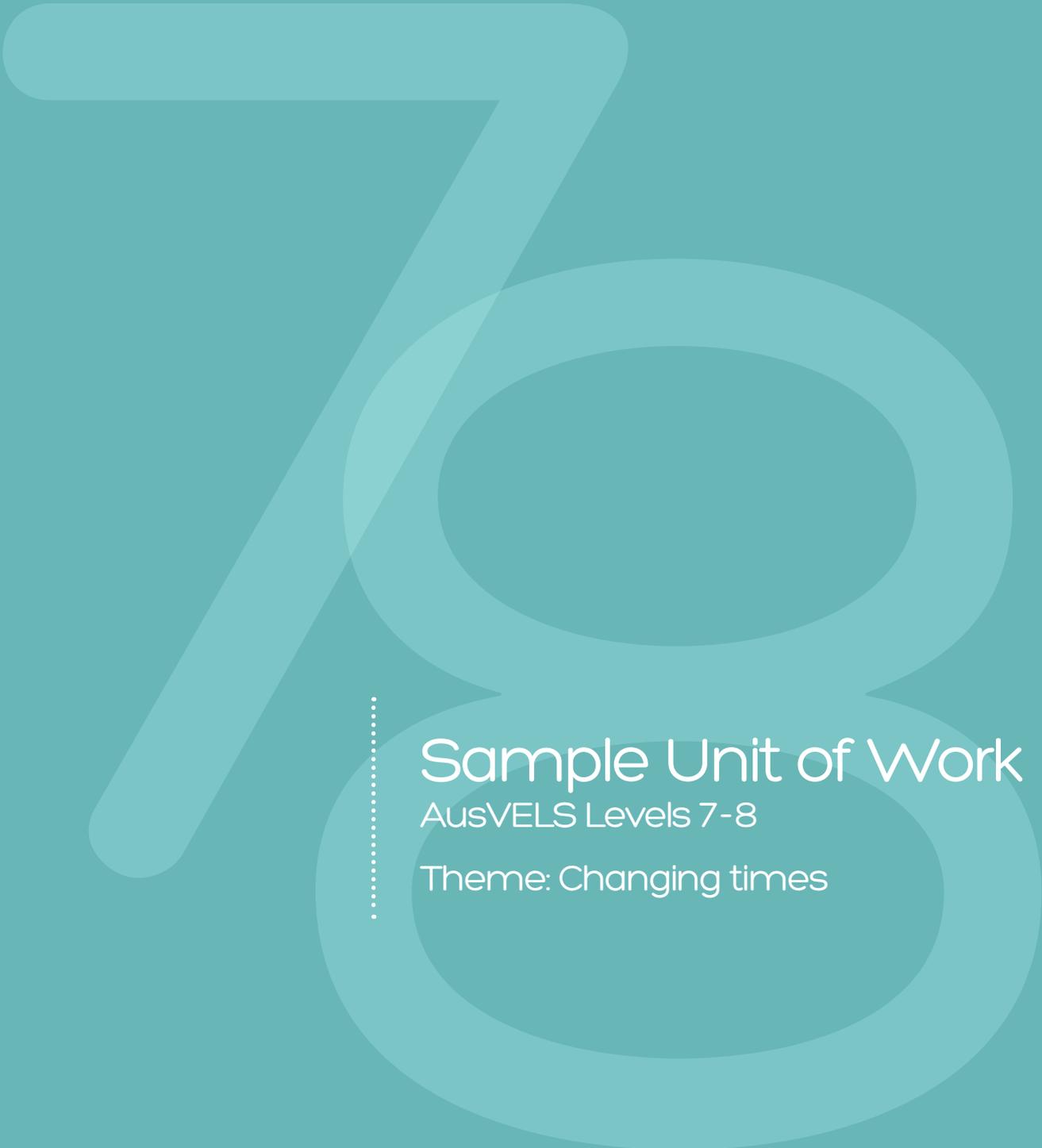
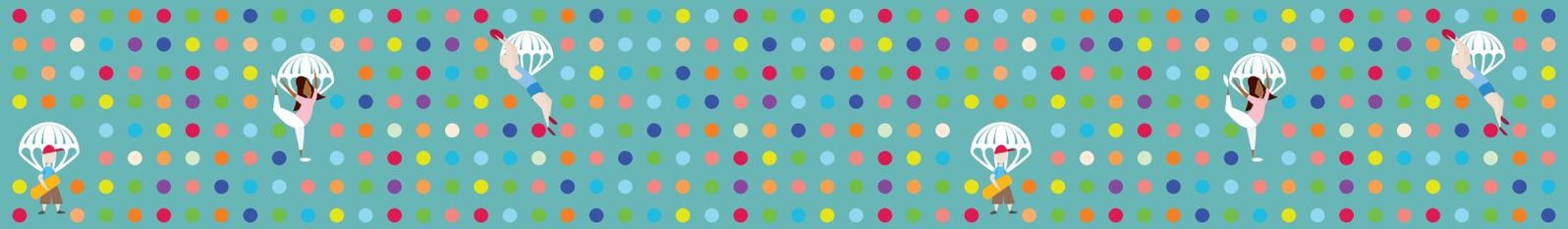




Addressing barriers to teaching  
sexuality education in schools



Sample Unit of Work

AusVELS Levels 7-8

Theme: Changing times





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# Sexuality education

Why provide young people with sexuality education ?

Sexuality is an integral part of being human and relating with others. It has the potential to be a positive force in the lives of all young people, but if not understood it can contribute to poor life choices and health risks. Sexuality education is one means of providing children and young people with the skills and knowledge to manage their sexual wellbeing and can provide the fundamental tools to enable people to enjoy healthy, responsible and satisfying sexual lives.

While first and foremost having a positive approach, sexuality education should also respond to health risks. 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 the *SafeLanding Toolkit* provides a sample unit of work for sexuality content covered in Levels 7-8 of the Australian Essential Learning Standards (AusVELS).

The purpose of this document is to provide guidance to schools and teachers wishing to implement a comprehensive sexuality education program that is aligned to the AusVELS. The sample 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 part of the unit to complement an existing program or unit of work.

## Structure

The *Sample Unit of Work* (Levels 7-8) is divided into two parts:

### 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 Unit of Work

This section consists of a Sample Unit of Work covering AusVELS Levels 7-8. 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 7-8.

## Unit of work overview

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 secondary level the names of each unit are:

AusVELS Levels 7-8 Changing times  
AusVELS Levels 9-10 The 4 R's: rights, responsibilities, relationships and risk

The *Sample Unit of Work* at Levels 7-8 consists of 15 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 15 teaching sequences may represent an enormous 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 7-8 can be split into 6 to 8 teaching sequences in Year 7 and the remainder taught in Year 8. 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 which 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 a standard.

Please refer to the *Assessment in sexuality education: AusVELS Levels 7-10* section of *SafeLanding: Tools for Teachers* for examples of rubrics and assessment tools for this AusVELS level.

## Additional teaching and learning activities

You will find additional activities for both AusVELS Levels 7-8 and 9-10 on the *SafeLanding* website. Family Planning Victoria will continue to release new teaching and learning activities on this website.

These activities are arranged by AusVELS level firstly and then by 'theme' to represent sexuality content or issues. They can be substituted for, or used in addition to, activities found in the sample units of work.

## 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 should begin in pre-school and Prep, in developmentally appropriate ways. It should provide sex positive, accurate and non-judgemental information, as well as opportunities to explore values and to 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.

### Approaches to teaching and learning

The sample unit of work is 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. Whilst it is still important to address these issues (especially at secondary level), we hope that the unit of work at this level will also reinforce the positive impact of sexuality on health and wellbeing.

For many teachers, sexuality education may be an uncomfortable area. Teaching sexuality requires different pedagogical approaches than those traditionally employed in more 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 shows that student-centred, active learning approaches are best suited to sexuality education (see point 11 in Ch. 5.2, p. 21 of 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 developed from evaluated sexuality education programmes 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 to support good teaching and learning approaches to sexuality education is also 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 which are advocated by DEECD. These include the *Principles of Learning and Teaching* (PoLT) and the *e5 Instructional Model*. For further information regarding these approaches, please see the DEECD website <[www.education.vic.gov.au](http://www.education.vic.gov.au)>.

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

## Prior learning

It is expected that children going into secondary school will have previously covered the following topics in relation to sexuality:

- reproduction, conception and birth
- puberty and sexual maturation
- an introduction to STIs and contraception
- identity and values relating to sexuality
- peer influence and pressure
- friendships and relationships
- acceptance of diversity.

The unit of work at Years 7 and 8 levels (AusVELS Levels 7-8) provides some revision of these topics as not all students will have completed the expected content in primary school.

There is an assumption that some of the more generic skills and knowledge which relate to sexuality will be covered more fully in other health units or alternative subject areas. These include generic communication skills, body image issues and making healthy choices, for example.

## 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 (e.g. say "someone I know")
- protect others' privacy if they share information in class
- everyone has the right to pass if they don't wish to answer a question
- everyone has different values and this is OK.

These rules are consistent with the ideas which underpin the AusVELS. 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 similar generic rules 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, students may be tempted to share private or personal details about their (or their families') lives. Teachers need to model safe conversation to ensure students know how to contribute without exposing themselves or others to public harm. Always share information in the third person or use the phrase "someone I know". Teachers should also be aware of the practice of 'protective interrupting' which is used to stop students from sharing inappropriate information.



*Please note: when discussing sexual issues, students often use put-down words or labels that describe sexual orientation (e.g. 'that's so gay', fag, dyke). It is important not to let these words go unchallenged and to insist that they are offensive and inappropriate. A specific rule to address this may need to be agreed upon by the class from 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).

Throughout the sample programs, 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 family values around sexuality at home.

The activities are optional and **we do not recommend using all of them** over the unit of work. Teachers should choose a few home activities that best suit student learning needs at each level.

## Whole-school health promotion activities

At the end of the Sample Unit of Work, there are a number of suggestions for activities which can be used to create greater understanding and application of sexuality issues at a whole-school level. Students could work in groups to investigate or report on issues. They could then assist in implementing whole-school interventions which raise the profile of sexuality issues within the wider school community. Sexual and gender diversity issues provide an excellent opportunity to undertake some of this whole-school work.

## Inclusivity: same-sex attraction, intersex, trans & 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.<sup>1</sup> The *Melbourne Declaration on Educational Goals for Young Australians*<sup>2</sup> is one of two guiding documents for the Australian Curriculum, Assessment and Reporting Authority's (ACARA) national curriculum documents.<sup>3</sup> 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."<sup>4</sup>

However, the reality in some schools may be different for many students or staff 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 74% in 2004 and 69% in 1998.<sup>5</sup>

Dealing with any type of bullying is more than addressing a safety issue—bullying can have negative effects on a student's learning.<sup>6</sup> In the aforementioned study, over half of the participants revealed that homophobic abuse impacted on a range of aspects of schooling.<sup>7</sup>

Effectively addressing homophobia and heterosexism within an inclusive 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."<sup>8</sup>

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](http://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 treating staff who are same-sex attracted in accordance with the law.<sup>9</sup> 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.<sup>10</sup> 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 and secondary school settings. 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.<sup>11</sup>

"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."<sup>11</sup>

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 young people. It is important teachers use inclusive language and discuss a diversity of relationships and family types throughout the entire program, including same-sex couples and parents. Students of all sexualities and family types have the right to feel validated and affirmed.

## Cultural diversity

Many schools with culturally diverse communities may feel anxious about teaching sexuality education. Sexuality is 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 FPV's experience school sexuality programs are accepted by a wide range of diverse communities.

Schools may be concerned that because there is such a diverse 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. However, any school, regardless of the cultural origins of the students and parents, will have a diverse range of beliefs and values amongst the school community. This is demonstrated when teaching other areas of the curriculum such as alcohol and drug education, politics or current affairs.

Whilst it is important to be sensitive to the cultural and belief systems of your school community, the curriculum requirements will remain the same. All schools need to comply with these requirements, as outlined in AusVELS. All students have the right to access information on sexual issues which will impact on their health and wellbeing. 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.

When teaching sexuality education, the guiding principles which form part of the group or class rules apply to all student groups, regardless of their cultural background. See group rules in this section for a list of some suggested rules.

Students and families from refugee and refugee like backgrounds may have special considerations beyond culture such as the consequences of interrupted education and a history of traumas which 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](http://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](http://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](http://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, especially during work on sexuality issues. 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](http://www.rainbowfamilies.org.au)> which has a number of useful links and background information. 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](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/rf_parents?open&cat=Parents_-_Families)> for further information.

### Assisted reproductive technology

Assisted reproductive technology is one term used to describe the range of medical treatments available to assist a couple or woman to conceive a child.

In any Victorian classroom today, an increasing number of students 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 babies today are conceived this way. There is no need to go into great detail about the different technologies, but rather to validate the many types of conception which are possible. This will include covering more sensitive areas such as surrogacy or sperm and egg donation.

Some students may wish to share their own genetic history whilst others may be more private. Some families will 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 may 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](http://www.varta.org.au)>. Teachers will also find links to further information on this topic in Tool 24, *Tools for Teachers*.

*Please note: The SafeLanding Toolkit contains a flipchart, called *Creating Babies: A guide to methods of conception*. This resource can be used with students to visually demonstrate the different methods of conception and assisted reproduction.*

### Students with learning or other disabilities

All students have a right to quality sexuality education, including students with a disability. Students with disabilities are sometimes withdrawn from receiving sexuality education on the assumption they have less need for this learning than mainstream students. This assumption may come from parents, individual teachers or school leaders. However, most students with disabilities will experience puberty in the same way as other adolescents and will need to learn how to express their sexuality in a safe and meaningful way. It is therefore vital that students with disabilities receive the same access to sexuality education as their peers. To not provide this education places them at greater risk in terms of their sexual safety.



The units of work in the *SafeLanding Toolkit* cannot cater specifically for students with disabilities, given the complexities and enormous range of possible 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.

*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* which 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](http://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 and personal safety

All children and young people are at risk of sexual abuse regardless of age, gender, ethnicity or class. Young people 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 could also be given to providing it as a separate program. 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 harmful. Child protection education comes with a different set of goals than sexuality education which has a more positive approach to sexuality.

Some of the activities in the sample unit of work deal directly with personal safety. However, it is important that teachers use any opportunities throughout the program to reinforce key messages around protective behaviours. These messages include that:

- no-one has the right to touch another person's body without their consent
- there are private and public parts of the body
- adults should not engage in sexual activity with children or young people
- there are laws to protect young people from adults who may not act appropriately
- adults should not ask children or young people to keep secrets around bodies, touching or any sexual issues
- nothing is so awful that you cannot tell someone
- if something has happened you should tell someone you trust and keep telling them (or another trusted adult) until someone believes you and does something
- it is never the child or young person'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. Teachers need to model safe conversation to ensure students know how to contribute without exposing themselves or others to public harm. Always share information in the third person or use the phrase "someone I know". 'Protective interrupting' which is used to stop students from sharing inappropriate information is an important skill to learn. Further information on this can be found at a number of websites including the Western Australian Department of Education website [det.wa.edu.au/childprotection/detcms/navigation/recognising-child-abuse/?page=4&tab=main](http://det.wa.edu.au/childprotection/detcms/navigation/recognising-child-abuse/?page=4&tab=main).

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](http://www.education.vic.gov.au/childhood/providers/regulation/pages/protectionprotocol.aspx).



Regardless of age, children and young people need key messages around personal safety reinforced and they need to explore avenues of support for themselves or other young people in these situations.

## Gender based violence or violence against women

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 important to acknowledge that men may also be the victims of violence within relationships and that violence can occur in same sex as well as opposite sex relationships. Violence against women is defined by the World Health Organisation as violence which “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.”<sup>12</sup> Family violence, sexual assault and sexual harassment are all forms of violence against women.

Violence against women has a profound impact on the physical and mental health of children and young people who are exposed to it within their family, home and relationships. A comprehensive, whole-school approach to sexuality education must include work on this topic. The teaching and learning activities within this sample unit of work have a number of specific activities which deal with gender-based violence explicitly and with related topics such as consent and coercion, power structures within relationships and skills for developing healthy relationships.

However, gender-based violence is an immensely complex subject and requires specific skills and knowledge to address it adequately within a school setting. The *SafeLanding Toolkit* does not provide a comprehensive approach to addressing violence against women, but rather places the topic within a broader framework of sexuality education. There are a number of excellent programs which have been developed by experts in the field of gender-based violence and these can be implemented as part of a comprehensive sexuality education program. Ideally, schools would 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 24, *Tools for Teachers* for further information and contact details of some useful programs and organisations.

Recent policy frameworks and action plans have been developed at both national and state levels to respond to the issue of violence against women. Some provide clear guidance to schools in both the theory and practice of addressing gender-based violence. The Department of Education and Early Childhood Development (DEECD) released a research report in 2009 entitled *Respectful Relationships Education: Violence prevention and respectful relationships education in Victorian secondary schools*. This report outlined five good practice criteria that should be present in the development and implementation of school based prevention programs. The report was written by Vic Health and is available at [www.vichealth.vic.gov.au](http://www.vichealth.vic.gov.au). In 2010, DEECD funded CASA House to develop a framework around gender based violence as part of the Victorian government ‘respect agenda’. The framework was piloted at a number of secondary schools and a report written on the outcomes of the project. Classroom resources will also form part of this project. At the time of writing it is unclear when either will be made available.

## Pornography, technology and sexuality

The development of new information and communication technologies has had an enormous impact on the ways young people learn and socialise, including how they learn about, explore and express their sexuality. Facilitated by the pervasive use of computers and mobile phones, young people’s access to pornography is unprecedented. At the same time, the nature of porn has shifted and young people are being exposed to more hard-core images than in previous generations.<sup>13, 14, 15</sup> According to sociologist Dr Michael Flood, pornography has become one of Australian young people’s most prominent sex educators (Flood, 2010, interview). There is evidence that pornography is also shaping young people’s sexual imaginations, expectations and practices.<sup>16, 17</sup> Any sexuality education program in schools must find ways to engage in meaningful dialogue with students around such significant, and potentially problematic, issues.



The *SafeLanding Toolkit* has a small number of activities which explore the impact of pornography on sexuality. These activities can be found within the sample units of work Levels 7-8 and 9-10. Family Planning Victoria will also be releasing further teaching activities to address this topic on the *SafeLanding* website.

Many teachers may feel challenged by addressing these sensitive topics. Experienced teachers may find that with additional reading they feel confident to deliver education about these emerging issues. However, it is recommended that teachers undertake relevant professional development. Contact Family Planning Victoria (Ph: 03 9257 0133) regarding appropriate courses or training.

An excellent article, entitled *Eroticising inequality; technology, pornography and young people*, outlines some of the key issues and can be downloaded at [www.dvrcv.org.au/eroticising-inequality/](http://www.dvrcv.org.au/eroticising-inequality/). The authors of this article, Maree Crabbe and David Corlett, are currently leading the project: 'Reality & Risk: Pornography, young people and sexuality'. Reality & Risk aims to promote critical thinking among young people about pornography and the messages it conveys about women, men and sex. The outcomes of the project will include resources addressing issues of pornography incorporated into the DEECD resource *Catching On for Years 9 and 10*; delivery of teacher training; and a resource kit *In the Picture*, to assist secondary schools

to develop appropriate classroom activities and policies and engage with parents about pornography. Further information about this project can be found at [www.parliament.vic.gov.au/images/stories/committees/lawrefrom/isexting/subs/S30 - Maree Crabbe - Attachment 1.pdf](http://www.parliament.vic.gov.au/images/stories/committees/lawrefrom/isexting/subs/S30_-_Maree_Crabbe_-_Attachment_1.pdf).

Finally, it is worth noting that much of the work to be done in this area relates to the development of skills related to both critical media literacy and cyber safety. These generic safety skills should be taught and reinforced across a number of curriculum areas in AusVELS, not just within sexuality education. Ideally all teachers would be trained and resourced in this area and capable of addressing issues as they emerge. Teaching young people critical literacy in terms of their access to pornography and other information on the internet, is vital to equipping them to be respectful digital citizens who can operate safely in a digital environment. This should be done in a range of subject areas and specific examples of sexualised content should not be avoided or deleted because of their sensitive nature. It is exactly this type of conversation which young people need to ensure their health and wellbeing in today's digital world.





# AusVELS Levels 7-8

Years 7 & 8

Theme: Changing times

# Sample unit of work: AusVELS Levels 7-8

## Introduction

This sample unit of work covers Levels 7-8 in AusVELS. It provides a brief outline of a sequential learning program, which covers the following key learning foci in AusVELS. It represents a stand-alone program but may be adapted as required by schools.

### AusVELS Levels 7-8 (Years 7 & 8)

Strand: Physical, personal and social learning  
 Domain: Health and physical education  
 Dimension: Health knowledge and promotion

Domain: Interpersonal development  
 Dimension: Building social relationships

#### Key concepts found within learning focus:

- the physical, social and emotional changes that occur in adolescence
- the influence of family on the development of personal identity and values
- how community attitudes and laws influence a person's sense of right and wrong
- harm minimisation strategies in relation to sexual health
- personal values around sexuality, and how these values could be used to improve sexual health
- the sexual health needs of young people (e.g. safer sex, contraception, abstinence and prevention and treatment of STIs)
- accessing reliable information about sexual health issues
- barriers and enablers to accessing sexual health services

#### Key concepts found within learning focus:

- differing values and beliefs held by individuals in local, national and global contexts and the impact these have on relationships
- managing emotions and behaviour in relationships, especially with peers
- the importance of confidentiality in friendships and when it may need to be breached to protect others from harm
- forms of sexualised bullying (e.g. sexual harassment, homophobia, sexting) and the consequences for the bully and the victim
- the influences of peers on behaviour
- strategies to build and maintain positive social relationships
- respect and acknowledgement of the diversity of individuals

The sample unit works towards addressing the following standards:

Domain	Dimension	Standard
Health and physical education	Health knowledge and promotion	<ol style="list-style-type: none"> <li>Describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan.</li> <li>Describe factors that influence personal development.</li> <li>Describe the effect of family and community expectations on the development of personal identity and values.</li> <li>Identify outcomes of risk-taking behaviour and evaluate harm-minimisation strategies.</li> <li>Identify the health concerns of young people and the strategies that are designed to improve their health.</li> <li>Describe the health resources, products and services available for young people and consider how they could be used to improve health.</li> </ol>
Interpersonal development	Building social relationships	<ol style="list-style-type: none"> <li>Demonstrate respect for the individuality of others and empathise with others in local, national and global contexts.</li> <li>Acknowledge the diversity of individuals.</li> <li>Recognise and describe peer influence on behaviour.</li> <li>Select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes.</li> </ol>

## Teaching sequence topics

Topic	Page	Topic	Page
1. Values and personal identity	18	9. Relationships and sexual decision-making	117
2. Reviewing reproduction	31	10. Pressure, power and sexuality	139
3. Reviewing puberty	40	11. Respectful and ethical relationships	147
4. Support networks and coping strategies	46	12. Sexual diversity	189
5. Peer influence and coping strategies	59	13. Sexual health and contraception	208
6. Friendships and relationships	68	14. Sexual health and STIs	220
7. Sexuality and the impact of gender	80	15. Sexual health services/ summative assessment	234
8. Relationships and dating	89		

## Assessment and reporting

See the *Assessment in sexuality in education: AusVELS Levels 7-10* in *Tools for Teachers* for a list of relevant assessment tasks to use with Levels 7-8 of AusVELS.

# AusVELS Levels 7-8 sample unit of work: Changing times

## Teaching notes

At this level of AusVELS particularly, there can be a wide range of developmental variance and levels of sexual knowledge between students. In addition, students in Year 7 will have a range of prior learning from their respective primary schools, depending on the program taught. Teachers will need to consider these issues and may need to adapt the program accordingly. Some schools may wish to deliver a simple program at Year 7 level, concentrating on reproduction, puberty, gender, identity and friendships, and a more comprehensive program at Year 8 which deals with some of the more complex issues surrounding relationships and sexual health.

*Please note: the sample unit is intended as a guide only and should be adapted as required by schools.*

The timing for each teaching sequence will vary, depending on whether all activities are included and on the depth of discussion involved. A sequence is designed to be delivered within a **60-120 minute time frame**. However, content may need to be adapted to suit individual school timetables and student needs and interests.

## Teacher reminder

This sample unit of work consists of 14 teaching sequences. Each of these sequences provides an outline for teachers to follow. The outlines refer to activities and worksheets. These activity instructions and worksheets can be found at the end of each teaching sequence. An electronic copy can be found on the *SafeLanding* website under the *Sample Unit of Work* section.

## 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: Values and personal identity

### Learning outcomes

Students will:

- become familiar with a range of procedures that will govern group interaction
- reflect on issues around values, personal identity, culture and gender.

### Key messages

- There are clear rules and procedures for how sexuality education will be delivered in the classroom.
- There are a range of values and beliefs that individuals hold around sexuality issues.
- We can make our own choices based on our personal beliefs and values.
- We can't really know a person just by knowing their gender.
- We can feel good about ourselves just because of who we are.
- Engaged and interested learners think of many interesting questions to explore.

#### a. Introduce the sexuality education program

Provide a general overview of the program. Explain that families have different comfort levels about sexuality 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 sexuality. Finally, reassure students that the program will have a lot of activities and games and should be fun for everyone.

#### b. Formative assessment - Graffiti Sheets

Place blank sheets on the wall around the room. Give time for students to write down the issues they wish to learn more about during the sexuality education unit. Program content could be adapted to include these issues.

#### 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. For more information on group rules and a series of examples, see the Background section in the sample unit of work.

#### d. Icebreaker activity 7-8.1.1: Thumbs up, thumbs down

Complete this introductory activity, which is designed to allow students to reflect on issues around family, values, culture and diversity.

#### e. Activity 7-8.1.2: Values wheel

This activity can be used to explore concepts around values, personal identity, culture and gender.

#### f. Activity 7-8.1.3: Big I, little i

This activity is an excellent way to explore issues around personal identity and self-esteem. Discuss the issues raised as a class.

#### g. Activity 7-8.1.4: 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 7-8.1.5: Thinking, feeling, acting

Students are to complete this worksheet, which examines the link between behaviour and emotions.

## Activity: 7-8.1.1

### Key Message

- We can make our own choices based on our personal beliefs and values.

### Activity Details

THEME	Identity
SUB THEME	Family and friends
TIME	10 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>a copy of <i>Thumbs up, thumbs down</i> question sheet.</li> </ul>

# Thumbs up, thumbs down

## Purpose

To provide the opportunity for students to think about their own values and beliefs, which underpin their identities.

## Teaching notes

This is a quick and easy introduction to identity development; one of the most important developmental tasks during the adolescent years. You can do it quickly to get the students thinking about a range of issues including same-sex attraction, gender roles and stereotypes and personal identity. If time permits, you could facilitate a class discussion about different values and beliefs within the class and how they impact on personal identity and decision making. You can use the question sheet as a guide or add your own statements, relating to current affairs or incidents and conversations at school.

*Please note: Some of the questions are deeply personal so you may need to ensure students feel safe to respond to them. If your class is not used to working in this way, you may wish to leave out some questions.*

## Procedure

1. Explain to the students that you will read a list of questions, one at a time.
2. Their task is to put their thumbs up if they agree with the question and down if they disagree with it.
3. Encourage the students to act on their own beliefs and not on what their friends think. Assure them that there are no right or wrong answers, as this activity is about personal opinion.
4. Read out the first statement, allowing about 10 seconds for the student to respond.
5. Once they have made a choice, students can discuss their reasons. Some students may change their minds while listening to class discussion, which is to be encouraged, as this can signify keeping an open mind and considering other points of view.
6. Continue steps 4 and 5, until all questions have been asked.

Adapted with permission from: Mackay, L and Cleland, A 1994, *Challenges and change: a sexuality education programme for adolescents*, New Zealand Family Planning Association, Auckland.

## AusVELS Context:

**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p> <p><b>Dimension</b> Health knowledge and promotion</p>	Describe the effect of family and community expectations on the development of personal identity and values	<p>The influence of family on the development of personal identity and values</p> <p>How community attitudes and laws influence a person's sense of right and wrong</p> <p>Respect and acknowledgement of the diversity of individuals</p>
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Demonstrate respect for the individuality of others and empathise with others in local, national and global contexts</p> <p>Acknowledge the diversity of individuals</p>	<p>Differing values and beliefs held by individuals in local, national and global contexts and the impact these have on relationships</p> <p>Respect and acknowledgement of the diversity of individuals</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.*



# Thumbs up, thumbs down questions

Put your thumbs up if you agree with a question and down if you disagree with it:

How many of you...

- Like McDonalds better than KFC?
- Like cricket better than soccer?
- Think teenagers should be allowed to choose their own clothes?
- Think students are losing respect for teachers?
- Think that a father should have as much responsibility for parenting as a mother?
- Like being alone sometimes?
- Think that families talk more openly now than when your parents were young?
- Sometimes have secrets you don't tell anyone, even your best friend?
- Have regretted something you said or did when angry?
- Think females are more emotional than males?
- Would tell an adult if a friend was selling drugs?
- Have felt pressured into doing something?
- Think it is important to always follow cultural traditions?
- Have ever wanted to really hurt someone for something they did to you?
- Think that men are more aggressive than women?
- Have cried in the last year/ month/ week?
- Kiss your Mum or Dad goodbye?
- Are frightened of your anger sometimes?
- Would feel ashamed to cry in front of your friends?
- Think that mums should stay at home and not work elsewhere?
- Always tell your parents the truth?
- Have made up a story about why you haven't done your homework?
- Think that secondary school is better than primary school?



## Activity: 7-8.1.2

### Key Message

- We can't really know a person just by knowing their gender.

### Activity Details

THEME	Identity
SUB THEME	Values and beliefs
TIME	30 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>a double sided copy of the <i>Values wheel</i> per student.</li> </ul>

# Values wheel

## Purpose

To determine and reflect on images of, and attitudes to, gender.

To determine gender issues for future exploration in class.

## Teaching notes

This activity identifies community and personal values about gender which may result in stereotypical attitudes, roles and customs. As such, it confirms the need for you to adopt a gender inclusive approach. The activity can be adapted to further explore this area by using other pairs of relevant words such as heterosexual/ homosexual, mother/ father, girl/ boy, young/ old, safe/ unsafe.

## Procedure

- Distribute the double-sided worksheets to each student.
- Ask them to write 'masculine' in the middle of one wheel. On the spokes of that wheel they should write all the words that spring to mind when they think of the word 'masculine'.
- When that stage is complete, ask the students to circle what they consider to be the most significant words.
- Repeat the process, on the other side of the worksheet, for the word 'feminine'.
- When the students have finished, write all the circled words on the board, under the headings of 'masculine' and 'feminine'.

## Discussion

Conduct a class discussion using the following questions:

- What made some words more significant than others?
- What similarities and differences can be observed in the lists? Why might this be so?
- What else have you observed?
- What conclusions can you draw from these lists?

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:

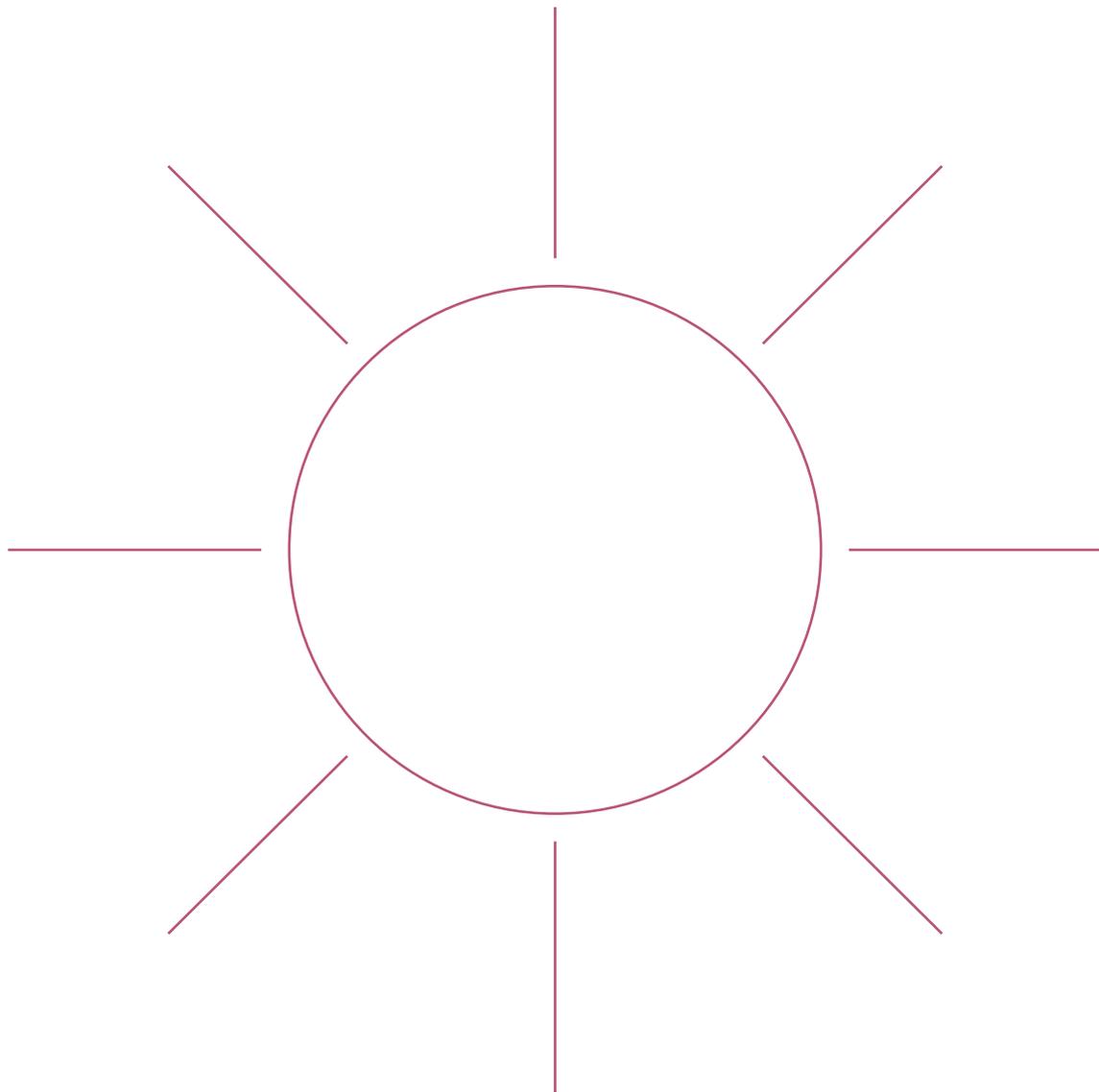
Strand: Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Acknowledge the diversity of individuals</p>	<p>The influence of family on the development of personal identity and values</p> <p>How community attitudes and laws influence a person’s sense of right or wrong</p> <p>Respect and acknowledgement of the diversity of individuals</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.



# Values wheel



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: 7-8.1.3

### Key Message

- I can feel good about myself just because of who I am.

### Activity Details

THEME	Identity
SUB THEME	Family and friends
TIME	40 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>paper and pen for each student.</li> </ul>

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.

# Big I, little i

## Purpose

To explore the concepts of self-esteem and self-identity to develop resilience.

## Teaching notes

This activity is based on the theory that our identity is made up of many roles and qualities. Some are more public or more easily recognised, but we also have many other important aspects to our identity that are not so easily recognised by others. It is important for students to realise that their self-esteem and identity depends on hundreds of characteristics. If one or two things go wrong it does not mean they are not worthy or have less worth. If one or two things go wrong, it does not mean everything about us is wrong!

## Procedure

1. Explain the concept of this activity to the students.
2. Ask students to write a big 2-D shaped 'I' in the middle of a page. Inside it, they should write about three roles which represent how most people see them. For example, sister, daughter, friend, student or neighbour.
3. Around the 'BIG I' on the rest of the page, they should write all the other roles and qualities that also apply to them. (What is it that makes them who they are?) For example, footballer, stamp collector, good listener, loyal friend or joke teller.

## Discussion

Class discussion could focus on some of the following questions:

- How did you feel about this activity?
- How can we assist others to feel good about themselves?
- Were you surprised at how many parts make up who you are?
- How should we treat others in our class?
- Why do some people feel embarrassed to talk about their good qualities?
- If one part of our lives is not going well, (e.g. we fail an exam or break up with a boyfriend/ girlfriend), what does it mean about the other parts of our lives? Are they still important?
- What can we do if we are feeling down? Who can we talk to? Where can we go?

## AusVELS Context:

**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Interpersonal development</p>	Demonstrate respect for the individuality of others and empathise with others in local, national and global contexts	The influence of family on the development of personal identity and values
<p><b>Dimension</b> Building social relationships</p>	Acknowledge the diversity of individuals	

*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: 7-8.1.4

### Key Message

- Engaged and interested learners think of plenty of interesting questions to explore.

### Activity Details

THEME	Icebreakers and Energisers
TIME	10 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>a box, preferably with a slit in the top (the question box)</li> <li>paper</li> <li>pen</li> <li>possibly time and resources to research answers.</li> </ul>

# 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 units. 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 means 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

- Prepare a question box for the classroom, preferably with a slit in the top.
- Tell the students of its location, and that they can place any questions they have in the box anonymously at any time.
- Invite students to place questions in the box as they think of them.
- 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.
- 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.

## Activity: 7-8.1.5

### Key Message

- Everyone has a right to their own feelings and everyone is responsible for their own behaviour.

### Activity Details

THEME	Identity
SUB THEME	Family and friends
TIME	20 minutes + homework
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	• <i>Thinking, feeling, acting</i> worksheet for each student.

# Thinking, feeling, acting

## Purpose

This activity is to encourage students to identify the range of different feelings people experience and to help identify the range of their own feelings.

## Teaching notes

This is a simple worksheet activity. Some students may not want to share their answers if they are very personal. Inform students that sharing their answers is optional. It is helpful if the teacher fills out a worksheet and shares his/ her answers as well, as long as, the answers are appropriate for students to hear.

## Procedure

1. Hand out the *Thinking, feeling, acting* worksheet to students and inform them that it is for homework.
2. Explain that they are to fill in their sheets as honestly as possible bearing in mind that they do not need to share their answers with the class if they choose not to.
3. Review completed sheets the following session. Ask if anyone would like to share their answers.
4. Discuss the final statement on the worksheet in some detail. (Who is responsible for my behaviour?)

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 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes</p>	<p>Managing emotions and behaviour within relationships, especially with peers</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.



# Thinking, feeling, acting

I feel happy when \_\_\_\_\_

\_\_\_\_\_

People know when I'm happy because \_\_\_\_\_

\_\_\_\_\_

I feel angry when \_\_\_\_\_

\_\_\_\_\_

People know when I'm angry because \_\_\_\_\_

\_\_\_\_\_

I feel embarrassed when \_\_\_\_\_

\_\_\_\_\_

People know when I'm embarrassed because \_\_\_\_\_

\_\_\_\_\_

Sometimes I'm in a bad mood because \_\_\_\_\_

\_\_\_\_\_

People know when I'm in a bad mood because \_\_\_\_\_

\_\_\_\_\_

To improve my mood, I \_\_\_\_\_

\_\_\_\_\_

Who is responsible for my behaviour? \_\_\_\_\_



## Teaching sequence 2: Reviewing reproduction

### Learning outcomes

Students will:

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

### Key messages

- Everyone has a right to their own feelings and is responsible for their own behaviour.
- The reproductive system is made up of many important parts and each has a special function.
- Some parts are particular to males, some to females and some are shared by both.
- The purpose of the reproductive system is to allow for human reproduction.

a. **Review the home activity: Thinking, feeling, acting**

Review the homework as a class, discussing how feelings can affect behaviour and exploring situations where students may experience certain emotions.

b. **Review the reproductive system**

Let students know that this sequence will review the topic of reproduction. Review the male and female reproductive body parts and their purpose using the Magnel, Magno-mate or the *SafeLanding* flipchart titled *Sexuality illustrations*. [Click here for a sample activity that reviews reproductive body parts, included in Sample Unit of Work AusVELS Levels 5-6.](#)

Remember that students will have come from a number of different primary schools and their knowledge of this topic will vary considerably.

Answer any questions about the reproductive system that students may have.

*Please note: It is important to briefly discuss gender diversity at this point. Ensure students know that some people may be both intersex and have both male and female body parts or identify as transgender. See Tool 31 for further information.*

c. **Activity 7-8.2.1: Jump up game**

This quick activity reviews the reproductive body parts and allows students to move around.

d. **Activity 7-8.2.2: Reproductive system model making**

Use this activity to review the reproductive body parts in a fun and creative way. Students are to work in small groups to construct a male or female reproductive model using a selection of materials.

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 7-8.2.3: Reproduction questionnaire**

Students are to complete this worksheet at home.

## Activity: 7-8.2.1

### Key Messages

- The reproductive system is made up of many important parts and each has a special function.
- Some parts are particular to males, some to females and some are shared by both.

### Activity Details

THEME	Growth and Development
SUB THEME	Reproduction
TIME	10 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>• list of male and female reproductive parts.</li> </ul>

# Jump up game

## Purpose

To review and revise information about the male and female anatomy.

## 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 give the wrong answer.

## Procedure

1. Ask students to stand, ensuring there is enough space so they aren't touching one another.
2. Explain that you will call out the names of different parts of the reproductive system. The students must then:
  - bob down if it is a female part
  - jump up, with their hands above their heads, if it is a male part
  - stand and clap quietly if it is a part of both the male and the female body.

## AusVELS Context:

**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p> <p><b>Dimension</b> Health knowledge and promotion</p>	Describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan	The physical, social and emotional changes that occur in 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.*



# Jump up game

## reproductive body parts—a list for teachers

vagina	urethra	pubic hair
penis	breasts	clitoris
scrotum	fallopian tubes	labia
cervix	foreskin	vulva
ovaries	nipples	testicles
uterus	ovum (egg)	sperm



## Activity: 7-8.2.2

### Key Message

- The reproductive system is made up of many important parts and each has a special function.

### Activity Details

THEME	Growth and Development
SUB THEME	Reproduction
TIME	60 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>a wide selection of model making materials</li> <li>sticky tape, glue, string, stapler etc.</li> </ul>

# Reproductive system model making

## Purpose

To review and revise the reproductive system.

## Teaching notes

This is a creative activity that requires students to build models of the male and female reproductive systems. It can be done by providing students with a diagram or as a revision activity whereby the students need to remember the system. Students could make one or both of the reproductive systems and choose which view they would like to model. For example, a front-on or side view of the body. This activity will require the gathering of a range of construction and modelling material; the more, the better. Visiting a reverse garbage centre could be helpful in obtaining the following: card, paper, string, wire, bubble wrap, plasticine or play dough, cotton wool, see-through plastic bags/ sandwich bags, sponge, balloons or plastic tubing.

## Procedure

1. Divide the class into groups of 3-4 students.
2. Ask each group to make a model of the male or female reproductive system. Show a variety of drawings and allow each group to choose the view they wish to present (front-on or side view).
3. Allow plenty of time for the activity.
4. Ask each group to label and write a brief description of their model.
5. Allow time for each group to view the work of the other groups. Students may wish to present their model to the rest of the class and provide an explanation of how their system works.

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 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p> <p><b>Dimension</b> Health knowledge and promotion</p>	Describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan	The physical, social and emotional changes that occur in adolescence

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## Activity: 7-8.2.3

### Key Message

- The purpose of reproductive body parts is to allow for human reproduction.

### Activity Details

THEME	Growth and Development
SUB THEME	Reproduction
TIME	10 minutes/ homework
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>Reproduction questionnaire (one per student).</li> </ul>

# Reproduction questionnaire

## Purpose

To review and revise the reproductive system.

## Teaching notes

This is a quick revision activity which can be completed in class or as a homework activity. It can also be played as a 'True/ False' game. You could read out a statement based on each of the questions; some correct and some incorrect. Students then have to raise their hands if they believe the statement to be true or put their hands behind their back if they believe it to be false. You could also keep score or have students sit down if an incorrect response is given until you have a winner.

## Procedure

- Distribute a copy of the *Reproduction questionnaire* to each student.
- Ask them to read through the sheet quietly to ensure that they are familiar with all of the words. Answer any questions they may have without giving the answers.
- Ask the students to complete the statements in class or for homework.
- To correct the sheet, ask students to read the correct statements out or play the game described above.

## Answers to the questions are:

- |                 |                   |
|-----------------|-------------------|
| 1. sperm        | 8. weeks          |
| 2. erect        | 9. fallopian tube |
| 3. vas deferens | 10. period        |
| 4. semen        | 11. uterus        |
| 5. penis        | 12. born          |
| 6. ovaries      | 13. nine          |
| 7. month        |                   |

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 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p> <p><b>Dimension</b> Health knowledge and promotion</p>	Describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan	The physical, social and emotional changes that occur in adolescence

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# Reproduction questionnaire

Fill in the gaps with a word chosen from the words in the box below.  
Each word is only used once.

- From puberty onwards, \_\_\_\_\_ is made in the male's testicles.
- When a male becomes sexually excited, his penis becomes \_\_\_\_\_.
- Sperm leave the testicles in a tube called the \_\_\_\_\_.
- Sperm is carried in a fluid called \_\_\_\_\_.
- Sperm leave the male's body through the erect \_\_\_\_\_.
- Eggs are stored in the female's \_\_\_\_\_.
- After puberty, an egg is released from the ovary about once a \_\_\_\_\_.
- The egg is often released from the ovary about two \_\_\_\_\_ before the next period is expected.
- The egg leaves the ovary and moves into the \_\_\_\_\_.
- If the egg is fertilised by a sperm, the female will not have her next \_\_\_\_\_.
- The fertilised egg implants in the \_\_\_\_\_.
- The female will have no further periods until after the baby is \_\_\_\_\_.
- The baby will be ready to be born after developing in the uterus for approximately \_\_\_\_\_ months.

Find all the words below in the find-a-word

S Z G W X F K E Z V V S F  
 G P S H X I R U C A H W A  
 H S E R L E X B S G B G L  
 S S L R C J N D X F O F L  
 D U Y T M V E R Z J L J O  
 O S R I Q F T H O H A L P  
 I E E E E D F V I B C H I  
 R M M R T P E N I S T S A  
 E E E P M U Q J S N L G N  
 P N S E I R A V O O E L T  
 S K E E W O E M F K N D U  
 K A W K Y J W F G Q I T B  
 R P O R M W W M A R N M E

uterus	sperm
month	period
penis	ovaries
born	weeks
semen	fallopian tube
erect	nine
vas deferens	



## Teaching sequence 3: Reviewing puberty



### Learning outcomes

### Key messages

Students will:

- explain the meaning of the word puberty
- identify the key physical, social and emotional changes of puberty
- define the process and purpose of menstruation.

- The purpose of reproductive body parts is to allow for human reproduction.
- 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.
- There are many social, emotional and physical changes that occur during puberty.
- We all change and develop during puberty. Some changes happen only to males, some only to females, but a lot of the same changes happen to both males and females.
- Menstruation is one of the changes that happens in females and is necessary to enable women to reproduce.

#### a. Review the home activity: Reproduction questionnaire

Briefly review the homework with students by correcting their worksheet responses.

#### b. Review the meaning and purpose of puberty

Briefly discuss the meaning of puberty and its purpose as a stage of development. Students may have a wide range of knowledge about this topic, depending on how much information was covered at their respective primary schools. It is important to use all opportunities to review key learnings during the program, as some students will be unaware of even the most basic information about puberty.

For more information, see Family Planning Victoria's fact sheets titled, *Puberty for boys* and *Puberty for girls*, which can be accessed at [www.fpv.org.au](http://www.fpv.org.au).

#### c. Review menstruation

Provide a brief overview of menstruation using the Magnel, Magno-mate or similar diagrams. Ensure that the purpose of menstruation is covered, that the types of menstrual products used by females are shown and that the sequence of the cycle is outlined. Allow students to ask any questions that they may have. For more information, see the BBC's website at [www.bbc.co.uk/science/humanbody/body/articles/lifecycle/teenagers/periods.shtml](http://www.bbc.co.uk/science/humanbody/body/articles/lifecycle/teenagers/periods.shtml).

#### d. Activity 7-8.3.1: Puberty statements

This activity provides an opportunity to review key concepts around puberty by asking students to categorise statements as either true or false. It is best conducted in small groups to maximise student interaction.

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

#### 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: Top three concerns about puberty

Students are to write down the top three things that concern them about puberty. They will then need to have a discussion with their parents, asking them for the top three things that concerned them about puberty when they were around the same age. Students are to then add these to their list.

## Activity: 7-8.3.1

### Key Messages

- We all change and develop during puberty.
- Some changes happen only to males, some only to females, but a lot of the same changes happen to both males and females.

### Activity Details

THEME	Growth and Development
SUB THEME	Puberty
TIME	10 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>• 3 <i>Puberty statements</i> response cards for each student ('true', 'false', 'not sure')</li> <li>• <i>Puberty statements</i> Teacher reference sheet.</li> </ul>

# Puberty statements

## Purpose

To revise the changes which occur during puberty in a fun and interactive elimination game.

## Teaching notes

Students love doing this activity because it's a lot of fun and gives them the chance to share their knowledge.

## Procedure

1. Give each student a set of *Puberty response* cards labelled, 'true', 'false' and 'not sure'.
2. Ask students to stand up, holding their cards.
3. Read out a puberty statement.
4. Ask students to hold up the card that matches the statement above their heads. Students showing the right answer are then asked to stay standing. Those showing the incorrect response or 'not sure' card are asked to sit down, but they can still test their knowledge by continuing to play while seated.
5. The last student standing is the winner.

*Please note: This game can also be played without cards by students indicating 'agree' by putting their hand up and 'disagree' by putting their hands behind their back.*

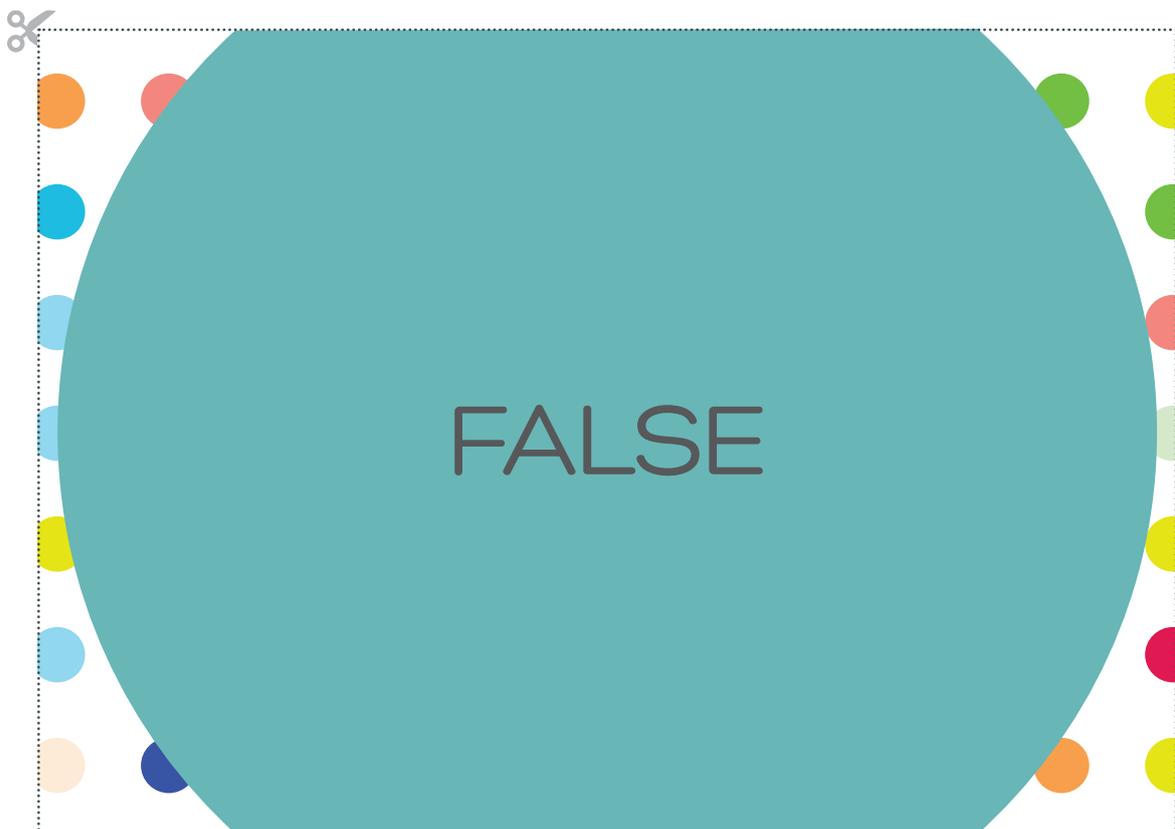
## AusVELS Context:

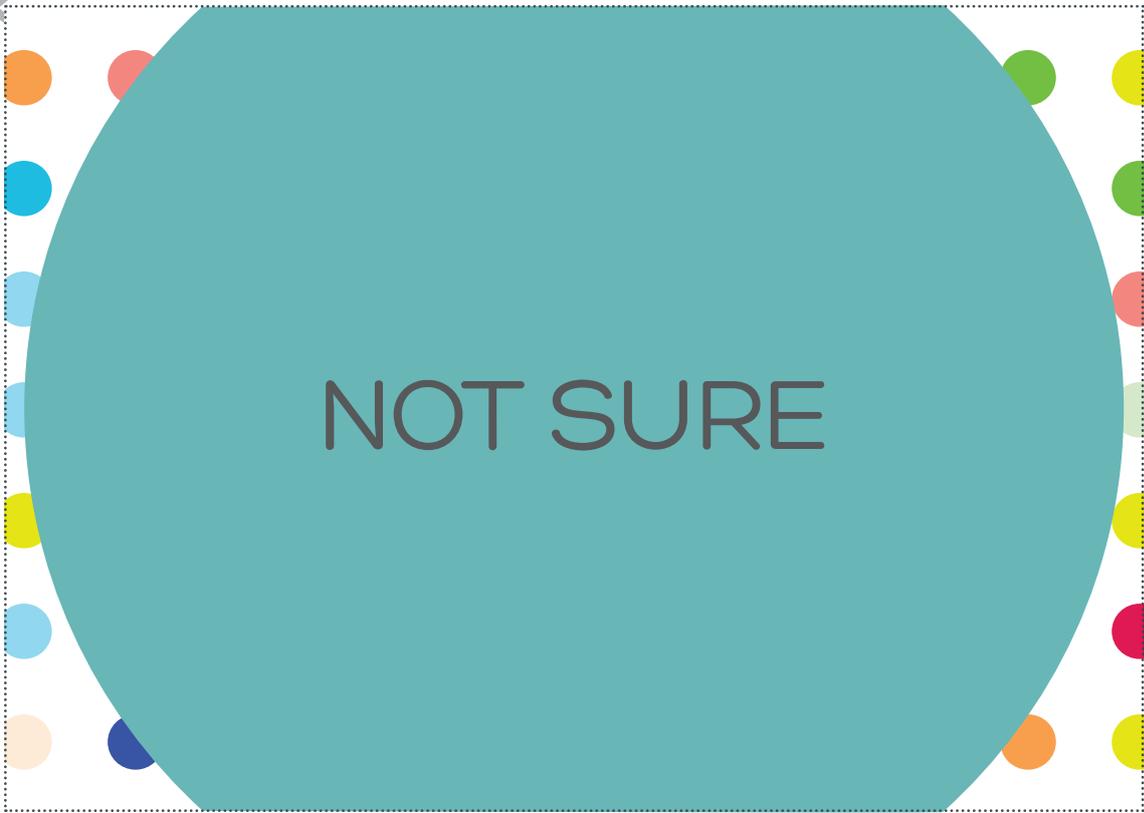
**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p> <p><b>Dimension</b> Health knowledge and promotion</p>	Describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan	The physical, social and emotional changes that occur in adolescence

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# Puberty statements

## Teacher reference sheet

Statement	True/ False
The ovaries start to release eggs when girls go through puberty.	True
The lining of the vagina is shed when girls menstruate (have their period).	False
A girl should not go swimming when she has her period.	False
All of the changes that happen around puberty can be seen outside of your body.	False
Only boys' voices get deeper during puberty.	False
A girl can't go to the toilet when she is wearing a tampon.	False
Boys usually reach puberty before girls.	False
Once a girl starts having periods, she can get pregnant if she has sex.	True
When boys mature sexually, they start to make sperm cells once a month.	False
It's normal for young people to feel self-conscious about their changing bodies during puberty.	True
The testicles start to make sperm when boys go through puberty.	True
Hormones are natural chemicals that travel in the bloodstream.	True
Teenagers reach puberty at different ages and their bodies develop in different ways.	True
The physical changes that happen around puberty are controlled by hormones.	True
The fluid that comes out of the boy's penis when a boy has a wet dream is called semen.	True
If you wash your face regularly, you won't get acne during puberty.	False
It's normal for girls to notice that they have one breast that's slightly bigger than the other.	True
Penis size and shape is different for each male, but most penises are about the same size when they are erect (stiff).	True
During puberty, only girls have mood swings (e.g. being very sad or angry or happy).	False
Boys may notice some breast growth when they go through puberty due to changing hormones.	True
Most girls will start to have periods between the ages of eight and sixteen.	True



## Teaching sequence 4: Support networks and coping strategies



### Learning outcomes

Students will:

- identify potential issues of concern for young people who are going through puberty
- recognise coping strategies that they could use when going through puberty
- list trusted adults and networks that they could use as sources of support.

### Key messages

- It is important to have a range of coping strategies and to learn how to deal positively with emotions and challenges that can be a part of puberty.
- We can learn problem solving skills that can help us to make healthy sexual choices.
- We know where to go if we need help with decision-making.
- It is very important to have a network of trusted friends and adults who you can go to for support.

#### a. Review the home activity: Top three concerns about puberty

Review the homework by inviting students to share their findings with the class, comparing the top three concerns of their parents with their own. Note the differences and similarities and discuss reasons as to why this occurred.

*Please note: This can be done as a numeracy activity. A class graph could be drawn up, comparing the top three concerns of students with those of parents.*

#### b. Discuss ways to cope with puberty

Briefly discuss different ways that students can cope with the challenges of puberty, as identified in the home activity. Include coping strategies such as:

- talking to a trusted friend or adult
- keeping the bigger picture in perspective
- understanding that everyone goes through puberty
- knowing that it is normal to feel some uncertainty or anxiety
- using physical activity and social contact as a healthy way to deal with stress and other issues.

*Please note: For many students, this will be a review of the work that was covered in primary school.*

#### c. Activity 7-8.4.1: Dear teen doctor

This activity is an excellent way for students to reflect on the feelings of others and to identify strategies that would assist them and those around them in dealing with issues that can arise during puberty.

#### d. Activity 7-8.4.2: Network hand of helping people

For this activity, students write down the names of five sources of support that they could access to discuss a difficult or sensitive situation. These networks would usually be trusted adults and also include local community and health services.

#### 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: Hormone factory website

Ask students to explore the *Hormone factory* website <[www.hormonefactory.com](http://www.hormonefactory.com)>. Alternatively, they can choose a library book to read and review that relates to puberty.

## Activity: 7-8.4.1

### Key Message

- We can learn problem solving skills to help us make healthy sexual choices.
- We know where to go to if we need help with decision-making.

### Activity Details

THEME Respectful Relationships

SUB THEME Puberty

TIME 40 minutes

AusVELS Levels 7-8

YEARS 7 & 8

EQUIPMENT

- a set of *Dear teen doctor* scenario cards
- paper and pens.

# Dear teen doctor

## Purpose

To practise problem solving skills and encourage conversations about a range of issues affecting the sexual decision-making of young people.

## Teaching notes

Students have the chance in this activity to share their knowledge about managing sexual issues. It can be used as a formative assessment activity before starting a unit of work, or at the end as a summative assessment.

## Procedure

1. Divide the class into groups of three to four students.
2. Give each group a *Dear teen doctor* scenario card.
3. Allow enough time for students to discuss the scenario and come up with some practical suggestions to solve that problem. Let them know they should write these suggestions in letter format as a reply to the person.
4. Ask each group to choose two spokespeople, one to read the scenario and another to read their response.

## Discussion

A class discussion could include the following questions:

- How is the young person in your scenario feeling?
- What issues are they faced with?
- Do you think these are common issues for young people?
- How easy is it to make healthy sexual choices? What stops young people from doing this?
- Where else could this young person go for help or support?

As a class, talk about the specific issues for each scenario, including those relating to the themes of gender, power, stereotypes, relationships, feelings and communication.

## AusVELS Context:

**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p> <p><b>Dimension</b> Health knowledge and promotion</p>	<p>Describe factors that influence personal development</p> <p>Describe the effect of family and community expectations on the development of personal identity and values</p> <p>Identify outcomes of risk-taking behaviour and evaluate harm minimisation strategies</p> <p>Identify the health concerns of young people and the strategies designed to improve their health</p> <p>Describe the health resources, products and services available to young people and consider how they could be used to improve their health</p>	<p>The influence of family on the development of personal identity and values</p> <p>How community attitudes and laws influence a person's sense of right and wrong</p> <p>Harm minimisation strategies in relation to sexual health</p> <p>Personal values around sexuality and how these values could be used to improve sexual health</p> <p>The sexual health needs of young people (e.g. safer sex, contraception, abstinence, prevention and treatment of sexually transmissible infections etc.)</p> <p>Accessing reliable information on sexual health issues</p> <p>Barriers and enablers to accessing sexual health services</p>
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Select and use appropriate strategies to effectively manage individual conflict and help others in resolution processes</p>	<p>The influence of peers on behaviour</p> <p>Strategies to build and maintain positive social relationships</p>

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## Dear teen doctor

Something strange is happening to me.  
I'm a 13 year old boy and the other night, I  
woke up and there was a wet patch on my  
pyjamas. I took them off and found some  
sticky stuff on them.

What is it? What's happening?  
Am I sick or something?

Signed  
Freaked out



## Dear teen doctor

I have a big problem. I'm 14 years old  
and as far as I know, I'm the only girl in  
my class who hasn't had her period yet.  
Is there something wrong with me?

Does this mean I'll never grow up?

Help!  
Signed  
Still waiting





## Dear teen doctor

In sex ed this year, we talked about gays and lesbians. I've also seen lots of stuff written about them in magazines. Lately, I've been thinking a lot about my best friend and I've even had some really sexy thoughts about her.

How can I tell if I'm a lesbian?  
Is there an age when you just know?  
How can I tell if my friend feels the same?

Signed  
Wondering



## Dear teen doctor

I'm a 13 year old girl and my family has come from a country where girls aren't allowed to do much at all. I've made some good friends at my new school and they've started asking me to come to the movies with them and go over to their homes. I'm never allowed to go and my dad makes a big deal about it.

He says, 'We don't know these people,' or, 'Does that family have any sons?' If they do, he won't let me go. It's ruining my life. What can I do or say to my dad before my friends give up on me?

Signed  
Frustrated





## Dear teen doctor

Since I've been going to high school, all my mates are into talking about girls and sex. All they want to do is hang out at the shops and check out girls.

I'd much rather be at the skate park, but I can't tell them that. Does this mean I'm gay? What should I say to them?

Signed  
Need help!



## Dear teen doctor

I'm a 14 year old boy and I love to surf. The other day, when I was lying down on my surfboard, my nipples started to get really sore. When I got out of the surf, I felt my chest and found lumps under my nipples. What's going on?

Am I turning into a chick?  
Am I going to grow boobs?

Help me!

Signed  
Simon (Or should I change my name to Sarah?)



## Dear teen doctor

I need your help. Some of my friends have been mucking around on the computer and sending photos to each other. They're all about sex and show women and men doing stuff together.

This kind of thing makes me feel really weird and I don't feel right looking at it. I'm scared to tell them to stop in case they think I'm really lame.

How can I talk to my friends about this?  
Do all young people want to look at this stuff?

Signed  
Please help



## Dear teen doctor

My boyfriend and I watched a DVD at his place last Saturday night. It was an R-rated movie that showed lots of sex. Some of it was funny and sexy, but some parts made me feel upset.

My boyfriend said I was just being stupid. We had a fight and now I don't know where I stand.

Can you help? I'm miserable.

Signed  
Josie





## Dear teen doctor

I really hope you can help me. I'm a 13 year old girl and I've always been pretty easy going, but lately, I feel like I'm going crazy. I've started getting really moody for no reason. Sometimes I burst into tears and feel like everything's just too much. I've also been having more fights with my mum and dad and started arguing a lot with my friends. I just don't know where these feelings are coming from.

Do you know what's wrong with me?  
What can I do to feel like myself again? Where can I go for help?

Signed  
Athena



## Dear teen doctor

I need your help. I'm a 14 year old guy who's been cruising along until now.

Lately, I've started having these full-on dreams about this guy from school. I've even started thinking about him during the day in the way most guys think about girls. I'm scared this means I'm gay. How can I tell if I am? What would my mates think?

I've heard them put gay guys down a lot.

I don't feel like I can talk to anyone about this, so please help me!

Signed  
Worried





## Dear teen doctor

I'm a 14 year old girl. My friends and I are really into Facebook and lately, we've been talking to a group of guys online. One of them seems really nice and we've been chatting privately a lot.

Yesterday, when we were chatting he started talking about how he dreams he's having sex with me. He talked about all the things we're doing together in his dreams. I felt really weird about what he was saying and the way he was saying it. Now he wants to meet up with me.

What should I do? I don't want to tell my parents what he's been saying. Who can I go to for help?

Signed  
Turned off



## Dear teen doctor

I'm a 14 year old guy. My problem is, I know something about someone else and don't know if I should tell them.

My best mate's going out with this hot girl. She's really nice and we're good friends. The other day, he was showing all the guys some photos of her on his phone. The photos showed her topless and the guys were laughing about the size of her nipples.

I want to tell her because I'm sure she doesn't know her boyfriend's doing this. Can I dob in a mate though? What should I say?

Signed  
Not sure



## Dear teen doctor

I just got my first mobile phone. I should be happy, right? Wrong.

This boy from school that I like asked me to send him some sexy photos of myself. I want him to like me, but I don't feel right doing this. I know other people do this kind of thing all the time. Even one of my friends sent her boyfriend a picture of herself topless.

I really want this boy to like me. What should I do?

Signed  
Freaking out



## Activity: 7-8.4.2

### Key Message

- It is very important to have a network of trusted friends and adults you can go to for support.

### Activity Details

THEME	Safety, Risk and Challenge
SUB THEME	Sexuality and risk
TIME	40 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>a collection of brochures/ pamphlets from local services, including sexual health clinics and community health organisations, and/ or student access to the internet</li> <li>a copy of <i>Network hand of helping people &amp; places</i>.</li> </ul>

# Network hand of helping people & places

## Purpose

To identify adults and services that can assist when a student needs help with a difficult or sensitive situation.

## Teaching notes

This activity will help students identify a support system that they can use if they need help or advice. It requires them to identify helping people and helping places.

*Please note: A simpler version of this activity is included in the Primary sample units of work for years 3-4 and 5-6.*

## Procedure

- Ask students what a 'helping person' or 'helping place' means to them (someone or somewhere you can go to for help).
- 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.).
- Brainstorm some of the 'helpful places' in your local area, and write these on the board (e.g. community health centres, sexual health clinics, chemists, GP services etc.).
- Ask students to identify five people/ places they could go to for help and record these on the *Network hand of helping people & places* worksheet. These should include:
  - At least two community services
  - At least one school-based service/ person
- Ask them to complete the worksheet, using either the brochures/ pamphlets you have collected and/ or the internet.

## Discussion

*Please note: you may not need a discussion section.*

Ask the students to present their findings to the class. You may wish to make copies of their work to form a local directory that all students can access.

## AusVELS Context:

**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p>	<p>Identify outcomes of risk-taking behaviour and evaluate harm-minimisation strategies</p>	<p>Harm-minimisation strategies in relation to sexual health</p>
<p><b>Dimension</b> Health knowledge and promotion</p>	<p>Identify the health concerns of young people and the strategies that are designed to improve their health</p> <p>Describe the health resources, products and services available for young people and consider how they could be used to improve health</p>	<p>Accessing reliable information about sexual health issues</p> <p>Barriers and enablers to accessing sexual health services</p>

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# Network hand of helping people & places

List five 'helping people' and/ or 'helping places' you could go to for help. They may include:

- an adult family member or friend
- an adult at school
- a (local) community health service
- a (local) sexual health centre or medical centre
- a public service



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For each of the above people/ places except an adult family member or friend, answer the questions below. You may need to use brochures or the internet to determine things like opening hours, addresses etc.

1. a) Where can I find this person/ place? \_\_\_\_\_  
\_\_\_\_\_
- b) How would I get there? \_\_\_\_\_  
\_\_\_\_\_
2. a) When am I able to access this person or place? \_\_\_\_\_  
\_\_\_\_\_
- b) Would I need to make an appointment to see this person/ someone in this place? If so, how would I do this? \_\_\_\_\_  
\_\_\_\_\_
3. How much would it cost to see this person or place? \_\_\_\_\_  
\_\_\_\_\_
4. Why might you refer others to this person/ place? \_\_\_\_\_  
\_\_\_\_\_
5. Present your findings to the class.



## Teaching sequence 5: Peer influence and coping strategies

Learning outcomes	Key messages
<p>Students will:</p> <ul style="list-style-type: none"> <li>reflect on the influence that peers have on an individual's behaviour</li> <li>identify forms of sexualised bullying and explore appropriate response options</li> <li>examine a framework to assist them in managing their emotional wellbeing and resilience skills.</li> </ul>	<ul style="list-style-type: none"> <li>It is very important to have a network of trusted friends and adults who you can go to for support.</li> <li>Peers impact on the behaviour and choices of young people during adolescence.</li> <li>This impact may include pressure to conform to a certain image or engage in risky sexual behaviour.</li> <li>It is important to have a range of strategies to assert your own choices and to deal proactively with challenging life situations.</li> <li>We are learning strategies to reverse unhelpful thinking patterns.</li> <li>Thinking in a more positive way helps us to feel better.</li> </ul>

**a. Review the home activity: Hormone factory website**

Briefly discuss what students thought of this website (or, if they completed the alternative activity, their chosen book) and how useful it is for young people who are going through puberty.

**b. Discuss the influence of peers on behaviour**

Briefly discuss how friendships and relationships may change during adolescence. Ask students to reflect on the way that their peers influence their behaviour. Briefly discuss the types of peer pressure and bullying that students may be confronted with in relation to sexuality (e.g. pressure to be in a relationship, pressure to engage in sexual activity, pressure to use sexualised language, homophobic bullying etc.).

Discuss how important it is for students to assert their own personal values in relation to issues that impact on relationships and sexuality.

**c. Activity 7-8.5.1: How would you feel?**

Use this activity to help explain sexualised bullying to students.

**d. Activity 7-8.5.2: Unhelpful and helpful thinking**

Provide students with an overview of this strategy, as outlined in the Centre for Adolescent Health's *Gatehouse project*. This activity allows students to identify when their thoughts are helpful and when they are unhelpful in dealing with life situations. It

supports skill development in emotional literacy and recognising how thoughts affect our emotions and actions. The framework for this activity is based on Rational Emotive Therapy (RET), as developed by Albert Ellis. It is an empowering strategy that students could use in a range of situations, particularly as it relates to peer relationships and sexual safety. This work may also link in with existing school resilience programs such as *Bounce back* or *You can do it*.

**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: Friendship transitions**

Ask students to identify a friendship transition scenario where a friendship changed from being one way to becoming a different type of friendship. The scenario could be drawn from the media, a book, a story from a parent's life etc.

Students are to then go home and talk with their parents about a friendship that they have had in their lives that has changed, discussing why it changed and how they felt about this.

## Activity: 7-8.5.1

### Key Messages

- Peers impact on the behaviour and choices of young people during adolescence.
- This impact may include pressure to conform to a certain image or undertake risky sexual behaviour.
- It is important to have a range of strategies to assert your own choices and to deal proactively with challenging life situations.

### Activity Details

THEME	Respectful Relationships
SUB THEME	Friendships and relationships
TIME	30 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>• <i>How would you feel?</i> worksheet (one per student).</li> </ul>

# How would you feel?

## Purpose

To reflect upon the influence peers have on the behaviour of individuals.

To identify forms of sexualised bullying and explore appropriate response options.

## Teaching notes

This activity can be used as a literacy activity with students writing up their answers and presenting them to the class.

## Procedure

1. Ask students to reflect on the different types of bullying.
2. Introduce the idea of sexualised bullying and how this can put pressure on a young person to act in contradiction to their values.
3. Have students form small groups.
4. Hand out copies of the worksheet.
5. Ask students to read through the scenarios, answer the questions after each and decide on a positive outcome for the question, 'what could you do?'
6. Debrief as a class.

### AusVELS Context:

**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Interpersonal development</p>	<p>Demonstrate respect for the individuality of others and empathise with others in local, national and global contexts</p>	<p>The influences of peers on behaviour</p>
<p><b>Dimension</b> Building social relationships</p>	<p>Recognise and describe peer influence on behaviour</p> <p>Select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes</p>	<p>Forms of sexualised bullying (e.g. sexual harassment, homophobia, sexting) and the consequences for the bully and the victim</p> <p>Strategies to build and maintain positive social 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.*



# How would you feel?

- a. There is a boy/ girl in your year that you have known since kindergarten because your parents and their parents are friends. Both families go on a beach holiday together over summer. When you get back to school, your friends find out that you spent a week away with him/ her. They start teasing you, saying that he/ she is your boyfriend/ girlfriend.

How do you feel? \_\_\_\_\_

\_\_\_\_\_

What could you do? \_\_\_\_\_

\_\_\_\_\_

- b. You are a boy who likes to play netball. You are really good at it and have been playing since you were in grade 3. Now that you're in year 7, the boys in your year level have started teasing you. They say you should be playing footy with them instead of playing a "girls' game". No one seemed to care what you played when you were younger.

How do you feel? \_\_\_\_\_

\_\_\_\_\_

What could you do? \_\_\_\_\_

\_\_\_\_\_

- c. You are having your first mixed birthday party soon. Your friends are looking forward to having a chance to 'hook up' on the night. You tell them there probably won't be a chance for anything like that happening because your parents will be supervising on the night. They say they won't bother coming to the party then.

How do you feel? \_\_\_\_\_

\_\_\_\_\_

What could you do? \_\_\_\_\_

\_\_\_\_\_



# How would you feel? (continued)

d. You went shopping with your mum to choose a dress for the end of year social. While you were in the shop, you saw some popular girls from your year level shopping for their dresses. They were trying on short, sexy looking things. Your mum said there was no way you would be wearing something so revealing. She picked out some frilly pink thing for you. The girls laughed at you.

How do you feel? \_\_\_\_\_  
\_\_\_\_\_

What could you do? \_\_\_\_\_  
\_\_\_\_\_

e. You are going to the movies with your friends. When you get there, one of your friends takes off his jumper to reveal a t-shirt with a picture of a naked woman on it. The others laugh and say sexual things about it. You feel uncomfortable about it and try to avoid looking at it. Your friend notices and the whole group tease you about it.

How do you feel? \_\_\_\_\_  
\_\_\_\_\_

What could you do? \_\_\_\_\_  
\_\_\_\_\_

f. A girl in your class is having a big party this weekend and has invited you to come. You don't know the girl very well and are worried because older guys from school will be there. Some of them are known to try and hook up with younger girls. You tell a few girls in the class about your worries and they tease you about being frigid.

How do you feel? \_\_\_\_\_  
\_\_\_\_\_

What could you do? \_\_\_\_\_  
\_\_\_\_\_



## Activity: 7-8.5.2

### Key Messages

- We are learning strategies to reverse unhelpful thinking patterns.
- Thinking in a more positive way helps us to feel better.

### Activity Details

THEME	Safety, Risk and Challenge
SUB THEME	Sexuality and risk
TIME	40 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>• a copy of worksheet for each pair</li> <li>• a copy of the <i>Helpful and unhelpful thinking</i> Teacher reference sheet</li> <li>• paper/ exercise book and pen</li> <li>• whiteboard and textas.</li> </ul>

Used with permission from Glover, S, Patton, G, Butler, H, Di Pietro, G, Begg, B, Ollis, D, Cahir, S and Watson, J 2002, *The Gatehouse Project*, Centre for Adolescent Health, Parkville, Vic.

# Helpful and unhelpful thinking

## Purpose

To help students acknowledge that ups and downs are a normal part of life.

To consider how thoughts and feelings are linked.

To explore how there can be better or worse ways of thinking about a situation which will affect the way people feel and the actions they take.

## Teaching notes

This activity requires the students to create their own character, who is about their age. It can also be completed using a character from a set text, or using an adult, such as an historical figure, artist, or a famous sportsperson. It might be preferable to do this first as a class activity before students complete the activity using their own character. Teachers could undertake background reading about the *Gatehouse Project* which is an excellent project for teaching wellbeing. See <[www.rch.org.au/cah/research/the\\_gatehouse\\_project/](http://www.rch.org.au/cah/research/the_gatehouse_project/)> for further information.

## Procedure

1. Ask the students to brainstorm, in their books, situations when they might feel up or down.
2. Ask for volunteers to share some of these responses with the class and write them on the board. Acknowledge that sometimes young people don't know why they feel a certain way.
3. Divide the students into pairs for the next part of the activity. Distribute a copy of the worksheet to each pair.
4. Ask each pair to make up a character with a fictitious name, who is about their age. They have to put the character in a difficult everyday situation which would cause him/ her to think negatively.
5. Ask the students to brainstorm the character, and the situation, together, using *The Slippery Slope of Unhelpful Thinking* worksheet. Refer to the *Teacher reference* sheet for guidance and an example.
6. Still in pairs, ask the students to rethink the character in the situation, by filling in the bubbles in *Reversing Unhelpful Thinking*. Consider how the character's thinking could be more helpful.

## Discussion

A class discussion could focus on the following questions:

- How did the character's thoughts and feelings about the situation affect the way he/ she felt about him/ herself and about others?
- What effect does more helpful thinking have on feelings?

AusVELS Context:

Strand: Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p> <p><b>Dimension</b> Health knowledge and promotion</p>	<p>Recognise and describe peer influence on behaviour</p>	<p>Managing emotions and behaviour in relationships, especially with peers</p> <p>Strategies to build and maintain positive social relationships</p> <p>The influence of peers on behaviour</p>

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# Helpful and unhelpful thinking

## Teacher reference sheet

### The slippery slope of unhelpful thinking

#### Questions to ask students:

- Briefly describe what's happened in the 'event' bubble.
- What might the character be thinking/ feeling? Fill in the 'thought' and 'feeling' bubbles.
- What action might the character take? Fill in the 'action' bubble.
- What are the reactions of others? Fill in the 'reaction' bubble.
- What does the character think and feel now? Fill in the remaining 'thought' and 'feeling' bubbles.

#### Example of the slippery slope of unhelpful thinking

- Event:** I wasn't invited to Peter's party
- Thought:** Peter doesn't like me
- Feeling:** Unhappiness
- Action:** I become withdrawn and avoid other people
- Reaction:** Others think I am avoiding them so they avoid me
- Thought:** Nobody likes me
- Feeling:** Despair

### Reversing unhelpful thinking

#### Questions to ask students:

- Rewrite what's happened in the bottom 'event' bubble.
- What might the character be thinking/ feeling? Fill in the 'thought' and 'feeling' bubbles.
- What action might the character take to make the situation more positive? Fill in the 'action' bubble.
- How might other people react to the character's positive attitude? Fill in the 'reaction' bubble.
- What does the character think and feel now? Fill in the remaining 'thought' and 'feeling' bubbles.

#### Example of reversing unhelpful thinking

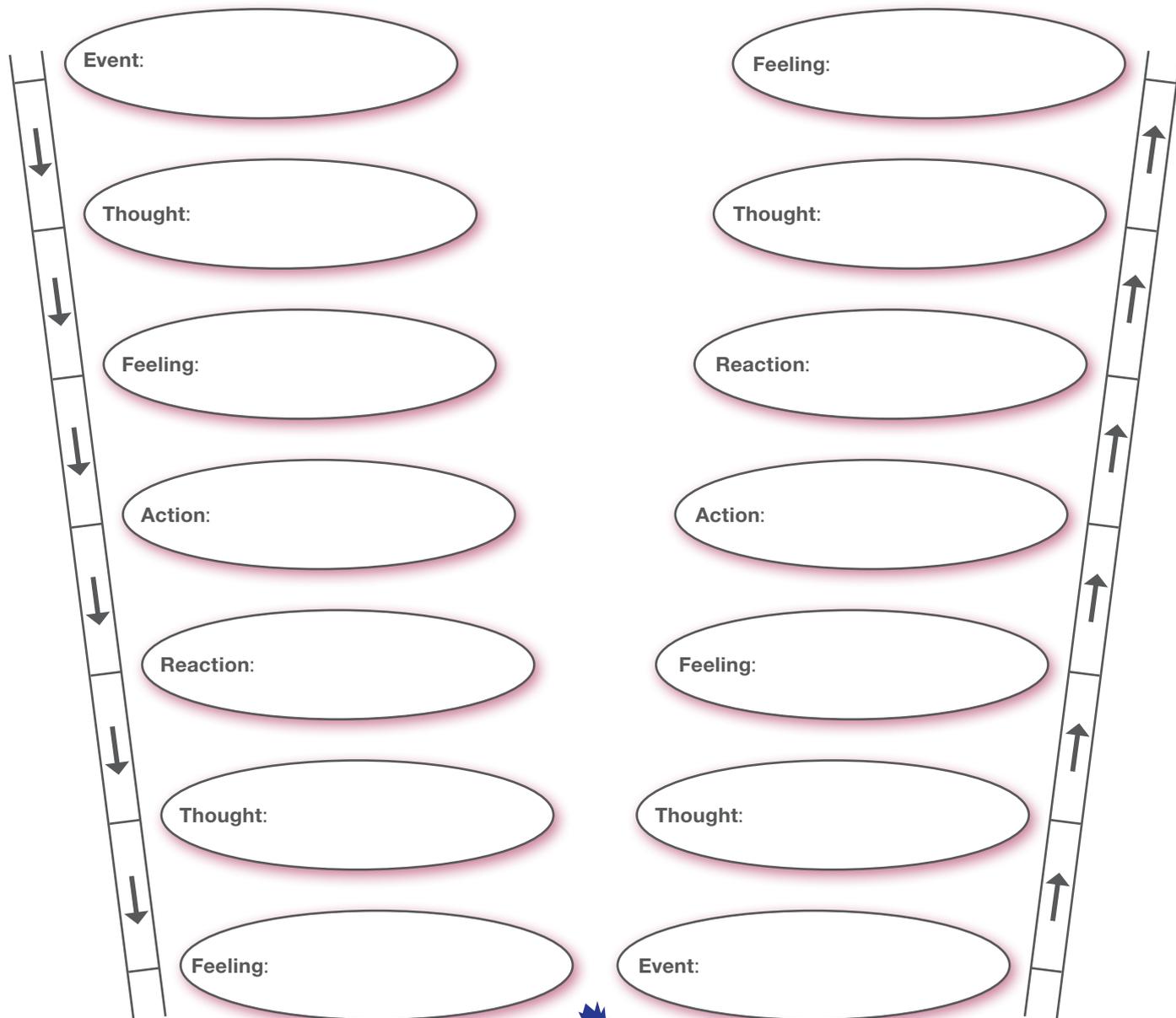
- Event:** I wasn't invited to Peter's party
- Thought:** I wonder why?
- Feeling:** Disappointment
- Action:** Find someone who is not going, and invite them to the movies
- Reaction:** People who weren't invited to Peter's party are now happy to have something fun to do
- Thought:** It's possible to not always be invited to things and still feel good about myself
- Feeling:** Resilient and confident



# Helpful and unhelpful thinking

## The slippery slope of unhelpful thinking

## Reversing unhelpful thinking



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Glover, S, Patton, G, Butler, H,  
Di Pietro, G, Begg, B, Ollis, D,  
Cahir, S and Watson, J 2002, *The  
Gatehouse Project*, Centre for  
Adolescent Health, Parkville, Vic.



## Teaching sequence 6: Friendships and relationships



Learning outcomes	Key messages
<p>Students will:</p> <ul style="list-style-type: none"><li>consider how friendships may change over time</li><li>identify strategies that will enable them to build and maintain positive social relationships.</li></ul>	<ul style="list-style-type: none"><li>We each contribute important qualities to friendships.</li><li>Friendships may change over time, particularly during adolescence.</li><li>It is important to assert your own personal values in relation to issues that impact on relationships.</li><li>It is essential to develop positive skills that will enhance and build social relationships.</li></ul>

a. Review the home activity: Friendship transitions

Discuss the friendship transition scenarios that students identified as part of the home activity. Ask them to reflect on how the people would have felt in each scenario and what they could have done to enable them to cope more positively. Discuss whether or not the reactions of students differed to those of their parents and if so, why. Reiterate the main points covered in the unhelpful/ helpful thinking strategy (see Activity 7-8.5.2) in terms of dealing with challenging situations in life.

b. Activity 7-8.6.1: Collapsing friendships

This activity can be used to support students in considering what qualities are important in friendships and to further explore how friendships may change over time. It can be done using a whiteboard or with 'bricks' (boxes or other objects to illustrate the 'friendship wall').

c. Activity 7-8.6.2: Friendship scenarios

This activity is best done in small groups. Allow plenty of time for discussion and debriefing as a class. Reinforce key messages around building positive social relationships and strategies that can be used to enable this to occur.

d. 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.

e. Home activity 7-8.6.3: In my opinion

Students are to complete this worksheet on their own and then discuss their responses with their parents. Let students know that they will be looking at issues relating to gender in the next session.

## Activity: 7-8.6.1

### Key Messages

- We each contribute important qualities to friendships.
- Friendships may change over time, particularly during adolescence.

### Activity Details

THEME	Respectful Relationships
SUB THEME	Friendships and relationships
TIME	30 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>• scenarios from a popular TV show or in-class novel</li> <li>• whiteboard and textas.</li> </ul>

# Collapsing friendships

## Purpose

To develop an awareness of the qualities important in a relationship.

To consider how and why friendships might change over time.

## Teaching notes

This activity could be based on a novel but it's probably more relevant to base it on a popular television program the students watch, such as *Home and Away*, *Neighbours*, *Glee* or *Gossip Girl*. This will require preparation and research on your part. You could play an extract from one, or a few, of the programs at the beginning of the discussion.

## Procedure

1. Draw a brick wall on the board, of about 24 bricks.
2. Ask the students to brainstorm qualities which they consider to be important in friendships, writing each quality on a brick on the board.
3. Discuss the friendships in the television program you have chosen, focusing on how friendships change and develop.
4. Discuss whether any characters in the program demonstrated or experienced these qualities.
5. Talk in detail about an incident in the program when some of these important friendship qualities disappeared or were not obvious. Demonstrate this by rubbing out the relevant bricks.
6. Discuss how the characters might be feeling.
7. Continue until the wall has so many bricks removed that it would fall down, signalling that no friendship could remain.

## Discussion

Discuss what the students would do if they found themselves in similar situations:

- How would you feel if you knew a friendship was changing?
- What would you do if that friendship was very important to you?
- Is it possible to rebuild a friendship once it has fallen down?

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 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p> <p><b>Dimension</b> Health knowledge and promotion</p>	<p>Describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan</p> <p>Describe factors that influence personal development</p>	<p>The physical, social and emotional changes that occur in adolescence</p>
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Recognise and describe peer influence on behaviour</p> <p>Select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes</p>	<p>Managing emotions and behaviour in relationships, especially with peers</p> <p>Strategies to build and maintain positive social relationships</p>

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## Activity: 7-8.6.2

### Key Messages

- It is crucial to develop positive skills which will enhance and build social relationships.
- It is important to assert your own personal values around issues which impact on relationships.

### Activity Details

THEME	Respectful Relationships
SUB THEME	Friendships and relationships
TIME	40 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>• A copy of a scenario for each group.</li> </ul>

# Friendships scenarios

## Purpose

To enable the students to develop a greater awareness of possible outcomes and consequences of decision making.

## Teaching notes

This activity aims to present real-life situations to the students to allow them to develop problem solving skills and to consider preventative strategies and possible ways of reacting in such situations. It is best presented after some work has been completed on healthy friendships and relationships.

## Procedure

1. Divide the students into eight groups and distribute a scenario to each group.
2. Ask the students to read their scenario and to discuss the questions.
3. Invite each group to report back to the class.

## Discussion

A class discussion could focus on some of the following points:

- Did you think the scenarios were realistic? Why or why not?
- What other options might each of the characters have had?
- What would have happened next to the feelings, self-esteem and friendship groups of each of the characters?
- Where/ who can we go to for help around these issues?

## AusVELS Context:

**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Interpersonal development</p>	<p>Recognise and describe peer influence on behaviour</p>	<p>Managing emotions and behaviour in relationships, especially with peers</p>
<p><b>Dimension</b> Building social relationships</p>	<p>Select and use appropriate strategies to effectively manage individual conflict and assist others in resolutions process</p>	<p>The importance of confidentiality in friendships and when it may need to be breached to protect others from harm</p> <p>The influences of peers on behaviour</p> <p>Strategies to build and maintain positive social relationships</p>

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## Scenario 1

Maria and Anna are best friends. When a new girl, named Sylvia, joins their class, they show her around the school and hang out with her. She becomes their friend. After a few weeks, Maria and Sylvia arrive at school together and completely ignore Anna. Anna is confused and finds out from other kids that Sylvia had Maria over to her house for a sleepover. Anna is excluded by Sylvia and Maria for the next few days. A week later, Sylvia rings Anna at home and tells her that she and Maria have had a fight. She invites Anna to the movies.

- What caused the problem in Anna and Maria's friendship?
- What did Sylvia do and why might she have done it?
- What did Maria do that hurt Anna's feelings?
- What should Anna do about Sylvia's invitation to the movies?
- Can friendship groups work if they contain an odd number? e.g. 3, 5



## Scenario 2

Jesse and Kyle have been friends since kindergarten. They hang out together at the skate park on the weekend. Jesse is great at doing jumps while Kyle has a bit of trouble because he's not that well co-ordinated. A group of older boys from another school start hanging out at the park, too, and they are really good at skating. They are impressed with Jesse's jumps and invite him to go to McDonalds with them. They don't invite Kyle.

- What is the choice that Jesse has to make?
- How might Kyle feel?
- What could happen to Jesse and Kyle's friendship if Jesse leaves Kyle behind?
- Do you think the older boys would be good friends to Jesse? Why or why not?
- What would you do if you were Jesse?



## Scenario 3

Tiffany likes Joey and she thinks Joey likes her. She told her best friend, Andrea, that she and Joey sometimes sit and talk together after school while they are waiting for their parents to pick them up. Andrea starts to get annoyed if Tiffany mentions Joey. Tiffany finds out that Andrea has started spreading rumours that Tiffany and Joey are an 'item' and even implied that they have had sex.

- What is Andrea trying to do? Why?
- How might Tiffany feel about what Andrea has done?
- What should Tiffany do?
- How might the rumours affect Tiffany and Joey's friendship?
- Can Andrea and Tiffany fix their friendship?
- What would you do if you were Tiffany?



## Scenario 4

Alex feels really upset at the moment because his parents are fighting a lot. He asks his friend, Sam, if he can come over on the weekend, just to get away. Sam asks his parents if Alex can stay over and tells them about Alex's parents. When Alex arrives on Saturday morning, Sam's older sister greets him at the door and says, "Sorry to hear that your parents are getting divorced."

- What might Alex be feeling?
- How did Sam's sister find out about Alex's parents?
- Why might Sam have told her about them?
- What was the older sister trying to do?
- What might Alex say to Sam?





## Scenario 5

Rachael and Frank are best friends. They hang out at school and are definitely not in the most popular group. Kids tease them and call them the 'old married couple' because they are always together. One day Frank tells Rachael a secret, that he thinks he's gay. He also tells her that he has a crush on her older brother. This makes Rachael angry and she runs off, refusing to talk to him for the rest of the week.

- What does Frank think about his friendship with Rachael if he is sharing such a secret?
- What might Rachael feel at the news that Frank is gay?
- What has made Rachael upset?
- What has to happen if they want to stay friends?



## Scenario 6

Charlie, Tony and Patrick are all mates. Tony and Patrick have grown a lot over the last few months and Patrick's voice is starting to change. When they get together after school, all Tony and Patrick want to do is talk about sex and compare their underarm hair. Once, they talked about looking at porn on the internet. Charlie feels embarrassed about this and he tells them he thinks girls and sex talk are boring. Tony and Patrick have started teasing him about being a 'slow developer'. Charlie gets upset and starts to worry that there is something wrong with him.

- What has changed in the friendship between the three boys?
- Is there a way of helping the boys through this situation?
- What did Tony and Patrick do that was hurtful to Charlie?
- What do you think Tony and Patrick need to do to help the friendship group get back on track?
- Should / could Charlie do anything to 'fix' the friendship?





## Scenario 7

In Jake's friendship group, Matt is the only boy who has a girlfriend. Lately, Matt has been bringing his girlfriend to the skate park, the movies and, once, over to Jake's house when they were watching DVDs. Most of the boys are jealous but don't say anything. Matt is now encouraging all the boys to try and hook up with girls. Jake is annoyed because he likes it better when there's just boys hanging out. Everyone acts more normal instead of showing off.

- What has changed the way the boys behave together?
- Why has it changed?
- Do all the boys like it?
- What does Jake need to do?
- Should he talk to the other boys?



## Scenario 8

Kelly and Sarah have been best friends for a long time. They are used to spending all their time together. Kelly recently got her first boyfriend. He wants to come over all the time to hang out. Sarah is really lonely because Kelly is not around as much and, when she does come over, she brings her boyfriend with her. When Kelly and Sarah make plans, Kelly will cancel at the last minute to be with her boyfriend. When Sarah confronted Kelly about this, she just shrugged her shoulders and said Sarah doesn't understand because she's never had a boyfriend and that she's jealous.

- What has changed the girls' friendship?
- Is Kelly being insensitive or is Sarah just jealous?
- Do you think Kelly's relationship with her boyfriend is healthy?
- How would you solve this problem for the girls?



## Activity: 7-8.6.3

### Key Message

- Sometimes the way we classify according to gender is valid and sometimes it is based on stereotypes and unfair classifications.

### Activity Details

THEME	Identity
SUB THEME	Family and friends
TIME	30 minutes / homework
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>• <i>In my opinion</i> worksheet (one per student).</li> </ul>

# In my opinion

## Purpose

This homework activity encourages students to reflect on gender roles and stereotypes and compare their views with a different generation.

## Teaching notes

Be prepared for a lively discussion and a diversity of views and values during this session. Remember to be values fair and allow all students to be heard. The only time to step in is when a student expresses a view that is against the law. Explain that while it is okay to have a view that contravenes the law, to act on it has consequences.

## Procedure

1. Handout homework. Explain it's to be completed by both the student and their parent/ carer. If this is not possible a person from a different generation, that is someone at least 20 years older than the student, can be asked to assist the student with this activity.

## Discussion

2. Look at the homework during the next session and discuss the following:
  - Were there any real differences of opinion between yourself and the 'adult'?
  - If yes, what were they?
  - Why might that happen?
  - If no, what do you think is the reason for this?
  - Do you think people change their opinions as they get older? Why?

Adapted from Micheletto, G 1992, *Sexuality in context: integrated units for grades 4-6*, Dellasta, Mount Waverley, Vic.

## AusVELS Context:

**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p> <p><b>Dimension</b> Health knowledge and promotion</p>	<p>Describe the effect of family and community expectations on the development of personal identity and values</p>	<p>The influence of the family on the development of personal identity and values</p> <p>How community attitudes and laws influence a person's sense of right and wrong</p>

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# In my opinion...

In my opinion, the following jobs or activities should be done by females, males or both females and males. Tick your answer in the relevant box using a blue pen. Ask your parent/s to tick their answer/s in a different colour.

Job or activity	Female	Male	Both
Clean up outside (clean up rubbish, mow lawn, sweep, garden)			
Ask someone out on a date			
Do the ironing			
Cook a meal			
Pay for a meal at a restaurant			
Take care of the children			
Play with the children			
Ask someone to marry them (propose)			
Read to the children			
Fix the car			
Paint a room			
Discipline the children			
Buy a car			
Open the door when two people are going through at the same time			
Fix a bicycle			
Vacuum the carpet			
Clean the bathroom			
Pay the bills			
Decide how much the family will spend on leisure (trips, films, etc.)			
Fix a leaking tap			
Decide when it's a good time to have a baby			
Build a cubby house			
Mend clothing			
Do the grocery shopping			



## Teaching sequence 7: Sexuality and the impact of gender

Learning outcomes	Key messages
<p>Students will:</p> <ul style="list-style-type: none"> <li>• explore the impact of gender on puberty and sexuality</li> <li>• critically reflect on how gender stereotyping can influence personal behaviour and values around sexuality</li> <li>• investigate the construct of what it means to be male or female and reflect on the pressures placed on males and females within sexual encounters.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes the way that we classify according to gender is valid and sometimes it is based on stereotypes and unfair classifications.</li> <li>• Gender is shaped by society and is not a fixed construct.</li> <li>• The media can send confusing or incorrect messages and expectations about relationships, love, sex and gender.</li> <li>• Gender stereotypes may influence our personal behaviour and values in relation to sexuality.</li> <li>• Stereotypes are destructive because they limit our potential.</li> <li>• It is important not to feel pressured to act out gender stereotypes in relationships if they do not align with our personal beliefs and values.</li> <li>• There are many ways to be male and female.</li> </ul>

### a. Review the home activity: In my opinion

Ask students to share their responses to this worksheet, that explores which tasks or jobs should be done by which gender. Discuss the responses of parents and whether or not these differed according to gender. Explore with students the idea of gender being a social or cultural construct. Discuss how gender roles have changed throughout history (e.g. in France in the 1800s, men wore high heels and powdered wigs and in the war years, women worked with heavy machinery and took on labouring roles). Let students know that in this session they will be exploring the role of gender in sexuality.

### b. Discuss gender and puberty

Discuss with students the impact of gender on the experience of going through puberty. Explore what puberty may be like for males in comparison to females. Reiterate that many of the changes of puberty are shared by both genders.

*Please note: A brief discussion on gender diversity is recommended at this point to ensure that students have thought about the issues faced by intersex or transgender people during puberty. For more information, see Tool 31 Tools for Teachers.*

### c. Activity 7-8.7.1: Singing between the lines

This activity can be used to explore how gender stereotypes are portrayed in popular songs. This could lead into a discussion on how males and females feel pressured to conform to these stereotypes and act them out in their friendships and relationships.

### d. Discuss gender and sexuality

Broaden the discussion on puberty to explore how gender impacts on other sexual issues (e.g. being in a relationship, practising safer sex, engaging in sexual behaviour etc.). Discuss pressures and stereotypes faced by both males and females. Ask students to give examples and discuss these as a class.

*Please note: The curriculum resource, Talking sexual health, has a useful section on the theoretical frameworks around power, gender and sexuality.*

### e. Activity 7-8.7.2: Man in a box

This activity provides an opportunity to explore concepts around what it means to be male and the impact of these beliefs on the behaviour of young men. A similar activity should be undertaken for girls.

*Please note: It is important for these concepts to be explored, given the pressure that males can be placed under to conform to sexual stereotypes and the impact that this has on how they negotiate and engage in sexual relationships.*

### 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 7-8.7.3: Giving respect

Ask students to complete this worksheet at home with their parents, discussing each statement before completing each sentence stem.

## Activity: 7-8.7.1

### Key Message

- Popular media can send confusing or incorrect messages and expectations about relationships, love, sex and gender.

### Activity Details

THEME	Identity
SUB THEME	Values and beliefs
TIME	20 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>• ask students to bring in their favourite music (on iPods or CDs)</li> <li>• copies of the lyrics to a number of popular songs.</li> </ul>

# Singing between the lines

## Purpose

To explore how popular songs can influence our perceptions of love, relationships and gender.

## Teaching notes

Teachers will need to compile the lyrics of several popular songs that relate to love. The lyrics can be downloaded from the internet. Don't worry if students bring in music with offensive language. You will not be actually playing the music in class.

## Procedure

1. Have students bring in their favourite music album (on iPod or CD).
2. Get them to count the number of songs on a selected CD about love.
3. Get students to classify the 'love' songs into categories. e.g. new love, unrequited love, love that's ended, longing for love.
4. Have students report their findings back to the class and discuss the results.
5. Pose this question; why the obsession with love? Discuss.
6. Split the class into groups of 3-4 students.
7. Hand out a copy of the song lyrics to each group and complete the questions below.

## Discussion

Ask students to work in small groups to discuss the lyrics.

- What category does the song fall into? (see step 3 above)
- How is the singer feeling?
- What words does he/ she use to describe love, sex, relationships and gender?
- Do you agree with the sentiments/ attitudes in the song?
- How might these lyrics influence a person's attitudes?

Share findings together as a class.

## AusVELS Context:

**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Acknowledge the diversity of individuals</p> <p>Recognise and describe peer influence on behaviour</p>	<p>Differing values and beliefs held by individuals in local, national and global contexts and the impact these have on relationships</p> <p>Respect and acknowledgement of the diversity of individuals</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: 7-8.7.2

### Key Message

- Stereotypes are destructive because they limit our potential.

### Activity Details

THEME	Identity
SUB THEME	Family and friends
TIME	30 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>• whiteboard or butcher's paper and textas.</li> </ul>

Adapted from Media Awareness Network, *Gender stereotypes and body image*, <[www.media-awareness.ca/english/resources/educational/lessons/elementary/body\\_image/gndr\\_stereo\\_body\\_image.cfm](http://www.media-awareness.ca/english/resources/educational/lessons/elementary/body_image/gndr_stereo_body_image.cfm)>. Act like a man/ Be ladylike ©Oakland Men's Project, Oakland, CA.

# Man in a box

## Purpose

To explore concepts around what it means to be male/ female and the impact these beliefs have on young men's or women's behaviour.

## Teaching Notes

Gender stereotyping encompasses attitude, behaviour and physical expectations, which are often unrealistic. Young people need to understand how these stereotypes are constructed and shaped by society. Understanding this will allow young people to reflect on their behaviour and attitudes, and explore how much they are influenced by the gender expectations of the world they live in.

You will need to deal with homophobic myths during this lesson as they are often raised as part of a discussion.

*Please note: This activity needs to be repeated to look at gender stereotypes for females ('Act like a lady').*

## Procedure

1. Write *Act like a Man* at the top of a sheet of butcher's paper or on the board. Ask the students what words and expectations immediately come to mind when they think about what it means to act like a man. Record their responses.
2. Draw a square around the entire list. Explain that this is called the *Man in a box*. It contains all the attitudes and behaviours that boys are pressured to adopt in the process of becoming men in our society. Boys are not born this way; these roles are learnt.
3. Follow the same process under the title *Act like a lady* and create a *Woman in a box*.
4. Ask the following questions, encouraging to share specific examples:
  - Where do we learn these male/ female gender roles?
  - Who teaches us these stereotypes?
  - Who influences our learning of male/ female gender roles?
 Record the answers outside the relevant square along one side.
5. Discuss the following questions, again encouraging specific examples:
  - What names or put downs are directed at boys when they don't fit in the box? What about girls?

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## Procedure (continued)

- When boys hear the names, what are they being taught about what it means to be a man? What are girls being taught about being a woman?
- What are boys and girls told about gay men and lesbian women? (Names that are often related to sexuality or gender include fag, dyke, lezzo, gay etc.).
- Who 'policies' other boys/ men to have them stay in the box? Who 'policies' girls/ women?

Record the answers under the relevant square this time.

6. You can further the discussion by asking:

- How do these labels and names reinforce stereotypes?
- How would it feel to be called one of these names?
- How do you think the person using these put downs is feeling?
- How does fear of being labelled keep men and women in boxes?

7. Discuss situations where people may be pressured to *Act like a man* or *Act like a lady* and potential consequences of this. Discuss the following questions:

- How might these stereotypes lead to violence?
- Do you think everyone is entitled to experience a full range of emotions?
- How can stereotypes limit your potential?
- What can you do if someone calls you these names?

### AusVELS Context:

**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p> <p><b>Dimension</b> Health knowledge and promotion</p>	<p>Describe factors that influence personal development</p> <p>Describe the effect of family and community expectations on the development of personal identity and values</p>	<p>The influence of family on the development of personal identity and values</p> <p>How community attitudes and laws influence a person’s sense of right and wrong</p> <p>Harm minimisation strategies in relation to sexual health</p>
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Recognise and describe peer influence on behaviour</p> <p>Acknowledge the diversity of individuals</p>	<p>Respect and acknowledgement of the diversity of individuals</p> <p>The influence of peers on behaviour</p>

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## Activity: 7-8.7.3

### Key Messages

- Everyone has a right to be treated respectfully in a relationship.
- Everyone has a responsibility to behave respectfully in relationships.

### Activity Details

THEME	Respectful relationships
SUB THEME	Friendships and relationships
TIME	20 minutes homework
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>• <i>Giving respect</i> worksheet (one per student).</li> </ul>

# Giving respect

## Purpose

This home activity allows students to explore the concept of respect in relationships with their parents/ carers. It also explores behaviours that define a respectful relationship.

## Teaching notes

Some students may not be able to have this discussion at home. Allow them the option of filling the sheet out on their own. Students will have a range of beliefs and values on this topic. Allow for differing views to be heard but do step in if a student expresses views that contradict the law. Explain the difference between holding views contrary to current law and acting against the law and its potential consequences.

## Procedure

1. Hand out the *Giving respect* worksheet. Explain it's to be completed at home by both the student and their parent/ carer. If this is not possible a person from a different generation, that is, someone at least 20 years older than the student, can help the student to complete it. If this is also not possible students can fill it out themselves.

## Discussion

Review the homework during the next session and discuss the following:

- Define respect in a relationship
- What does respect 'look' like?
- How does a person behave in a respectful relationship?
- Did you find that the older generation has a different view on what respect is?
- If yes, why do you think that is so?
- If no, why do you think that is so?
- How can you tell if there is no respect in a relationship?
- What can you do about it?

Used with permission from YWCA of Canberra 2008, *Relationship things resource kit*, YWCA, Canberra.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Demonstrate respect for the individuality of others and empathise with others in local, national and global contexts</p> <p>Acknowledge the diversity of individuals</p>	<p>Differing values and beliefs held by individuals in local, national and global contexts and the impact these may have on relationships</p> <p>Strategies to build and maintain positive social relationships</p> <p>Managing emotions and behaviour within relationships, especially with peers</p>

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# Giving respect

Take this worksheet home and discuss the statements with your parents/ carers. Complete the sentence stems after this discussion.

In a respectful relationship, you can disagree but still talk positively to one another.

I can be respectful by \_\_\_\_\_

\_\_\_\_\_

In a respectful relationship, you can do activities together but also enjoy doing things apart.

I can be respectful by \_\_\_\_\_

\_\_\_\_\_

In a respectful relationship, decisions are made together.

I can be respectful by \_\_\_\_\_

\_\_\_\_\_

In a respectful relationship, both people take responsibility for their actions, including things that upset the other person.

I can be respectful by \_\_\_\_\_

\_\_\_\_\_

In a respectful relationship, both people feel safe.

I can be respectful by \_\_\_\_\_

\_\_\_\_\_

In a respectful relationship, both people can be themselves.

I can be respectful by \_\_\_\_\_

\_\_\_\_\_

In a respectful relationship, both people can say no to things (even if they have already said yes).

I can be respectful by \_\_\_\_\_

\_\_\_\_\_



## Teaching sequence 8: Relationships and dating

Learning outcomes	Key messages
<p>Students will:</p> <ul style="list-style-type: none"><li>• reflect on how a relationship can progress over time and critically examine their own values about how relationships should move forward</li><li>• identify abstinence as a valid choice that young people may make in their sexual lives</li><li>• clarify what constitutes a healthy relationship</li><li>• recognise when they feel uncomfortable in a relationship and identify where they can go for help and support.</li></ul>	<ul style="list-style-type: none"><li>• Everyone has the right to be treated respectfully in a relationship.</li><li>• Everyone has a responsibility to behave respectfully in relationships.</li><li>• During adolescence, young people may become interested in more intimate relationships.</li><li>• These relationships may or may not be sexual.</li><li>• It is important to be clear about your own values and what you want in a relationship.</li><li>• Everyone has the right to decide where their limit is in every relationship.</li><li>• Abstinence is a valid choice that many young people make and it should be respected by the individual's partner and friends.</li><li>• Intimacy can mean different things to different people.</li><li>• It is important to recognise when you feel uncomfortable in a relationship and know who you would go to for help and support in making healthy decisions about relationships.</li></ul>

**a. Review the home activity: Giving respect**

Debrief as a class by asking students to share some of the key points that they identified in defining a respectful relationship. Discuss whether these differed from the viewpoints of their parents.

**b. Activity 7-8.8.1: Relationship timeline**

This activity enables students to reflect on the way a relationship may progress through stages and timeframes. Reinforce that each stage is negotiable and that it will occur within a different timeframe for each couple. At this level, much of the discussion is likely to be around early sexual feelings such as crushes and infatuations. It is important for the information to be at a level that is appropriate for the class.

**c. Discuss abstinence**

As a class, discuss how abstinence is a valid choice that many young people make in terms of their sexual life. Reinforce the current statistics, which state that many secondary school students in Australia will not have sexual intercourse until they leave school. Compare this to the perceptions that students have of the number of young people having sex. For more information and relevant data, see Activity 9-10.5.1 in the sample unit of work for AusVELS Levels 9-10. Discuss what it means to be in a loving relationship that is not sexual. Highlight the importance of respecting another person's choice to be or not to be sexual and reinforce the diversity of relationship choices.

**d. Discuss relationships and dating**

Briefly discuss that during adolescence, young people may become involved in loving relationships and that these may or may not become sexual relationships. Explore a range of dating issues relevant to this age group. Discuss sexual feelings, crushes, ways to ask someone out, group dating, ways to break up with someone without hurting their feelings etc. This can be done as a class or in small groups to allow for more student interaction.

**e. Activity 7-8.8.2: Intimacy scale**

This activity is best done in small groups. Allow plenty of time for discussion and debriefing as a class. Reinforce key messages around differences in perceptions of intimacy, setting boundaries or limits in relationships, the concept of consent and respecting a partner's needs in a relationship. Let students know that while many young people at their age may not be in a relationship, it is still important for them to examine potential issues. Ensure that a range of relationships are discussed, including same-sex relationships and that students identify where they could go for support if they are feeling uncomfortable in a relationship.

*Continued next page...*

## Teaching sequence 8: Relationships and dating (continued)

f. **Brainstorm what makes up a healthy relationship**

Students are to form small groups and record on butcher's paper what a healthy and respectful relationship should look like. Ask groups to share their ideas with the class and write an agreed list on the board. Reiterate key points covered in the home activity and throughout this session.

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: Examples of healthy relationships**

Students are to identify two examples of healthy relationships. These can be drawn from the media, a popular song, a book or family life.

## Activity: 7-8.8.1

### Key Messages

- During adolescence, young people may become interested in more intimate relationships.
- These relationships may be sexual or not.
- Everybody has the right to decide where his/ her limit is in any given relationship.

### Activity Details

THEME	Respectful Relationships
SUB THEME	Friendships and relationships
TIME	30 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	• a set of <i>Relationship timeline</i> cards per group.

# Relationship timeline

## Purpose

To introduce issues relating to relationships and communication.

## Teaching notes

This activity assists students to examine realistic situations that affect their decision making. The more they are provided with situations that closely resemble their lives, the better prepared they will be to make healthy choices. This activity usually generates a lot of discussion and difference of opinion, so it is important to allow plenty of time for the group decision process and for class discussion.

## Procedure

1. Divide the class into groups of 4-6 students.
2. Explain that each group will be required to arrange a set of cards on a continuum along the floor in the following order: 'first meeting', 'first date', 'tenth date', 'three months after first date', 'one year anniversary', 'marriage/ de facto'. To the side of this, you can provide a space for any cards that students would like to classify as 'never'.
3. Ask each group to read the relationship statements and, as a group, decide where each card should be placed on the timeline. There is no right or wrong answer.
4. Allow sufficient time for each group to discuss and complete the activity.
5. Ask each group to report back to the class.

## Discussion

A class discussion could focus on some of the following points:

- Was there a difference in individual perceptions regarding the placement of cards on the relationship timeline?
- Does everybody have the right to decide where his/ her limit is at any given time?
- Should the timeline be the same for every relationship?
- What part does communication play in the relationship timeline?
- What influences a person's ideas about the relationship timeline?
- What happens when two people in a relationship want to be at different places on the timeline?
- Where/ who can you go to for help or information about these issues?

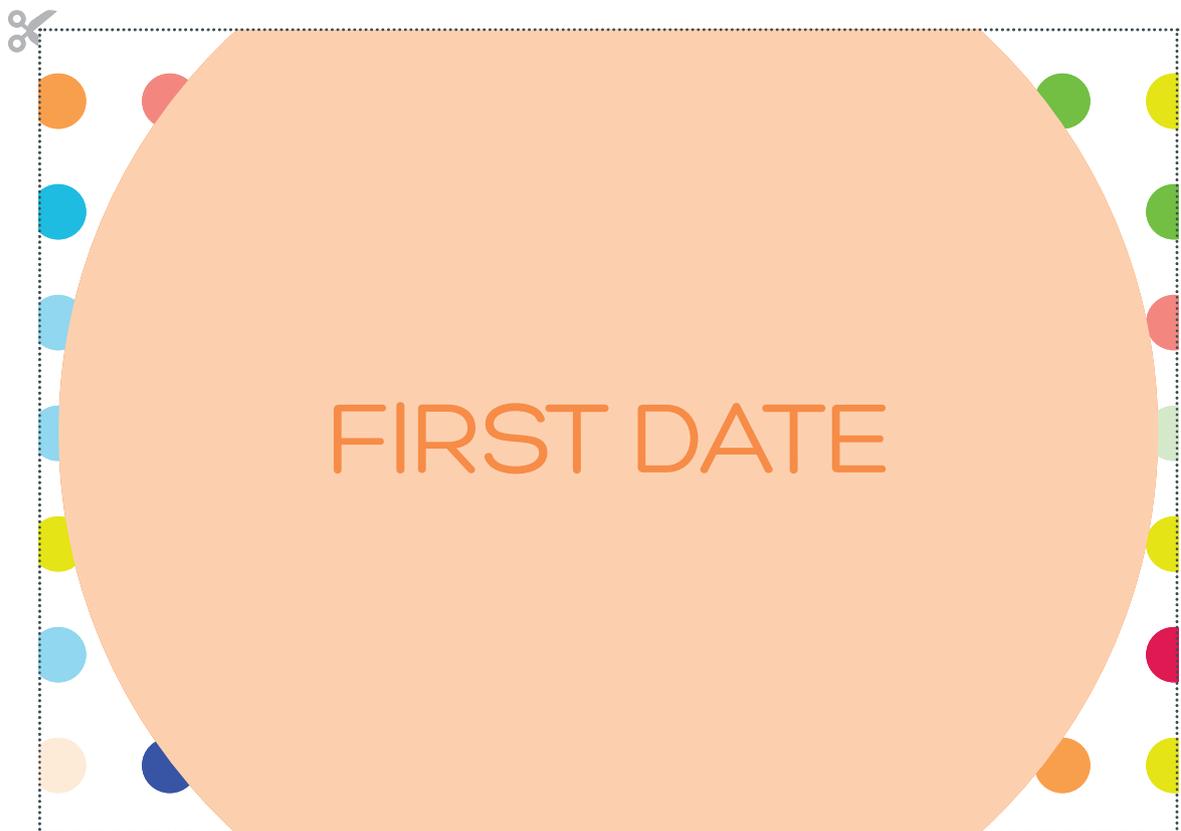
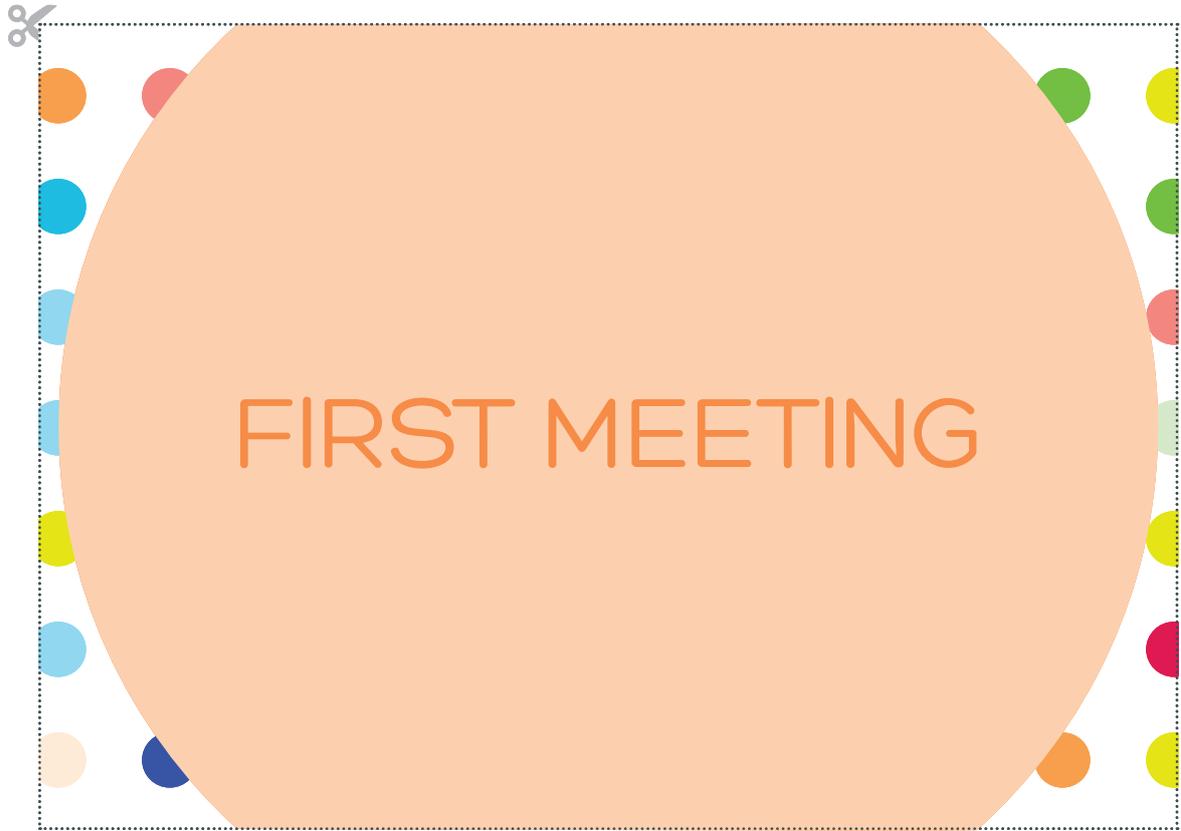
## AusVELS Context:

**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p> <p><b>Dimension</b> Health knowledge and promotion</p>	Describe factors that influence personal development	Personal values around sexuality, and how these values could be used to improve sexual health
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Acknowledge the diversity of individuals</p> <p>Recognise and describe peer influence on behaviour</p>	<p>Strategies to build and maintain positive social relationships</p> <p>Respect and acknowledgement of the diversity of individuals</p>

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TENTH DATE



THREE MONTHS  
AFTER  
FIRST DATE







NEVER



Have sexual  
intercourse





Discuss safer sex



Talk about  
contraceptive use  
(if applicable)





Use protection  
during sex



Take your partner  
out with friends





See each other on  
the weekends



Tell your partner  
about past sexual  
experiences





Stay over at each other's home



Text each other on the phone





Stop using  
protection during  
sex



Tell friends about  
your new partner





Take your new partner to meet your parents



Both of you have STI checks





## Activity: 7-8.8.2

### Key Messages

- Everybody has the right to decide where their limit is in every relationship.
- Intimacy can mean different things to different people.

### Activity Details

THEME	Respectful Relationships
SUB THEME	Sexual decision making
TIME	40 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	• a set of <i>Intimacy scale</i> cards per group.

Adapted with permission from Mackay, L and Cleland, A 1994, *Challenges and change: a sexuality education programme for adolescents*, New Zealand Family Planning Association, Auckland.

# Intimacy scale

## Purpose

To introduce issues relating to relationships and communication.

## Teaching notes

This activity lets students look at their own attitudes and values and how they might respond to real-life situations where they need to make choices. It generates a lot of discussion, so it's important to allow plenty of time for each step. It's designed to be done in groups, but also works well as a class activity, where some students are given a card and asked to silently put themselves on the continuum. Each student is then given the chance to explain their choice before taking part in a class discussion.

## Procedure

1. Ask students to work with a partner to describe what intimacy means to them. Give them enough time to come up with a definition and then hold a class discussion until everyone agrees on what intimacy means. *Please note: A dictionary definition of intimacy is a close, familiar and usually affectionate or loving personal relationship with another person or group.*
2. Discuss with students different types of intimacy (e.g. physical, emotional, spiritual, intellectual and sexual intimacy), and whether it's possible to experience one without the others.
3. Divide the class into four groups.
4. Give each group a set of *Intimacy scale* cards.
5. Ask them to put each card on a scale from 'most intimate' to 'least intimate'. Let students know there are no right or wrong answers, but that each group must try to come to an agreement about where the cards are placed. Allow plenty of time for group discussion.
6. Ask each group to choose a spokesperson to share the three most and least intimate cards listed on their group's scale and their reasoning.

## Discussion

A class discussion could include the following questions:

- How do individual perceptions of intimacy affect the placement of the cards?
- Does everyone have the right to decide where their limit is at any time?
- Does the level of intimacy depend on the situation?
- What influences your decisions about the level of intimacy you go to?
- What happens when two people in a relationship want to be at different places on the line?
- Where does a relationship start and how does it keep going?
- Where or who can you go to for help, support or information about relationships and decisions?

AusVELS Context:

Strand: Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p> <p><b>Dimension</b> Health knowledge and promotion</p>	<p>Identify and describe the effect of family and community expectations on the development of personal identity and values</p> <p>Describe factors that influence personal development</p>	<p>Personal values around sexuality and how these values could be used to improve sexual health</p>
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Acknowledge diversity of individuals</p>	<p>Differing values and beliefs held by individuals in local, national and global contexts and the impact these may have on relationships</p> <p>Influence of peers on behaviour</p> <p>Respecting and acknowledging the diversity of individuals</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.





MOST INTIMATE



LEAST INTIMATE





Showing affection  
in public



Saying 'I love you'





Dancing together



Texting or  
Facebooking  
each other





Sharing secrets



Introducing your partner to your parents





'Having a feel' with  
your clothes on



Giving presents to  
each other





Sleeping together  
(not having sex)



Listening to music





Going to the movies



Hugging







Tongue kissing



Flirting





Having sex



Touching one  
another under  
clothes





## Teaching sequence 9: Relationships and sexual decision-making

Learning outcomes	Key messages
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore their values around relationships and sexuality using a decision-making framework and consider the consequences of these decisions</li><li>• analyse relationship scenarios and classify certain behaviours as acceptable or unacceptable.</li></ul>	<ul style="list-style-type: none"><li>• We are all unique.</li><li>• It is important to have an understanding of the decision-making process and recognise the influence that this has on personal wellbeing and safety.</li><li>• We all deserve respect in a friendship or relationship.</li><li>• We all have the right to say when a friend has behaved badly.</li><li>• We can develop strategies to keep a friendship strong and healthy.</li><li>• Within relationships, there are a number of decisions that we make ourselves or that others make and these decisions have certain consequences.</li></ul>

a. **Review the home activity: Examples of healthy relationships**

Ask students to share the examples of healthy relationships that they identified in the home activity. Discuss the attributes of these relationships and reinforce key messages around healthy and respectful relationships.

b. **Activity 7-8.9.1: Forced choice**

This activity can be used as a warm up and to focus on the theme of decision-making. Choose statements around relationships and sexuality that are relevant to the class.

c. **Activity 7-8.9.2: Forgive or forget**

This activity is best done in small groups. Allow plenty of time for discussion and debrief as a class. Explore the choices that students made regarding how they would view certain behaviours in a friendship or relationship and what the consequences for a relationship may be once certain limits are reached.

d. **Activity 7-8.9.3: Decision-making model**

Choose a generic scenario to use with this activity (e.g. a situation in a book or television show). Students are to complete the decision-making model worksheet in small groups or pairs, based on the scenario. Students can then present their findings to the class. Debrief by discussing the process of making decisions and the consequences of choosing certain options.

*Please note: Other decision-making models can be used to work through the same process.*

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: Support services**

Students are to find three website or phone contacts that a young person could use for support around relationship issues and/ or sexual abuse.

## Activity: 7-8.9.1

### Key Messages

- We are all unique.
- It is important to have an understanding of the decision-making process and recognise the influence it has on personal wellbeing and safety.

### Activity Details

THEME	Identity
SUB THEME	Values and beliefs
TIME	20 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>• three coloured cards: 'agree', 'disagree' and 'not sure'</li> <li>• <i>Forced choice</i> Teacher reference sheet.</li> </ul>

# Forced choice

## Purpose

To acknowledge individual differences.

To challenge stereotypes.

## Teaching notes

Challenging stereotypes includes recognising and accepting that a person's identity is not limited to being anatomically male or female. This activity provides an opportunity for the students to question their own assumptions, consider their use of language, challenge double standards and address issues of discrimination and prejudice.

## Procedure

1. Place the three coloured labels: 'agree', 'disagree' and 'not sure' in three different areas of the classroom.
2. Tell the students that you are going to call out statements and that they have to move to the area that indicates their point of view.
3. Encourage the students to act on their own beliefs and not on what their friends think. Assure them that there are no right or wrong answers, as this activity is about personal opinion.
4. Read out the first statement, allowing about 30 seconds for the students to respond.
5. Once in place, students can explain why they chose to stand in that spot. Some students may change their minds while listening to class discussion, which is to be encouraged, as this can signify keeping an open mind and considering other points of view.
6. You might like to use the statements provided with this activity or write some of your own.

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 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p> <p><b>Dimension</b> Health knowledge and promotion</p>	<p>Describe factors that influence personal development</p> <p>Describe the effect of family and community expectations on the development of personal identity and values</p>	<p>The influence of family on the development of personal identity and values</p> <p>How community attitudes and laws influence a person's sense of right to wrong</p> <p>Personal values around sexuality and how these values could be used to improve sexual health</p>
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Acknowledge the diversity of individuals</p> <p>Recognise and describe peer influence on behaviour</p>	<p>Differing values and beliefs held by individuals in local, national and global contexts and the impact these have on relationships</p> <p>Respect and acknowledgment of the diversity of individuals</p> <p>The influences of peers on behaviour</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.*



# Forced choice

## Teacher reference sheet

Girls like boys who are tough.

Girls are ready for relationships earlier than boys.

Girls are more emotional than boys.

Gay men and lesbians feel the same way about relationships as heterosexual people do.

Older people have no idea about modern relationships.

If you have a crush on someone who is the same sex as you, it means you are gay.

You can't tell if you're gay until you have sex.

It's the guy's responsibility to ask the girl out on a date.

The guy should be the one to initiate kissing and other sexy stuff.

It's okay for guys to go out with more than one person at a time.

If a girl dates more than one guy at a time, she is a slut.

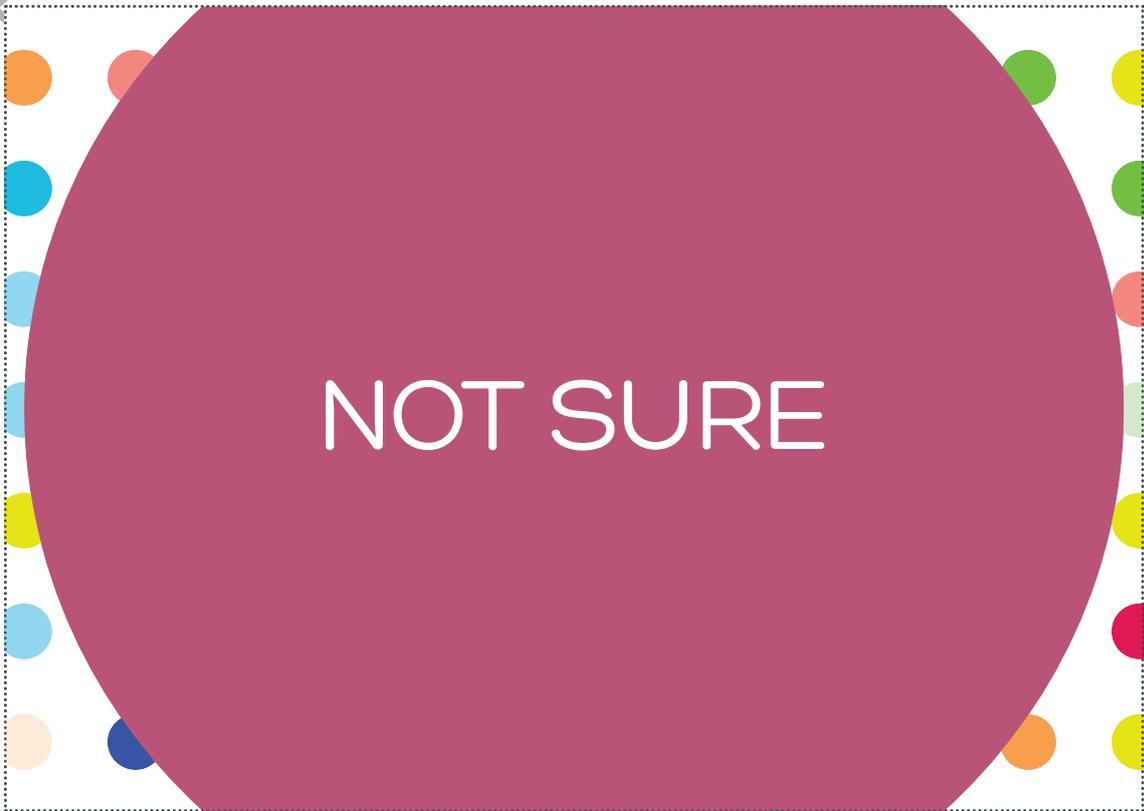
Guys like sex more than girls.

Girls only have sex to please their boyfriends.

It's okay to ask your boyfriend/ girlfriend to send you a sexy photo of himself/ herself.







## Activity: 7-8.9.2

### Key Messages

- We all deserve respect in a friendship.
- We all have the right to say when a friend has behaved badly.
- We can develop strategies to keep a friendship strong and healthy.

### Activity Details

THEME	Respectful Relationships
SUB THEME	Friendships and relationships
TIME	30 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	• A set of <i>Forgive or forget</i> situation cards and labels.

# Forgive or forget

## Purpose

To learn how to identify when boundaries have been crossed in a relationship and develop strategies for managing and resolving conflict in relationships with peers.

## Teaching notes

Remind students that they're not to share personal stories, as the aim is to look at general issues around friendships, relationships and ethical behaviour rather than specific, real-life examples. You can leave a few cards out of the activity, depending on students' needs and maturity level.

## Procedure

1. Introduce the activity as being a way of talking about certain behaviours that can happen during adolescence.
2. Clear a space on the floor and ask students to form a circle around it. Place students into pairs.
3. Put the *Forgive or forget* situation labels titled, 'challenge the person', 'forget the friendship', 'forgive' and 'not sure' on the floor, in the middle of the space.
4. Let students know each pair will be given a card with a situation on it and that they'll need to decide which of these categories they think it belongs under.
5. Give each pair of students a *Forgive or forget* situation card.
6. Ask them to put their card under their chosen category. This can be done as a class, one card at a time, with an explanation as you go, or after all the cards have been put down. Alternatively, this activity can be done in small groups, followed by a class discussion. (Additional cards would need to be printed).
7. Ask volunteers to share with the class why they chose to put their card under the particular label.

## Discussion

A class discussion could include the following questions:

- Are there differences in what people think is forgivable?
- What impact might religion or culture have on this?
- What could a person do if they didn't want to accept certain behaviour from a friend or partner?
- What impact could drinking alcohol have on behaviour and is it an excuse for bad behaviour?
- Why are some behaviours considered unacceptable?
- What other things happen during adolescence or at parties that are either acceptable or unacceptable?
- Where or who can we go to for help, support or information about relationships and abuse?

## AusVELS Context:

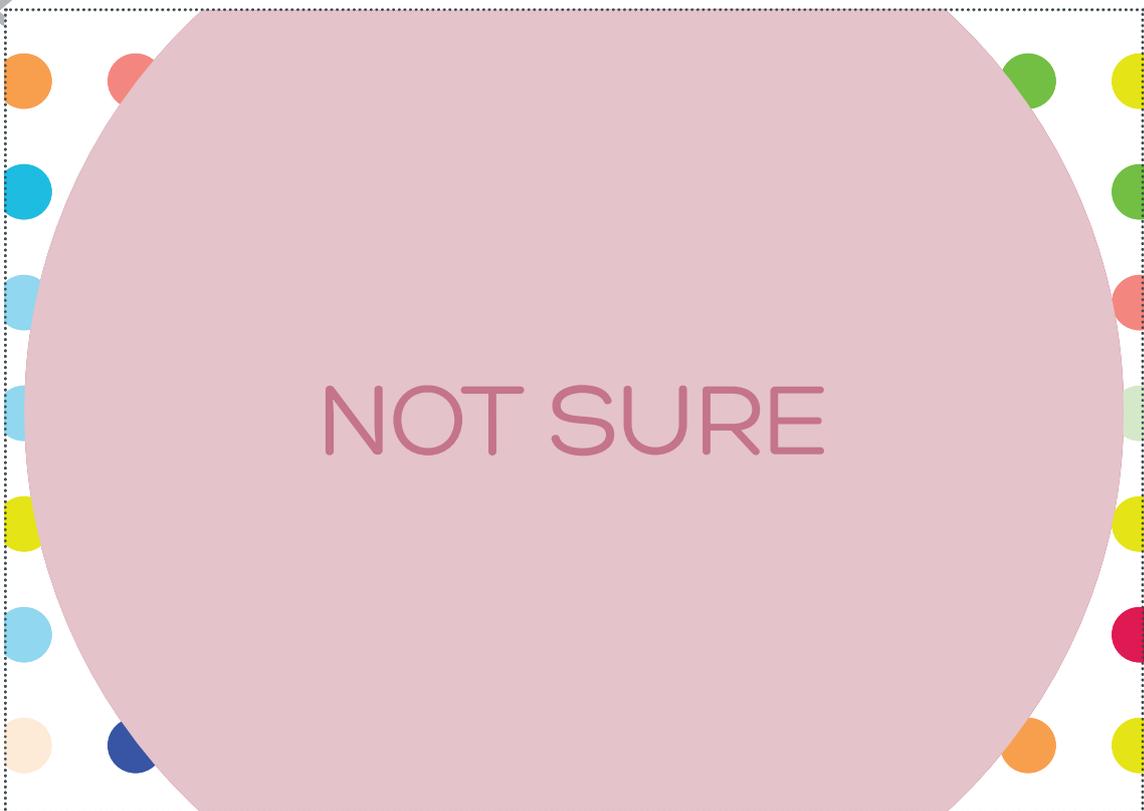
**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Acknowledge the diversity of individuals</p> <p>Recognise and describe peer influence on behaviour</p> <p>Select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes</p>	<p>The influence of peers on behaviour</p> <p>Strategies to build and maintain positive social relationships</p> <p>Respecting and acknowledging the diversity of individuals</p> <p>Managing emotions and behaviour within relationships (especially with peers)</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.*









Your best friend flirts with your ex at a party and ends up kissing them.



Your friends won't listen when you say you don't want to leave a party with a group to hang out at the park. When they go, you follow so you won't be left behind.





Your boyfriend/ girlfriend forces you to drink at a party, even though you said you didn't want to.



Your boyfriend/ girlfriend doesn't listen when you say you only want to kiss. They go further than you want to, even though you said no.





Your friend tells you that you're too fat to wear the new jeans you have on.



You find out your best friend has been telling everyone in your class that your parents are getting a divorce.





Your friends leave you at a party and you have to find your own way home.



Your friend accidently tells your parents you were lying about being at your friend's place when you were at the skate park.





Your friend wants you to lie and say they are sleeping over at your house so they can stay at their boyfriend/girlfriend's place.



You send a private text to your friend telling them about someone you like at school. As a joke, they forward it on to that person.





Your friend teases you in public about someone you have a crush on.



Your girlfriend/ boyfriend hooks up with someone while you're away, then says it was just kissing and meant nothing.





A friend borrows some clothes from you, then gets drunk and vomits all over them at a party.



You start doing a sexy dance at a party. A friend takes photos of you and puts them on their Facebook page.





A friend gets really drunk at a party and gives oral sex to a guy you know they don't like.



Your friend has been drinking at a party and flashes her breasts at you. She asks you to take a photo of her on her phone and gets aggressive until you do it. She then sends it to everyone in her address book. The next day, she's angry because you didn't stop her.



## Activity: 7-8.9.3

### Key Message

- It is important to have an understanding of the decision making process and recognise the influence it has on personal wellbeing and safety.

### Activity Details

THEME	Respectful Relationships
SUB THEME	Friendships and relationships
TIME	50 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>a copy of the <i>Decision-making map</i> for each group</li> <li>whiteboard and markers.</li> </ul>

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.

# Decision-making map

## Purpose

To discuss how people change emotionally as they grow older and how this affects how they relate to each other.

To demonstrate how to apply decision-making skills in sexuality related situations.

## Teaching notes

The names in the scenario given here are purposely unisex to include people who may be same-sex attracted. Make sure that you mention the need for Chris' consent whatever Kim decides to do.

## Procedure

- Ask the students to think of people who have a close relationship, like a boyfriend or girlfriend. Include people of all ages; parents, grandparents, teachers, older siblings, etc.
- Discuss: How do these people show they like each other?
  - When is the right age to start a boyfriend/ girlfriend type relationship?
  - Is it different for different people/ circumstances?
  - How do you think your parents would answer that question?
- In pairs, ask the students to brainstorm the difficulties people their age might have asking someone out.
- Discuss: Why do some people find it so hard to ask someone out? What feelings might you have if the person doesn't want to go out with you?
- Use the following scenario to talk about the potential consequences when asking someone out: *Chris and Kim have been good friends since primary school. They spend lots of time together after school and both love playing basketball. Recently, Kim has been feeling differently, wanting to kiss and cuddle Chris.*
- Discuss: What are Kim's options and their potential consequences? Make sure students understand this could be a same-sex or heterosexual relationship. Using this scenario, or another the class has developed, ask students to work in small groups to brainstorm all possible negative and positive consequences, using the *Decision-making map* as a guide.
- Discuss: How easy or difficult was it to make a decision? What did you decide was the best option? Did your group have difficulty agreeing on the decision? Why?

## AusVELS Context:

**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Acknowledge the diversity of individuals</p> <p>Select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes</p>	<p>Managing emotions and behaviour in relationships, especially with peers</p> <p>Strategies to build and maintain positive social relationships</p> <p>Respect and acknowledgement of the diversity of individuals</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.*



# Decision-making map

The situation

What is the problem? \_\_\_\_\_

---

What information might be needed? \_\_\_\_\_

---

The options

1

2

3



The consequences of each option:

1

2

3

What might influence your decision? \_\_\_\_\_

The decision our group chose is:

Reasons why our group made this choice:



## Teaching sequence 10: Pressure, power and sexuality

Learning outcomes	Key messages
<p>Students will:</p> <ul style="list-style-type: none"> <li>• explore the process of sexual pressure from peers, partners and the media</li> <li>• identify situations of relationship abuse and reflect on how this may affect a young person's self-esteem</li> <li>• examine the concepts of consent and negotiation</li> <li>• practise skills to counter potential sexual pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• The decisions that we make are influenced by others in a variety of ways.</li> <li>• Sexual pressure can come from peers, partners and the media.</li> <li>• If you are feeling pressured into doing something that you don't want to do, you can be assertive and say 'no'.</li> <li>• There are a lot of ways to say 'no' when we don't want to do something.</li> <li>• In heterosexual relationships, assumptions around gender can influence the power balance and create issues in relation to pressure and consent.</li> </ul>

### a. Review the home activity: Support services

Ask students to share their findings on the types of services that could help a young person who is experiencing relationship difficulties or abuse issues. Compile and display a class list that students can then view. Discuss as required.

### b. Activity 7-8.10.1: Under the influence

This activity can be completed individually and then shared with partners or in small groups. Debrief as a class to provide a starting point for a discussion around the influence that peers and others have on individual behaviour.

### c. Discuss pressure from peers, partners and the media in relation to sexuality

Briefly discuss the types of pressure that young people can experience around sexuality. Explain that this pressure can come from peers or from a partner and can be very powerful. Discuss the role of the media and how the sexualised nature of popular culture can affect young people, particularly young women. The role of online pornography could be discussed at this point, as it provides unrealistic portrayals of sexual relationships that can have a significant influence on the sexual beliefs and behaviour of adolescents.

### d. Present statistics on sexual pressure from a partner

Ask students to share the types of pressure that they think young people experience in relationships and where that pressure comes from. Present statistics (from the Australian Research Centre in Sex, Health and Society) illustrating that the main type of sexual

pressure that young people face is from their partner. Briefly discuss the issue of sexual pressure.

*Please note: For useful slides and statistics, see the Adolescent sexual behaviour in Australia PowerPoint presentation (Tool 26), accessible from Family Planning Victoria's website via the SafeLanding web portal.*

### e. Watch an online sexual abuse awareness campaign

For this activity, you will need to go to the website <[thisisabuse.direct.gov.uk](http://thisisabuse.direct.gov.uk)>. This website has a number of advertisements that depict situations of relationship abuse. The viewer is able to choose the ending to the scenario from either the male or female perspective. Discuss the gender assumptions that are shown in these scenarios and how these impact on issues of consent, revisiting some of the information that was covered in teaching sequence seven and eight.

The scenario endings ask the viewer to consider whether or not they would identify abuse if they could see themselves externally, looking in on the relationship. Discuss the impact of this type of abuse on young people and how it would affect their self-esteem.

*Please note: It is important to explain that relationship abuse can occur in same-sex relationships and that although uncommon, women can also be the instigators.*

*Continued next page...*

# Teaching sequence 10: Pressure, power and sexuality (continued)

f. Activity 7-8.10.2: Pressure statements

Use this activity to help students in developing assertive responses to potential sexual pressure. Students can come up with responses in pairs or small groups and present their chosen pressure lines and assertive responses to the class.

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: Discuss the sexual abuse awareness campaign with family

Students are to watch the advertisements on the website [thisisabuse.direct.gov.uk](http://thisisabuse.direct.gov.uk) with their parents, discussing their reaction to the different scenarios presented.

## Activity: 7-8.10.1

### Key Messages

- The decisions we make are influenced by others in a variety of ways.

### Activity Details

THEME	Respectful Relationships
SUB THEME	Sexual decision-making
TIME	40 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>a copy of <i>Under the influence</i> worksheet per student.</li> </ul>

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.

# Under the influence

## Purpose

To identify who can influence personal decisions.

To identify how and why this influence occurs.

## Teaching notes

Although this worksheet focuses on a wide range of non-sexual activities, it is important not to underestimate the influence of a partner on a young person. When it comes to unwanted sex, for example, the most common reasons cited for having engaged in unwanted sex were:

- being too drunk (17%)
- pressure from a sexual partner (17.6%).

(*Secondary Students and Sexual Health 2008*, Australian Research Centre in Sex, Health & Society).

To further develop this activity, if your students agree, invite them to collate their responses in small groups, or as a class, to investigate if they can reach any broader conclusions from the collated data.

## Procedure

- Ask the class how young people might be influenced by others. Be sure to include influences such as peers, parents and the media as well as other people or elements the students identify.
- Distribute the worksheet to all students and ask them to fill it in. Explain this is an individual and private activity.
- When the sheets have been completed, ask the students to reflect on what they have learnt from the activity. The students may like to share their learning with the group.

## Discussion

A class discussion could focus on some of the following points:

- How are we influenced?
- Do some people influence us more than others? Why might that be?
- What does being independent mean? Are some people more independent than others?
- Do some people influence us more or less as we get older?
- Are there any similarities in our responses?
- Who influences us the most?

## AusVELS Context:

**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p> <p><b>Dimension</b> Health knowledge and promotion</p>	<p>Describe factors that influence personal development</p> <p>Describe the effect of family and community expectations on the development of personal identity and values</p>	<p>The influence of family on the development of personal identity and values</p> <p>How community attitudes and laws influence a person's sense of right and wrong</p>
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Acknowledge the diversity of individuals</p> <p>Recognise and describe peer influence on behaviour</p>	<p>Differing values and beliefs held by individuals in local, national and global contexts and the impact these have on relationships</p> <p>The influences of peers on behaviour</p>

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# Under the influence

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

Rank the numbers 1-6 in each row of boxes (below) to indicate how much influence each has on the decisions listed.

1 = most influence      6 = least influence

Who influences?	Parents	Siblings	Best friend	Other friends	Teachers	Media
What you eat						
What you wear						
Your choice in music						
What time you go to bed						
What you do on the weekend						
Whether you smoke						
Whether you drink alcohol						
What type of mobile phone you get						
How you 'act' online (e.g. messaging, Facebook)						

Who influences you the most?

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What conclusions can you draw from this activity?

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## Activity: 7-8.10.2

### Key Messages

- If I am feeling pressured into doing something I don't want to do, I can be assertive and say 'No'.
- I know lots of ways of saying 'No' when I don't want to do something.

### Activity Details

THEME	Respectful Relationships
SUB THEME	Sexual decision-making
TIME	30 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>• pen and paper per group</li> <li>• <i>Pressure statements</i> worksheet (one per student if required).</li> </ul>

# Pressure statements

## Purpose

For students to develop strategies to recognise when they are being pressured to do something they don't want to do.

To develop ways of saying no in these situations.

## Teaching notes

A variation of this activity is to distribute the *Pressure Statements* worksheet to each group and ask them to come up with assertive responses, instead of having the students develop the lines. Assertiveness must always be taught in an environment that provides opportunity for support, practise and follow up, so you may like to incorporate this with other, similar activities or even a separate assertiveness training program.

## Procedure

1. Talk to the students about being in situations where they feel pressured to do things they may not want to do.
2. Ask for any examples the students are willing to share.
3. Talk about assertive techniques (e.g. Say 'no' and keep repeating it. You don't need to offer any reason or excuse for saying 'no'; say how the continued pressuring is making you feel and refuse to discuss the matter further).
4. Give examples of some pressure statements and assertive responses:
  - Pressure Statement: If you love me, you will have sex with me
  - Assertive response: If you love me, you'll think about how I feel and not put pressure on me to do something I don't want to do.
  - Pressure Statement: I know you want to do it, but you're afraid of what people will say.
  - Assertive response: I wouldn't be arguing about it if I wanted to do it.
5. Divide the class into small groups.
6. Ask each group to brainstorm and list all the statements they can think of that could be used to pressure someone into having sex.
7. Each person in the group then reads one of the statements out and the group decides on an appropriate and effective response.
8. Ask each group to share about three of their pressure statements and assertive responses with the class. Students might like to role play the statements.

Adapted with permission from Mackay, L and Cleland, A 1994, *Challenges and change: a sexuality education programme for adolescents*, New Zealand Family Planning Association, Auckland.

## AusVELS Context:

**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p> <p><b>Dimension</b> Health knowledge and promotion</p>	<p>Describe factors that influence personal development</p> <p>Identify outcomes of risk-taking behaviour and evaluate harm-minimisation strategies</p>	<p>Harm minimisation strategies in relation to sexual health</p> <p>Personal values around sexuality, and how these values could be used to improve sexual health</p>
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Recognise and describe peer influence on behaviour</p> <p>Select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes</p>	<p>Strategies to build and maintain positive social relationships</p> <p>The influence of peers on behaviour</p>

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# Pressure statements

Fill in the responses you could make to the following pressure statements:

Pressure statement	Assertive response
Everyone else is doing it.	
If you love me, you would.	
What's the matter with you, are you frigid or something?	
Don't worry about what others will say— I know you really want to do it.	
We've had sex before, you can't say no now.	
You're such a turn-on, I can't help it.	
Don't you want to see what it's like?	
You've turned me on. Now we'll have to do it.	
You want it as much as I do.	
Come on, you're not a virgin. You're too hot for that.	

## Four simple assertiveness techniques:

1. Say 'No' and keep repeating it. You don't need to offer any reason or excuse for saying 'No'.
2. Say how the continued pressuring is making you feel.
3. Refuse to discuss the matter further.
4. Move away from the person.



## Teaching sequence 11: Respectful and ethical relationships

### Learning outcomes

Students will:

- critically reflect on the balance between one person's needs and those of another person in a relationship, based on ideas relating to sexual ethics
- practise skills to counter potential sexual pressure
- discuss a range of ways in which people can break off a relationship and identify the most ethical and respectful ways to do this.

### Key messages

- Relationships should be respectful if they are to be successful.
- Everyone has their own definition of what respectful behaviour in relationships looks like.
- We have the choice to act ethically in a relationship, to consider our own needs and to respect the needs of others.
- Relationships can become exploitative or unhealthy and it is important to recognise if this is the case.
- In many relationships, there is conflict between one person's desires and another person's needs.
- It is important to create a balance where both people feel secure enough to make their needs known. It is essential for sexual pressure to not be placed on one person or gender.
- It is important in all relationships to assert your own choices and to have a range of strategies to deal with sexual pressure.

#### a. Review the home activity: Discuss the sexual abuse awareness campaign with family

Review the homework by asking students to share the reactions that their parents had after viewing the website scenarios. Discuss the differences and similarities regarding how parents and students responded.

#### b. Activity 7-8.11: Giving relationships the green light

This card sorting activity allows students to reflect on the features of healthy and unhealthy relationships.

#### c. Activity 7-8.11.2: Differing needs

This activity encourages critical reflection on the balance between one person's needs and those of another person in a relationship. It also provides an opportunity to practise the skills needed to address conflicting desires and wants. It has been adapted from *Sex and ethics*, by Moira Carmody, which provides an education program that draws on a theoretical framework of sexual ethics.

#### d. Activity 7-8.11.3: Ways to say 'no'

Provide each student with a copy of this handout, which includes a number of examples of different ways to respond to sexual pressure. If time allows, students could practise role playing these responses to a partner who is putting pressure on them. Role playing could include 'ghosting', where students play out the thoughts behind what the person is saying (i.e. what are they saying and what are they thinking).

#### e. List and discuss ways to break up a relationship

Explain how relationships can be short or long term and that part of the responsibility of being in a relationship includes being able to break up with a partner in a way that respects how the other person will feel. On the board, brainstorm different ways that people can break up (e.g. through a phone call, through texting, in person, etc.) and then identify how people would feel with each method. Encourage discussion around the need to have empathy and act ethically towards others. On the board, circle the most ethical ways to end a relationship.

#### 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: How are relationships portrayed in the media?

Ask students to explore how relationships are portrayed in the media (e.g. on television, the internet, in video games etc.) and to list some relationships that they consider to be respectful and disrespectful.

## Activity: 7-8.11.1

### Key Messages

- Relationships should be respectful if they are to be successful.
- Everyone has their own definition of what respectful behaviour in relationships looks like.

### Activity Details

THEME Respectful Relationships

SUB THEME Sexual decision making

TIME 30 minutes

AusVELS Levels 7-8

YEARS 7 & 8

EQUIPMENT

- set of *Partner behaviour cards*
- three hoops—one each of red, orange/yellow and green
- *Giving relationships the green light* Teacher reference sheet.

# Giving relationships the green light

## Purpose

To provide open discussion about behaviour in relationships, as a means of exploring emotional, social and physical safety within relationships and the attributes of healthy and unhealthy relationships.

## Teaching notes

Some of the most difficult topics in human relationships involve the complexities around acceptable and unacceptable behaviour. It is vital for educators to explore these topics with young people, as it provides the perfect platform for highlighting warning signs within relationships alongside attributes that are found in healthy relationships. Sessions need to be provided in a supportive environment as discussion may be 'close to home' either for the students themselves or within their family. It is advisable that teachers engage in some background reading so they can enhance their own understanding of these difficult issues. It may be worthwhile to plan this session with the support of other school staff such as a counsellor, nurse or psychologist.

## Procedure

1. Place three hoops on the floor in a traffic light formation—Red, Orange/Yellow, Green and note what each colour represents on the board (see *Teacher reference sheet*).
2. Explain that we are going to think about relationships and how we feel about what is acceptable behaviour in a relationship.
3. Read through what each of the lights represent.
4. Hand out a *Partner behaviour card* to each student.
5. Ask the students to read their card out in small groups and to together decide which hoop it belongs in.
6. One person from each group then places the cards in the hoops.
7. Discuss the location of the cards with the students and identify any that some people believe belong in a different hoop.
8. Identify the features that are common to those in the red hoop (abusive or exploitive relationships).
9. Answer any questions and focus the discussion on the attitudes expressed by the students.
10. Refer to the *Teacher reference sheet* for other discussion topics.

AusVELS Context:

Strand: Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p> <p><b>Dimension</b> Health knowledge and promotion</p>	<p>Describe the effect of family and community expectations on the development of personal identity and values</p> <p>Identify outcomes of risk-taking behaviours and evaluate harm-minimisation strategies</p> <p>Describe the health resources, products and services available for young people and consider how they could be used to improve health</p>	<p>The influence of family on the development of personal identity and values</p> <p>How community attitudes and laws influence a person’s sense of right and wrong</p> <p>Personal values around sexuality, and how these values could be used to improve sexual health</p> <p>The sexual health needs of young people (e.g. safe sex, contraception, abstinence and prevention and treatment of STIs)</p>
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Demonstrate respect for the individuality of others and empathise with others in local, national and global contexts</p> <p>Acknowledging the diversity of individuals</p> <p>Recognise and describe peer influence on their behaviour</p> <p>Select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes</p>	<p>Differing values and beliefs held by individuals in local, national and global contexts and the impact these have on relationships</p> <p>Managing emotions and behaviour in relationships, especially with peers</p> <p>Forms of sexualised bullying (e.g. sexual harassment, homophobia, sexting) and the consequences for the bully and the victim</p> <p>The influences of peers on behaviour</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.



# Giving relationships the green light

Teacher reference sheet

## Partner behaviour cards

### Red Light

Not at all acceptable. Break off the relationship and seek help.

### Orange/ Yellow Light

Doesn't feel okay and you let your partner know. Keep a close watch on how things are going.

### Green Light

Feels safe and you completely agree with what is going on.

## Discussion ideas

- What made your group decide to place the card there?
- Does anyone else think the card belongs in another hoop? Why?
- Could that behaviour ever be okay?
- If I told you that these behaviours had happened more than once in the relationship, would that change things? Why/ why not?
- How might the behaviours in the green hoop make you feel?
- What signs might you get that show you that you're not feeling okay about the behaviour in the orange/ yellow and red hoops?
- What could you do if you were faced with behaviour that is in the orange/yellow or red hoops?
- Who could support you?
- Blend in concepts of incest, pornography and rape/ sexual assault as relevant to discussion.







Said negative things about your appearance



Said negative things about your family





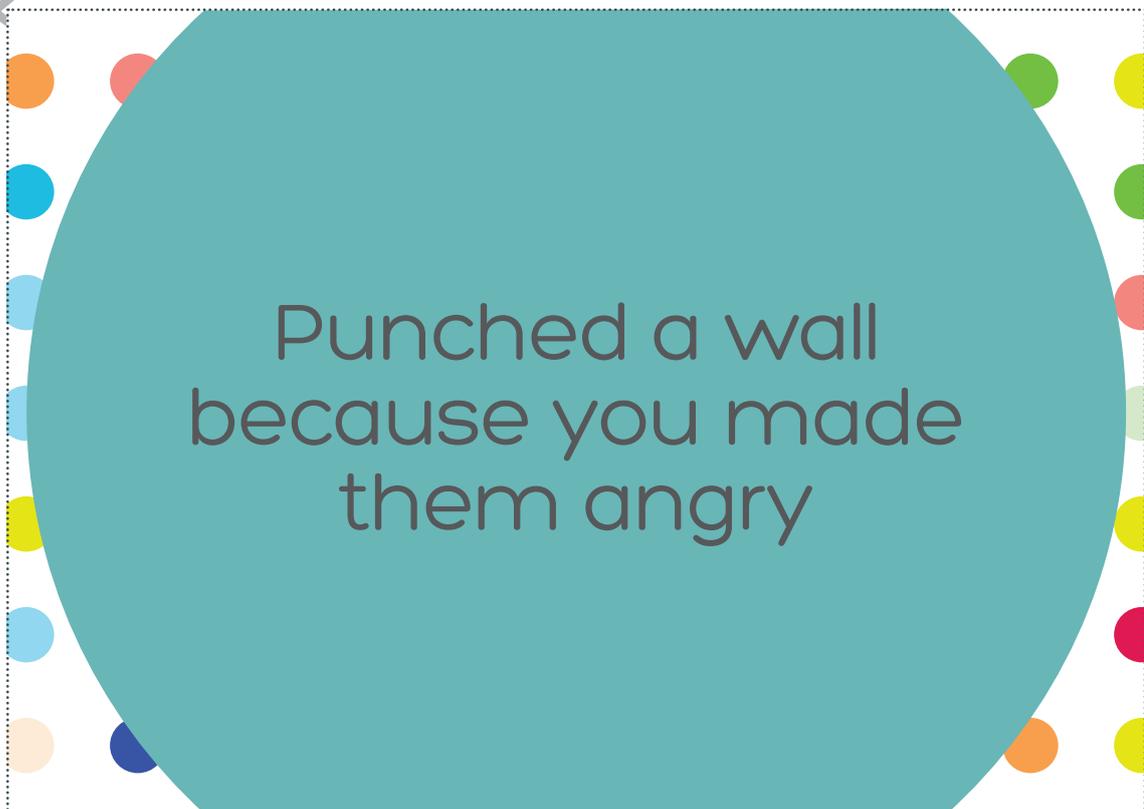


Used a mobile phone or the internet to upload a private photo of you



Pushed you into a wall







Physically forced  
you to touch them  
sexually



Spent some time  
with you and some  
with their friends







Asked you to lie to your parents so that you could have some 'alone time'



Acted jealous when you spent time with others





Twisted things  
around and  
blamed you for  
their problems



Told you that  
they would hurt  
you / your family/  
themselves if you  
left them





Made you act differently so they wouldn't get angry with you



Took your mobile off you so they could check your messages





Respected your  
opinion even  
though they didn't  
agree with it



Helped you out  
when you were  
having a bad day





Listened to what  
you had to say and  
asked you what  
you wanted to do



Said they love you





Asked you not to  
tell anyone that you  
were going out



Broke promises  
about meeting up  
with you





Sent you  
pornography via  
mobile or internet



Introduced you to  
their friends





Made sure that  
you were okay and  
that things weren't  
moving too fast



Respected you  
when you said you  
didn't want to do  
something





Begged for forgiveness after they hurt your feelings



Spread rumours about the two of you having sex





Made you feel guilty  
about what you  
were eating



Asked you to do  
something sexual  
with their friend





Asked you to pay  
for their meal



Gave you a gift for  
your birthday



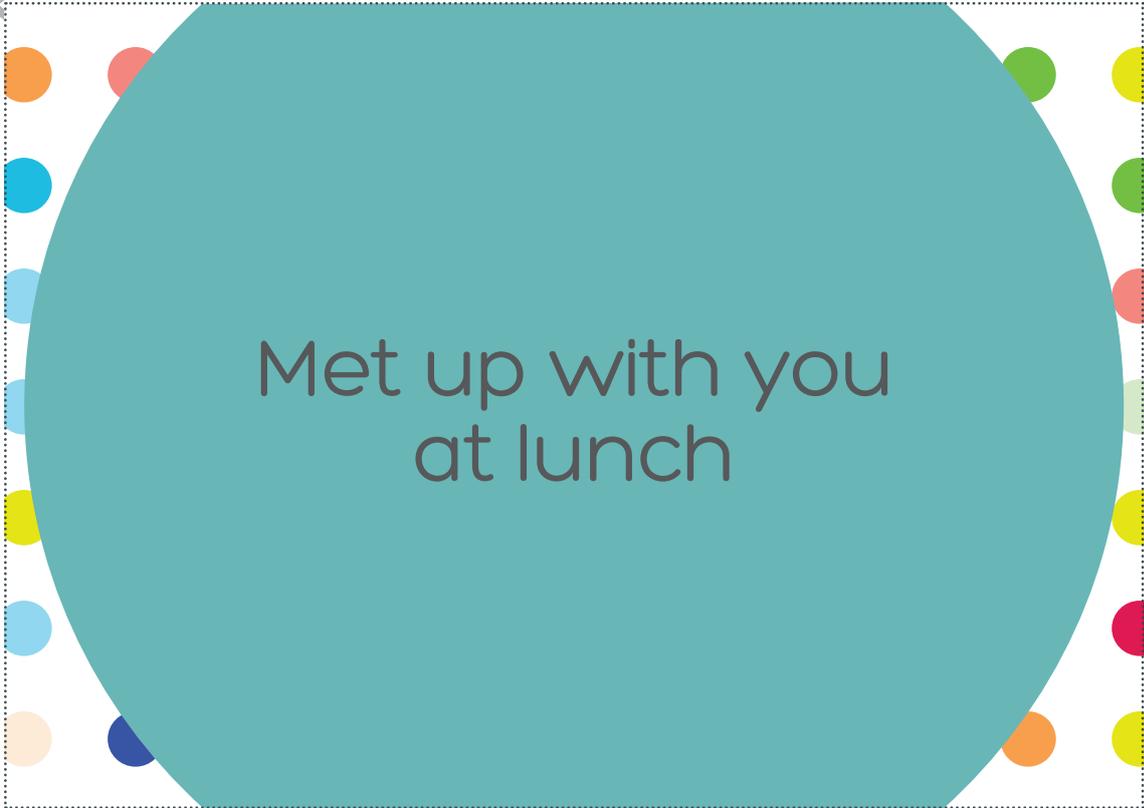


Flirted in front  
of you with your  
best friend



Watched you  
play sport





Met up with you  
at lunch



Asked you which  
movie you wanted  
to see





Used your name  
when they talked  
to you



Congratulated you  
when you did  
well on one of  
your projects





Remembered  
and played your  
favourite song  
for you



Like that you  
support a different  
football team



## Activity: 7-8.11.2

### Key Messages

- Relationships can become exploitative or unhealthy and it is important to recognise if this is the case.
- In many relationships, there is a conflict between one person's desires and another's needs.
- The important thing is to create a balance where both people feel secure enough to make their needs known.

### Activity Details

THEME	Respectful Relationships
SUB THEME	Sexual decision making
TIME	30 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	• copies of the two scenarios.

# Differing needs

## Purpose

To encourage critical reflection on the balance between one person's needs and those of another person.

To provide an opportunity to practise the skills needed to address conflicting desires and wants.

## Teaching notes

The students need to be debriefed properly after each scenario, especially the second one as it could be very confronting for some students.

## Procedure

1. Hand out copies of the scenarios.
2. Read the first one through with the students.
3. Divide the class into groups of three students.
4. Explain that two students will act out the characters trying to work out the issue in their relationship.
5. The third student observes, making notes on both verbal and non-verbal communication.  
For the second scenario, additional guidance is provided below:
  - First, practise Ashley attempting to tell Sam about his/ her feelings. He/ she is getting angry and not listening. The third person in the group can give feedback on verbal and non-verbal communication.
  - Secondly, practise the same conversation, this time with Sam trying to understand Ashley's feelings and them both trying to resolve the issues.
  - Practise several times, changing roles so that each person has a turn to be Sam, Ashley and the observer.
6. After the role play, the third person reports their observations to the group members.
7. Students change roles and repeat the procedure until everyone has had a turn at each part.
8. Debrief as a class.
9. Repeat the procedure with the second scenario.

## AusVELS Context:

**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p> <p><b>Dimension</b> Health knowledge and promotion</p>	<p>Describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan</p> <p>Describe factors that influence personal development</p> <p>Describe the effect of family and community expectations on the development of personal identity and values</p>	<p>The physical, social and emotional changes that occur in adolescence</p> <p>Personal values around sexuality, and how these values could be used to improve sexual health</p>
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes</p>	<p>Differing values and beliefs held by individuals in local, national and global contexts and the impact these have on relationships</p> <p>Managing emotions and behaviour in relationships, especially with peers</p> <p>Forms of sexualised bullying (e.g. sexual harassment, homophobia, sexting) and the consequences for the bully and the victim</p> <p>The influences of peers on behaviour</p>

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## Scenario 1–Lindsey and Shannon

Lindsey and Shannon have been going out for about five months. They are really enjoying each other's company and are pretty serious about each other. They have even put their status on Facebook as 'being in a relationship'. Lindsey and Shannon have been doing lots of kissing lately. Lindsey wants to take the next step in their relationship and start being more sexual. Shannon is feeling like things are moving too fast but doesn't know how to ask Lindsey to take things slower. They can both tell that this is causing tension in their relationship but neither of them knows how to fix the problem.



## Scenario 2–Sam and Ashley

Sam and Ashley have been going out for three months. The first couple of months went really well in their relationship and they were both happy. However, in the last month, Sam has become very possessive of Ashley. Ashley was invited to a party that Sam wasn't invited to and Sam told Ashley not to go without him/ her. Ashley was disappointed about missing the party but decided not to go so Sam didn't feel left out. A week later Ashley was hanging out with friends at the local shopping centre and Sam rang on the mobile. When Sam found out that Ashley was out at the shops Sam got really upset, called Ashley horrible names and hung up. The following night, Sam and Ashley met up and after Sam attempted to make up with Ashley he/ she started to 'feel' Ashley up and talk about having sex. Ashley was really upset at how Sam had been treating him/ her so Ashley said no and went home without Sam.



### Discussion–Lindsey and Shannon

- Discuss what you think Lindsey can do.
- How do you think Lindsey can ask Shannon to do the things he/ she wants?
- What do you think Lindsey has to be careful of when asking Shannon these questions?
- Discuss what you think Shannon can do.
- How do you think Shannon can ask Lindsey to slow down without hurting his/ her feelings?
- In pairs, practise Lindsey and Shannon telling each other how they feel. You should use role play and take it in turns to do this.
- Discuss the issues that came up during the role play. Is one person right and/ or wrong? Explain.



### Discussion–Sam and Ashley

- Discuss what you think is happening between Sam and Ashley.
- How could Ashley handle this situation?
- What may have happened if Ashley had agreed to have sex with Sam?
- In pairs, practise Sam and Ashley explaining their points of view to each other. You should use role play and take turns to do this.
- Create three strategies that both Ashley and Sam could use to communicate their feelings in a more effective way.



## Activity: 7-8.11.3

### Key Message

- It is important in all relationships to assert your own choices and to have a range of strategies to combat sexual pressure.

### Activity Details

THEME	Respectful Relationships
SUB THEME	Sexual decision making
TIME	20 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>set of <i>Ways to say no</i> cards for each group.</li> </ul>

# Ways to say no

## Purpose

For students to develop effective strategies for saying no when they are feeling pressured to do things which they don't want to do.

## Teaching notes

This activity aims to support young people to acknowledge situations related to unwanted sexual activity that they may find themselves in. You could also specify the context; for example, a committed relationship, new relationship or casual hook-up and discuss if this would change their responses in any way. This activity could also be adapted to consider ways of saying 'No' to other unwanted behaviour.

## Procedure

1. Divide the class into groups of four to five students.
2. Distribute a set of the *Ways to say no* cards to each group.
3. Ask each group to select the five statements they think would be 'most effective' in a sexual pressure situation if they wanted to say no and the two that would be 'least effective'.
4. Record the top five from each group on the board.
5. Record the two least effective statements from each group on the board.
6. Compare the lists and discuss why those phrases were chosen.
7. Ask the students to offer other possible phrases.
8. Allow the students the opportunity to practise the lines that they think are most effective with one another. Place particular emphasis on the three steps outlined on the worksheet.

## The three steps to saying NO

1. Say NO.
2. Say why.
3. Say what you want.

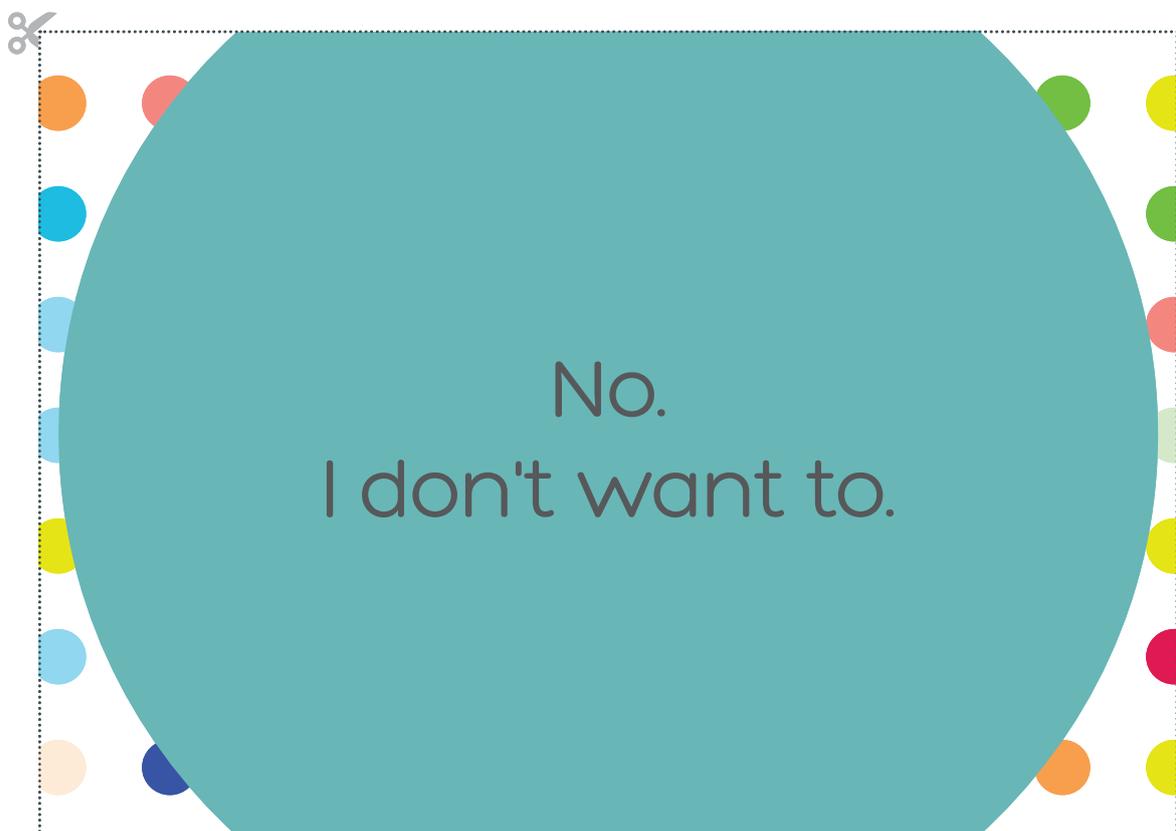
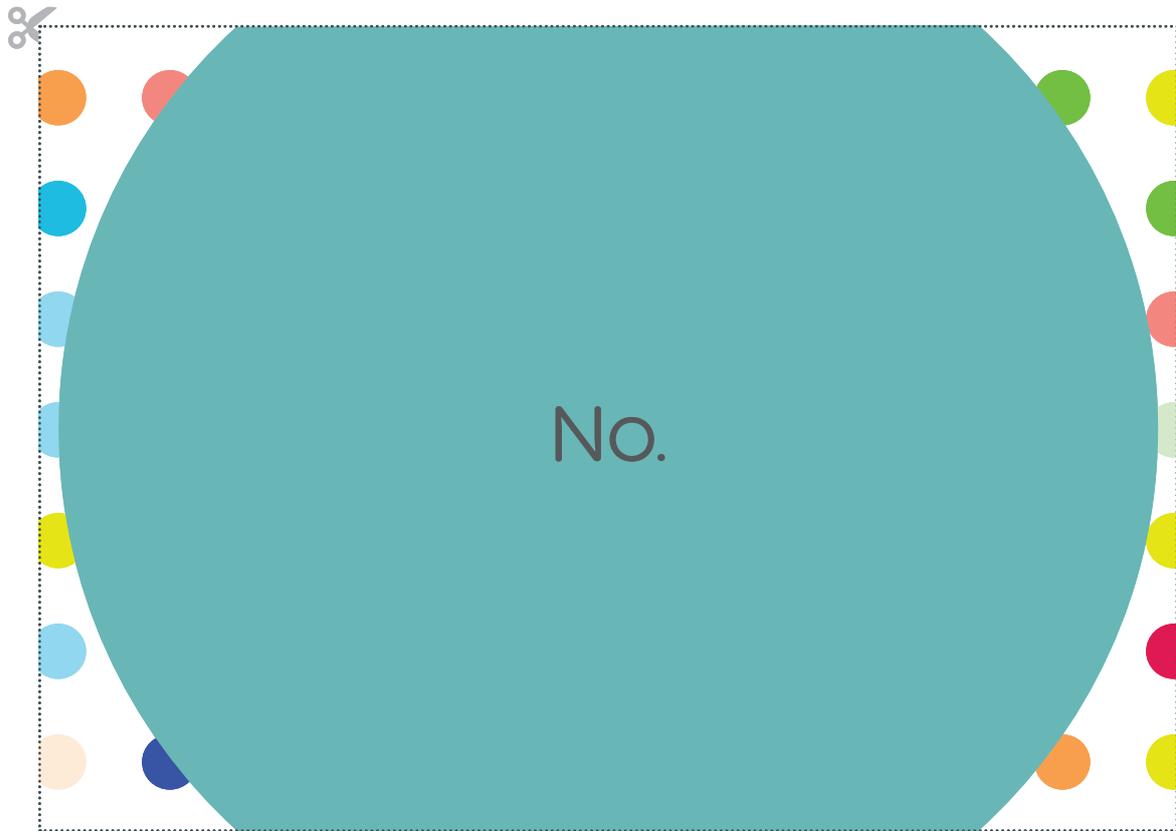
## AusVELS Context:

**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Recognise and describe peer influence on behaviour</p> <p>Select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes</p>	<p>Managing emotions and behaviour in relationships, especially with peers</p> <p>Strategies to build and maintain positive social relationships</p> <p>Respect and acknowledgement of the diversity of individuals</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.*





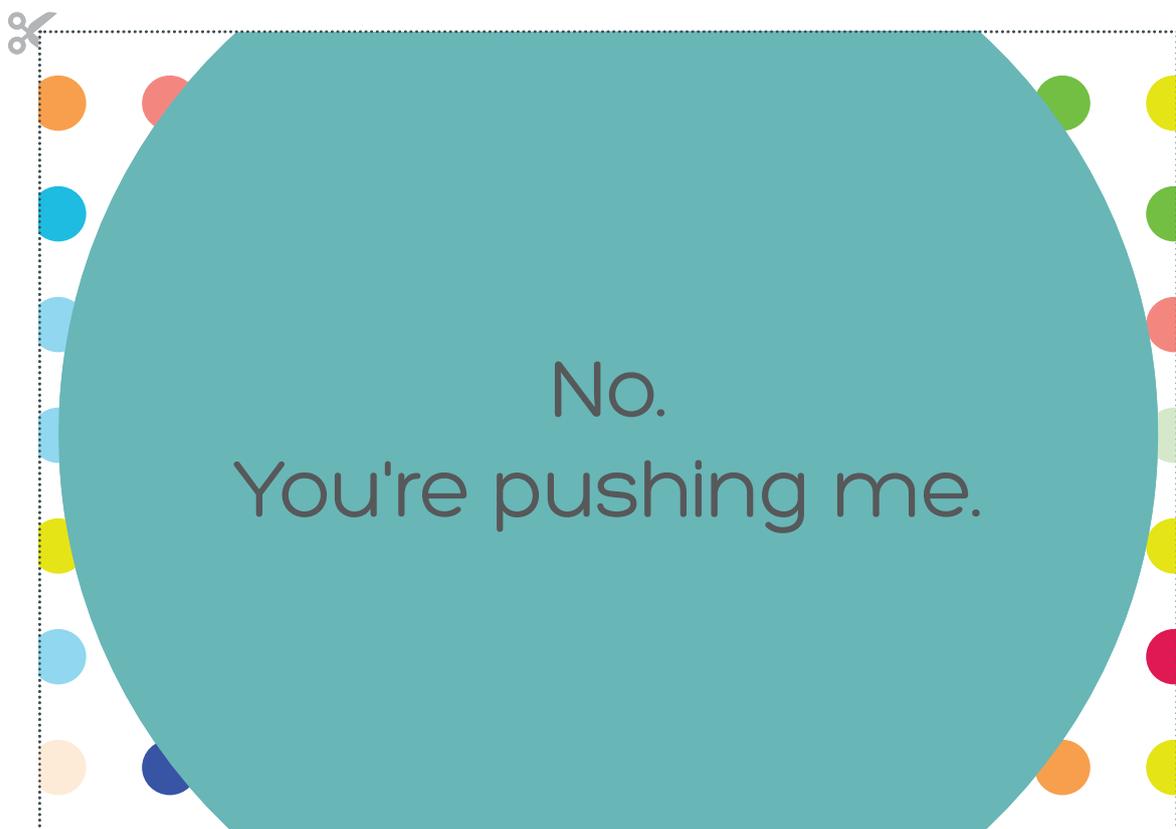
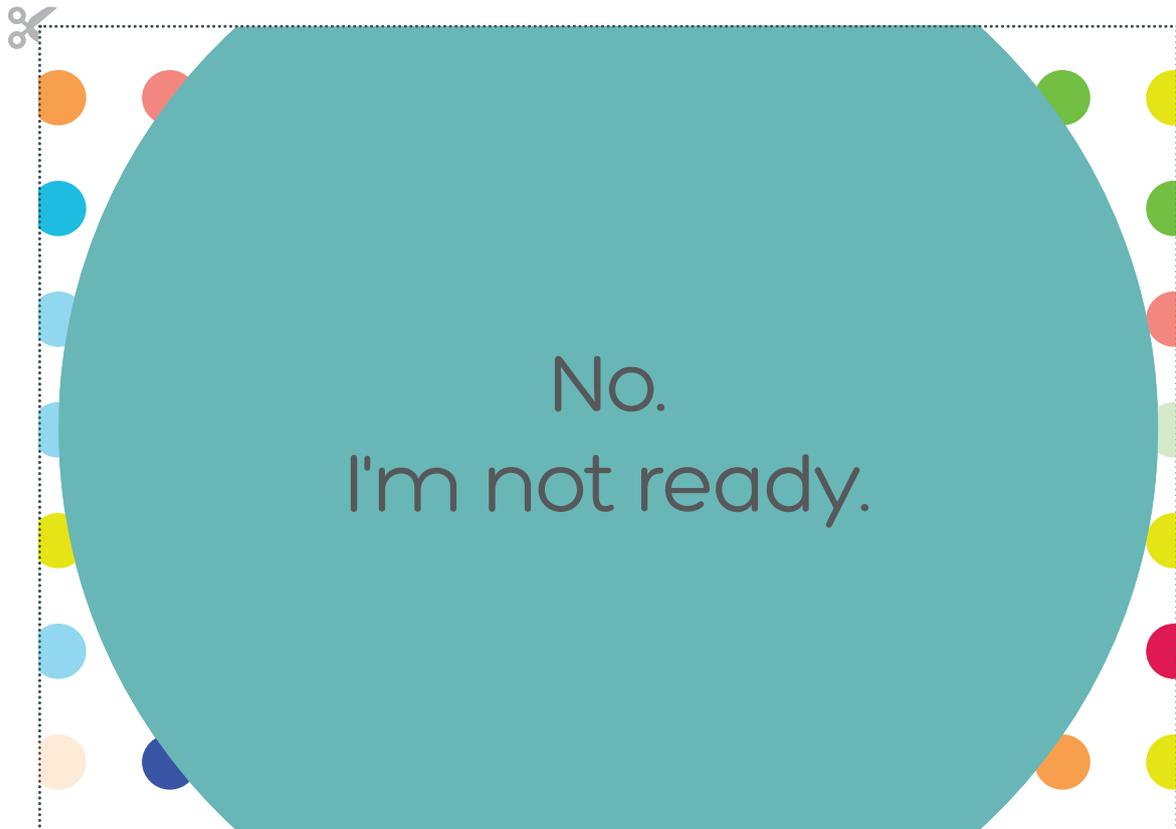


No.  
You're making me  
feel angry.



No.  
You're hassling me.





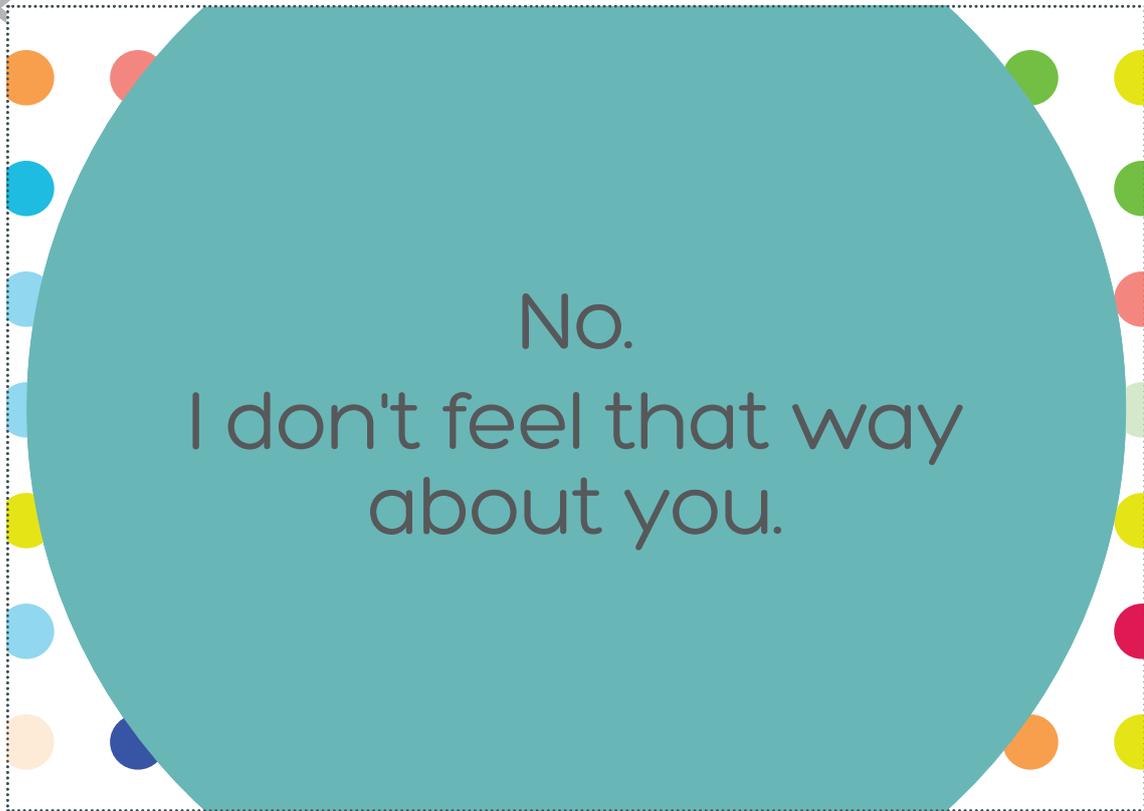


No.  
I just want to be  
friends.



No.  
I don't trust you.





No.  
I don't feel that way  
about you.



No.  
I'll let you know  
when I'm ready.





No.  
If you cared about  
me, you wouldn't  
pressure me.



No.  
I don't want to. It's  
called rape when  
you make someone  
have sex with you  
when they don't  
want to.







No.  
You're ruining our  
friendship.



No.  
I like you as a friend.  
That's all.





No.  
I don't want to.  
Why don't you do it  
yourself.



No.  
I don't want to. I'm  
quite happy as I am.





No.  
I don't want to.  
Get lost!



No.  
You're being boring.



## Teaching sequence 12: Sexual diversity

### Learning outcomes

Students will:

- identify that sexuality is not fixed and that there is a diverse range of sexual orientations
- recognise and define common terms to explain sexual preference
- critically reflect on the challenges faced by young people who have diverse sexual orientations and identify how these challenges may impact on their feelings, emotions and wellbeing
- identify strategies that they could use to combat homophobic bullying and support young people of all sexual orientations.
- Sexuality is not fixed and there is a diverse range of sexual orientations.

### Key messages

- It may take time for a person to work out their sexual feelings and orientation. This is a normal part of puberty and growing up.
- It is very important for all young people to feel supported, safe and secure at school, regardless of their sexual preference.
- Young people have an essential role to play in supporting their peers and are important agents of change in combating homophobic bullying.
- We belong to a diverse community where every person has equal rights, regardless of their sexual orientation or gender identity.
- Sometimes we make assumptions about people without considering what it would be like to be in their position.

#### a. Review the home activity: How are relationships portrayed in the media?

Review the homework by asking students to share their findings with the class. Discuss whether they classified the relationships that they found as respectful or disrespectful and why. Reinforce the key messages around what constitutes a respectful relationship.

#### b. Discuss sexual diversity

Briefly discuss sexual and gender diversity and the range of sexual preferences that young people may identify with (e.g. same-sex attracted). For more information, refer to the glossary of terms included in *Tool 31 in Tools for Teachers*. Let students know that during adolescence, some young people may be unsure of their sexuality and that this is common. Explain that it takes time to work out who you are and that this is part of the process of growing up.

Ensure that the discussion is open, yet respectful, and refer back to group rules if students make homophobic remarks or use inappropriate language. Answer any questions that students may have and clarify commonly used terms (e.g. sexual orientation, gender diverse, sexual preference, etc.).

#### c. Activity 7-8.12.1: Take a walk in my shoes

This activity requires students to read and reflect on the personal stories of young people who are growing up with diverse sexual preferences. These stories are powerful and provide an insight into the personal challenges faced by young people who are not heterosexual. These stories have been taken from the research report, *Writing themselves in 3*, by

the Australian Research Centre in Sex, Health and Society, La Trobe University. Allow plenty of time for students to share their reflections.

#### d. Activity 7-8.12.2: Stepping out

This activity can be used to explore the different power and life opportunities that sometimes exist between heterosexual young people and those with diverse sexual orientations. Allow students time to reflect on issues around fairness and equality and the role that prejudice can play in limiting the rights of same-sex attracted young people.

#### e. Activity 7-8.12.3: What do you think?

This activity allows students to explore their beliefs and attitudes about sexual orientation.

#### 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: Sexual diversity, stereotypes and the media

Students are to make a list with their parents or another trusted adult of characters on television or in films that are stereotypical representations of people who are same-sex attracted. They are to then list public figures (e.g. politicians, sportspeople, actors, etc.) or family members and friends who are open about their diverse sexuality. Compare these real life people with the stereotype often presented in popular culture. Discuss the impact that this may have on same-sex attracted young people.

## Activity: 7-8.12.1

### Key Messages

- It may take time to work out sexual feelings and orientation and this is a normal part of puberty and growing up.
- It is very important that all young people feel supported, safe and secure at school, regardless of their sexual preference.
- Young people have an essential role to play in supporting their peers and are important agents of change in combating homophobic bullying.

### Activity Details

THEME	Identity
SUB THEME	Values and beliefs
TIME	30 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>• <i>Take a walk in my shoes</i> handout (one per student).</li> </ul>

# Take a walk in my shoes

## Purpose

To encourage empathy and understanding by exploring young people's experiences of diverse sexualities.

## Teaching notes

This activity requires students to read real-life accounts of young people with diverse sexual preferences. These stories provide a personal insight into some of the challenges faced by young people who are discovering their sexuality.

## Procedure

1. Provide each student with a copy of the handout *Take a walk in my shoes*.
2. Explain that the quotes are from real-life young people.
3. Choose a student (or have a volunteer) to read aloud each account, then discuss the questions below.

## Discussion

Questions to consider include the following:

- How did each young person come to the realisation that they were same-sex attracted? Note any similar themes, as well as any differences.
- How are the experiences of same-sex attracted young people different to heterosexual young people?
- How are they the same or similar?
- Why don't heterosexual people have to 'come out'?
- How might someone support a same-sex attracted young person who has 'come out' to them?
- How might students, and the school generally, support students who are same-sex attracted, whether they are 'out' or not?

Used with permission from Hillier, L et al 2010, *Writing themselves in 3: the third national study on the sexual health and wellbeing of same sex attracted and gender questioning young people*, Australian Research Centre in Sex, Health and Society, Melbourne

AusVELS Context:

Strand: Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Demonstrate respect for the individuality of others and empathise with others in local, national and global contexts</p> <p>Acknowledge the diversity of individuals</p>	<p>Respect and acknowledgement of the diversity of individuals</p> <p>Forms of sexualised bullying (e.g. sexual harassment, homophobia, sexting) and the consequences for the bully and the victim</p> <p>Differing values and beliefs held by individuals in local, national and global contexts and the impact these may have on relationships</p>

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# Take a walk in my shoes

Read and reflect on the personal stories of young people describing how they discovered their sexual orientation.

I think I had a dream about a friend of mine. Then I started thinking about it, and things started clicking into place. It sounds odd, but I was thinking about this obsession I had with Julia Roberts as a little girl. I loved all her movies and would watch them again. When I was first thinking of possibly being unstraight, that was one of the first things that came into my mind. It was like, 'huh, that's why'. (Jasmine, 16)

Although I first felt attracted to people of my own sex when going through puberty, I didn't accept these feelings until much later, at age 17 (9 months ago). Previously, I had thought that one day I would become straight, like my other four siblings and parents, who are all straight. I had been brought up to believe that sexuality is not an orientation but an action or behaviour. Having heard other people's stories about coming to terms with their sexuality, I now believe the opposite. I am very accepting of who I am. (David, 18)

I basically just got a crush on a girl in the year above me at school. Nothing ever happened, but I remember being really scared and feeling disgusted with myself. (Hannah, 18)

I just started noticing girls as much as boys. It didn't freak me out. I just accepted it. My mates made more of a fuss than I did. (Emma, 17)

I really can't remember. The process was gradual. I remember that I started to experience erections and couldn't figure out why. It was only after a long time that I began to associate that with people of the same gender. For a while, I thought it must be a phase and that I couldn't be really gay. And then, sometime, I just admitted it. I can't remember when or how; it was just a realisation that came over me. (Cooper, 21)

At the time, I was in a relationship with a person of the opposite sex and it just wasn't satisfying for me. I knew I was gay because I cared for my male friends more than I should. (Ryan, 17)

I'm not sure enough about myself to say that I'm bisexual, even though I am attracted to both females and males at the present. I could see these feelings changing in the future and I would prefer not to lock myself into anything while I'm not 100% sure. (Leah, 18)

Used with permission from Hillier, L et al 2010, *Writing themselves in 3: the third national study on the sexual health and wellbeing of same sex attracted and gender questioning young people*, Australian Research Centre in Sex, Health and Society, Melbourne



## Activity: 7-8.12.2

### Key Messages

- We belong to a diverse community. Every person has rights, regardless of their sexual orientation.
- Sometimes we make assumptions about people without considering what it might be like to be in their position.

### Activity Details

THEME	Respectful Relationships
SUB THEME	Values and beliefs
TIME	30 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>• a <i>Stepping out</i> scenario card for each student</li> <li>• <i>Stepping out</i> Teacher reference sheet.</li> </ul>

From Ollis, D and Mitchell, A 2001, *Talking sexual health: a teaching and learning resource for secondary schools*, ANCAHRD, Canberra. Used by permission of the Australian Government.

# Stepping out

## Purpose

To look into and challenge assumptions about sexual diversity.

## Teaching notes

This activity allows students to experience what it might be like to be gay, lesbian or bisexual in our society. It requires a supportive classroom environment, as putting themselves into someone else's shoes, especially if they have not considered the implications before, can be challenging for students.

*Please note: An extended version of the Stepping out activity is included in the Activity pack and can be used for Years 7-10.*

## Procedure

1. Clear a space in the centre of the room. Ask the students to form a line across the centre of the room shoulder to shoulder, facing you. Students will need space to move backwards and forwards.
2. Distribute a card to each student, asking them not to show it to anyone else. Students are to imagine being the person in the scenario given to them.
3. Explain that you will ask a series of questions and they have to decide if the answer is 'yes' or 'no' for their character. They should take a step forward for 'yes' and a step back for 'no' and stay in place if they are not sure.
4. When answering questions, students are to imagine that everything in their life is the same (same family, same friends, same religion/spirituality etc.), only their identity may be different. Explain that students may not have all the information for each scenario so they will have to base their responses on assumptions.
5. Ask the *Stepping out* questions and allow time for students to respond.

## Debriefing

- Ask the students closest to the front to reveal their character. Do the same for students at the back. Work towards the middle until all students have revealed their characters.
- Encourage the students to verbalise how they felt about the exercise and what they learnt from it.
- Draw out differences for any students who had the same scenarios. Ask the students to reflect on how life opportunities may feel limited for some same-sex attracted young people because of their exposure to homophobia and/ or heterosexism.
- Discuss the safety and supportiveness of your school community in terms of disclosure and support of students with diverse sexual orientations. Ask students to suggest any changes that the school could implement to increase safety.

## AusVELS Context:

**Strand:** Physical, personal and social learning

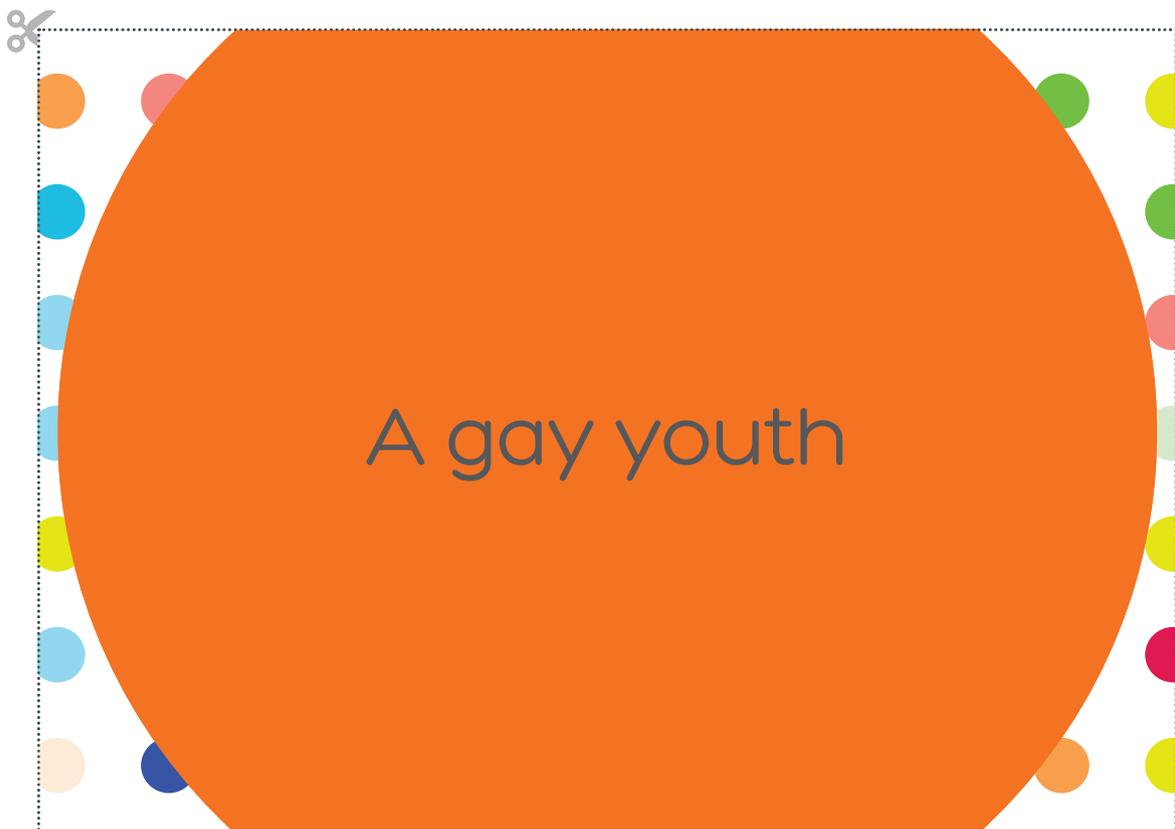
Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Demonstrate respect for the individuality of others and empathise with others in local, national and global contexts</p> <p>Acknowledge the diversity of individuals</p> <p>Recognise and describe peer influence on behaviour</p>	<p>Respecting and acknowledging the diversity of individuals</p> <p>Forms of sexualised bullying (e.g. sexual harassment, homophobia, sexting) and the consequences for the bully and the victim</p> <p>Differing values and beliefs held by individuals in local, national and global contexts and the impact these may have on relationships</p> <p>The influence of peers on behaviour</p>

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A 13 year old girl  
with a boyfriend



A young  
transgender person





An 'out' gay captain  
of a football team



A 16 year old boy  
who has many  
casual partners





A year 12 boy  
with a boyfriend



An 'out' young  
lesbian who is  
a successful  
television star





# Stepping out

## Teacher reference sheet

### Ask students the following questions:

1. Could you talk to a parent or a close relative about your relationship?
2. Could you invite your partner home?
3. Could your partner be included in any of your family gatherings, like birthdays, weddings or New Years' Eve parties?
4. Would your family feel okay if you started introducing your partner to their friends as your girlfriend/ boyfriend?
5. Would people who knew about your relationship feel comfortable having you as their babysitter?
6. Would you take your partner to your school formal?
7. Would you talk about your boyfriend/ girlfriend with a close friend on the bus?
8. If you went out publicly, would you feel you could give your partner a kiss and a hug?
9. Could you easily find other couples like you if you wanted to go out as a group?
10. Would you be confident you wouldn't get put down or physically hurt by others because of the relationship you are in?
11. Could you talk to the leader of your church youth group if you were having problems in your relationship?
12. Do love scenes in TV shows and movies often show relationships like yours?
13. Do you have teachers, coaches or family friends who you know have the same sexual orientation as you?
14. Do you know four famous Australians with the same sexual orientation as you - pop stars, sports people, politicians, TV personalities?
15. Are you able to be open with your doctor when he/ she talks to you about contraception?
16. Could you easily get safer sex information if you needed it?
17. Could you get married in Australia?



## Activity: 7-8.12.3

### Key Message

- Sexuality is not fixed and there is a diverse range of sexual orientations.

### Activity Details

THEME	Identity
SUB THEME	Values and Beliefs
TIME	20 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>• three coloured cards: 'agree', 'disagree' and 'not sure'</li> <li>• <i>What do you think?</i> Teacher reference sheet.</li> </ul>

# What do you think?

## Purpose

To acknowledge individual differences.

To challenge stereotypes.

## Teaching notes

This activity focuses on challenging stereotypes in terms of sexual orientation. It provides an opportunity for the students to question their own assumptions, consider their use of language, challenge double standards and address issues of discrimination and prejudice.

*Please note: This activity may be confronting for students who may be questioning their own sexuality. Teachers would need to consider whether the class is a safe and supportive group for these students before running this activity.*

## Procedure

1. Place the three coloured labels: 'agree', 'disagree' and 'not sure' in three different areas of the classroom.
2. Tell the students that you are going to read out statements. They should listen and consider their point of view on each statement, then move to the area that indicates their point of view in regards to that statement.
3. Encourage the students to act on their own beliefs and not on what their friends think. Assure them that there are no right or wrong answers, as this activity is about personal opinion.
4. Read out the first statement, allowing about 30 seconds for the students to respond.
5. Once in place, students can explain why they chose to stand in that spot. Some students may change their minds while listening to class discussion, which is to be encouraged, as this can signify keeping an open mind and considering other points of view.

## Discussion

Class discussion may include the following:

- Where do we learn gay stereotypes?
- How can these stereotypes affect people who are same-sex attracted?
- How can they affect heterosexual (opposite sex attracted) people?
- What could you do to support a friend if he/ she 'came out' (or disclosed their sexuality) to you?

## AusVELS Context:

**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Acknowledge the diversity of individuals</p> <p>Recognise and describe peer influence on behaviour</p>	<p>Respect and acknowledgement of the diversity of individuals</p> <p>Forms of sexualised bullying (e.g. sexual harassment, homophobia, sexting) and the consequences for the bully and the victim</p> <p>The influence of peers and behaviour</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.*







# What do you think?

## Teacher reference sheet

Everyone is born attracted to the opposite sex.

Something happens to turn people gay.

Men who like to cook are gay.

All gay men want to be hairdressers and fashion designers.

All lesbians drive utes and have tattoos.

It is easy to tell a person's sexual orientation by the way they dress, walk and talk.

It's normal for some people to need time to work out which gender (or genders) they are attracted to.

Gay people are like everyone else.

Gays and lesbians don't have normal relationships.

Women who have short hair, don't wear makeup and never wear dresses are lesbians.

Same-sex attracted people want to have families and relationships like heterosexual people.

Gay men are always well dressed and very neat.

Gay men don't like football or other physical sports.

It's easy to pick out lesbians because they always dress like men and play football.

Gay and lesbian people are only found in western countries because those countries have loose morals.

Bisexual people are just confused.



## Teaching sequence 13: Sexual health and contraception



### Learning outcomes

Students will:

- identify the sexual health needs of young people
- distinguish between the different contraceptive methods available to young people
- critically reflect on the impact that an unwanted pregnancy would have on their lives.

### Key messages

- Sometimes we make assumptions about people without considering what it would be like to be in their position.
- Sexual activity carries some risk and young people need to be prepared to look after their sexual health needs. This includes practising safer sex, finding out about contraception before becoming sexually active and knowing how to protect themselves against sexually transmissible infections (STIs).
- Using contraception when having sexual intercourse decreases the likelihood of a pregnancy occurring.
- A condom should be used every time people have sexual intercourse to decrease the likelihood of pregnancy and of contracting an STI.
- It is important to seek advice about which type of contraception is suitable for your body, as well as to use contraception consistently.
- An unplanned pregnancy can have a profound effect on a young person's life and on the lives of their families.

#### a. Review the home activity: Sexual diversity, stereotypes and the media

Ask students to share their findings regarding sexual diversity and the stereotypes presented in popular media. Discuss whether or not it was easy to find examples of these stereotypes in television and film and how these stereotypes compared with public figures, family members or friends who are open about their diverse sexuality. Discuss the impact that these media representations may have on same-sex attracted young people. Ask students whether these representations give them the freedom to act in certain ways or possibly result in them feeling confined by the narrow range presented.

Explain to students that although it is important to respect the values that individuals have, there are laws to ensure that respect and human rights apply to everyone, regardless of ethnicity, religion, culture, gender or sexual orientation.

#### b. Discuss sexual activity

Have a brief discussion on the types of sexual activity people can engage in (e.g. vaginal or anal intercourse, oral sex, hugging, kissing, touching genitals, etc.). Include abstinence in the discussion, emphasising that this is a legitimate choice that many young people make.

#### c. Discuss sexual health

Briefly discuss the sexual health needs of young people. Include a brief introductory discussion on safer sex, contraception and sexually transmissible infections (STIs). Mention that the sexual health needs of people may vary depending on their sexual behaviour (e.g. a person who only ever engages in sexual activity with people of the same sex would not need to use contraception). Let students know that during this session, they will be looking at contraception and that they will examine other sexual health needs in future sessions.

*Continued next page...*

# Teaching sequence 13: Sexual health and contraception (continued)

## d. Activity 7-8.13.1: Contraception overview

Use Family Planning Victoria's contraceptive kit or the *SafeLanding* flipchart titled *Contraception: An overview* (included in the *SafeLanding Toolkit*). It is not necessary to go into great detail. It is more important for young people to recognise that there is a wide range of choices available to prevent unplanned pregnancies and that it is important to seek advice before becoming sexually active. The focus should be on the Pill, Implanon NXT™, condoms and emergency contraception. For more information on contraception (e.g. efficacy, availability, etc.), see the *SafeLanding* flipchart on contraception.

## e. Activity 7-8.13.2: Predicting pregnancy

This activity requires the class to visually represent the efficacy of different methods of contraception. Once completed, debrief as a class.

## f. Activity 7-8.13.3: The pregnancy challenge

This activity can be used to explore how young people would feel if they, or their partner, were confronted with an unplanned pregnancy. It also allows students to reflect on how an unplanned pregnancy would impact on their lives.

## 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: List of STIs

Students are to brainstorm with their families to come up with as many names of STIs that they can think of. Let them know that in the next session, they will be looking more closely at some of these STIs.

## Activity: 7-8.13.1

### Key Messages

- Using contraception when having sexual intercourse decreases the likelihood of a pregnancy occurring.
- A condom should be worn every time people have sexual intercourse to decrease the likelihood of pregnancy and of contracting an STI.

### Activity Details

THEME	Sexual Health
SUB THEME	Introduction to contraception and STIs
TIME	30 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>• <i>Contraception information</i> Teacher reference sheet</li> <li>• Magno-mate and overlays</li> <li>• contraception kit (optional) including:               <ul style="list-style-type: none"> <li>• combined Pill</li> <li>• Implanon NXT™</li> <li>• IUD</li> <li>• Depo Provera™</li> <li>• vaginal ring</li> <li>• emergency contraception</li> <li>• condoms</li> </ul> </li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• The <i>SafeLanding</i> flipchart titled <i>Contraception: An overview</i></li> </ul>

# Contraception overview

## Purpose

To establish the meaning of contraception.

To familiarise students with different forms of contraception.

To discuss the various ways in which each contraceptive device works.

## Teaching notes

Although this activity seeks to inform students about the types of contraception available, particularly those used more commonly by young people, the main message should be the importance of always using a condom when having sexual intercourse, as it is the only means of preventing both pregnancy and STIs. If a situation ever arises where people have unprotected sex, it is best to advise the students to seek emergency contraception as well as an STI check. STI checks are simple to administer and necessary, as most STIs are asymptomatic. You may also like to research the cost of these contraceptives in your local area.

## Procedure

1. Ask the students to sit in a circle.
2. Revise the steps of conception with the students, using the Magno-mate (with overlays) or another visual aid.
3. Explain that, sometimes, people don't want to have a baby but still want to be able to enjoy having sexual intercourse with each other.
4. Introduce each form of contraception, one at a time, using either a contraception kit or the flipchart *Contraception: An overview*. Briefly explain how it works; side effects; the percentage success rate; the protection it offers from STIs; where to buy it and if a script is needed using the Teacher reference sheet provided.

*Please note: At Level 7-8 the key contraceptive methods to cover are condoms, the Pill, emergency contraception and Implanon NXT™.*

5. Encourage the students to learn how to use a condom properly, before they need to use one for sexual intercourse. Proper use will increase the protection it offers and decrease the likelihood of slippage and breakage.
6. Correct condom size is also very important, to decrease the chance of slippage and increase the efficacy of use. Condom sizing relates to the width of the penis, not the length, as all erect penises are of a similar length.

### AusVELS Context:

**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p>	<p>Describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan</p>	<p>Harm minimisation strategies in relation to sexual health</p>
<p><b>Dimension</b> Health knowledge and promotion</p>	<p>Identify outcomes of risk-taking behaviour and evaluate harm-minimisation strategies</p> <p>Identify the health concerns of young people and the strategies that are designed to improve their health</p> <p>Describe the health resources, products and services available for young people and consider how they could be used to improve health</p>	<p>The sexual health needs of young people (e.g. safe sex, contraception, abstinence and prevention and treatment of STIs)</p> <p>Accessing reliable information about sexual health issues</p> <p>Barriers and enablers to accessing sexual health services</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.*



# Contraception information

## Teacher reference sheet

Name	How it works	Side effects	% success rate	STI protection	Easy to get?
<b>Combined Pill</b>	<p>Contains synthetic hormones progesterone and oestrogen.</p> <p>Stops ovulation and thickens cervical mucus so sperm can't get through.</p> <p>Also used to regulate 'period'/ bleeding/ acne.</p> <p>One hormone pill is taken daily for 21 days, followed by up to 7 sugar pills which causes a withdrawal bleed/ period. Pills must be taken at a regular time daily.</p>	<p>Headaches, nausea, mild fluid retention, breast tenderness, mood changes, skin changes—usually settle over time.</p>	<p>99.7% when taken as instructed.</p> <p>The biggest problem is that the effects may be nullified if women forget to take the pill, or experience vomiting or diarrhoea.</p>	No.	<p>Yes.</p> <p>Acquire a script from a doctor and purchase at a pharmacy.</p> <p>Cost varies between brands.</p>
<b>Implanon NXT™</b>	<p>Contains synthetic hormone progesterone.</p> <p>Stops ovulation.</p> <p>Thickens cervical mucus.</p> <p>A small, 4cm rod is implanted in the arm, below the skin, by a qualified doctor.</p> <p>Slowly releases hormone. Lasts for three years. Can be removed at any time by a doctor and effects are immediately reversible.</p>	<p>Headaches &amp; breast tenderness, mood changes, mild fluid retention, skin changes—usually settle over time.</p> <p>Some women cease to menstruate. Others bleeding varies from infrequent to daily.</p>	> 99.9%.	No.	<p>Yes.</p> <p>Need a script from a doctor and purchase at a pharmacy.</p> <p>Note: Return to doctor for insertion.</p>
<b>Vaginal Ring</b>	<p>Contains synthetic hormones progesterone and oestrogen.</p> <p>Stops ovulation and thickens cervical mucus so sperm can't get through.</p> <p>Regulates 'period'/ bleeding/ acne.</p> <p>A flexible rubber ring containing the hormones is placed inside the vagina for three weeks at a time. Hormones are slowly released into the blood stream. It's removed and discarded, period/ bleed occurs, replaced after seven days (one week). Three weeks in and one week out.</p>	<p>Mood changes, nausea, mild fluid retention, breast changes, skin changes—usually settle over time.</p>	<p>99.7% when used as instructed.</p>	No.	<p>Yes.</p> <p>Need a script from a doctor and purchase at a pharmacy.</p>

*This information was correct on publication. Any changes to information or practice will be posted on the SafeLanding website. Please also refer to the contraception fact sheets on the SafeLanding website.*



# Contraception information

## Teacher reference sheet

Name	How it works	Side effects	% success rate	STI protection	Easy to get?
<b>Emergency Contraception</b>	<ul style="list-style-type: none"> <li>Contains high levels of progestogen</li> <li>Delays or inhibits ovulation</li> <li>But can be taken as soon as possible, ideally within 24 hours, but still works well within 96 hours (4 days)</li> <li>Can be taken day 5, but won't be very effective</li> </ul>	<p>May cause irregular bleeding.</p> <p>Nausea and vomiting, rare.</p>	<p>Decreases each day.</p> <p>About 85%.</p>	No.	<p>Yes.</p> <p>Don't need a Medicare card or prescription.</p> <p>The pharmacist might ask questions to ensure it is suitable for you to take, and to make sure you understand how to take it.</p>
<b>Condom</b>	<p>Latex rubber sheath that is worn over the fully erect penis. Works as a contraceptive by collecting the semen following ejaculation to prevent sperm from entering the vagina.</p> <p>Works against STIs by stopping bodily fluid being shared between partners.</p> <p>Must be placed on penis before any genital to genital touching. If needed use with a water based lubricant.</p> <p>Single use only.</p>	<p>Very rare allergy to latex.</p> <p>Non-latex condoms also available, though they are slightly more expensive.</p>	<p>98% with correct use.</p>	Best protection available.	<p>Yes.</p> <p>Cheap.</p> <p>Available in supermarkets, pharmacies, petrol stations, some toilets and vending machines.</p> <p>Often free at youth health centres, sexual health clinics.</p>
<b>Intra-uterine Device IUD</b>	<p>A small, plastic device with a nylon string put inside the uterus. It stops the sperm from meeting an egg. It stops an egg from sticking to the lining of the uterus. Lasts five years.</p>	<p>There are two types– Copper and Hormonal.</p> <p>Copper may cause heavier periods.</p> <p>Hormonal eases periods. Need to check string is in place after every period.</p>	<p>&gt; 99% effective.</p>	No.	<p>Has to be inserted by a specially trained doctor.</p>
<b>Depo Provera™</b>	<p>Contains synthetic hormone progestogen. Is injected every 12 weeks. Stops the release of an egg. Thickens cervical mucus.</p>	<p>May have irregular bleeding/ spotting. May have breast tenderness, headaches, weight gain, mood changes, loss of interest in sex.</p>	<p>99.8% with correct use. 94% typical use.</p>	No.	<p>Yes. Need a script from a doctor and purchase at a pharmacy. Return to doctor for injection.</p>

## Activity: 7-8.13.2

### Key Messages

- Contraception is a means of having sexual intercourse and decreasing the risk of pregnancy.
- A condom should be worn every time people have sexual intercourse to decrease the likelihood of pregnancy and of contracting an STI.
- It is important to seek advice about what contraception is suitable for your body, and to use contraception consistently.

### Activity Details

THEME	Sexual Health
SUB THEME	Introduction to contraception and STIs
TIME	20 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>• Predicting pregnancy Teacher reference sheet.</li> </ul>

# Predicting pregnancy

## Purpose

To demonstrate the risk of pregnancy during intercourse both with, and without, contraception.

## Teaching notes

You will need to point out that these numbers don't reflect people who choose to have sex with the same sex.

*Please note: Use the Predicting pregnancy Teacher reference sheet to assist you in working out the number of pregnancies, due to failure rates of different contraception methods.*

## Procedure

1. Briefly discuss with the students the risks associated with intercourse without contraception. Include discussion on sex between the same-sex and opposite sex. Let students know this activity focuses on sex between a man and a woman.
2. Ask all the students to stand up. Tell them that if they all had vaginal intercourse once a week for a year, without contraception, by the end of the year 85% of them would be pregnant or have made their partner pregnant.
3. To clearly illustrate this, ask 85% of students to sit to represent being pregnant (or making their partner pregnant). Ask them all to look around and to compare the size of the group standing to the size of the group sitting.
4. Repeat the exercise using the numbers that would become pregnant using the withdrawal method.
5. Discuss the effectiveness of this method, including lack of ability to control withdrawal and pre-cum. However, if withdrawal is the only option, it is better than not withdrawing.
6. Repeat the exercise using the numbers of people who would become pregnant using condoms, the Pill, Implanon™ and abstinence. Compare each.
7. Be sure to discuss that, although there are many forms of effective contraception, only condoms offer protection from STIs.

## Discussion

Class discussion could include the following questions:

- What is the most effective form of preventing pregnancy?
- Why/ when might abstinence be a difficult choice to stick to?
- If abstinence is not possible, what is the second most effective method?
- Discuss each method, including the positives and negatives of each, cost, availability and ease of use.

## AusVELS Context:

**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p> <p><b>Dimension</b> Health knowledge and promotion</p>	<p>Identify outcomes of risk-taking behaviour and evaluate harm-minimisation strategies</p> <p>Identify the health concerns of young people and the strategies that are designed to improve their health</p>	<p>Harm minimisation strategies in relation to sexual health</p> <p>The sexual health needs of young people (e.g. safe sex, contraception, abstinence and prevention and treatment of STIs)</p> <p>Accessing reliable information about sexual health issues</p> <p>Barriers and enablers to accessing sexual health services</p>

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# Predicting pregnancy

## Teacher reference sheet

The table below shows the predicted number of pregnancies that would occur, assuming two people of the opposite sex had intercourse once a week on average over a year, using the 'method' (or lack thereof) listed. The table includes the pregnancy rates for different group sizes, including a group size of 100 (the percentage rate), to help you to calculate how many 'pregnancies' would likely result according to your group size.

It's important to note to students that the time when a couple becomes pregnant is unpredictable (e.g. one couple could become pregnant the first time they have sex with each other, another may become pregnant after ten months of having sex).

For example, if you had 50 students in your group, you could say 'If you had vaginal intercourse once a week for a year, and you/ your partner used a condom, with typical use, eight of you would be pregnant (or have made your partner pregnant) in a year's time.' To clearly illustrate this, ask eight students to sit down.

	Total number of students in your class			
	25	50	75	100
Number of student/ partner pregnancies statistically expected with the typical use of the following methods				
<b>Abstinence</b>	0	0	0	0%
<b>Implanon NXT™</b>	0 - 1	0 - 1	0 - 1	<1%
<b>Pill</b>	2	4	6	8%
<b>Condom</b>	4	8	12	15%
<b>Withdrawal</b>	7	14	21	27%
<b>No contraception used</b>	21	42 - 43	63 - 64	85%

Source: Sexual Health & Family Planning Australia 2008, *Contraception: An Australian clinical practice handbook, 2nd edition*, SH&FPA, Canberra.



## Activity: 7-8.13.3

### Key Message

- Unplanned pregnancy can have a profound effect on young people's lives and on the lives of their families.

### Activity Details

THEME	Sexual health
SUB THEME	Introduction to contraception and STIs
TIME	20 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>• <i>The pregnancy challenge: Considering the consequences</i> worksheet (one per student)</li> <li>• one dice.</li> </ul>

Adapted with permission from Mackay, L and Cleland, A 1994, *Challenges and change: a sexuality education programme for adolescents*, New Zealand Family Planning Association, Auckland.

# The pregnancy challenge

## Purpose

To allow students the opportunity to examine the possible consequences of unplanned pregnancy by placing it in a personal and realistic context.

## Teaching notes

This activity aims to examine the often conflicting emotions that affect a young person's reactions to a possible pregnancy. It is important to inform the students of two relevant facts which often stimulate further heated debate. The first is the woman's right to choose whether or not to continue a pregnancy. The second fact is the father's legal obligation to financially support the child for the first 18 years of the child's life.

## Procedure

1. Ask the class to form a large circle.
2. Each student, in turn, throws a dice and remembers what number they throw.
3. This number represents the number of months pregnant you or your partner is.
4. Ask the students to then calculate in which month the baby would be born if pregnancy continued to full term.
5. Discuss what students would normally be doing at that time of year. Allow students time to digest this and to make comments about how having a baby would affect their lives.
6. Reinforce that unplanned pregnancies are just that; they don't fit conveniently into life plans!
7. Distribute copies of *The pregnancy challenge* for the students to complete privately and individually.

## Discussion

Reassure students that they need only share to their level of comfort:

- What would a young person think/ feel/ do immediately after finding out she/ his partner was pregnant?
- How might their family react? How could this make them feel?
- Who could students go to for help and support in this situation?

## AusVELS Context:

**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p>	Describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan	How community attitudes and laws influence a person's sense of right and wrong
<p><b>Dimension</b> Health knowledge and promotion</p>	<p>Describe factors that influence personal development</p> <p>Describe the effect of family and community expectations on the development of personal identity and values</p>	<p>Harm minimisation strategies in relation to sexual health</p> <p>Accessing reliable information about sexual health issues</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 pregnancy challenge: Considering the consequences

I (or my girlfriend) is \_\_\_\_\_ months pregnant

The baby is due in \_\_\_\_\_

After a positive pregnancy test, I would have to \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My family would probably \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

If I/ my girlfriend decided to ...

- (Tick your choice)     Have an abortion                       Keep the baby  
 adopt or foster the baby out

...my life would be different because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Adapted with permission from Mackay, L and Cleland, A 1994, *Challenges and change: a sexuality education programme for adolescents*, New Zealand Family Planning Association, Auckland.



## Teaching sequence 14: Sexual health and STIs

### Learning outcomes

Students will:

- recognise how sexually transmissible infections (STIs) are transmitted
- demonstrate the correct sequence for putting on a condom
- explain what safer sex is and how practising safer sex can help prevent STIs.

### Key messages

- Although STIs can have specific symptoms, many have little or no symptoms.
- It is important to get tested for STIs after having unprotected sexual intercourse.
- The most effective way to help prevent the transmission of STIs is to always use a condom when having sexual intercourse.
- It is important to use condoms every time we have sexual intercourse to protect against pregnancy and the transmission of STIs.

#### a. Review the home activity: List of STIs

Ask students how many STIs they could think of with their families. You may want to identify who collected the most names. Ask students how they knew about these STIs (e.g. through public health campaigns, advertisements etc.). Explain that during this session, they will look more closely at the sexual health risks of STIs.

#### b. Discuss the transmission of STIs

Ensure that students are clear on what STIs are and how they are transmitted (i.e. via bodily fluids during sexual activity, skin to skin contact and orally). Outline what these sexual fluids are (i.e. semen, vaginal fluids and, in some cases, blood) and what sexual activities are included (i.e. vaginal, anal and oral sex and, in some cases, sexual petting or touching). Prior knowledge will need to be reviewed, as it is likely that many students will be unaware of even the most basic information about STIs.

#### c. Provide an overview of STIs: Viral, bacterial and wildlife

Draw a table on the board with the above three headings. Ask students to call out names of the STIs that they identified in the home activity and as a class, decide which heading it should be placed under. Briefly discuss each STI and the impact it can have on the sexual health of young people. For more detailed information on each STI, refer to Tool 29, the *SafeLanding* PowerPoint presentation on STIs in *Tools for Teachers*.

*Please note: It is important not to give too much detail. It is essential for students to know that people can contract a range of STIs through having unsafe sex, that many STIs do not have symptoms, that using a condom, abstinence or limiting partners are the main ways to protect themselves from STIs and where they can go for testing, treatment and advice.*

*For more information, refer to Tool 24: Teacher fact sheets on sexuality and sexual health issues in *Tools for Teachers*.*

#### d. Activity 7-8.14.1: Shaking hands

This activity, which is a great energiser, demonstrates how easily STIs can be transmitted if no protection is used when having sexual intercourse.

#### e. Activity 7-8.14.2: Condom sequencing

This activity requires students to work in small groups to place a set of cards in the correct order. The cards need to demonstrate the correct sequence for putting on a condom. Ensure students understand what safer sex is and that using a condom, although not a guarantee, is the most effective way of reducing the risk of STIs.

#### f. Demonstrate how to put on a condom

Use a penis model to demonstrate the correct way to put on a condom. Allow students to ask questions.

#### g. Discuss 'safer sexy things'

Discuss what would constitute a 'safer sexy thing' (e.g. things that do not include the transmission of body fluids or skin to skin rubbing in the genital area). Brainstorm as a class to come up with a list of 'safer sexy things' that people can do without fear of pregnancy or STIs. Put these in order of lowest to highest risk.

#### 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: Local sexual health services

Students are to research one local sexual health service (e.g. online, in person, via phone etc.) to obtain a brochure or simple information about opening hours, types of services provided etc.

## Activity: 7-8.14.1

### Key Message

- Whilst there are some specific symptoms of STIs, many STIs have little or no symptoms.
- It is important to get tested for STIs after any unprotected sex.
- Always using a condom is the most effective way of helping to prevent transmission of STIs.

### Activity Details

THEME	Sexual health
SUB THEME	Introduction to contraception and STIs
TIME	20 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>• A latex glove</li> <li>• <i>STI information</i> Teacher reference sheet.</li> </ul>

# Handshake activity

## Purpose

To highlight and reinforce basic information about Sexually Transmissible Infections (STIs) and their transmission.

## Teaching notes

This activity usually causes a lot of excitement and giggling, especially when the students realise the significance of shaking hands. It can be varied in a number of ways; by increasing or decreasing the number of 'sexual partners', by giving detailed information about the STIs (using the *STI information* Teacher reference sheet) or simply by naming them. Students will often be quick to point out the flaw in the activity; they may not contract an STI if they shook hands with a person before they became infected. Use this as an opportunity to highlight the uncertainty regarding transmission of infection by having unsafe sex.

*Please note: It is important to ensure that students move around the room and do not just shake hands amongst a small group of friends.*

## Procedure

1. Give a latex glove to one student and ask her/ him to put it on.
2. Ask all students to stand up, move around the room and shake hands with three people, remembering who these people are.
3. Once they have shaken hands, introduce the idea that shaking hands in this activity equates to 'having sex' with that person.
4. Select 2-3 students, and inform them that they have been 'tested', and each 'have an STI'. Specify which one they have. (It is a good idea to congratulate them on 'getting tested', so they can access available treatments).
5. Ask any student who shook the hands of those sitting to also sit, as they too *may* have contracted an STI.
6. Repeat the process until it can't go any further.
7. By this stage, almost all students in the class would have contracted at least one STI, except for the person wearing a glove, which represents a condom.
8. Discuss the ease at which these diseases can spread, the need for an STI checkup in the case of unprotected sex (as most STIs are asymptomatic) and other ways STIs can spread. For example, oral sex, anal sex or ejaculating on broken skin.
9. Discuss how, as a teacher, you didn't shake any hands. Tell students that this is the same as not having sex, (abstinence), for this activity.
10. Discuss how abstinence protects against contracting an STI.
11. Provide information about local sexual health clinics, especially those that are youth-friendly.

## AusVELS Context:

**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p> <p><b>Dimension</b> Health knowledge and promotion</p>	<p>Identify outcomes of risk-taking behaviour and evaluate harm-minimisation strategies</p>	<p>Harm minimisation strategies in relation to sexual health</p> <p>The sexual health needs of young people (e.g. safe sex, contraception, abstinence and prevention and treatment of STIs)</p> <p>Accessing reliable information about sexual health issue</p> <p>Barriers and enablers to accessing sexual health services</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.*



## STI information

### Teacher reference sheet

<b>Name:</b>	<b>Herpes Simplex Virus-HSV</b>
<b>What is it?</b>	Virus
<b>Symptoms:</b>	Often no symptoms. Tingling, itchy pimples or blisters. Can reoccur
<b>How to test:</b>	Swab test
<b>Treatment:</b>	Anti-herpetic medication, to manage it. No drug to cure it

<b>Name:</b>	<b>Human Papilloma Virus-HPV</b>
<b>What is it?</b>	Virus
<b>Symptoms:</b>	Can cause warts, though can carry virus without presenting with warts. 200 types of HPV (2 are associated with 80% of cervical cancer in Australia)
<b>How to test:</b>	Clinical diagnosis Pap test for cervical changes associated with cervical cancer. This is not an STI check
<b>Treatment:</b>	Remove warts

<b>Name:</b>	<b>HIV</b>
<b>What is it?</b>	Virus which attacks the immune system
<b>Symptoms:</b>	Shortly after infection, flu-like symptoms may occur, though many have no symptoms for years
<b>How to test:</b>	Blood test
<b>Treatment:</b>	Treatments are available to improve the length and quality of life

This information was correct on publication. Any changes to information or practice will be posted on the *SafeLanding* website.



# STI information

## Teacher reference sheet

<b>Name:</b>	<b>Chlamydia</b>
<b>What is it?</b>	Bacteria which lives in urethra, cervix, rectum and throat
<b>Symptoms:</b>	Women: 70-90% show no symptoms Men: 50% show no symptoms
<b>How to test:</b>	Urine Sample or swab
<b>Treatment:</b>	Antibiotics

<b>Name:</b>	<b>Gonorrhoea</b>
<b>What is it?</b>	Bacteria
<b>Symptoms:</b>	Can be carried in throat and rectum with no symptoms
<b>How to test:</b>	Urine Sample or swab
<b>Treatment:</b>	Antibiotics

<b>Name:</b>	<b>Syphilis</b>
<b>What is it?</b>	Bacteria
<b>Symptoms:</b>	Not always symptomatic
<b>How to test:</b>	Blood test or swab
<b>Treatment:</b>	Antibiotics

This information was correct on publication. Any changes to information or practice will be posted on the *SafeLanding* website.



## Activity: 7-8.14.2

### Key Message

- It's important to use condoms every time we have sex to prevent an unplanned pregnancy and protect against sexually transmissible infections.

### Activity Details

THEME	Sexual health
SUB THEME	Introduction to contraception and STIs
TIME	15 minutes
AusVELS	Levels 7-8
YEARS	7 & 8
EQUIPMENT	<ul style="list-style-type: none"> <li>a set of <i>Condom sequencing</i> cards for each group.</li> </ul>

# Condom sequencing

## Purpose

To revise and review the correct use of condoms.

## Teaching notes

This is a quick and fun activity. Although there is a correct order, which is important to the effective use of condoms, it is best to keep the activity as lighthearted as possible so students aren't embarrassed by any errors they make. Focus instead on encouraging them to identify any risks or problems if the correct order is not followed.

## Procedure

- Divide class into four groups.
- Distribute a set of cards to each group, explaining that each card outlines a step in the process of using a condom.
- Each group is to gain consensus on where each card should be placed to demonstrate the 14 consecutive steps in effective condom use.
- Once completed, discuss as a class, whether the groups have all the steps in the right order and the consequences or risks if the order is not adhered to.

## Discussion

- Discuss where condoms can be bought; supermarkets, petrol stations, vending machines in some toilets and pharmacies. They are usually free from sexual health clinics and some community health services. What might the barriers be for young people in accessing condoms?
- Ensure you briefly cover issues affecting lesbian women. They would need to consider using a dental dam or cutting open a condom to use during oral sex.

## Condom sequencing: teacher reference

The sequence below outlines the order for using condoms correctly:

- Check condom's expiry date.
- Get turned on
- Penis gets erect
- Carefully take condom out of packet
- Pinch top of condom
- Roll condom onto penis
- Add lube, if needed
- Have sex
- Ejaculate
- Hold rim of condom
- Withdraw penis
- Erection goes
- Take condom off penis
- Put condom in rubbish bin

## AusVELS Context:

**Strand:** Physical, personal and social learning

Levels 7-8	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p> <p><b>Dimension</b> Health knowledge and promotion</p>	<p>Identify outcomes of risk-taking behaviour and evaluate harm minimisation strategies</p>	<p>Harm minimisation strategies in relation to sexual health</p> <p>The sexual health needs of young people (e.g. safe sex, contraception, abstinence and prevention and treatment of STIs)</p> <p>Accessing reliable information about sexual health issues</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.*





Check condom's  
expiry date



Get turned on





Penis gets erect



Carefully take  
condom out of  
packet





Pinch top of condom



Roll condom  
onto penis



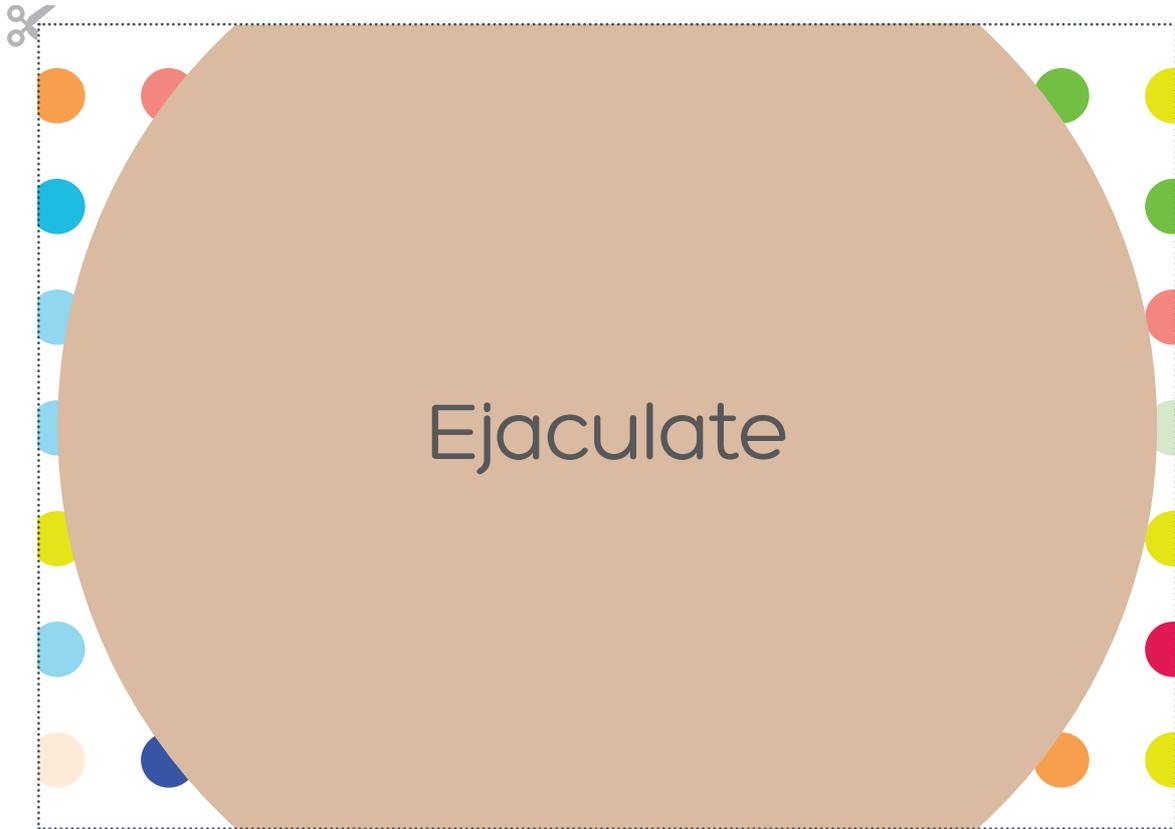


Add lube,  
if needed



Have sex







Withdraw penis



Erection goes





Take condom  
off penis



Put condom in  
rubbish bin



## Teaching sequence 15: Sexual health services/ summative assessment

### Learning outcomes

Students will:

- identify common barriers that young people can face when accessing a sexual health service and ways of overcoming these
- recall local community agencies that work in sexual health
- review the key messages that relate to sexual health.

### Key messages

- Sexuality is a complex topic that covers a wide range of concepts.
- It is important to have many sources of support to go to for assistance and to be familiar with local sexual health services.

#### a. Review the home activity: Local sexual health services

Compile a list of the sexual health services that students located. Let students know that they will be examining the use of these, and other services, more closely in this session.

#### b. Discuss barriers to accessing sexual health services

On the board, compile a list of barriers that young people can face when accessing a sexual health service. Discuss and list ways to overcome these barriers.

#### c. Ask students to research local sexual health services

In pairs, ask students to research a local sexual health service in more depth, using the internet. They should make a list of information regarding opening hours, costs, age requirements etc. to then share with the class. Alternatively, this information could be compiled, at a later date, into a fact sheet to be shared with the class.

#### d. Invite a guest speaker from a local sexual health service

Invite a community health nurse, local doctor or other health care provider to speak about the sexual health services that they provide. A school nurse could also speak about the services that they provide through the school. Ideally, students should visit local sexual health services to meet staff and to demonstrate access.

#### e. Produce a class quiz on sexual health services

Ask each student to write two questions and answers that can be used in a class quiz. This activity can be used to revise topics that were covered in previous sessions or for summative assessment. The quiz is best completed as a game with four to six teams competing. Although the questions need to be reviewed for accuracy, students are able to have any misunderstandings clarified within a safe space.

#### f. Conclusion

Thank students for their input into the sexuality education unit. As a class, reiterate where students can go to for help and advice in the community. Let them know that they can continue to ask questions throughout the year in relation to the content covered.

# 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 which 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 school community members.

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.

## Secondary School Ideas

Identify strategies where students can share their learning with other students. This may include the following:

- Classes of Year 7 students creating and providing information to local Year 6 students about services that are available in their community to support them as they grow and develop
- Year 8 students providing orientation for new Year 7 students in where and how to access support for their health and wellbeing at the school
- Hold a poster competition to convey health messages (for example on ways that students can be safe at parties or on the importance of consent)
- As a class, create a role play about dealing with friendships or relationships and present to other classes
- Make a display of models and/ or information and showcase in the reception area
- Develop a list of useful services and how to access them as a class and make a link to it on the school website
- Invite students to make mini clips to demonstrate and share their learning with others and hold a lunchtime movie session.

Provide staff and students with opportunities to link with internal and external health and wellbeing services. This may include the following:

- Inviting the school nurse, welfare staff or guest speakers into the classroom to support your program and inform students about their services
- Excursions to relevant health services to enhance awareness about their location, available services and how to access them
- Running an amazing race competition (within the school or beyond it) to find sexual health information and relevant services
- Have senior students organise and run a health/ wellbeing day
- Support students to make links with a local, state-wide or national health promotion awareness campaign and to create and/ or distribute relevant information to the wider community
- Student leadership groups to run school activities and raise awareness of specific health issues or campaigns (e.g. World Aids Day, International Women's Day).

Explore ways in which the school can enhance parent/ carer and child communication and relationships. Some ideas might include the following:

- Inviting a guest speaker and hosting a parent/ carer night about how to develop your relationship with your child as they grow increasingly independent
- Attaching a regular newsletter item that addresses different parenting issues and how to overcome them
- Providing a parent login section on the school website that provides practical communication information for parents
- Having students complete a communication task that showcases their learning to parents through art or information technology and is displayed during a parent night or in a foyer during parent/ teacher interviews
- Incorporate homework activities into the sexuality education program at all year levels.

## Endnotes

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- 10 Department of Education and Early Childhood Development 2012, *Diversity and equity*, DEECD, Melbourne, viewed 18 February 2013, [www.education.vic.gov.au/hrweb/divequity/Pages/default.aspx](http://www.education.vic.gov.au/hrweb/divequity/Pages/default.aspx).
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