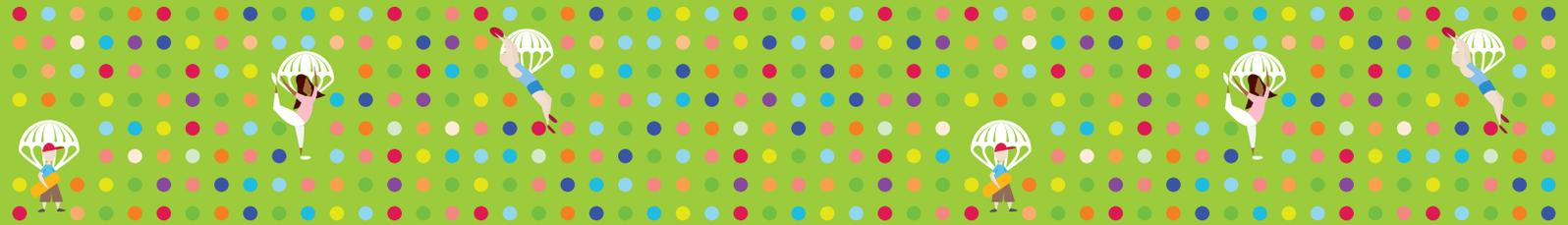




Addressing barriers to teaching
sexuality education in schools



Sample Unit of Work

AusVELS Levels 3-4

Theme: Me and my body



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Sexuality education

Why provide young people with sexuality education ?

Young people are at risk of a range of sexual health issues including:

- ▶ rising rates of sexually transmissible infections
- ▶ unplanned pregnancy
- ▶ homophobic and transphobic bullying in schools
- ▶ the influence of social media and technology on the sexual behaviour and wellbeing of young people.

The sexual health and wellbeing of young people is important.

Research shows that school based sexuality education improves the sexual health outcomes of young people.

While the evidence tells us that adopting a whole-school, comprehensive approach to sexuality education is the most effective method, there are a number of barriers to achieving this outcome. These barriers are complex and include:

- ▶ a lack of teacher confidence, comfort and expertise in delivering sexuality education content
- ▶ a lack of support from school leaders
- ▶ concern about negative reactions from parents and the wider community
- ▶ competing time demands in a crowded curriculum.

SafeLanding provides a practical model and toolkit of resources to guide communities, school leaders, teachers and staff in overcoming these barriers and implementing a more comprehensive approach to the sexual health education of their students.

The *SafeLanding Toolkit* provides practical resources to implement the *SafeLanding Model* and can be used in a number of ways to suit the needs of individual schools and communities.

It can provide a basis for new and/ or inexperienced staff to start a program or it can be used by more experienced staff to build on existing resources and expertise in a school.

We hope SafeLanding will support primary and secondary schools to build on the work currently being done to achieve better sexual health outcomes for all young people in Victoria.



Family Planning Victoria defines best practice in sexuality education as:

'a comprehensive, whole-school approach to increasing the sexual health literacy of children and adolescents. It is best undertaken as a shared partnership between schools, parents and carers and the community. Sexuality education is a lifelong process, beginning at birth. In the formal years of schooling, it should begin in pre-school and Prep, in developmentally appropriate ways. It should provide sex positive, accurate and non-judgmental information, as well as opportunities to explore values and build communication and decision-making skills in the many aspects of sexuality. It needs to acknowledge and celebrate the diversity of all individuals and be inclusive of different sexualities, genders, cultures and ways of living'.



Introduction

At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to the Health and Physical Education learning area which incorporates sexuality education, had not yet been finalised, so we continue to use AusVELS throughout all SafeLanding publications. Family Planning Victoria will be adapting SafeLanding to align with the new Australian Curriculum once the Health and Physical Education learning area has been approved for implementation in Victoria. These updated documents will then be published on the SafeLanding website.

Purpose

This part of *SafeLanding* provides a sample unit of work for sexuality content covered in Levels 3-4 of the Victorian curriculum (AusVELS).

The purpose of this document is to provide guidance to schools and teachers wishing to implement a more comprehensive sexuality education program that is aligned to the AusVELS. The unit of work is developmentally appropriate and sequential, building on known concepts and expanding students' understanding of sexual health and wellbeing issues.

The unit draws from a wide range of curriculum resources and can be adapted by schools to make it more relevant to local learning needs. A school may implement the full program or use selected activities or teaching sequences to complement an existing program or unit of work.

Please note: As the Department of Education and Early Childhood Development (DEECD) resource Catching On Early covers AusVELS Foundation and Levels 1-2, we have not included these earlier levels in SafeLanding. However, it is important to note that Foundation and Levels 1-2 provide a crucial foundation for knowledge that underpins topics found in these later units. Learning opportunities provided at earlier levels of primary school are an essential part of a whole-school sexuality education program.

Structure

The *Sample Units of Work (Levels 3-4)* is divided into two sections:

Background

This section provides notes and information that teachers will need to consider while planning curriculum

and prior to program implementation. The concepts covered in this section will assist teachers to provide more effective and relevant sexuality education.

Sample units of work

This section consists of a sample unit of work covering AusVELS Levels 3-4. The unit covers all of the key learning outcomes relevant to sexuality education, under the domains of *Health and Physical Education* and *Interpersonal Development*. Within these domains, the dimensions of *Health Knowledge and Promotion* and *Building Social Relationships* have been represented. The unit of work represents a comprehensive program meeting the requirements in relation to sexuality education at AusVELS Levels 3-4.

Overview: Primary School Sample Units of Work

The *SafeLanding* units of work have been given names that reflect the focus of the content within them. This is intended to make it easier for teachers and parents to understand the critical focus of each unit and ideally, the themes will resonate with students. At primary level the names of each unit are:

AusVELS Levels 3-4	Me and my body
AusVELS Levels 5-6	Growing up

The sample unit of work at Levels 3-4 consists of 14 teaching sequences. An outline is provided for each sequence as well as any necessary activity instructions and worksheets. The activities and sequences can be adapted to fit in with school lesson times and individual school needs.

While 14 teaching sequences may represent a considerable curriculum commitment, this practice is based on international evidence cited in the UNESCO *International Technical Guidance on Sexuality Education*

(2009). This landmark document recommends a minimum of 12 sessions per age level, as part of a sexuality program or intervention. Best practice in sexuality education demonstrates that long term, whole-school, comprehensive programs are much more effective than single sessions or one-off health days.

Please note: The sample unit of work covers two AusVELS levels which is effectively two years of schooling. Schools may wish to run some sessions in one school year and the remaining number in the second year. For example, Levels 3-4 can be split into 6 to 8 teaching sequences in Year 3 and the remainder taught in Year 4. This becomes more realistic in terms of timetabling, yet still represents a comprehensive approach to teaching sexuality education and meeting the AusVELS requirements.

Ideally, sexuality education should be taught as part of an integrated unit across the curriculum. In the development of the *SafeLanding Toolkit* however, we have provided the curriculum as a unit of work under the domains of *Health and Physical Education* and *Interpersonal Development*. While this may not reflect best practice, we recognise that each school has a different way of organising subjects, varying timetables and different pedagogical practice. We thought it preferable to present the information as a standard unit of work and encourage individual schools to develop an integrated approach that suits their particular needs and teaching practices.

Assessment & reporting

Each sample unit of work has been written to progress student learning towards achieving AusVELS at that particular level. However, teaching sequences are not able to, in themselves, achieve individual standards. Rather, each sequence is working towards one or more standards.

Please refer to the Assessment and Reporting section of *SafeLanding: Tools for Teachers* for examples of rubrics and assessment tools for this AusVELS level.

Additional teaching and learning activities

It is not our intention that the sample unit of work is used exclusively within a sexuality education program. In many cases other existing and school created resources will be utilised.

Family Planning Victoria will continue to release new activities on the *SafeLanding* website.

Background Teaching notes

What is sexuality education?

FPV defines best practice in sexuality education as:

a comprehensive, whole-school approach to increasing the sexual health literacy of children and young people. It is best undertaken as a shared partnership between schools, parents and the community. Sexuality education is a lifelong process beginning at birth. In the formal years of schooling, it begins in pre-school and prep in developmentally appropriate ways. It provides sex positive, accurate and non-judgemental information and opportunities to explore values and to build communication and decision making skills in the many aspects of sexuality. It acknowledges and celebrates the diversity of all individuals and is inclusive of different sexualities, genders, cultures and ways of living.

Approaches to teaching and learning

The sample units of work are designed to reflect current best practice approaches to teaching and learning.

The *SafeLanding Toolkit* has been written with a positive approach to sexuality at its core. In the past, sexuality education focused on addressing the negative issues associated with sexuality and/ or reducing illness, disease and negative consequences. While it is still important to address these issues (especially at later levels), we hope that the unit of work at this level will also reinforce the impact of sexuality on optimal health and wellbeing.

For many teachers, sexuality education may be an uncomfortable area. Teaching sexuality requires different pedagogical approaches than those traditionally employed in other academic studies. Teachers may believe that a didactic approach is best suited to sexuality education as it is knowledge-based and less open to the complexities of individual values and interpretation. However, evidence suggests that student-centred, active learning approaches are best suited to sexuality education (see point 11 in Ch. 5.2, page 21 of the UNESCO *International Technical Guidance on Sexuality Education*, 2009).

Critical factors for success

The landmark UNESCO *International Technical Guidance on Sexuality Education* (2009) outlines a number of characteristics of effective programs (see Ch. 5, p. 18). These critical factors have been identified from evaluated sexuality education programs that have been found to be effective in terms of increasing knowledge,



clarifying values and attitudes, increasing skills and impacting upon behaviour. They include the need to employ participatory teaching methods that actively involve students and help them internalise and integrate information.

An excellent outline of the evidence found to support good teaching and learning approaches to sexuality education is available in *Catching On Everywhere Part 1*, which was developed by DEECD. See the section on 'Curriculum, teaching and learning' (Part 1: p. 18) for further information.

The *SafeLanding* sample units of work have been designed to utilise student-centred, active learning approaches such as those advocated in the evidence base for sexuality education. They have also been developed to reflect teaching and learning approaches that are advocated by DEECD. These include the *Principles of Learning and Teaching (P-12) (PoLT)* and the *e5 Instructional Model*. For further information regarding these approaches please see the DEECD website <www.education.vic.gov.au>.

In sexuality education, it is vital in such a complex and potentially challenging area of the school curriculum, that approaches employed meet the diverse range of students and communities. The sample units of work include a range of teaching strategies that are designed to be engaging, fun and informative to promote the sexual health literacy and relationship skills of children and young people.

Prior learning

At the primary level, much of students' understanding around sexuality will have come from their home environment. They will bring with them a range of knowledge, values and beliefs. Teachers need to validate the diversity of values but may need to address some misconceptions. For instance, some families may have strong religious or cultural views about homosexuality and students may voice these beliefs in the classroom. If the beliefs expressed indicate behaviour that is against the law (for example discriminatory or homophobic) then teachers will need to address this without making students feel that their family values are under attack. Working from a framework of safety and human rights is a simple way to ensure students understand that everyone has the right to be protected and looked after in our society.

It is important to note that while FPV has chosen to develop the toolkit from AusVELS Levels 3-4, we

acknowledge that the Foundation and Levels 1-2 provide a crucial foundation for sexuality programs. Education undertaken at earlier levels in the primary school is an essential part of a whole-school sexuality education program. The Department of Education and Early Childhood Development (DEECD) have released *Catching On Early* and this sexuality education resource covers AusVELS Foundation and Levels 1-6. <www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/catchingoneyrsv.pdf>

At Levels 3-4, the Sample Unit of Work enables students to revise previous knowledge and understandings from earlier levels and build upon them to increase their knowledge and skills. In the selection of content for this unit, there is an assumption that some of the more generic skills and knowledge that relate to sexuality will be covered more fully in other health units or alternative subject areas. These include generic communication skills, body image, making healthy choices, etc.

Group rules

At the beginning of each unit, one of the suggested activities is to establish group rules for use throughout the program. These rules are crucial when dealing with sensitive topics. They help ensure sexuality education is conducted in a safe manner where students understand their responsibilities to each other. Examples of group rules to include are:

- respect other people's opinions and ideas
- no put downs
- don't use people's names when telling a story (instead say "someone I know")
- everyone has the right to pass if they don't wish to answer a question
- everyone has different values and this is OK.

The rules can be discussed and agreed upon by the class and should then be written up and displayed in the classroom. Many classes develop group rules at the start of the year so it may simply be a matter of adding to these. The rules should be referred to and reinforced throughout the program as required.

Due to the sensitive nature of sexuality, young students may be tempted to share private or personal details about their (or their families') lives. Teachers need to model how to talk in the third person to ensure students know how to contribute without exposing personal information. 'Protective interrupting' can be used to stop children from sharing inappropriate information.



Further information on this approach can be found at a number of websites including the Western Australian Department of Education website: <det.wa.edu.au/>.

Please note: At middle primary level, students may use the word 'gay' to describe something that is stupid or dumb. It is important to challenge this and to insist that using the word gay in this way is offensive and inappropriate because it may hurt the feelings of others. Explain what gay actually means in a simple way (e.g. a man who loves another man). A specific rule regarding this may need to be agreed upon by the class at the start of the program.

Home activities

Sexuality education is the shared responsibility of schools, parents and the wider community. Research shows that students benefit greatly when parents are involved in the promotion of health. (Refer to the DEECD publication, *Catching On Early*, pp. 7–14).

Within the sample units of work, there is a suggested 'Home Activity' at the end of each teaching sequence. These activities aim to engage parents and families in their child's learning and encourage students to discuss sexuality at home including sharing family values.

The activities are optional and **we do not recommend using all of them** within your sexuality education program. Teachers should choose a few home activities that best suit student learning needs at each level.

Whole-school health promotion strategies

At the end of the sample units of work, a number of suggestions are included that can be used to create greater understanding and application of sexuality issues at a whole-of-school level. Students could assist in implementing whole-school interventions that raise the profile of sexuality issues within the wider school community.

Victorian schools are being encouraged to promote health and wellbeing for the whole school community. The Victorian Prevention and Health Promotion Achievement Program supports schools in meeting benchmarks in eight health priority areas including the area of sexual health and wellbeing. Schools are recognised and awarded for their improvements to these priority areas. Following the *SafeLanding Model* will greatly assist your school to achieve recognition in the area of sexual health and wellbeing improvement.

Further information about this program is available from the following website <www.education.vic.gov.au/healthwellbeing/health/preventionprog.htm>.

Inclusivity: Same-sex attraction, intersex, trans and gender diversity

Schools should be safe environments for everyone, including staff, children, young people and their families. Clear legal and policy guidelines exist to promote equitable and fair treatment for all students and employees in terms of their actual or perceived sexual orientation and gender identity.¹ The *Melbourne Declaration on Educational Goals for Young Australians*² is one of two guiding documents for the Australian Curriculum, Assessment and Reporting Authority's (ACARA) national curriculum documents.³ It explicitly states that "all Australian governments and all school sectors must ...provide all students with access to high-quality schooling that is free from discrimination based on gender [and] sexual orientation."⁴

However, the reality in some schools may be different for many students who are same-sex attracted or gender questioning.

A national 2010 study by ARCSHS that surveyed over 3,000 same-sex attracted and gender questioning young people showed that 79% of participants were physically or verbally abused because of their sexuality or gender identity. Of all reported homophobic abuse, 80% occurred at school. Further, the rate of school-based homophobia has increased over time, from 69% in 1998 to 74% in 2004.⁵

Dealing with any type of bullying is more than addressing a safety issue—bullying can have negative effects on students' learning.⁶ In the aforementioned study, over half of the participants revealed that homophobic abuse impacted on several aspects of their schooling.⁷

Effectively addressing homophobia and heterosexism within sexuality education curriculum will benefit the whole school community, not just those who identify as gay or children with same-sex parents:

"... everyone is hurt by homophobia and heterosexism. While gay men, lesbians, bisexuals and others who do not fit dominant heterosexual norms are oppressed, those who do fit these norms ... are also limited in this system. For example, homophobia locks all people into rigid and gendered ways of being that inhibit creativity and self-expression."⁸



These are just some of the reasons why it is essential that schools are proactive in ensuring they are safe, affirming environments for all, and free of discrimination and homophobia.

A useful resource which promotes diversity is the DEECD *Supporting Sexual Diversity in Schools* (2009). It links schools with relevant legislation, including the Victorian Equal Opportunity Act 1995, which makes it unlawful to discriminate in education on the ground of a student's actual or perceived sexual orientation and/or gender identity, and that of their parents, friends or family members. (See page 6, accessible via www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/supportsexualdiversity.pdf).

For employees, the DEECD's *Same-Sex Attracted Employees* policy (last updated 22 July 2011) outlines legislation and responsibilities, training, scenarios and other useful information to assist schools in supporting staff who are same-sex attracted in accordance with the law.⁹ Also, the DEECD's *diversity and equity* webpage includes resources to help schools develop inclusive practices for employees who are, for example, Aboriginal, culturally and linguistically diverse, same-sex attracted or gender diverse.¹⁰

The DEECD's policy *Gender identity (students with a transgender or intersex status)* guides schools in how to assist students who may be questioning their gender identity or identify as transgender or intersex. To access this document please see < <http://www.education.vic.gov.au/school/principals/spag/health/Pages/genderidentity.aspx>>.

Being inclusive in terms of sexual and gender diversity is something that should be addressed in primary school settings. This is because current Australian research reveals that as many as 10% of same-sex attracted Australian students were 'always' aware of their sexuality, 26% knew by the age of 10, 60% knew by age 13 and 85% by age 15.¹¹

"This finding has many ramifications for sexuality education and fair representation at school, particularly in the early years. It is important for education policy makers and sex educators to consider that more than half of these young people will know they are same sex attracted at primary school, and may make up around 6% of the primary school population. In the past in Australia, there have been prohibitions on talking about this subject with young children at school. Even the visibility of families with two mothers or two fathers in

the media or in story books is likely to raise concerns about talking about sex with young children. It could be argued, however, that talking about family and giving fair representation is talking about family, not about sex, regardless of whether the parents are heterosexual or homosexual."¹¹

The AusVELS provide a platform for an inclusive curriculum with many opportunities to address bullying, homophobia and the positive inclusion of same-sex attracted and gender questioning children and young people. At primary level this information will be very generic and is built around respecting difference and developing empathy for people. It is important teachers use inclusive language and discuss a diversity of family types and relationships throughout the entire program, including same-sex couples and parents. All members of the school community have the right to feel validated and affirmed.

Cultural diversity

Schools with culturally diverse communities may feel anxious about teaching sexuality education. Sexuality can be perceived as a sensitive and complex issue and schools may be concerned about resistance from parents or difficulties in the classroom. It is important not to make assumptions about your school community and their attitudes to a school sexuality program. In Family Planning Victoria's experience, school sexuality programs are accepted by a wide range of diverse communities.

Schools may be concerned that because there is such a wide range of belief systems, attitudes and values, it is impossible to present a program that will meet all students' needs and be supported by parents. Within any school community, regardless of the cultural origins of the students and parents, there will be a range of beliefs and values. This is evident when teaching other areas of the curriculum such as drug education, media studies or current affairs.

While it is important to be sensitive to the diversity within your school community, the curriculum requirements will remain the same. All schools need to comply with these requirements, as outlined in AusVELS, and all students have the right to access information on sexual issues. Students should not receive less information based on their cultural identity or any perceived cultural sensitivities. Rather, teachers should use the classroom as a safe space to acknowledge the importance of culture and explore how it impacts on an individual's sexuality.



Students and families from refugee backgrounds may have special considerations beyond culture such as the consequences of interrupted education and a history of traumas that should be considered when developing sexuality education for a class. Comprehensive information and resources to support teachers and schools in working with students from refugee backgrounds can be found on the Foundation House website: <www.foundationhouse.org.au/service_innovation_program/working_with_schools/school_program.htm>.

Teachers are also able to access interpreters free of charge. For full details on how to use this DEECD program follow this link: <www.education.vic.gov.au/school/principals/community/pages/translateservice.aspx>.

The Centre for Culture, Ethnicity and Health also has some good fact sheets about assessing the need for an interpreter and using interpreters when complex health concepts are being explained. These are available for download at <www.ceh.org.au/our-programs/our-programs_hsd/languageservices>.

Diverse family types

In contemporary Australian society there are many different types of families. These include families with one parent, those with two parents and those headed by grandparents or other carers. There are step-families, divorced, blended, polyamorous, foster and adoptive families. There are increasing numbers of children who come from families with same-sex parents – sometimes called ‘rainbow families’.

It is important that teachers validate the increasingly diverse nature of families. At AusVELS Levels 3-4, *SafeLanding* contains a small number of activities that explore the topic of diverse families explicitly. However, it is vital that teachers provide a diverse range of examples when talking about families at any time. Assumptions should not be made about the type of families students come from. All students have the right to feel their family group is acknowledged and validated.

For further information on same-sex families, visit the Rainbow Families Council website <www.rainbowfamilies.org.au>. Various information sheets are available from the Better Health Channel website to represent diverse families including: adoption, foster care, surrogacy and single parenting. Please see <www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/rf_parents?open&cat=Parents_-_Families> for further information.

Assisted reproduction

In any Victorian classroom today, an increasing number of children will have been conceived using some form of assisted reproductive technology. Other terms used to describe this process include artificial insemination or in vitro fertilisation (IVF).

It is important that teachers provide information on different forms of conception as part of a sexuality education program. Generally the focus would be on natural conception, including intercourse, fertilisation, implantation, pregnancy and birth. However, it is also important to provide simple information on assisted reproductive technology and to acknowledge that many children today are conceived this way. There is no need to go into great detail about the different technologies at primary level, but rather to validate the many types of conception that are possible. This will include covering areas such as surrogacy or sperm and egg donation.

Some children may wish to share their own genetic history whilst others may be more private. Some families may not have told their child how they were conceived and may have concerns about how the topic is covered in a sexuality education program. Teachers will need to reassure these parents that the information given to students is knowledge based, rather than exploring values around this issue. The Victorian Assisted Reproductive Treatment Authority (VARTA) has a useful website with a range of publications and resources for parents and teachers on this topic <www.varta.org.au>. A small number of books suitable for parents and/or children are listed in Tool 16 in *Tools for Teachers: Primary*, and Tool 24 provides further information for teachers on this topic.

Please note: the SafeLanding Toolkit contains a flipchart (called Creating Babies) that can be used to visually demonstrate the different methods of conception and assisted reproduction.

Students with learning or other disabilities

Students with disabilities are sometimes withdrawn from sexuality education on the assumption they have less need for this than other students. This assumption may come from parents, individual teachers or school leaders. However, most students with disabilities will go through puberty the same way as other students. They will need to learn how to express their sexuality in safe and meaningful ways. It is vital that students with disabilities receive the same access to sexuality



education as their peers. Failing to provide this education places them at greater risk in terms of their sexual safety.

The units of work in the *SafeLanding Toolkit* do not cater specifically for students with disabilities. Instead we encourage teachers and support workers to adapt activities to cater for individual students, where possible. This may involve using activities from lower age groups, running small-group activities, simplifying language or reducing the number of steps required to complete a task. Student aides can be a great source of assistance in adapting activities to suit individual learning needs of students with disabilities.

Family Planning Victoria is currently developing a SafeLanding Disability Toolkit. This will provide tools to deliver whole-school sexuality education in special education settings using the SafeLanding Model. Please contact us for further information about this future resource.

Teachers may also wish to refer to the *Bar None Community Awareness Kit for Schools* that has been developed to help teachers enhance their knowledge and understanding of disability and provide them with the skills to create a welcoming, inclusive classroom. All government schools have been sent a copy of this document and it can be downloaded from the website, <www.dhs.vic.gov.au/about-the-department/documents-and-resources/reports-publications/bar-none-education-bar-none-community-awareness-kit-for-schools>.

Protective behaviours

All children are at risk of sexual abuse regardless of age, gender, ethnicity or class. Children are much more likely to be abused by someone they know and trust, rather than a stranger. It is crucial teachers delivering sexuality education give clear information around personal safety and protective behaviours. This information should be integrated into the sexuality education program although consideration should be given to providing teachers with professional learning on this topic. Issues around risk, trust and safety are crucial in sexuality education and should be part of the curriculum; however, it is important not to teach students that sexuality is something to be afraid of. Child protection education comes with a different set of goals than sexuality education and the latter has a more positive approach to sexuality.

Some of the activities in the sample unit of work deal directly with protective behaviours at Levels 3-4, however it is important teachers use any opportunities throughout the program (and at other times) to reinforce key messages. These messages include that:

- no-one has the right to touch another person's body without their permission
- there are private parts of the body
- adults should not do anything sexual or 'sexy' with children
- there are laws to protect children from adults who may not act appropriately
- adults should not ask children to keep secrets about bodies, touching or any sexual issues
- nothing is so awful that you cannot tell someone
- if something has happened you can tell someone you trust and keep telling them (or another trusted adult) until they believe you and help you
- it is never the child's fault if an adult behaves inappropriately in a sexual way
- you always have the right to feel safe and to take action if you don't feel safe.

Students may be tempted to share private or personal details about their (or their families') lives. Please refer to Group Rules in this section.

Classroom teachers also need to understand the protocols and procedures for dealing with disclosures, including mandatory reporting of abuse. These are clarified on the DEECD website: <www.education.vic.gov.au/childhood/providers/regulation/pages/protectionprotocol.aspx>.

Gender based violence , violence against women and family violence

Every person has the right to be safe in a relationship. Evidence indicates that women are much more likely to be victims of gender-based violence, although it is also important to acknowledge that men and women may be the victims of violence within same-sex as well as opposite sex relationships. Gender-based violence is defined by the World Health Organisation as violence that "results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life."¹² Family violence, sexual assault and sexual harassment are all forms of violence against women.



Family violence has a profound impact on the physical and mental health of children and young people who are exposed to it. A comprehensive, whole-school approach to sexuality education must include work on this topic. The sample unit of work for AusVELS Levels 3-4 includes activities related to gender roles and respectful relationships. Specific activities that address gender-based violence topics including consent and coercion, power structures within relationships and skills for developing healthy relationships, are included more explicitly within secondary school *SafeLanding* content.

Gender-based violence is an immensely complex subject and requires specific skills and knowledge to address it adequately within a school setting. *SafeLanding* does not provide a comprehensive approach to addressing family violence, but rather places the topic within a broader framework of sexuality education. There are a number of excellent programs that have been developed by experts in the field of gender-based violence and these can be integrated within your program. An example of a primary school opportunity is participating in White Ribbon Day. Schools could partner with a local organisation with expertise in the field of gender-based violence and develop their program with support from these groups. See Tool 23 in *Tools for Teachers* for further information and contact details of some useful programs and organisations.

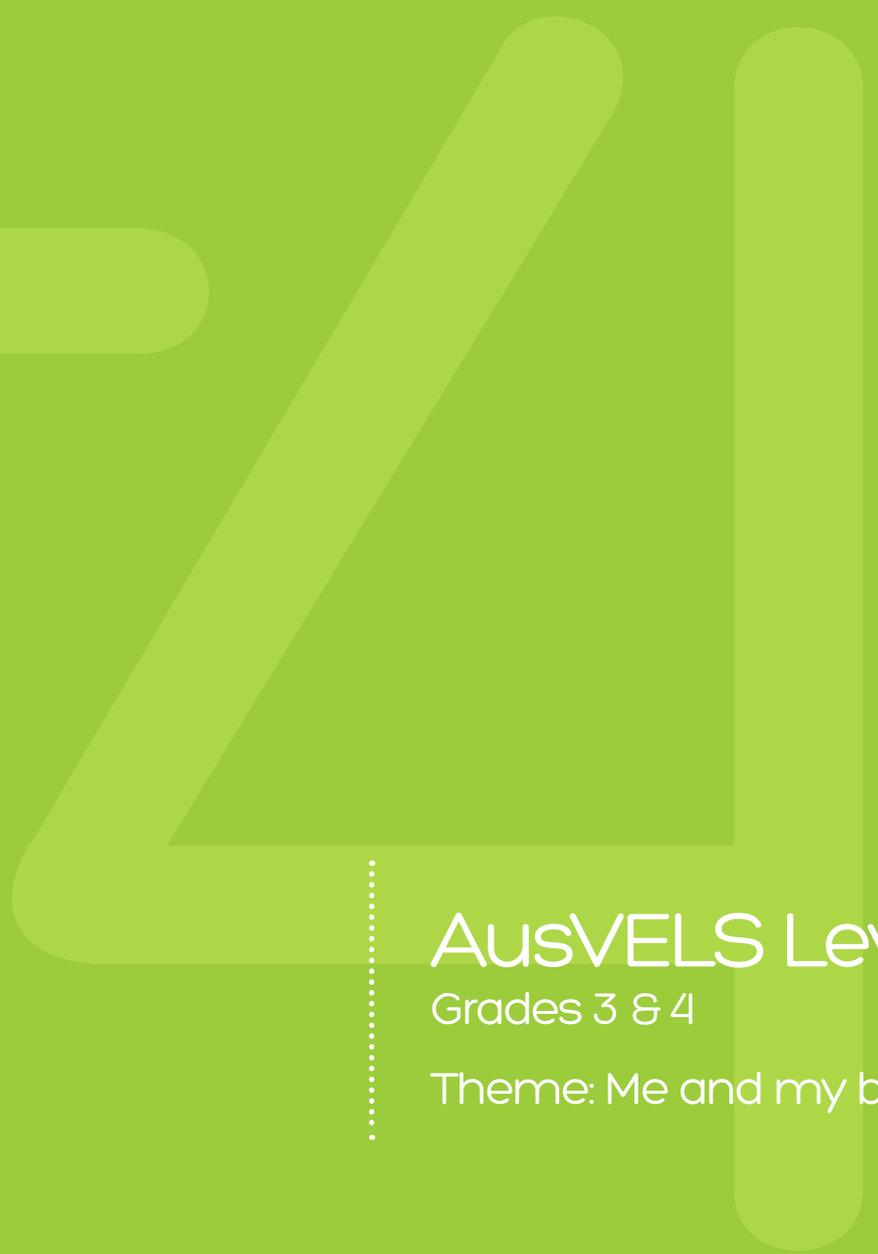
Pornography, technology and sexuality

The development of new information and communication technologies has had an enormous impact on the ways children and young people learn and socialise, including how they learn about, explore and express their sexuality. Even very young children may have inadvertently been exposed to sexual material such as porn. Children may need reassurance that these images don't usually show normal, healthy sexual relationships and may need encouragement to talk about these issues with their parents or other trusted adults.

It is important that even at primary level, children are given skills to assist them to navigate technology safely. As Bryant (2009) suggests, "Protecting young people necessarily requires equipping them, and their caregivers, with adequate knowledge, skills and resources [including sexuality education]... to enable successful navigation toward a sexually healthy adulthood" (p. 6)¹³.

At AusVELS Levels 3-4, the sample unit of work does not have activities related to technology and pornography. However, enhancing generic cybersafety skills at this level would provide a valuable contribution to a sexuality education program. If teachers felt it was a particular issue for students at this level, they should look at relevant activities in *sample unit of work AusVELS Levels 5-6* and adapt to suit their needs.



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AusVELS Levels 3-4

Grades 3 & 4

Theme: Me and my body

Sample unit of work: AusVELS Levels 3-4

Introduction

This sample unit of work *Me and my body*, provides a sequential program that covers the key learning foci in AusVELS Levels 3-4. It represents a standalone program but may be adapted for use by schools as required.

AusVELS mapping

The following key concepts are covered in the unit of work at Levels 3-4:

AusVELS–Levels 3-4 (Grades 3 & 4)

Strand: Physical, personal and social learning

Domain: Health and physical education
Dimension: Health knowledge and promotion

Key concepts found within learning focus:

- human development across the lifespan (including stages such as conception, prenatal and adolescence)
- emotions and how they are affected by personal identity and self-worth
- the influence of peers and family on identity and self-worth
- skills for maintaining and supporting positive self-worth
- roles and expectations of people which arise from gender, culture and age
- safety, risk and challenge
- developing knowledge, strategies and skills to reduce harm and create safe and supportive environments.

Domain: Interpersonal development
Dimension: Building social relationships

Key concepts found within learning focus:

- skills and strategies for getting to know and understand others
- different types of friendships and relationships
- expectations within friendships and relationships
- changing relationships and recognising that disagreement can be healthy
- values and how these affect feelings and behaviour
- the link between feelings and behaviour
- empathy and responding to the needs of others
- strategies for dealing with conflict and bullying.

The following standards are addressed in the sample unit of work at AusVELS Levels 3-4:

Levels 3-4

Domain	Dimension	Standard
Health and physical education	Health knowledge and promotion	<ol style="list-style-type: none"> 1. Describe the stages of human development across the lifespan. 2. Explain basic concepts of identity and use simple strategies to maintain and support self-worth. 3. Identify basic safety skills and strategies at home, school and in the community. 4. Describe methods for recognising and avoiding harmful situations. 5. Describe how social components in the local environment contribute to wellbeing (for example a school environment free of bullying).
Interpersonal development	Building social relationships	<ol style="list-style-type: none"> 1. Demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people. 2. Support each other by sharing ideas and acknowledging individual differences. 3. Work with others to reduce, avoid and resolve conflict.

Teaching sequence topics

The *AusVELS Levels 3-4: Sample Unit of Work* is divided into 14 different teaching sequences. Each sequence has a different topic or focus:

Topic	Page	Topic	Page
1. Doing the groundwork	18	10. Birth and infancy	117
2. Personal identity and self-worth	29	11. Puberty	120
3. Feelings and emotions	34	12. Puberty and menstruation	138
4. Protecting myself	43	13. Friendships and relationships	146
5. Secrets and surprises	49	14. Changing relationships	160
6. The influence of my family and peers	62		
7. Human development across the lifespan	71		
8. The reproductive system	74		
9. Conception and pregnancy	104		

Assessment and reporting

See the *Assessment in sexuality education: AusVELS Levels 3-6* in *Tools for Teachers* for a list of relevant assessment tasks to use with Levels 3-4 of AusVELS.

AusVELS Levels 3-4 sample unit of work: Me and my body

Teaching notes

Typically, at this level of AusVELS, there can be a wider range of developmental variance and levels of sexual knowledge between students. Teachers will need to adapt programs according to the needs and maturity level of each class. Some schools may wish to deliver a simple program at Year 3 level (concentrating on identity, feelings, family, friends, human development and reproduction) and a more comprehensive program at Year 4 that deals with reproduction in more detail as well as some of the more complex issues surrounding puberty and peer relationships. In our experience, however, students also respond well to a combined Year 3/4 sexuality education program.

Please note: this Sample Unit of Work is intended as a guide only and should be adapted as required by schools.

The timing for each teaching sequence may vary, depending on whether all activities are included and on the depth of discussion involved. A sequence is designed to be delivered within a **120 minute** time frame. However, content may need to be adapted to suit individual school timetables and student needs and interests. Home activities are included for each session. We would expect that teachers would choose a small selection of home activities to use that are most appropriate to the needs of their students.

Teacher reminder

This sample unit of work consists of 14 teaching sequences. Each sequence provides an outline for teachers to follow. The outlines provide a brief overview and refer to activities and worksheets. These activity outlines and worksheets can be found following each teaching sequence. They provide more detailed teaching notes for each activity.

Activity numbers

Activity numbers are written in three parts. Each part represents the following:



Please note: all items in a given teaching sequence have a consistent colour scheme to help you with your planning.



Teaching sequence 1: Doing the groundwork

Learning outcomes	Key messages
<p>Students will:</p> <ul style="list-style-type: none"> become familiar with a range of procedures that will govern group interaction build trust and rapport with their classmates demonstrate their current knowledge about sexuality topics. 	<ul style="list-style-type: none"> We are all sexual beings. We continue to learn about our sexuality as we grow and develop. There are clear rules about how sexuality education will be delivered in the classroom. Cooperation with others can be fun. We are all unique and valuable. Engaged and interested learners think of many interesting questions to explore. Everyone has the opportunity to ask questions throughout the program. The rights and opinions of others must be respected at all times.

a. **Introduce the sexuality education program**
Provide a general overview of the program. Explain that families have different comfort levels about sexual issues and that some students may feel uncomfortable at first. Reassure students that this is normal and that they will become more comfortable as the program progresses. Encourage students to use this time as an opportunity to ask a lot of questions, as it is not always easy to get clear answers about this part of our lives. Finally, reassure students that the program will have a lot of activities and games and should be fun for everyone.

b. **Conduct formative assessment**
Teachers can choose an assessment task from the *Assessment in sexuality education: AusVELS Levels 3-6 in Tools for Teachers*.

c. **Establish group rules**
It is important to agree on a set of rules or protocols at the start of the program. Ensure that these are written up and displayed in the classroom. The rules may be referred to throughout the program as required. See *Sample Units of Work: AusVELS Level 3-4* for further information on group rules.

d. **Activity 3-4.1.1: Doing the rounds**
This can be used as a starter activity or for formative assessment to gauge the knowledge that students have around sexuality. Use topics that are relevant to AusVELS Levels 3-4.

e. **Activity 3-4.1.2: Tangles or Activity 3-4.1.3: Human machines (icebreaker team activities)**
Use a team activity as an icebreaker. These activities will also help to increase trust in the group.

f. **Activity 3-4.1.4: Who am I?**
Use this activity to help students in developing an awareness of personal identity. Their responses can then be used for the home activity (see part j).

g. **Activity 3-4.1.5: Question box**
The question box is simply any box with a slot cut in the top. Students can place anonymous questions in the box to be answered by teachers during the program or, preferably, throughout the school year. Outline how the question box will be used. Ensure students know that it is optional to use and that questions can be asked anonymously. You may also speak briefly about the need to respect how this box is used and to use it sensibly. Ensure that they understand what a great opportunity it is to be given honest, factual answers to their questions about sexuality. Answers will be given to the class, with the author remaining anonymous.

h. **Practise using the question box**
For this activity, you will need to ask students to write down questions that they would like answered during the program. Answer a few of the questions and let students know that the remaining questions will be answered throughout the program when covering the relevant topics.

Please note: This activity can also be used for formative evaluation.

i. **Summarise the content**
Summarise the content that will be covered during the program. Ask students if they have any questions or concerns.

j. **Home activity 3-4.1.4: Who am I?**
Students are to take their completed activity, *Who am I?* home to share and discuss with their family.

Activity: 3-4.1.1

Key Message

- We are all sexual beings. We continue to learn about our sexuality as we grow and develop.

Activity Details

THEME	Icebreakers and Energisers
TIME	20 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • 5 large sheets of paper • a texta per student • music.

Doing the rounds

Purpose

To allow the students to record their feelings, knowledge and questions about sexuality.

To determine students' prior knowledge, for the purpose of planning future lessons.

Teaching notes

This game is played like musical chairs. Allowing the students to write their comments and questions is a valuable way of easing the students into discussing their knowledge of sexuality.

Procedure

1. Label each large sheet of paper with headings such as: 'human body', 'being healthy', 'periods', 'puberty', 'pregnancy' and 'childbirth'.
2. Place sheets of paper on walls (or on the floor) around the room.
3. Position a group of students alongside each sheet.
4. Ask the students to write a comment, statement, question or drawing about the topic on the sheet.
5. Play music while the students record their response on that particular topic. When the music stops, the students should move to the next sheet of paper and repeat the activity for that topic.
6. After every student has commented on each topic, allow sufficient time for them to move around and read and view each sheet.
7. Bring the class together to discuss and reflect on the results. You may like to discuss according to facts the students have written (what we know), and questions they asked (what we would like to know). Let the students know that all their questions will be answered during future lessons.
8. Praise the students' efforts and clarify or correct any misconceptions as indicated in their statements.

Used with permission from: Kokonis, A and Maginness, K 1996, *Teaching sexuality: a comprehensive activity-based resource*, Harper Schools, North Blackburn, Vic.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	Describe the stages across a human lifespan	Human development across the lifespan (including stages such as conception, prenatal and adolescence)

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Activity: 3-4.1.2

Key Message

- Cooperation with others can be fun.

Activity Details

THEME	Icebreakers and Energisers
TIME	10 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	• large space.

Tangles

Purpose

To encourage students to relax, have fun and build trust.

Teaching notes

This activity provides an opportunity for movement and can be used any time students become restless and need to stretch and refocus.

Procedure

1. Ask students to stand in a line, facing forward with a gap between each person. They then hold hands with the person on either side of them.
2. Allocate a leader at one end of the line. That person leads the students under and through the lines of linked hands, causing the line of students to form a big knot.
3. The leader keeps moving until the tangle is so big it is no longer possible to move.
4. The students need to find a way to work together to untangle the knot without letting go of hands.

Extension

This activity can be extended by asking a student or two to stand out of the tangle. They then have to give instructions to the remaining students to support the untangling process.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	Support each other by sharing ideas	Skills and strategies for getting to know and understand others

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Activity: 3-4.1.3

Key Message

- Cooperation with others can be fun.

Activity Details

THEME Icebreakers and Energisers

TIME 30 minutes

AusVELS Levels 3-4

YEARS 3 & 4

EQUIPMENT • large space.

Human machines

Purpose

To encourage students to relax, have fun and build trust.

Teaching notes

This activity provides an opportunity for movement and also helps students to become more aware of their bodies and how they can move.

Procedure

1. Divide the class into groups of about 6-7 students.
2. Explain that each group is going to make a machine, using their bodies as the components. Encourage the students to make the sound effects produced by each moving part.
3. The machines can be representations of real machines or completely fictional, but must have a purpose.
4. Each group has 10 minutes to work out their routine.
5. Each group presents their machine to the class and the rest of the class can try to guess the machine's purpose.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Work with others to reduce, avoid and resolve conflict</p>	<p>Skills and strategies for getting to know and understand others</p> <p>Expectations within friendships and relationships</p>

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Activity: 3-4.1.4

Key Message

- We are all unique and valuable.

Activity Details

THEME	Identity
SUB THEME	Personal identity
TIME	30 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • <i>Who am I?</i> worksheet • textas, pencils • scrap paper • space for display.

Who am I?

Purpose

To analyse personal characteristics.

To develop self-awareness and confidence.

Teaching notes

This activity is a really simple way for students to reflect on themselves in a non-threatening way. It can also be used to support students to communicate with their parents.

Procedure

1. Give students examples of personal qualities (e.g. happy, fun loving, etc.) and explain that each student will be required to think about their personal qualities.
2. Distribute the *Who am I?* worksheet and discuss briefly.
3. Instruct students not to put their name on their work and inform them that the worksheets will be put on display, once completed.
4. Ask students to draw a picture, in each category, that represents themselves.
5. Number the sheets individually (e.g. 1–25) and ask students to record on a piece of paper who they think completed each one.
6. Discuss the student guesses and why they selected that person, rather than another.
7. After some discussion, reveal who the correct ‘owner’ of each worksheet is.

Homework

Students can take their illustrated worksheet home to communicate with their family members about their self-representations.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Explain basic concepts of identity and use simple strategies to maintain and support self-worth</p>	<p>Skills for maintaining and supporting positive self-worth</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Who am I?

As an animal, I would be...

As a colour, I would be...

As a bird, I would be...

As a flower, I would be...

As a toy, I would be...

As a musical instrument, I would be...



Activity: 3-4.1.5

Key Messages

- Engaged and interested learners think of plenty of interesting questions to explore.
- Everyone has the opportunity to ask questions in confidence throughout the program.

Activity Details

THEME	Icebreakers and Energisers
TIME	10 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • a box, preferably with a slit in the top (the 'Question box') • paper • pen • possibly time and resources to research answers.

Question box

Purpose

To ascertain the students' level of understanding around sexuality issues.

To inform the planning of future lessons.

Teaching notes

The *Question box* activity can be used in a variety of situations throughout the unit. It might be used at the beginning of a unit as a means of finding out what the students already know. Later in the unit it may be used as a way of assessing learning or for the purposes of planning future lessons. Be very careful about answering questions of a personal nature. In most cases, it is inappropriate (See *Answering difficult questions: A key part of sexuality education* section in *Tools for Teachers*, for information on dealing with personal questions).

Procedure

1. Prepare a question box for the classroom, preferably with a slit in the top.
2. Tell the students of its location, and that they can place any questions they have in the box anonymously at any time.
3. Invite students to place questions in the box as they think of them.
4. You might like to review questions and prepare your answers in advance, before presenting them to the class. This will provide you with time to check facts, develop clear and concise answers and to consider all aspects of the question.
5. If you are unsure of an answer, explain this to students and say that you will find out the answer for them. Consult with colleagues, school champions/ coaches or seek the information from reputable resources.

Additional Information

You could use the box at the end of a lesson, by asking all students to write a question or a comment. This may increase students' level of comfort to ask questions, as everyone will be writing something.

AusVELS Context:

The *Question box* is an activity that facilitates learning by enabling students to ask questions in a non-threatening manner. As the questions explored may relate to numerous topics, it is impossible to identify specific AusVELS standards for this activity.

Teaching Sequence 2: Personal identity and self-worth

Learning outcomes

Students will:

- recognise the link between self-talk and emotions
- explore how their identity is influenced by the way that they are perceived by their peers and family
- develop confidence in giving and receiving positive comments.

Key messages

- Our identity is shaped by how others view us and how we think about ourselves.
- There are positive and worthwhile things about all of us.
- Positive thoughts and encounters with others lead to more positive emotions and self-worth.
- The rights and opinions of others must be respected at all times.

a. Revise the group rules

Briefly revise the rules that were developed by the group in the last session.

b. Review the home activity 3-4.1.4: Who am I?

Explore with students the similarities and differences in how they view themselves and how they are viewed by their families. Ensure that basic concepts of personal identity are covered.

c. Discuss the link between self-talk and emotions

Discuss with students the link between self-perception, self-talk and their emotions (e.g. positive self-talk is more likely to lead to positive emotions and wellbeing). This may link in with existing resilience school programs such as *Bounce back* or *You can do it* etc. Ask students to give examples from different parts of their lives (e.g. at school, during sport, with friends and family etc.).

d. Activity 3-4.2.1: A different view of me

Explore with students how their identity is influenced by the way that they are perceived by others (i.e. peers and family).

e. Activity 3-4.2.2: Positive portraits

Finish with this activity, which asks students to make positive comments about their classmates. At the end of the session, ask students to share with the class their favourite comment about themselves.

f. Question box

Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.

g. Home activity 3-4.2.1: A different view of me

Invite students to share and discuss the activity, *A different view of me*, with their family to see if they were right about how they are perceived by others.

Activity: 3-4.2.1

Key Message

- Our identity is shaped by how others see us and how we think about ourselves.

Activity Details

THEME	Identity
SUB THEME	Personal identity
TIME	40 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • scrap paper • A3 paper for each student • textas, pencils.

A different view of me

Purpose

To consider how we are perceived by other people.

Teaching notes

Teachers may elect to demonstrate this activity first, using themselves as an example, in order to illustrate the concept.

Some students may be reluctant to draw. Words and diagrams can also be used or pictures can be cut out of magazines.

Procedure

1. Ask students to brainstorm and list, on scrap paper, all of the people who are important to them and know them well.
2. Hand out an A3 sheet of paper to each student.
3. Ask each student to draw a self-portrait in the centre of the paper, leaving enough space to (later) write around it.
4. Ask students to then fold the paper into four even parts.
5. Each student must choose 4 people from the list they compiled earlier (from step 1) and write a description of how that person would see them (the student). (e.g. 'Mum sees me as kind, messy and funny', 'My best friend sees me as sporty, fun and a good friend'). This can be written around the portrait, with one person for each quarter of the page.
6. Students can share and discuss their work with one another when completed.

Adapted from Sanders, P and Swinden, L 1990, *Knowing me, knowing you: strategies for sex education in the primary school*, LDA, Wisbech, Cambridgeshire, UK.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Explain basic concepts of identity and use simple strategies to maintain and support self-worth</p>	<p>The influence of peers and family on identity and self-worth</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Activity: 3-4.2.2

Key Messages

- There are positive and worthwhile things about all of us.
- Positive thoughts and encounters with others lead to more positive emotions and self-worth.

Activity Details

THEME	Identity
SUB THEME	Personal identity
TIME	45 - 60 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • A4 or A3 paper (class set) • comments pages • art materials • mirrors • display space.

Positive portraits

Purpose

To encourage students to think positively about each other.

Teaching notes

The self-portraits for this activity could be produced during art class. It will be important to emphasise that comments should be positive and not focused on physical looks.

Procedure

1. Using mirrors, ask students to produce a portrait of themselves.
2. These are to be displayed with a blank piece of paper under each.
3. Students are to view each other's portraits.
4. Explain that, as they view the portraits, students are to think of positive comments to write about the wonderful characteristics of each student that can't be seen in their portrait (e.g. fun, makes me laugh, a good friend, kind, etc.).
5. These comments can be made on sheets of paper which have been placed under each portrait. (e.g. [Name] is wonderful because she/ he...)
6. Once completed, each person can collect their positive comments to read and enjoy.
7. Ask students to share their feelings about giving and receiving positive comments. They may wish to share their favourite comment.

Adapted from Sanders, P and Swinden, L 1990, *Knowing me, knowing you: strategies for sex education in the primary school*, LDA, Wisbech, Cambridgeshire, UK.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people</p> <p>Acknowledge individual differences</p>	<p>Skills and strategies for getting to know and understand others</p> <p>Empathy and responding to the needs of others</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.

Teaching sequence 3: Feelings and emotions



Learning outcomes

Students will:

- recognise the different ways that feelings and emotions can be expressed
- practise identifying their own and other people's feelings and using language to express themselves
- identify strategies to use when people are behaving in a way that they are uncomfortable with.

Key messages

- People express their feelings in different ways and these feelings are expressed on our faces and through our body language.
- Sometimes it is difficult to work out what people may be feeling as they may not tell you directly. We may need to 'read' their body language or expressions.
- It is important to express your own feelings clearly and be able to ask for help if other people are behaving in a way that you don't like.

a. Review the home activity 3-4.2.1: A different view of me

Debrief as a class, asking students about their conversations at home. Discuss whether or not family members agreed with how students believe they are seen by others.

b. Discuss how feelings are expressed

Discuss how our faces can express feelings and emotions. As a group, draw different faces on the board and ask students to guess what types of feelings these represent (or you could, for example, mime a 'happy' or 'surprised' face). Discuss how we need to 'read' people's feelings through their faces and body language.

c. Activity 3-4.3.1: Feeling barometers

For this activity, students order feeling words on a long strip of card. This 'barometer' can then be used by students to indicate how they are feeling at any given moment.

Please note: This tool can be used throughout the program and continued throughout the school year.

d. Activity 3-4.3.2: Reading our feelings

Discuss with students how it can, at times, be difficult to work out what someone is feeling. Discuss the link between the ways that people behave and what type of feeling they are trying to express. Ensure that you cover difficult situations where people are meaning well, but are behaving in a way that you don't like (e.g. an auntie who gives very sloppy kisses). Talk about strategies students could use to assist them in these situations.

e. Activity 3-4.3.3: Welcome with a kiss?

Students are to complete this worksheet and discuss different ways in which we greet particular people.

Please note: This activity also explores what we can do if someone greets us (or touches us) in a way that we don't like, providing a link into the next teaching sequence that looks at personal safety.

f. Explore messages around protective behaviour

Briefly explore the main messages about personal safety, including the following:

- No adult has the right to touch a child in a way that they don't like
- If you feel unsure about something, tell a trusted adult
- If an adult doesn't believe you, keep telling other adults until the behaviour stops.

g. Question box

Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.

h. Home activity 3-4.3.3: Welcome with a kiss?

Students are to take home their completed worksheet from activity *Welcome with a kiss?* to share and discuss with their family.

Activity: 3-4.3.1

Key Messages

- It is important to express your own feelings clearly and to be able to ask for help if other people are behaving in a way you don't like.
- Sometimes it is difficult to work out what people may be feeling as they may not tell you directly. We may need to 'read' their body language or expressions.

Activity Details

THEME	Identity
SUB THEME	Feelings and values
TIME	30 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • buttons or counters (class set) • cardboard strips • textas • blu tac®.

Feeling barometers

Purpose

To practise identifying the students' own and others' feelings.

To practise using language to express feelings.

Teaching notes

This activity can be used as a literacy activity.

The barometers can be used by students to inform the teacher of their feelings after activities, after recess and lunch etc.

Procedure

1. Refer to previous discussions by asking students how facial expressions can be used to show feelings. Ask them to show you a happy face then a sad face.
2. Draw a happy face and a sad face on the board, about 30cm apart.
3. Ask students to consider all the feelings that might fit between happy and sad. Discuss and write in the feelings that go between happy and sad (e.g. positive, pleased, content, excited, uncomfortable, bored).
4. Explain that students will be making their own barometer to express their feelings.
5. Give students a piece of cardboard each and have them draw a happy face at one end and a sad face at the other. They should then write in any words that go in between these two faces.
6. Give students a button or counter and some blu tac each. Explain that the button is to be stuck at the point on the line next to the feeling that most represents the way that they are feeling at the moment.
7. Once students have stuck the button or counter at the point that best represents their feelings, explain that feelings don't stay constant. Invite children to move the button on the barometer throughout the day to represent their feelings.
8. *Feeling barometers* can be used at any point throughout the teaching day, to check how children are feeling.

Adapted from Sanders, P and Swinden, L 1990, *Knowing me, knowing you: strategies for sex education in the primary school*, LDA, Wisbech, Cambridgeshire, UK.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people</p>	<p>Skills and strategies for getting to know and understand others</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Activity: 3-4.3.2

Key Messages

- People express their feelings in different ways and these feelings are expressed on our faces and through our body language.
- Sometimes it is difficult to work out what people may be feeling as they may not tell you directly. We may need to 'read' their body language or expressions.
- It is important to express your own feelings clearly and to be able to ask for help if other people are behaving in a way you don't like.

Activity Details

THEME	Identity
SUB THEME	Feelings and values
TIME	30 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • four copies of <i>Reading our feelings</i> worksheet • a relevant picture story book.

Adapted from Sanders, P and Swinden, L 1990, *Knowing me, knowing you: strategies for sex education in the primary school*, LDA, Wisbech, Cambridgeshire, UK.

Reading our feelings

Purpose

To identify a range of ways in which people show their feelings.

To show that this is often done differently for children and adults.

To consider how people sometimes do one thing when they mean another.

Teaching notes

Students working on Worksheet B need to have access to a purposefully selected picture story book where a character shows they like one character but dislikes another. Most common fairytales where there are 'good' and 'bad' characters could be used. This will create interest and can be used as a discussion starter about what happens in real-life versus fiction.

Procedure

1. Introduce the activities by talking about ways in which our behaviour shows our feelings towards each other (e.g. if someone says something mean, we assume they are not happy with us. If someone smiles at us, we assume they are being friendly).
2. Divide the class into small groups. Give half of the groups Worksheet A, the other half Worksheet B.
3. Groups with Worksheet A discuss and record how people might behave towards someone they like and someone they don't like.
4. Groups with Worksheet B read the picture story book and discuss and record ways in which a character behaves towards someone they like and someone they don't like.

Discussion

Bring the class together and discuss their conclusions, using some of these questions:

- How do children show they like children?
- How do children show they like adults?
- How do adults show they like children?
- How do adults show they like adults?
- Are there any differences?
- Are there any ways in which people show they like you but which you might not like?
- What are some ways of dealing with this?
- Are there any situations where people behave the opposite way to what they are feeling?

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people</p> <p>Work with others to reduce, avoid and resolve conflict</p>	<p>The link between feelings and behaviour</p> <p>Empathy and responding to the needs of others</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Reading our feelings: Worksheet A

People show others they **like** them by...

People show others they **do not like** them by...

Reading our feelings: Worksheet B

Think of a character from the story.
How does this person show that they **like** someone?

How does this person show that they **do not like** someone?



Activity: 3-4.3.3

Key Message

- It is important to express your own feelings clearly and to be able to ask for help if other people are behaving in a way you don't like.

Activity Details

THEME	Safety, Risk and Challenge
SUB THEME	Personal safety skills
TIME	30 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> <i>Welcome with a kiss?</i> worksheet (class set).

Welcome with a kiss?

Purpose

To assist students to identify situations that make them feel uncomfortable or unsafe.

Teaching notes

This worksheet and discussion is important as it explores what students can do if someone greets them by kissing or hugging (or touches them in any way) that they don't like. It links into the next teaching sequence which looks at personal safety.

Procedure

- Begin by asking the students if they can think of different ways to greet someone.
- Make a list of these ideas.
- Ask students if you greet all people in the same way (e.g. your grandma and the Prime Minister).
- Explain that there are ways to greet people that are formal, casual, that demonstrate intimacy, and behaviours that are reserved for helping strangers (police, school crossing attendant etc.). You may wish to highlight that some cultures use other ways of greeting one another too.
- Hand out the worksheet and read through the instructions with the class. Point out that there might be more than one correct answer for each question.
- The worksheet can be completed in class or as a homework task.
- Discuss the completed worksheet with students by asking questions such as these:
 - Why do we reserve kissing and hugging for people we are close to?
 - Are some types of greetings more formal than others?
 - How does it make us feel if people use some greetings with us when we don't know them well?
- Conclude the session by asking students what they would do if someone is too familiar in their greeting.

Adapted with permission from Western Australia Department of Health 2010, *Growing and developing healthy relationships: Middle Childhood 2.2.4 Welcome With A Kiss?* gdr.wa.gov.au/resources/middle-childhood/middle-childhood-2.2.4-welcome-with-a-kiss/?searchterm=Welcome%20with%20a%20kiss.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and Physical Education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify basic safety skills and strategies at home, school and in the community</p> <p>Describe methods for recognising and avoiding harmful situations</p>	<p>Developing knowledge, strategies and skills to reduce harm and create safe and supportive environments</p>
<p>Domain Interpersonal Development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people</p>	<p>Different types of friendships and relationships</p> <p>Expectations within friendships and relationships</p>

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Welcome with a kiss?

How would you greet the following people at a party?

(Pretend, if you don't have all of these relations or know these people).

	Kiss	Hug	High five	Shake hands	Just say hello
Grandma					
Grandpa					
Uncle					
Aunt					
Brother					
Sister					
Cousin					
Teacher					
Best friend					
Tennis coach					
School crossing attendant					
Mayor					

Why do we greet people in different ways?

What can we do if someone greets us (or touches us) in a way we don't like?

Adapted with permission from Western Australia Department of Health 2010, *Growing and developing healthy relationships: Middle childhood 2.2.4 Welcome with a kiss?* <gdhr.wa.gov.au/resources/middle-childhood/middle-childhood-2.2.4-welcome-with-a-kiss/?searchterm=Welcome%20with%20a%20kiss>.



Teaching sequence 4: Protecting myself

Learning outcomes	Key messages
<p>Students will:</p> <ul style="list-style-type: none">develop knowledge and gain an understanding of strategies and skills to reduce harm, as detailed in personal safety and protective behaviours educationdescribe methods for recognising and avoiding harmful situations.	<ul style="list-style-type: none">Everyone has an inbuilt warning system that alerts them to danger.Everyone needs to learn to identify and trust their early warning signals.Everyone has the right to feel safe.It is important to tell a trusted adult if you are in a scary or harmful situation.There are ways to avoid these situations.

a. **Review the home activity 3-4.3.3: Welcome with a kiss?**

Review the homework, including the ideas that students discussed with their families.

b. **Activity 3-4.4.1: Early warning signals**

Use this activity to help students in identifying and naming the physical and emotional sensations that occur in their body when they are in a potentially harmful situation (e.g. having 'butterflies' in the tummy, feeling scared, heart beating faster etc.). The protective behaviours message here is 'we have the right to feel safe at all times'.

c. **Discuss what to do when there is possible danger**

Offer students a number of simple scenarios, such as the following:

- A big kid follows you around the schoolyard, giving you funny looks
- You are home alone for a few minutes while your mum has ducked out to get some milk and there is a knock at the door
- An elderly lady in your street stops you on the way home and asks if you can come into her house to give her a hand with something heavy
- You are at a big family party when a distant relative follows you into the toilet and starts to tell you about sexy things.

d. **Brainstorm people to go to for help with a problem or secret**

Ask students to make a list of all of the people that they could go to with a problem. The list can include family members, professionals and community members. The protective behaviours message is 'nothing is so awful that we can't talk to someone about it'.

e. **Activity 3-4.4.2: Network hand of helping people**

Use this activity to help students in identifying a support system that they could use if they needed help. The delivery of letters, as the activity suggests, can be done for homework (see part h).

f. **Summarise the key messages**

Emphasise that our brain sends messages to our body that alert us to danger. Explain to students that these are called early warning signals and that they help to keep us safe. Reinforce that there are many people and services that will help us if we ask and that we need to keep asking until someone helps us.

g. **Question box**

Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.

h. **Home activity 3-4.4.2: Distribute the 'helping people' letters**

Students are to distribute their letters to the people who they have chosen to be a part of their support network.

Activity: 3-4.4.1

Key Message

- Everyone has an in built warning system to danger.

Activity Details

THEME	Safety, Risk and Challenge
SUB THEME	Personal safety skills
TIME	30 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • whiteboard • markers • paper • drawing materials.

Early warning signals

Purpose

To develop knowledge and understanding of strategies and skills to reduce harm.

To describe methods for recognising harmful situations.

To develop protective behaviours.

Teaching notes

There are 3 types of situations where our early warning signals react.

1. When we feel unsafe, but are having fun and are in control of the situation—i.e. it is our choice to be there. For example, watching a scary movie, diving off a high diving tower or riding a roller coaster.
2. When we feel unsafe, it is not fun, but we are still in control. For example, going to the dentist or sitting an exam.
3. When we feel unsafe, it is not fun and we have no control over the situation. These situations are personal emergencies as the child is in danger of losing control over what happens to them. For example, being lost, being bullied, or being abused by a relative.

Procedure

1. Ask students to think about the way their body reacts if they are scared. What do their stomach, throat, knees and palms feel like?
2. Make a list on the board of all the body responses to something unpleasant or frightening.
3. Explain that these signs are feelings we get when we know something is not quite right. Not everyone gets all of the signals each time. Sometimes, it is hard to name what it is that is frightening us but our body already knows we are in danger.
4. Explain that some of these body responses occur when we are excited. For example, when we are taking our first plane trip or about to ride the roller coaster. There are some clear differences, though, to a danger response and an excitement response. A danger response is associated with a sense of dread, while an excitement response anticipates pleasure.
5. Give each student a piece of paper.
6. Ask students to draw an outline of a person on their paper.
7. Ask students to draw and label the early warning signals discussed on the body outline. Include both physical and emotional responses.

Early warning signals

Sweaty palms, underarms and face; jittery legs, 'butterflies' in stomach; feeling like you want to vomit, cry or go to the toilet; headache, dry throat, hard to speak, heart beats faster; breathing faster and more shallow.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p>	<p>Identify basic safety skills and strategies at home, school and in the community</p>	<p>Developing knowledge, strategies and skills to reduce harm and create safe and supportive environments</p>
<p>Dimension Health knowledge and promotion</p>	<p>Describe methods for recognising and avoiding harmful situations</p>	

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Activity: 3-4.4.2

Key Messages

- Everyone has a right to feel safe.
- It is important to tell a trusted adult if you are in a scary or harmful situation.

Activity Details

THEME	Safety, Risk and Challenge
SUB THEME	Personal safety skills
TIME	40 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • whiteboard and markers • scrap paper • 1 copy of the <i>Network hand 'helping people' I could go to</i> diagram and 5 copies of the <i>Network hand 'helping people' letter</i> for each student.

Network hand of helping people

Purpose

To identify adults that can assist when the student needs help.

Teaching notes

This activity will help students identify a support system that they can use if they need help. It requires them to identify 'helping people' and then ask them to act as their helping person via a letter. The delivery of letters can be done for homework.

Procedure

1. Ask students what the term 'helping person' means to them (someone who you can go to for help).
2. Brainstorm and write up a list on the board of people who could be 'helping people' (e.g. parents, uncles/ aunts, grandparents, neighbours, teachers, friends, police officers etc.).
3. Ask students to identify 5 people that they could go to who could be their 'helping people'. Specify that they need one person from each of the following categories:
 - Someone I live with
 - Someone I go to school with
 - A friend
 - Someone in my neighbourhood
 - Someone who cares for me.

The students may like to do this on a scrap piece of paper first and then record these on the worksheet.

4. Explain that the students will need to complete and give a letter to each of these 5 helping people asking them to be on their network hand.
5. Hand out 5 copies of the letter to each student and have them fill in the name of their prospective helper and their own name (see worksheet).
6. The letters can be delivered, emailed or posted as homework.
7. Ask students to think of a special place that they can store their page for future reference (e.g. stick on the back cover of a book, inside their locker, on their wall at home).
8. The 'helping people' list should be reviewed in six months to make sure it's current as teachers, family move etc.



AusVELS Context:

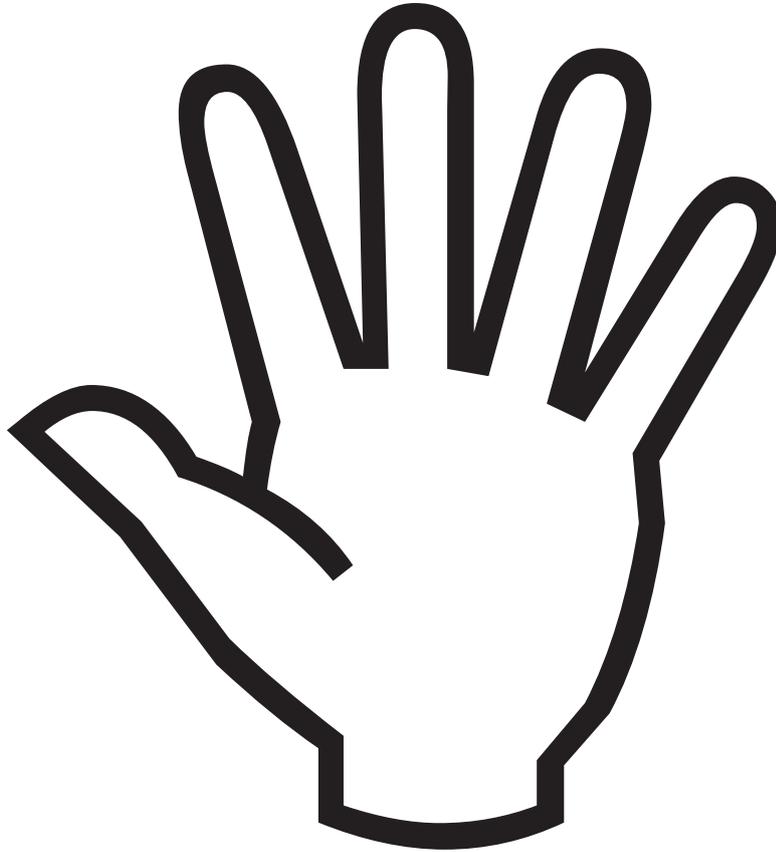
Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and Physical Education</p> <p>Dimension Health knowledge and promotion</p>	<p>Identify basic safety skills and strategies at home, school and in the community</p> <p>Describe methods for recognising and avoiding harmful situations</p>	<p>Developing knowledge, strategies and skills to reduce harm and create safe and supportive environments</p>
<p>Domain Interpersonal Development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people</p>	<p>Different types of friendships and relationships</p> <p>Expectations within friendships and relationships</p>

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Network hand 'helping people' I could go to



Write the names of your helping people, one in each digit.
Put your network hand in a special place.

Network hand 'helping people' letter

Dear _____

I am inviting you to be on my network.
This means that if I feel unsafe or have a problem please:

- listen to me
- believe me
- assist me

so that I can feel safe again.
Please sign this if you are willing to do this.

From _____



Teaching Sequence 5: Secrets and surprises

Learning outcomes

Students will:

- identify the differences between secrets that are safe to keep and those that may cause harm
- recognise protective behaviour strategies that they can use when in potentially harmful situations.

Key messages

- Our bodies are our own.
- We can figure out if secrets are safe or unsafe.
- We tell unsafe secrets to an adult who can help.
- There are some types of touching that we like.
- There are some types of touching that we don't like.
- If someone breaks the rules about touching, we can tell them to stop and then tell an adult who will listen and help.
- If someone does something wrong or rude to us, it is never our fault.

- Review the home activity 3-4.4.2: Distribute the helping people letters
Review and discuss the homework with students.
- Activity 3-4.5.1: Tell or don't tell?
Use this activity to reinforce the protective behaviour concept that some secrets are safe to keep and some are not. It provides explicit scenarios where students decide whether or not they should share a secret.
- Introduce the concept of touching
Ask students to think about all of the things that they have done during the day. Ask them to think about any time that a person may have touched them in a way that they liked (e.g. mum or dad helping them with their shoes or hair, a friend giving them a high five, playing a contact sport at lunch time etc.). Discuss why this sort of touching is okay (e.g. helpful, friendly, part of the game etc.).
- Activity 3-4.5.2: The touching I like
Use this activity to help in reinforcing the previous concept. It is important to read the teaching notes provided with this activity before presenting it to the class.
- Activity 3-4.5.3: The touching I don't like
Use this activity to help students in identifying the types of touching that they would find uncomfortable. It is important to read the teaching notes provided with this activity before presenting it to the class.
- Read *Some secrets should never be kept* (book)
Read *Some secrets should never be kept* (Sanders, 2011), or another suitable book, to the class. Discuss the main issues covered in the book and reinforce who students could go to for help and support.
- Summarise the key messages
It is important to keep the main points about touching simple and direct, as follows:
 - Our bodies are our own
 - There are some types of touching that we like
 - There are some types of touching that we don't like
 - If someone touches us in a way that we don't like, we can tell them to stop
 - We can ask an adult who we trust for help if this happens
 - When someone does something wrong or rude to us, it is never our fault.
- Question box
Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.
- Home activity 3-4.5.4: These are the people who can...
Students are to complete this worksheet at home and share their responses with their family.

Activity: 3-4.5.1

Key Messages

- We can figure out if secrets are safe or unsafe.
- We tell unsafe secrets to an adult who can help.

Activity Details

THEME	Safety, Risk and Challenge
SUB THEME	Personal safety skills
TIME	30 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • selected story • whiteboard and markers • <i>Tell or don't tell?</i> worksheet (class set).

Tell or don't tell?

Purpose

To provide the students with information and skills to neutralise the power of secrecy in relation to sexual offences.

Teaching notes

Teaching about safe and unsafe secrets is a complex task. People who have not been victimised can find it difficult to understand why children do not report the first incidence of sexual misbehaviour. They underestimate the pressure on children to remain silent, especially if the perpetrator is a person known and trusted by the family. This activity aims to provide students with explicit instances, to allow students to determine when they need to tell a trusted adult about an unsafe incidence.

While this may seem like a confronting task to the teacher, it is necessary to discuss them so as to provide protective behaviour strategies for students to use when they are in a possibly unsafe situation.

Procedure

1. Read a suitable short story. Recommended stories include:
 - *No more secrets: protecting your child from sexual assault* (Caren Adams and Jennifer Fay, 1981)
 - *What's wrong with bottoms?* (Jenny Hessel, 2000)
 - *Zing and Zip: the troggs of wongo-wongo wood* (Sue Gordon, Sandy Litt and Sharon Brooks, 1998)
 - *Nolly and Groogle: the gillows of crimpley creek* (Sue Gordon and Sandy Litt, 1998)

Or consult your school librarian.
2. Explore the key issues about secrets in the story using the following questions as a guide:
 - Which secrets could someone tell?
 - Would someone really get into trouble for telling an unsafe secret? (ensure to explore both yes and no possibilities)
 - What might happen if an unsafe secret is kept secret?
 - Is anyone allowed to show/ do rude or yucky things to children and tell them to keep it a secret?
 - Suppose that an adult, that someone really likes, asks a child to keep a secret about something yucky or rude. What could the child do?
 - Sometimes an adult, even someone who is liked a lot, may threaten children to make them keep a secret. What could children do if this happens?
 - Why do you think a grown up or bigger person might want a child to keep something secret?
 - How would being asked to keep an unsafe secret make you feel?
3. Distribute the worksheet *Tell or Don't tell?* to each student. Allow sufficient time for students to complete the sheet. Ask students to share their answers.
4. Discuss some of the key issues around keeping safe (as above) in relation to the scenarios on the worksheet.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Explain basic concepts of identity and use simple strategies to maintain and support self-worth</p> <p>Identify basic safety skills and strategies at home, school and in the community</p> <p>Describe methods for recognising and avoiding harmful situations</p>	<p>Skills for maintaining and supporting positive self-worth</p> <p>Developing knowledge, strategies and skills to reduce harm and create safe and supportive environments</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people</p> <p>Support each other by sharing ideas</p> <p>Acknowledge individual differences</p>	<p>Strategies for dealing with conflict and bullying</p> <p>Expectations within friendships and relationships</p>

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Tell or don't tell?

Which surprises can we keep?

Which secrets must we tell?

Circle the word **Tell** if you think that a secret should be told.

Circle **Don't Tell** if you think it's a good surprise.

Someone's mum is planning a party for her partner's birthday and she asks the children not to tell anyone about it. She wants it to be a surprise.	Tell	Don't tell
A big boy in the schoolyard wants to show others some rude pictures of naked people. He says that it's for fun but the children can't tell anyone or he'll get his mate to hit them.	Tell	Don't tell
A dad takes his children shopping and buys a present for mum. He asks the children to keep it a secret until Christmas.	Tell	Don't tell
A boy/ girl is watching TV with an uncle. He sits too close and puts his hand under their clothes and touches parts of their body which makes them feel scared and uncomfortable. He then says 'It's our special secret. Don't tell anyone or you'll get into big trouble.'	Tell	Don't tell
A boy shows his mates a \$20 note and says it was given to him by a man who lives in the next street. He says the man will give them both \$20 if they go to his house, but they mustn't tell anyone or he will get into big trouble.	Tell	Don't tell
The children like their babysitter a lot, until she/ he asks them to play an undressing game and says they mustn't tell anyone.	Tell	Don't tell
Your friend tells you that his parents are planning to have another baby soon. He asks you not to tell anyone.	Tell	Don't tell
You and your older sister take the bus to school. As soon as you get to the bus stop, your sister hitches up her skirt and puts on eye liner. She asks you not to tell mum.	Tell	Don't tell
A boy/ girl goes to his/ her friends' home after school and the friend shows him/ her rude videos on the computer. It makes him/ her feel uncomfortable and worried.	Tell	Don't tell

Adapted with permission from Briggs, F 2000, *Teaching children to protect themselves: a resource for teachers and adults who care for young children*, Allen and Unwin, Crows Nest, NSW.



Activity: 3-4.5.2

Key Message

- There are some types of touching that we like.

Activity Details

THEME	Safety, Risk and Challenge
SUB THEME	Personal safety skills
TIME	40 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • selected picture story books • magazines • <i>The touching I like</i> worksheet (class set).

The touching I like

Purpose

To provide the opportunity for children to identify appropriate touching.

Teaching notes

Learning about what sort of touching is appropriate and what is inappropriate is one of the most difficult aspects of teaching protective behaviour. We refer to 'touching I like' or 'appropriate touching' rather than 'safe touching' for a number of reasons. There is an unstated assumption that if touching feels alright it is safe. Abuse often has its beginnings in safe touches such as kissing and hugging and children are unable to reconcile 'unsafe' behaviour with 'good' people.

Procedure

1. Use pictures from books and magazines to demonstrate touches that people are obviously enjoying and are safe. You might like to gather a selection of pictures yourself or have the children flick through books and magazines to find them themselves.
2. Ask the students what is happening in the picture. What kind of touching is that? Is it okay for people to touch like that?
3. Ask the students to list all the touches we need. This would include hugs, pats, kisses and strokes that are clearly enjoyed by both parties.
4. Discuss what it feels like when we get appropriate touches that we like.
5. Distribute *The touching I like* worksheet to the students, giving them time to complete them.
6. Students may like to share their responses. Discuss key issues as a class.

Used with permission from Briggs, F 2000, *Teaching children to protect themselves: a resource for teachers and adults who care for young children*, Allen and Unwin, Crows Nest, NSW.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Explain basic concepts of identity and use simple strategies to maintain and support self-worth</p> <p>Identify basic safety skills and strategies at home, school and in the community</p> <p>Describe methods for recognising and avoiding harmful situations</p>	<p>Skills for maintaining and supporting positive self-worth</p> <p>The influence of peers and family on identity and self-worth</p> <p>Developing knowledge, strategies and skills to reduce harm and create safe and supportive environments</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people</p> <p>Acknowledge individual differences</p> <p>Work with others to reduce, avoid and resolve conflict</p>	<p>Different types of friendships and relationships</p> <p>Expectations within friendships and relationships</p> <p>Strategies for dealing with conflict and bullying</p>

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The touching I like

Some touches are great! These are the touches I like:

This is a picture of someone who gives me touches that I like:

This person is called: _____

I like giving good touches, too. Here are the good touches I give:

I give good touches to:

Used with permission from Briggs, F 2000, *Teaching children to protect themselves: a resource for teachers and adults who care for young children*, Allen and Unwin, Crows Nest, NSW.



Activity: 3-4.5.3

Key Messages

- There are some types of touching we don't like.
- If someone breaks the rules about touching, we can tell them to stop and then tell an adult who will listen and help.
- If someone does something wrong or rude to us, it's never our fault.

Activity Details

THEME	Safety, Risk and Challenge
SUB THEME	Personal safety skills
TIME	40 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • magazines • <i>The touching I don't like</i> worksheet (class set).

The touching I don't like

Purpose

To provide the opportunity for children to identify wrong touching.

Teaching notes

Messages about inappropriate touching must be clear. Hints and vague statements are useless. Be clear that older children and adults are never allowed to play or mess around with children's genitals for fun. Children also associate touching with the use of their hands. Unless there is a broader perspective, oral or anal penetration is unlikely to be identified by a child as being wrong. This is a confronting activity, but it is an important one, as it provides students with clear ideas about what is inappropriate. Teachers may wish to consult websites on protective behaviour and mandatory reporting which have been listed (see the *Protective behaviours* section in the *Introduction: Background Teaching notes* of this document).

Procedure

1. Ask the students to brainstorm touching they like.
2. Ask if this could change to touching they don't like.
3. Discuss ways of communicating clearly when you don't like touches.
4. Practise saying 'I don't like it when you do that to me.'
5. Tell the students that wrong touching could happen anywhere at any time. Ask them to come up with some places where wrong touching could happen. The person giving the wrong touch might be an older child, an adult, someone they know or someone they don't know.
6. Give regular reminders that 'If other children or adults do wrong or rude things to you, it is never your fault'.
7. Emphasise that, if someone breaks the rules about touching, it is important to tell an adult who will listen and help. (You may refer students back to the 5 people identified in the *Network hand of the helping people* activity).
8. Distribute the worksheets to the students.
9. Students might like to share their answers with the class.

Used with permission from Briggs, F 2000, *Teaching children to protect themselves: a resource for teachers and adults who care for young children*, Allen and Unwin, Crows Nest, NSW.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Explain basic concepts of identity and use simple strategies to maintain and support self-worth</p> <p>Identify basic safety skills and strategies at home, school and in the community</p> <p>Describe methods for recognising and avoiding harmful situations</p>	<p>Skills for maintaining and supporting positive self-worth</p> <p>Developing knowledge, strategies and skills to reduce harm and create safe and supportive environments</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people</p> <p>Acknowledge individual differences</p> <p>Work with others to reduce, avoid and resolve conflict</p>	<p>Strategies for dealing with conflict and bullying</p> <p>Expectations within friendships and relationships</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.

The touching I don't like

Most touches are good touches. We all like good touches.
But sometimes, touches can be wrong.

Wrong touches can hurt.
Wrong touches can feel yucky
Wrong touches can be worrying.
Wrong touches must be stopped.
Wrong touches are not allowed.

These are bad touches I would not like:

It can be a bad touch if someone touches you (pushes you) on the swing to make you go higher than you want to go.

It's a wrong or bad touch if someone keeps on pushing you when you've asked them to stop.

If someone gives you a touch that you don't want, say 'Stop that! I don't like it!'
And, if they don't stop, tell someone who will help you to stop it.

Tell your teacher. Tell your mum or dad.

Used with permission from Briggs, F 2000, *Teaching children to protect themselves: a resource for teachers and adults who care for young children*, Allen and Unwin, Crows Nest, NSW.



Activity: 3-4.5.4

Key Messages

- Our bodies are our own.
- There are some types of touching we like.
- There are some types of touching we don't like.

Activity Details

THEME	Safety, Risk and Challenge
SUB THEME	Personal safety skills
TIME	10 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • <i>These are the people who can...</i> worksheet (class set).

These are the people who can...

Purpose

To identify certain types of touching within certain relationships.

Teaching notes

This homework activity allows students to discuss their feelings about physical contact with their family. It can help parents/ carers identify types of touching that make their children uncomfortable. For example, a distant aunt who is not well known expecting a kiss from the child.

Please note: There might be some physical contact that students don't want with anyone. For example, a pinch on the cheek. If students are unable to (or refuse to) complete this activity with the parents for any reason, explain that they can do it on their own.

Procedure

1. Hand out the *These are the people who can...* worksheet. Explain that it may be filled out after discussion with parent/ carers.
2. Revise ideas in previous activities:
 - There are different levels of intimacy in different relationships
 - There are different levels of physical contact depending on relationship
 - A child gets to say what they find appropriate, not the adult.
3. Read through the worksheet explaining students are to match people in their life to each of the types of physical contact.
4. Discuss during the next session.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Explain basic concepts of identity and use simple strategies to maintain and support self-worth</p> <p>Identify basic safety skills and strategies at home, school and in the community</p> <p>Describe methods for recognising and avoiding harmful situations</p>	<p>Skills for maintaining and supporting positive self-worth</p> <p>Developing knowledge, strategies and skills to reduce harm and create safe and supportive environments</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people</p> <p>Acknowledge individual differences</p> <p>Work with others to reduce, avoid and resolve conflict</p>	<p>Strategies for dealing with conflict and bullying</p> <p>Expectations within friendships and relationships</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



These are the people who can...

A note to parents/ carers: At school, we have been talking about appropriate physical exchanges with different people. Please discuss with your child the following physical exchanges, and assist them to identify any people your child would be comfortable to share such exchanges with.

'High five' me

--	--	--

Kiss me on the cheek

--	--	--

Hug me

--	--	--

Hold my hand

--	--	--

Tuck me in

--	--	--

Pinch my cheek

--	--	--



Teaching Sequence 6: The influence of my family and peers



Learning outcomes

Students will:

- identify the influence that family and cultural values have on their personal identity and values
- identify the diversity of families
- acknowledge the influence of peers on their identity and values and how this may affect their behaviour
- explore the influence of peers as they grow and develop.

Key messages

- Families are unique.
- Families have different values and beliefs and these will affect how we think and feel about ourselves.
- Sometimes our own values will be different to our family's values and this may feel challenging.
- Our peers also influence our identity and values and this may be difficult at times, as their values may be different to our own.
- How we deal with this will affect our personal identity and behaviour.
- People grow and change throughout their lives.

a. **Review the home activity 3-4.5.4: These are the people who can...**

Discuss with students the people who they chose for each type of touch identified in the worksheet.

b. **Discuss families**

Ask students to cut out a number of people or animals from a magazine to bring to the floor. Choose two students to show what a family may look like using these cut outs. Encourage and model the inclusion of diverse families including single parent and children of same-sex parents. Discuss as a class what makes a family.

c. **Introduce the topics of family values, our identity and self-worth**

Discuss how family values can shape identity and impact on feelings of self-worth (i.e. feeling good about ourselves). Ask students to give some examples and discuss these as a class. Ensure that different cultural perspectives are covered. Discuss the challenges that students may have when their family and cultural values conflict with their own emerging identity and personal values.

d. **Activity 3-4.6.1: Chug chug**

For this activity, use statements about family, gender and values. Discuss how family and cultural values impact on our identity, behaviour and gender roles and expectations.

Please note: This teaching sequence is based on the current AusVELS content. Gender is not a significant component at this level, however, Family Planning Victoria will be developing further online teaching resources on gender.

e. **Discuss the role of peers**

Discuss with students the influence that peers have on their personal identity and feelings of self-worth. Explore how this is different to the role of the family and how it could impact on the way that they behave. Discuss the challenges associated with the need to belong and fit in with peers versus the need to be true to their values and act safely. Illustrate this by giving examples.

f. **Activity 3-4.6.2: Under the influence**

Students are to complete this activity individually. It is important to ensure that they understand what the words 'influence' and 'decision' mean. If possible, graph the collective responses of the class to identify and discuss any broader conclusions.

g. **Summarise the key messages**

Discuss with students who influences them in their lives and how the role of peers may change as they grow and develop.

h. **Question box**

Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.

i. **Home activity 3-4.6.3: Just a stage you're going through**

Students are to look at the different stages of the human life cycle and match people who they know to each stage.

Please note: This activity links to the next learning sequence on human development across the lifespan.

Activity: 3-4.6.1

Key Messages

- Families are unique.
- Families have different values and beliefs and these will affect how we think and feel about ourselves.

Activity Details

THEME	Identity
SUB THEME	Personal identity
TIME	30 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • enough room for students to sit or stand comfortably in two concentric circles.

Adapted from Gourlay, P, White, W and Walsh, R 2001, *Growing up and feeling good: strategies for teaching and learning about puberty*, Family Planning Victoria, Box Hill, Vic.

Chug chug

Purpose

To explore the students' perceptions of family values and identity.

Teaching notes

A *Chug Chug* is a structured discussion in which many different questions can be discussed quickly and in a non-threatening way. It requires at least 10 participants. You can ask as many questions as you like, depending on the time available. To maintain pace and to cover a lot of material, pairs may be given 1-2 minutes to discuss a question.

Procedure

1. Organise the students in two concentric circles, one facing in and one facing out, so that everyone has a partner. Students may stand or be seated. If you have an odd number of students, you will need to make one group of three (or you could join in yourself).
2. Instruct students on who is to answer first (i.e. the inside or outside circle). The other group then follow with their response.
3. Let the students know how long they will have to discuss each question.
4. Ask some prepared questions, such as the ones below, or others drawn from previous class or school conversations:
 - Is the role of a mum different to the role of a dad?
 - Is there one 'right' way to be a family?
 - How are rules made in a family?
 - Is everyone in a family treated the same?
 - Do your parents/ carers help to make choices for you? How?
 - Are there some things you would never do because they go against your family's values?
5. You may like to pause at the end of some, but not all, questions to ask for feedback.
6. After each question, the students in the inner circle should take one step to the right (or to the next seat) so that each has a new partner. The process continues with the next question.

Discussion

A class discussion at the end might cover questions such as:

- Which were the most difficult questions to answer?
- What did we learn from this activity?

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Explain basic concepts of identity and use simple strategies to maintain and support self-worth</p>	<p>Roles and expectations of people which arise from gender, culture and age</p> <p>The influence of peers and family on identity and self-worth</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Support each other by sharing ideas</p> <p>Acknowledge individual differences</p>	<p>Empathy and responding to the needs of others</p> <p>Changing relationships and recognising that disagreement can be healthy</p> <p>Skills and strategies for getting to know and understand others</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Activity: 3-4.6.2

Key Messages

- Families have different values and these will affect how we think and feel about ourselves.
- Sometimes our own values will be different to our family's values and this might feel challenging.
- Our peers also influence our identity and values and this might be difficult sometimes, as their values may be different to our own.

Activity Details

THEME	Identity
SUB THEME	Personal identity
TIME	30 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • whiteboard and markers • <i>Under the influence</i> worksheet (class set).

Under the influence

Purpose

To encourage thinking about outside influences on our decisions and behaviour.

Teaching notes

Teachers need to discuss the words 'influence' and 'decision'.

It is important to remember that families have different values and rules about certain things. Remind students of the need to be respectful of the values of others if they are different from their own.

Procedure

1. Ask students to define the word 'influence'. Discuss.
2. Have students think about all of the people and things that influence them. List them on the whiteboard.
3. Hand out the worksheet.
4. Read through the instructions on the worksheet with students.
5. Have students complete the worksheet on their own.
6. Bring them together to discuss their answers.
7. Make some conclusions using the two questions below the table on the worksheet.

Discussion

Pose some questions about the future for further discussion:

- When will your parents become less of an influence? Why?
- Who do you think may influence you the most when you are 20, 40, when you are in a relationship or when you are at work, in terms of what you wear, what you eat and what you watch on TV?
- Are there any benefits from being influenced by others?
- Are there any drawbacks from being influenced by others?

Adapted from Gourlay, P, White, W and Walsh, R 2001, *Growing up and feeling good: strategies for teaching and learning about puberty*, Family Planning Victoria, Box Hill, Vic.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Explain basic concepts of identity and use simple strategies to maintain and support self-worth</p>	<p>The influence of peers and family on identity and self-worth</p>

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Under the influence

Are you influenced by others when making decisions? Who influences you?
What decisions do they influence?

Tick the boxes below to show who might influence each of the decisions listed. (You can tick more than one in each row).

	Parents/ carers	Brothers Sisters	Best friend	Other friends	Teachers	The media
What you eat						
What clothes you wear						
Your choice in music						
What time you go to bed						
Where you go on the weekend						
The team you barrack for (or support)						
Who you play with at school						
What TV shows you watch						

Who influences you the most in your life currently?

List one interesting thing you noticed after completing this activity.

Adapted from Gourlay, P, White, W and Walsh, R 2001, *Growing up and feeling good: strategies for teaching and learning about puberty*, Family Planning Victoria, Box Hill, Vic.





Activity: 3-4.6.3

Key Message

- People grow and change throughout their life.

Activity Details

THEME	Growth and Development
SUB THEME	Puberty
TIME	30 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • <i>Just a stage you're going through</i> worksheet (class set).

Just a stage you're going through

Purpose

To help students identify the different life stages people go through and to identify their own.

Teaching notes

This homework activity allows students and parents/ carers to discuss different life stages and the needs, feelings and challenges of individuals during each stage. Students may find that they do not know someone in each life stage while they may know many in stages such as their own.

Procedure

1. Hand out the *Just a stage you're going through* worksheet to each student. Explain that it is for homework and can be done with parents/ carers.
2. Go through the drawings of people in different life stages and ask students to identify each, describing known characteristics of each life stage.
3. For homework, students are to identify people they know who belong in each of the stages.



AusVELS Context:

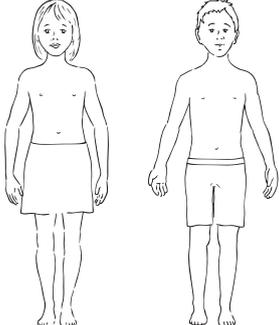
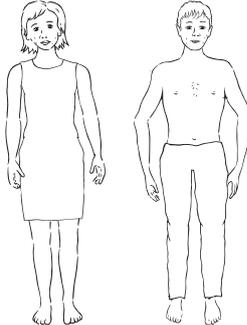
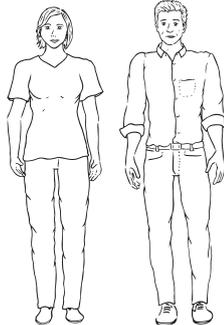
Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	Describe the stages of human development across the lifespan	Human development across the lifespan (including stages such as conception, prenatal and adolescence)

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.

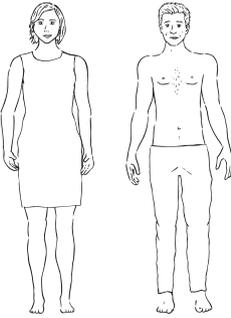
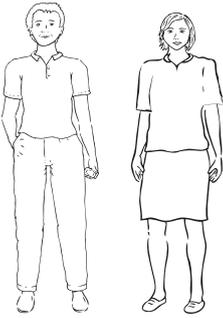
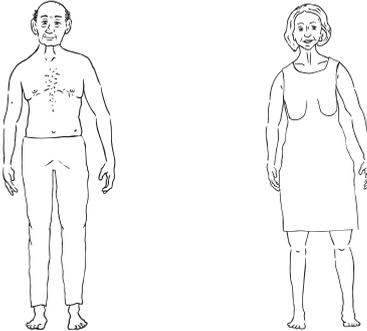


Just a stage you're going through

Infant	Child	Teenagers	Young adult
			

List some people you know that fit into each of these stages.

--	--	--	--

Adult	Middle aged	Elderly	
			

List some people you know that fit into each of these stages.

--	--	--	--

Which one do you fit into? Draw a circle around the stage you are in now.



Teaching sequence 7: Human development across the lifespan

Learning outcomes	Key messages
<p>Students will:</p> <ul style="list-style-type: none">• identify the different stages of human development across the lifespan (including conception, prenatal and adolescence)• present the changes that occur during one of these stages.	<ul style="list-style-type: none">• There are definitive stages of human development that are shared by all humans.• Each stage has specific characteristics.• The nature of these changes are predictable, though the timing will vary from person to person.

a. **Review the home activity 3-4.6.3: Just a stage you're going through**

Briefly review the homework with students by discussing the number of people that they placed in each list. Ask them whether or not it was easier to make a list for some groups than others and if so, why.

b. **Introduce the topic of human development**
Provide students with a brief introduction to this topic. Let them know that they will be looking at human development across the lifespan during this teaching sequence.

c. **Activity 3-4.7.1: Timeline of human growth and development**

For this activity, you will need to draw a horizontal line on the board and as a class, plot significant life development stages including conception through pregnancy, birth, infancy, adolescence to ageing and death. Briefly discuss how the nature of these changes is predictable, but that the timing will vary between individuals.

Ask students to work in small groups. Allocate each group one life stage to investigate. Ensure that all of the life stages are covered and allow students time and resources to research their chosen life stage.

Please note: At this level, the information will need to be fairly simple.

d. **Feedback: Class presentations**

Ask each group to present their findings to the class, outlining the changes that they have identified for their chosen life stage. Discuss these findings as a class.

e. **Question box**

Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.

f. **Home activity: Mystery box**

Students will need a box (about the size of a shoebox) for this activity. They are to choose a stage of the human lifespan (e.g. puberty, ageing etc.) and then collect images or information that represents the key health needs of that stage. These objects can include pamphlets, magazine photos, objects etc. These are then placed in the box. When reviewing the homework, other students will need to guess the stage that this box represents.

Activity: 3-4.7.1

Key Messages

- There are definitive stages of human development that are shared by all humans.
- The nature of these changes are predictable, however, the timing will vary from person to person.

Activity Details

THEME	Growth and Development
SUB THEME	Puberty
TIME	60 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • large sheets of paper • textas.

Timeline of human growth and development

Purpose

To develop an understanding of human development across the lifespan.

Teaching notes

This is a small group activity that can be used as a literacy lesson.

Please note: when discussing the stage of death, it is important to be mindful of individual students who may have experienced recent loss in their lives.

Procedure

1. Draw a long line on the board and place the word 'beginning' at one end and the word 'end' at the other.
2. Ask students to brainstorm all the different stages in a human being's life, such as conception, pregnancy, birth, all the way to death.
3. Divide students into groups and allocate each group with one stage of life.
4. Each group is to list and illustrate all the changes that occur at their allocated life stage. They should record these changes on paper.
5. Once complete, all work can be shared with the class. When debriefing, emphasise that this is a guideline to life stages and the changes are predictable, but timing will vary from one person to another.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	Describe the stages of human development across the lifespan	Human development across the lifespan (including stages such as conception, prenatal and adolescence)

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.

Teaching sequence 8: The reproductive system

Learning outcomes

Students will:

- identify the name, purpose and location of the reproductive body parts in both males and females.

Key messages

- Some things may make us embarrassed, but this is normal.
- We get used to using correct words in class.
- The reproductive system is an important system within the human body.
- The purpose of the reproductive system is to enable humans to be conceived (made) and born.
- Males and females have different reproductive body parts, each of which has an important function.

a. Review the home activity: Mystery box

Review the homework by asking students to guess the stage of development that each mystery box represents. Students can do this in small groups or as a class (if time allows).

b. Introduce the topic of the reproductive system

Introduce the reproductive system as one of the systems within the human body. Briefly discuss the purpose and importance of this system.

c. Activity 3-4.8.1: Autograph hunt

Use this icebreaker activity to introduce the different names that people use for reproductive body parts. Debrief as a class, discussing with students how they felt about asking others to use these words and why the real terms are not always used (e.g. people are embarrassed, they think the words are shameful or rude, they think young children cannot cope with these terms etc.). Reiterate that in class, you will expect students to use the correct names for body parts.

d. Activity 3-4.8.2: Doris and Boris

For this activity, you will need to ask for two volunteers. Draw around these students on large pieces of butcher's paper. Label one outline 'male' and the other 'female'. Students may enjoy giving other names to these characters. Ask the class to sit in a circle and place either the male or female outline in the middle. Draw and label each reproductive body part, describing each part and its function in reproduction. Complete these steps for both male and female drawings.

At this point, you should mention that all bodies are different. Some babies are born with both male and female body parts. See Tool 26 *Tools for Teachers* for further teacher information about people who are intersex.

Please note: This activity could also be done as a formative evaluation in small groups or individually to assess how much students already know.

e. Review the reproductive body parts

Review the reproductive body parts using the Magnel or Magno-Mate (magnetic illustration boards) or similar diagrams (see the *SafeLanding* flipchart titled *Sexuality illustrations*) to give a more accurate representation. For more information about the Magno-Mate, see www.fpv.org.au/resource-centre/bookshop/.

f. Activity 3-4.8.3: Jump up game

This quick activity reviews the reproductive body parts and can be used as an energiser.

g. Activity 3-4.8.4: True or false?

Use this activity to review the reproductive body parts in a fun way.

h. Question box

Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.

i. Home activity 3-4.8.5: Reproductive body parts

Students are to complete this worksheet at home with their families.

Activity: 3-4.8.1

Key Messages

- Some things may make us embarrassed, but this is normal.
- We get used to using correct words in class.

Activity Details

THEME	Icebreakers and Energisers
TIME	15 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • <i>Autograph hunt</i> worksheet (class set) • Pen or pencil each.

Autograph hunt

Purpose

To give students an opportunity of using reproductive body part words in a non-threatening and fun way.

Teaching notes

This is a really quick way for children to warm up and feel relaxed about words related to the reproductive body parts in class.

Procedure

1. Distribute a *Autograph hunt* worksheet to each student.
2. Explain that they are on a hunt to find a fellow student who fits into each of the categories listed on their worksheet. When they find someone who does, students ask them to sign their name under each category.
3. Give them 10 minutes to collect their answers.
4. Once finished, ask students if they were surprised by any of their fellow students' responses.
5. Pay particular attention to the questions about puberty, body parts etc. and discuss these briefly.
6. Ask students if they felt embarrassed asking these questions. Discuss why this might happen.
7. Explain that the following sessions will contain information and words that might be embarrassing to some students and that this is perfectly normal. Over time they will learn to use the words in context and this will probably make them feel less shy or uncomfortable.

Adapted from Gourlay, P, White, W and Walsh, R 2001, *Growing up and feeling good: strategies for teaching and learning about puberty*, Family Planning Victoria, Box Hill, Vic.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	Describe the stages of human development across the lifespan	Human development across the lifespan (including stages such as conception, prenatal and adolescence)

Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Autograph hunt

Find someone who is the same height as you.

Find someone who doesn't like reading books.

Find someone who has talked to their parents about their body changes

Find someone who knows 3 slang words for penis.

Find someone who ate fruit for breakfast.

Find someone who has read or seen *What's happening to me?*

Find someone who has moved house.

Find someone who plays more than one sport.

Find someone who knows three slang words for breasts.

Find someone who can explain what puberty is.

Find someone who has a four legged pet.

Adapted from Gourlay, P, White, W and Walsh, R 2001, *Growing up and feeling good: strategies for teaching and learning about puberty*, Family Planning Victoria, Box Hill, Vic.





Activity: 3-4.8.2

Key Messages

- The reproductive system is an important system within the human body.
- The purpose of the reproductive system is to enable humans to be conceived (made) and born.

Activity Details

THEME	Growth and Development
SUB THEME	Reproduction
TIME	40 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • large sheets of butcher's paper • textas • <i>Doris and Boris</i> Teacher reference sheet.

Doris and Boris

Purpose

To identify the name, purpose and location of the reproductive body parts in both males and females.

Teaching notes

It is important that there is some simple discussion during this activity regarding gender identity and body parts. Let students know that some people are born with indeterminate sexual body parts and they may not be clearly 'male' or 'female'. We call these people *intersex*. This happens to a small minority of our population, so let students know it is not very common, but it certainly happens. Reinforce messages around tolerance, acceptance and valuing differences.

Procedure

1. Ask for two volunteers, one male and one female.
 2. Draw around these two children, on large pieces of butcher's paper. Alternatively, draw two body outlines freehand.
 3. Label one outline 'male' and the other 'female'. Students may also enjoy giving names to these characters.
- Please note: See teaching notes above regarding gender diversity concepts to be covered here.*
4. Ask the class to sit in a circle and place either the male or female outline in the middle of the circle. Draw and label each reproductive body part, describing each part and its function in reproduction. Use the Teacher reference sheet (included) for more information regarding each body part. Remember to keep the information very simple at this level.
 5. Complete both male and female diagrams.

Please note: This activity could also be done as a formative evaluation in small groups, or individually, to assess how much students already know.



AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	Describe the stages of human development across the lifespan	Human development across the lifespan (including stages such as conception, prenatal and adolescence)

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Doris and Boris

Teacher reference sheet

Term	Description and function
Urethra	Both males and females have one of these. It is a tube leading from the bladder so that urine can come out of the body. In the girl's body, it leads to a small opening in front of the vagina. In the boy's body, it is inside his penis.
Scrotum	This is a male body part and on the outside of the body. It is a loose bag of skin that hangs under the penis and contains the testicles.
Testicles	Males have two of these. They are about the size and shape of walnuts in a man, hazelnuts in a boy. They will grow larger at puberty and start producing sperm. Sometimes they are called balls or nuts.
Vagina	Females have one of these. It is a moist, narrow, stretchy passage leading from the outside of a woman's body to the cervix. It is the place where the man puts his erect penis during sexual intercourse. It is sometimes called the birth canal because most babies are born through it.
Ovary	Females have two of these. They are about the size and shape of an almond. It is the place where thousands of tiny ova (or eggs) are stored. At puberty, these ova begin to ripen.
Fallopian tubes	Females have two of these. They are narrow, delicate, curved tubes that are attached to the upper part of the uterus and almost reach the ovaries. They provide a path that the ovum (egg) travels along to the uterus. This is the place where an ovum (egg) could be fertilised by a sperm.
Uterus	This is a female body part. It is shaped like an upside-down pear. It is a very strong muscle with a special lining. It is the place where a foetus (or baby) grows and develops during pregnancy.
Penis	Males have one of these on the outside of their body. It is a soft, spongy tube that hangs between a man's legs. It is the place where urine comes out of the body. It is sensitive to feelings and sometimes becomes hard and erect; this is when sperm can come out.
Breast	Females have two of these. Girls begin to grow them during puberty. They are soft and round in shape and produce milk when a woman has a baby.
Nipples	Both males and females have these on their chest. They are small, round bumps that are darker in colour than the skin on the rest of the body. If babies are being breastfed, this is the part they put in their mouths.

Activity: 3-4.8.3

Key Message

- Males and females have different reproductive body parts, each of which has an important function.

Activity Details

THEME Growth and Development

SUB THEME Reproduction

TIME 10 minutes

AusVELS Levels 3-4

YEARS 3 & 4

- EQUIPMENT
- Jump up game* Teacher reference sheet that lists of male and female reproductive parts
 - standing room.

Jump up game

Purpose

To review and revise information taught on male and female reproductive parts.

Teaching notes

This activity will get students up and moving. It should be fast-paced but the teacher may need to provide brief explanations if students confuse specific anatomical parts.

Procedure

- Ask students to stand, ensuring there is enough space so students are not touching one another.
- Explain that you will call out a body part. See the *Jump up game* Teacher reference sheet for a list of body parts.
- The students must then:
 - bob down (or make a big 'V for vagina' with their hands over their heads) if it belongs to females
 - jump up (or stand straight and still with hands by their sides like an erect penis) if it belongs to males
 - stand and finger clap quietly if it is a part of both male and female anatomy.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	Describe the stages of human development across the lifespan	Human development across the lifespan (including stages such as conception, prenatal and adolescence)

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Jump up game

Teacher reference sheet

Use the following list to review the body parts.

The list enables teachers to keep the game going at a fast pace. Choose only the names of body parts you have covered in class.

penis	ovaries	nose
uterus	ears	anus/ bottom
hands	breasts	testicles
bladder	fallopian tubes	legs
urethra	scrotum	belly button
vagina	elbow	eyelashes



Activity: 3-4.8.4

Key Message

- The reproductive system is an important system within the human body.

Activity Details

THEME	Growth and Development
SUB THEME	Reproduction
TIME	30 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> a set of 'true', 'false' and 'not sure' coloured cards and statement cards (per group). <i>True or false?</i> Teacher reference sheet that list true or false statements

True or false?

Purpose

To review the students' knowledge about reproductive body parts.

Teaching notes

This activity can create an excellent opportunity for students to learn from one another. It is a flexible activity that could be used in many ways, including as a revision activity. Focusing the discussion around the differences in responses and on the cards placed under the 'Not sure' heading will be more beneficial to the students than focusing on what they already agree upon.

Procedure

1. Divide the class into groups of 4-6 students.
2. Give each group an envelope containing the 'true', 'false' and 'not sure' headings on coloured paper and the statement cards.
3. Ask the students to place the 'true', 'false' and 'not sure' cards on the table or floor. One by one, they should read each statement and discuss under which heading it should be placed.
4. When all groups have completed the activity, allow them time to view the responses of other groups.

Discussion

Points for discussion could include:

- Why were statements placed under 'not sure'?
- Is it important to agree?
- How can you find out if something is true or false?
- Which statements were more difficult to answer?
- Which statements would you like to find out more information on?

Adapted from Gourlay, P, White, W and Walsh, R 2001, *Growing up and feeling good: strategies for teaching and learning about puberty*, Family Planning Victoria, Box Hill, Vic.

AusVELS Context:

Strand: Physical, personal and social learning

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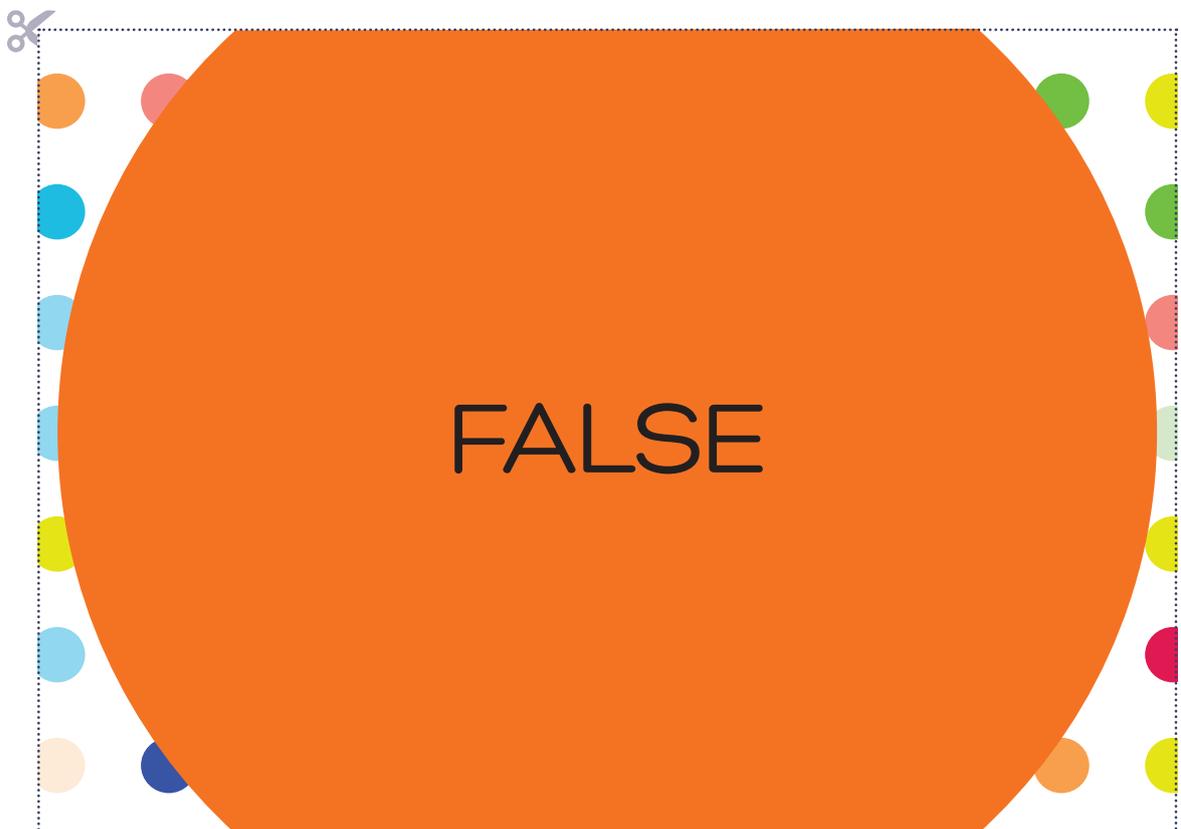
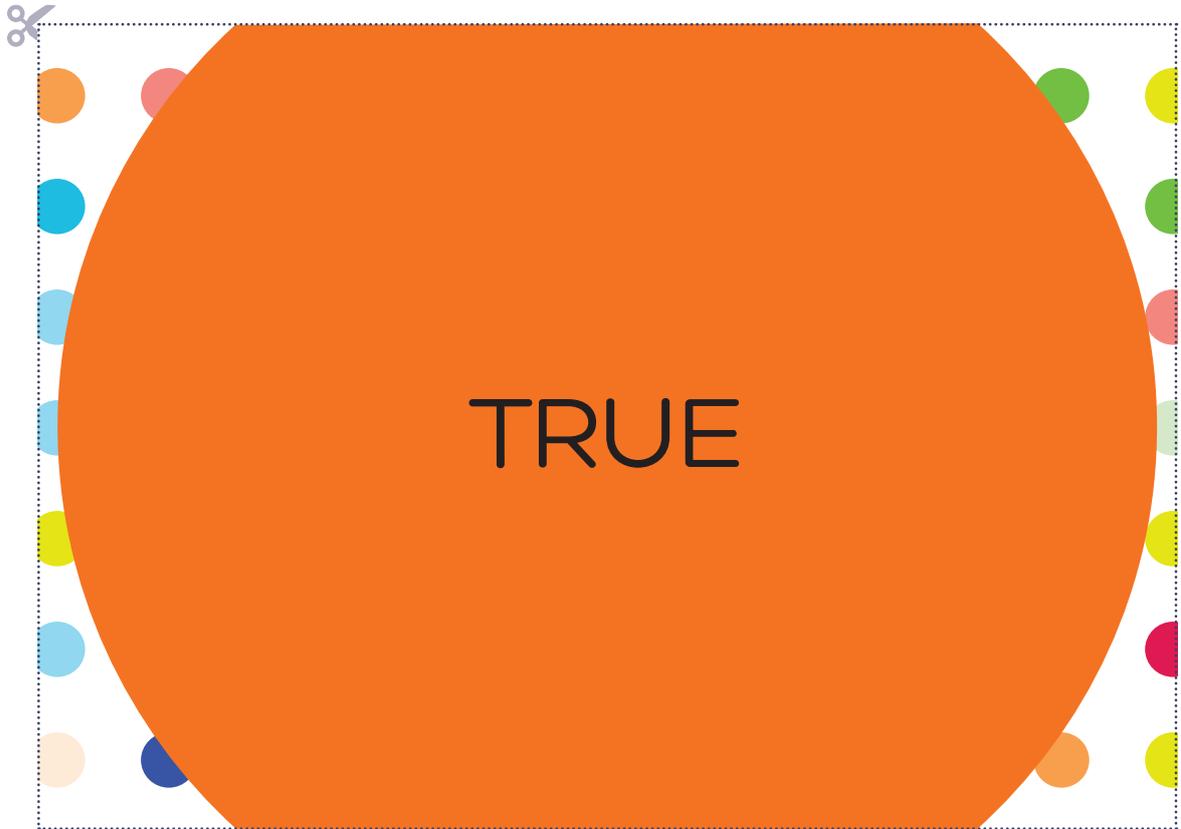
True or false?

Teacher reference sheet

✓ = correct answer

	True	False	Not sure
All people are born with a penis.		✓	
Both men and women have nipples.	✓		
Boys are born with two testicles.	✓		
Girls are born with all their ova (eggs) in their ovaries.	✓		
Boys have sperm at birth.		✓	
The uterus is very strong because the baby grows in it.	✓		
The testicles are an important part of a female's body.		✓	
The sperm and the ovum (egg) meet in the vagina.		✓	
Boys have two ovaries.		✓	
The human body has special body parts that are used for reproduction.	✓		
The penis has strong bones in it.		✓	
Boys and girls wee out of their bottoms.		✓	
Pregnancy lasts for one year.		✓	
Breasts make milk for feeding a baby.	✓		
There is milk in breasts all the time.		✓	







NOT SURE

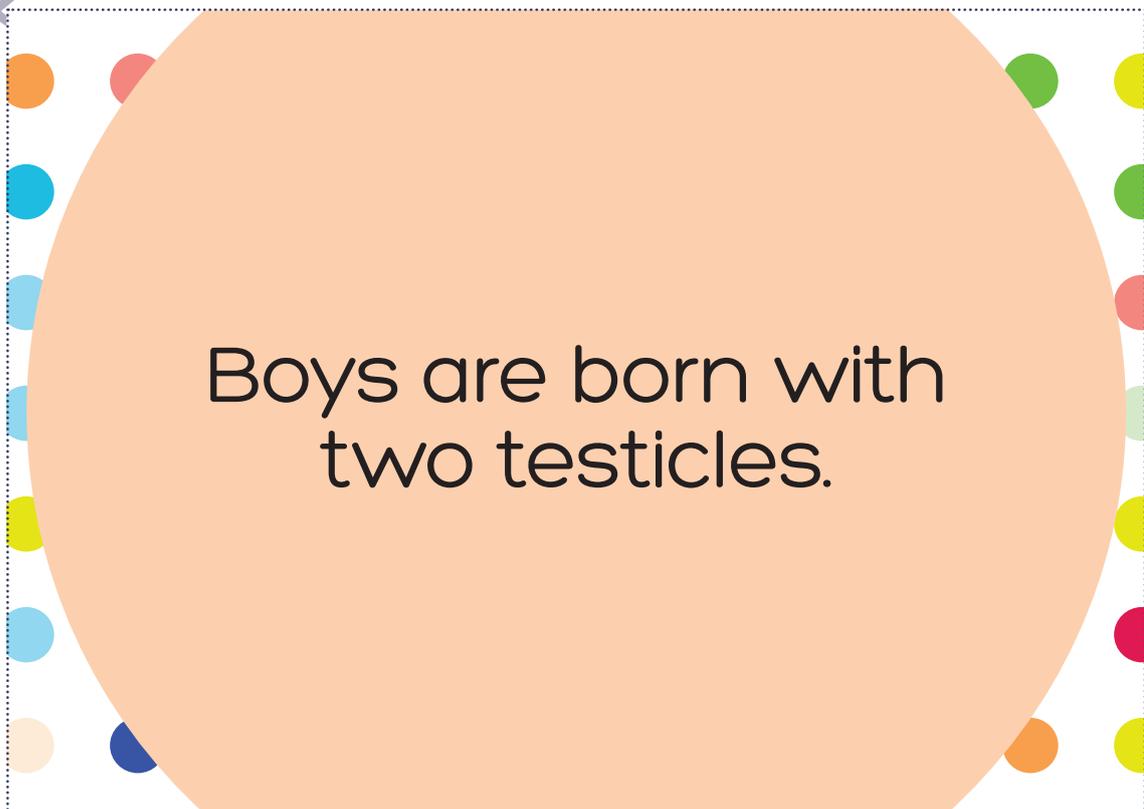


All people are born with a penis.





Both men and
women have
nipples.



Boys are born with
two testicles.





Girls are born with
all their ova (eggs) in
their ovaries.



Boys have sperm
at birth.





The uterus is very strong because the baby grows in it.



The testicles are an important part of a female's body.





The sperm and
the ovum (egg)
meet in
the vagina.



Boys have
two ovaries.





The human body
has special body
parts that are used
for reproduction.



The penis has
strong bones in it.





Boys and girls wee
out of their bottoms.

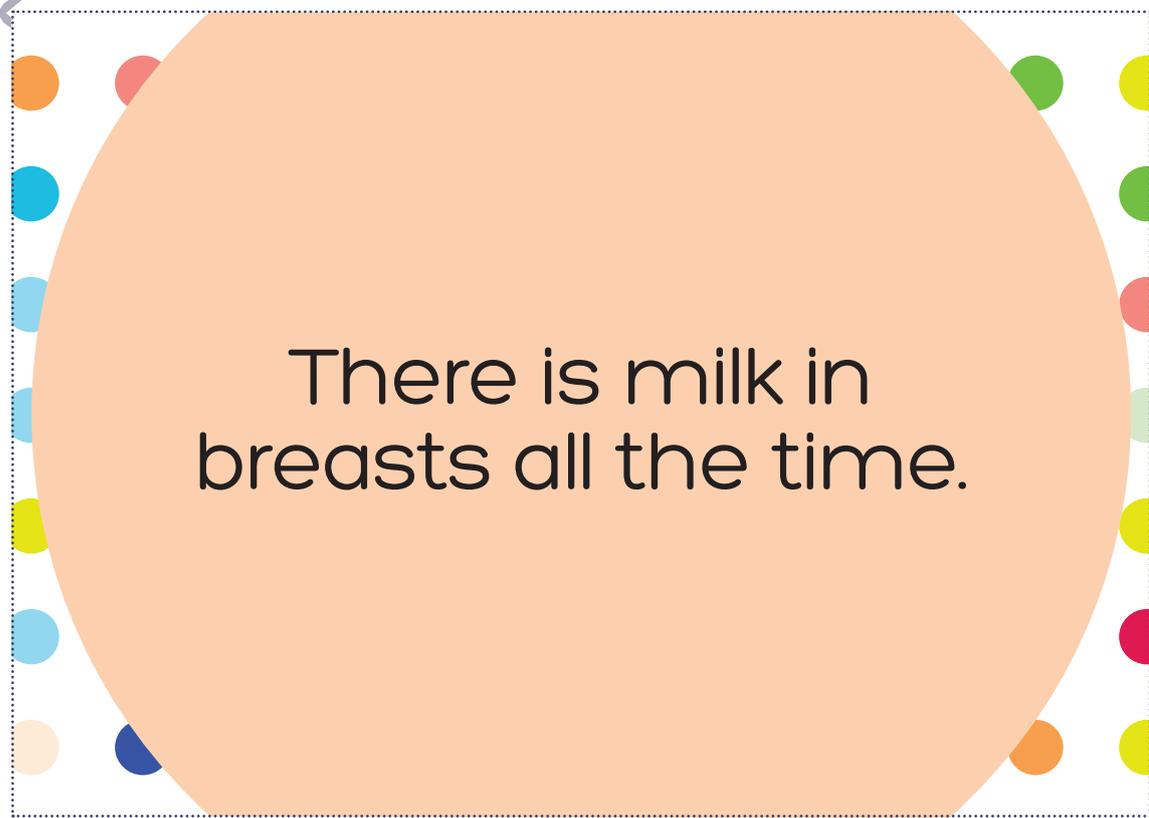


Pregnancy lasts
for one year.





Breasts make milk
for feeding a baby.



There is milk in
breasts all the time.





Activity: 3-4.8.5

Key Messages

- The reproductive system is an important system within the human body.
- The purpose of the reproductive system is to enable humans to be conceived (made) and born.

Activity Details

THEME	Growth and Development
SUB THEME	Reproduction
TIME	30 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • <i>Male reproductive system and Female reproductive system</i> worksheets (class set) • Magno-mate or similar visual aid (if run as a classroom activity) • <i>Male reproductive system and Female reproductive system</i> Teacher reference sheets.

Reproductive body parts

Purpose

To teach about body parts and their function.

To provide students and parents with an opportunity to discuss reproduction.

Teaching notes

This homework activity may not be appropriate for all of your students as some may not be able to discuss the reproductive systems with their families. In this case, the activity can be used during class time.

Procedure

As a homework activity:

1. Hand out worksheets and explain that it is a homework activity that is to be completed with parents/ carers.
2. Students are to label and discuss the body parts on the worksheet.

As a classroom activity:

1. Using the teacher reference sheets provided, go through the worksheet helping students to label the body parts, explaining their function and answering questions using a Magno-mate or other visual aid to increase understanding.

Please note: The external view of the vulva has not been included in the student worksheet, however we encourage teachers to draw it on the whiteboard using the Teacher reference sheet as a guide.

Adapted with permission from Kokonis, A and Maginness, K 1996, *Teaching sexuality: a comprehensive activity-based resource*, HarperSchools, North Blackburn, Vic.



AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	Describe the stages of human development across the lifespan	Human development across the lifespan (including stages such as conception, prenatal and adolescence)

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Reproductive system

Teacher reference sheet

Female reproductive body parts.

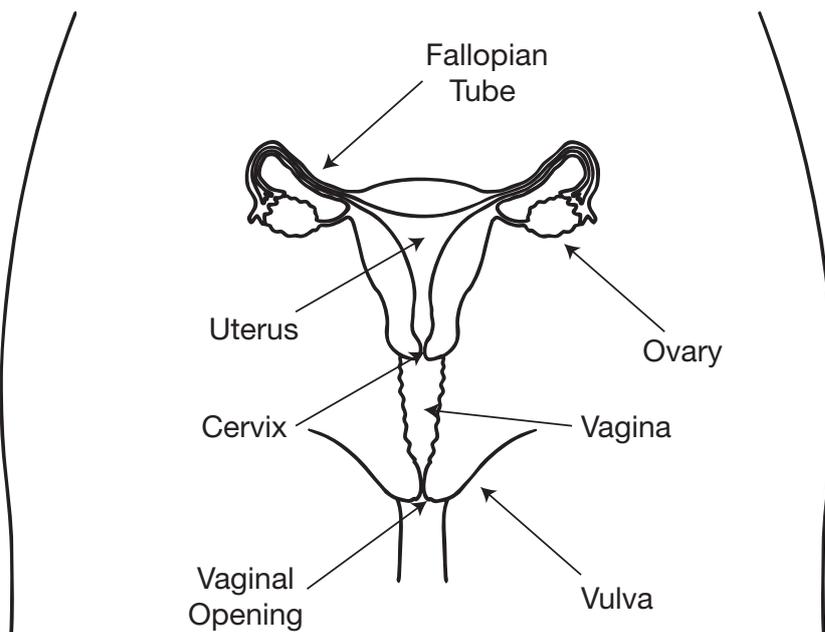
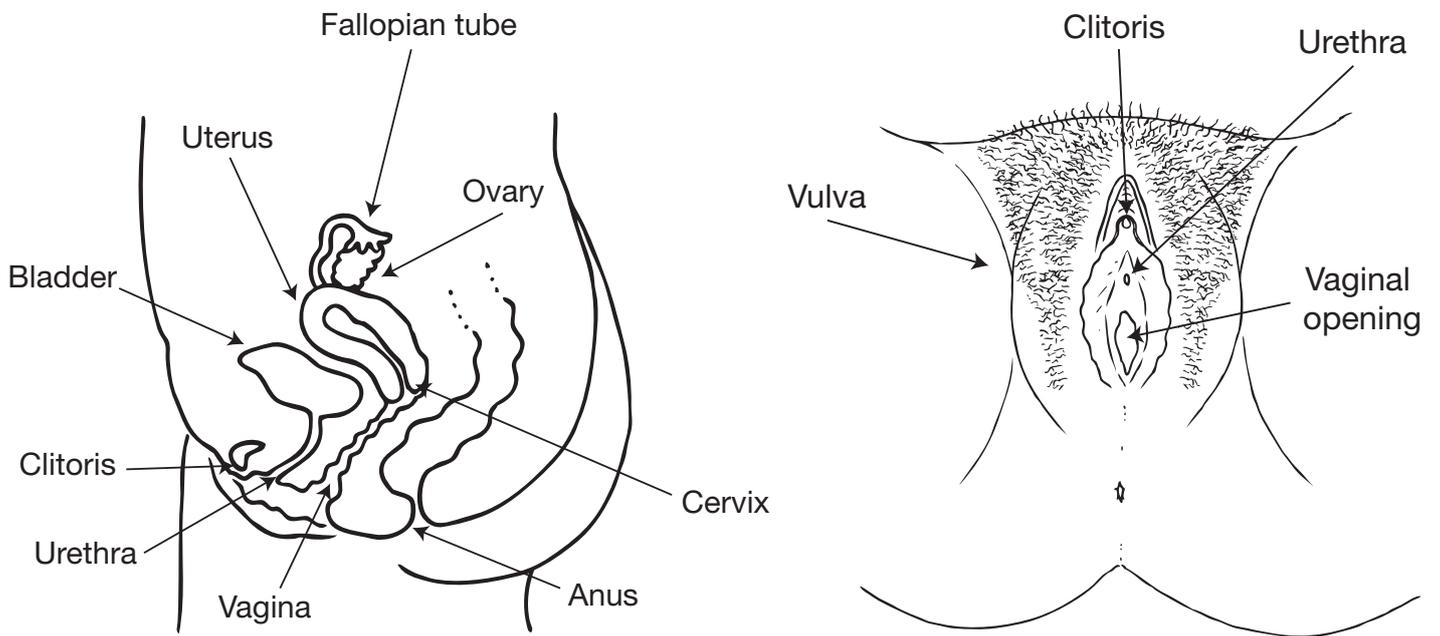
Read words aloud first, so the students hear the correct pronunciation.

Term	Description and function
Uterus	This is shaped like an upside-down pear. It's the place where the baby lives and grows until it is born.
Cervix	This is a tiny hole and is doughnut shaped if viewed from below. It stretches open to about 10cm during childbirth.
Fallopian tubes	This is where the sperm and ovum (egg) meet and join and the first cells of the baby form.
Ovary	There are two of these and each is about the size of an almond; a baby girl is born with all her ova (eggs) inside, 200,000 - 300,000. They begin to ripen at puberty. Usually, one ovum (egg) ripens every month.
Vagina	This has a very clever design as it's self-cleaning. The vagina produces moisture that becomes noticeable during puberty. Girls need to wipe front-to-back when going to the toilet to avoid introducing germs. It is not a hollow tube; the walls of the vagina rest against each other, but can stretch open when a penis or a tampon is inserted or a baby is being born.
Vulva	Often called vagina in error. It is the name for all the outside body parts between a girls' legs.
Urethra	Urine (wee) comes out here. It does not come out of the vagina.
Anus	Another hole in the body. A way for solid waste (poo) to leave the body.
Vaginal opening	The opening on the outside to the stretchy tube that is the vagina.
Clitoris	This little bump has more nerve endings than any other body part. When females are sexually aroused or excited, blood rushes to it and they get a tingly, sexy feeling. What is the corresponding part in boys?



Female reproductive system

Teacher reference sheet



Reproductive system

Teacher reference sheet

Male reproductive body parts.

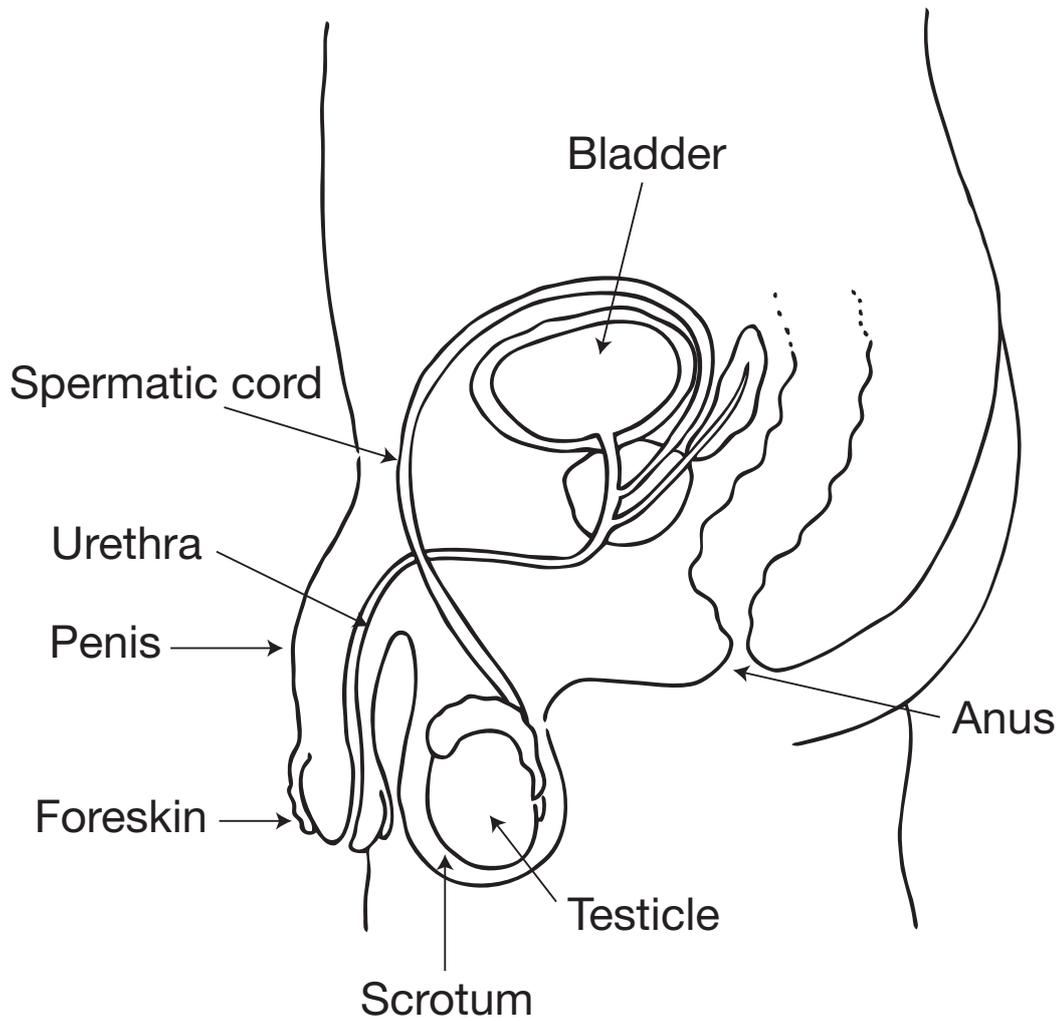
Read words aloud first, so the students hear the correct pronunciation.

Term	Description and function
Foreskin	A wrinkly skin that covers the end of the penis. Some boys are circumcised (at birth, when young or in their teens) for cultural/ religious/ medical reasons. It was a popular thing to do for many years. If you have a foreskin, it's important to move it back gently and clean around it in the shower or bath to prevent the build-up of a white substance called smegma.
Urethra	This is a tube, inside a male's penis, for urinating (peeing) through.
Bladder	Trace back up along the urethra to the bladder. The bladder is a sac that holds urine.
Scrotum	The outer sac (skin bag) that holds the testicles.
Testicle	This is where sperm is made. There are two of them. These are hazelnut size in boys, walnut size in men. Sperm is produced and stored here. Why do they hang on the outside of the body? The testicles need to be at a lower temperature than the body. They 'drop' in warm weather and 'rise' in cold to keep at a constant temperature because this helps develop healthy sperm.
Spermatic cord	Trace the passage of sperm along the cord to the seminal vesicle and prostate. From this point on, the sperm is called semen. When a man has sexy feelings, blood rushes to his penis, which stands up and out from the body. This is called an erection . When the semen, or sticky, white fluid containing sperm, comes out, this is called ejaculation . Both semen and urine cannot come out at the same time, as a valve near the bladder shuts off the urethra when a male has an erection. Young boys often get a morning erection, which indicates they need to urinate. As boys get older, and get sexy feelings, that will also cause an erection.
Penis	A soft, sausage-like organ that hangs between a boy's legs. It has a small hole at the end where urine (pee) and semen come out.
Anus	Another hole in the body. A way for solid waste (poo) to leave the body.

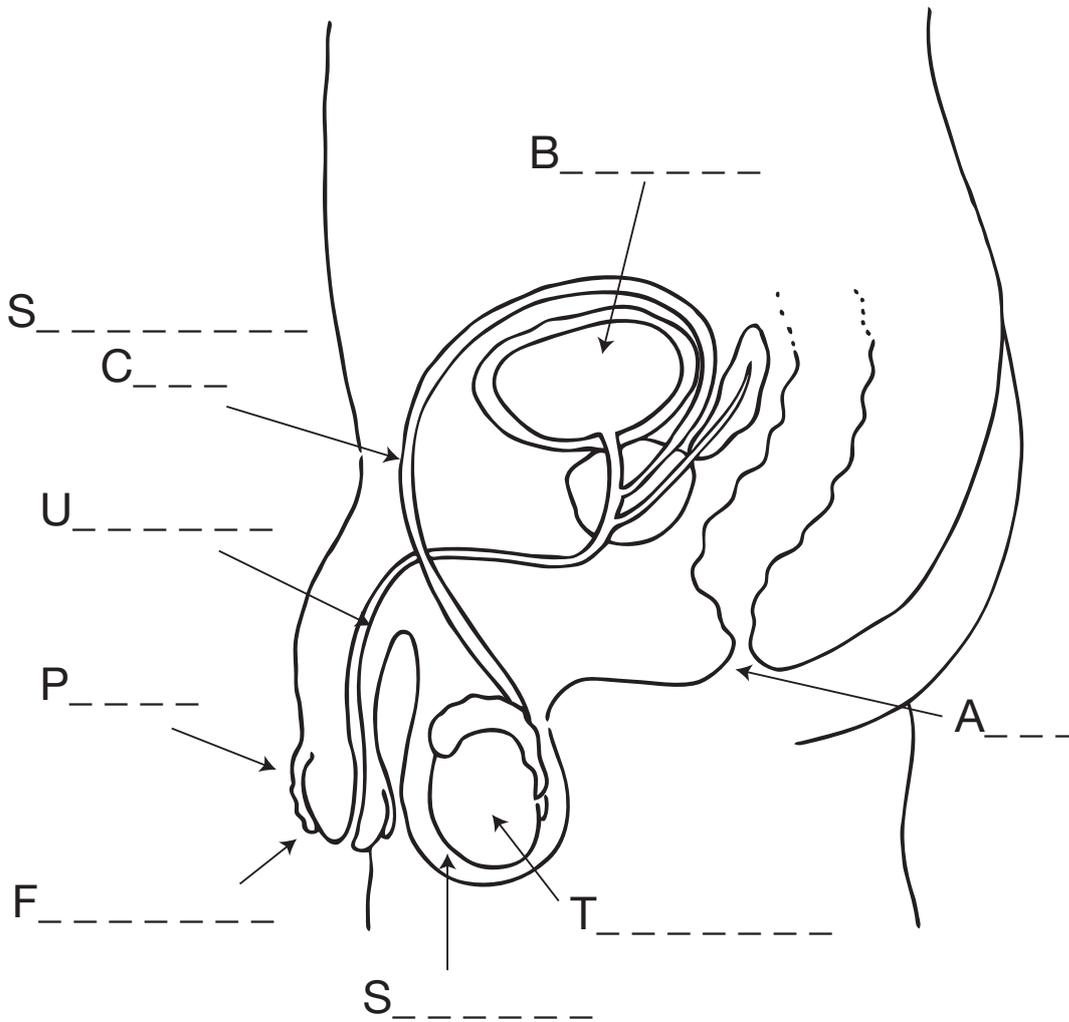


Male reproductive system

Teacher reference sheet



Male reproductive system



Anus

Bladder

Testicle

Penis

Foreskin

Urethra

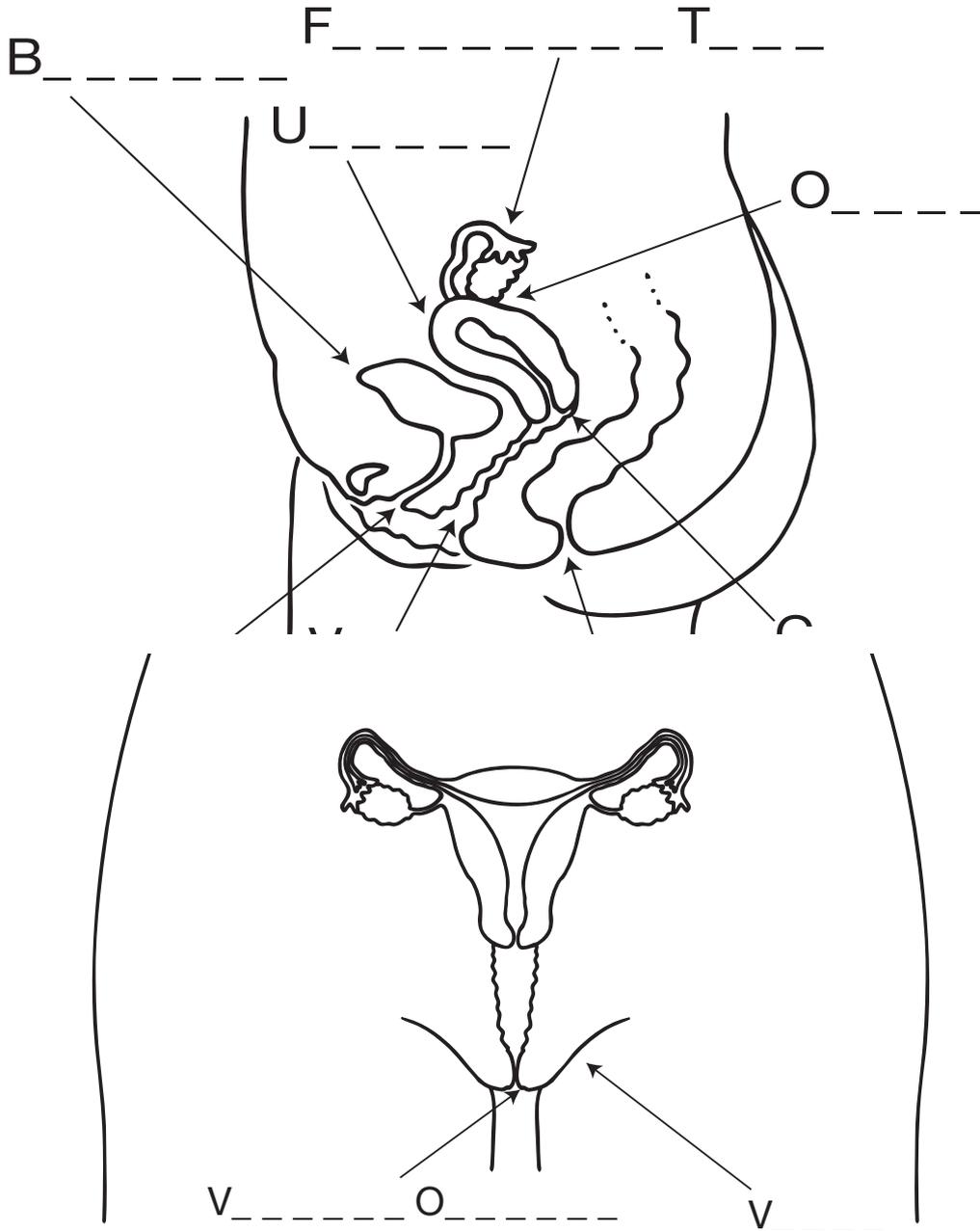
Spermatic Cord

Scrotum

Adapted with permission from Kokonis, A and Maginness, K 1996, *Teaching sexuality: a comprehensive activity-based resource*, HarperSchools, North Blackburn, Vic.



Female reproductive system



Ovary
Uterus
Anus

Vagina
Clitoris
Bladder

Urethra
Fallopian Tube
Cervix

Vaginal Opening
Vulva

Adapted with permission from Kokonis, A and Maginness, K 1996, *Teaching sexuality: a comprehensive activity-based resource*, HarperSchools, North Blackburn, Vic.



Teaching sequence 9: Conception and pregnancy

Learning outcomes

Key messages

Students will:

- identify key changes associated with the developmental stages of conception and pregnancy.

- Reproduction is a natural and necessary part of the human life cycle.
- Fertilisation is the process of an ovum (egg) and a sperm joining.
- This usually occurs through intercourse, but it can also be helped along by doctors with assisted reproductive techniques.
- The growth of the embryo and foetus will go through specific stages until the birth of the baby, which occurs around nine months later.
- Having a new baby is an exciting time for a family.

- a. Review the home activity 3-4.8.5: Reproductive body parts

Briefly review the homework with students by correcting the worksheet responses and using the Mango-mate or similar diagrams to increase understanding.

- b. Introduce the topics of intercourse, conception and pregnancy

Give students a quick overview of the topics that will be covered in this teaching sequence.

- c. Activity 3-4.9.1: *Mummy laid an egg!*

Read this humorous book to the class (written by Babette Cole) as an introduction to sexual intercourse and conception. Briefly discuss why the parents in the book told their children fictional stories about how babies are made instead of telling them the truth.

Please note: Another helpful book to read is Where did I really come from? by Narelle Wickham. This inclusive resource provides simple explanations about assisted reproduction, surrogacy and adoption.

- d. Review sexual intercourse and conception

Review the processes of sexual intercourse and conception using the Mango-mate or similar diagrams. Discuss the processes of assisted reproduction (e.g. IVF) at a basic level. You can use the *SafeLanding* flipchart titled *Creating babies: A guide to methods of conception*. Using this resource is a simple and easy way to explain the many types of assisted conception that are available. It also leads in to discussions on diverse families (e.g. children with two mums or two dads).

It is important to reinforce protective behaviours messages (e.g. sexual intercourse should be between consenting adults, no adult is allowed to touch a child's private parts or make them do anything sexual, we can always tell someone no matter how awful things may seem etc.). Encourage students to ask questions as needed.

- e. Outline the development of babies in-utero

Use the Mango-mate or similar diagrams to outline the development of the embryo and foetus.

- f. Read *Being born*

This helpful book by Sheila Kitzinger is difficult to locate, as it is now out of print. However, many schools may still have a copy or it can be loaned from Family Planning Victoria's library. It shows incredible photos taken by fibre optic lens in-utero, which are used to illustrate the journey from conception through to birth.

- g. Activity 3-4.9.2: Pregnancy and birth timeline

Use this activity to consolidate student knowledge of the sequence of events from conception through to birth.

- h. Question box

Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.

- i. Home activity 3-4.9.3: Showing off a new baby

Ask students to complete this worksheet at home.

Activity: 3-4.9.1

Key Message

- Reproduction is a natural and necessary part of the human life cycle.

Activity Details

THEME	Growth and Development
SUB THEME	Reproduction
TIME	15 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • <i>Mummy laid an egg!</i> by Babette Cole, 1993.

Mummy laid an egg!

Purpose

To introduce factual information about the process of conception and childbirth, in a fun and entertaining manner.

Teaching notes

This entertaining book explores some common myths about conception and childbirth. The children in the story triumph in the end by setting their parents straight on a few reproductive facts and presenting the information in a very matter-of-fact way.

Procedure

1. Introduce the book *Mummy laid an egg!* (Babette Cole, 1993) and discuss the front cover, asking the students what they think it might be about.
2. Read the book.

Discussion

Class discussion could focus on questions such as:

- What did you like about the book? (Discuss the fact that every human is already a winner because we were all created from an ovum, or egg, and a winning sperm).
- When you were younger, where did you think babies came from? (Allow time to discuss various myths).
- Why do you think these types of stories are told to children?
- What are the correct names of the body parts mentioned in the book?
- Why do you think there are animals on the last page? (Discuss how normal reproduction is in nature. Human reproduction is also a natural part of the life cycle. We need to reproduce to keep life going).

AusVELS Context:

Strand: Physical, personal and social learning

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Activity: 3-4.9.2

Key Messages

- Fertilisation is the process of an ovum (egg) and a sperm joining.
- The growth of the embryo and foetus will go through specific stages until the birth of the baby, which occurs around nine months later.

Activity Details

THEME Growth and Development

SUB THEME Pregnancy and birth

TIME 20 minutes

AusVELS Levels 3-4

YEARS 3 & 4

EQUIPMENT

- one set of *Pregnancy and birth timeline* cards, or a set per group, if you prefer.
- 20 week ultrasound picture (optional).

Pregnancy and birth timeline

Purpose

To consolidate knowledge on the sequence of events from conception to birth.

Teaching notes

This activity can be set up in a few different ways. The *Pregnancy and birth timeline* cards can be put on the floor with students sitting in a circle around them. Alternatively, the cards can be put on the blackboard ledge or held up by students standing in a line.

Please note: To ensure the correct terms for body parts are used, we have decided to emphasise the words 'ova' or 'ovum' with 'eggs' or 'egg' in brackets throughout this Sample Unit of Work.

You will need to briefly discuss other methods of conception (e.g. assisted reproduction, IVF) to ensure this activity is inclusive.

Please note: See the Answering difficult questions: A key part of sexuality education section in Tools for Teachers regarding sexual intercourse.

Procedure

1. Ask students to look at the *Pregnancy and birth timeline* cards that have been put out of order. Let them know that the cards show 10 different stages from sexual intercourse to birth.
2. Ask students to put the cards in the right order. This can be done in a number of ways. One at a time, students can put a card in the right position. Alternatively, one student could move the cards around with the class directing them. To use another approach, a group of students could each hold a card and organise themselves into the right order. This could be done with students talking, or as a silent activity.
3. You may also choose to bring in and pass around an ultrasound picture to discuss with younger students.

Please note: These have been published in the correct order.

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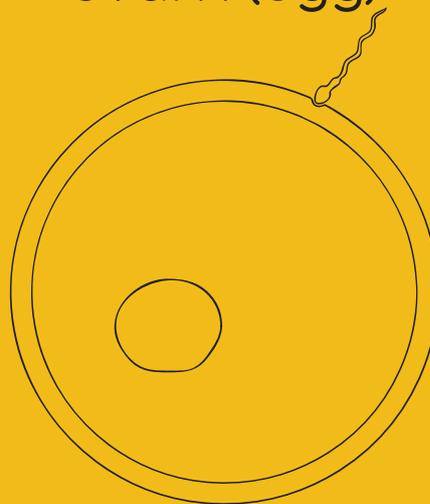




A woman and a man have
SEXUAL INTERCOURSE

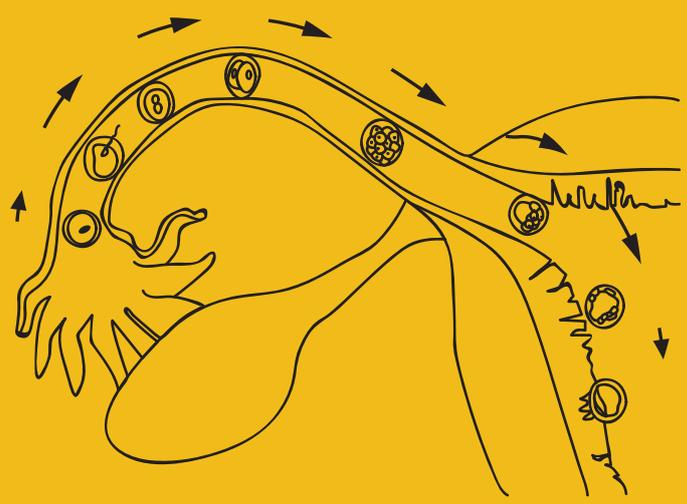


FERTILISATION:
a sperm joins with an
ovum (egg)

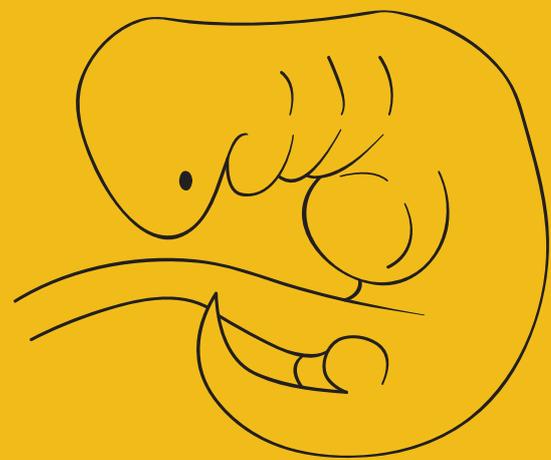




A fertilised OVUM (egg) travels to, and implants into, the wall of the UTERUS

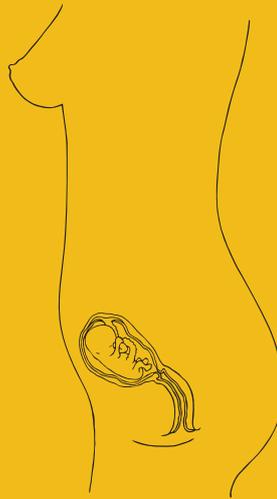


The PLACENTA and EMBRYO start to grow

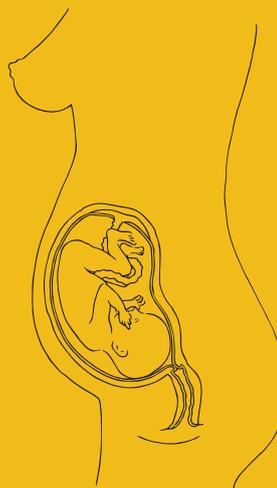




The EMBRYO starts to make tiny movements that can't be felt by the mother



The FOETUS grows hair and hears loud noises and the mother can feel movements





The FOETUS keeps growing until BIRTH



LABOUR starts





After about nine MONTHS,
the baby is born



The PLACENTA is delivered





Activity: 3-4.9.3

Key Message

- Having a new baby is an exciting time for a family.

Activity Details

THEME	Growth and Development
SUB THEME	Reproduction
TIME	20 minutes + homework time
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • <i>Showing off a new baby</i> worksheet (class set).

Showing off a new baby

Purpose

To investigate and learn about a newborn baby.

To allow students to obtain first-hand information from new parents.

Teaching notes

This activity explores the changes that occur for people when they become parents and allows the students to ask new parents questions.

You could develop the lesson by inviting a parent of a newborn to visit the class with the baby and share their story. Prepare the class for the visit by discussing possible questions they might ask.

Procedure

1. Distribute the worksheet *Showing off a new baby* to the students and ask a student to read it aloud.
2. Ensure that the students understand the task. Allow sufficient homework time for the students to complete the task.
3. Ask the students to share some of the information they learnt in the class.
4. Use the photographs or objects to make a visual display about new babies. Discuss similarities and differences.



AusVELS Context:

Strand: Physical, personal and social learning

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Showing off a new baby

Choose someone and interview them about their baby. It can be your parent/ carer, about you as a baby, or it can be about another baby.

Objects to bring in:

Try to get as many of these objects as possible, but don't worry if you can't get them all.

1. A photograph of the baby (or a copy of one)
2. A copy of an ultrasound picture of the baby
3. Something the baby treasured (e.g. a teddy bear, blanket or their favourite toy).

Questions to ask:

1. Ask the parent/ carer about a special memory they have of when their child was born.

2. Ask the parent/ carer how their life changed after they had their baby.



Teaching sequence 10: Birth and infancy

Learning outcomes

- Students will:
- define the process of birth
 - identify the basic developmental stages of infancy.

Key messages

- Sexual intercourse, conception, pregnancy and birth are all important parts of human development.
- The birth process occurs in predictable stages.
- Some babies are born by caesarean.
- As babies grow, they will reach predictable stages of development throughout infancy, but the timing will vary for individual infants.

a. **Review the home activity 3-4.9.3: Showing off a new baby**

Briefly review the homework by asking students to share their answers and baby items with the class. This could also be done in small groups to ensure that all students have an opportunity to share. Use these photographs and objects to make a display about babies.

b. **Describe the process of birth**

Briefly describe the process of birth using a resource such as *With child* by Jamie Eloise or *Being born* by Sheila Kitzinger. Alternatively, you can illustrate the relevant points using a baby and pelvis model. Ensure that both vaginal and caesarean births are covered.

c. **Activity 3-4.10.1: Where did I come from?**

Watch this program with students and discuss issues around conception, pregnancy and birth.

d. **Discuss caring for a newborn baby**

Discuss with students the type of care a newborn baby needs. Encourage them to talk about their own family experiences.

Please note: At this point, it can be helpful to have a guest speaker (e.g. a new mother, a maternal and child health nurse, a midwife etc.) talk to the class about the care of a newborn and infant.

e. **Stages of development: The infancy timeline**

Discuss with students the basic stages of infancy. Ask them to plot these stages on a timeline (e.g. crawling, walking, talking etc.). This could be done simply as a class activity (on the board), or as a more detailed activity where children research these stages and produce their own timelines. Students may enjoy having relay races with two groups competing at performing infant stages (e.g. a crawling race).

f. **Question box**

Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.

g. **Home activity: Stages of development in a chosen infant**

Ask students to choose a baby to research (preferably themselves, but allow for other options to include students who have been fostered, adopted etc.). They are to find out at what ages the baby reached each of the stages of infancy (i.e. teething, crawling, walking, and talking). These stages could then be mapped on a timeline.

Activity: 3-4.10.1

Key Message

- Sexual intercourse, conception, pregnancy and birth are all important parts of human development.

Activity Details

THEME	Growth and Development
SUB THEME	Reproduction
TIME	50 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> The DVD or book <i>Where did I come from?</i>

Where did I come from?

Purpose

To provide a non-threatening introduction to sexual activity and reproduction (including intercourse and conception).

Teaching notes

This animated DVD (*Where did I come from?*) is approximately 30 minutes long. It is one of the few DVDs available that covers this topic in any detail and in simple language. It begins by exploring myths about where babies come from, before looking at the differences in the mother's and father's anatomy. It presents some misleading material such as the idea that women are passive during intercourse and conception and that an ambulance is needed to take the woman to hospital during early labour. These points should be addressed after viewing. You may like to adapt the lesson by showing only the section that relates to intercourse.

Procedure

1. Play the DVD or read the book *Where did I come from?* to the class.
2. Address the issues outlined above in the *teaching notes*.
3. Ask students to compile a list of information and key words from the DVD/ book about intercourse and conception.
4. Examine the list together and ask the students to group the information and words into categories. For example: words that describe the male body, words that describe the female body, words about sex or intercourse and words about the birth of a baby.
5. Students may have some difficulty, at this introductory stage, classifying the information. This aspect of the lesson could be revisited at a later stage.

Adapted with permission from: Kokonis, A and Maginness, K 1996, *Teaching sexuality: a comprehensive activity-based resource*, Harper Schools, North Blackburn, Vic.

DVD: *Where did I come from?* 1985, Classroom Video, Bendigo, <www.classroomvideo.com.au>.

Book: Mayle, P 1973, *Where did I come from?* Pan Macmillan, Sydney.
Book and/ or DVD available from FPV bookshop Ph. 9257 0146.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	Describe the stages of human development across the lifespan	Human development across the lifespan (including stages such as conception, prenatal and adolescence)

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Teaching sequence 11: Puberty

Learning outcomes

Students will:

- explain the meaning of the word puberty
- identify the key physical, social and emotional changes of puberty at a basic level.

Key messages

- Puberty is the time in your life when you change from a child into an adult.
- The purpose of puberty is to allow for the development of the sexual organs, which enables humans to reproduce. Not all adults, however, choose to or are able to reproduce.
- Males and females have different reproductive body parts, each of which has an important function.
- Everyone will go through puberty. Boys' and girls' bodies will change in different ways, but there are also many similarities in the way their bodies change.

a. Review the home activity: Stages of development in a chosen infant

Review the stages of infant development by discussing with students the age at which different babies reached these stages. Reinforce that although the stages are predictable, the timing will vary between individuals. Emphasise that this is normal.

b. Introduce the topic of puberty

Briefly discuss the meaning of puberty and its purpose as a stage of development (e.g. our bodies grow and change during puberty to allow us to have babies, but not all adults are able to or choose to reproduce).

c. Activity 3-4.11.1: They tell me this is puberty

Complete this activity by reading the script and asking students to guess if the person is a boy or girl. Discuss the reasons for their answers.

d. Activity 3-4.11.2: Dr D's crossing the adolescent bridge

Watch this entertaining program with students and discuss the main changes of puberty that it shows.

e. Activity 3-4.11.3: Oscar and Lucinda

Use this activity to provide students with more information on the physical, social and emotional changes of puberty.

f. Question box

Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.

g. Home activity: One positive and one negative thing about puberty

Students are to ask their parents to share one good thing and one bad thing that they remember about going through puberty.

Activity: 3-4.11.1

Key Message

- Puberty is the time in your life when you change from a child into an adult.

Activity Details

THEME Growth and Development

SUB THEME Puberty

TIME 20 minutes

AusVELS Levels 3-4

YEARS 3 & 4

EQUIPMENT

- *They tell me this is puberty* (either one teacher copy or a class set)
- Scrap paper (optional) and pens.

They tell me this is puberty

Purpose

To demonstrate that both boys and girls go through similar changes and feelings during puberty.

That changes that occur throughout puberty are normal and are nothing to be embarrassed about.

Teaching notes

This activity uses a scenario about a young person named Chris who could be either a boy or a girl. There is no correct answer to this. It is very common that students will think Chris is a boy because of the reference to genitals. This is a good opportunity to explain that girls also experience feelings in their genitals even though they do not get erections.

Procedure

1. Read the scenario and instruct students to fill in their response about whether they think it is a boy or girl, either on a scrap piece of paper or on the worksheet provided.
2. Ask students to form groups of 4 to discuss their answer.
3. All groups provide feedback about their discussion to the class.

Discussion

Some additional discussion points could include:

- Which part of the story makes you think that Chris is a boy/ girl?
- What are the issues about puberty that Chris has identified as a problem?
- How can you overcome these issues?

Adapted from Teachingsexualhealth.ca 2012, '*They tell me I'm going through puberty*', Alberta Health Services, Alberta, Canada, <teachers.teachingsexualhealth.ca/wp-content/uploads/downloads/2012/06/Grade-4-Lesson-2.pdf>.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health, knowledge and promotion</p>	Describe the stages of human development across the lifespan	Human development across the lifespan (including stages such as conception, prenatal and adolescence)

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They tell me this is puberty

Instructions

Read the following story and answer the question at the bottom of the page.

“Hi, I’m Chris, and I’d like to tell you about what’s happening to me. It seems that every day brings a new change. It’s almost like I’m getting a new body! They tell me I’m going through puberty.

One of the things that’s happening is this new hair that’s growing in places it’s never been before; like under my arms. I know this is normal and all, but it still takes getting used to.

I don’t mind some of the changes I’m seeing. In fact, some of the things I even like. I’m taller than I was last year; I’m almost as tall as my parents. I know I’m smarter just because I’m able to think and write about what I’m going through now.

But then, there are some changes that aren’t so good. Like B.O., body odour. The first time I noticed it, I thought I had some kind of disease or something. Now I realise it’s not too bad if I wash or use a deodorant.

A really dirty trick, though, is pimples. I remember I was getting ready to go to a party, washing my hands and stuff, when I looked in the mirror and saw this big zit staring back at me. I held a hot face-washer on it for a long time. It went down, but not the whole way. I went to the party anyway. I noticed that many other kids had the same or worse luck with their zits. I wonder how common this is.

There’s one thing I get a little embarrassed about. It’s even hard for me to say this. When I was at the party the other night, I was with someone I like and, (I’m not mentioning any names), I got this new feeling in my genitals. It was strange but kind of nice. They tell me it’s normal. Is it?

They tell me I’m going through puberty. That means I have to go to school with my zits and my B.O. But, I’m taller and smarter. I think I’ll survive.”

Question

Do you think Chris is a boy or a girl? Give reasons for your answer.



Activity: 3-4.11.2

Key Message

- Puberty is the time in your life when you change from a child into an adult.

Activity Details

THEME	Growth and Development
SUB THEME	Puberty
TIME	30 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • DVD <i>Dr D's crossing the adolescent bridge - Birds and bees video show</i> (Educational Media Australia. 1989) • paper • textas, pencils.

Dr D's crossing the adolescent bridge

Birds and bees video show

Purpose

To introduce and familiarise students with the developmental changes of puberty.

Teaching notes

This animation (*Dr D's crossing the adolescent bridge*) is approximately 13 minutes long. It is good for young children and clearly explains puberty changes in terms of how the students may look, think and feel. There are some catchy tunes which may also be appealing to some of the students.

There are some points you will need to address with the students. The DVD doesn't differentiate between acne, a medical condition and pimples, which most young people will experience during puberty because of the hormonal changes and the increased activity of their sebaceous glands. It doesn't mention that girls' voices will deepen too, though the change isn't as extreme as in boys. It also fails to mention same-sex attraction, which you should discuss briefly. At this level, it is sufficient to say that some people are attracted to, care for and love a person who is the same sex as themselves.

Procedure

1. Play the DVD, *Dr D's crossing the adolescent bridge - birds and bees video show*.
2. Allow the students an opportunity to discuss their feelings about the DVD and what they learnt from it.
3. Ask the students to list some of the changes that happen during puberty.
4. Ask them to classify the changes under the headings 'Girl changes' and 'Boy changes'. Display these in the classroom.
5. Discuss additional points relating to the DVD, as outlined in the Teaching notes above and answer any questions the students may have.

Source: *Dr D's 1: Crossing the adolescent bridge* 1989, video recording, Educational Media Australia, South Melbourne.

Please note: This DVD is also available on YouTube:

Part 1: <www.youtube.com/watch?v=csGVoCT6wFI>

Part 2: <www.youtube.com/watch?v=N3kBRQbakuM&R=1&feature=enscreen>

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	Describe the stages of human development across the lifespan	Human development across the lifespan (including stages such as conception, prenatal and adolescence)

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Activity: 3-4.11.3

Key Messages

- Everyone will go through puberty. Boys' and girls' bodies will change in different ways, but there are also many similarities in the way their bodies change.

Activity Details

THEME	Growth and Development
SUB THEME	Puberty
TIME	15 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • one pack of <i>Oscar and Lucinda</i> cards.

Oscar and Lucinda

Purpose

To provide information, revision and group discussion about puberty.

Teaching notes

This is a fun and interactive activity which allows for a lot of discussion. It can be conducted as described in the procedure or, for a faster-paced activity, ask each student to place their card without comment. Then, conduct a class discussion about each bundle of answers.

Procedure

1. Place the headings 'boys', 'girls' and 'both' in three different areas of the classroom.
2. Tell the students that each student or pair will be given a picture card depicting a puberty change and will need to decide under which heading to place it.
3. Distribute the picture cards to the class (students can work individually or in pairs depending on class sizes). Ask them to place the card under the correct heading.
4. As each student/ pair does this, ask them to explain their choice and reasoning. Make corrections as necessary.
5. Provide additional hygiene information where necessary (e.g. preventing body odour by showering, changing clothes daily, and using deodorant, and changing pads and tampons every 2-3 hours).

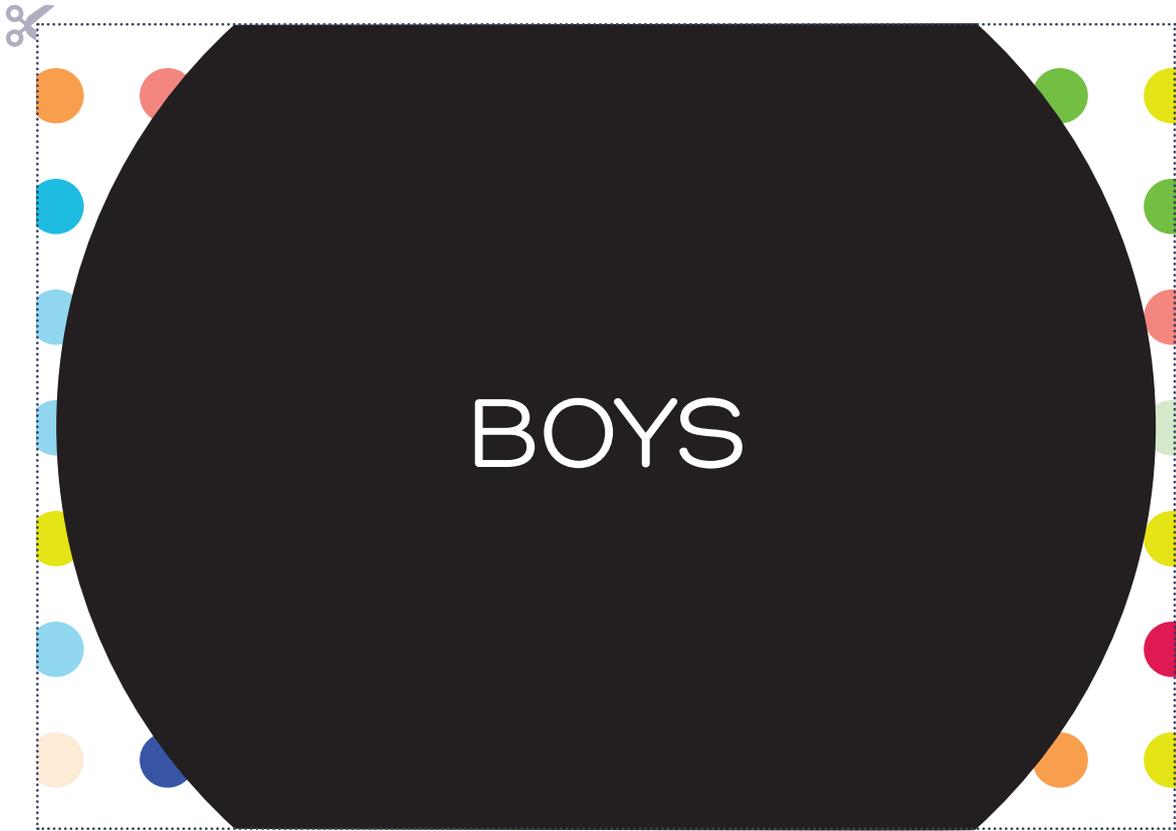
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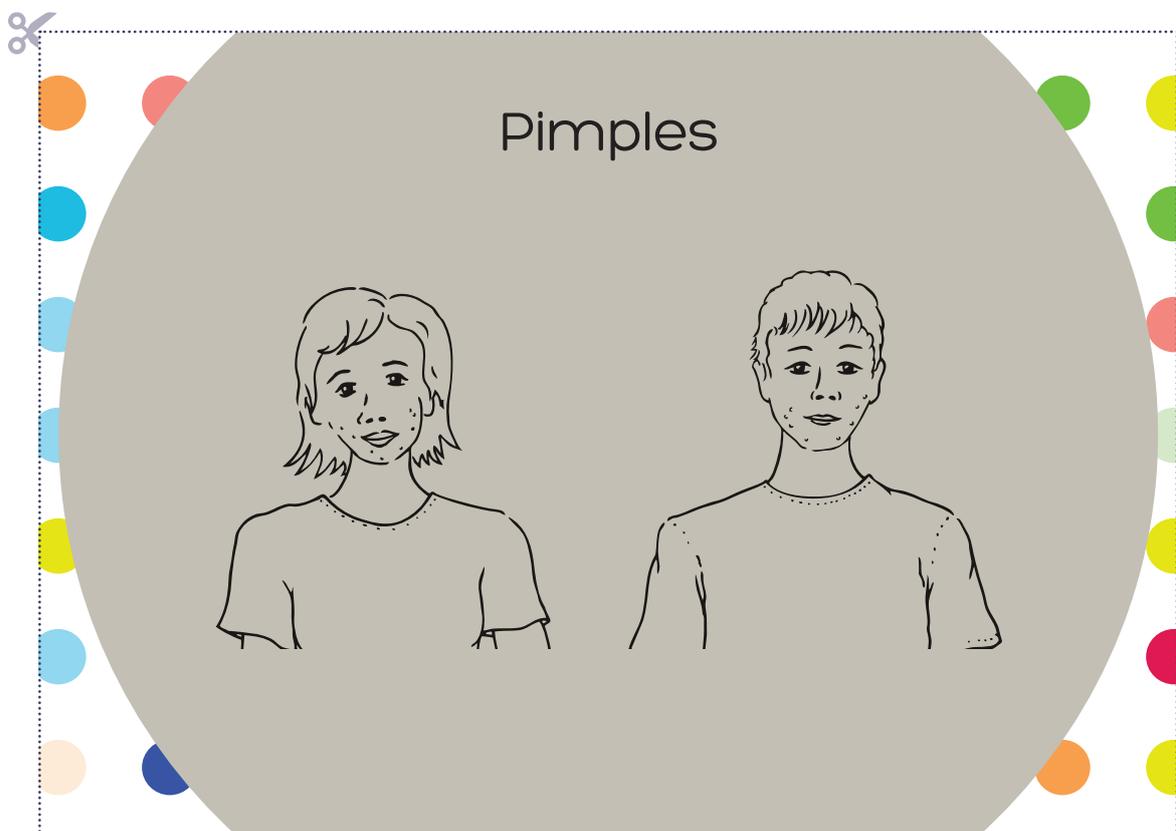
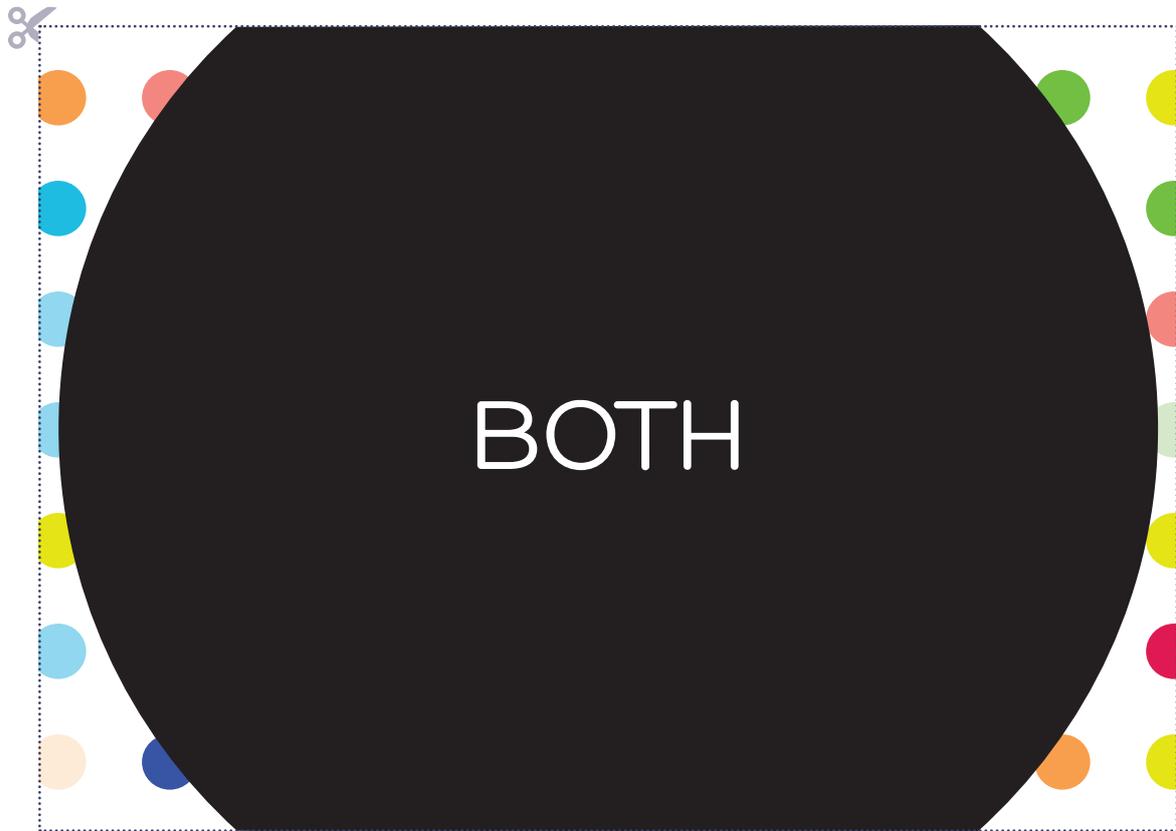
Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	Describe the stages of human development across the lifespan	Human development across the lifespan (including stages such as conception, prenatal and adolescence)

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Grow body hair

This illustration shows two human figures side-by-side. On the left is a woman with hair on her legs and a pubic area. On the right is a man with hair on his chest, stomach, and legs. The entire scene is set within a grey oval background, which is itself inside a larger frame decorated with a border of colorful polka dots.



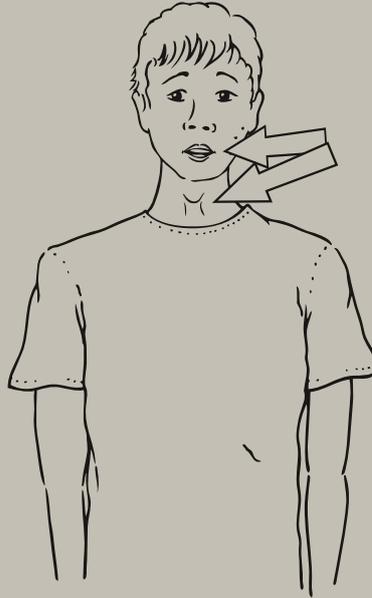
Grow taller, shoulders widen

This illustration shows two human figures side-by-side. On the left is a shorter child with narrower shoulders. On the right is a taller man with wider shoulders. Both are wearing t-shirts and pants. The entire scene is set within a grey oval background, which is itself inside a larger frame decorated with a border of colorful polka dots.

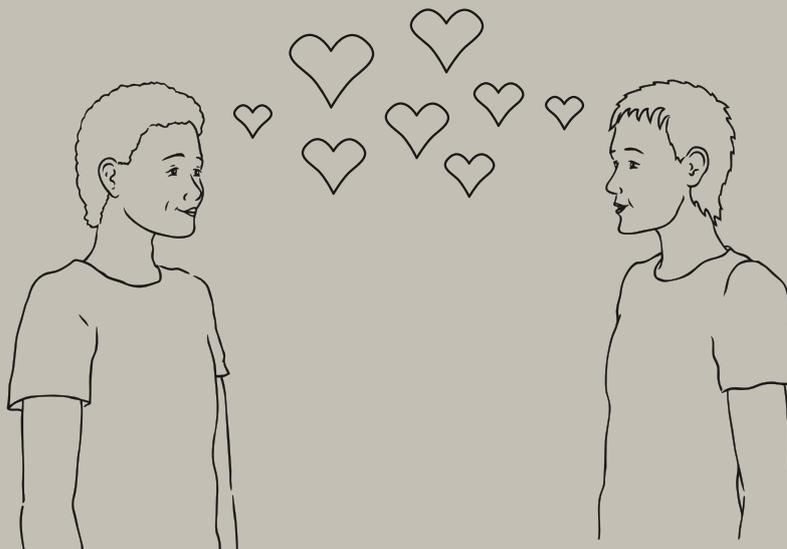


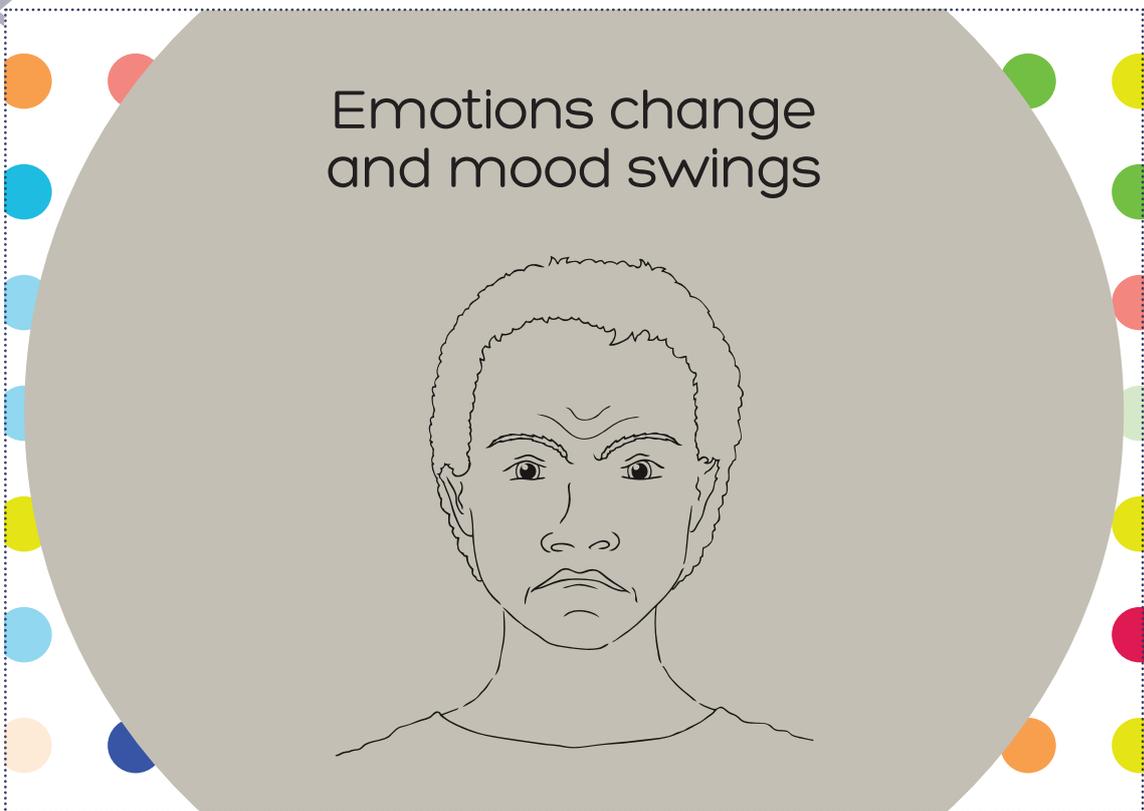
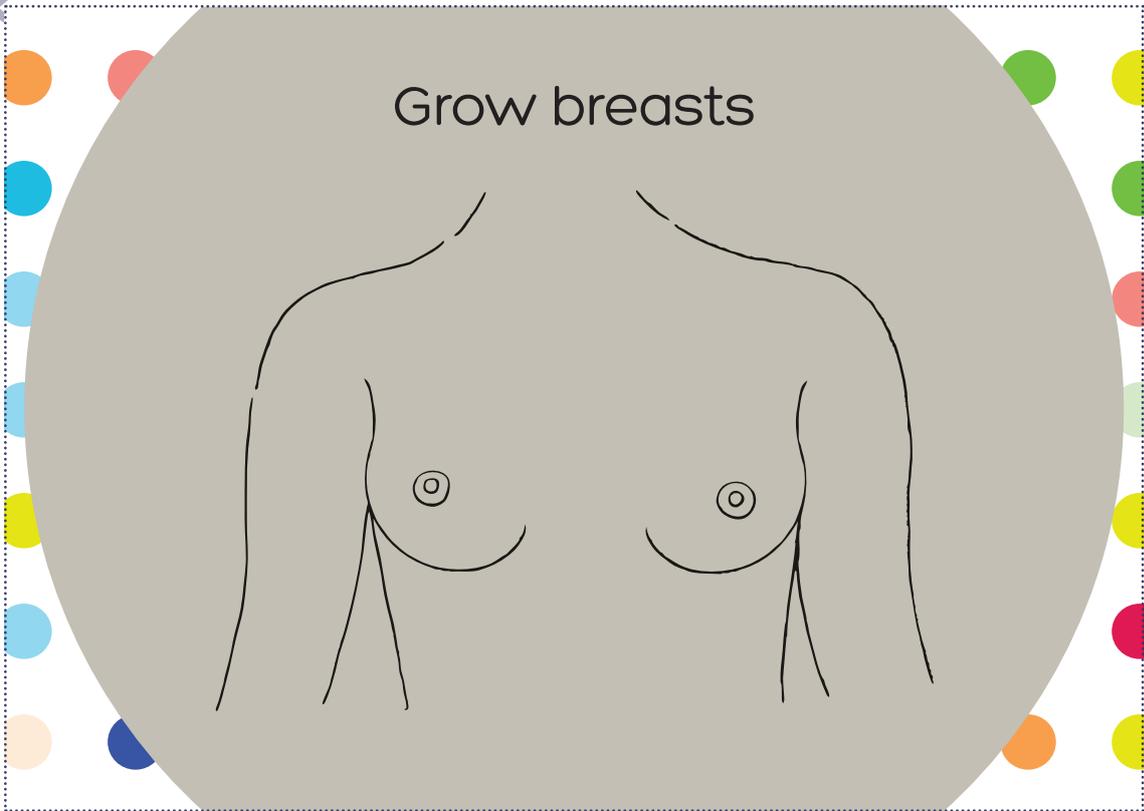


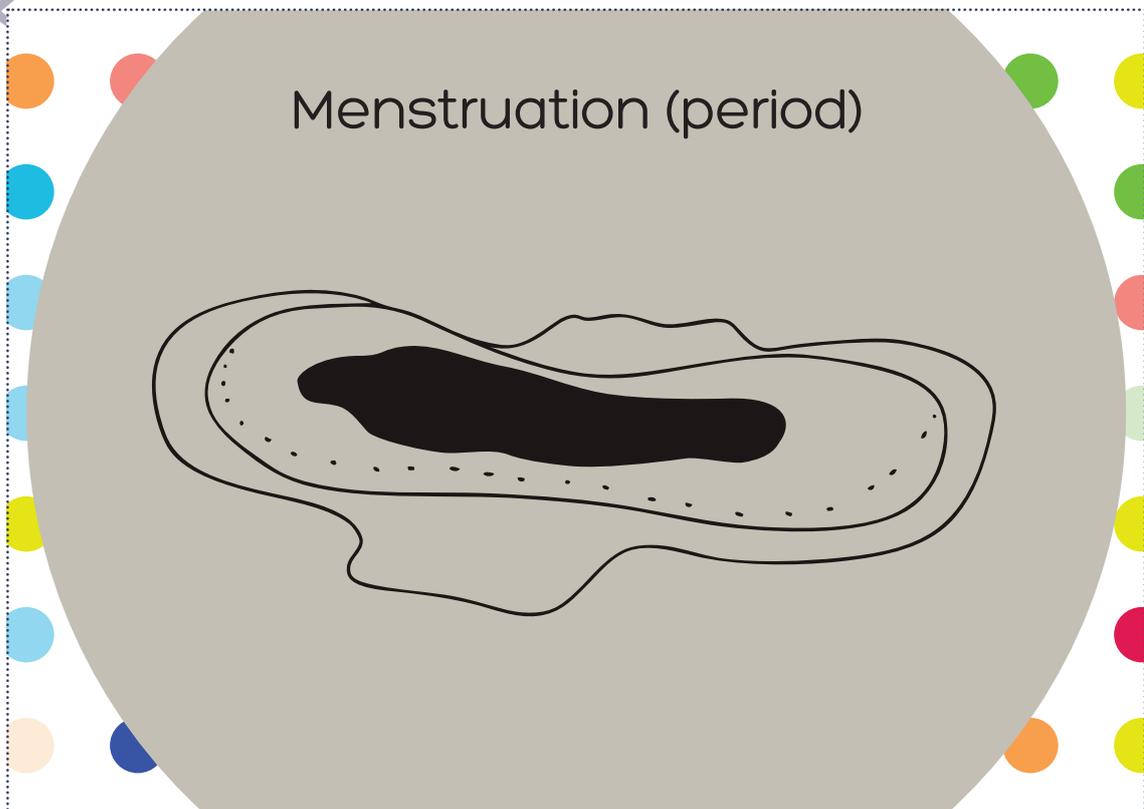
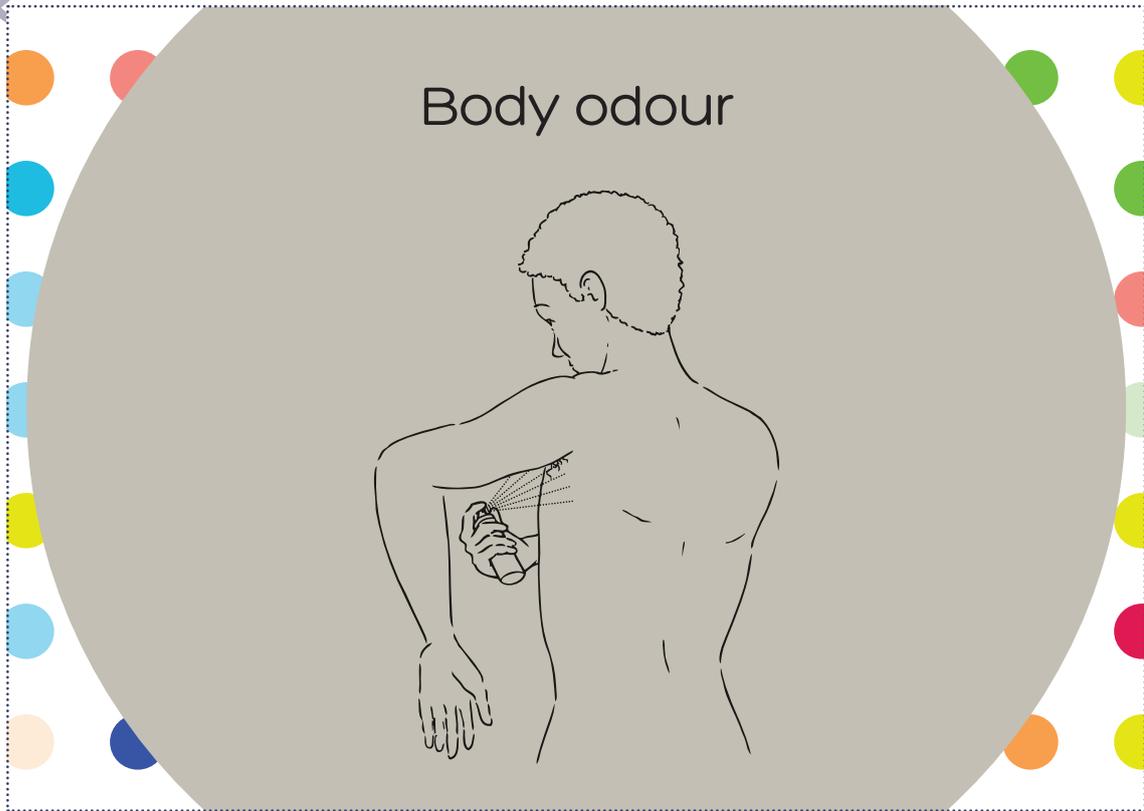
Deeper voice and adam's apple



Sexy feelings









Sperm develops



Wet dreams

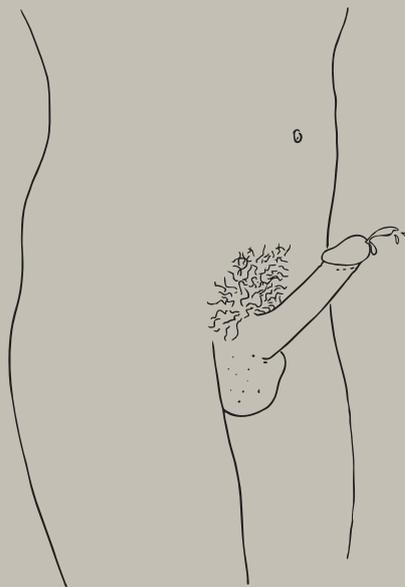


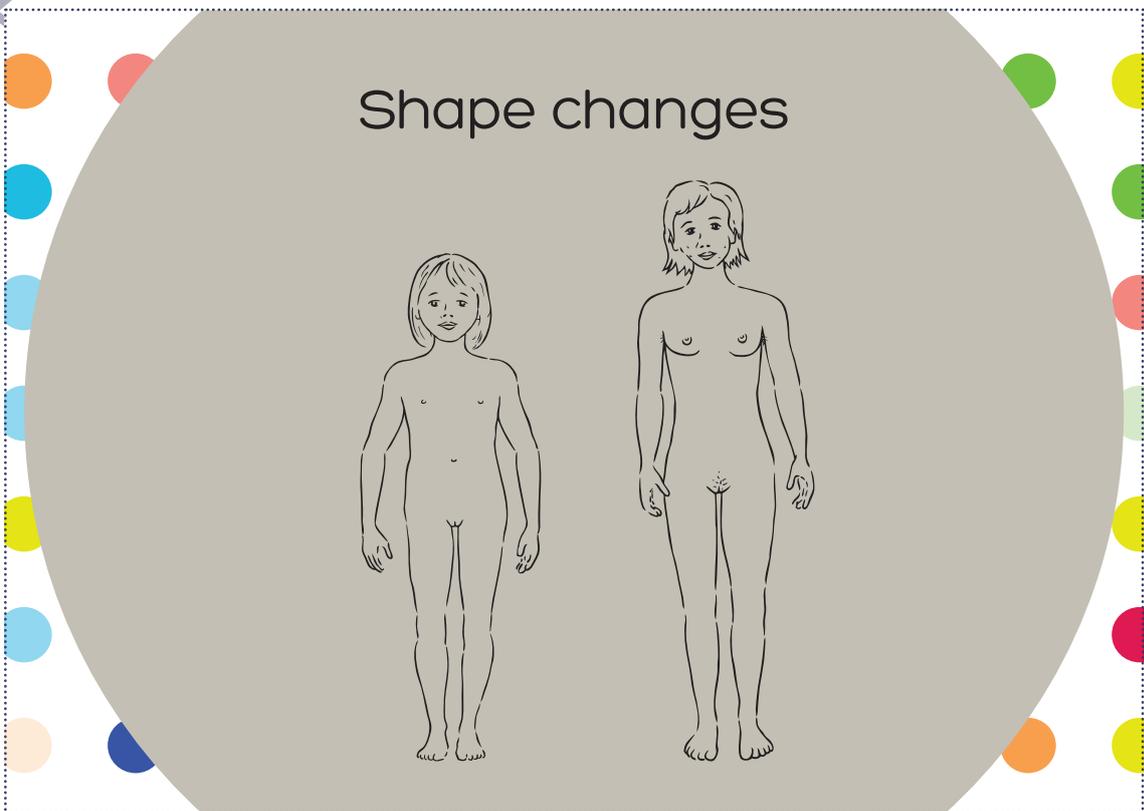


Grow facial hair



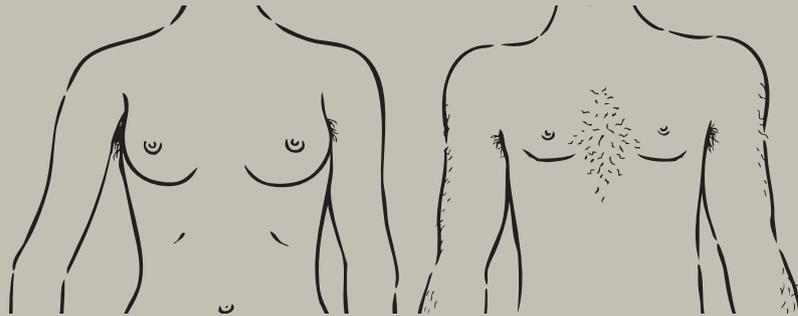
Ejaculation



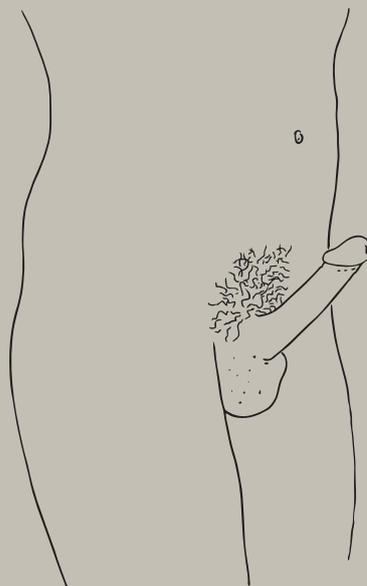




Grow underarm hair



Erections



Teaching sequence 12: Puberty and menstruation

Learning outcomes

Students will:

- define the process and purpose of menstruation
- identify basic menstrual products and explain their purpose.

Key messages

- Menstruation is a natural, healthy process that females go through in order to reproduce.
- The age of first menstruation can vary between individuals and usually occurs between the ages of 8 and 16 years.
- Menstruation occurs in four stages and these are repeated in a cycle that follows a pattern of about 28 days.
- There are a range of products that girls and women can use to manage menstruation.

a. Review the home activity: One positive and one negative thing about puberty

Ask students to share the things that their parents identified as positive or negative. Discuss briefly as a class, exploring the different coping skills used by parents.

b. Activity 3-4.12.1: Explanation of menstruation

Provide a brief overview of menstruation using the Magno-mate or similar diagrams. You could also use the book *Secret girls' business* by Fay Angelo, Heather Anderson and Rose Stewart, which uses pictures to provide simple explanations of menstruation and puberty. Ensure that there is some discussion around menstruation being a normal, healthy part of a girl's development. You may need to debunk any myths that the students have heard (e.g. menstruation is 'bad blood'). Relate the purpose of menstruation back to the ability to reproduce (i.e. have a child).

c. Display and discuss menstrual products

Show a range of menstrual products to students (e.g. pads and tampons). Briefly discuss how these are used by women and girls. Allow students to handle the products and answer any questions that they may have.

Please note: If possible, divide the class into gender groups (you would need a second teacher to do this). Gender groups enable girls to ask sensitive questions that they may not feel comfortable asking among boys (i.e. as a class). However, it is still best to provide the initial explanation to the whole class (see part b), as this lessens the stigma associated with menstruation. It is important for students to understand that boys need access to this information as well as girls.

d. Activity 3-4.12.2: Menstrual cycle

Use this simple cut and paste activity to reinforce with students the cycle of menstruation.

e. Question box

Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.

f. Home activity: Discussing sanitary products

Students are to ask a female family member or another trusted adult to show them two types of sanitary products and discuss how much they cost.

Please note: This activity is optional, as some students may be unable to complete it due to cultural or family constraints. An alternative activity could involve students looking at a range of sanitary products the next time they are at a supermarket or looking for pad or tampon advertisements in magazines, on television or in catalogues.

Activity: 3-4.12.1

Key Messages

- Menstruation is a natural, healthy process that females go through in order to reproduce.
- Menstruation occurs in four stages and these are repeated in a cycle that follows pattern of about 28 days.

Activity Details

THEME	Growth and Development
SUB THEME	Puberty
TIME	30 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • Magno-mate (and magnetic images A-1, B-1 and B-2) or diagram of the female reproductive system • a range of menstruation pads (and tampons if appropriate) • medicine cup, and water • new small underwear • toilet paper • <i>Menstruation products</i> Teacher reference sheet.

Explanation of menstruation

Purpose

To familiarise students with the menstrual cycle.

To demystify the process and function of menstruation.

To develop an awareness of the menstruation products available and an understanding of how they work.

Teaching notes

It's important to point out that boys need to know this information, too. At some point, they will have a mother, sister, girlfriend, female friend or wife. You might like to discuss some of the advertisements on TV when men don't know how menstruation products are used.

Procedure

The following outline may be beneficial in explaining menstruation:

1. Once a month, about every 28 days, (although this varies from person to person), an ovum, or egg, is released from one ovary (A-1).
2. A special lining builds up inside the uterus in case the ovum (egg) will be fertilised (when the ovum meets and joins with a sperm). If fertilisation happens, there will be a nice lining in which the fertilised ovum (egg) can implant itself (B-1).
3. If fertilisation does not occur, which is most of the time, after about 14 days the lining falls away from the walls of the uterus and drips out through the vagina. It looks like blood, although it is not the same as the blood in your veins (B-2).
4. Teachers can demonstrate how to put a pad onto underwear, including how to remove and dispose of a used one. Show a range of pads (thin, long, thick etc.) Refer to the *Menstrual products* Teacher reference sheet for more information and other ideas.

Please note: Tampons can be shown at the teacher's discretion.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	Describe the stages of human development across the lifespan	Human development across the lifespan (including stages such as conception, prenatal and adolescence)

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Menstrual products

Teacher reference sheet

- Girls and women need a way to keep the menstrual blood off their clothes. Show a range of the different types of pads available; thick, thin, long, short, with/ without wings. Explain that it is a personal preference/ choice as to what you use.
- Demonstrate how to place pads in underwear.
- Using a medicine cup of water, show the absorbency of some of the pads. You could also use the medicine cup to show how much blood is lost in a period (normally 46 - 60ml).
- Discuss hygiene and the disposal of used products; washing your hands before and after changing pads; wrapping pads in toilet paper so it doesn't stick to the lid of the disposal unit; changing the pad every 2-3 hours.
- Discuss how the students might properly dispose of a pad if no sanitary disposal unit or bin was available.
- Show how to make a temporary pad out of toilet paper in case of emergency. Discuss where girls could obtain a pad at school, if necessary.
- If appropriate, show students a range of tampons as an alternative for wearing pads.
- Discuss who the students might ask for help if they get their period at school (e.g. a school nurse or teacher).



Activity: 3-4.12.2

Key Messages

- Menstruation is a natural, healthy process that females go through in order to reproduce.
- Menstruation occurs in four stages and these are repeated in a cycle that follows a pattern of about 28 days.

Activity Details

THEME	Growth and Development
SUB THEME	Puberty
TIME	20 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • <i>Menstrual cycle</i> worksheet (class set) • scissors • glue sticks • blank paper • <i>Menstrual cycle</i> Teacher reference sheet.

Menstrual cycle

Purpose

To highlight the different stages in the menstrual cycle.

Teaching notes

This is a quick activity that helps students develop a visual understanding of the different stages of the menstrual cycle. This can be used as a literacy activity by asking students to write an explanation of each cycle stage.

Procedure

1. Hand out the worksheet to students.
2. Explain that they need to cut out the 4 diagrams on the worksheet and paste them in the correct order that the menstruation cycle follows. They can use arrows to make the completed diagram easier to follow and add any labels they think appropriate.
3. Students share their finished work as a class.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	Describe the stages of human development across the lifespan	Human development across the lifespan (including stages such as conception, prenatal and adolescence)

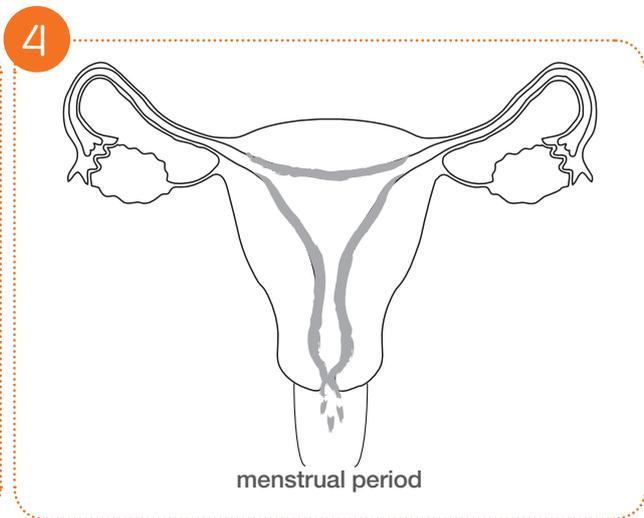
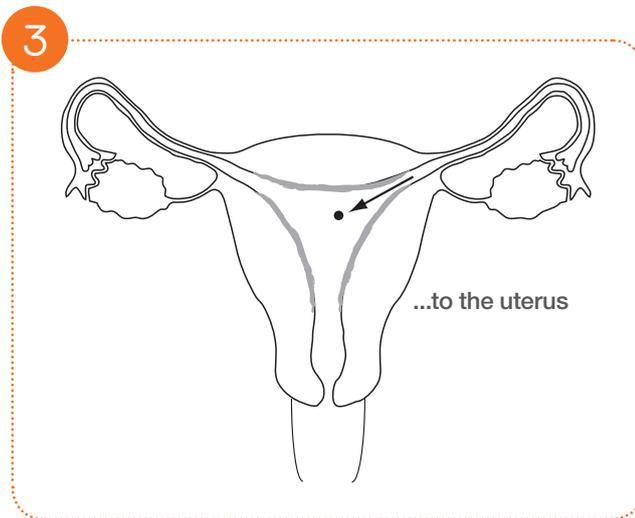
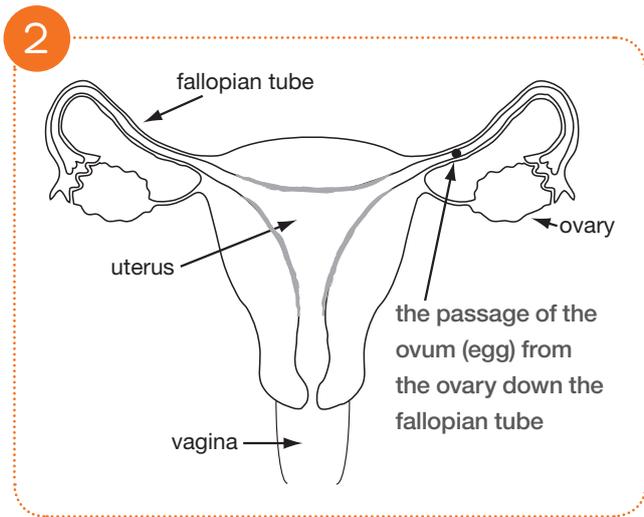
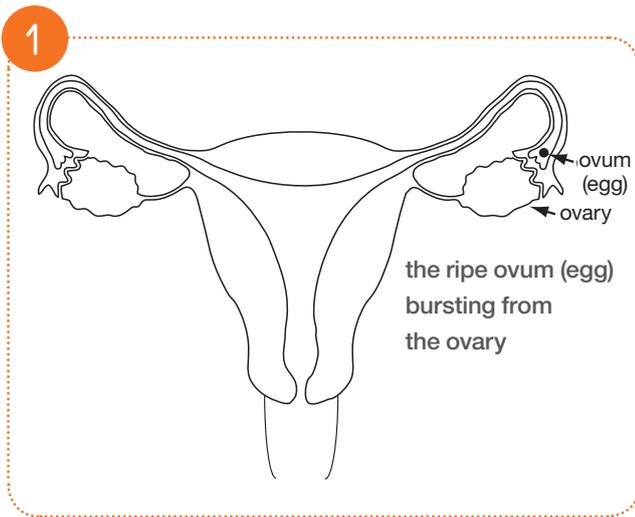
Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.



Menstrual cycle

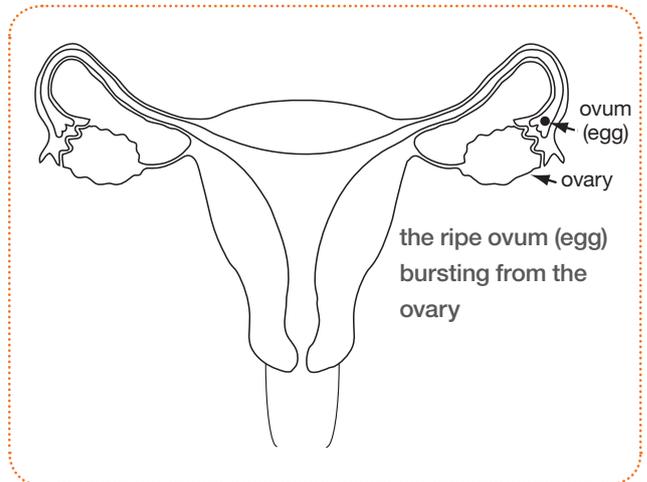
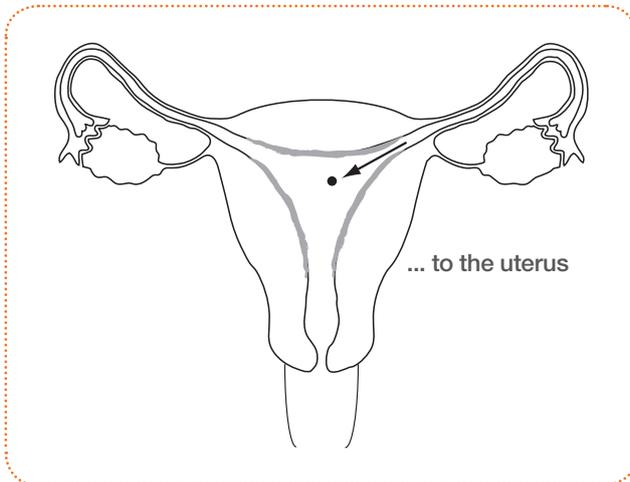
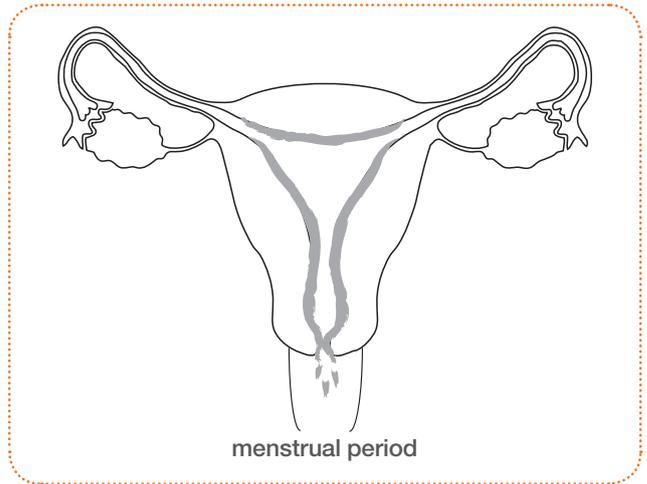
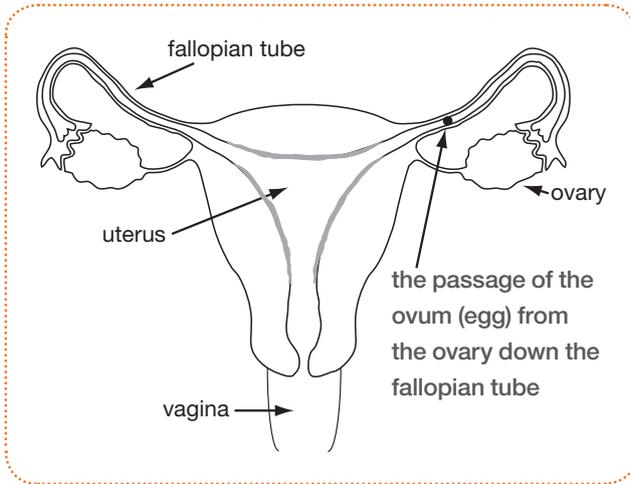
Teacher reference sheet

The correct order of images are:



Menstrual cycle

Cut and paste these 4 diagrams of the menstrual cycle in the correct order.



Teaching sequence 13: Friendships and relationships



Learning outcomes

Key messages

Students will:

- recognise the qualities that they bring to a friendship
- classify different friendships according to their level of intimacy
- identify when they feel uncomfortable in a relationship and where they can go for help and support.

- We are all interesting and unique people.
- We all bring different qualities to our friendships and this diversity is valuable.
- We have many diverse relationships in our lives.
- We have the ability to change these relationships if we want.
- Life is always evolving and everyone continues to grow and change throughout their lives.
- These transitions impact on our friendships and relationships, in both negative and positive ways.
- It is important to recognise when you feel uncomfortable in a relationship and to identify who you can go to for support and help.

- a. Review the home activity: Discussing sanitary products
Ask students to share what their family member or another trusted adult discussed with them about menstrual products, including the cost. Discuss how easy or difficult it was to complete this activity, the reasons as to why and how it could have been made easier.
- b. Activity 3-4.13.1: The real me
Use this activity as a fun warm up and to ease students into reflecting on themselves and others.
- c. Activity 3-4.13.2: Are you someone who...?
Use this activity to focus discussion and thinking around the qualities that students bring to a friendship.

- d. Activity 3-4.13.3: Relationship circles
This activity looks at the level of intimacy in a range of relationships.
- e. Question box
Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.
- f. Home activity 3-4.13.4: Then and now
Ask students to complete this worksheet at home with the help of their family.

Activity: 3-4.13.1

Key Messages

- We are all interesting and unique people.
- We all bring different qualities to our friendships and this diversity is valuable.

Activity Details

THEME	Identity
SUB THEME	Personal identity
TIME	30 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • paper and pen per student • whiteboard and marker.

The real me

Purpose

To provide a fun and non-threatening opportunity for students to get to know one another better.

Teaching notes

This activity will get the students up and moving. Although it's a great activity to do with a new class group, it is also beneficial for a group of students who have been together for a while. They have a lot of fun discovering new things about each other and are often very surprised by what they didn't already know. Assure students that they should only share information according to their own level of comfort.

Procedure

1. Begin with a class discussion, asking the students how we get to know other people. Focus on what we are told (verbal communication), what we notice (non-verbal communication) and what we assume.
2. Discuss that we may think we know someone well, but that there may be things about them that we do not know. People often only let others know what they want them to know.
3. Ask each student to write down three statements about themselves; one statement that is false and two that are true. These can be written in any order. You may want to model an example on the board.
4. Once completed, ask the students to walk around the room and to share their statements with others. Each student then needs to figure out which statement is false, having heard all three of them. Continue until students have had the chance to share their statements with a number of different students.
5. Conclude with a class discussion about what surprising things the students learnt about each other. Discuss why some information may not have been known prior to doing this activity.

Adapted from Gourlay, P, White, W and Walsh, R 2001, *Growing up and feeling good: strategies for teaching and learning about puberty*, Family Planning Victoria, Box Hill, Vic.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Explain basic concepts of identity and use simple strategies to maintain and support self-worth</p>	<p>Roles and expectations of people which arise from gender, culture and age</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people</p> <p>Acknowledge individual differences</p> <p>Work with others to reduce, avoid and resolve conflict</p>	<p>Skills and strategies for getting to know and understand others</p> <p>Different types of friendships and relationships</p>

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Activity: 3-4.13.2

Key Messages

- We all bring different qualities to our friendships and this diversity is valuable.

Activity Details

THEME	Identity
SUB THEME	Personal identity
TIME	30 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> <i>Are you someone who...?</i> worksheet (class set).

Are you someone who...?

Purpose

To provide a focus for discussing friendship.

To assist students to identify the qualities they bring to friendships.

Teaching notes

This activity allows students the opportunity to consider positive and negative elements of relationships and how their own behaviour can impact on these relationships. It also enables them to identify their own strengths, while highlighting their ability to provide support and encouragement to their friends. Through their discussion, the students may also identify other qualities that could be added to the worksheet.

Procedure

- Ask students to list people who were important to them when they were 3 years old.
- Ask students to list people who are important to them now.
- Discuss the differences and the importance of friendships as students are getting older.
- Distribute the worksheet and ask each student to fill it in.
- Ask the students to share their answers in pairs. They should only share according to their comfort level.

Discussion

Class discussion could include:

- What are the most important qualities of friendship?
- Why do you think those qualities are important?
- How could a person work on aspects of a friendship that they would like to change?

Adapted from Gourlay, P, White, W and Walsh, R 2001, *Growing up and feeling good: strategies for teaching and learning about puberty*, Family Planning Victoria, Box Hill, Vic.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people</p> <p>Acknowledge individual differences</p> <p>Work with others to reduce, avoid and resolve conflict</p>	<p>Different types of friendships and relationships</p> <p>Expectations within friendships and relationships</p> <p>Changing relationships and recognising that disagreement can be healthy</p>

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Are you someone who...?

For each question, tick the answer that best describes you.

	Yes	No	Sometimes
...is a good listener?			
...looks people in the eye?			
...pays people compliments?			
...likes to be with people?			
...interrupts peoples' conversations?			
...smiles/ laughs a lot?			
...thinks you are always right?			
...can talk easily about your own feelings?			
...gets annoyed easily?			
...is honest?			
...will help someone in trouble?			
...is interested in other people's interests?			

Look at your list. What does it tell you about yourself?

Are there any things you would like to change?

Adapted from Gourlay, P, White, W and Walsh, R 2001, *Growing up and feeling good: strategies for teaching and learning about puberty*, Family Planning Victoria, Box Hill, Vic.



Activity: 3-4.13.3

Key Messages

- We have many and diverse relationships in our lives.
- We have the ability to change these relationships, if we want.

Activity Details

THEME	Respectful Relationships
SUB THEME	Friendships
TIME	45 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • pens • <i>Relationship circles</i> worksheet (class set).

Idea adapted from Smith, S 1987, *Enhancing self-concept and social behaviour skills through the circle concept*, Centre for Social Health, Fairfield, Vic.

Relationship circles

Purpose

To enable students to gain an insight into their relationships.

To assist students to develop strategies for maintaining or changing their relationships.

Teaching notes

This activity allows students to focus on the different types of relationships people have in their lives and on the amount of physical contact and trust in each.

Procedure

1. Inform the students that the content of this activity is private.
2. Give each student a copy of the *Relationship circles* worksheet.
3. Explain that this picture shows the types of relationships we have in our lives and that not all relationships have the same level of trust or closeness.
4. Go through each circle (see below), starting from the centre. Give students time to fill in some of the circles with names (or titles) of appropriate people.
 - Me: It is my body. I can touch it, look after it and I have control over who I share it with
 - Close hugs: This is for people I feel comfortable enough to allow front-on hugging (e.g. some family members, best friends, own children)
 - Side-to-side hugs: e.g. friends, coaches
 - Handshake or 'high five': e.g. team mates, teachers, medical professionals, boss, religious or cultural leaders
 - Wave: e.g. bus driver, neighbour, known shop keepers, postman/woman
 - No contact: e.g. strangers (apart from service people like police officers, fire officers, paramedics).
5. Discuss, as a class, who was easy to place, who was difficult and why?
6. Discuss movement from one circle to the next, both inwards and outwards, and when and why this might occur. (See *Points to remember* on the *Relationships circles* worksheet).

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people</p> <p>Acknowledge individual differences</p> <p>Work with others to reduce, avoid and resolve conflict</p>	<p>Skills and strategies for getting to know and understand others</p> <p>Different types of friendships and relationships</p> <p>Expectations within friendships and relationships</p>

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Relationship circles



Points to remember:

- People don't always have someone in every circle, all the time.
- Different behaviour is appropriate in different circles.
- People can shift—in either direction.
- No-one moves from an outer circle to an inner circle immediately.
- No-one may come into your inner circle unless you want them to be there.
- You cannot enter someone else's inner circles unless they wish you to.

Adapted from Smith, S 1987, *Enhancing self-concept and social behaviour skills through the circle concept*, Centre for Social Health, Fairfield, Vic.



Activity: 3-4.13.4

Key Messages

- Life is always evolving and everyone continues to grow and change throughout their lives.
- These transitions impact on our friendships and relationships, in both negative and positive ways.

Activity Details

THEME	Growth and Development
SUB THEME	Puberty
TIME	30 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • <i>Then and Now...</i> worksheet (class set).

Then and now

Purpose

To develop students' understanding that people grow and change over a lifetime and that this is normal.

Teaching notes

This activity is a simple way of getting students to reflect on their lives and the changes that have taken place to them in a short space of 3 to 4 years.

Procedure

1. Hand out the worksheet to students and read through the procedure for completing it.
2. Explain that there are no wrong answers to the questions.

Discussion

Discuss students' responses focusing on the following questions:

- What are the most extreme changes?
- Why has this happened?
- What changes can you expect in the future?
- Are they all positive?
- Are they necessary?

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Describe the stages of human development across the lifespan</p> <p>Explain basic concepts of identity and use simple strategies to maintain and support self-worth</p>	<p>Human development across the lifespan (including stages such as conception, prenatal and adolescence)</p> <p>Roles and expectations of people that arise from gender, culture and age</p>

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Then and now

Think back to when you were in Prep. How do you think you have changed?

1. What was your favourite game when you were in Prep?

2. What is your favourite game now?

3. What was your favourite TV show when you were in Prep?

4. What is your favourite TV show now?

5. What did you wear when you were in Prep?

6. What do you wear now?

7. How did you think you looked when you were in Prep?

8. How do you think you look now?

9. What did you worry about when you were in Prep?

10. What do you worry about now?

11. What did you like to do with your friends in Prep?

12. What do you like to do with your friends now?

13. How have you changed the most?



Teaching sequence 14: Changing relationships



Learning outcomes

Students will:

- identify examples of changes that have occurred in their lives as they have grown
- consider how they can positively manage change within their relationships
- identify what peer pressure is and consider the impact it has on their friendships and relationships
- recognise coping strategies and identify who they can go to for help and support with health and relationship issues.

Key messages

- Life is always evolving and everyone continues to grow and change throughout their lives.
- These transitions impact on our friendships and relationships in both positive and negative ways.
- Life presents dilemmas and the choices we make have consequences.
- It is important to manage these changes and know where to go for assistance and support.

a. Review the home activity 3-4.13.4: Then and now

Students are to share their responses to the homework in small groups. Debrief as a class, discussing the changes that have occurred in students from Prep to Years 3 or 4.

b. Discuss positive and negative changes

Ask students to work in pairs to classify the changes that they identified in their homework as either positive or negative. Ask them to discuss how these changes impact on friendships. Discuss the answers as a class.

c. Discuss transitions, relationships and peers

Have a general discussion on these topics. Discuss how growing up can impact on friendships and family relationships. Briefly discuss transitions that can occur and how roles and responsibilities change during these periods. Ensure that the focus is on the changing role with peers.

d. Make a list of different types of peer pressure

As a class, list different types of peer pressure and discuss the impact that these can have on young people (e.g. feeling like you need to wear certain clothes, feeling pressured to like the same songs as your peers, feeling pressured to choose the same interests such as footy or dancing etc.).

e. Activity 3-4.14.1: What do you do?

Use this activity to allow students to work through dilemmas that illustrate peer pressure, bullying etc. Choose appropriate scenarios for your class. Students can discuss the situations and some possible outcomes or role play a scenario with a particular outcome.

Please note: It may be useful to revisit the group rules at this stage and to ensure that students are not discussing specific incidents or individuals.

f. Summarise the key messages

Identify the importance of positive peer relationships in students' lives. Reinforce the different coping strategies that students can use to deal with peer pressure, bullying and other relationship issues. Ensure that they can identify where they would go for support and assistance.

g. Home activity 3-4.14.1: Sharing *What do you do?* worksheet

Students are to share their completed worksheet with their families.

h. Conclusion

Thank students for their input into the sexuality unit. Let them know that they can continue to ask questions throughout the year.

Activity: 3-4.14.1

Key Messages

- Life is always evolving and everyone continues to grow and change throughout their lives.
- It is important to manage these changes and know where to go for assistance and support.
- Life presents dilemmas and the choices we make have consequences.

Activity Details

THEME	Respectful Relationships
SUB THEME	Friendships
TIME	40 minutes
AusVELS	Levels 3-4
YEARS	3 & 4
EQUIPMENT	<ul style="list-style-type: none"> • <i>What do you do?</i> worksheets • paper and pen to record answers.

What do you do?

Purpose

To explore the changing role of peers.

To identify coping strategies to deal with peer pressure and other relationship issues.

Teaching notes

It may be useful to revisit the group rules, before this activity, to ensure that students are not discussing specific incidents or individuals.

The dilemmas can also be performed as role-plays.

Procedure

1. Discuss what is meant by a moral dilemma (i.e. being in a difficult situation here both choices of action are equally unpleasant).
2. Ask students if they have ever had to make a difficult decision. Ask them to give you examples (without being too specific or personal, to protect individual privacy).
3. Divide students into small groups.
4. Give each group a dilemma to discuss (see the worksheet included).

Discussion

Students can use these questions to guide their discussion:

- What is the dilemma for the main character?
- What are their choices?
- What are the consequences for each choice?
- Discuss and evaluate the choices.
- What would you do? Why?

AusVELS Context:

Strand: Physical, personal and social learning

Levels 3-4	Working towards these standard/s	Key learning focus
<p>Domain Health and physical education</p> <p>Dimension Health knowledge and promotion</p>	<p>Explain basic concepts of identity and use simple strategies to maintain and support self-worth</p>	<p>The influence of peers and family on identity and self-worth</p>
<p>Domain Interpersonal development</p> <p>Dimension Building social relationships</p>	<p>Demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people</p> <p>Support each other by sharing ideas</p> <p>Acknowledge individual differences</p> <p>Work with others to reduce, avoid and resolve conflict</p>	<p>Skills and strategies for getting to know and understand others</p> <p>Different types of friendships and relationships</p> <p>Values and how these affect feelings and behaviour</p>

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What do you do?

Dilemma	What do you do?
<p>Your friends start talking about a girl in your class because she looks more developed than everyone else. They laugh and say she probably has her period and is the only one who does in your year level. You had your first period last week.</p>	
<p>A new boy moves to your school. He is from another country and speaks very little English. You speak the same language as him at home but have never told anyone. You see some kids pretending to teach him English but they are really teaching him swear words. The new boy repeats the words out loud and everyone laughs.</p>	
<p>The most popular girl in the school is having a sleepover party on the weekend and you and your friends have all been invited. Your friends are excited because there is talk that everyone will play 'truth or dare'. You are worried that they might ask you to play and you don't feel comfortable about it.</p>	
<p>You are out in the playground with your friends when one of the Grade 6 boys points to you and says in a big loud voice "You've had sex with Tom!" Everybody laughs.</p>	



What do you do?

Dilemma	What do you do?
<p>Your best friend tells you that they have a crush on an older boy/ girl on your tennis team. They ask if it's okay to come along to watch your team play on the weekend. The trouble is, you like that boy/ girl too.</p>	
<p>Your parents bought you a mobile phone to use in emergencies. They told you to keep the number private but you gave it to a friend and they have passed it on to everyone in the class. A boy in your class sent you a picture of a naked woman. Other boys in your class keep asking to see it so you haven't deleted it yet. You're pretty sure that someone in your family knows about it.</p>	
<p>Swimming lessons have started again. Last year, you and most of the team got changed together. There was a girl who always got changed in the toilet and the other girls were nasty about it. Things have changed. You now have pubic hair and your breasts have grown and you don't want anyone else to see.</p>	
<p>You are getting your lunch out of your schoolbag when a packet of pads falls out of your bag and drops onto the floor. A child near you sees the pads, picks them up and then starts throwing them around the corridor to others. You don't know what to do.</p>	

Whole school learning activities

Sexuality education should not be limited to the curriculum and classroom practice. Instead, the way that the school is organised, the environment and ethos, and the links and partnerships that the school has with other services, all have an impact on student learning. The accumulation of knowledge and skills, an environment that supports growing and developing (physically, socially and emotionally) and the ease of accessing relevant services represent important school considerations in maximising the sexual health and wellbeing of the school community.

Below are a number of ideas that you may like to consider as a starting point in ensuring that your sexuality education program moves beyond individual classroom learning opportunities to a shared school and community experience.

Primary school ideas

Celebrate the birth of babies or new families becoming a part of the school community. Seek special ways in which the students can participate such as:

- Each class taking turns to create a card and 'baby bundle' or gift for the family
- Inviting the family to a school assembly and presenting them with a 'welcome to our school community' gift
- Creating a display of 'Who's new in our school community?' and including new staff, students and family members.

Run a special day where the focus is on 'wellbeing' or 'friendships'. Students could:

- Have a special committee in charge of getting ideas and running the day
- Make friendship bands
- Have a 'make someone smile' competition
- Run team building activities
- Focus on self esteem and resilience
- Hold it after school hours and invite all families to participate.

Students could discuss what they have learned about growing up and relationships:

- In a letter home
- To students in the year level below them
- With parents/ carers at a special night where their learning is showcased
- As a class by using technology or art
- By adding it to the school newsletter
- On the school webpage
- With a member of a community agency.

Create a book or brochure about where you could go to for help or further information that could:

- Be available to other students in a particular year level
- Be provided to all parents
- Be made available for a small cost at the school reception
- Be published and added to the school library, local library or part of a parent library.

Provide students with the opportunity to explore and write a review of different books about sexual health and relationships that:

- Inform the purchase of books for school classroom use or the school library
- Are used to shortlist valuable inclusions for a parent library
- Can be reported on in the school newsletter or local newspaper.

Senior students auditing the school investigating how safe and supportive the environment is. For example:

- The ability for students to mix across year levels
- Whether there are places where students can freely talk without interruption
- The amount of equipment and area that is dedicated to students who like certain activities (and if there is a gender bias).



Endnotes

1. See, for example, *Supporting sexual diversity in schools*, DEECD 2009, accessible via www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/supportsexualdiversity.pdf; and the DEECD's 'Diversity and Equity' page, accessible via www.education.vic.gov.au/hrweb/divequity/Pages/default.aspx.
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6. See, for example, United Nations Educational, Scientific and Cultural Organization 2012, *Good policy and practice in HIV and health education: Booklet 8 – Education sector responses to homophobic bullying*, UNESCO, Paris, France, viewed 18 February 2013, unesdoc.unesco.org/images/0021/002164/216493e.pdf.
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12. World Health Organization 2012, *Violence against women: intimate partner and sexual violence against women*, WHO, Geneva, Switzerland, viewed 18 February 2013, www.who.int/mediacentre/factsheets/fs239/en/.
13. Bryant, C 2009, *Adolescence, pornography and harm*, Australian Institute of Criminology, Canberra, viewed 18 February 2013, www.aic.gov.au/publications/current%20series/tandi/361-380/tandi368/view%20paper.html.



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