wanted to remind you that you are able to access a debriefing session or your scheduled supervision through \*sub-contracted mental health professional / agency\*. Please let us know if you would like us to schedule an appointment or call. Details of other support services, including state and territory services can be found [here](#), with a number of services also included on Teach Us Consent's [website](#).

Please remember that what we discuss in our meetings is not to be shared elsewhere. This is to ensure the Youth Advisory Group remains a safe space to share freely and without judgement or fear.

Please let us know if you have any questions or would like to discuss anything further.



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Warm regards

Teach Us Consent

Both verbal and written disclosures to a Teach Us Consent worker outside of the Youth Advisory Group will again follow the aforementioned processes.

*\*Teach Us Consent do not have mandatory reporting responsibilities outside of the Northern Territory. Guidance on assessing risk and processes for making voluntary reports to relevant authorities will be provided to staff as part of induction, with the Head of Projects in liaison with legal advice making the final decision on action to be taken.*

## 5. Stakeholder

When completing your Activity Work Plan, populate the Stakeholder, Role, and Engagement Strategy sections. Only complete the AWP Report column when submitting your AWPR.

You may duplicate the rows in this table as many times as necessary to describe each stakeholder.



<b>Stakeholder</b> Name the stakeholder/s who you will need to engage with in the delivery of this activity.	<b>Role</b> Describe the role of the stakeholder in the delivery of this project.	<b>Engagement Strategy</b> Describe how you will engage with the stakeholder.  If relevant, please outline how you will mitigate potential risks that may relate to the stakeholder's role in the activity.	<b>AWP Report</b> <ul style="list-style-type: none"> <li>Document whether your stakeholder engagement strategies were successful. You may want to provide an update on how they are progressing.</li> <li>Consider if your current stakeholder engagement strategy requires updating.</li> </ul>
Youth Advisory Group (approximately 15 members aged between 18 and 25)	Guide the development of social media resources and facilitate a dialogue between youth and Teach Us Consent on affirmative consent skills and respectful behaviours. The Youth Advisory Group will provide feedback on both the nature of content and mode of delivery.	Teach Us Consent will provide secretariat support to the Youth Advisory Group with communication outside of the 6 meetings primarily via email. It is likely that the Youth Advisory Group will be convened virtually given the expected geographic spread of membership.	
Experts and Advisors <ul style="list-style-type: none"> <li>Professor Ben Mathews (Queensland University of Technology)</li> </ul>	Guide the development and content across curriculum topics relevant to members' expertise. Resources will be tested with experts prior to dissemination.	Engagement will vary based on the needs and preferences of the experts and advisors and will include email communication and Teach Us Consent facilitated virtual and in-person meetings.	



<b>Stakeholder</b> Name the stakeholder/s who you will need to engage with in the delivery of this activity.	<b>Role</b> Describe the role of the stakeholder in the delivery of this project.	<b>Engagement Strategy</b> Describe how you will engage with the stakeholder.  If relevant, please outline how you will mitigate potential risks that may relate to the stakeholder's role in the activity.	<b>AWP Report</b> <ul style="list-style-type: none"> <li>Document whether your stakeholder engagement strategies were successful. You may want to provide an update on how they are progressing.</li> <li>Consider if your current stakeholder engagement strategy requires updating.</li> </ul>
<ul style="list-style-type: none"> <li>• Dr Zac Seidler (University of Melbourne)</li> <li>• Tarang Chawla (Victorian Multicultural Commission)</li> <li>• Natasha de Silva (Intersection Pty Ltd)</li> <li>• Kate Jenkins (Creative Australia)</li> <li>• Padma Raman (Department of Prime Minister and Cabinet)</li> <li>• Maree Crabbe (It's time we talked)</li> <li>• Jayneen Sanders (Author)</li> </ul>			



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<ul style="list-style-type: none"> <li>s 47F (Queensland University of Technology)</li> <li>Nicole McWilliam (Sydney Mediation Partnership)</li> <li>Professor Elaine Unterhalter (University College London)</li> <li>Jess Sanders (Author / Social Worker)</li> <li>Professor Emerita Raewyn Connell (University of Sydney)</li> <li>Ruveni Kelleher (Johnson Winter Slattery)</li> </ul>			



Stakeholder	Role	Engagement Strategy	AWP Report
<p>Name the stakeholder/s who you will need to engage with in the delivery of this activity.</p> <ul style="list-style-type: none"> <li>• Dr Joy Townsend (Learning Consent)</li> <li>• Karen Iles (Violet Co Legal and Consulting)</li> <li>• Disability Advisor (TBC)</li> </ul>	<p>Describe the role of the stakeholder in the delivery of this project.</p>	<p>Describe how you will engage with the stakeholder.</p> <p>If relevant, please outline how you will mitigate potential risks that may relate to the stakeholder's role in the activity.</p>	<ul style="list-style-type: none"> <li>• Document whether your stakeholder engagement strategies were successful. You may want to provide an update on how they are progressing.</li> <li>• Consider if your current stakeholder engagement strategy requires updating.</li> </ul>
<p>Independent evaluator (TBC)</p>	<p>Conduct an independent process and outcome evaluation to assess overall individual and community-level impacts of the initiative.</p>	<p>Engagement will vary based on the needs and preferences of the evaluator. Regular communication and check-in points will be established and will likely be held virtually. The evaluator will be invited to relevant Youth Advisory Group meetings and meetings with relevant experts and advisors.</p>	
<p>Mental health sub-contractor (TBC)</p>	<p>Provide individualised support to Youth Advisory Group members, and where appropriate support to Teach Us Consent staff. It is</p>	<p>Virtual engagement at regular intervals and in alignment with Youth Advisory Group meetings.</p>	



Stakeholder	Role	Engagement Strategy	AWP Report
Name the stakeholder/s who you will need to engage with in the delivery of this activity.	Describe the role of the stakeholder in the delivery of this project.	Describe how you will engage with the stakeholder.  If relevant, please outline how you will mitigate potential risks that may relate to the stakeholder's role in the activity.	<ul style="list-style-type: none"> <li>• Document whether your stakeholder engagement strategies were successful. You may want to provide an update on how they are progressing.</li> <li>• Consider if your current stakeholder engagement strategy requires updating.</li> </ul>
	expected that the identified agency will also deliver vicarious trauma training to both Teach Us Consent staff and Youth Advisory Group members.		
Creative Partner/s	<p>Current prospective partners:</p> <p><u>Accept and Proceed</u></p> <ul style="list-style-type: none"> <li>• Respected global design agency with a presence in Australia, UK, and US.</li> <li>• Strong portfolio of impact-focused work.</li> <li>• Impactful work with large-scale clients, including Foundation CHANEL.</li> <li>• Potential as a strong Vision and Brand Strategy partner.</li> </ul>	Engagement will vary based on the needs and preferences of the partner/s. Contact to date has primarily been virtual.	



<b>Stakeholder</b> Name the stakeholder/s who you will need to engage with in the delivery of this activity.	<b>Role</b> Describe the role of the stakeholder in the delivery of this project.	<b>Engagement Strategy</b> Describe how you will engage with the stakeholder.  If relevant, please outline how you will mitigate potential risks that may relate to the stakeholder's role in the activity.	<b>AWP Report</b> <ul style="list-style-type: none"> <li>Document whether your stakeholder engagement strategies were successful. You may want to provide an update on how they are progressing.</li> <li>Consider if your current stakeholder engagement strategy requires updating.</li> </ul>
	<p><u>Thyme Studio</u></p> <ul style="list-style-type: none"> <li>Teach Us Consent's existing youth-led creative partner that completed the most recent rebrand and website build.</li> <li>Proven agility and flexibility when it comes to approach.</li> <li>A newer agency but motivated and ambitious.</li> <li>Strong personal connection with impact-focused campaigns.</li> <li>Cost effective.</li> <li>Potential to be an excellent Content Strategy partner and creative partner for Website Development</li> </ul>		



<b>Stakeholder</b> Name the stakeholder/s who you will need to engage with in the delivery of this activity.	<b>Role</b> Describe the role of the stakeholder in the delivery of this project.	<b>Engagement Strategy</b> Describe how you will engage with the stakeholder.  If relevant, please outline how you will mitigate potential risks that may relate to the stakeholder's role in the activity.	<b>AWP Report</b> <ul style="list-style-type: none"> <li>Document whether your stakeholder engagement strategies were successful. You may want to provide an update on how they are progressing.</li> <li>Consider if your current stakeholder engagement strategy requires updating.</li> </ul>
	<p><u>Not Another</u></p> <ul style="list-style-type: none"> <li>Full scope agency with broad capabilities but particular strength in campaign development.</li> <li>Relevant experience with their Porn Week campaign and other social initiative projects.</li> <li>Strong understanding of the Australian market.</li> <li>Potential to be an excellent partner for Content Production, but capacity for Brand and Vision as well as Content Strategy.</li> </ul> <p><u>Now We Collide</u></p> <ul style="list-style-type: none"> <li>Full scope agency with</li> </ul>		



Stakeholder	Role	Engagement Strategy	AWP Report
Name the stakeholder/s who you will need to engage with in the delivery of this activity.	Describe the role of the stakeholder in the delivery of this project.	Describe how you will engage with the stakeholder.  If relevant, please outline how you will mitigate potential risks that may relate to the stakeholder's role in the activity.	<ul style="list-style-type: none"> <li>Document whether your stakeholder engagement strategies were successful. You may want to provide an update on how they are progressing.</li> <li>Consider if your current stakeholder engagement strategy requires updating.</li> </ul>
Australian Department of Education (including Office for Youth)	<p>strong general commercial experience.</p> <ul style="list-style-type: none"> <li>A list of big clients, but experience is less relevant to the impact or social space and more commercial.</li> </ul> <p>Engagement to ensure alignment and enhancement with Education's Consent and Respectful Relationships Education (CRRE). It is anticipated that the resources could be used as supplementary material. Recommendations regarding channels to promote Youth Advisory Group participation / nominations will also be sought from the Department.</p>	The Office for Youth and another relevant contact in the Department will be identified and engaged throughout the duration of the Initiative. They will be contacted or engaged periodically to ensure they are across the phased release of resources.	



Stakeholder	Role	Engagement Strategy	AWP Report
Name the stakeholder/s who you will need to engage with in the delivery of this activity.	Describe the role of the stakeholder in the delivery of this project.	Describe how you will engage with the stakeholder.  If relevant, please outline how you will mitigate potential risks that may relate to the stakeholder's role in the activity.	<ul style="list-style-type: none"> <li>• Document whether your stakeholder engagement strategies were successful. You may want to provide an update on how they are progressing.</li> <li>• Consider if your current stakeholder engagement strategy requires updating.</li> </ul>
State and Territory Departments of Education	It is anticipated that the resources could be used as supplementary material.	A contact in each Department will be identified and engaged throughout the duration of the project. They will be contacted or engaged periodically to ensure they are across the phased release of resources.	
Universities Australia (peak body)	To promote the development and release of resources and to identify channels to promote Youth Advisory Group participation / nominations.	Virtual engagement, as appropriate.	
Koorie Youth Council	While not a national body, the executive made up of Aboriginal and Torres Strait Islander young	Virtual engagement, as appropriate.	



Stakeholder	Role	Engagement Strategy	AWP Report
Name the stakeholder/s who you will need to engage with in the delivery of this activity.	Describe the role of the stakeholder in the delivery of this project.	Describe how you will engage with the stakeholder.  If relevant, please outline how you will mitigate potential risks that may relate to the stakeholder's role in the activity.	<ul style="list-style-type: none"> <li>Document whether your stakeholder engagement strategies were successful. You may want to provide an update on how they are progressing.</li> <li>Consider if your current stakeholder engagement strategy requires updating.</li> </ul>
Minus18	people will ensure the further First Nations consultation is undertaken and any opportunities for collaboration identified.	Virtual engagement, as appropriate.	
People with Disability Australia	To discuss and canvas issues impacting young people with disability to ensure language and content is appropriate.	Virtual engagement, as appropriate.	



Stakeholder	Role	Engagement Strategy	AWP Report
Name the stakeholder/s who you will need to engage with in the delivery of this activity.	Describe the role of the stakeholder in the delivery of this project.	Describe how you will engage with the stakeholder.  If relevant, please outline how you will mitigate potential risks that may relate to the stakeholder's role in the activity.	<ul style="list-style-type: none"> <li>Document whether your stakeholder engagement strategies were successful. You may want to provide an update on how they are progressing.</li> <li>Consider if your current stakeholder engagement strategy requires updating.</li> </ul>
Australian Chamber of Commerce and Industry	To identify channels to promote Youth Advisory Group participation / nominations.	Virtual engagement, as appropriate.	
Australian Human Rights Commission	To ensure resource development is informed by current national study on young people's attitudes towards consent and sex education.	Virtual engagement, as appropriate.	
Our Watch	Ensure alignment with work and facilitate transfer of knowledge.	Virtual and in-person engagement, where required.	
Consent Labs	Ensure alignment with work and facilitate transfer of knowledge.	Virtual engagement, as appropriate.	



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Stakeholder	Role	Engagement Strategy	AWP Report
Name the stakeholder/s who you will need to engage with in the delivery of this activity.	Describe the role of the stakeholder in the delivery of this project.	Describe how you will engage with the stakeholder.  If relevant, please outline how you will mitigate potential risks that may relate to the stakeholder's role in the activity.	<ul style="list-style-type: none"> <li>• Document whether your stakeholder engagement strategies were successful. You may want to provide an update on how they are progressing.</li> <li>• Consider if your current stakeholder engagement strategy requires updating.</li> </ul>
Domestic, Family and Sexual Violence Commission	Consult on relevant topic areas and explore options to consult with the Lived Experience Advisory Council.	Virtual and in-person engagement, where required.	
ANROWS	Potential consultation on evaluation framework.	Virtual and in-person engagement, where required.	
eSafety	Teach Us Consent will collaborate with the eSafety on topics relating to pornography and online safety.	Virtual engagement and/or in-person meetings, as required.	

## 6. Budget

Please complete the Excel Budget Template.

Only complete the AWP Report column with your actual expenditure when submitting your AWPR.



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## 7. Project Outcomes

Project outcomes should align to the National Plan to End Violence against Women and Children 2022–2032 Outcomes Framework, available at [https://www.dss.gov.au/sites/default/files/documents/08\\_2023/np-outcomes-framework.pdf](https://www.dss.gov.au/sites/default/files/documents/08_2023/np-outcomes-framework.pdf)

NB: The below indicators and measures should be read and considered in draft-form and have been provided as examples only. These will be revised following the evaluator's development of a program logic. Given this, specific quantitative measures have not been outlined.

<b>Outcome</b> <i>As per the Grant Opportunity Guidelines</i>	<b>Outcome Indicator</b> <i>This is a specific marker of progress of change.</i>	<b>Outcome Measure</b> <i>Describes the expected results of the project. Where possible, please align to measures of success outlined in the Deliverables Table.</i>
Improved attitudes and understanding of consent, and healthy sexual activity and relationships amongst the target audience.	<ul style="list-style-type: none"> <li>Increased engagement with young male audience (reach / impression / engagement metrics)</li> <li>Increased knowledge of consent principles among young people (understanding)</li> <li>Increased alignment with consent principles (attitudes)</li> </ul>	<ul style="list-style-type: none"> <li>X number of young people can more readily recognise and refer to the core concepts of consent</li> <li>X number of young people report feeling better able to differentiate between healthy and unhealthy relationships</li> </ul>
Increased awareness of affirmative consent skills and respectful behaviours amongst the target audience.	<ul style="list-style-type: none"> <li>Increased knowledge of affirmative consent among young people</li> <li>Reduction in misconceptions about consent among young people</li> </ul>	<ul style="list-style-type: none"> <li>X number of young people report more often adopting respectful and consensual behaviours</li> <li>X number of young people report having greater confidence in communicating boundaries</li> </ul>



<p>Improved understanding of issues around sexual relationships and violence affecting young people, including what works when engaging young people.</p>	<ul style="list-style-type: none"> <li>• Greater understanding regarding issues affecting diverse groups of young people in relation to sexual relationships and violence</li> <li>• Greater knowledge regarding the most effective means to engage and communicate with diverse groups of young people</li> </ul>	<ul style="list-style-type: none"> <li>• Informed changes to how Government and Teach Us Consent engage young people</li> <li>• Improved approaches to how Government and Teach Us Consent practice frame young people's experiences and views in relation to sexual relationships and violence</li> </ul>
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## 8. Further comments (AWP)

You are welcome to provide extra information to illustrate your project.

No further comments.

### 8.1 Project Progress. Enablers and Barriers (AWPR Only)

Please provide an overview of the project progress to date, and any enabling factors that have influenced the project's implementation or barriers to success.



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Reflections on project progress

Still in the planning phase of the Initiation, prioritisation is being placed on recruitment and business development and set-up. Concurrent work is also be undertaken in regard to engaging an independent evaluator and creative partners.

Enablers

Existing relationships and leads through Teach Us Consent’s past work and advocacy

Barriers

Recruitment. It is expected that this will only have impact during the front-end phase of the Promoting Consent Initiative.

Authorised signatories of your organisation must complete this section. Once co-signed, the AWP forms part of the Grant Agreement. The department will send you a copy of the approved AWP to keep for your records. Your organisation and the Commonwealth may request an update to the AWP at any time. Any updates will be subject to the acceptance and approval of the Commonwealth.

Signed for and on behalf of  
(Legal Organisation Name)

\_\_\_\_\_

Department of Social Services

s 47F



s 47F



Signature



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Name \_\_\_\_\_

s 47F \_\_\_\_\_

Position \_\_\_\_\_

Director, Healthy Relationships and Consent

Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

29 / 05 / 24