Let's talk about private spaces – Guide for using this video

Name of videos in the series	**Let's talk about private spaces is part of a series. Check out the other videos in the series: Let's talk about relationship changes during puberty and Let's talk about consent.**
Date produced	June 2025
Video audience	These videos are aimed at tāngata whaikaha aged 13 and over.
Lesson plan audience	This series is designed to be used by adults, including caregivers, support workers, teachers and whānau who are talking with tāngata whaikaha to increase knowledge, skills, and attitude about these topics.
Brief description of this video	Let's talk about private spaces covers • Noticing friendly or not okay touching • Traffic light framework for noticing okay or not okay behaviour • Behaviour for public and private spaces • Everyone has a right to feel safe
Purpose of video and guide	This guide can be used alongside videos to: • Have guided conversations as people develop and grow • To support adults to have conversations about sexual consent, puberty changes, and private spaces
These videos were created in partnership between Sexual Wellbeing Aotearoa, NorthAble Disability Support Service and tāngata whaikaha with an intellectual disability. This guide was developed by Sexual Wellbeing Aotearoa.	

What knowledge or attitude is useful for tāngata whaikaha to have before watching this video?

- Prior kōrero or learning on relationships and sexuality topics
- A willingness to talk about sexual wellbeing
- A basic understanding of what is okay in public/ private spaces

If a person does not have prior knowledge, watching the video with a trusted adult who can explain words, terms and concepts will be useful.
Visit our Resources webpage to explore other resources that can support this learning.

What existing knowledge or attitude is useful for trusted adults to have before using these videos with people?

- The points above (existing knowledge or attitude)
- Awareness of inclusive language about sexual orientation, gender diversity and sexual practices, or a willingness to be curious
- Responding to sexual harm if it is disclosed
- Information about local services and support, including sexual health services for contraceptive support
- Where people can go if they have follow-up questions.

Suggested reading and resources to support trusted adults and to refer young people to for more information

Information and knowledge:

- Read our Advice pages or direct young people to them for trusted information about topics relating to sexual and reproductive health
- Visit our Useful links to external organisations webpage for a list of organisations, support services and information relating to sexual wellbeing
- Visit our information page for disabled people
- Find sexual and reproductive health services across Aotearoa New Zealand

Skill development

- Visit our website to find out more about our range of training sessions and online courses and resources
- Tips for professionals talking to rangatahi
- Tips for whānau and caregivers talking to rangatahi

Specific resources

- Use this Easy Read: Consent for Sex resource
- Find out more about Bodies, Boundaries and Being Me
- Contact our Health Promotion team to find out more about how we can help

Suggested ways to use this video

There are different ways these videos can be used:

1) They can be shared with tāngata whaikaha who are participating in a sexual wellbeing or sexual and relationship education programme. Participants can access videos and continue their learning at home, either alone or with a person to talk to about it.
2) They can be used by a trusted adult (caregiver, whānau, family) to continue learning and conversation.
3) Use this as an ongoing tool to have conversations, applying the concepts in different ways. This will increase understanding when using the concepts.

We strongly recommend that trust and rapport is established before this resource is used. Create a safe and inclusive space to have open conversations and establishing boundaries and/or a group agreement before using this video. These videos are more effective if people are given the opportunity to have follow-up conversations, to ask questions anonymously (if in a group situation), and to reflect on what they've learnt.

TALKING POINTS BEFORE YOU START
Introduce the video
• Explain that you are going to show a 5-minute video and what the video is about • Allow anyone to leave the room or engage in a different activity if they do not wish to participate • Acknowledge that people have different levels of understanding about these topics and that is okay, this is a space to learn and ask questions • Reinforce that it's useful for everyone to know this information whether they are sexually active or not • Remind them of the group agreement and/or safe space etiquette if a group setting. • Ask if anyone has any questions before watching the video • Explain that there are some activities that you'll all do before/after the video

	Let's talk about private spaces 3.32 minutes Resources needed: Video and audio, link to video.
Suggestions:	• Talk through the "talking points before you start" • Use the "pause points" and "prompt questions" embedded through the video to kōrero • Encourage participants to answer questions, and ask questions of their own • If you provide the answer to a question, ask another question on top (layer questions to deepen understanding) • This is just one tool to explore private spaces – learning is an ongoing conversation • Use the suggested activities from Bodies, Boundaries and Being Me after watching the video, to deepen understanding

Pause questions and suggested answers:		
When is medical touch okay? What is a support person?	Suggested answer	Medical touch is okay when the medical professional checks in with you, tells you what they will be doing and asks if that is okay. It's important you understand what they are doing and why, and agree to it. A support person is someone you know and trust and invite into the medical room to be with you and support you.
	Extension questions	• What can Mia say if they do not understand why the doctor needs to touch them? • Who is a support person you could take to the doctor with you?
Why was it okay for them to make out in a private room, but not in a public space like at school?	Suggested answer	Sometimes whether something is okay depends on where and when it happens. In private, they were both comfortable and there was no one uncomfortable, it was okay to kiss. In school it was not okay because their school friends were there and they were uncomfortable, and Tia and Jordan were embarrassed. In different places, there can be different rules.
	Extension questions	• How do you know if something is okay to do in public or private? • Is it okay to touch your or someone else's private parts in a public place? What are private parts? Why not?
Why is it important to ask before a hug?	Suggested answer	Even friendly touches like a hug need a quick check in first. Sometimes a person doesn't want a hug, even if you have hugged them before. We all have the right to say no to touches we don't want. It is best to ask before touching someone, and respecting the answer is part of being a good friend.
	Extension questions	• How can the traffic lights help you decide if a person wants a hug or not? • What can you do if someone says they do not want a hug, and you feel upset? (*talk to a different person about your feelings)*. • How can you say no to a hug?

Why are some things just for private places?	Suggested answer	Some things like touching your private parts or masturbation are important to do only in a private place like a bedroom or bathroom, with the door closed. Some people like to touch their own private parts or genitals because it feels good, this is called masturbation. It's common, safe, and normal to do – but only in private places.
	Extension questions	• If you are unsure if something should happen in public or private, what could you do to find out? • Why is it not okay to touch your private parts in public? • What are private parts?
What can you do if someone touches you when you don't want them to?	Suggested answer	Everyone has the right to say "stop" when someone touches you without consent, or without you saying it's okay. You always have the right to feel safe, and decide what happens to your body, because your body belongs to you. Some touches are safe and friendly, and others aren't okay. We all have the right to say no to touches we don't want. If someone touches you in a way you don't like, it's not your fault. It's important to tell a person that you trust. Caregivers can touch your private parts only for care reasons, like hygiene or medical help. They should explain why and ask first. If someone touches you and won't say why, or tells you to keep it secret, that's not okay – tell someone you trust.
	Extension questions	• If someone moves a person in a wheelchair without checking in first, why is this not okay? • If a person touches another person's private parts or genitals without consent or asking if it's okay, what could they do?

Wrap-up talking points for "talking about private places", considerations:	• Reflect back to the participants what they learnt and shared.
	• Mirror some of the language used in the video, including:
	  ○ Some touches are safe and friendly and others aren't okay
	  ○ Your body belongs to you. You have the right to say no to a touch you don't want	

	○ Even friendly hugs need a quick check-in first ○ Medical touch needs to ask for permission first, and you need to know what and why they are touching you. You always have the right to have a support person with you ○ Caregivers can touch your private parts only for care reasons, like hygiene or medical help. They should explain why and ask first ○ Masturbation or touching your private parts needs to happen in private ○ If someone else touches your private parts without you saying it is okay, tell someone • Explain that people can watch this video anytime, provide a link • Use language used in the video as ongoing learning with participants
Bodies, Boundaries and Being Me resources and activities	These activities are in the Bodies, Boundaries and Being Me programme. Anyone who works with tāngata whaikaha can access these resources, at no cost. You will need to register to access the resources. Activities that can be used alongside this video to emphasis learning include: **Body Label Worksheet.** This activity gives participants accurate words for labelling all body parts, including private and public body parts. This creates common language for talking about body parts, normalises using accurate language for genitals and builds a foundation for talking about public and private body parts. Module 1: Body Awareness: Activity 1B: Body Label Worksheet **Feelings Body-Map Worksheet**. This activity helps participants link emotions to physical feelings by drawing or mapping feelings in their body. It strengthens mind–body awareness and supports emotional literacy. The emotions below are mostly non-sexual feelings. Teaching them is important because it helps participants who aren't yet tuned in to their body signals understand how they feel in different situations. This paves the way for conversations about consent, safety and clearer communication of boundaries in relationships. Module 1: Body Awareness: Activity 1C: Feelings Body-Map Worksheet **Personal Boundaries Dice Game.** This activity encourages participants to practice communication and boundary-setting skills by rolling dice with prompts related to body autonomy. Module 1: Body Awareness: Activity 1D: Personal Boundaries Dice Game

	Yes/No/Maybe Boundary Cards. This card activity helps participants articulate personal boundaries by sorting statements or actions into Yes, No, or Maybe categories. It builds clarity around comfort levels and promotes respectful discussion. Module 4: Consent and Boundaries : Activity 4B: Yes/No/Maybe Boundary Cards **Consent Scenario Sort.** This sorting activity presents written scenarios for participants to classify as consensual or non-consensual. It encourages critical thinking and application of FRIES. Module 4: Consent and Boundaries : Activity 4D: Consent Scenario Sort **Relationship Bullseye Mapping.** Participants visualise the "rings of trust" in their lives by plotting whānau, friends, professionals, and casual contacts on a concentric-circle sheet. Talking through why someone sits in (or outside) the inner ring strengthens boundary-setting language and highlights under- or over-trusted relationships. Module 5: Healthy Relationships and Communication : Activity 5A: Relationship Bullseye Mapping **Rights in Relationships Worksheet.** Participants highlight and discuss core relationship rights (safety, respect, autonomy). This normalises rights-based language and empowers them to self-advocate and support peers. Module 5: Healthy Relationships and Communication : Activity 5F: Rights in Relationships Worksheet Common questions alongside clear and rights-based answers about private spaces can be found here: Module 1: Body Awareness: Curious Questions 1 and here: Module 4: Consent and Boundaries : Curious Questions 1