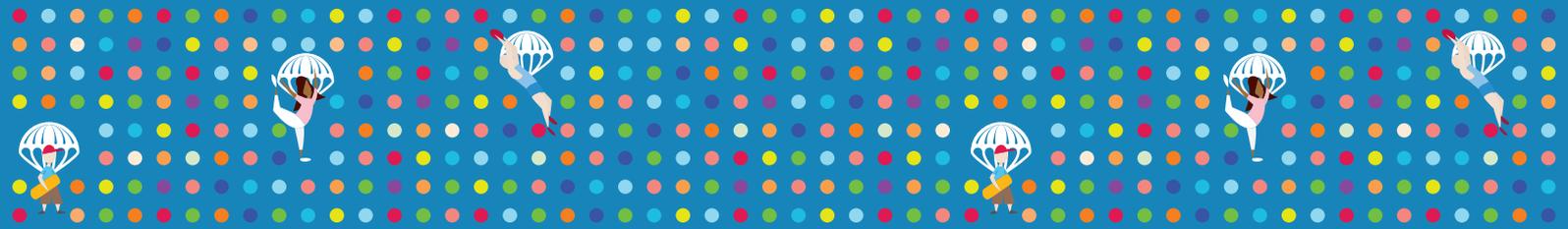




Addressing barriers to teaching  
sexuality education in schools



# Sample Unit of Work

AusVELS Levels 5-6

Theme: Growing up







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# Sexuality education

Why provide young people with sexuality education ?

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

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

The sexual health and wellbeing of young people is important.

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

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

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

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

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

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

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



Family Planning Victoria defines best practice in sexuality education as:

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



# Introduction

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

## Purpose

This part of *SafeLanding* provides a sample unit of work for sexuality content covered in Levels 5-6 of the Victorian curriculum (AusVELS).

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

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

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

## Structure

The *Sample Units of Work* (Levels 5-6) is divided into two sections:

### Background

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

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

### Sample units of work

This section consists of a sample unit of work covering AusVELS Levels 5-6. 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 5-6.

## Overview: Primary School Sample Units of Work

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

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

The sample unit of work at Levels 5-6 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 a considerable curriculum commitment, this practice is based on international evidence cited in the UNESCO *International Technical Guidance on Sexuality Education*

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

*Please note: The Sample unit of work covers two AusVELS Levels which is effectively two years of schooling. Schools may wish to run some sessions in one school year and the remaining number in the second year. For example, Levels 5-6 can be split into 6 to 8 teaching sequences in Year 5 and the remainder taught in Year 6. This becomes more realistic in terms of timetabling, yet still represents a comprehensive approach to teaching sexuality education and meeting the AusVELS requirements.*

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

## Assessment & reporting

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

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

## Additional teaching and learning activities

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

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

## Background Teaching notes

### What is sexuality education?

FPV defines best practice in sexuality education as:

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

### Approaches to teaching and learning

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

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

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

### Critical factors for success

The landmark UNESCO *International Technical Guidance on Sexuality Education* (2009) outlines a number of characteristics of effective programs (see Ch. 5, p. 18). These critical factors have been developed from



evaluated sexuality education programs that have been found to be effective in terms of increasing knowledge, clarifying values and attitudes, increasing skills and impacting upon behaviour. They include the need to employ participatory teaching methods that actively involve students and help them internalise and integrate information.

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

The *SafeLanding* sample units of work have been designed to utilise student-centred, active learning approaches such as those advocated in the evidence base for sexuality education. They have also been developed to reflect teaching and learning approaches that are advocated by DEECD. These include the *Principles of Learning and Teaching* (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 in such a complex and potentially challenging area of the school curriculum, that approaches employed meet the diverse range of students and communities. The sample units of work include a range of teaching strategies that are designed to be engaging, fun and informative to promote the sexual health literacy and relationship skills of children and young people.

### Prior learning

By upper primary level, it is essential that students have been taught some of the foundational skills that underpin sexuality education. These are set out in the DEECD resource *Catching On Early* and include personal safety, respect and empathy for others, communication and conflict resolution.

At the primary level, much of students' understanding around sexuality will have come from their home environment. They will bring with them a range of knowledge, values and beliefs. Teachers need to validate the diversity of values but may need to address some misconceptions. For instance, some families may have strong religious or cultural views about homosexuality and students may voice these beliefs in the classroom. If the beliefs expressed indicate behaviour that is against the law (for example discriminatory or homophobic)

then teachers will need to address this without making students feel that their family values are under attack. Working from a framework of safety and human rights is a simple way to ensure students understand that everyone has the right to be protected and looked after in our society.

The *SafeLanding* resource teaches some of the more explicit sexuality work from AusVELS Levels 5-6. This sample unit of work builds on the knowledge and understanding students will have covered in the Levels 3-4 Sample Unit of Work.

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

### Group rules

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

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

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

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

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



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

## Home activities

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

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

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

## Whole-school health promotion strategies

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

Victorian schools are being encouraged to promote health and wellbeing for the whole school community. The Victorian Prevention and Health Promotion Achievement Program supports schools in meeting benchmarks in eight health priority areas including the area of sexual health and wellbeing. Schools are recognised and awarded for their improvements to these priority areas. Following the *SafeLanding Model* will greatly assist your school to achieve recognition in the area of sexual health and wellbeing improvement. Further information about this program is available from the following website <[www.education.vic.gov.au/healthwellbeing/health/preventionprog.htm](http://www.education.vic.gov.au/healthwellbeing/health/preventionprog.htm)>.

## Inclusivity: same-sex attraction, intersex, trans and gender diversity

Schools should be safe environments for everyone, including staff, children, young people and their families. Clear legal and policy guidelines exist to promote equitable and fair treatment for all students and employees in terms of their actual or perceived sexual orientation and gender identity.<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 who are same-sex attracted or gender questioning.

A national 2010 study by ARCHSHS that surveyed over 3,000 same-sex attracted and gender questioning young people showed that 79% of participants were physically or verbally abused because of their sexuality or gender identity. Of all reported homophobic abuse, 80% occurred at school. Further, the rate of school-based homophobia has increased over time, from 69% in 1998 to 74% in 2004.<sup>5</sup>

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

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

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

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 supporting 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>

Being inclusive in terms of sexual and gender diversity is something that should be addressed in primary school settings. This is because current Australian research reveals that as many as 10% of same-sex attracted Australian students were 'always' aware of their sexuality, 26% knew by the age of 10, 60% knew by age 13 and 85% by age 15.<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 children and young people. At primary level this information will be very generic and is built around respecting difference and developing empathy for people. It is important teachers use inclusive language and discuss a diversity of family types and relationships throughout the entire program, including same-sex couples and parents. All members of the school community have the right to feel validated and affirmed.

### Cultural diversity

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

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

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

Students and families from refugee backgrounds may have special considerations beyond culture such as the consequences of interrupted education and a history of traumas that should be considered when developing sexuality education for a class.



Comprehensive information and resources to support teachers and schools in working with students from refugee backgrounds can be found on the Foundation House website: [www.foundationhouse.org.au/service\\_innovation\\_program/working\\_with\\_schools/school\\_program.htm](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. At AusVELS Levels 3-4, *SafeLanding* contains a small number of activities that explore the topic of diverse families explicitly. However, it is vital that teachers provide a diverse range of examples when talking about families at any time. Assumptions should not be made about the type of families students come from. All students have the right to feel their family group is acknowledged and validated.

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

### Assisted reproduction

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

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

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

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

### Students with learning or other disabilities

Students with disabilities are sometimes withdrawn from sexuality education on the assumption they have less need for this than other students. This assumption may come from parents, individual teachers or school



leaders. However, most students with disabilities will go through puberty the same way as other students. They will need to learn how to express their sexuality in safe and meaningful ways. It is vital that students with disabilities receive the same access to sexuality education as their peers. Failing to provide this education places them at greater risk in terms of their sexual safety.

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

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

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

All children are at risk of sexual abuse regardless of age, gender, ethnicity or class. Children are much more likely to be abused by someone they know and trust, rather than a stranger. It is crucial teachers delivering sexuality education give clear information around personal safety and protective behaviours. This information should be integrated into the sexuality education program although consideration should be given to providing teachers with professional learning on this topic. Issues around risk, trust and safety are crucial in sexuality education and

should be part of the curriculum; however, it is important not to teach students that sexuality is something to be afraid of. Child protection education comes with a different set of goals than sexuality education and the latter has a more positive approach to sexuality.

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

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

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

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

## Gender based violence , violence against women and family violence

Every person has the right to be safe in a relationship. Evidence indicates that women are much more likely to be victims of gender-based violence, although it is also important to acknowledge that men and women may be the victims of violence within same-sex as well as opposite sex relationships. Gender-based violence is defined by the World Health Organisation as violence that "results in, or is likely to result in, physical, sexual



or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life."<sup>12</sup> Family violence, sexual assault and sexual harassment are all forms of violence against women.

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

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

## Pornography, technology and sexuality

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

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

At AusVELS Levels 5-6, the sample unit of work contains a number of activities that incorporate information on technology and pornography. It is important that children are prepared for the world of social media. The activities have generally been written within a wholistic framework where these issues intercede with more generic ones such as friendships, relationships and decision making. The activities provide an excellent springboard for teachers to address highly complex issues in an accessible way for younger students.







# AusVELS Levels 5-6

Grades 5 & 6

Theme: Growing up



# Sample units of work: AusVELS Levels 5-6

## Introduction

This sample unit of work Growing Up, covers Levels 5-6 in AusVELS. It provides a sequential teaching program that covers the key learning foci in AusVELS. It represents a standalone program but may be used and adapted as required by schools.

## AusVELS mapping

The following key concepts are covered in the unit of work at Levels 5-6:

### AusVELS–Levels 5-6 (Grades 5 & 6)

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

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

**Key concepts found within learning focus:**

- transitions between life stages
- the changes associated with puberty
- changing roles and responsibilities in family settings and friendships
- reproductive systems, sexual development and sexual maturation
- the ways that people view themselves and others based on gender, race, etc. and the validity of these classifications
- strategies for responding to unsafe or risky situations.
- strategies for improving personal health.

**Domain:** Interpersonal development  
**Dimension:** Building social relationships

**Key concepts found within learning focus:**

- the diversity of values and beliefs in individuals and groups and the impact this has on building diverse relationships
- inclusion, belonging and tolerance
- the impact of exclusion and bullying
- the influence that peers can have on behaviour and appropriate response options.

**Domain:** Science  
**Dimension:** Science knowledge and understanding

**Key concepts found within learning focus:**

- recognize the reproductive system as a smaller separate system within the human body.

The following standards are addressed in the sample unit of work at AusVELS Levels 5-6:

### Levels 5-6

Domain	Dimension	Standard
Health and physical education	Health knowledge and promotion	<ol style="list-style-type: none"> <li>1. Identify the likely physical, emotional and social changes that occur during puberty.</li> <li>2. Identify and discuss the validity of ways in which people define their own and other people's identity.</li> <li>3. Describe the actions that could be taken if students feel unsafe at home, at school or in the community.</li> <li>4. Describe the physical, social and emotional dimensions of health.</li> <li>5. Establish health goals and plan strategies for improving personal health.</li> </ol>
Interpersonal development	Building social relationships	<ol style="list-style-type: none"> <li>6. Demonstrate, through interactions in social situations, respect for a diverse range of people and groups.</li> <li>7. Accept and display empathy for the points of view and feelings of peers and others.</li> <li>8. Identify and use a variety of strategies to manage and resolve conflict.</li> </ol>

## Teaching sequence topics

The *Growing Up* unit consists of 15 sequential teaching sequences, arranged by the following topics:

Topic	Page	Topic	Page
1. Setting the groundwork	18	11. Puberty and peer pressure	211
2. Values and diversity	24	12. Peer pressure and support networks	221
3. Introduction to the reproductive system	40	13. Friendships and relationships	233
4. Review of the reproductive system, intercourse and conception	73	14. Changes and transitions in relationships	251
5. Conception, pregnancy and birth	92	15. Summative assessment/ review of key sexuality messages	267
6. Pregnancy and birth	110		
7. Introduction to puberty	138		
8. Puberty and gender	157		
9. Puberty and menstruation	184		
10. Coping with puberty	195		

## Assessment and reporting

See the *Assessment in sexuality education: AusVELS Level 3-6 in Tools for Teachers* for a list of relevant assessment tasks to use with Levels 5-6 of AusVELS.

# AusVELS Levels 5-6 Sample unit of work: Growing up

## Teaching notes

Typically, at this level of AusVELS, there can be a wider range of developmental variance and levels of sexual knowledge between students. Teachers will need to adapt programs according to the needs and maturity level of each class. Some schools may wish to deliver a simple program at Year 5 level (concentrating on identity, feelings, family, friends, growing and changing and keeping safe) and a more comprehensive program at Year 6 that deals with reproduction and identity in more detail as well as some of the more complex issues surrounding puberty, peer relationships and diversity. In our experience, however, students also respond well to a combined Grade 5/6 sexuality education program.

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

The timing for each teaching sequence may vary, depending on whether all activities are included and on the depth of discussion involved. A sequence is designed to be delivered within a **120 minute** time frame. However, content may need to be adapted to suit individual school timetables and student needs and interests. Home activities are included for each session. We would not expect teachers to use all home activities but, rather, choose ones appropriate to the needs of their students.

## Teacher reminder

This unit of work consists of 15 teaching sequences. Each sequence provides an outline for teachers to follow. The outlines provide a brief overview and refer to activities and worksheets. These activity outlines and worksheets can be found at the end of each teaching sequence. They provide more detailed teaching notes for each activity.

## Activity numbers

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



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



## Teaching Sequence 1: Setting the groundwork

Learning outcomes	Key messages
<p>Students will:</p> <ul style="list-style-type: none"> <li>• become familiar with the program content</li> <li>• identify a range of procedures that will govern group interaction during sexuality education sessions</li> <li>• demonstrate their level of current knowledge about sexuality issues.</li> </ul>	<ul style="list-style-type: none"> <li>• All humans are sexual beings.</li> <li>• Sexuality includes all of our sexual knowledge, thoughts, values, desires and behaviour.</li> <li>• We continue to learn about our sexuality as we grow and develop.</li> <li>• Engaged and interested learners think of many interesting questions to explore.</li> </ul>

a. **Introduce the sexuality education program**

Provide a general overview of the program. Reiterate that families have different comfort levels about sexuality and that some students may feel uncomfortable with the content 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. **Conduct formative assessment**

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

c. **Establish group rules**

It is important to agree on a set of rules or protocols at the start of the program. Ensure that these are written up and displayed in the classroom. The rules may be referred to throughout the program as required.

d. **Activity 5-6.1.1: Sexuality collage**

Complete this introductory activity to get students thinking and talking about their understanding of sexuality. It allows for their views to be represented on a class collage that depicts sexuality.

e. **Activity 5-6.1.2: Doing the rounds**

This can be used as a starter activity or for formative assessment to gauge the knowledge students have around sexuality. Use topics that are relevant to AusVELS Levels 5-6.

f. **Activity 5-6.1.3: 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.

g. **Practise using the question box**

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.*

h. **Summarise the content**

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

i. **Home activity: Three family values**

Students are to ask their parents to share at least three values that are important to them.

## Activity: 5-6.1.1

### Key Messages

- All humans are sexual beings.
- Sexuality includes all of our sexual knowledge, thoughts, values, desires and behaviour.

### Activity Details

THEME	Icebreakers and Energisers
TIME	40 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• magazines, newspapers</li> <li>• scissors, glue and textas</li> <li>• paper to cover the work area.</li> </ul>

# Sexuality collage

## Purpose

To provide an opportunity for students to think about and discuss what they think sexuality is and what it means to them.

## Teaching notes

Students may initially think of sexuality as having sex and making babies. Beginning the activity with a class discussion allows students to have the opportunity to consider sexuality in a broader sense. Students generally enjoy talking to each other during this session; sharing ideas, knowledge and attitudes in a relaxed environment. The collage can be a continuing project as students discover new pictures, concepts or terms.

## Procedure

1. Cover a work area or display board with paper.
2. Ask the students to cut and paste as many items as possible from magazines to construct a collage representing the many and varied facets of sexuality. This may include ads for tampons, pictures of babies and families or advertisements using body parts to sell products.

## Discussion

Some key questions to use in the discussion include:

- What do you think the word 'sexuality' means? How is it different to the word 'sex'?
- What are the many ways in which people express themselves?
- How do people express affection, nurture, love and friendship to each other (mother to son, father to daughter, grandmother to grandchild, teacher to student)?
- Do people behave in ways that express their sexuality without having sex? (e.g. rock stars, dancers, artists).
- How are girls/ boys, men/ women expected to behave in our society? Do you agree with these expectations?
- What makes you male/ female? Is it more than your sexual organs?

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

## AusVELS Context:

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

Levels 5-6	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 discuss the validity of ways in which people define their own and other people's identity</p> <p>Describe the likely physical, social and emotional dimensions of health</p>	<p>Changing roles and responsibilities in family settings and friendships</p> <p>Reproductive systems, sexual development and sexual maturation</p> <p>The ways that people view themselves and others based on gender, race, etc. and the validity of these classifications</p>
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Demonstrate, through interactions in social situations, respect for a diverse range of people and groups</p>	<p>The diversity of values and beliefs in individuals and groups and the impact this has on building diverse 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.*



## Activity: 5-6.1.2

### Key Messages

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

### Activity Details

THEME	Icebreakers and Energisers
TIME	30 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• 5 large sheets of paper</li> <li>• 2 textas (one blue, one red) per student</li> <li>• CD player/ iPod and music.</li> </ul>

# Doing the rounds

## Purpose

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

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

## Teaching notes

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

## Procedure

1. Place sheets of paper on walls around the room.
2. Label each sheet with headings such as: 'human body'; 'healthy practices'; 'periods'; 'puberty'; 'pregnancy' and 'childbirth'.
3. Ask a group of students to stand at each sheet.
4. Ask the students to write a comment, statement, question or do a drawing about the topic on the sheet about something they know in blue and something they want to know in red.
5. Play the music while the students move around the room. When the music stops, they should move on to the nearest sheet and repeat step 4 for that topic.
6. After every student has commented on each topic, allow sufficient time for them to move around and read each sheet.
7. Bring the class together to discuss the results, including the facts the students have written (what I know) and questions they asked (what I would like to know). Let the students know that all of their questions will be answered during future lessons.
8. Praise the students' efforts and clarify or correct any misconceptions, as indicated by their statements.

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

## AusVELS Context:

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

Levels 5-6	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p>	<p>Identify the likely physical, emotional and social changes that occur during puberty</p>	<p>Transitions between life stages The changes associated with puberty</p>
<p><b>Dimension</b> Health knowledge and promotion</p>	<p>Describe the physical, social and emotional dimensions of health</p>	<p>Reproductive systems, sexual development and sexual maturation</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: 5-6.1.3

### 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 5-6
YEARS	5 & 6
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.

## Teaching Sequence 2: Values and diversity



### Learning outcomes

Students will:

- consider issues around values and diversity, including sexual diversity
- explore and challenge assumptions about people and their lifestyles that are based on stereotypes
- reflect on positive messages about diversity, tolerance and acceptance.

### Key messages

- There are a range of values and beliefs that individuals hold and this diversity impacts on the way that we build relationships.
- It is important to respect other people's values and beliefs, including values around sexual diversity.
- Some of our values show in the assumptions that we make about others and these assumptions can, at times, be based on unfair stereotypes about things such as their gender, culture or sexuality.
- Different people choose different paths in life.
- Inclusion, belonging and acceptance are essential to a person's health and wellbeing.

#### a. Revise the group rules

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

#### b. Review the home activity: Three family values

Discuss with students the range of family values that their parents identified and how these can impact on an individual's own values and behaviour.

#### c. Activity 5-6.2.1: Forced choice

Use this activity to start a discussion on values and diversity. Choose statements that deal with these topics, including those on same-sex attraction and gender diversity.

#### d. Activity 5-6.2.2: Every picture tells a story

Use this activity to explore with students a range of assumptions about people and their lifestyles that are based on visual stereotypes.

#### e. Discuss stereotypes

Discuss what stereotypes are and how people can view each other based on gender, race, looks, sexuality etc. Ask students for examples of stereotypes. Challenge existing stereotypes that they may have (e.g. those based on gender or culture). Discuss the need for tolerance and acceptance of others.

#### f. Summarise the key messages

Reinforce positive messages about diversity, tolerance and acceptance.

#### 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: Every picture tells a story

Students are to take home the cards from the activity *Every picture tells a story* and ask their parent to also complete the activity. Students are to then discuss the answers with their family.

## Activity: 5-6.2.1

### Key Messages

- It is important to respect other people's values and beliefs, including values around sexual diversity.
- Some of our values show in the assumptions we have about others
- These assumptions can sometimes be based on unfair stereotypes about people based on things such as their gender, culture or sexuality.

### Activity Details

THEME	Identity
SUB THEME	Identity stereotypes
TIME	20 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
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 or a particular culture or religion. This activity provides a starting point 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. Inform the students that you are going to call out statements and that they should move to the area that indicates their point of view on the 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. You may need to define some terms (e.g. gender diverse). Refer to the glossary in Tool 26 in *Tools for Teachers*.
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 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 5-6	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 the likely physical, emotional and social changes that occur during puberty</p> <p>Identify and discuss the validity of ways in which people define their own and other people's identity</p>	<p>Changing roles and responsibilities in family settings and friendships</p> <p>The ways that people view themselves and others based on gender, race, etc. and the validity of these classifications</p>
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Demonstrate, through interactions in social situations, respect for a diverse range of people and groups</p> <p>Accept and display empathy for the points of view and feelings of peers and others</p>	<p>The diversity of values and beliefs in individuals and groups and the impact this has on building diverse relationships</p> <p>Inclusion, belonging and tolerance</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

Mums should always stay at home and not have another job.

Boys like to show off more than girls.

Girls like boys who are tough.

Girls often reach puberty before boys so they are more mature in all areas of life.

Girls are more emotional than boys.

Guys do not need to know about menstruation (periods).

I should have more responsibility at home because I am getting older.

It is always possible to tell if someone is gay by how they look and act.

We should only be friends with people who are like us because they will understand us better.

If you live in Australia, you should forget about your country of origin and culture and only be involved in the Australian way of life.

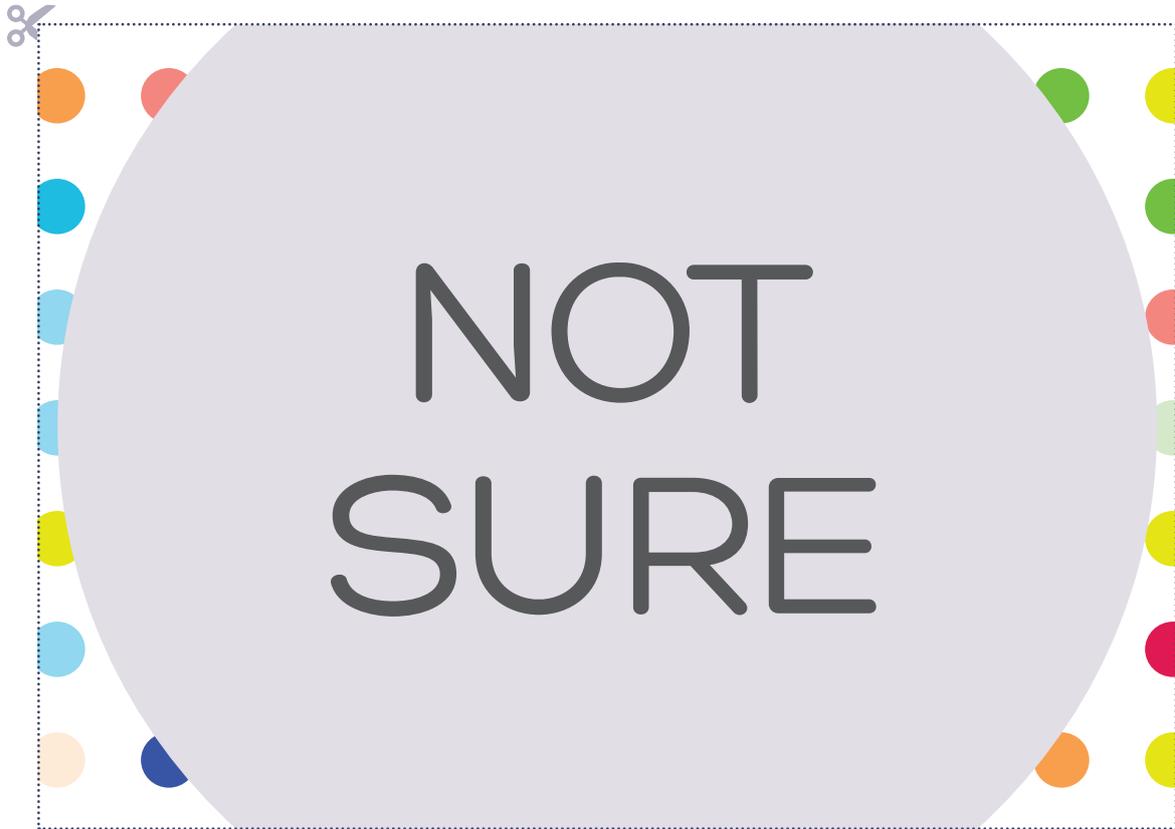
People don't have the right to be mean to anyone who is gay, lesbian or gender diverse.

*Please note: It is worth reminding students that clear legal and policy guidelines exist to protect all young people from harassment and discrimination. The Victorian Equal Opportunity Act (reviewed 2008) sets out these laws and is intended to protect all people, regardless of gender, sexual orientation etc.*

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









# Every picture tells a story

## Activity: 5-6.2.2

### Key Message

- Different people choose different paths in life.

### Activity Details

THEME	Identity
SUB THEME	Identity stereotypes
TIME	30 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• one set of picture cards and statement cards per pair</li> <li>• blank cards</li> <li>• textas.</li> </ul>

### Purpose

To explore assumptions and variations in lifestyles.

### Teaching notes

This activity is a powerful introduction to the idea of stereotyping; the assumptions we make about people without knowing anything about them. It gives the students the opportunity to challenge each other's assumptions during discussion time.

### Procedure

1. Organise the students in pairs and distribute a set of picture and statement cards to each pair.
2. Ask each pair to match each statement with a picture card.
3. Ask the students to form groups of four to compare their answers.
4. Ask this new group to come to some agreement and rearrange one set of cards to meet group consensus. This will stimulate debate.
5. Each group should then choose a spokesperson to report the group's answers to the class.
6. Allow time for the class to discuss these answers and to examine the assumptions people make.

### Extension Activity

1. Distribute blank cards and a picture card and ask the students to draw pictures of the type of lifestyle that each of the people in the pictures might have in ten years' time.
2. Ask other students to match the drawings with the original picture cards. This allows scope for further discussion about assumptions and stereotypes and, also, discussion about lifestyle choices.

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



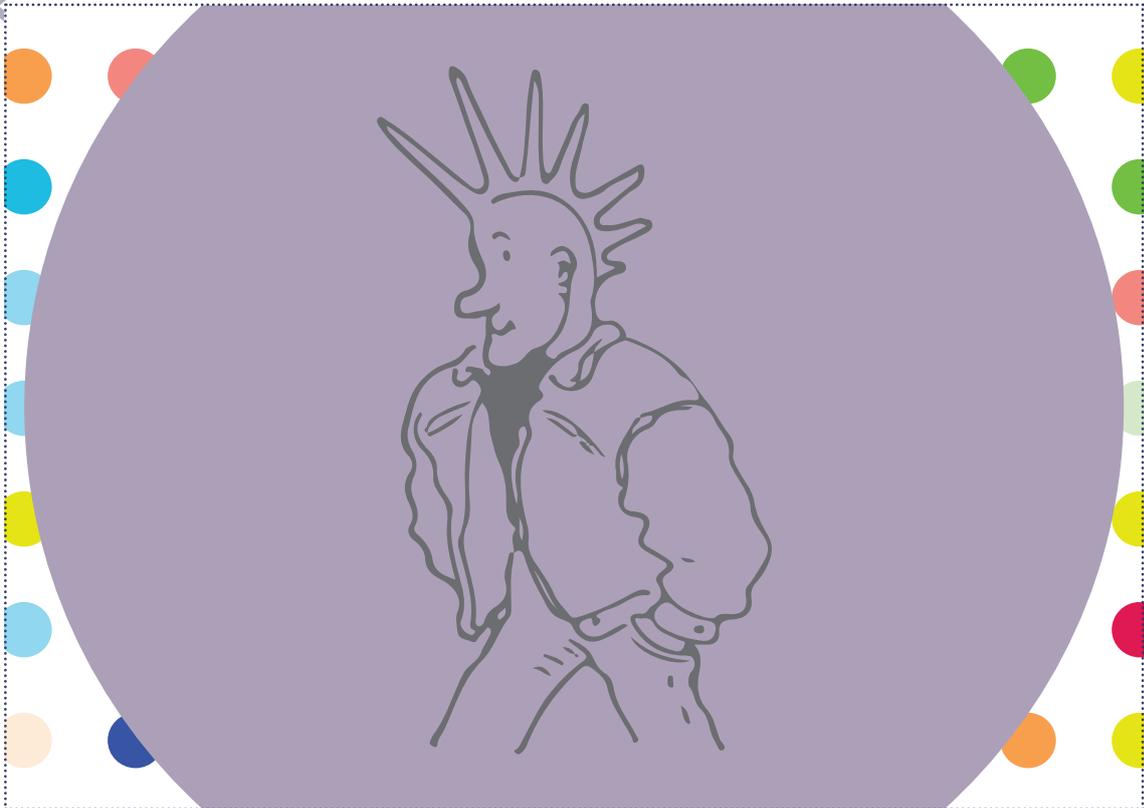
## AusVELS Context:

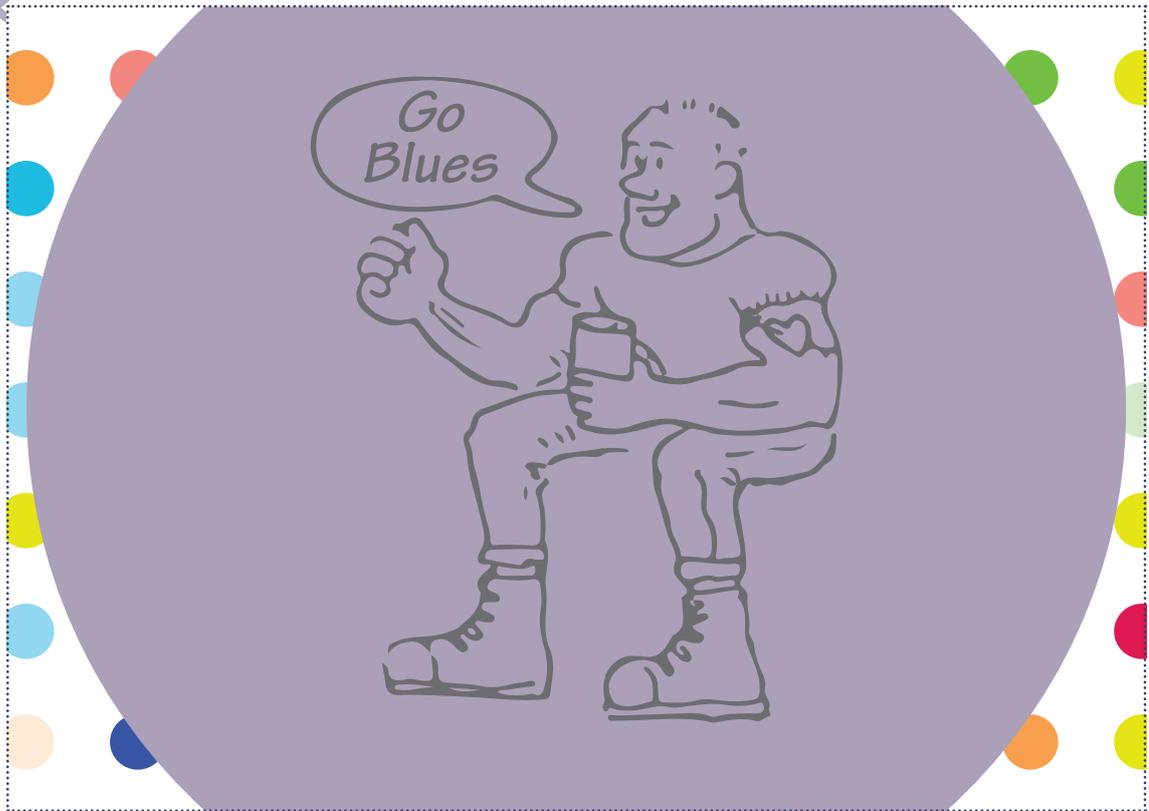
**Strand:** Physical, personal and social learning

Levels 5-6	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical development</p> <p><b>Dimension</b> Health knowledge and promotion</p>	<p>Identify and discuss the validity of ways in which people define their own and other people's identity</p>	<p>The ways that people view themselves and others based on gender, race, etc. and the validity of these classifications</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.*













I don't like to rely on other people.



I think looks are very important.





I don't care what  
other people think  
about me.



I have very strong  
religious views.





You have to look like  
this to survive  
in this world.



I think it's very  
important that  
parents are strict  
with children.





Friendships are  
really important.



How people speak  
is important.



## Teaching Sequence 3: Introduction to the reproductive system



Learning outcomes	Key messages
<p>Students will:</p> <ul style="list-style-type: none"><li>identify the name, purpose and location of the reproductive body parts in both males and females.</li></ul>	<ul style="list-style-type: none"><li>The reproductive system is an important system of the human body.</li><li>Males and females have different reproductive body parts that together, allow them to make babies.</li><li>Each part of the reproductive system has an important function.</li><li>It is important to use the correct terminology for reproductive body parts and processes.</li><li>Some parts of our body are private.</li></ul>

a. **Review the home activity: Every picture tells a story**

Review the homework with students by discussing the responses of their parents. Ask students whether or not their parents made similar assumptions to them and if everyone in their family holds the same values. Discuss what this activity tells us about individual values.

b. **Introduce the reproductive system**

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

c. **Activity 5-6.3.1: Naming it right**

Use this activity as an icebreaker, as well as to explain to students the need to develop an appropriate vocabulary to use in the classroom when discussing sexuality.

d. **Activity 5-6.3.2: Male and female reproductive body parts**

Use this activity to revise student knowledge of the male and female reproductive systems.

*Please note: If this is the first year that students have participated in sexuality education, this activity can be replaced with Activity 3.8.2: Doris and Boris, which is located in the SafeLanding sample unit of work for AusVELS Level 3-4.*

e. **Review the reproductive body parts**

Review the reproductive body parts using the Magnel or similar diagrams to give a more detailed representation. For more information on anatomy, use the teacher reference sheet that has been provided with this activity.

f. **Activity 5-6.3.3: Anatomy snap**

Use this activity to review the reproductive body parts in a simple and interactive way.

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: Male and female reproductive body parts**

Ask students to share their learnings from this activity (or the alternative activity *Doris and Boris*).

## Activity: 5-6.3.1

### Key Messages

- It is important to use the correct terminology for reproductive parts and processes.
- Some parts of our bodies are private.

### Activity Details

THEME	Growth and Development
SUB THEME	Reproduction
TIME	20 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• whiteboard and marker.</li> </ul>

# Naming it right

## Purpose

To teach the correct terminology for male and female reproductive anatomy.

To ensure the students are aware that these are private parts of their bodies that no one else has the right to touch.

## Teaching notes

This is a fun activity which is often met with much laughter and embarrassment. However, it is important that students can name their body parts for a number of reasons, as outlined in the activity. Being able to do so is also a known protective factor against child abuse.

## Procedure

1. Tell the students that you will be writing some correct reproductive terms on the board. Their job is to tell you all the slang words they know for that body part.
2. Ensure the students understand that this is a safe environment in which they can say the slang words and that they will not be in trouble for doing so.
3. One by one, write the following words across the board and ask for responses to each word. Record the slang words underneath: 'penis', 'breast', 'testicles', 'vagina', 'erection', 'arms' and 'ears'.
4. Inform the students that after this activity, during class time, correct terminology for human reproductive anatomy will always be used.

## Discussion

Class discussion could include some of the following questions:

- Why did I put in words like arm and ears?
- Why are there no slang words for these body parts?
- Why are there lots of different names for the other body parts on our list?
- Why are people uncomfortable saying the correct word when it relates to reproductive parts?
- When might it be appropriate to use slang words? (e.g. telling a joke, talking with friends).
- When is it inappropriate? (e.g. in a classroom, at the doctor).

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 5-6	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 the likely physical, emotional and social changes that occur during puberty</p>	<p>The changes associated with puberty</p> <p>Reproductive systems, sexual development and sexual maturation</p>
<p><b>Strand:</b> Discipline-based learning</p> <p><b>Domain</b> Science</p> <p><b>Dimension</b> Science knowledge and understanding</p>	<p>Identify and explain the connections between systems in the human body and their various functions</p>	<p>Recognise the reproductive system as a smaller separate system within the human body</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: 5-6.3.2

### Key Message

- Males and females have different reproductive parts which, together, allow them to make babies.

### Activity Details

THEME	Growth and Development
SUB THEME	Reproduction
TIME	30 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• <i>Reproductive system</i> Teacher reference sheets (for both male and female reproductive body parts)</li> <li>• <i>Female reproductive system</i> Teacher reference sheet</li> <li>• <i>Male reproductive system</i> Teacher reference sheet</li> <li>• <i>Female reproductive system</i> worksheet (class set)</li> <li>• <i>Male reproductive system</i> worksheet (class set)</li> <li>• pencils.</li> </ul>

# Male and female reproductive body parts

## Purpose

To assess the students' current knowledge of male and female reproductive anatomy.

To provide further information about male and female reproductive anatomy.

## Teaching notes

This activity is to revise students' knowledge of the male and female reproductive systems. If this is the first year that the students have participated in sexuality education, this activity can be replaced with the activity *Doris and Boris* from the *Sample Units of Work* Level 3 (Activity 3.8.2).

## Procedure

- Hand out worksheets to students.
- Explain that they are to fill in all of the names for parts of the reproductive system that they can remember from previous years of sexuality education.  
*Please note: A similar activity may have been completed in Level 3, see Activity 3.8.5.*
- Students can label all of the parts they remember and include notes about the function of each part. (Use the *Reproductive system* Teacher reference sheets that specifies the functions of each body part).
- Once completed, work together as a class to go through the answers, allowing for students to make corrections and adjustments to their own diagrams. (Refer to the Teacher reference sheets provided for completed diagrams).

## AusVELS Context:

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

Levels 5-6	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 the likely physical, emotional and social changes that occur during puberty</p>	<p>Reproductive systems, sexual development and sexual maturation</p>
<p><b>Strand:</b> Discipline-based learning</p> <p><b>Domain</b> Science</p> <p><b>Dimension</b> Science knowledge and understanding</p>	<p>Identify and explain the connections between systems in the human body and their various functions</p>	<p>Recognise the reproductive system as a smaller separate system within the human body</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.*



# Reproductive system

## Teacher reference sheet

### Female reproductive body parts

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

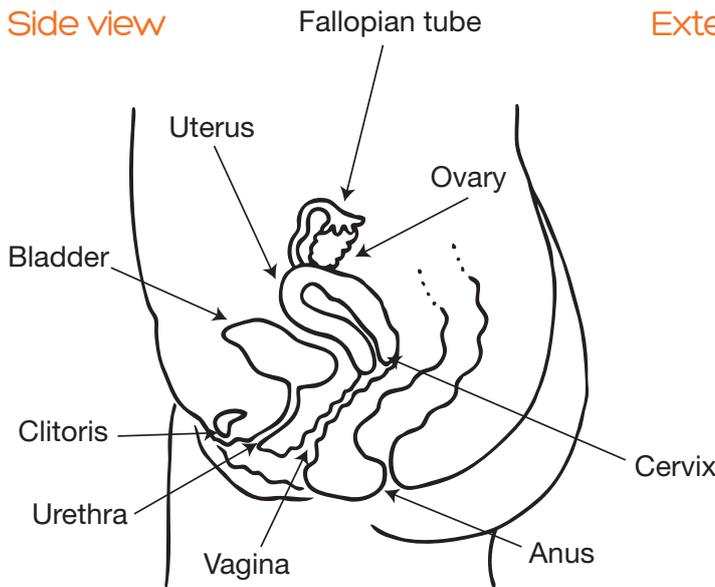
Term	Description and function
Uterus	This is shaped like an upside-down pear. It's the place where the baby lives and grows until it is born.
Cervix	This is a tiny hole and is doughnut shaped if viewed from below. It stretches open to about 10cm during childbirth.
Fallopian tubes	This is where the sperm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



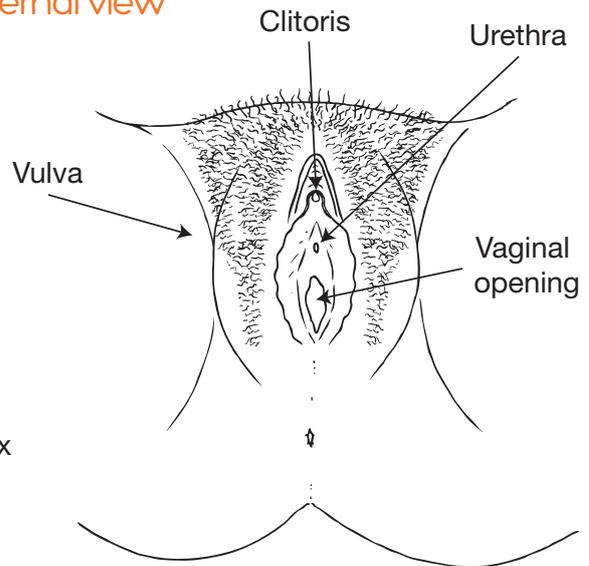
# Female reproductive system

Teacher reference sheet

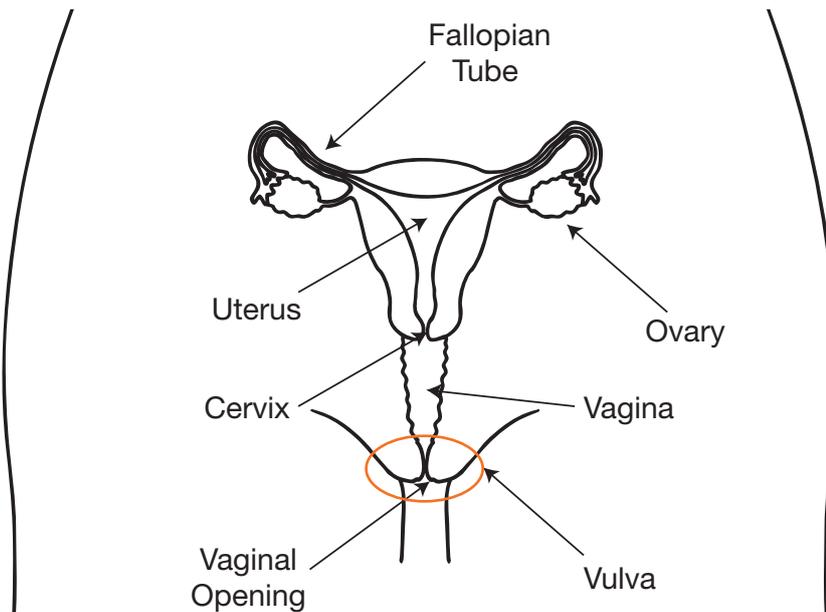
Side view



External view



Front view



# Reproductive system

## Teacher reference sheet

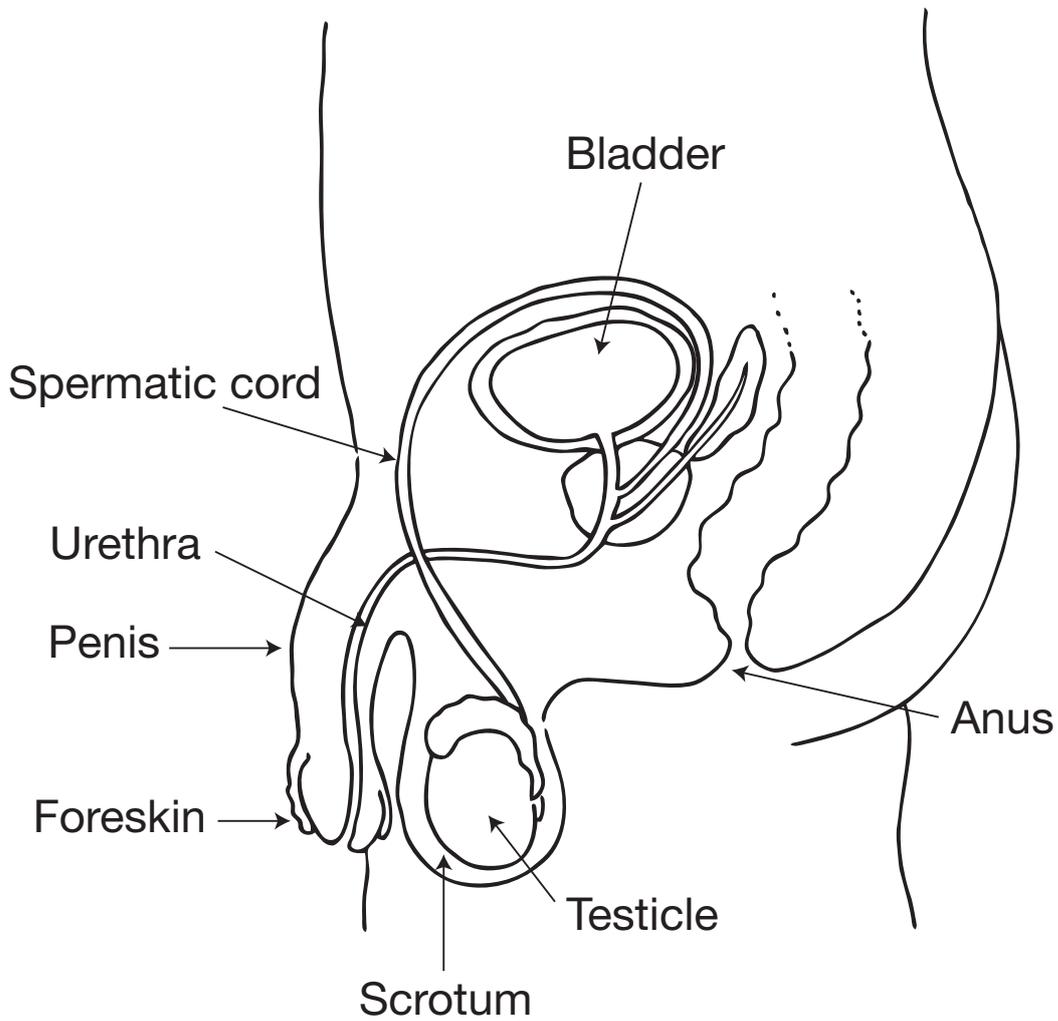
### Male reproductive body parts

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

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

# Male reproductive system

Teacher reference sheet

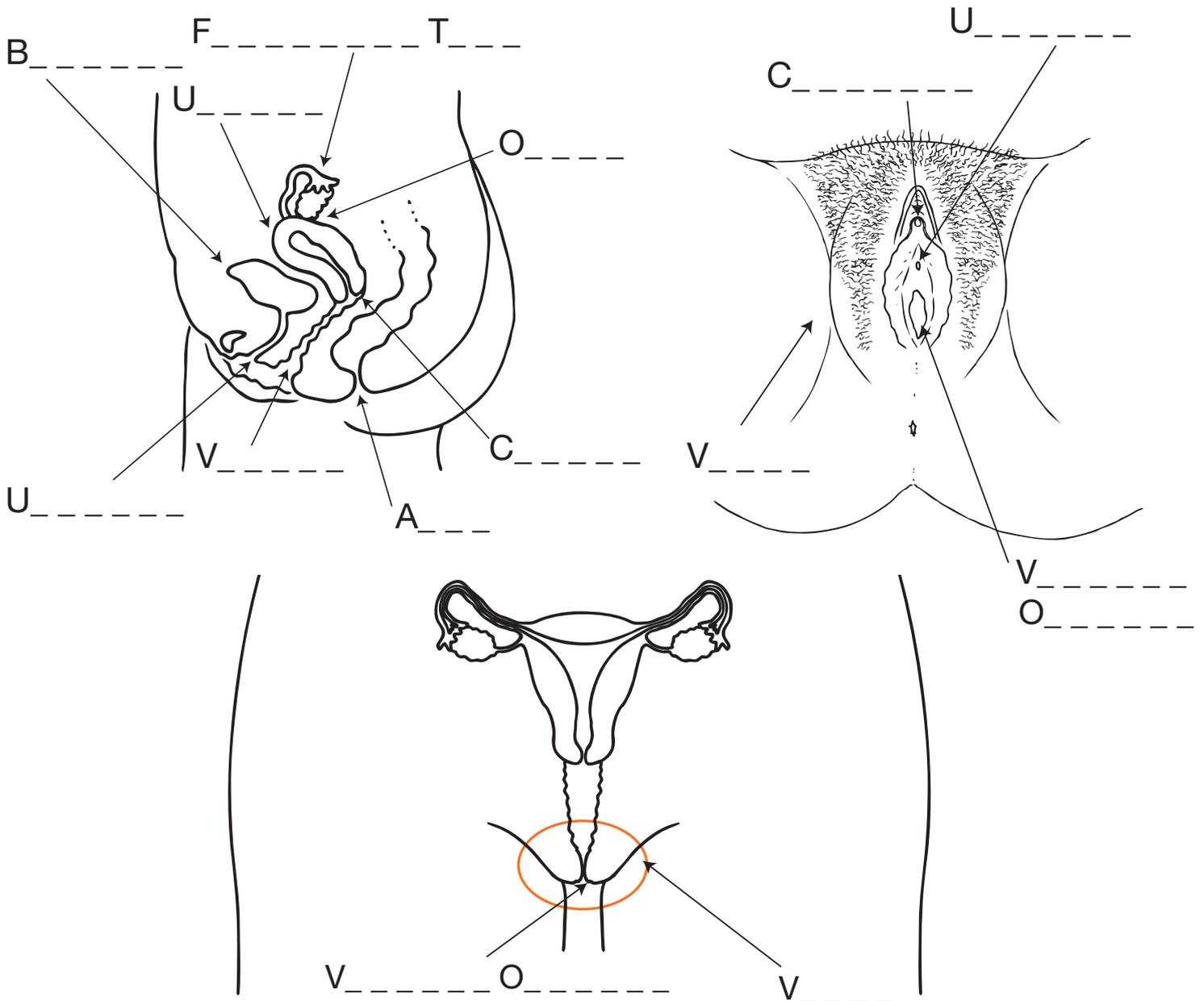


Adapted with permission from Kokonis, A and Maginness, K 1996, *Teaching sexuality: a comprehensive activity-based resource*, HarperSchools, North Blackburn, Vic.



# Female reproductive system

Fill in the missing words. Some have been repeated.



Ovary  
Uterus  
Anus

Vagina  
Clitoris  
Bladder

Urethra  
Fallopian Tube  
Cervix

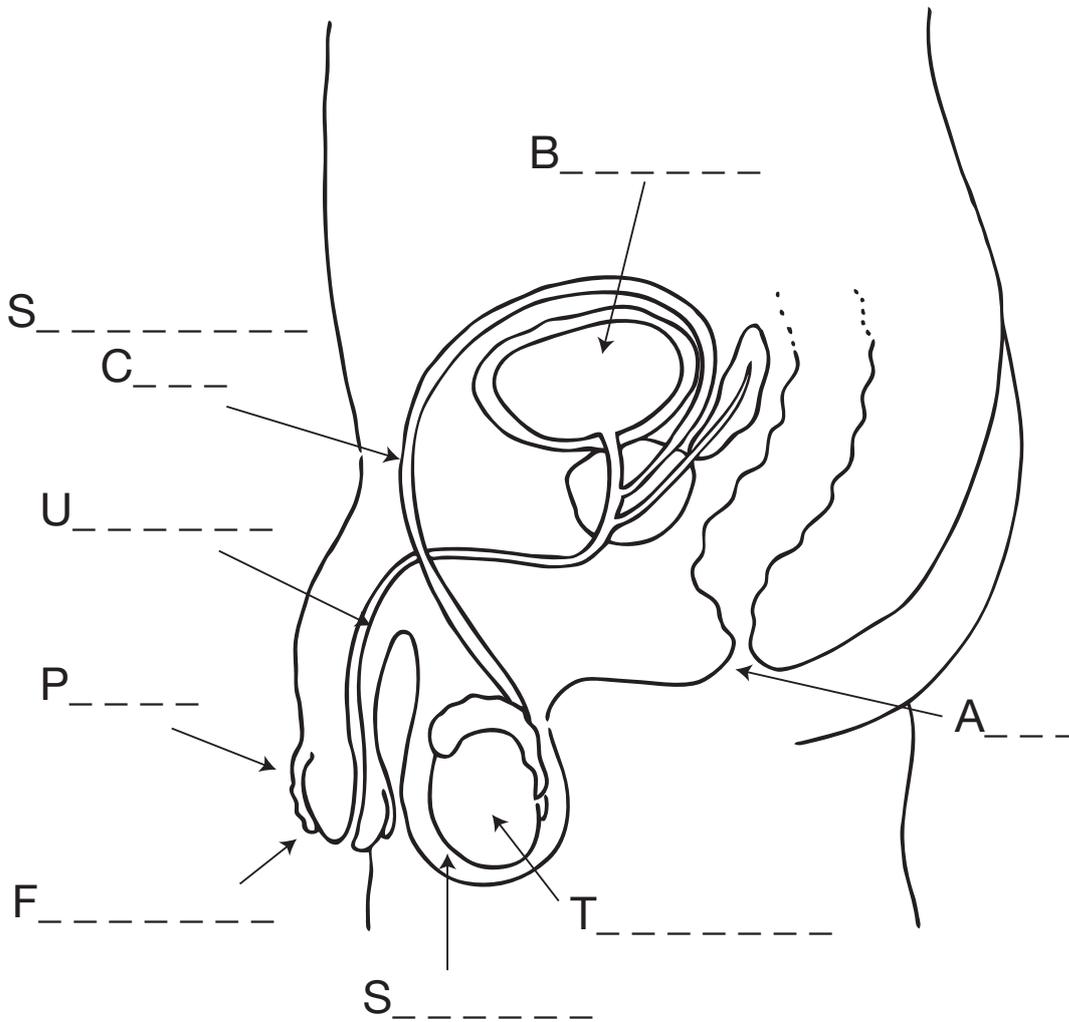
Vaginal Opening  
Vulva

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



# Male reproductive system

Fill in the missing words.



Anus

Bladder

Testicle

Penis

Foreskin

Urethra

Spermatic Cord

Scrotum

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



## Activity: 5-6.3.3

### Key Messages

- Each part of the reproductive system has an important function.
- It is important to use the correct terminology for reproductive parts and processes.

### Activity Details

THEME	Growth and Development
SUB THEME	Reproduction
TIME	20 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• a set of <i>Anatomy snap</i> cards with a description of a body part or function and the corresponding terms</li> <li>• <i>Anatomy snap</i> Teacher reference sheet with terms and descriptions.</li> </ul>

# Anatomy snap

## Purpose

To revise the names, purposes and functions of the male and female reproductive systems.

## Teaching notes

This activity can be done in small groups or as a class. It can also be used as a literacy activity for small groups.

## Procedure

1. Give one card to each student. Each card is either a description of a body part/ function or the corresponding term.
2. Ask students to seek out the person who has their corresponding card.
3. Once found, the pair stay together until all pairs have 'snapped'.
4. Ask the students to read out their cards, ensuring the correct matches have been made.
5. Repeat the game by asking the students to randomly swap cards.

*Please note: You can make the game more competitive by dividing the class into groups of 4-6 students and giving each group the same number of body part/ function name cards. The teacher, or a student, reads out the definition. Each group has to confer to work out if they have the corresponding term and call out 'snap'. The person with the correct answer stands up. If the answer is incorrect, that person sits down and the other groups try to work out the answer. The game finishes when one group has all students standing.*

## AusVELS Context:

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

Levels 5-6	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 the likely physical, emotional and social changes that happen during puberty</p>	<p>The changes associated with puberty</p> <p>Reproductive systems, sexual development and sexual maturation</p>
<p><b>Strand:</b> Discipline-based learning</p> <p><b>Domain</b> Science</p> <p><b>Dimension</b> Science knowledge and understanding</p>	<p>Identify and explain the connections between systems in the human body and their various functions</p>	<p>Recognise the reproductive system as a smaller, separate system within the human body</p>

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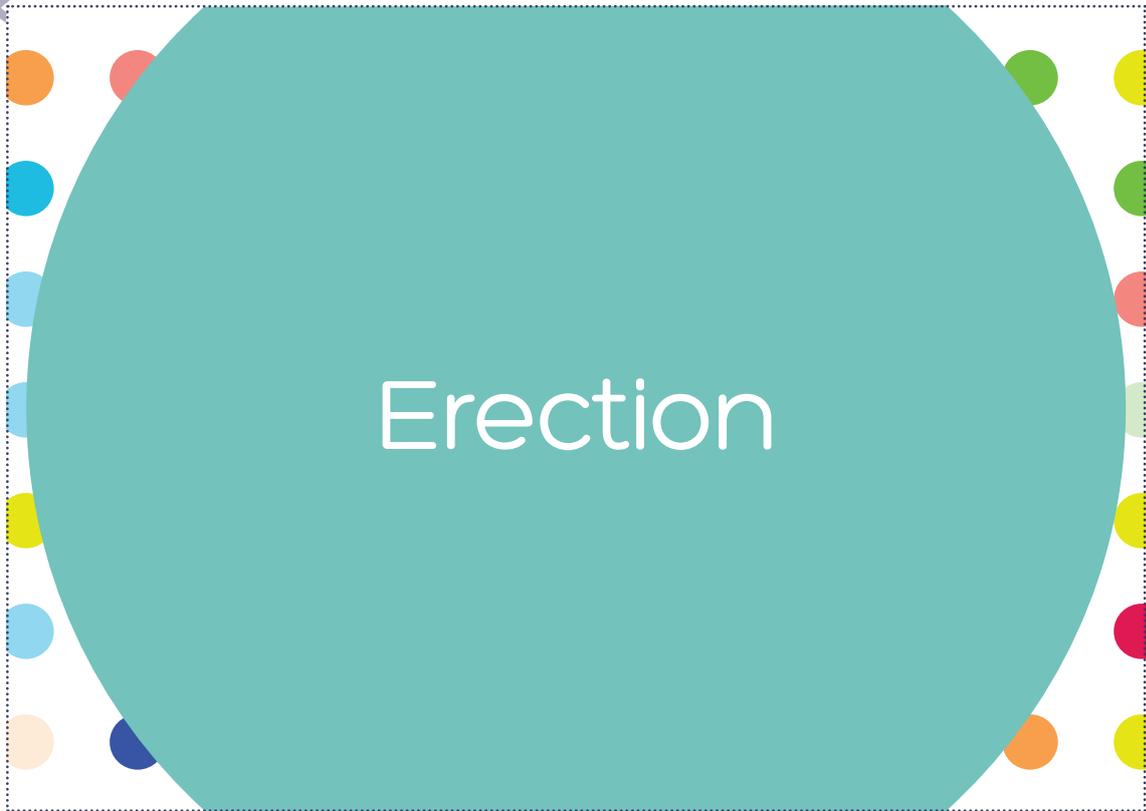


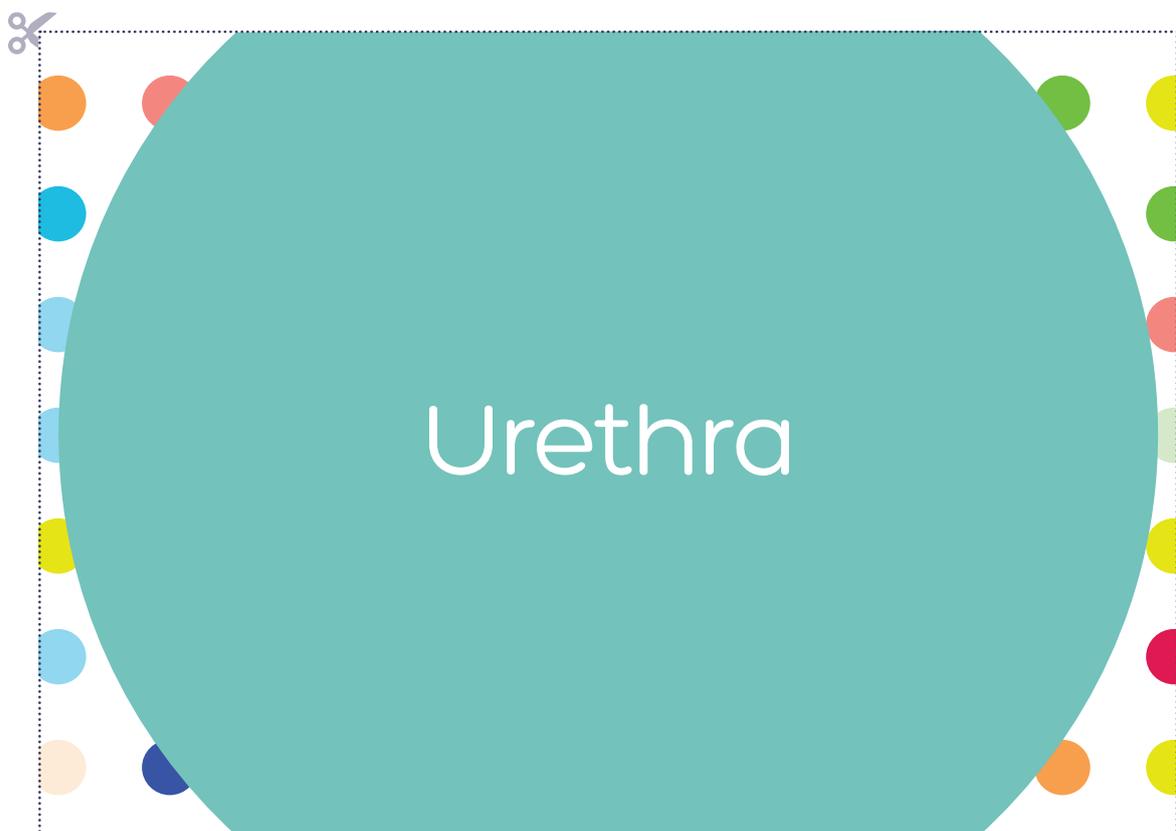
# Anatomy snap

## Teacher reference sheet

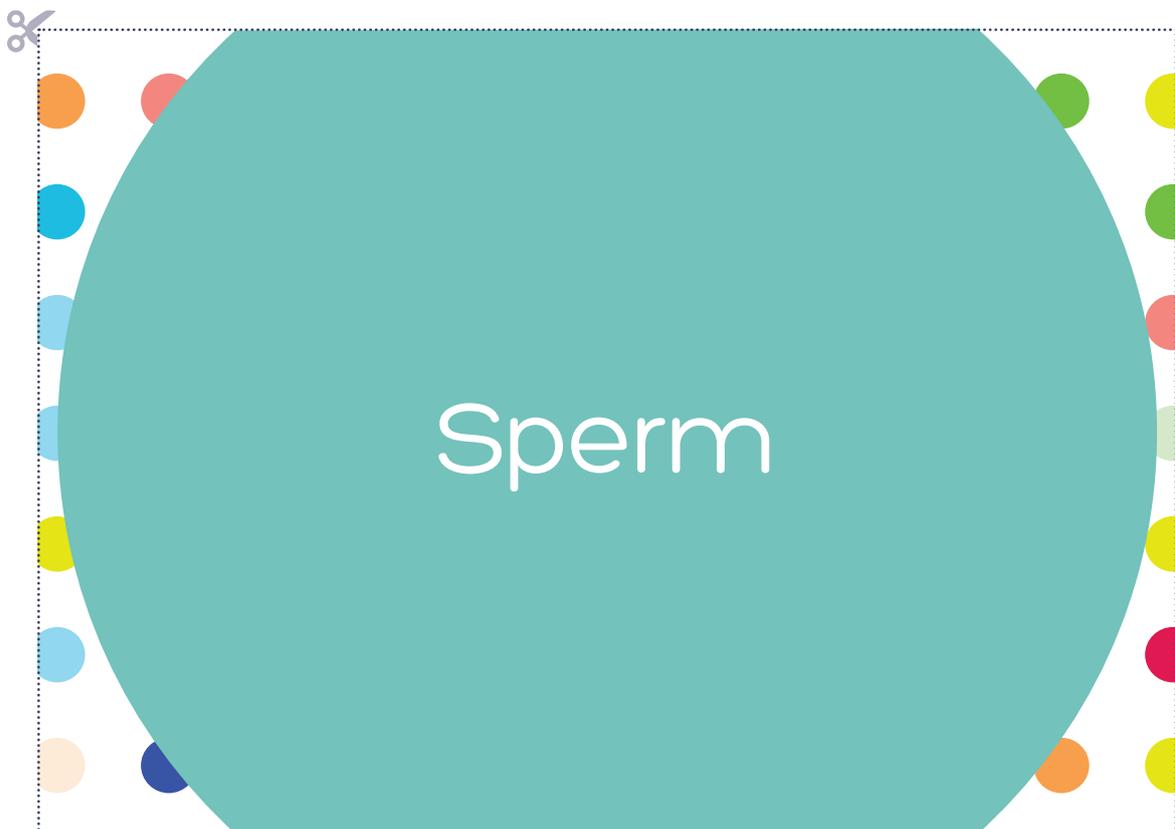
This isn't a part of the body, but something that can happen to a male. If he's feeling sexy or thinking about something sexy, his penis can get bigger and go stiff.	<b>Erection</b>
These are very small, about the size of a full stop at the end of a sentence, and are found in females. There are thousands of them. They're stored in the ovaries from birth. From puberty onwards, the ovary releases a mature one of these about once a month.	<b>Ovum (egg)</b>
This is not a part of the body, but something that happens to males. When the penis is erect (hard and stiff), a small amount of cloudy, sticky, white fluid, called semen, can squirt out of the end of it.	<b>Ejaculation</b>
Both males and females have one of these. It's a tube leading from the bladder that lets urine come out of the body. In a girl's body, it leads to a small opening in front of the vagina. In a boy's body, it's inside the penis.	<b>Urethra</b>
This is a female body part. It's the narrow, lower part of the uterus (womb). When a female is in labour, it slowly stretches so that the baby's head can come through to the vagina.	<b>Cervix</b>
This is a male body part that's found on the outside of the body. It's a loose bag of skin that hangs under the penis and holds the testicles.	<b>Scrotum</b>
Males have two of these. They're about the size and shape of walnuts in men and hazelnuts in boys. They grow bigger during puberty and start making sperm.	<b>Testicles</b>
Males make millions of these from puberty onwards. They look like tadpoles, have a head and a long tail and are very good swimmers. They're very, very small. You would need a microscope to see them. One of these has to meet and join with an ovum (egg) for it to be fertilised.	<b>Sperm</b>
Females have one of these. It's a moist, narrow, stretchy passage leading from the outside of a female's body to the cervix (opening to the womb). It's the place where a male puts his erect (stiff) penis during sex. It's sometimes called the birth canal because most babies are born through it.	<b>Vagina</b>
Females have two of these. They're about the size and shape of an almond. It's the place where thousands of tiny ova (eggs) are stored. During puberty, these eggs start to mature here.	<b>Ovary</b>
Females have two of these. They're narrow, curved tubes that are attached to the upper part of the uterus (womb) and almost reach the ovaries. The ovum (egg) travels along one of these tubes to reach the uterus. This is the place where an ovum could be fertilised by a sperm.	<b>Fallopian tubes</b>
This is a female body part. It's shaped like an upside down pear. It's a very strong muscle with a special lining. It's the place where a foetus (baby) grows during pregnancy.	<b>Uterus</b>
Males have one of these on the outside of their body. It's a soft, spongy tube that hangs between the legs. It's the place where urine comes out of the body. It's sensitive to feelings and sometimes becomes erect (stiff). This is when sperm can come out of the end of it.	<b>Penis</b>
This isn't part of the body, but something that males make. It's a sticky, white fluid that has sperm in it.	<b>Semen</b>
Females have two of these. Girls start growing them during puberty. They're soft and round and make milk when a female has a baby.	<b>Breasts</b>
This is not a part of the body, but something that can happen to a female. If a male and female have sex and his sperm fertilises her ovum (egg), that implants on the wall of the uterus, a baby can start to grow in the uterus (womb). We say a woman is _ _ _ _ _	<b>Pregnant</b>
Both males and females have these on their chest. They're small, round bumps that are darker than the skin on the rest of the body. If babies are being breastfed, this is the part they put in their mouths.	<b>Nipples</b>
This is not part of the body, but something that happens in females. It's when the sperm and ovum (egg) meet and join inside one of the fallopian tubes. Once it implants, a baby can grow.	<b>Fertilisation</b>
Often called vagina in error. It is the name for all the outside body parts between a female's legs.	<b>Vulva</b>



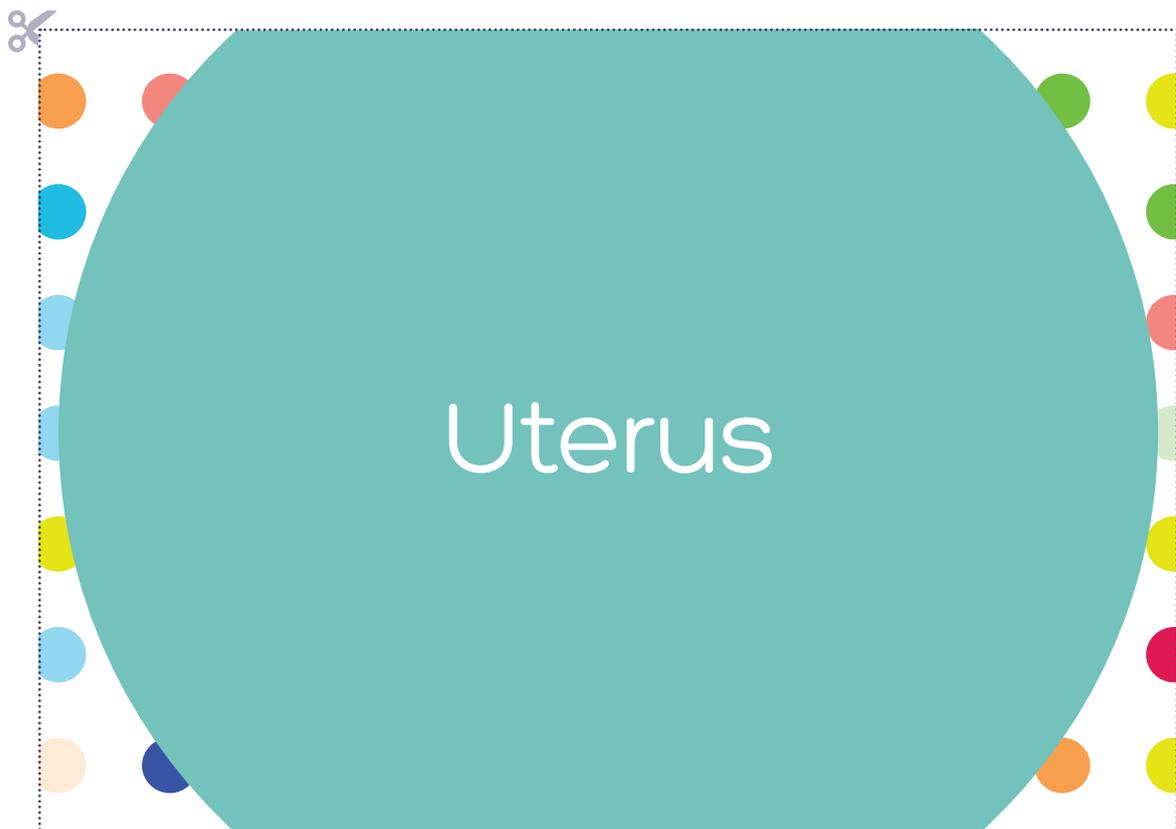
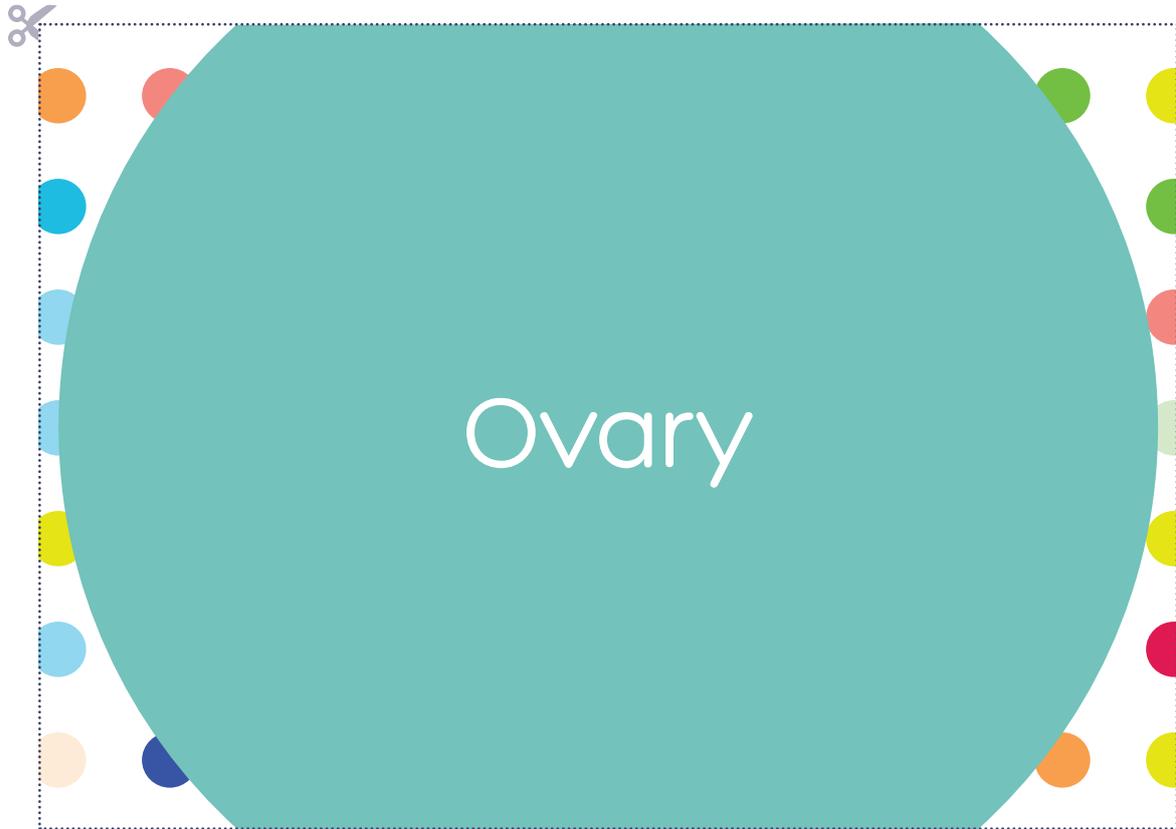


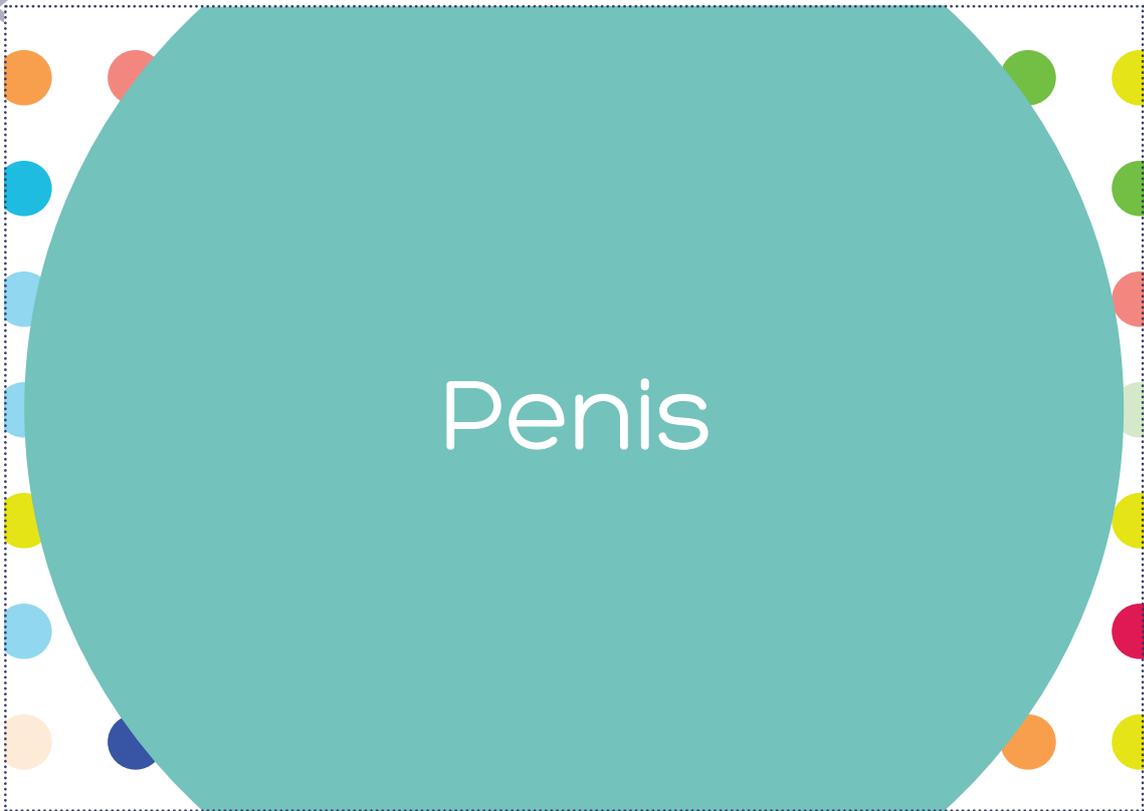


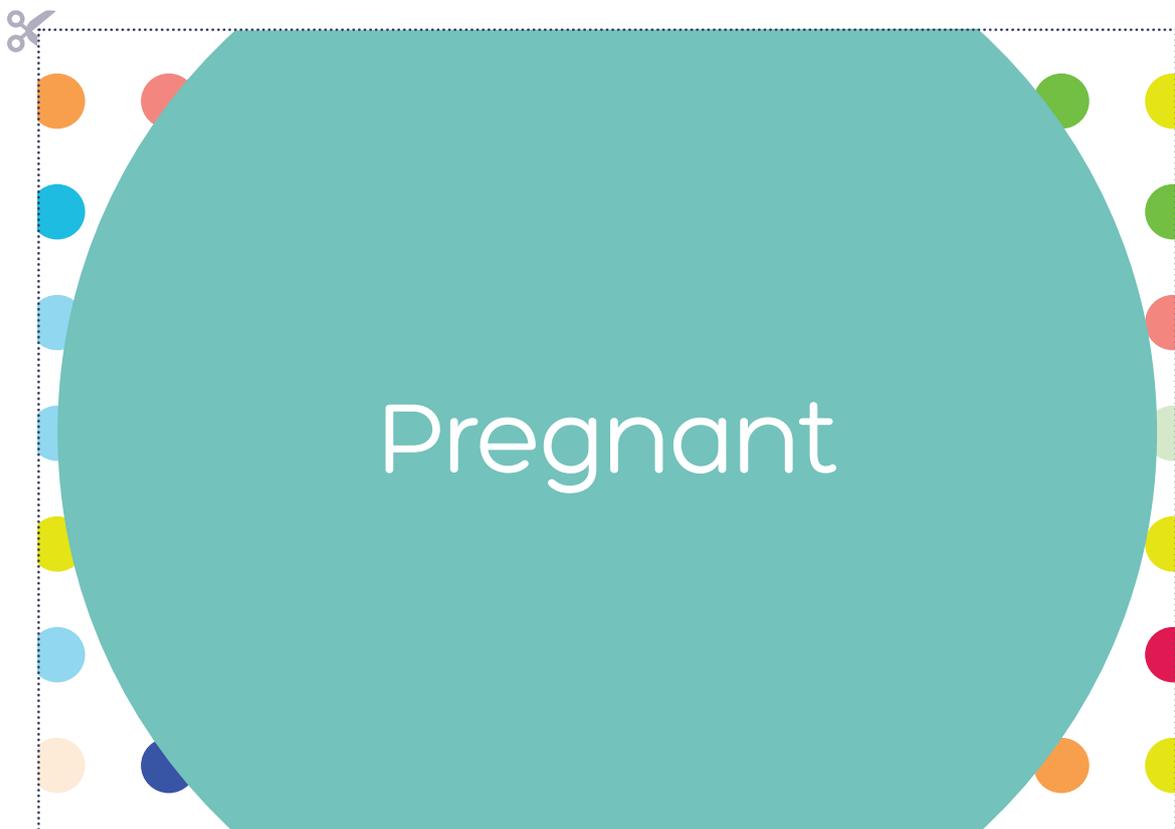
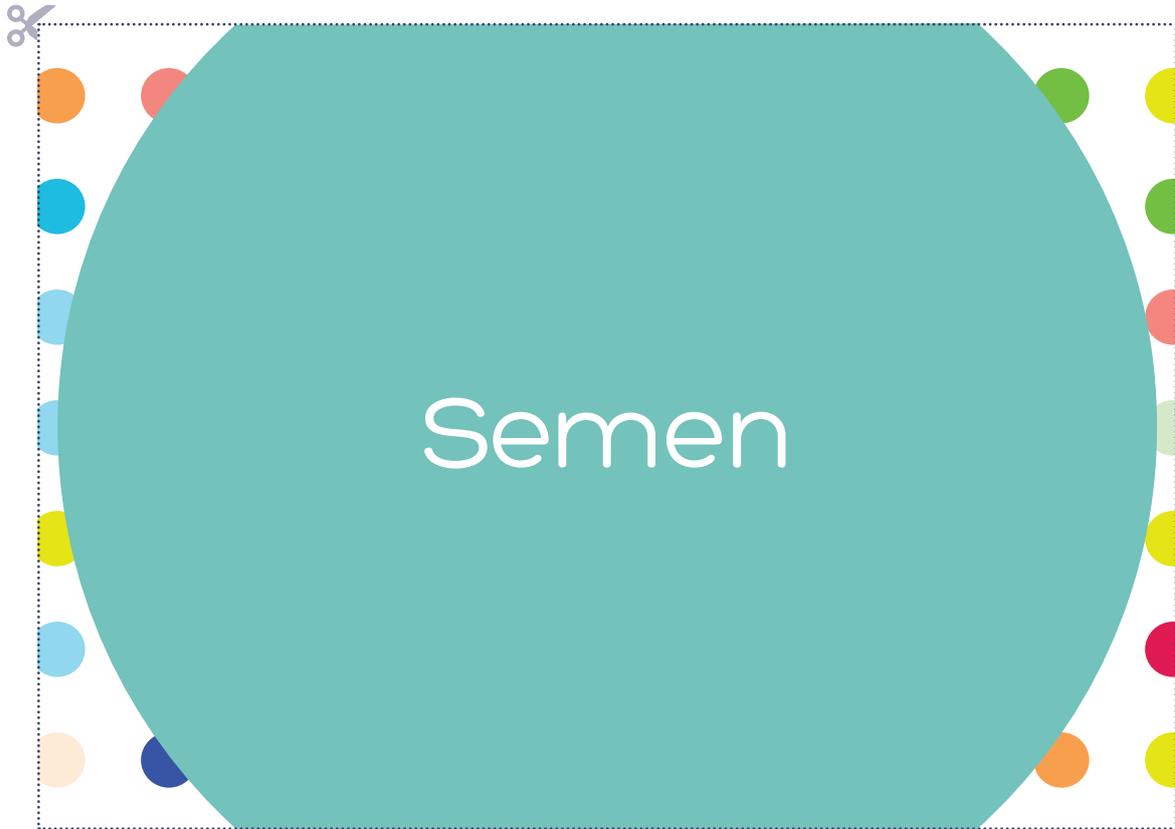












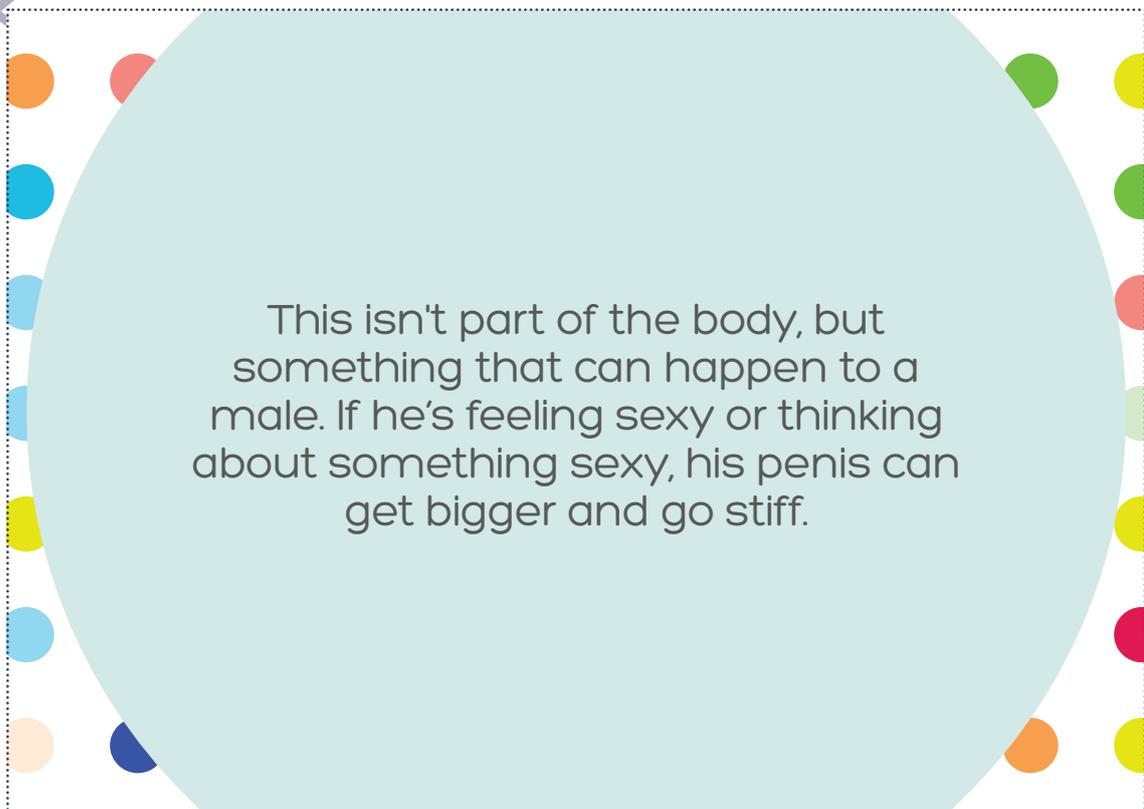


Nipples



Fertilisation







These are very small, about the size of a full stop at the end of a sentence, and are found in females. There are thousands of them. They're stored in the ovaries from birth. From puberty onwards, the ovary releases a mature one of these about once a month.



This is not a part of the body, but something that happens to males. When the penis is erect (hard and stiff), a small amount of cloudy, sticky, white fluid, called semen, can squirt out of the end of it.





Both males and females have one of these. It's a tube leading from the bladder that lets urine come out of the body. In a girl's body, it leads to a small opening in front of the vagina. In a boy's body, it's inside the penis.



This is a female body part. It's the narrow, lower part of the uterus (womb). When a female's in labour, it slowly stretches so that the baby's head can come through to the vagina.





This is a male body part that's found on the outside of the body. It's a loose bag of skin that hangs under the penis and holds the testicles.



Males have two of these. They're about the size and shape of walnuts in men and hazelnuts in boys. They grow bigger during puberty and start making sperm.





Males make millions of these from puberty onwards. They look like tadpoles, have a head and a long tail and are very good swimmers. They're very, very small. You would need a microscope to see them. One of these has to meet and join with an ovum (egg) for it to be fertilised.



Females have one of these. It's a moist, narrow, stretchy passage leading from the outside of a female's body to the cervix (opening to the womb). It's the place where a male puts his erect (stiff) penis during sex. It's sometimes called the birth canal because most babies are born through it.





Females have two of these. They're about the size and shape of an almond. It's the place where thousands of tiny ova (eggs) are stored. During puberty, these eggs start to mature here.



Females have two of these. They're narrow, curved tubes that are attached to the upper part of the uterus (womb) and almost reach the ovaries. The ovum (egg) travels along one of these tubes to reach the uterus. This is the place where an ovum could be fertilised by a sperm.





This is a female body part. It's shaped like an upside down pear. It's a very strong muscle with a special lining. It's the place where a foetus (baby) grows during pregnancy.



Males have one of these on the outside of their body. It's a soft, spongy tube that hangs between the legs. It's the place where urine comes out of the body. It's sensitive to feelings and sometimes becomes erect (stiff). This is when sperm can come out of the end of it.





This isn't part of the body, but something that males make. It's a sticky, white fluid that has sperm in it.



Females have two of these. Girls start growing them during puberty. They're soft and round and make milk when a female has a baby.





This is not a part of the body, but something that can happen to a female. If a male and female have sex and his sperm fertilises her ovum (egg), that implants on the wall of the uterus, a baby can start to grow in the uterus (womb). We say a woman is .....



Both males and females have these on their chest. They're small, round bumps that are darker than the skin on the rest of the body. If babies are being breastfed, this is the part they put in their mouths.





This is not part of the body, but something that happens inside females. It's when the sperm and ovum (egg) meet and join inside one of the fallopian tubes. Once it implants, a baby can grow.



Often called vagina in error. It is the name for all the outside body parts between a female's legs.



## Teaching Sequence 4: Review of the reproductive system, intercourse and conception

Learning outcomes	Key messages
<p>Students will:</p> <ul style="list-style-type: none"> <li>review the name, purpose and location of the reproductive body parts in both males and females</li> <li>explore key concepts that are associated with conception and sexual intercourse</li> <li>reflect on key concepts that relate to contraception and sexual health.</li> </ul>	<ul style="list-style-type: none"> <li>Fertilisation is the process of an ovum (egg) and a sperm joining. It usually occurs through sexual intercourse and may be helped along by doctors with assisted reproductive techniques.</li> <li>Reproduction is a natural and necessary part of the life cycle.</li> <li>Intercourse usually creates intimacy between adults and is only rarely for the purpose of procreation (making babies).</li> <li>There is a diversity of sexual relationships, including same-sex relationships.</li> <li>Sexual activity carries both risks and responsibilities. Adults need to plan for contraception and to protect themselves from sexually transmissible infections (STIs).</li> <li>Males and females have different reproductive body parts, each of which has an important function.</li> <li>It is important to use the correct terminology for the reproductive body parts and processes.</li> </ul>

a. **Review the home activity: Sharing Male and female reproductive body parts**

Review the homework with students by briefly discussing their experience of sharing information with their parents.

b. **Activity 5-6.4.1: Reproductive bingo**

Use this team activity to review the male and female reproductive body parts and processes, providing an opportunity for students to become accustomed to using the correct terminology.

c. **Activity 5-6.4.2: Jump up game**

Use this activity as a fun and active way to review the reproductive body parts.

d. **Activity 5-6.4.3: Mummy laid an egg! (book)**

Read this humorous book to the class as an introduction to, or review of, sexual intercourse and conception. Briefly discuss why the parents in the book told their children stories about how babies are made instead of telling them the truth.

*Please note: This book may have been used at AusVELS Levels 3-4, however, children enjoy having it read to them a number of times.*

e. **Review sexual intercourse and conception**

Review the processes of sexual intercourse and conception using the Magnel or similar diagrams. Ensure students understand that sex is something

adults do to create intimacy and that it is only occasionally for procreation. Reinforce protective behaviours messages (e.g. sexual intercourse should be between consenting adults, no adult should touch a child's private parts, we can always tell someone no matter how awful things may seem etc.). For more information on protective behaviours messages, see the *Answering difficult questions: A key part of sexuality education* section in Tool 24 of *Tools for teachers*.

Same-sex relationships should be mentioned at this point. Teachers will need to feel comfortable discussing the diversity of sexuality at a very basic level. For more information on how to handle questions about sensitive issues, see the *Answering difficult questions: A key part of sexuality education* section in *Tools for teachers*.

f. **Creating babies: A guide to methods of conception (flipchart)**

Use this flipchart, provided in the *SafeLanding Toolkit*, as a visual aid to assist in explaining some of the more complex ways that babies can be conceived (e.g. IVF, surrogacy etc.). This flipchart also illustrates how same-sex couples can have babies. Discuss these processes at a basic,

*Continued next page...*

## Teaching Sequence 4: Review of the reproductive system, intercourse and conception (continued)

developmentally appropriate level. Encourage students to ask questions as needed.

### g. Discuss safer sex and contraception

Although this is not an AusVELS Levels 5-6 activity, our experience has been that students at this stage have many questions about contraception and safer sex at this age. Their curiosity often stems from adult conversations that they have overheard, school yard gossip, the media etc. Consider this to be an optional activity, but don't be surprised if you receive questions in the question box on these topics.

Have a brief discussion with the class about what a man and a woman would do if they wanted to have sex but didn't want to get pregnant. Ensure that students understand the purpose of contraception and that there are many types available. Reiterate that some forms of contraception also provide protection against sexually transmissible infections (STIs).

Ensure that students understand what safer sex is and how important it is to behave responsibly, as

sexual activity can carry risks. It is essential to deal with the discussion in a relaxed and open manner, as this may be a topic that could be difficult for students if they are given too much information or if the information is too negative. Teachers will need to decide how much detail they want, or need, to give. Teachers may wish to use the *SafeLanding Contraception flipchart* to provide a visual guide to contraception. Remember at this level, information should be kept very basic.

During the discussion, show students a condom, as this helps to remove the associated stigma and allows for an explanation as to why they should never pick a condom up if they find one lying around in a public place. Encourage students to ask questions as needed.

### 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 5-6.4.4: Reproductive review

## Activity: 5-6.4.1

### Key Messages

- Males and females have different reproductive parts, each of which has an important function.
- It is important to use the correct terminology for reproductive parts and processes.

### Activity Details

THEME	Growth and Development
SUB THEME	Reproduction, pregnancy and birth
TIME	30 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• <i>Reproductive bingo</i> Teacher reference sheet</li> <li>• 6 bingo cards</li> <li>• counters (about 50 depending on class/ group size).</li> </ul>

# Reproductive bingo

## Purpose

To revise the reproductive system and reproductive process in an engaging team game.

## Teaching notes

Students should have already learned about the female and male reproductive systems during a previous lesson. Bingo is a well-known activity that the students love to play and is a useful way to revise information.

## Procedure

1. Divide the class into groups of 4-6 students.
2. Give each group a bingo card and counters.
3. Provide the students with a few minutes to look at their card to discuss the pictures and words on it to make sure the whole group can participate.
4. Explain any words students are unsure of.
5. Explain that you will read a description or a definition of the pictures and words on the bingo cards.
6. Students need to work out if they have the corresponding word and picture on their card and if they do, they can cover it with a counter.
7. When a group has three words covered in a vertical, horizontal or diagonal line, they call out 'bingo'.
8. Check the words they have covered against the definitions you read out, to see if they have the correct words on their card.
9. Repeat the game until all definitions or descriptions have been read.

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 5-6	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 the likely physical, emotional and social changes that occur during puberty</p>	<p>The changes associated with puberty</p> <p>Reproductive systems, sexual development and sexual maturation</p>
<p><b>Strand:</b> Discipline-based learning</p> <p><b>Domain</b> Science</p> <p><b>Dimension</b> Science knowledge and understanding</p>	<p>Identify and explain the connections between systems in the human body and their various functions</p>	<p>Recognise the reproductive system as a smaller separate system within the human body</p>

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# Reproductive bingo

## Teacher reference sheet

This is not a part of the body, but something that can happen to a male. If he's feeling sexy or thinking about something sexy, his penis can get bigger and go stiff. This is called an _ _ _ _ _	<b>Erection</b>
These are very small, about the size of a full stop at the end of a sentence, and are found in females. There are thousands of them. They're stored in the ovaries from birth. From puberty onwards, the ovary releases a mature one of these about once a month.	<b>Ovum (egg)</b>
This is not a part of the body, but something that happens to males. When the penis is erect (hard and stiff), a small amount of cloudy, sticky, white fluid, called semen, can squirt out of the end of it. This is called _ _ _ _ _	<b>Ejaculation</b>
Both males and females have one of these. It's a tube leading from the bladder that lets urine come out of the body. In a girl's body, it leads to a small opening in front of the vagina. In a boy's body, it's inside the penis.	<b>Urethra</b>
This is a female body part. It's the narrow, lower part of the uterus (womb). When a female's in labour, it slowly stretches so that the baby's head can come through to the vagina.	<b>Cervix</b>
This is a male body part that's found on the outside of the body. It's a loose bag of skin that hangs under the penis and holds the testicles.	<b>Scrotum</b>
Males have two of these. They're about the size and shape of walnuts in men and hazelnuts in boys. They grow bigger during puberty and start making sperm. Sometimes they're called balls or nuts.	<b>Testicles</b>
Males make millions of these from puberty onwards. They look like tadpoles, have a head and a long tail and are very good swimmers. They're very, very small. You would need a microscope to see them. One of these has to meet and join with an ovum (egg) to be fertilised.	<b>Sperm</b>
Females have one of these. It's a moist, narrow, stretchy passage leading from the outside of a woman's body to the cervix (opening to the womb). It's the place where a male puts his erect (stiff) penis during sex. It's sometimes called the birth canal because most babies are born through it.	<b>Vagina</b>
Females have two of these. They're about the size and shape of an almond. It's the place where thousands of tiny ova (eggs) are stored. During puberty, these eggs start to mature.	<b>Ovaries</b>
Females have two of these. They're narrow, curved tubes that are attached to the upper part of the uterus (womb) and almost reach the ovaries. The ovum (egg) travels along one of these tubes to reach the uterus. This is the place where an ovum could be fertilised by a sperm.	<b>Fallopian tubes</b>
This is a female body part. It's shaped like an upside down pear. It's a very strong muscle with a special lining. It's the place where a baby grows during pregnancy.	<b>Uterus</b>
Males have one of these on the outside of their body. It's a soft, spongy tube that hangs between the legs. It's the place where urine comes out of the body. It's sensitive to feelings and sometimes becomes erect (stiff). This is when sperm can come out of the end of it.	<b>Penis</b>
This is not part of the body, but something that males make. It's a sticky, white fluid that has sperm in it.	<b>Semen</b>
Females have two of these. Girls start growing them during puberty. They're soft and round and make milk when a female has a baby.	<b>Breast</b>
This is not a part of the body, but something that can happen to a female. If a male and female have sex and his sperm fertilises her ovum (egg) that implants on the wall of the uterus, a baby can start to grow in the uterus (womb). We would say the woman is _ _ _ _ _	<b>Pregnant</b>
Both males and females have these on their chest. They're small, round bumps that are darker than the skin on the rest of the body. If babies are being breastfed, this is the part they put in their mouths.	<b>Nipples</b>
This is not part of the body, but something that happens in females. It's when the sperm and ovum (egg) meet and join inside one of the fallopian tubes. Once it implants a baby can grow.	<b>Fertilisation</b>
Often called vagina in error. It is the name for all the outside body parts between a girl's legs.	<b>Vulva</b>



# Reproductive bingo card 1

Sperm

Breast

Erection

Fallopian Tube

Uterus

Fertilisation

Penis

Scrotum

Ejaculation



# Reproductive bingo card 2

A 3x3 grid of circular bingo cards on an orange background. Each card contains a term and a corresponding illustration. The terms are: Pregnant, Ejaculation, Testicle, Ovum, Scrotum, Semen, Penis, Nipple, and Uterus. The grid is surrounded by a decorative border of colorful polka dots. A pair of scissors icon is located at the top left corner of the grid.

<p>Pregnant</p>	<p>Ejaculation</p>	<p>Testicle</p>
<p>Ovum</p>	<p>Scrotum</p>	<p>Semen</p>
<p>Penis</p>	<p>Nipple</p>	<p>Uterus</p>



# Reproductive bingo card 3

Vagina

Urethra

Nipple

Vulva

Pregnant

Semen

Testicle

Ovaries

Sperm



# Reproductive bingo card 4

Cervix

Breast

Ovaries

Urethra

Sperm

Fertilisation

Erection

Ovum

Pregnant



# Reproductive bingo card 5

Uterus

Fertilisation

Urethra

Erection

Cervix

Penis

Semen

Fallopian Tube

Vagina



# Reproductive bingo card 6





## Activity: 5-6.4.2

### Key Message

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

### Activity Details

THEME	Growth and Development
SUB THEME	Reproduction
TIME	10 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• <i>Jump up game</i></li> <li>Teacher reference sheet.</li> </ul>

# Jump up game

## Purpose

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

## Teaching notes

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

## 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 a reproductive body part. The students must then:
  - bob down (or make a big 'V for vagina' with their hands, over their heads) if it belongs to females
  - jump up (or stand straight and still with hands by their sides like an erect penis) if it belongs to males
  - stand and clap quietly if it is a part of both male and female anatomy.



## AusVELS Context:

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

Levels 5-6	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 the likely physical, emotional and social changes that occur during puberty</p>	<p>Reproductive systems, sexual development and sexual maturation</p>
<p><b>Strand:</b> Discipline-based learning</p>		
<p><b>Domain</b> Science</p> <p><b>Dimension</b> Science knowledge and understanding</p>	<p>Identify and explain the connections between systems in the human body and their various functions</p>	<p>Recognise the reproductive system as a smaller separate system within the human body</p>

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# Jump up game

## Teacher reference sheet

Use the following list to review the body parts.

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

penis	ovaries	ears
uterus	legs	vagina
hands	foreskin	nose
testicles	clitoris	elbow
fallopian tubes	bladder	cervix
urethra	scrotum	anus/ bottom
spermatic cord (or vas deferens)	breasts	belly button



## Activity: 5-6.4.3

### Key Message

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

### Activity Details

THEME	Growth and Development
SUB THEME	Reproduction
TIME	15 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• <i>Mummy laid an egg!</i> by Babette Cole, 1993.</li> </ul>

# Mummy laid an egg!

## Purpose

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

## Teaching notes

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

*Please note: This may have been done in Level 3, Activity 3.9.1.*

## Procedure

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

## Discussion

Class discussion could focus on questions such as:

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

Cole, B 1993, *Mummy laid an egg!* Jonathan Cape, London. Available from FPV bookshop ph. 9257 0146.

## AusVELS Context:

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

Levels 5-6	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 the likely physical, emotional and social changes that occur during puberty</p>	<p>Human development across the lifespan (including stages such as conception, prenatal and adolescence)</p> <p>Reproductive systems, sexual development and sexual maturation</p>
<p><b>Strand:</b> Discipline-based learning</p> <p><b>Domain</b> Science</p> <p><b>Dimension</b> Science knowledge and understanding</p>	<p>Identify and explain the connections between systems in the human body and their various functions</p>	<p>Recognise the reproductive system as a smaller separate system within the human body</p>

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## Activity: 5-6.4.4

### Key Message

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

### Activity Details

THEME	Growth and Development
SUB THEME	Reproduction
TIME	10 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• A copy of the <i>Reproductive review</i> worksheet per student.</li> </ul>

# Reproductive review

## Purpose

To review and revise the reproductive systems and reproduction.

## Teaching notes

This can be used as a revision sheet, towards the end of a unit on reproduction, or to assess students' knowledge. It works well as a homework activity as it's a good way to encourage conversation about reproduction with parents. When correcting the sheet, you could play a true or false game, using the correct answers for some and incorrect answers for others. Students put their hands in the air for correct answers and behind their backs for incorrect answers.

## Procedure

1. Distribute a copy of the *Reproductive review* worksheet to each student.
2. Read the words in the box at the bottom of the page aloud and ensure that every student can read them.
3. Ask the students to complete the worksheet in class, or for homework.
4. Once completed, read through all of the statements and ask the students to put up their hand to offer the missing word.
5. Correct any misconceptions or errors the students may have.

## AusVELS Context:

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

Levels 5-6	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 the likely physical, emotional and social changes that occur during puberty</p>	<p>Transitions between life stages</p> <p>Reproductive systems, sexual development and sexual maturation</p>
<p><b>Strand:</b> Discipline-based learning</p> <p><b>Domain</b> Science</p> <p><b>Dimension</b> Science knowledge and understanding</p>	<p>Identify and explain the connections between systems in the human body and their various functions</p>	<p>Recognise the reproductive system as a smaller separate system within the human body</p>

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# Reproductive review

Complete the following sentences, using the words in the box at the bottom of the page.

1. The \_\_\_\_\_ is an opening between a woman's legs.
2. About every month, an \_\_\_\_\_ ripens and is released from a woman's ovaries.
3. The egg travels through the \_\_\_\_\_ to a woman's uterus.
4. \_\_\_\_\_ is when a sperm joins with an egg.
5. A baby grows and develops in the \_\_\_\_\_ for about 9 months, until it is ready to be born.
6. A man has a \_\_\_\_\_ hanging between his legs.
7. An \_\_\_\_\_ is when a man's penis becomes hard.
8. The sticky stuff that comes out of a man's penis is called semen, and in the semen are \_\_\_\_\_.
9. Sperm are made in the \_\_\_\_\_.
10. The testicles hang outside a man's body in a bag of skin called the \_\_\_\_\_.

sperm	erection	Ovum (egg)
penis	scrotum	fallopian tubes
vagina	fertilisation	testicles
	uterus	



## Teaching Sequence 5: Conception, pregnancy and birth



### Learning outcomes

Students will:

- review the name, purpose and location of the reproductive body parts in both males and females
- identify key stages that are associated with the processes of pregnancy and birth.

### Key messages

- Pregnancy and birth have predictable stages.
- The growth of the embryo and foetus will go through these stages until the birth of the baby, which occurs around nine months later.
- In a vaginal birth, the process includes the breaking of the embryonic sac, the descent of the baby through the vagina, the crowning of the head, the birth and the passing of the placenta.
- Some babies are born by caesarean, which is when the baby is born through a cut made in the mother's uterus (womb).
- Having a new baby is an exciting time for a family.

- Review the home activity: Reproductive review**  
Briefly review the homework with students by correcting their worksheet responses.
- Activity 5-6.5.1: *Living and growing (series 2)***  
This program covers key messages around intercourse, conception, pregnancy and birth in an informative and light hearted way. Debrief as a class by discussing the key points.
- Provide an explanation of pregnancy and birth**  
Use the Magnel or similar diagrams to review the development of the embryo and foetus during pregnancy. Explain the process of birth, ensuring that both vaginal and caesarean deliveries are covered.
- Activity 5-6.5.2: Pregnancy and birth timeline**  
Use this activity to consolidate knowledge on the sequence of events from conception through to birth.
- Question box**  
Allow time for students to write new questions to put in the question box. These questions can be answered straight away or during the next session.
- Home activity 5-6.5.3: Showing off a new baby**  
This is a simple activity that asks students to collect photos and other items that relate to the birth and infancy of a baby.

## Activity: 5-6.5.1

### Key Messages

- Pregnancy and birth have predictable stages.
- In a vaginal birth, the process includes the breaking of the embryonic sac, the descent of the baby through the vagina, the crowning of the head, the birth and the passing of the placenta.

### Activity Details

THEME	Growth and Development
SUB THEME	Reproduction, pregnancy and birth
TIME	45 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• The DVD <i>Living and growing (series 2) How babies are born</i> (Channel 4 UK, 1999)</li> <li>• <i>Being born</i>, by Sheila Kitzinger, 1986</li> <li>• newborn doll in amniotic sac (optional).</li> </ul>

# Living and growing (series 2)

## How babies are born

### Purpose

To introduce and familiarise students with the stages of foetal development throughout the process of pregnancy and birth.

### Teaching notes

This DVD is approximately 14 minutes in duration. It tracks the pregnancy of Aunty Jo with Leon and his friend Katie exploring what it might feel like to be pregnant. This DVD concludes with the children visiting the newborn baby in hospital. The DVD discusses intercourse as something special between two adults who love each other and want to have a baby. It outlines prenatal care and shows magnified images of sperm, an egg and dividing cells. It also includes some great footage of foetal movement and ultrasound images. During the birth scene, you can see the vagina opening and the head crowning, followed by the post-birth checkup.

### Procedure

1. Play the DVD *Living and growing (series 2) How babies are born*.
2. Allow the students an opportunity to talk about their feelings after viewing the DVD and to discuss what they learned from it.
3. They may have a lot of questions or you may need to clarify some of the stages of development or birth. You could use the newborn doll in the amniotic sac for this purpose.
4. Use the book *Being born* as a reference, to review the stages of development, allowing the students time to see and examine the beautiful in-utero images.

Channel 4 UK 1999, *Living and growing – series 2*, DVD, Classroom Video, Bendigo.  
Kitzinger, S 1986, *Being born*, Dorling Kindersley, London.

Fetal model with placenta/cord/amnion/chorion model, Mentone Educational Centre, <[www.mentone-educational.com.au](http://www.mentone-educational.com.au)>.

All items available for loan from FPV library. Contact 9257 0146 for details.

## AusVELS Context:

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

Levels 5-6	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 the likely physical, emotional and social changes that occur during puberty</p>	<p>Transitions between life stages</p> <p>Reproductive systems, sexual development and sexual maturation</p>

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## Activity: 5-6.5.2

### Key Messages

- Pregnancy and birth have predictable stages.
- The growth of the embryo and foetus will go through these stages until the birth of the baby, around nine months later.

### Activity Details

THEME	Growth and Development
SUB THEME	Reproduction
TIME	10 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• <i>Pregnancy and birth timeline</i> cards set.</li> </ul>

# Pregnancy and birth timeline

## Purpose

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

## Teaching notes

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

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

## Procedure

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

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

## AusVELS Context:

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

Levels 5-6	Working towards these standard/s	Key learning focus
<p>This activity doesn't address specific standards at levels 5-6, but addresses the key learning focus and reinforces standards achieved at levels 3-4.</p>		<p>Process of conception to birth</p>

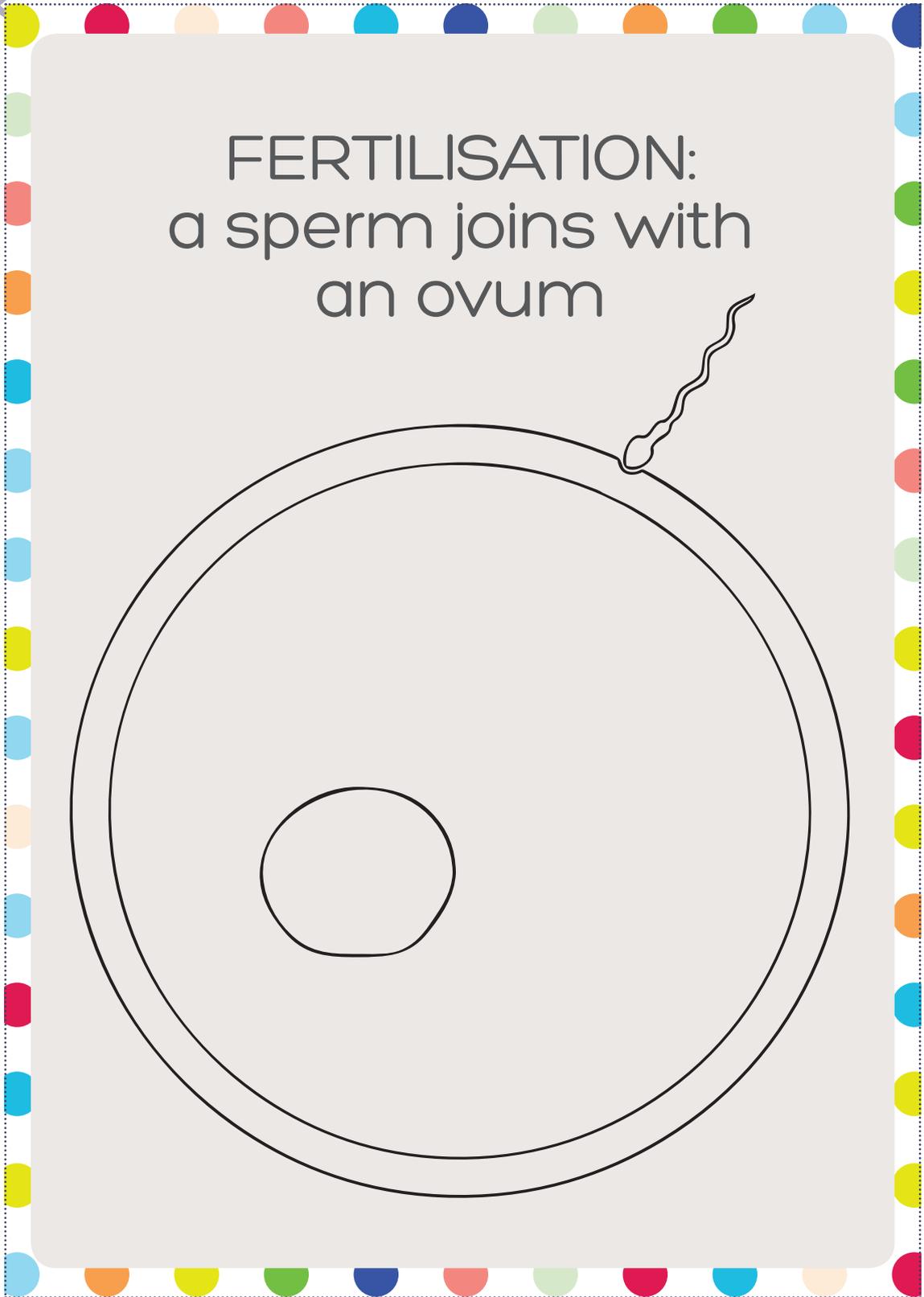
*Please note: At the time of printing, the Australian Curriculum content descriptors and achievement standards in relation to sexuality education had not been finalised. In the interim, AusVELS continues to be used throughout SafeLanding.*





A woman  
and a man have  
**SEXUAL INTERCOURSE**

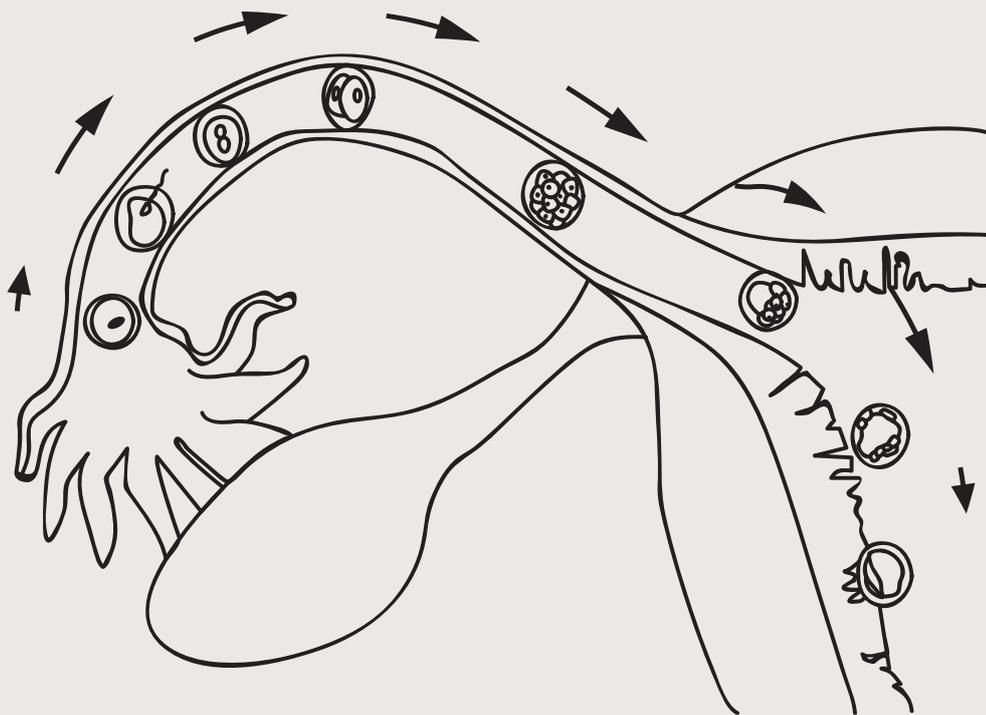




# FERTILISATION: a sperm joins with an ovum

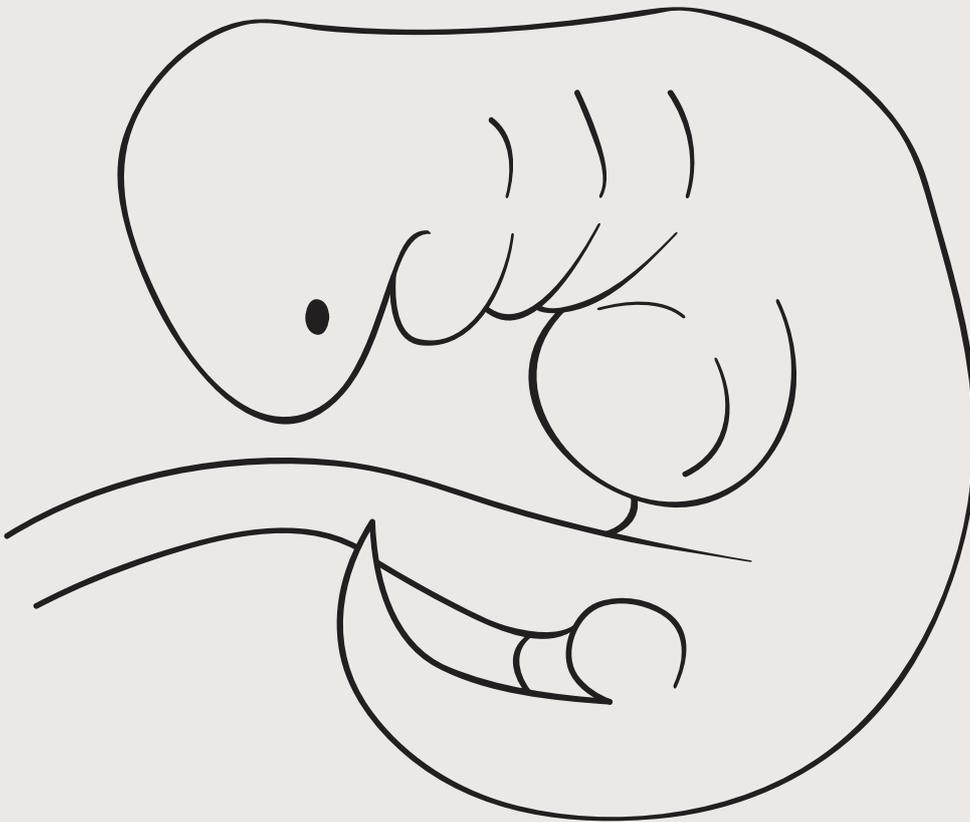


A fertilised OVUM travels to, and implants into, the wall of the UTERUS



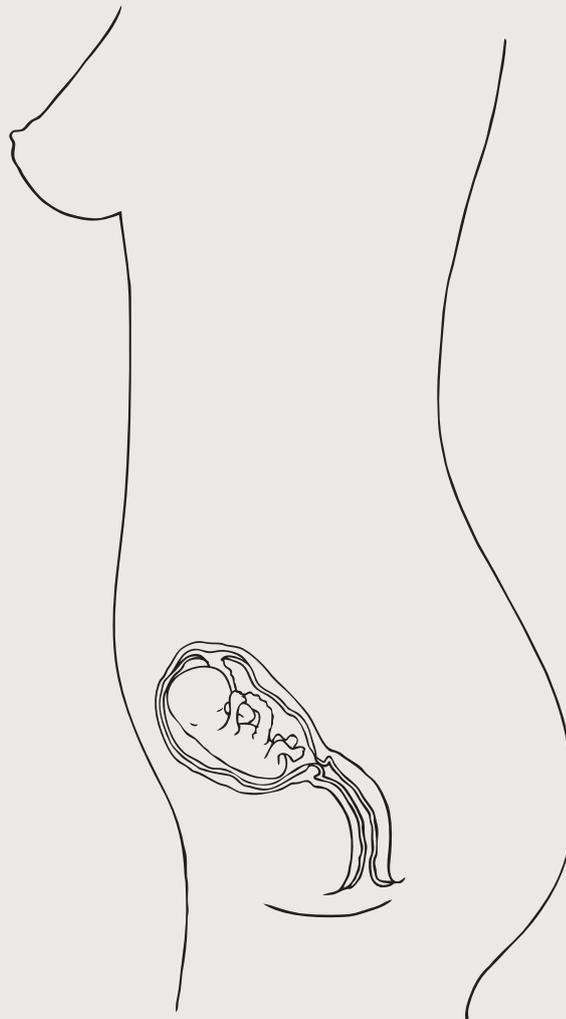


# The PLACENTA and EMBRYO start to grow





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



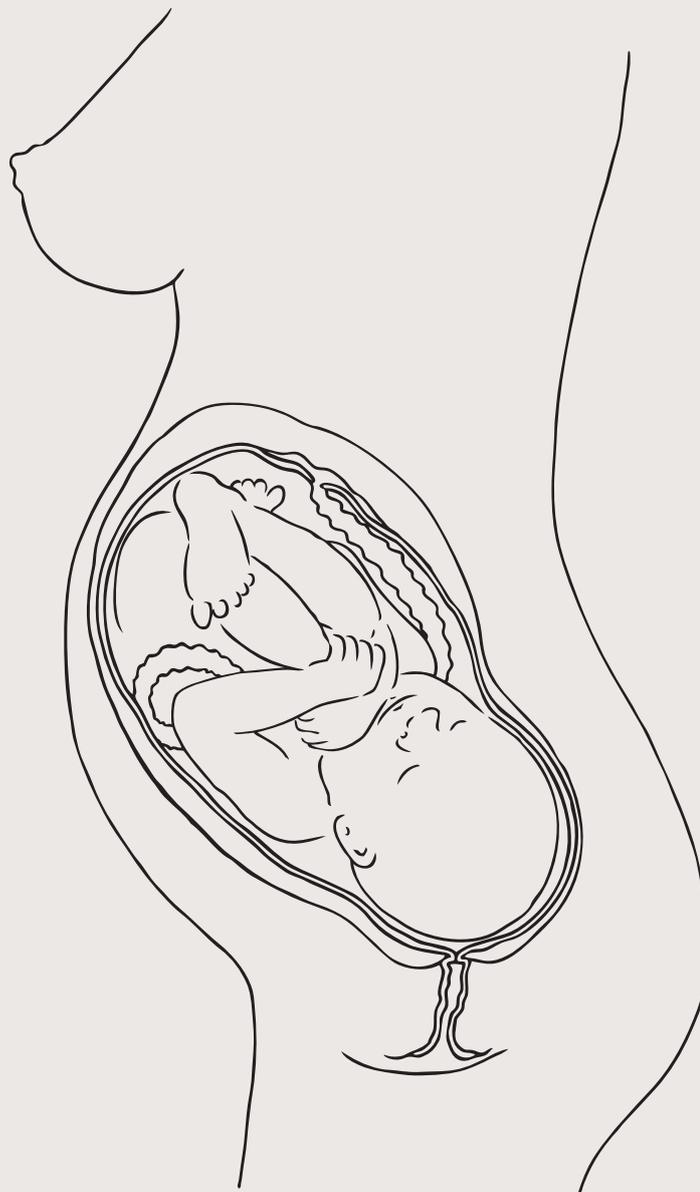


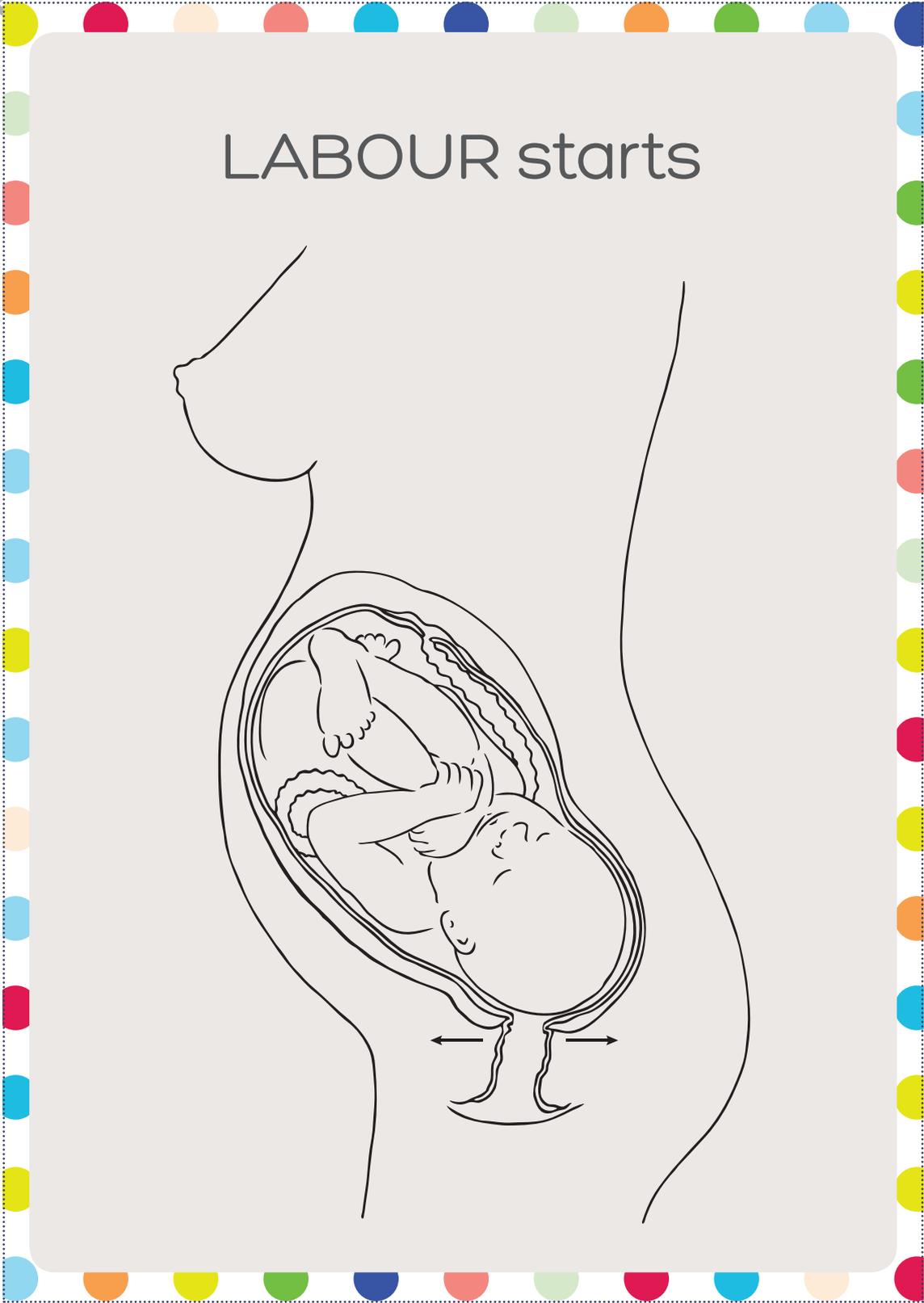
The FOETUS grows hair  
and hears loud noises  
and the mother can feel  
movements





# The FOETUS keeps growing until BIRTH





# LABOUR starts





After about nine  
**MONTHS**, the baby is born





# The PLACENTA is delivered



## Activity: 5-6.5.3

### Key Message

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

### Activity Details

THEME Growth and Development

SUB THEME Pregnancy and birth

TIME 10 minutes +  
homework time

AusVELS Levels 5-6

YEARS 5 & 6

EQUIPMENT

- a copy of *Showing off a new baby* worksheet per student
- an area to create a visual display.

# Showing off a new baby

## Purpose

To investigate and learn about a newborn baby.

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

## Teaching notes

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

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

A more sophisticated activity similar to this is in the next teaching sequence called, *Investigating a new baby* (Activity 5-6.6.5). It might be a better option if your students are older or would like the challenge.

*Please note: This may have already been done in Level 3, Activity 3-4.9.3.*

## Procedure

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

## AusVELS Context:

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

Levels 5-6	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 the likely physical, emotional and social changes that occur during puberty</p> <p>Describe the physical, social and emotional dimensions of health</p>	<p>Transitions between life stages</p> <p>Changing roles and responsibilities in family settings and friendships</p>

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# Showing off a new baby

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

## Objects to bring in:

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

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

## Questions to ask:

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

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---

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

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## Teaching Sequence 6: Pregnancy and birth



### Learning outcomes

Students will:

- define the process of birth
- identify the purpose of the placenta during pregnancy
- demonstrate their understanding of key concepts around birth and pregnancy.

### Key messages

- Pregnancy and birth have predictable stages, though the timing and experiences may vary from one birth to another.
- In a vaginal birth, the stages include the breaking of the embryonic sac, the descent of the baby through the vagina, the crowning of the head, the birth and the passing of the placenta.
- Some babies are born by caesarean, which is when the baby is born through a cut made in the mother's uterus.
- Childbirth is a natural and wonderful process.
- Pregnancy is physically demanding on the mother's body.
- It is important for a pregnant woman to stay fit and healthy.
- Having a baby is an important time for a family or person.
- Accepting the responsibility for being a parent is exciting and important.

a. Review the home activity: Showing off a new baby

Briefly review the homework by asking students to share their baby items with the class. Alternatively, this could be done in small groups to ensure that each student has an opportunity to share and to reduce the time taken to complete this activity.

b. Activity 5-6.6.1: *A new baby*

This program shows the birth of a real baby (though the characters are actors) and includes footage of the delivery of the placenta. Debrief as a class by discussing with students how they think it would feel to give birth or watch a baby being born. Students may choose to share stories of the birth of their siblings or other newborns.

c. Activity 5-6.6.2: *Baby and placenta*

Use this excellent model of a baby attached to the placenta and umbilical cord to reinforce the role of the placenta and to further explain what students will have seen in *A new baby* (see part b). Encourage students to ask questions as needed.

d. Activity 5-6.6.3: *Myths and facts about pregnancy and birth*

Use this activity to reinforce key concepts around pregnancy and birth.

e. Activity 5-6.6.4: *Carrying the load*

Students love this activity, where they carry a 'frontpack' to simulate the weight of a full term baby. Ensure that you provide enough time for as many students as possible to have a turn (this may need to occur in other sessions).

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 5-6.6.5: *Investigating a new baby*

Students are to complete this worksheet at home with the help of their parents.

## Activity: 5-6.6.1

### Key Messages

- Pregnancy and birth occurs in predictable stages (although the timing and experiences may vary from one birth to another).
- In vaginal birth, the stages include the breaking of the embryonic sac, the descent of the baby through the vagina, the crowning of the head, the birth and the passing of the placenta.

### Activity Details

THEME	Growth and Development
SUB THEME	Reproduction
TIME	45 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• <i>A new baby</i> (DVD) by Open Doors Counselling and Education, 2007</li> <li>• <i>Being born</i> by Sheila Kitzinger, 1986</li> <li>• newborn doll in amniotic sac (optional).</li> </ul>

# A new baby

## Purpose

To introduce and familiarise students with the stages of foetal development and the birthing process.

## Teaching notes

This DVD is a few years old, as the students will recognise from the clothing, and it is about 20 minutes long. It is a good DVD for primary school students, as it presents a family atmosphere where mum is expecting a new baby. The family discusses preparation for the new baby as well as recalling stories of the older childrens' births. It contains basic animation to explain conception, (without showing intercourse), and the stages of development in utero. It also includes other great images similar to those in the *Being born* book. It is important to warn students that, when the baby is born, it looks bluish and slimy and that this is perfectly natural and normal. The footage of the amniotic sac, umbilical cord and placenta is very clear.

You may prefer to split this lesson in two; the stages of development and the birth scene. (Both are approximately 10 minutes in duration).

## Procedure

1. Play the DVD *A new baby*.
2. Allow the students an opportunity to talk about their feelings about the DVD and to discuss what they learnt from it.
3. They may have a lot of questions or you may need to clarify some of the stages of development or birth. You could use the newborn doll in the amniotic sac for this purpose (refer to Activity 5-6.6.2).
4. Use the beautiful book *Being born* as a reference to review the stages of development, allowing the students time to see and examine the images.

*Please note: Step 4 may have been done previously in Activity 5-6.5.1.*

Kitzinger, S 1986, *Being born*, Dorling Kindersley, London.

Open Doors 2007, *The wonder of living*, Open Doors Counselling and Education Services, Ringwood, Vic. 4 DVD set, DVD 1: *A new baby*.

Fetal model with placenta/cord/amnion/chorion model, Mentone Educational Centre, <[www.mentone-educational.com.au](http://www.mentone-educational.com.au)>.

All items available for loan from FPV library. Contact 9257 0146 for details.

## AusVELS Context:

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

Levels 5-6	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p>	Identify the likely physical, emotional and social changes that occur during puberty	Transitions between life stages
<p><b>Dimension</b> Health knowledge and promotion</p>	Describe the physical, social and emotional dimensions of health	Changing roles and responsibilities in family settings and friendships

*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: 5-6.6.2

### Key Message

- Childbirth is a natural and wonderful process.

### Activity Details

THEME	Growth and Development
SUB THEME	Reproduction
TIME	20 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• newborn baby doll in nylon amniotic sac.</li> </ul>

# Baby and placenta

## Purpose

To review and revise the birth of a child, including the delivery of the placenta.

## Teaching notes

Some community health centres have baby and placenta models that you may be able to borrow. FPV also have these models in their library collection. It is possible to make a placenta and amniotic sac model from fabric then attach it, using Velcro, to a soft toy doll.

*Please note: Birth diagrams can be used if the baby and placenta model is not available. A couple of suitable diagrams can be found in the picture flipchart found in the SafeLanding Toolkit.*

## Procedure

1. Using the baby doll in the nylon amniotic sac as your main prop, show the students the usual presentation of the baby prior to delivery (head down and engaged).
2. Discuss other presentations which may be more difficult to deliver (full or partial breech, where the legs or bottom are down; or posterior, where the baby's back is at the mum's back).

The following outline may be beneficial in explaining the birth:

- As the uterus contracts, or squeezes, the mother will experience muscular pains, called contractions.
- At some point, the amniotic sac which protects the baby will break or rupture and some of the amniotic fluid often drips out. This is commonly known as 'water's breaking'.
- The cervix widens or opens up, making it possible for the baby to be pushed out of the uterus by the mum.
- Once the baby has been born, the medical staff clamp, and then cut, the umbilical cord, as the baby can now breathe on its own.
- Staff will then check the baby and allow the parents to hold the baby for the first time.
- The last stage is the delivery of the placenta, amniotic sac and umbilical cord. It is a very important step. The medical staff will examine the placenta to make sure that it is complete and in a healthy condition. An unusually shaped or damaged placenta would inform the medical staff that they need to check the baby more thoroughly.
- You may also like to discuss other delivery options (home births, water births) and procedures (waiting for the cord to fall off naturally, keeping or burying the placenta, storing the blood from the umbilical cord).

## Discussion

Encourage children to share any birth stories they know of.

## AusVELS Context:

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

Levels 5-6	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, social and emotional dimensions of health	Transitions between life stages
<b>Strand:</b> Discipline-based learning		
<p><b>Domain</b> Science</p> <p><b>Dimension</b> Science knowledge and understanding</p>	Identify and explain the connections between systems in the human body and their various functions	Recognise the reproductive system as a smaller separate system within the human body

*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: 5-6.6.3

### Key Message

- Pregnancy and birth have predictable stages (although the timing and experiences may vary from one birth to another).

### Activity Details

THEME	Growth and Development
SUB THEME	Reproduction
TIME	30 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• a set of <i>Pregnancy and childbirth statement</i> cards per group</li> <li>• <i>Myths and facts about pregnancy and birth</i> Teacher reference sheet.</li> </ul>

# Myths and facts about pregnancy and birth

## Purpose

To introduce students to the subject of pregnancy and childbirth.

## Teaching notes

This is a great exercise to discover what the students already know and what they would like to find out. You could develop this activity by asking one student in each group to make notes on differences of opinion and 'Not Sure' answers, and include this information in the class discussion.

## Procedure

1. Divide the class into groups of 2-4 students, distributing a set of pregnancy and childbirth statement cards to each group.
2. Explain to the students that they are to take turns to pick a card and read a statement to the rest of the group. As a group, they are to decide whether to place the card in the 'true', 'false' or 'not sure' bundle.
3. Discuss each statement, in numerical order, with the class, giving further information where necessary (see the *Teacher reference sheet* for suggestions).

Adapted with permission from Patton, W, Morris, J and Mannison, M 1993, *Issues in adolescent sexuality: ideas for classroom teaching*, Nice Business, Paddington, Qld.

## AusVELS Context:

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

Levels 5-6	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, social and emotional dimensions of health	<p>Reproductive systems, sexual development and sexual maturation</p> <p>Transitions between life stages</p>
<p><b>Strand:</b> Discipline-based learning</p> <p><b>Domain</b> Science</p> <p><b>Dimension</b> Science knowledge and understanding</p>	Identify and explain the connections between systems in the human body and their various functions	Recognise the reproductive system as a smaller separate system within the human body

*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.*



# Myths and facts about pregnancy and birth

## Teacher reference sheet

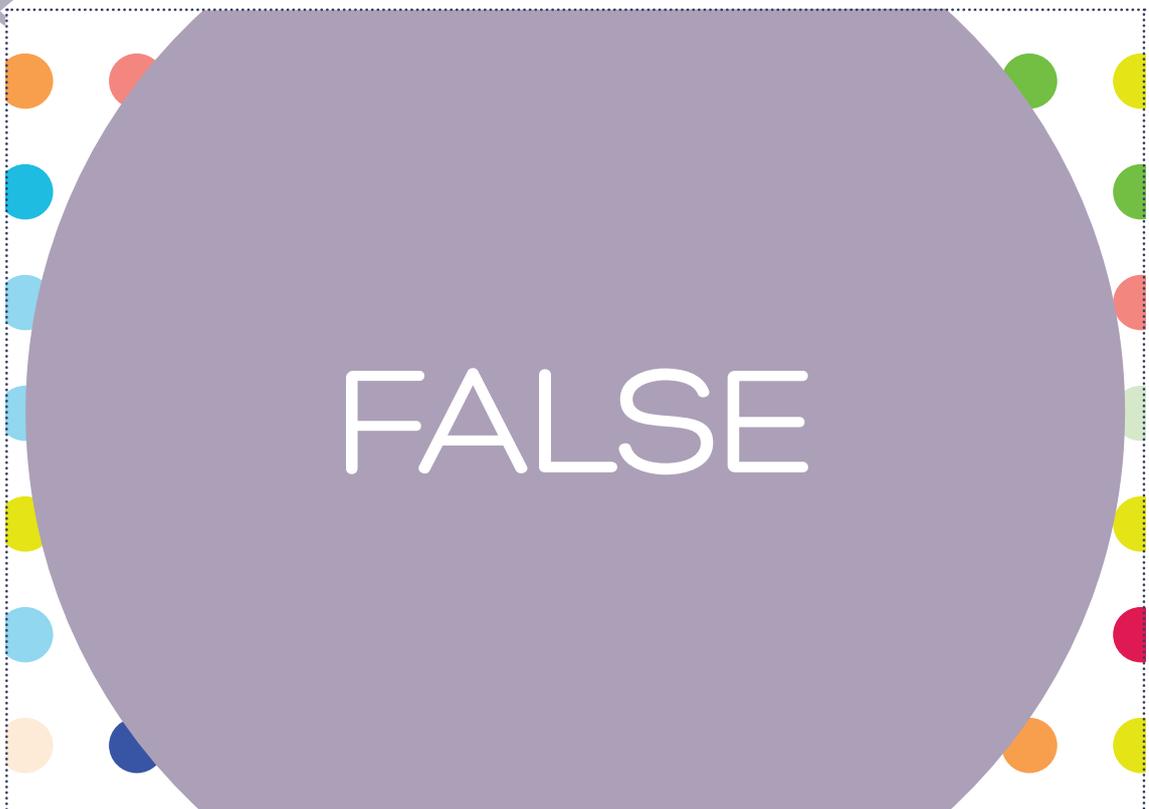
1. **A pregnancy can only occur if an ovum (egg) is fertilised by a sperm.**  
TRUE. Pregnancy always starts this way. It is possible, however, for a pregnancy to commence without sexual intercourse having taken place. A medical doctor can help to fertilise an egg and sperm in a number of different ways. This is called 'assisted reproduction'.
2. **For a pregnancy to occur, there has to be a very large number of sperm present.**  
TRUE. 2 to 4 hundred million sperm per ejaculation is considered normal to achieve a pregnancy. Although only one sperm is actually needed to combine with an egg.
3. **Usually, the first sign of pregnancy is missing a period.**  
TRUE. Other early signs are sore breasts and feelings of nausea.
4. **To do a home pregnancy test, the woman might pee on a special test stick.**  
TRUE. The test stick picks up hormones the baby makes that are detected in the mother's urine if she is pregnant.
5. **Most pregnancies last 38-40 weeks.**  
TRUE. The birth date is usually calculated by adding nine months, less one week, from the date of the first day of the last period.
6. **A miscarriage is when a pregnancy is lost during the first 20 weeks.**  
TRUE. Miscarriage has many causes and is quite common, especially during the first three months. About one pregnancy in every 10 ends in miscarriage in women under 25, rising to 1 in 5 in women over 35.
7. **The baby first starts to kick when it is ready to be born.**  
FALSE. Movements may be felt from around the fourth month of pregnancy.
8. **'Labour' is the process you go through during the birth of the baby.**  
TRUE. There are 3 stages of labour:
  - 1st stage: from the start of labour until the cervix is fully dilated
  - 2nd stage: from full dilation of the cervix until delivery of the baby
  - 3rd stage: from the birth of the baby until the delivery of the placenta.
9. **Babies are usually born head first.**  
TRUE. It is best and easiest for many reasons:
  - the largest part comes first
  - roundness of skull helps cervix to dilate
  - important that the nose is delivered before the chest so that the baby doesn't try to breathe before the head is born.
10. **When a woman has a Caesarean, the doctors cut open her stomach.**  
FALSE. They cut the lower abdomen and open the uterus.
11. **A breech birth is when the arms come out first.**  
FALSE: The buttocks and feet are born first. Nowadays, most breech presentations are born by Caesarean.
12. **The vagina is stretchy enough for most babies to fit through.**  
TRUE: The vagina is very stretchy and even very big babies can be born that way but sometimes, the baby may be too big to fit through the space in the pelvic bones. The woman would then need a caesarean.
13. **The umbilical cord provides the baby with oxygen and food.**  
TRUE. This amazing delivery system not only provides food and oxygen for the baby, but lets the baby pass waste and carbon dioxide to the mother so she can get rid of it.

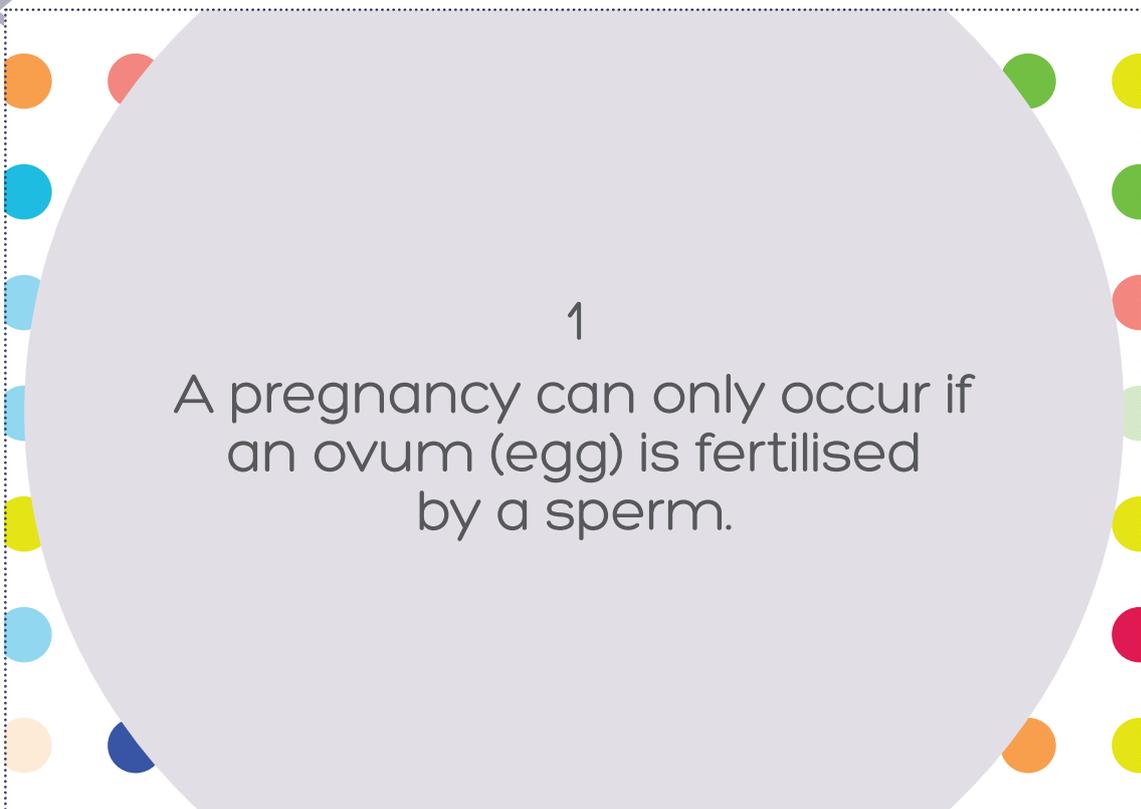
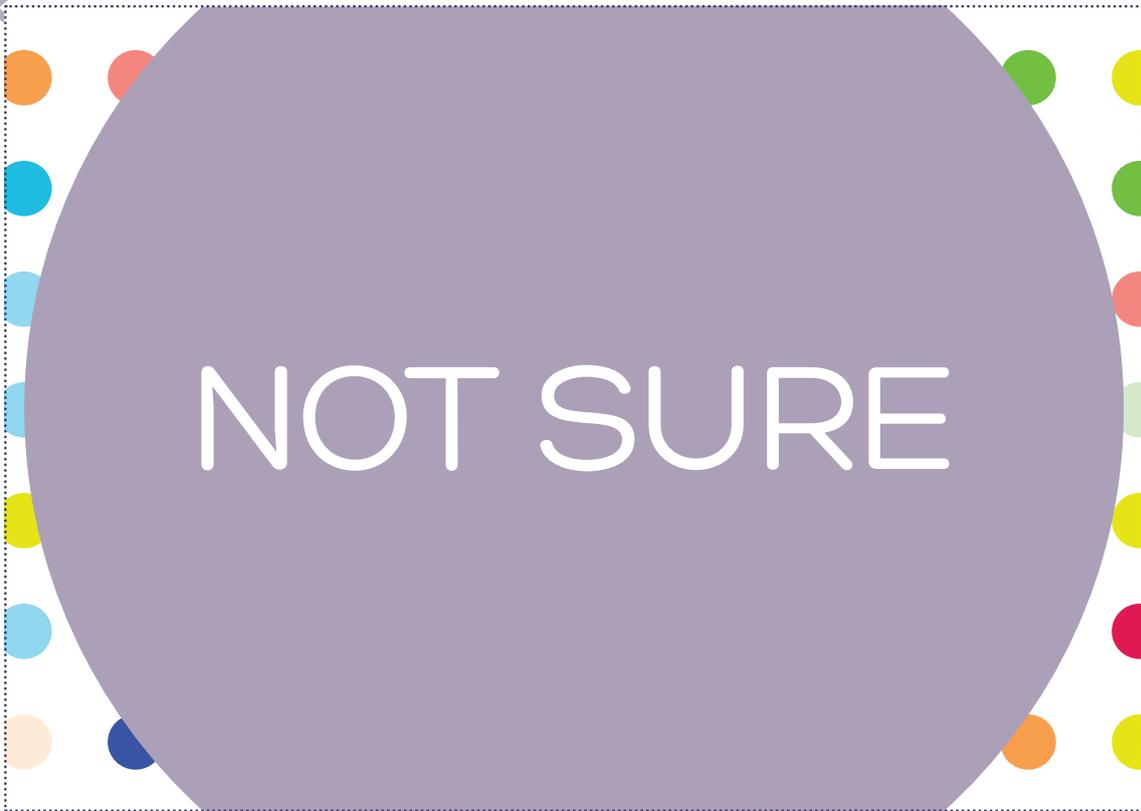
## Myths and facts about pregnancy and birth (continued)

### Teacher reference sheet

14. With modern scientific developments, men are now able to give birth.  
FALSE.
15. First born babies always take a long time to be born.  
FALSE. The first baby born **usually** takes longer than other babies but this is not **always** true.
16. The safest age for a woman to have children is between 20 and 35 years.  
TRUE. Studies show that there are fewer risks to mother and child during these years. However, many older women safely deliver babies.
17. Breathing techniques are helpful to women in labour.  
TRUE. Breathing exercises help the woman to relax and release tension.
18. When a woman gives birth she bleeds a lot.  
FALSE. Sometimes there is very little blood loss.
19. All babies should be slapped on the back the moment they are born, to help them breathe.  
FALSE. Gentle massage is just as effective if the baby does not breathe immediately. It does not have to cry.
20. After the baby is born, it can be put to its mother's breast almost immediately.  
TRUE. This is important for both mother and child.
21. All babies should be bathed immediately after they are born.  
FALSE. If there are any complications, bathing can wait.
22. If you carry your baby high in the uterus, it's a boy. If it's balanced to the sides and back, it's a girl.  
FALSE. This is a myth from days gone by.
23. The mother is getting close to giving birth when the baby's head 'drops'.  
TRUE. At about the 38th week of pregnancy, the baby's head usually moves down in the pelvis, or 'drops'. Although some babies do 'drop' a little earlier.
24. If you usually have painful periods, you'll have an easy labour.  
FALSE. Labour may or may not be easy for different women.









2

For a pregnancy to occur,  
there has to be a very large  
number of sperm present.



3

Usually the first sign  
of pregnancy is  
missing a period.





4

To do a home pregnancy test, the woman might pee on a special stick.



5

Most pregnancies last 38-40 weeks.





6

A miscarriage is when a pregnancy is lost during the first 20 weeks.



7

The baby first starts to kick when it is ready to be born.





8

'Labour' is the process you go through during the birth of the baby.



9

Babies are usually born head first.





10

When a woman has a Caesarean, the doctors cut open her stomach.



11

A breech birth is when the arms come out first.





12

The vagina is stretchy enough for most babies to fit through.



13

The umbilical cord provides the baby with oxygen and food.





14

With modern scientific developments, men are now able to give birth.



15

First born babies always take a long time to be born.





16

The safest age for a woman to have children is between 20 and 35 years.



17

Breathing techniques are helpful to women in labour.





18

When a woman gives birth,  
she bleeds a lot.



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All babies should be slapped  
on the back the moment  
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After the baby is born, it can be put to its mother's breast almost immediately.



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All babies should be bathed immediately after they are born.





22

If you carry your baby high in the uterus, it's a boy. If it's balanced to the sides and back, it's a girl.



23

The mother is getting close to giving birth when the baby's head 'drops'.





24

If you usually have painful periods, you'll have an easy labour.



## Activity: 5-6.6.4

### Key Messages

- Pregnancy is physically demanding on the mother's body.
- It is important for a pregnant woman to stay fit and healthy.

### Activity Details

THEME	Growth and Development
SUB THEME	Reproduction
TIME	30 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• 5-7kg salt</li> <li>• commercial baby sling.</li> </ul>

# Carrying the load

## Purpose

To allow students to experience the physical demands associated with pregnancy during the later stages.

## Teaching notes

This is a fun activity in which the students wear a sling representing the weight of the baby. 15kg of packaged salt would better represent the weight of carrying a baby at almost full-term, but may be too heavy for students of this age. Students could prepare a written report of their experience and share it with the class.

## Procedure

1. Explain to the students that this task has been designed to allow them to experience some of the physical demands of pregnancy, during the later stages.
2. Fill the sling with the packaged salt.
3. Place the sling on a volunteer student.
4. With the sling still on, ask the student to perform different activities such as climbing the stairs, lying down as if sleeping, tying shoelaces or sitting at a table to eat dinner.
5. Allow each student, who wishes, to have a turn wearing the sling.
6. Ask the students to share their experiences with the class.

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 5-6	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, social and emotional dimensions of health	<p>Transitions between life stages</p> <p>Changing roles and responsibilities in family settings and friendships</p>
<b>Strand:</b> Discipline-based learning		
<p><b>Domain</b> Science</p> <p><b>Dimension</b> Science knowledge and understanding</p>	Identify and explain the connections between systems in the human body and their various functions	Recognise the reproductive system as a smaller separate system within the human body

*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: 5-6.6.5

### Key Messages

- Having a baby is an important time for a family or person.
- Accepting the responsibility for being a parent is exciting and important.

### Activity Details

THEME	Growth and Development
SUB THEME	Reproduction
TIME	10 minutes + homework time
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• A copy of <i>Investigating a new baby</i> worksheet for each student.</li> </ul>

# Investigating a new baby

## Purpose

To allow students to investigate and learn about a newborn baby.

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

## Teaching notes

This is a more sophisticated version of an activity *Showing off a new baby* that is in the previous (see Activity 5-6.5.3). If you want to use both, the students could write this activity up as a project which would be more challenging.

## Procedure

1. Distribute the worksheet *Investigating a new baby* to the students. Discuss the interview questions listed. Help students make up a list of possible people they could interview if they were unable to interview their parents.
2. Allow sufficient homework time for the students to complete the task and extra time if it is to be presented as a project.
3. Ask the students to share some of the information they have learnt or to present their project.

## AusVELS Context:

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

Levels 5-6	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, social and emotional dimensions of health	<p>Transitions between life stages</p> <p>Changing roles and responsibilities in family settings and friendships</p>

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# Investigating a new baby

You are going to research some details about a new baby. The baby you choose to research may be yourself (when you were little) or it may be another baby.

How was the baby born (e.g. Caesarean, breech)?

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When did the baby start to walk?

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Where and at what time was the baby born?

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How long was the baby?

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Who was present at the baby's birth?

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How much did the baby weigh?

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What was most memorable about the baby's birth?

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## Teaching Sequence 7: Introduction to puberty



### Learning outcomes

Students will:

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

### Key messages

- Puberty is the time in your life when you change from a child into an adult.
- The purpose of puberty is to enable humans to develop sexual organs, which allows them to reproduce. Not all adults, however, choose to or are able to reproduce.
- There are predictable physical, social and emotional changes that occur during puberty.
- Everyone will go through puberty. Boys' and girls' bodies will change in different ways, but there are also many similarities in the way their bodies change.
- Males and females have different reproductive body parts, each of which has an important function.

a. [Review the home activity: Investigating a new baby](#)

Briefly review the homework by asking students to share their worksheet responses in small groups or as a class. Discuss the issues raised, where appropriate.

b. [Introduce the topic of puberty](#)

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

c. [Activity 5-6.7.1: They tell me this is puberty](#)

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

d. [Activity 5-6.7.2: What's happening to me?](#)

Watch this entertaining program with students and discuss the main changes of puberty that it shows. Ask them how they felt watching it, as some students may be confronted by the open and honest information that it conveys. Ensure that there is some discussion on same-sex relationships, as the program only depicts heterosexual relationships.

e. [Activity 5-6.7.3: Oscar and Lucinda](#)

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

f. [Question box](#)

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

g. [Home activity: One positive and one negative thing about puberty](#)

Students are to ask their parents to identify one positive thing and one negative thing that they remember about going through puberty and any strategies they used to help them cope.

## Activity: 5-6.7.1

### Key Messages

- Puberty is the time in your life when you change from a child into an adult.
- The purpose of puberty is to enable humans to develop sexual organs, which allow them to reproduce (not all adults choose to or are able to reproduce).

### Activity Details

THEME	Growth and Development
SUB THEME	Puberty
TIME	15 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• <i>They tell me this is puberty</i> worksheet.</li> </ul>

# They tell me this is puberty

## Purpose

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

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

## Teaching notes

This activity uses a scenario about a young person named Chris who could be either a boy or a girl. It is very common for students to think Chris is a boy because of a reference to genitals. This is a good opportunity to explain that girls also have and experience feelings in their genitals even though they do not get erections.

## Procedure

1. Distribute worksheets to students. They can work as a class, in small groups or individually.
2. Give them time to read the scenario and instruct them to fill in their response in the space provided.
3. Students can then give feedback within their groups or to the class.

## Discussion

Some discussion points could include:

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

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

## AusVELS Context:

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

Levels 5-6	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 the likely physical, emotional and social changes that occur during puberty</p>	<p>Transitions between life stages</p> <p>The changes associated with puberty</p> <p>Reproductive systems, sexual development and sexual maturation</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.*



# They tell me this is puberty

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

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

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

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

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

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

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

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

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

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



## Activity: 5-6.7.2

### Key Messages

- Everyone will go through puberty.
- Boys' and girls' bodies will change in different ways but many puberty changes are the same for both.

### Activity Details

THEME	Growth and Development
SUB THEME	Puberty
TIME	45 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• The DVD or book <i>What's happening to me?</i> (see details below).</li> </ul>

Hiller, et al, 2010 *Writing Themselves In 3 (WTi3): The third national study on the sexual health and wellbeing of same sex attracted and gender questioning young people*, Australian Research Centre of Sex, Health and Society, La Trobe University, p.20

DVD: *What's happening to me?* 1986, DVD, 29 minutes, Classroom Video, Bendigo, <[www.classroomvideo.com.au](http://www.classroomvideo.com.au)>.

Book: Mayle, P 1975, *What's happening to me?* Pan Macmillan, Sydney.

Book and/ or DVD available for sale from FPV bookshop Ph. 9257 0146.

# What's happening to me?

## Purpose

To introduce and familiarise students with the changes that occur during puberty.

## Teaching notes

The DVD *What's happening to me?* is one of the few DVDs available that deal with this topic in depth. It presents some material in a slightly misleading way. These issues are outlined in the notes below and can be followed up in a class discussion.

## Procedure

1. Play the DVD or read the book *What's happening to me?*
2. Brainstorm all the changes that happen during puberty. Students may wish to include other changes that were not highlighted in the DVD.
3. Ask the students to group these into three categories; physical, emotional and social changes.

*Please note: The following points are slightly misleading in the DVD. It is advisable to take time to clarify them with your students.*

- **Masturbation:** is a perfectly normal and natural thing to do, if you choose to do so. Boys masturbate by rubbing their penis and girls by rubbing their clitoris. It is a private activity which should be done in a private place.
- **Hygiene:** there is an implication in the DVD that if you clean your skin you will not have spots or pimples. Hormonal changes in our bodies activate the sebaceous glands, causing spots and pimples. Cleaning can help, but it may not necessarily stop someone from getting pimples.
- **Erections:** are not necessarily to do with sexy thoughts. They can happen very frequently throughout the day. Thinking of something really tricky or concentrating on something else is one strategy which may help boys reduce their erection.
- **Same-sex attraction:** is not mentioned at all. It is important to include this information as we know that anyone who experiences homophobia (including same-sex attracted youth) have a much more difficult passage through adolescence than other young people and report considerably higher levels of bullying and depression. About 10% of the world's population will have feelings towards people of the same sex. Research shows that the majority of these young people will begin questioning their sexuality in their primary school years.

## AusVELS Context:

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

Levels 5-6	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 the likely physical, emotional and social changes that occur during puberty</p>	<p>Transitions between life stages</p> <p>The changes associated with puberty</p> <p>Reproductive systems, sexual development and sexual maturation</p>
<p><b>Strand:</b> Discipline-based learning</p> <p><b>Domain</b> Science</p> <p><b>Dimension</b> Science knowledge and understanding</p>	<p>Identify and explain the connections between systems in the human body and their various functions</p>	<p>Recognise the reproductive system as a smaller separate system within the human body</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: 5-6.7.3

### Key Messages

- Everyone will go through puberty.
- Boys' and girls' bodies will change in different ways, but many puberty changes are the same for both.

### Activity Details

THEME	Growth and Development
SUB THEME	Puberty
TIME	15 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• one pack of <i>Oscar and Lucinda</i> cards.</li> </ul>

# Oscar and Lucinda

## Purpose

To provide information, revision and group discussion about puberty.

## Teaching notes

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

## Procedure

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

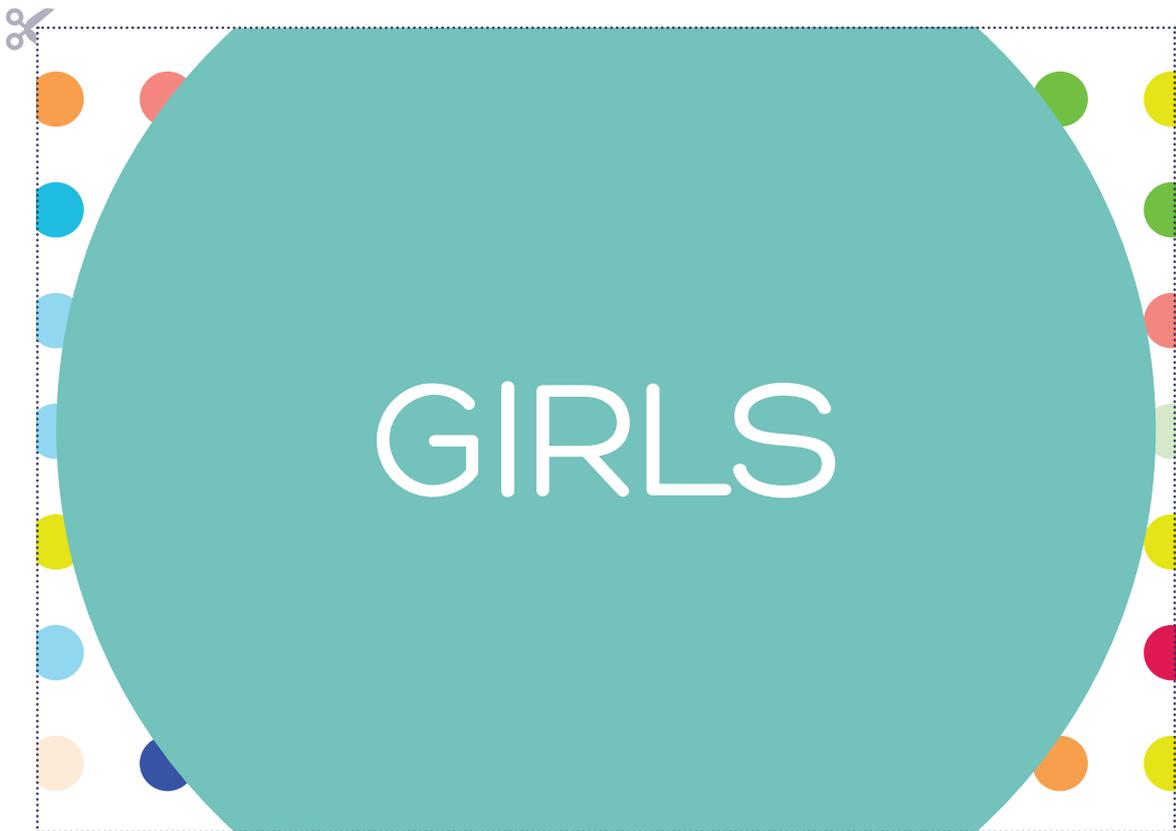
## AusVELS Context:

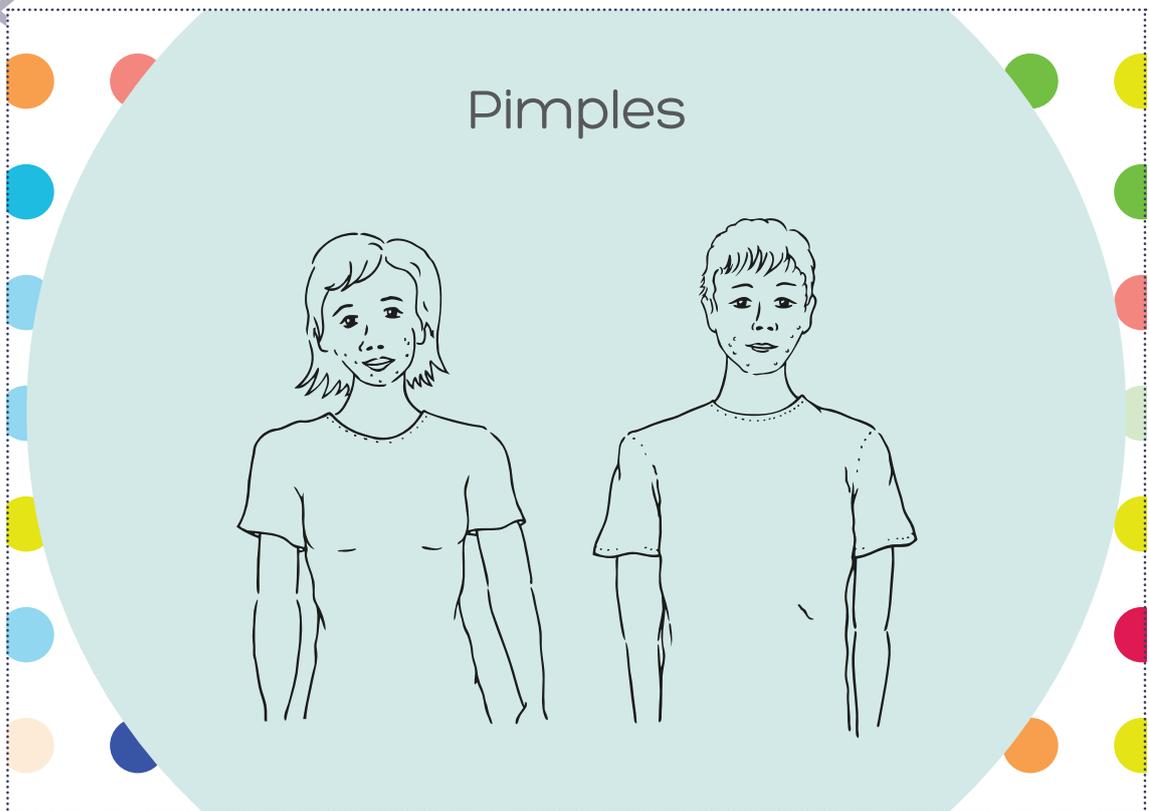
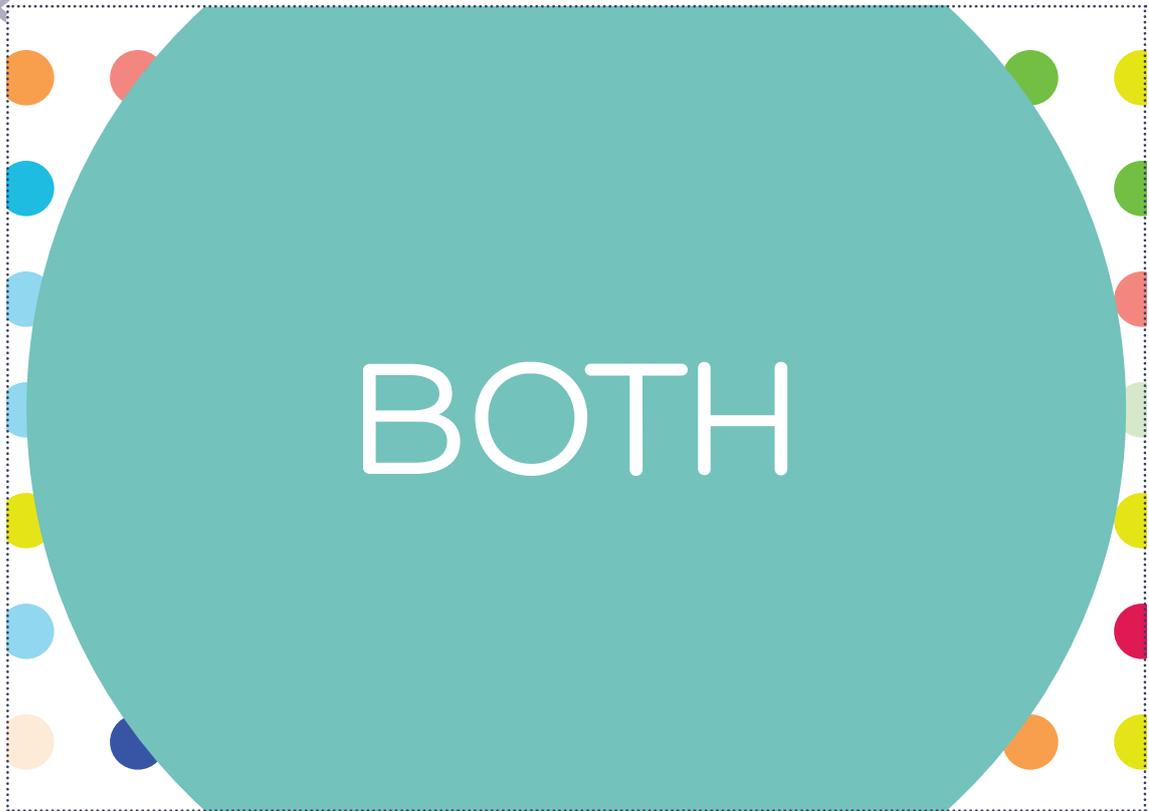
**Strand:** Physical, personal and social learning

Levels 5-6	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>	Identify the likely physical, emotional and social changes that happen during puberty	The changes associated with puberty

*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.*









### Grow body hair

This illustration shows two human figures side-by-side. On the left is a woman with short hair, wearing a bikini bottom. She has small tufts of hair on her pubic area and fine hair on her legs. On the right is a man with short hair and a beard, wearing a t-shirt. He has a larger tuft of hair on his chest, a tuft on his pubic area, and fine hair on his legs. The background is a light teal circle with a decorative border of colorful dots.



### Grow taller, shoulders widen

This illustration shows two human figures side-by-side, both wearing t-shirts and pants. On the left is a young boy who is shorter and has narrower shoulders. On the right is a young man who is taller and has significantly wider shoulders. The background is a light teal circle with a decorative border of colorful dots.





### Deeper voice and Adam's apple

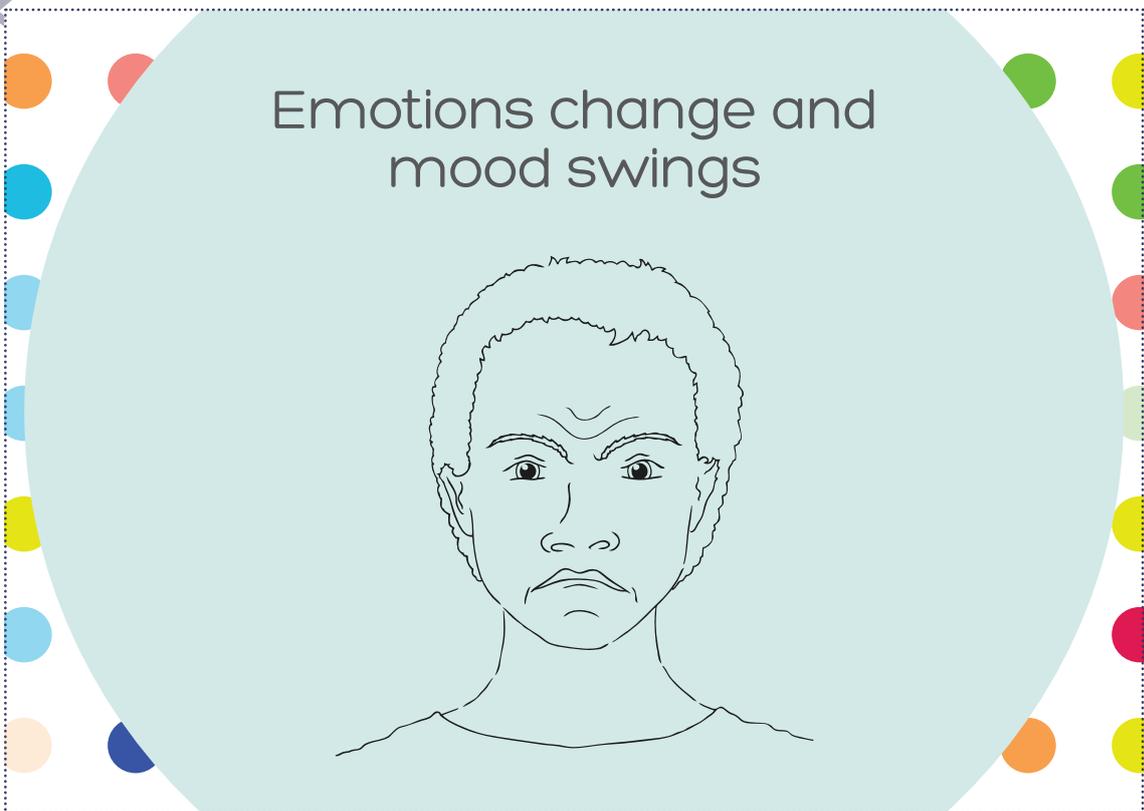
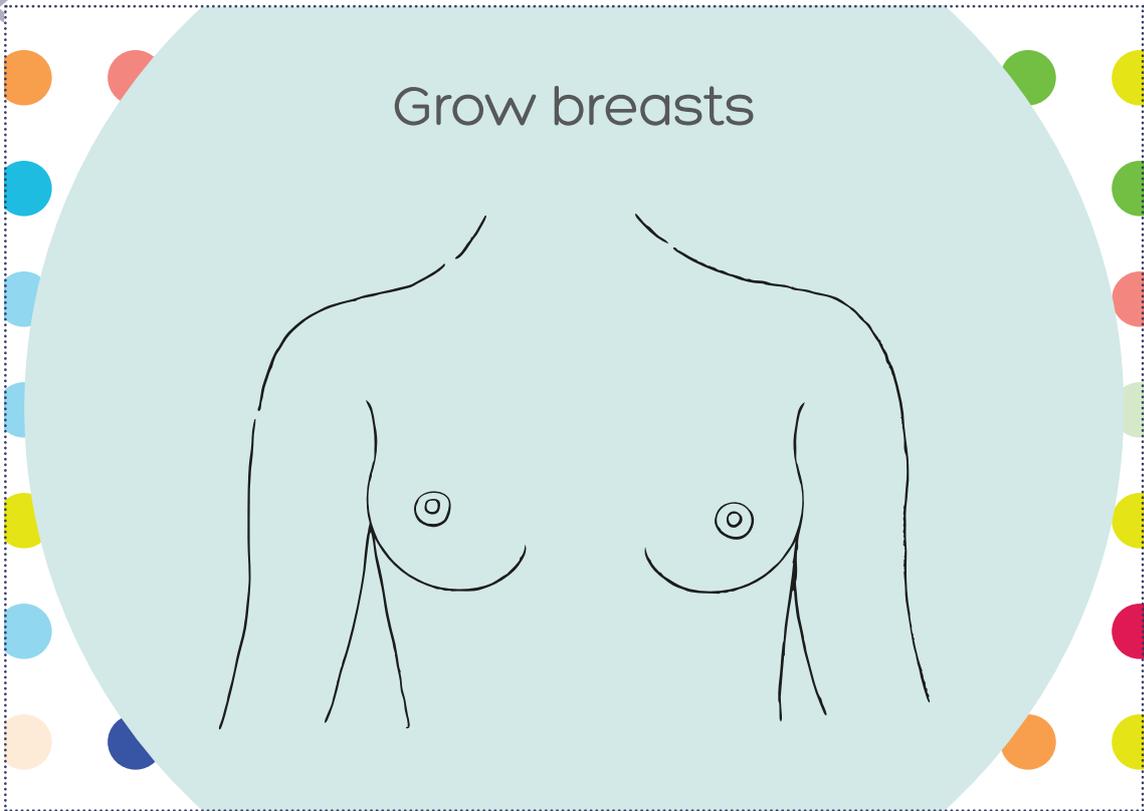
A line drawing of a boy's head and shoulders, facing forward. An arrow points to the Adam's apple on his neck. The illustration is set within a light blue circular background, which is itself inside a square frame decorated with a border of colorful polka dots.

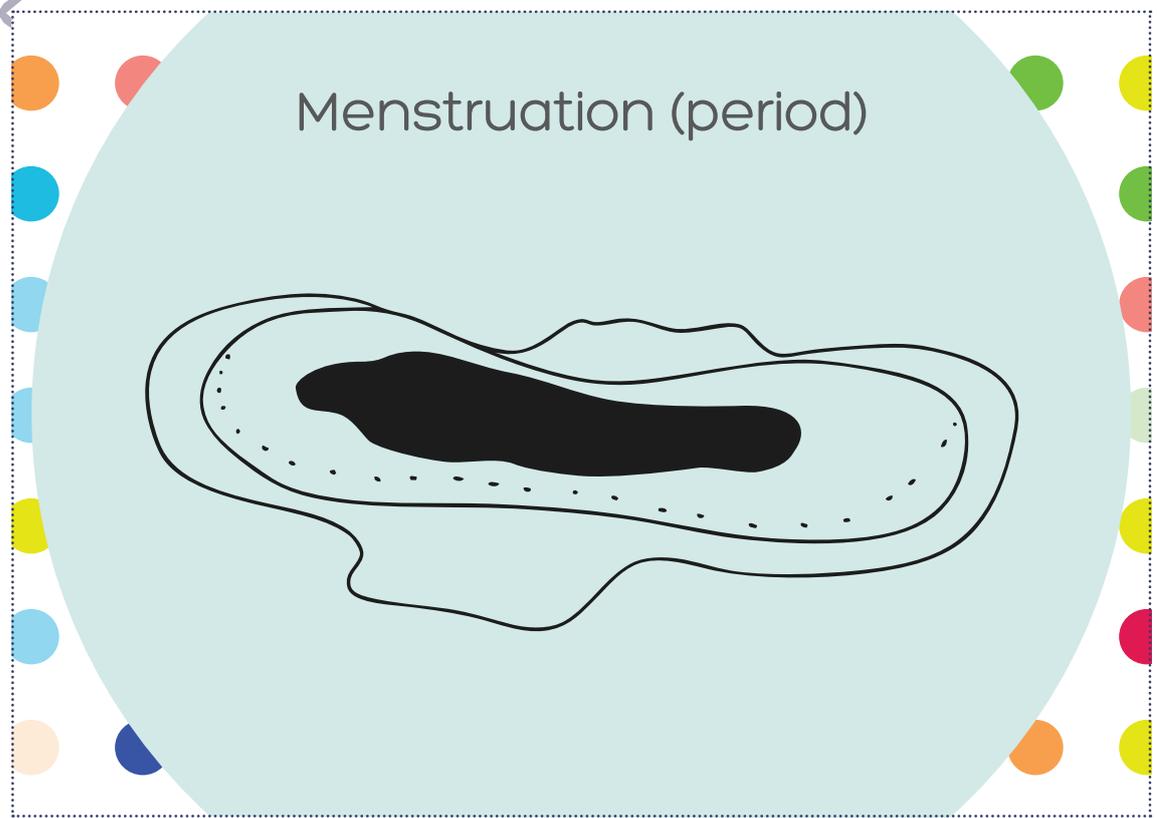
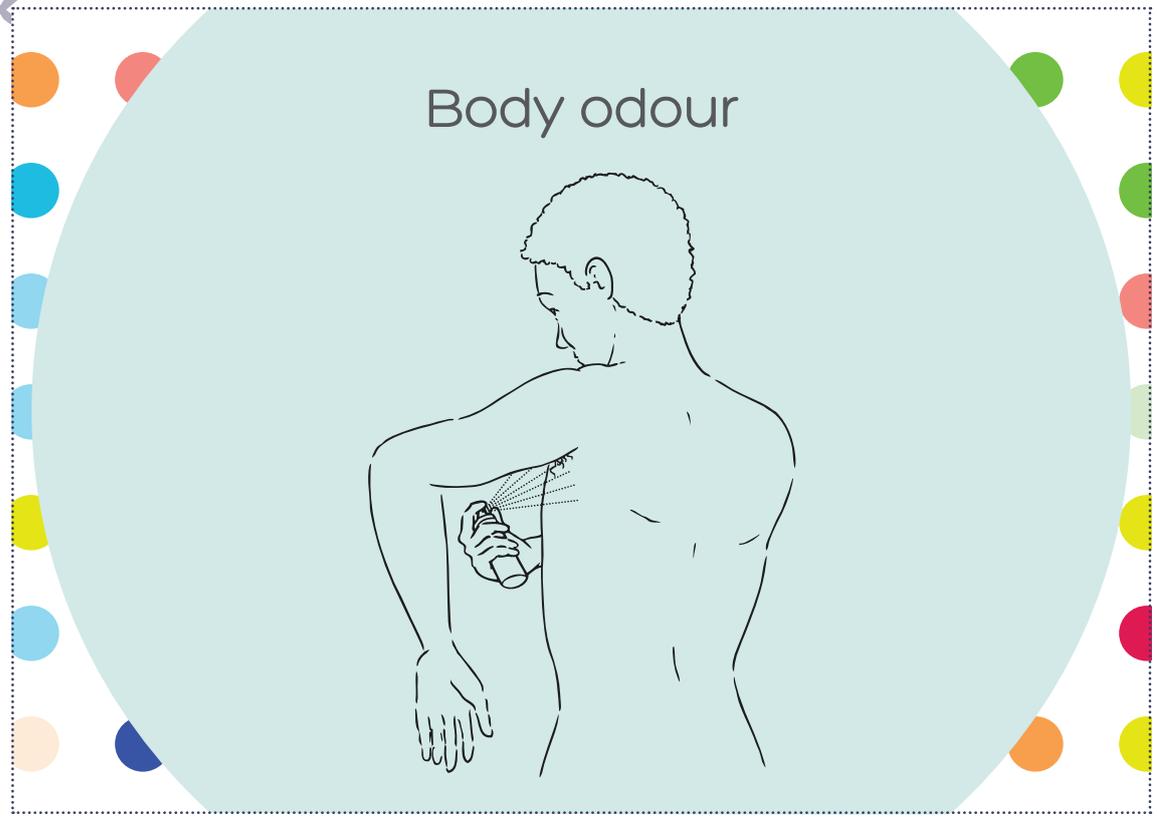


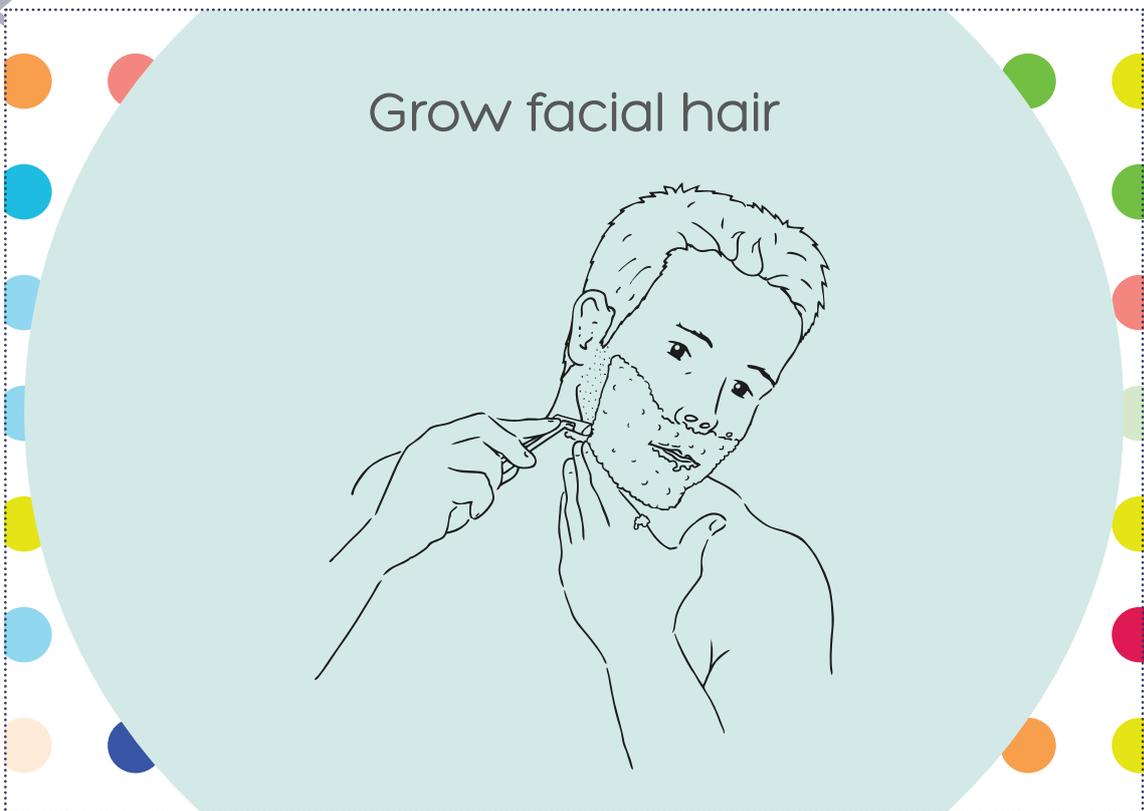
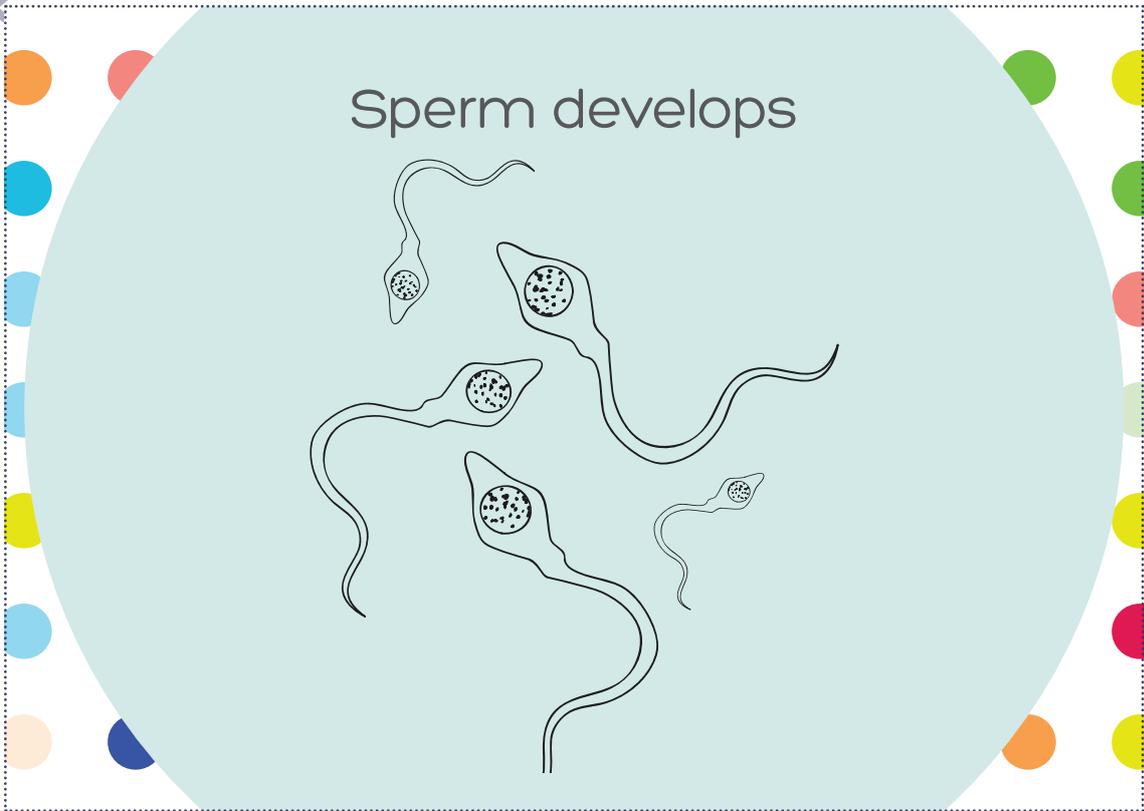
### Sexy feelings

A line drawing of two boys standing and looking at each other. Several hearts of various sizes are floating in the air between them. The illustration is set within a light blue circular background, which is itself inside a square frame decorated with a border of colorful polka dots.



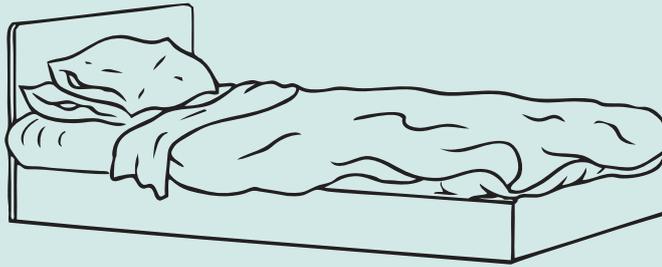




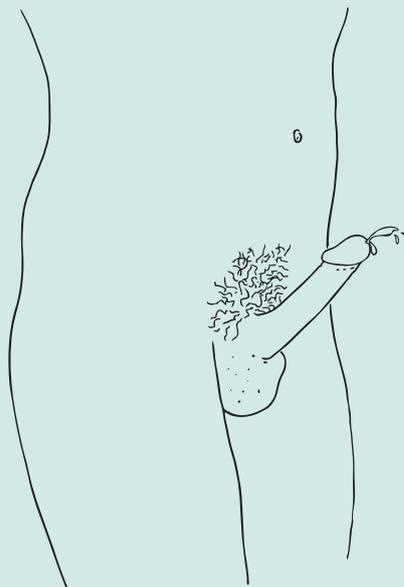


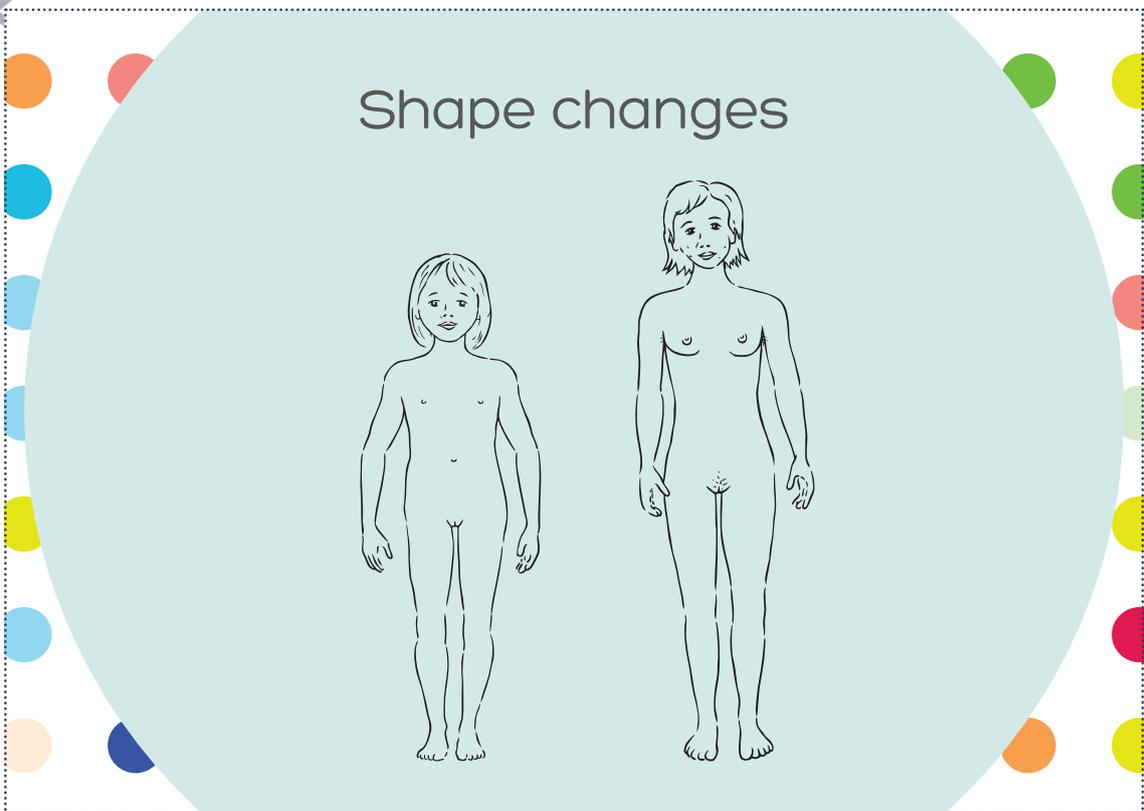


## Wet dreams



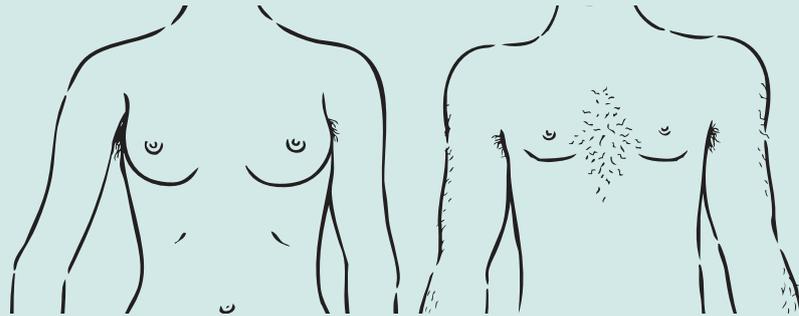
## Ejaculation



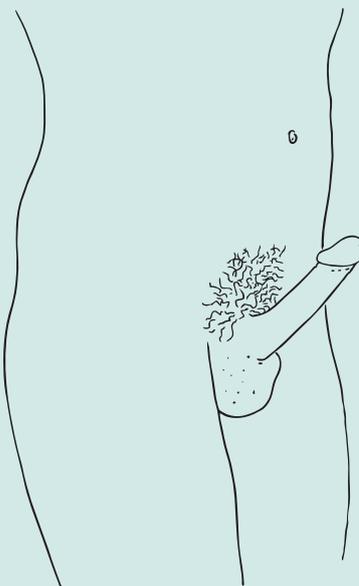




## Grow underarm hair

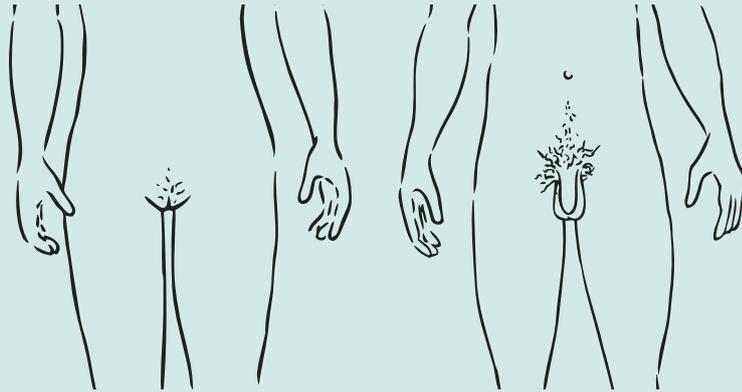


## Erections

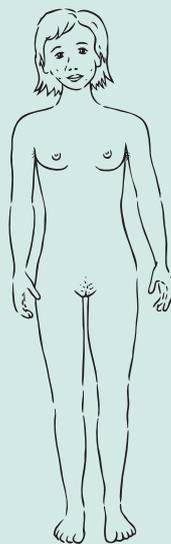




## Masturbation



## Vaginal discharge



## Teaching Sequence 8: Puberty and gender

Learning outcomes	Key messages
<p>Students will:</p> <ul style="list-style-type: none"><li>demonstrate their understanding of key concepts around puberty</li><li>explore the impact of gender on the experience of going through puberty.</li></ul>	<ul style="list-style-type: none"><li>Everyone will go through puberty.</li><li>We each grow and develop at a rate that is right for us.</li><li>Many of the changes that occur during puberty are shared by both males and females.</li><li>Boys and girls can learn interesting things from each other.</li><li>As gender is a social construct, it shapes the experience of puberty.</li><li>Sometimes the way that we classify according to gender is valid and sometimes it is based on stereotypes and unfair classifications.</li></ul>

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

Ask students to share the things that their parents identified as positive or negative. Discuss as a class and highlight the key coping skills used by parents.

b. **Activity 5-6.8.1: Puberty statements**

This activity provides an opportunity to review key concepts around puberty by asking students to categorise statements as either true or false.

c. **Discuss puberty and gender**

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. Ensure that students discuss these topics respectfully and encourage them to demonstrate empathy for both males and females.

*Please note: A brief discussion on gender diversity is recommended at this point to ensure that students have thought about the issues faced by transgender or transsexual people during puberty. For more information on these issues, see Tool 26 of Tools for teachers.*

d. **Activity 5-6.8.2: Just asking**

Use this enjoyable activity to provide students with an opportunity to ask questions of the opposite sex and receive honest answers in return.

e. **Reinforce the key messages around puberty and gender**

Debrief as a class after completing the activity *Just asking*, reinforcing the key messages around puberty and gender. Discuss the ways that people view themselves and others based on gender and the validity of these classifications.

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 5-6.8.3: Interview with a puberty survivor**

Students are to interview a family member over the age of 18 years about their experiences of going through puberty.

## Activity: 5-6.8.1

### Key Message

- We all change and develop during puberty.
- Some changes happen only to males, others 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 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• <i>Puberty statements</i> Teacher reference sheet</li> <li>• Alternative: 4 sets of <i>Puberty statement</i> cards.</li> </ul>

# Puberty statements

## Purpose

To revise the changes that happen when young people go through puberty by using 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. Congratulate students for giving the right answers and clarify incorrect responses. Alternatively, you could ask a student to explain why they chose a certain response. The student might have been confused or felt under pressure, as some of the statements are tricky and it's a fast paced activity. Students put both hands up for statements they agree with and both hands behind their backs for those they don't agree with.

The activity can also be done in small groups which provides plenty of opportunity for discussion. Groups could be given a set of *Puberty statement cards* to sort out under the correct heading.

## Procedure

1. Ask students to place their hands behind their back if they disagree with a statement and to put them above their head if they agree with it.
2. Ask students to stand up, ready to start the game.
3. Read out a puberty statement.
4. Ask students to perform the action that matches the statement. Students demonstrating the correct answer are then asked to stay standing. Those whose response is incorrect 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.

Alternatively, divide the class into four groups and provide them with a set of *Puberty statement* cards to sort under the headings of 'agree', 'disagree' and 'not sure'.

Discuss all 'not sure' cards as a class and briefly discuss the correct answers.

## AusVELS Context:

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

Levels 5-6	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 the likely physical, emotional and social changes that happen during puberty</p>	<p>Transitions between stages of development</p> <p>The changes associated with puberty</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.*



# Puberty statements

## Teacher reference sheet

The ovaries start to release eggs when girls go through puberty.	✓
The lining of the vagina is shed when girls menstruate (have their period).	✗
A girl shouldn't go swimming when she has her period.	✗
All of the changes that happen around puberty can be seen on the outside of your body.	✗
Only boys' voices get deeper during puberty.	✗
A girl can't go to the toilet when she's wearing a tampon.	✗
Boys usually reach puberty before girls.	✗
Once a girl starts having periods, she can get pregnant if she has sex.	✓
When boys mature sexually, they start to make sperm cells once a month.	✗
It's normal for young people to sometimes feel self-conscious about their changing bodies during puberty.	✓
The testicles start to make sperm when boys go through puberty.	✓
Teenagers reach puberty at different ages and their bodies develop in different ways.	✓
The physical changes that happen around puberty are controlled by hormones.	✓
The fluid that comes out of a boy's penis when he's having a wet dream is called semen.	✓
If you wash your face regularly, you won't get pimples during puberty.	✗
It's normal for girls to notice they have one breast that's slightly bigger than the other.	✓
Penis size and shape is different for each male, but most penises are about the same size when they're erect (stiff).	✓
During puberty, only girls have mood swings (e.g. being very sad, angry or happy).	✗
Boys might notice some breast growth when they go through puberty.	✓
Most girls will start to have periods between the ages of eight and sixteen.	✓
You can always tell when a girl has her period.	✗
If a boy has an erection in public, it shows that he is thinking about sex.	✗
It's okay to have strong feelings for another person (i.e. a boy, girl, friend or an adult).	✓
There's nothing wrong with a penis if it's curved or hangs to one side.	✓
It's okay to flush pads and tampons down the toilet.	✗
It's normal for one testicle to hang lower than the other.	✓
It's safe for a girl to touch her pubic area.	✓
If a boy masturbates too much, he'll use up all his sperm.	✗
Hormones are natural chemicals that travel in the bloodstream	✓









The lining of the vagina is  
shed when girls menstruate  
(have their period).



A girl shouldn't go swimming  
when she has her period.





All of the changes that happen around puberty can be seen on the outside of your body.



Only boys' voices get deeper during puberty.





A girl can't go to the toilet when she's wearing a tampon.



Boys usually reach puberty before girls.





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It's normal for young people  
to sometimes feel  
self-conscious about their  
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puberty.



The testicles start to  
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go through puberty.





Teenagers reach puberty at different ages and their bodies develop in different ways.



The physical changes that happen around puberty are controlled by hormones.





The fluid that comes out of a boy's penis when he's having a wet dream is called semen.



If you wash your face regularly, you won't get pimples during puberty.





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Penis size and shape is different for each male, but most penises are about the same size when they're erect (stiff).





During puberty, only girls have mood swings (e.g. being very sad, angry or happy).



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There's nothing wrong with a penis if it's curved or hangs to one side.



It's okay to flush pads and tampons down the toilet.





It's normal for one testicle to hang lower than the other.



It's safe for a girl to touch her pubic area.





If a boy masturbates too much, he'll use up all his sperm.



Hormones are natural chemicals that travel in the bloodstream.



## Activity: 5-6.8.2

### Key Messages

- Boys and girls can learn interesting things from each other.
- Many of the changes that occur during puberty are shared by both males and females.

### Activity Details

THEME	Growth and Development
SUB THEME	Puberty
TIME	30 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• a large sheet of paper and textas for each group.</li> </ul>

# Just asking

## Purpose

To provide an opportunity for students to learn from one another.

To answer student questions and satisfy curiosity about the opposite sex.

To explore how it feels to develop gender based responses to questions.

## Teaching notes

This activity is designed with a co-educational setting in mind. Two separate work areas would be preferable for the first part of the lesson.

## Procedure

1. Explain that this session will allow students to have the opportunity to ask questions about puberty and receive answers from the opposite sex.
2. Divide the students into single sex groups. It will also be easier if the groups work in separate spaces.
3. Ask each group to agree on five questions about puberty they would like to ask the opposite sex.
4. Emphasise the importance of appropriateness and sensitivity in their questions and the use of correct terminology. When all groups have agreed on and written their questions, swap lists.
5. Each group now works on agreed and appropriate responses to the questions asked of them by the opposite sex.
6. When groups are ready, call them together to share answers.

## Discussion

Class discussion could include the following questions:

- How did the groups feel about developing questions/ preparing answers?
- Were the questions (or answers) predictable?
- Did group members find it difficult to agree on answers? Why do you think this might be difficult?
- What did individuals/ groups learn?

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 5-6	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 the likely physical, emotional and social changes that occur during puberty</p>	<p>Transitions between life stages</p> <p>The changes associated with puberty</p>
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Demonstrate through interactions in social situations, respect for a diverse range of people and groups</p>	<p>Inclusion, belonging and tolerance</p> <p>How personal beliefs and values influence feelings 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.*



## Activity: 5-6.8.3

### Key Messages

- Everyone will go through puberty.
- We each grow and develop at a rate that is right for us.

### Activity Details

THEME Growth and Development

SUB THEME Puberty

TIME 10 minutes +  
homework/presentation  
time

AusVELS Levels 5-6

YEARS 5 & 6

EQUIPMENT • a copy of *Interview with a puberty survivor* worksheet per student.

# Interview with a puberty survivor

## Purpose

To illustrate that each person develops at a different rate during puberty.

To provide students with an opportunity to discuss issues related to puberty in a cross-age setting.

To promote conversation about puberty at home.

## Teaching notes

This activity requires each student to collect information about a personal journey of puberty by conducting an interview with an older person (over 18 years of age). It works very well when conducted with a parent or a grandparent. You will need to allow extra time for the students to present their findings.

## Procedure

1. Distribute the worksheet *Interview with a puberty survivor* to the students and ask someone to read it aloud.
2. Ensure that all students understand the questions.
3. Students can be responsible for deciding the interview format using the worksheet as a guide. The students can decide whether to present the exact answers to the questions or to present what their learnings and observations were as a result of completing the activity.
4. A class discussion is valuable before conducting the interview to assist students to write additional questions that reflect their personal interests and concerns.
5. Allow sufficient homework time for the students to complete the task.
6. Students could present their findings in a short biography or in an oral report to the class.

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

## AusVELS Context:

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

Levels 5-6	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 the likely physical, emotional and social changes that occur during puberty</p> <p>Identify and discuss the validity of ways in which people define their own and other people's identity</p>	<p>Transitions between life stages</p> <p>The changes associated with puberty</p> <p>Changing roles and responsibilities in family settings and friendships</p>
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationship</p>	<p>Accept and display empathy for the points of view and feelings of peers and others</p>	<p>Inclusion, belonging and tolerance</p> <p>How personal beliefs and values influence feelings 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.*



# Interview with a puberty survivor

Questions to ask someone over the age of 18 years:

1. At what age did you begin puberty?

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2. What made you realise that puberty had begun?

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3. How did you feel about it?

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4. Did you develop at the same time as your friends? If not, how did that affect you?

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5. What was the most embarrassing thing about puberty and why?

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6. Did anyone in your family talk to you about puberty? Did it help?

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7. Did you talk about puberty and its changes with your friends?  
If so, was that helpful?

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8. Did you feel you needed more privacy and independence?

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9. What advice would you give someone who is currently going through puberty?

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



## Teaching Sequence 9: Puberty and menstruation

### Learning outcomes

Students will:

- define the process and purpose of menstruation
- identify basic menstrual products and explain their purpose
- clarify key information about menstruation, sorting out fact from fiction.

### Key messages

- Menstruation is a natural, healthy process that almost all females go through in order to reproduce.
- The age of first menstruation can vary between individuals and usually occurs between the ages of 8 and 16 years.
- There are a range of products available that girls and women can use to manage menstruation.
- Menstruation is when a girl's or woman's body prepares itself to have a baby.
- It happens about once a month and continues until around 45 to 55 years of age.

- a. Review the home activity: Interview with a puberty survivor

Ask students to share with the class the experiences of the family member who they interviewed. Discuss the findings as a whole group.

- b. Activity 5-6.9.1: Menstruation explanation

Provide a brief overview of menstruation using the Magnel or similar diagrams. Ensure that there is some discussion around menstruation being a normal, healthy part of a girl's development. You may need to debunk any myths that students have heard (e.g. menstruation is 'bad blood'). Relate the purpose of menstruation back to the ability to have a child (i.e. reproduce).

- c. Display and discuss menstrual products

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

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

- d. Activity 5-6.9.2: Am I weird?

Students are to complete this worksheet on menstruation individually or in small groups. It requires them to clarify information about menstruation, sorting fact from fiction. Once completed, discuss the answers as a class.

*Please note: This worksheet can also be used as an evaluation activity.*

- 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 5-6.9.3: Investigating sanitary products

Give students the option of discussing this activity with their parents or using the supermarket to complete the alternative task.

## Activity: 5-6.9.1

### Key Messages

- Menstruation is when a girl's body prepares for the time when she will be able to have a baby.
- Menstruation happens approximately once a month, often until about 45-55 years of age.

### Activity Details

THEME Growth and Development

SUB THEME Puberty

TIME 20 minutes

AusVELS Levels 5-6

YEARS 5 & 6

EQUIPMENT • Magno-mate and magnetic pieces A1, B1, B2 and B3 or another suitable diagram.

# Explanation of menstruation

## Purpose

To illustrate and highlight the phases of the menstrual cycle, including ovulation.

## Teaching notes

It is important to emphasise that this cycle repeats every month and that post-pubescent females are at a stage in this cycle, every day until menopause.

## Procedure

1. Ask the students why boys need to know this information, too. Discuss that they will or may have a mother, sister, girlfriend, female friend or wife and that it is important for them to grow up as well informed young men.
2. You could also discuss some of the silly ads on TV where men are depicted as not knowing what to do with menstrual products.

### Detailed explanation of menstruation:

- Use the Magno-mate or another diagram to revise the female reproductive anatomy; ovaries, fallopian tubes, uterus, cervix and vagina.
- Explain that, once a month, an ovum (or egg) matures in the ovary. The ovum is released from the ovary and moves through to a fallopian tube (A1).
- A special lining builds up at the same time inside the uterus in case the egg will be fertilised (B1). If fertilisation happens, then there will be a nice lining in which the embryo (bundle of cells) can implant itself.
- If fertilisation does not occur, the ovum dissolves in the uterus. The special lining begins to break down and, about 14 days after ovulation, the lining falls away from the walls of the uterus and drips out through the cervix and vagina. It looks like blood although it is not the same as the blood in your veins (B2). This bleeding is what we call menstruation, or having a period. This happens for about 2-7 days each month.
- Once the lining has come away, the uterus appears as it was before (B3).
- The whole process starts again.

*Please note: It is important to expel any myths the students may have heard about menstruation. For example, it is not bad blood, or a reason for a girl to be excluded from any activity.*

## AusVELS Context:

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

Levels 5-6	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 the likely physical, emotional and social changes that occur during puberty</p>	<p>The changes associated with puberty</p> <p>Reproductive systems, sexual development and sexual maturation</p>
<p><b>Strand:</b> Discipline-based learning</p> <p><b>Domain</b> Science</p> <p><b>Dimension</b> Science knowledge and understanding</p>	<p>Identify and explain the connections between systems in the human body and their various functions</p>	<p>Recognise the reproductive system as a smaller separate system within the human body</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: 5-6.9.2

### Key Messages

- Menstruation is a natural, healthy process which almost all females go through.
- There are a range of products available to assist girls and women to manage menstruation.

### Activity Details

THEME Growth and Development

SUB THEME Puberty

TIME 40 minutes

AusVELS Levels 5-6

YEARS 5 & 6

EQUIPMENT

- a copy of *Am I weird?* worksheet for each student
- a copy of the *Am I weird?* Teacher reference sheet.

# Am I weird?

## Purpose

To develop understanding of the process of menstruation, its purpose and menstruation products.

## Teaching notes

This activity can be used as a summative assessment task.

It works well as a group activity as it allows students to share their knowledge. The questions can be divided amongst small groups with each group researching one question then reporting back to the class.

## Procedure

1. Hand out the *Am I weird?* worksheets to students. Read through the questions and how they are to answer them (individually or in small groups).
2. Have students work on their answers.
3. When complete, check answers as a class.

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 5-6	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 the likely physical, emotional and social changes that occur during puberty</p>	<p>Transitions between life stages</p> <p>The changes associated with puberty</p> <p>Reproductive systems, sexual development and sexual maturation</p>
<p><b>Strand:</b> Discipline-based learning</p> <p><b>Domain</b> Science</p> <p><b>Dimension</b> Science knowledge and understanding</p>	<p>Identify and explain the connections between systems in the human body and their various functions</p>	<p>Recognise the reproductive system as a smaller separate system within the human body</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.*



# Am I weird?

Three months ago, Julie got her first period. Could you please help her? She needs your advice. She has heard a lot about menstruation, but is unsure of what is correct.

**What is really happening in my body when I get my period?**

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**People have told me so many strange things, please tell me if they're true or not. I've been told that:**

1. I'm too young to use a tampon because of my hymen.

T  F Why? \_\_\_\_\_

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2. I only lose a third of a cup of blood each period.

T  F More information please \_\_\_\_\_

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3. I should exercise to help with the cramping pain in my stomach.

T  F Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. I should use a feminine deodorant spray to keep my vagina clean.

T  F Please explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. The white stuff that I find in my undies between periods is OK and normal.

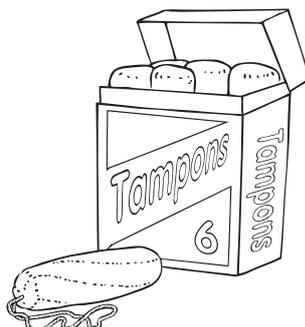
T  F More information please \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. I'm very young, at 11, to have my period.

T  F Why? \_\_\_\_\_  
\_\_\_\_\_

7. All of these weird body changes are caused by hormones.

T  F How? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



8. Last month I had to wait 35 days before I got my period (and it only lasted 2 days), I must be sick.

T  F Please explain \_\_\_\_\_

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9. Do you have any other information or advice? I need all the help I can get!

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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.



# Am I weird?

## Teacher reference sheet

Three months ago, Julie first got her period. Could you please help her? She needs your advice. She has heard a lot about menstruation but is unsure of what is correct.

### What really is happening in my body when I get my period?

Having a period means your body has started releasing eggs from your ovaries in the hope that a baby will start. As this is happening, the uterus, the place where the baby would grow, is preparing a thick, blood-filled lining to provide a safe place for the baby to grow and develop. When the egg is not met by sperm, a baby does not start so the lining is not needed. It comes away and drips out of the vagina as a period.

### People have told me so many strange things, please tell me if they're true or not. I've been told that:

1. I'm too young to use a tampon because of my hymen.

**False.** Every baby girl is born with a hymen; a skin seal on the vagina. The hymen is torn or develops holes in it over time. By the time a girl has her first period she will not have an intact hymen, otherwise the period could not drip out. You can use a tampon if you want to, even if you have never had sex.

2. I only lose 1/3 cup of blood each period.

**True.** While the amount of loss during each period varies from girl to girl, after it has settled down to a regular pattern it is usually about 1/3 of a cup. It looks like a whole lot more because it soaks into products that are white.

3. I should exercise to help with the cramping pain in my stomach.

**True.** Gentle exercise can help ease cramping pain. Over the counter pain medication and a wheat bag can also help.

4. I should use a feminine deodorant spray to keep my vagina clean.

**False.** Vaginas clean themselves. Warm water is the only thing you need to use. However, a mild soap can be used on the outside.

5. The white stuff that I find in my undies between periods is OK and normal.

**True.** The whitish discharge is a sign that the vagina is keeping itself clean. If it changes in any way, becomes really smelly or changes colour, it might indicate an infection. If this happens, talk to your parent/ carer about a trip to the doctor.

6. I'm very young, at 11, to have my period.

**False.** People begin their periods at different times. A part of the brain controls the timing and everybody's clock is set differently.

7. All of these weird body changes are caused by hormones.

**True.** Hormones are responsible for all of the changes that turn a boy into a man and a girl into a woman.

8. Last month I had to wait 35 days before I got my period (and it only lasted 2 days), I must be sick.

**False.** You are perfectly normal. Periods take a while to settle into a cycle. It might take up to a year to settle down into a pattern.

9. Do you have any other information or advice? I need all the help I can get!

Parents, teachers, doctors and welfare staff are all potential sources of help and advice. Provide students with a list of websites and books available. See the *Additional teaching resources: AusVELS Levels 3-6* section in *Tools for Teachers*.



## Activity: 5-6.9.3

### Key Message

- There are a range of products available to assist girls and women to manage menstruation.

### Activity Details

THEME	Growth and Development
SUB THEME	Puberty
TIME	10 minutes + homework time
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	• paper and pens.

# Investigating sanitary products

## Purpose

To develop an awareness of the sanitary products available.

## Teaching notes

This is a great homework activity as it opens up communication with parents about puberty changes and growing up. It is aimed specifically at girls, as they are the consumers of these products, but there is no reason why boys could not do this activity too. Most of the manufacturers of sanitary products have very good websites which the students could also access, in class or as a homework activity with a parent.

## Procedure

1. Ask the students to brainstorm any questions they have about sanitary products.
2. These might include: cost, size, features, absorbency, efficacy, age suitability or the differences between panty liners, pads and tampons.
3. As a homework activity, students are to find the answer to these questions. They may wish to go to the supermarket with a parent/ carer to investigate particular products.
4. Allow sufficient homework time for everyone to complete the activity. Ask the students to report their findings to the class. This could be in a written format of their choice or as an oral presentation. Either way, it is important to allow some class discussion about their learning.

## AusVELS Context:

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

Levels 5-6	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>	Identify the likely physical, emotional and social changes that occur during puberty	<p>The changes associated with puberty</p> <p>Reproductive systems, sexual development and sexual maturation</p>

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



## Teaching Sequence 10: Coping with puberty

Learning outcomes	Key messages
<p>Students will:</p> <ul style="list-style-type: none"> <li>identify coping strategies that they can use when going through puberty</li> <li>explore how to cope positively with a range of feelings associated with puberty.</li> </ul>	<ul style="list-style-type: none"> <li>Each of us will go through puberty at the rate that is right for us.</li> <li>Embarrassing situations can happen around this time, but we can overcome these problems.</li> <li>It is important to have a range of coping strategies and to learn how to deal positively with emotions and challenges that can occur.</li> <li>It is very important to have a network of trusted friends and adults who you can go to for support.</li> </ul>

a. **Review the home activity: Investigating sanitary products**  
Review the homework by asking students to share their findings with the class. Compare different sanitary products and discuss issues such as the pricing, purpose and marketing of these products.

b. **Discuss ways to cope with puberty**  
Briefly discuss different ways that students can cope with puberty. Include strategies such as talking to a trusted friend or adult, keeping the bigger picture in perspective, understanding that everyone goes through puberty, accepting that it is normal to feel some uncertainty or anxiety and using physical activity and social contact as healthy ways of dealing with stress and other issues.

c. **Activity 5-6.10.1: Common concerns about the changing body**  
For this activity, you will need to ask students to rank their concerns about going through puberty. Once completed, discuss as a class. If possible, you could compare the results of other classes or separate the results according to gender and then discuss any differences.

*Please note: As a numeracy activity, you could graph the class responses and analyse the main concerns that young people have about puberty.*

d. **Activity 5-6.10.2: Embarrassing situations**  
This activity requires students to work in small groups to analyse scenarios and discuss how the characters would feel in these situations. Students could also role play these scenarios and discuss what actions the characters could take.

e. **Review coping strategies**  
Reinforce the different coping strategies that students can use to deal with puberty, especially in relation to the emotional changes that they will experience. Ensure that students can identify who they would go to for support and assistance.

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: Coping with an embarrassing situation**  
Students are to ask their parent or older sibling one embarrassing thing that happened to them during puberty and how they coped. Be mindful that some students may not be able to complete this activity due to cultural or family sensitivities.

## Activity: 5-6.10.1

### Key Messages

- Each of us will go through puberty at a rate that is right for us.
- It is important to have a range of coping strategies during puberty and to learn how to deal positively with emotions and challenges that can occur.

### Activity Details

THEME	Growth and Development
SUB THEME	Puberty
TIME	20 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• a set of <i>Common concerns about the changing body cards</i> per small group.</li> </ul>

# Common concerns about the changing body

## Purpose

To allow students to recognise and express personal concerns about puberty.

## Teaching notes

This activity introduces some common concerns about puberty in a non-threatening way and often encourages great discussion about sharing of fears. It can help students to realise that they often have similar concerns.

## Procedure

1. Divide the class into groups of 4-6 students, giving each group a set of *Common concerns about the changing body cards*.
2. Ask them to place each card on a scale from 'most concerning' to 'least concerning'. There are no right or wrong answers but each group must try to come to agreement about the placement of the cards. Allow plenty of time for group discussion.
3. Ask a spokesperson from each group to report the group's results and reasoning to the class.
4. Clarify any misconceptions that may exist around the puberty changes.

## Discussion

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

- Everyone will go through puberty. Each person will develop at a rate that is right for them.
- Puberty can be confusing and embarrassing; helping and supporting each other can make it a lot easier.
- Which concerns can you do something about? Which concerns do you just need to accept (e.g. dealing with skin problems vs. uneven and abrupt growth)?
- Where/ who can you go to for reliable information?

Adapted with permission from Mannison, M 1999, *Interactive teaching strategies: adolescent sexuality*, Nice Business Publications, Paddington, Qld.

## AusVELS Context:

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

Levels 5-6	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p>	<p>Identify the likely physical, emotional and social changes that occur during puberty</p>	<p>Transitions between stages of development</p>
<p><b>Dimension</b> Health knowledge and promotion</p>	<p>Identify and discuss the validity of ways in which people define their own and other people's identity</p>	<p>The changes associated with puberty</p> <p>Changing roles and responsibilities in family settings and friendships</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.*





**CONCERN 1**

Girls start to mature a few years earlier than boys. Boys are smaller, shorter and less developed than girls in early adolescence.



**CONCERN 2**

Skin problems. Acne and pimples can be embarrassing and worrying.





### CONCERN 3

Uncertain control of voice. Boys' voices can drop an octave in pitch, leading to voice 'breaks'. This change also occurs in girls, but is not as noticeable.



### CONCERN 4

Uneven and abrupt growth. Feeling clumsy, awkward and peculiar-looking because of unbalanced growth; for example, the nose achieves its adult size before the rest of the face, which may make the face look strange for a while; the arms grow to their adult length before full body height is reached.





**CONCERN 5**

Face and body hair. Too much hair in some places and not enough in others. This problem can affect both boys and girls in different ways.



**CONCERN 6**

Being early or late maturing. Being taller, heavier and more physically mature before most others in your group or being the last one in your group to show any signs of puberty.





## CONCERN 7

Adult body shape. Feeling you are too tall, too stocky, too short, not the best balance of body features. Learning how to cope with what you will look like for the rest of your life.



## CONCERN 8

Ignorance about menstruation and wet dreams. Not knowing what they are, being confused, worried or even frightened about their occurrence.





CONCERN 9

New sexual feelings.  
Feeling confused (or even  
guilty) about increased  
sexual feelings, changing  
relationships, sexual  
activities with others and  
masturbation.



## Activity: 5-6.10.2

### Key Message

- Sometimes embarrassing situations occur during puberty but we can overcome these problems.

### Activity Details

THEME	Respectful Relationships
SUB THEME	Friendships
TIME	30 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• an <i>Embarrassing situations</i> card for each small group</li> <li>• paper and pens</li> <li>• large sheet of paper and textas.</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.

# Embarrassing situations

## Purpose

- To discuss embarrassment during puberty and how it can be minimised.
- To explore practical strategies in problem solving.
- To establish a more comfortable environment in which to talk about puberty.

## Teaching notes

Students love doing this activity as it is a lot of fun and it also gives them the opportunity to share their knowledge. As an extension activity students could write their own embarrassing situations relating to puberty. They could be real or imagined situations, but should be anonymous. Put all the scenarios in a hat and ask each group to draw one out, for which they will write a reply. Students also love to role play these scenarios and act out a solution for the characters.

## Procedure

1. Start the lesson by talking about embarrassing situations. What makes a situation embarrassing? How do we react when we feel embarrassed? What embarrassing situations might young people find themselves in (especially during puberty)?
2. Divide the class into groups of 3-4 students. Distribute an *Embarrassing situations* card to each group.
3. Allow sufficient time for the students to discuss the scenario on their card and to consider how the person in question might feel. Ask them to think of some practical suggestions to help that person. Record these on paper.
4. Each group should select two representatives; one to read the scenario and one to report back their suggestions to the class. (Alternatively, the group could perform a role play).
5. Once all groups have reported back, you could have a class discussion about strategies that would make it easier to deal with any type of embarrassing situation at school.
6. List these strategies and display in the classroom.

## Discussion

Points for discussion could include:

- Are embarrassing situations more likely to happen to boys or to girls?
- Is it reassuring to know that everyone goes through similar experiences?
- What is modesty? How do we learn it?
- How can we help others when something embarrassing happens?
- Why might many young people become more self-conscious or modest around puberty?

## AusVELS Context:

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

Levels 5-6	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>	Identify the likely physical, emotional and social changes that happen during puberty	The changes associated with puberty
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Demonstrate, through interactions in social situations, respect for a diverse range of people and groups</p> <p>Accept and display empathy for the points of view and feelings of peers and others</p>	<p>The influence that peers can have on behaviour and appropriate response options</p> <p>Inclusion, belonging and tolerance</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.*





## Juliet

Juliet is at a friend's place. She goes to the toilet and changes her pad. While she's unwrapping a new one and putting it in her underwear, she puts the used one on top of the toilet. After she's been to the toilet, she flushes it and walks out, leaving the used pad in there. Ten minutes later, she realises what she's done. She goes back to the toilet, but someone's in there.

At that moment, the toilet flushes and her friend's older brother walks out.

What does she do?  
How would she feel?



## Karen

Karen has won a prize that's presented at her school awards night. The school hall is crowded with her classmates and their families. When Karen's name is eventually called, she stands up and starts to move into the aisle so she can walk onto the stage to collect her prize. The boy sitting next to her notices a blood stain on the back of her skirt.

What does he do?  
How would she feel?





## Tran

Tran's sleeping over at a friend's house. When he wakes up in the morning, he sees a wet patch on the front of his pyjamas and realises he's had his first wet dream.

What does he do?  
How would he feel?



## Jenny

Jenny's in grade four and has started growing breasts. Most of the time, her school uniform hides them, but she's a bit embarrassed about changing into her bathers for swimming lessons. This is because two of the girls in her group tease her and talk about her 'size' in a nasty way. Jenny's started changing in the toilets to avoid them. One afternoon, when she's changing in the toilets, she overhears a group of girls talking about how big her 'boobs' are.

What does she do?  
How would she feel?



## Oliver

Oliver's in the middle of a maths lesson when his penis starts to feel tingly. He knows what's going to happen. He's going to get an erection again. The teacher is moving around the class correcting work and has nearly reached Oliver's desk.

What does he do?  
How would he feel?



## Zac

Zac shares a bathroom with his younger brother and has always felt comfortable undressing in front of him. Lately, Zac's noticed that he's growing pubic hair and his penis is getting bigger. He starts to want more privacy. One day, Zac's having a shower when his younger brother walks into the bathroom without knocking. He has a good look at him, then runs out shouting, 'Zac's got hair on his willy!'

What does he do?  
How would he feel?





## Christie

Christie is excited, but nervous, to be going to her first boy/ girl birthday party. She's heard that they're going to play 'spin the bottle'. She's a little worried because she's never kissed anyone before. After some dancing and chatting, the birthday girl says it's time to play. Everyone sits in a circle and a bottle is put in the middle. The group plays the game and everyone seems to be having fun. When the bottle is spun by the most popular boy in school, it lands on Christie. She's really happy, but the boy stands up and says, 'I'm not kissing you. You're ugly'.

What does she do?  
How would she feel?



## Michael

Michael's talked his parents into letting him go to a 'blue light disco' with two of his friends. They've planned to meet up with some girls from school when they get there. When they're inside, Michael's friends dare him to ask one of the girls to dance. Michael feels nervous and doesn't want to, but he eventually gets the nerve to ask her. When they're dancing together, the girl moves closer and puts her arms around him. Michael panics. He's shy and doesn't even know the girl that well.

What does he do?  
How would he feel?





## Paul

Paul's in his bedroom, reading his sister's magazine. He's in the middle of the letters page where young people write in with questions for a doctor to answer. One letter is about a teenage girl who's just found out how to masturbate. He's interested in the letter because he was talking about the same topic with his friends at lunchtime. Just then his mum walks in without knocking. Startled, Paul drops the magazine. His mum sees the page he was reading.

What does he do?  
How would he feel?



## Josef

Josef's the new kid at school. He's sitting with some new friends at lunchtime when one of them starts talking about sex. The boy's talking about things that his older cousin told him. He keeps using words that Josef hasn't heard before. The other boys ask Josef what he thinks about the topic. Josef doesn't know what to do because he hasn't heard the words before and doesn't really understand what the boys mean.

What should he say?  
How would he feel?





## Noah

Noah's just moved to a new school. He's in the changing rooms getting ready for his first swimming lesson for the year. When he's changing, he notices that his penis looks different from all the other kids. Noah is Jewish and has been circumcised.

What does he do?  
How would he feel?



## Teaching Sequence 11: Puberty and peer pressure

### Learning outcomes

Students will:

- reflect on the feelings of others in embarrassing situations
- identify strategies that would assist themselves and others to cope with challenging issues during puberty
- explore different types of peer pressure and create a scenario where a child may experience peer pressure.

### Key messages

- Puberty can present challenging or embarrassing situations for young people, so it is important to be sensitive to how others may feel.
- Puberty can impact on friendships and family relationships as a young person grows and develops.
- Peer pressure is another challenge during puberty and there are different ways to deal with this.
- 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: Coping with an embarrassing situation

Invite students to share one thing that their parent identified as embarrassing and the strategies that they used to cope. Explore whether the embarrassing situations were different for parents or similar to the things that students had identified in the last session. Review the most positive ways of coping.

#### b. Activity 5-6.11.1: Dear teen doctor

This activity allows students to reflect on the feelings of others and identify strategies that would assist themselves and others in dealing with issues during puberty.

*Please note: The activity cards cover a wide range of scenarios. Teachers should choose those that are most appropriate for their students.*

#### c. Discuss transitions and relationships

Discuss with students how growing up can impact on friendships and family relationships. Briefly discuss transitions that occur and how roles and responsibilities change during this period, focusing on the changing role of peers.

#### d. List different types of peer pressure

Compile a class list of different types of peer pressure and discuss with students.

#### e. Make up stories about peer pressure

Students are to work in small groups to make up stories about situations where someone their age would experience peer pressure. Use these stories for the home activity (see part g) and to complete Activity 5-6.12.1 during the next teaching sequence.

*Please note: This could also be used as a literacy activity.*

#### 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: Family reactions to peer pressure scenarios

Students are to discuss the story that was made up in class with a member of their family, asking them how they would react in this situation. The family member is invited to provide suggestions of how the person in the story could deal with the situation in a positive way.

## Activity: 5-6.11.1

### Key Messages

- Puberty can present challenging or embarrassing situations for young people so it is important to be sensitive to how others may feel.
- It is very important to have a network of trusted friends and adults you can go to for support.

### Activity Details

THEME	Growth and Development
SUB THEME	Puberty
TIME	30 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• a set of <i>Dear teen doctor</i> cards</li> <li>• paper and pens.</li> </ul>

# Dear teen doctor

## Purpose

To revise and review facts relating to puberty.

To explore problem solving strategies.

To establish a more comfortable environment in which to talk about puberty.

To provide a forum in which students can showcase their learning.

## Teaching notes

This activity gives students the opportunity to share their knowledge. It acknowledges the important interplay between the physical changes of puberty, changing social relationships and emotions.

## Procedure

1. Divide the class into groups of 3-4 students.
2. Distribute a *Dear teen doctor* card to each group.
3. Allow sufficient time for the students to read and discuss the scenario on their card. Each group then writes a response to the scenario providing practical suggestions to reply to the person. This response could be written in the form of a letter.
4. Once this has been done, each group should choose two representatives; one to read the scenario and one to read the written response back to the class. Share and discuss each as a whole class.
5. This lesson could be extended by discussing where people can go to have other questions or concerns addressed, such as websites, the school nurse, parents etc. Display the written letter responses in the classroom.

## Discussion

A class discussion could include the following questions:

- How would the person in your scenario be feeling?
- What issues are they faced with?
- Do you think these are common issues?
- Where else could the young person go for help or support?

## AusVELS Context:

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

Levels 5-6	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 the likely physical, emotional and social changes that happen during puberty</p> <p>Describe the physical, social and emotional dimensions of health</p>	<p>The changes associated with puberty</p> <p>Reproductive systems, sexual development and sexual maturation</p> <p>Strategies for improving personal health</p>
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Demonstrate, through interactions in social situations, respect for a diverse range of people and groups</p> <p>Accept and display empathy for the points of view and feelings of peers and others</p>	<p>The influence that peers can have on behaviour and appropriate response options</p> <p>Inclusion, belonging and tolerance</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.*



## Dear teen doctor

I have a big problem. I'm ten years old and, as far as I know, I'm the only one in my class who's started having periods.

I'm going to school camp soon and I'm scared I'll get my period when we're away. Can you go swimming when you have your period? Also, I don't know how a tampon works and how often I have to change it.

HELP!!!

Thanks  
Early starter



## Dear teen doctor

Over the Christmas holidays, I developed a big problem, actually two big problems. My boobs. I don't know where they came from, but it's like I woke up one morning and there they were. Don't get me wrong, I know it's part of growing up and being a woman, blah, blah, blah, but do I have to be the only girl in grade five who's wearing a bra?

I tried on my summer uniform and they really stand out. It gets worse. When school goes back in a few weeks, we'll be having our swimming sports day. Over the holidays I've been wearing a big t-shirt over my bathers, but they won't let you do that at school.

Everyone will stare and tease me. What can I do?

Signed  
Big Boobs





## Dear teen doctor

I just found out my mum's pregnant with twins. How did this happen? Will they look the same? What are Siamese twins? Is there a chance she could have Siamese twins? I need some answers because I'm a bit worried about her.

And what are the odds of me having to change nappies?!!!

Thanks  
Future babysitter



## Dear teen doctor

I'm a ten year old girl. I think I'm seriously sick. I've just found a lump on the left side of my chest, under the nipple. It's a bit sore as well

How can I tell my mother that I've got breast cancer? I can't sleep at night.

Signed  
Worried sick





## Dear teen doctor

I'm a twelve year old girl. My family comes from a country where girls aren't allowed to do anything much at all. I've made some good friends at my new school and they've started inviting me out to the movies and to their houses. I'm never allowed to go and my dad makes a big fuss.

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?

Please help!

Signed  
Fed up!



## Dear teen doctor

I'm a twelve year old boy. My problem is that I'm too embarrassed to use the changing rooms with all the other kids when we have swimming lessons. My family is Jewish and I've been circumcised. My penis looks a bit different from the other boys and I'm worried they'll laugh at me.

Can you think of anything I can do or say that might help me?

Yours gratefully  
Embarrassed





## Dear teen doctor

I'm in grade five at school. My friends all seem to know about sex and how babies are made. I think I know, but I'm not sure. I don't want to look stupid when we do sex ed next term.

I can't ask my parents, so can you tell me where I can find this stuff out? I just don't want to look like a complete idiot in front of my friends.

Please help  
Clueless



## Dear teen doctor

I need your help! Some of my friends have been mucking around on the computer and sending pictures to each other. The pictures are all about sex and show naked women and men. This stuff makes me feel really weird and I don't feel right looking at it. I'm worried that if I tell them to stop, they'll think I'm really lame.

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

Please help me!  
Signed  
Shocked





## Dear teen doctor

I was at a friend's house the other day. He said he had some stuff on his computer he wanted me to see, that his older cousin had shown him.

It was a full-on website with naked people doing gross stuff and it made me feel sick. He thought it was really cool, so I was too scared to say I didn't want to look at it.

I'm going to his house for a sleepover next week and I'm worried he'll want to look at that stuff again.

What do I do?

Signed  
Grossed out



## Dear teen doctor

I've been having some really weird dreams lately, kind of like sex dreams. When I wake up, there's this sticky stuff in my pyjamas.

I've heard some of the kids talking at school and they say boys have a thing called a wet dream.

Is this what's happening to me?

How can I stop them?  
What if my mum finds out when she does my washing?

Signed  
Weird dreamer





## Dear teen doctor

My dad's gay. I grew up knowing this and I'm okay with it. The problem is that some of the boys in my class always make jokes about gay people. They say everything's 'gay' if they don't like it or think it's stupid and say a person's gay if they want to pick on them. I feel bad for the kids being teased, but I pretend to laugh when they make jokes because I don't want them to have a go at me.

I'm worried they could find out about my dad.  
I feel like I'm being mean to my dad for not stepping in to stop these bullies.

Please help  
Good guy



## Dear teen doctor

My cousin started getting her period over the holidays. She said it was awful and told me how it hurts and that there's lots of blood. Now I'm scared about getting mine.

How do I stop it from happening?  
What am I going to do if I get it at school?  
Can people tell when you're having your period?

I was fine about getting it until my cousin freaked me out.

Help!  
Puberty girl





## Dear teen doctor

I used to think I was a normal grade six girl, but now I'm not so sure. At night, in bed, I've been touching myself 'down there'. I woke up after a dream one night. I think it was a sex dream and there was a hot, tingly feeling between my legs. I just wanted to touch myself there, so I did. It felt so nice that the next night, I did it without having the dream first.

Is this normal? Do other girls do the same thing?

Signed  
Naughty or Nice?



## Dear teen doctor

I'm a twelve year old guy and I get that I'm going to go through puberty, but I always thought it would happen when I was in high school. I have a full-on mass of pubic hair and I'm even starting to get dark hair on my top lip.

None of my mates have any hair. It's really embarrassing when we have to get changed for footy training.

I don't want to be old in grade six.

HELP ME!!!  
Signed  
Freaked out



## Teaching Sequence 12: Peer pressure and support networks

### Learning outcomes

Students will:

- reflect on the influence that peers can have on their behaviour and discuss appropriate response options
- identify a range of strategies that would assist them in dealing with situations of peer pressure
- list trusted adults and networks that they can use as sources of support.

### Key messages

- Peers impact on young people's behaviour and choices during puberty.
- This impact may include pressure to conform to a certain image or engage in risky behaviour.
- It is important to have strategies and the skills to assert your own choices and to have trusted adults and/ or services that can be part of a support network.

a. **Review the home activity: Family reactions to peer pressure scenarios**

Briefly discuss the family reactions and reiterate the importance of students sharing their feelings and concerns with their family for support during puberty.

b. **Activity 5-6.12.1: Stories about peer pressure**

Working in small groups, students are to swap the peer pressure scenarios developed in the last teaching sequence. Each group then discusses how they would respond to this scenario and explores how the character may be feeling. Each group then presents the scenario and their response to the class either verbally or through role play.

c. **Discuss support networks**

As a class, brainstorm a list of people or places that students could go to for support if they had a problem. Discuss as a class.

d. **Activity 5-6.12.2: Network hand of helping people**

For this activity, students are to identify and visually represent their sources of support (i.e. support networks). Emphasise that these people are the trusted adults who they could get help from if they were in a difficult or sensitive situation.

e. **Revise the key messages**

Debrief as a class by reviewing the key messages around risky situations, positive coping strategies and support networks. Reinforce protective behaviour skills with students, such as the need to keep telling adults if there is a problem until someone believes them and provides help.

f. **Activity 5-6.12.3: Visualising success**

Use this activity to demonstrate the power of self-talk as a positive strategy and reinforce the importance of being assertive in situations of peer pressure. This activity also helps students to relax and reflect on key learnings.

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 5-6.12.4: How well do you know your kids?**

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

## Activity: 5-6.12.1

### Key Messages

- Peers impact on young people's behaviour and choices during puberty.
- It is important to have strategies and the skills to assert your own choices and to have trusted adults and/ or services that can be part of your support network.

### Activity Details

THEME	Respectful Relationships
SUB THEME	Friendships
TIME	40 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	• Paper and pens per group.

# Stories about peer pressure

## Purpose

To define peer pressure.

To explore practical strategies for problem solving.

To establish a more comfortable environment in which to talk about peer pressure.

## Teaching notes

Students enjoy this activity as it draws on their own experiences and provides the opportunity to demonstrate how mature their responses can be. It also appeals greatly to the more 'dramatic' students as it is a role play based activity. If you have students who are not keen on role play, the activity could be adapted by having students write their responses down or create a cartoon strip.

## Procedure

1. Start the lesson by talking about peer pressure: Does it exist? Do your friends ever put pressure on you? Have you ever felt that your friends were putting pressure on you or someone else to do something? Do you have another name or term for it? Can peer pressure ever be positive? How could you define it?
2. Divide the class into groups of 3-4 students. Ask each group to write a scenario about peer pressure (or use scenarios developed in previous sessions (see *part e.* in *Teaching sequence 11*).
3. Collect the scenarios and redistribute them to different groups. Ask each group to read and discuss the scenario they have been given and to role play a response for a solution to the problem. Alternatively, they could write a response or create a cartoon strip.

## Discussion

A class discussion could include questions such as :

- How did you feel giving suggestions to your peers?
- What have you learnt from this activity?
- Did some situations occur a number of times? Why do you think that might be?
- What were the easy/ difficult scenarios to solve and why?

### AusVELS Context:

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

Levels 5-6	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 actions that could be taken if students feel unsafe at home, at school or in the community	Strategies for responding to unsafe or risky situations
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Accept and display empathy for the points of view and feelings of peers and others</p> <p>Identify and use a variety of strategies to manage and resolve conflict</p>	<p>The influence that peers can have on behaviour and appropriate response options</p> <p>The impact of exclusion and bullying</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: 5-6.12.2

### Key Message

- It is important to have strategies and the skills to assert your own choices and to have trusted adults and/ or services that can be part of your support network.

### Activity Details

THEME	Safety Risk and Challenge
SUB THEME	Personal safety skills
TIME	40 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>A4 white or coloured paper</li> <li>scrap paper</li> <li>1 copy of the <i>Network hand</i> diagram and 5 copies of the letter for each student.</li> </ul>

# Network hand of helping people

## Purpose

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

## Teaching notes

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

## Procedure

- Ask students what the term 'helping person' means to them (someone who 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.).
- Ask students to identify 5 people that they could go to who could be their 'helping people'. Specify that they need one person from each of the following categories:
  - Someone I live with
  - Someone I go to school with
  - A friend
  - Someone in my neighbourhood
  - Someone who cares for me.

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

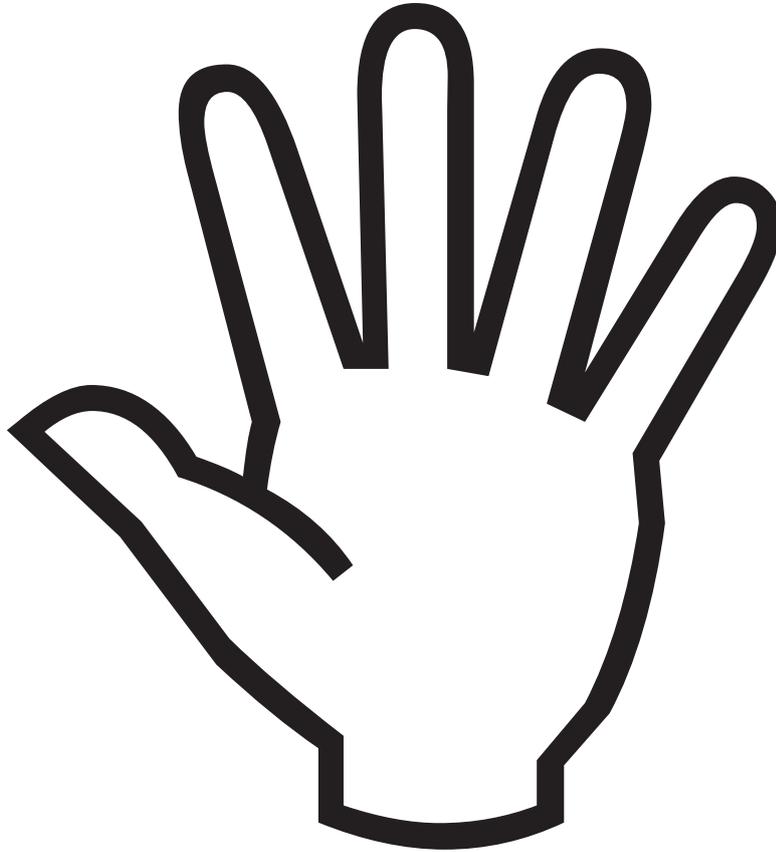
## AusVELS Context:

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

Levels 5-6	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 actions that could be taken if students feel unsafe at home, at school or in the community</p>	<p>Strategies for responding to unsafe or risky situations</p> <p>Strategies for improving personal health</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.*

## Network hand 'helping people' I could go to



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

## Network hand 'helping people' letter

Dear \_\_\_\_\_

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

- listen to me
- believe me
- assist me

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

\_\_\_\_\_

From \_\_\_\_\_



## Activity: 5-6.12.3

### Key Messages

- Peers impact on young people's behaviour and choices during puberty.
- This impact may include pressure to conform to a certain image or undertake risky behaviour.
- It is important to have strategies and the skills to assert your own choices and to have trusted adults and/or services which can be part of your support network.

### Activity Details

THEME	Safety, Risk and Challenge
SUB THEME	Personal safety skills
TIME	20 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• plenty of space</li> <li>• <i>Visualising success script.</i></li> </ul>

# Visualising success

## Purpose

To facilitate the development of positive self-image.

To develop assertiveness skills.

To demonstrate the power of positive self-talk.

## Teaching notes

This activity helps to relax students. It is an excellent way to discuss the power of positive self-talk and thinking.

## Procedure

1. Ask the students to find a space on their own where they can lie down or sit comfortably.
2. Instruct them to close their eyes and be quiet during this activity.
3. Once students are settled, read out the script provided in a clear (but not loud) voice, at a steady, easy pace.
4. Once the visualisation is complete, call the students together to discuss the following:
  - How did you feel about the activity?
  - Does anyone use positive 'self-talk' to deal with difficult or potentially difficult situations?

*Please note: This activity can be modified to include other topics of interest to students such as smoking, weight issues, pimples etc.*

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 5-6	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>Establish health goals and plan strategies for improving personal health</p>	<p>Strategies for improving personal health</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.*



# Visualising success script

Close your eyes...imagine inside your head there is a video camera...In the picture, you see yourself with a group of your friends...They are asking you to do something you don't want to do...Now, imagine yourself saying to them, clearly and firmly 'No thanks, I don't want to.'

Imagine pressing the zoom button on the video camera and zooming in to a close-up of yourself...You say to your friends, clearly and firmly 'No thanks, I don't want to.'

Now, zoom back to the original picture...Your camera has some special effects buttons...You can make the picture brighter and make yourself bigger and brighter than the other people in the picture...Do that now...Make yourself bigger and brighter in the picture...Hear this bigger and brighter you saying clearly 'No thanks, I don't want to.'

How does it feel to be strong and brave and clear?...Imagine how good it feels to be strong and clear, knowing what you want, and saying to your friends, 'No thanks, I don't want to.'

When you are ready, open your eyes, but keep that big, bright picture of yourself in your mind...Next time you're in a situation like that, remember that picture of yourself, and remember being clear, brave and strong and being able to say 'No thanks, I don't want to.'

Script by Graeme Fletcher

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: 5-6.12.4

### Key Message

- It is important to have strategies and the skills to assert your own choices and to have trusted adults and/or services which can be part of your support network.

### Activity Details

THEME	Safety, risk and challenge
SUB THEME	Personal safety skills
TIME	10 minutes + homework time
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>A copy of <i>How well do you know your kids?</i> for each student.</li> </ul>

# How well do you know your kids?

## Purpose

To encourage communication between students and their parents/ carers.

## Teaching notes

Some students may not be able to complete this activity with their parents/ carers. They might be able to do it with another adult they trust such as a teacher or extended family member.

## Procedure

- Hand out worksheets to students. Explain that this is a worksheet for their parents/ carers or trusted adult to complete.
- Read through to make sure the students understand the questions. This is important as some students may have a parent who is unable to read the questions or is unable to write the answers.
- Students are allowed to act as reader and scribe for their adult but not influence their answers.
- Once the adult has completed the sheet, go through the answers with them, correcting mistakes or expanding on information asked.

## Discussion

Discuss and share answers during the next session.

- How many questions did the adult get right?
- Were you surprised?
- Do you need to improve your communication with them?
- How could you do this?
- How could they help?

Adapted with permission from Western Australia Department of Health 2010, *Growing and developing healthy relationships: Middle childhood 2.1.1 how well do you know your kids?* <[gdr.wa.gov.au/resources/middle-childhood/middle-childhood-2.1.1-how-well-do-you-know-your-kids/?searchterm=How%20well%20do%20you%20know%20your%20kids](http://gdr.wa.gov.au/resources/middle-childhood/middle-childhood-2.1.1-how-well-do-you-know-your-kids/?searchterm=How%20well%20do%20you%20know%20your%20kids)>.

## AusVELS Context:

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

Levels 5-6	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 the likely physical, emotional and social changes that occur during puberty</p> <p>Describe the physical, social and emotional dimensions of health</p>	<p>Changing roles and responsibilities in family settings and friendships</p> <p>Transitions between life stages</p> <p>The changes associated with puberty</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 well do you know your kids?

Dear Parents/ Caregivers,

Students have been learning about physical, social and emotional development that occurs at puberty. As children approach puberty, it is not uncommon for them to become a little more distant. One of the most protective actions parents/ caregivers can take at this time is to try to stay as close and as 'connected' to their children as possible. See how you are going by answering the following questions, then checking the answers with your child.

Questions are for the students to ask their parents/ caregivers.

What is my favourite game? \_\_\_\_\_

What is the name of my closest friend? \_\_\_\_\_

What is my favourite colour? \_\_\_\_\_

What is my favourite musical group or singer? \_\_\_\_\_

What is my favourite teacher's name? \_\_\_\_\_

If I could have a pet, what would I choose? \_\_\_\_\_

What is my favourite/ home-cooked evening meal? \_\_\_\_\_

What is my height? \_\_\_\_\_

Try to make as many opportunities as possible for you and your children to talk, and really listen to, each other.

Adapted with permission from Western Australia Department of Health 2010, *Growing and developing healthy relationships: Middle childhood* <[www.public.health.wa.gov.au/cproot/4011/2/HP11643\\_Talk%20Soon%20Talk\\_Often%20\\_Guide.pdf](http://www.public.health.wa.gov.au/cproot/4011/2/HP11643_Talk%20Soon%20Talk_Often%20_Guide.pdf)> An excellent resource for parents interested in talking to their children about sexuality issues.



## Teaching Sequence 13: Friendships and relationships

Learning outcomes	Key messages
<p>Students will:</p> <ul style="list-style-type: none"> <li>• identify the qualities that are important in building ethical friendships and relationships</li> <li>• consider how they could respond to a number of situations where peers are impacting on their behaviour and beliefs</li> <li>• reflect on the impact of bullying and exclusion on themselves and their peers</li> <li>• explore their boundaries within a friendship and consider how they could deal with a situation where friends have overstepped these boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>• We all bring different qualities to our friendships and this diversity is valuable.</li> <li>• Exclusion and bullying can be very negative in friendship groups.</li> <li>• It is important to be an ethical friend, who also remains true to their own values and beliefs within a friendship.</li> <li>• It is important that friends have qualities that we admire.</li> <li>• We all have feelings about what we experience and our feelings can be different to how other people feel in the same situation.</li> <li>• In 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: How well do you know your kids?

Discuss the family responses as a class. Ask students whether or not there were any surprises about what their family did or didn't know about them. Reinforce the role of families as a support for children and adolescents.

b. Activity 5-6.13.1: What is a friend?

This activity focuses on the qualities most desirable in a friend. If time allows, ask students to identify a friendship code of ethics in small groups or as a class. This could then be written on poster paper and displayed in the classroom.

c. Activity 5-6.13.2: How would you feel?

For this activity, students are to articulate how they would feel when faced with certain dilemmas where peers are impacting on them and then share their answers with a classmate. Debrief as a class. Discuss the importance of being an ethical friend and the need to be aware of the needs of others, but also to be able to stand up for what you want or need. Ensure that this discussion furthers student understanding of the impact of exclusion and bullying.

d. Activity 5-6.13.3: Forgive or forget?

Use this activity to allow students to reflect on their boundaries within a friendship. It is best completed in small groups to allow for a lot of discussion.

e. Discuss the key messages

Debrief as a class by discussing with students the key messages around friendships. These include the need to respect the views of others, to be inclusive of others in work and play, to be an ethical friend who is prepared to stand up for others, to recognise that we all want to belong and be included and the need to remain true to our own values and beliefs within the context of a friendship.

f. Question box

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

g. Home activity: Positive comments about a classmate

Students are to write down three positive things about a chosen classmate to give to them in the following session.

*Please note: You will need to allocate partners to ensure everyone receives a response.*

## Activity: 5-6.13.1

### Key Messages

- We all bring different qualities to our friendships and this diversity is valuable.
- It is important that friends have qualities we admire.

### Activity Details

THEME	Respectful Relationships
SUB THEME	Friendships and relationships
TIME	30 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• a copy of the <i>What is a friend?</i> worksheet for each student.</li> </ul>

# What is a friend?

## Purpose

To identify qualities people value in a friendship.

To demonstrate that people's values may differ.

## Teaching notes

During adolescence, one of the most important tasks for young people is for them to develop their own sense of identity. Having discussions such as this allows students of this age to begin to develop an understanding of their own qualities as a friend and the qualities of others around them and to begin to understand that friendships are a matter of choice.

## Procedure

1. Distribute the worksheets to the students and ask them to read the list of qualities.
2. Ask the students to rank the qualities in order from (1) most important to (16) least important.
3. Students can then share their responses with a friend or in a small group.

Class discussion could focus on the following questions:

- Were your values different to your partner's?
  - Do you think this happens often?
  - How can this affect our friendships?
  - Do you think that people's values change over time?
4. Time permitting, ask students to identify a 'friendship code of ethics' in small groups or as a class.

## Variation 1

Students develop their own list of qualities and rank and discuss them.

## Variation 2

In smaller groups, students write all of the qualities on cards. Each member of the group takes it in turn ordering the cards in the priority that is important to them, explaining their reasons for doing so. It's important that the other students listen and do not debate the decisions another student makes.

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 5-6	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Interpersonal development</p>	Demonstrate, through interactions in social situations, respect for a diverse range of people and groups	The diversity of values and beliefs in individuals and groups and the impact this has on building diverse relationships
<p><b>Dimension</b> Building social relationships</p>	Accept and display empathy for the points of view and feelings of peers and others	Inclusion, belonging and tolerance

*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 is a friend?

RANK	Qualities	RANK	Qualities
	sense of humour		generosity
	good looks		popularity
	intelligence		bravery
	honesty		confidence
	common sense		neatness
	cleanliness		affection
	politeness		trust
	self-control		modesty



## Activity: 5-6.13.2

### Key Message

- We all have feelings about everything we experience and can have different feelings than others in the same situation.

### Activity Details

THEME	Respectful Relationships
SUB THEME	Friendships and relationships
TIME	20 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li><i>How would you feel?</i> worksheet 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.

# How would you feel?

## Purpose

To acknowledge our individuality.

To demonstrate to the class that not everyone feels the same about every given situation.

To develop a greater awareness of feelings.

## Teaching notes

Sometimes we feel good and sometimes we feel bad. Both kinds of feelings are normal. Of course, we all enjoy good feelings. But when we don't like the way we are feeling, sometimes we don't know what to do about it. Learning to recognise feelings is the first step for students in learning how to control their reactions. You might like to make up some of your own examples that have arisen in class/ school.

## Procedure

- Distribute the worksheets to the students and ensure they understand the meaning of each feeling listed.
- Explain to the students that you are going to describe some real-life situations.
- Their task is to listen carefully to each situation and to circle, on the worksheet, the word best describing how they would feel in that situation.

How would you feel if...?

- you saw someone being bullied in the street?
- you won a raffle?
- you forgot your mum's birthday?
- your dog ate your homework?
- you tidied the whole house but no-one noticed?
- your friend's pet died?
- your teacher asked you to present a talk to the whole class/ school?
- someone you don't know smiled at you in the street?
- you'd just eaten your favourite meal?
- your two best friends went to see a movie without inviting you?
- you were the shortest person in the class?

## Discussion

Class discussion could focus on the following questions:

- What feelings could you add to the list?
- Why do you think people respond differently to the same situation?
- Can feelings affect our behaviour? Can you think of an example?

## AusVELS Context:

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

Levels 5-6	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, through interactions in social situations, respect for a diverse range of people and groups</p> <p>Accept and display empathy for the points of view and feelings of peers and others</p>	<p>The impact of exclusion and bullying</p> <p>The influence that peers can have on behaviour and appropriate response options</p>

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# How would you feel?

relaxed	tired	irritated
worried	scared	nervous
happy	confused	rejected
angry	ashamed	enthusiastic
disappointed	contented	insecure
sad	afraid	regretful
excited	loving	nostalgic
bored	amused	annoyed



## Activity: 5-6.13.3

### Key Message

- Within friendships and relationships there are a number of decisions we make ourselves or others make.
- These decisions have certain consequences and outcomes.

### Activity Details

THEME	Respectful Relationships
SUB THEME	Friendships and relationships
TIME	30 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• <i>Forgive or forget</i> cards</li> <li>• floor space.</li> </ul>

# Forgive or forget

## Purpose

To discuss and determine what types of behaviour a person is willing to forgive in a friendship and when the boundaries have been pushed so much that you need to forget that friendship.

## Teaching notes

The term 'forget the friendship' is being used to highlight that sometimes friendships or relationships have to be broken if they are not healthy.

Remind students not to share personal stories, and that the aim is to share values and ideas.

## Procedure

1. Introduce the concept of the activity as being a way of discussing certain behaviours that could arise within friendships.
2. Clear a space on the floor and have students form a circle. Arrange students into pairs.
3. Place labels 'challenge the person', 'forget the friendship', 'forgive' and 'not sure' on the floor in the middle of the space and ensure students understand the meaning of each category.
4. Inform students that they will be given a card that they will need to place in one of the four categories.
5. Give each pair of students a '*Forgive or forget*' card.
6. Ask students to place their card under either 'challenge the person', 'forget the friendship', 'forgive' or 'not sure'. This can either be done:
  - as a large group, one situation card at a time, with discussion as you go, or with a discussion after they are all placed down.
  - in small groups who then return to discuss the activity as a whole class (extra cards would need to be printed out if using this method).
7. Ask volunteers to read the situation and discuss why they chose to put the card under a particular category.

## Discussion

- Is there a difference in individual perceptions of what is forgivable?
- What could a person do if they don't want to accept certain behaviour from a friend/ partner?
- Would it be difficult to challenge a friend about their behaviour? What strategies might be helpful in doing this?
- Why are some behaviours considered unacceptable?
- How could someone move on from an unhealthy friendship?
- What other things occur around puberty that are either acceptable or unacceptable?
- Where/ who can we go to for help or information about relationships and puberty?

## AusVELS Context:

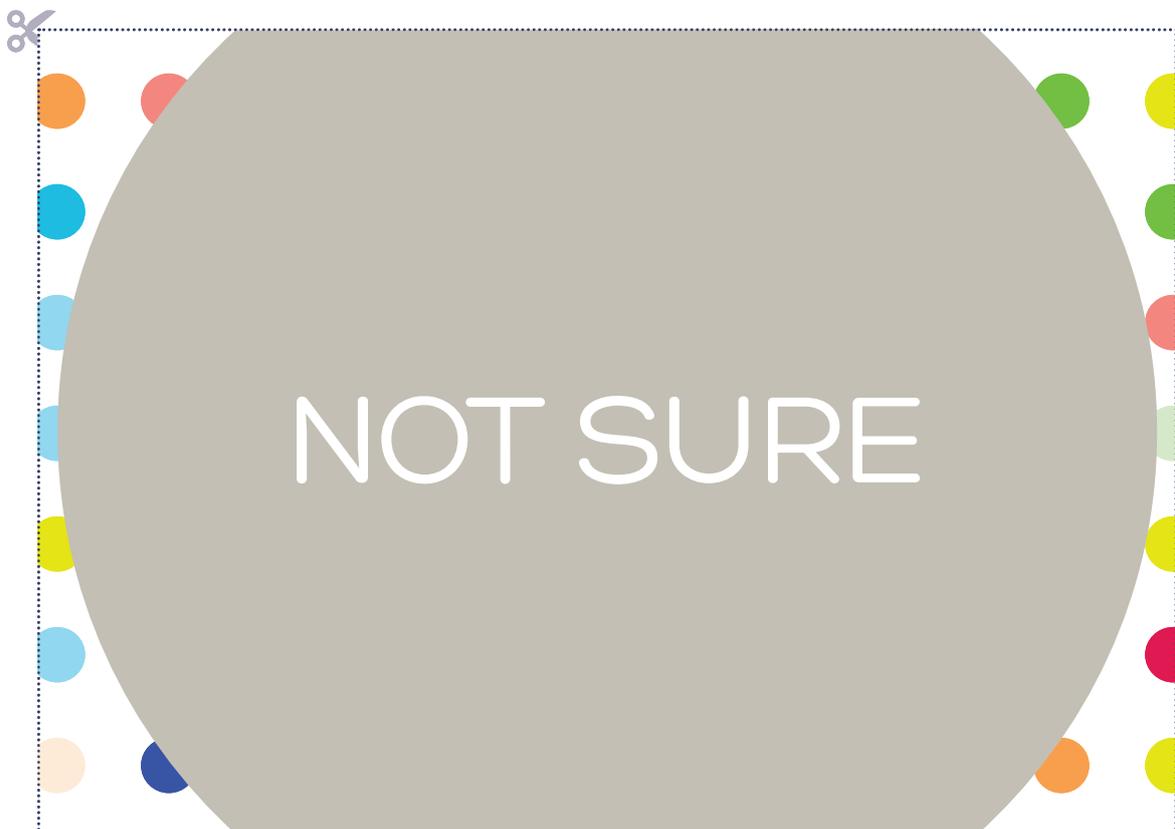
**Strand:** Physical, personal and social learning

Levels 5-6	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Health and physical education</p> <p><b>Dimension</b> Health and knowledge and promotion</p>	<p>Identify the likely physical, emotional and social changes that happen during puberty</p>	<p>Changing roles and responsibilities in family settings and friendships</p> <p>Strategies for improving personal health</p>
<p><b>Domain</b> Interpersonal development</p> <p><b>Dimension</b> Building social relationships</p>	<p>Accept and display empathy for the points of view and feelings of peers and others</p> <p>Identify and use a variety of strategies to manage and resolve conflict</p>	<p>The diversity of values and beliefs in individuals and groups and the impact this has on building diverse relationships</p> <p>Inclusion, belonging and tolerance</p>

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Your best friend flirts with a person they know you have a crush on



You really like a girl/ boy in your class and your best friend keeps teasing you about it





Your boyfriend/ girlfriend keeps  
sending text messages to  
another boy/ girl in your group



Your friend wants you to lie  
to your parents about where  
you're going. They get angry  
when you say you won't lie  
to them





You make plans with your friend to stay over at their place on Saturday night. Your friend rings you on Saturday afternoon to say you can't come over because they've been invited to someone else's house.



Your friend has their first girlfriend/ boyfriend and stops spending time with you. When the relationship ends, they start ringing you up, wanting to see you again.





Your best friend tells everyone  
that you're the first girl in class  
to get your period



Your friends don't invite  
you to a sleep over





Your sister/ brother tells your parents that they saw you at the shopping centre with your friends when you told them you were at the library



A group of kids, including some of your friends, are whispering together and you think it's about you. You confront your friends, but they say they weren't gossiping, only listening.





You walk home with your little brother/ sister. A new friend joins you, but they want you to ditch your brother/ sister so you can talk about grown up stuff.



A couple of your friends hang out together on the weekend. You don't get invited and only find out when you overhear someone talking about it.





Your best friend writes you last on a list of their friends. When you ask them about it, they say it doesn't mean anything.



## Teaching Sequence 14: Changes and transitions in relationships

Learning outcomes	Key messages
<p>Students will:</p> <ul style="list-style-type: none"> <li>consider how relationships may change over time as they go through puberty</li> <li>explore how young people can express their attraction to others</li> <li>examine the diversity of views around what constitutes an emotionally close or intimate relationship</li> <li>reflect on a range of positive relationship skills.</li> </ul>	<ul style="list-style-type: none"> <li>Relationships may change as you start to go through puberty.</li> <li>People show their attraction to different people in different ways.</li> <li>Some young people will experience sexual or romantic feelings towards others and this can be positive, though it can also be confusing. Relationships that develop from these feelings should never be forced on to you by anyone.</li> <li>It is important to be clear about what your values and beliefs are and to feel able to stand up for what you believe in.</li> <li>A healthy relationship will share many of the same qualities as a healthy friendship.</li> <li>It is essential to have a network of trusted adults who you can go to for support and to discuss these issues with.</li> <li>We each have the right to decide where our limit is in every relationship.</li> <li>Intimacy can mean different things to different people.</li> </ul>

a. Review the home activity: Positive comments about a classmate  
Students are to share with the class what they wrote about their classmates. Ask them whether or not there were any surprises about the qualities that were identified. Discuss how it felt to receive a positive comment from a peer.

b. Discuss relationships and transitions  
Discuss general issues around relationships, young people and transitions that may occur at the upper primary level. These transitions may include examples of a shift from a friendship to more of a 'love interest' relationship. Ask students to identify how they would know if they felt differently about someone and how this could be expressed appropriately.

*Please note: It is important to discuss the range of norms in relation to sexual feelings. While some students may be experiencing these types of feelings now, others will be years away from reaching this stage.*

Discuss same-sex attraction and how it is OK and quite common to have same-sex crushes during puberty. Explain that who one is attracted to can

change over time, and this may or may not be reflected in how they publically identify. (For more information on this topic, refer to Tool 26 in *Tools for teachers*).

It is important for students to never feel pressured to pretend that they feel a certain way or to be involved in situations where they feel uncomfortable (e.g. going out with someone just because everyone else is doing it). It can help to give examples of the types of dilemmas that young people of this age may face and discuss how they could respond. Link back to behaving ethically in all relationships while staying true to your own personal values.

- c. Activity 5-6.14.1: How do you know if someone likes you?  
Use this activity to allow students to explore how young people could express their attraction to others.
- d. Make a list of what makes up a healthy relationship  
As a class, list what constitutes a healthy 'love interest' relationship. Discuss how many of these qualities are shared by a healthy friendship. Alternatively, students could analyse love/ family relationships in popular television shows.

Continued next page...

## Teaching Sequence 14: Changes and transitions in relationships (continued)

### e. Activity 5-6.14.2: Intimacy scale

This activity allows students to explore the diversity of individual views around what constitutes an emotionally close or intimate relationship. It can be used as a springboard to explore a range of issues around emerging sexual feelings, assertion skills, being aware of the needs of others and being clear on negotiating boundaries.

This activity works best with classes that are starting to explore the idea of relationships and 'pairing off'. Remember to tell students that sexual activity is something that is shared between adults and that there is unfair pressure on much younger people to become 'couples'. Teachers will need to direct this activity at a level that is appropriate for their particular class.

### f. Discuss the intimacy scale activity

As a class, explore positive relationship skills (including any current issues in the classroom and any that have arisen from the activity). This may include recognising how to stay safe in a relationship, how to treat others ethically, ways to make personal needs known, as well as ways to ask someone out, breaking up with someone, say no to someone who asks you out without hurting their feelings.

*Please note: Not all of these topics will be relevant to all groups of students. The level of discussion will need to be guided by the issues that are relevant to the class and their level of maturity. The emphasis is on developing foundational skills that contribute to respectful and ethical relationships and identifying places to go for support when issues arise.*

### 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: Family values around dating/ advertisements and what they promise

Students are to discuss with their parents their family values around dating as an older teenager. If students are not comfortable with this, they could watch television for a set period of time and record how many advertisements were for products that promise to make the consumer more attractive or help them to find a romantic partner (e.g. eHarmony dating site, Lynx deodorant, perfume etc.).

## Activity: 5-6.14.1

### Key Message

- People show their attraction to different people in different ways.

### Activity Details

THEME	Respectful Relationships
SUB THEME	Friendships and relationships
TIME	30 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• a copy of the <i>How do you know someone likes you?</i> worksheet per student</li> <li>• coloured pencils or textas.</li> </ul>

# How do you know someone likes you?

## Purpose

To explore what students feel about expressing attraction.

To inform the teacher of the students' values for the purpose of planning future activities.

## Teaching notes

Children tend to be attracted to the people they see on a frequent basis. As they grow and develop, and especially as they go through puberty, they may notice a change in how they feel about people. They may be very attracted to someone who is the same sex as them, to a pop star or a sports personality or to someone of the opposite sex. This activity allows the students to think about how people react to each other in a variety of circumstances and how students can express their own feelings using appropriate behaviour.

## Procedure

1. Distribute a worksheet to each student.
2. Ask the students to think about each of the words in terms of how people show that they are attracted to each other.
3. Ask the students to circle the words representing a strong attraction in red, those representing a mild attraction in yellow and those representing no attraction in blue.
4. Then ask the students to share their answers in pairs.
5. Each pair could share whether they had the same ideas or what the differences were, as long as they feel comfortable doing this.
6. Collect the sheets at the end of the lesson if you wish to use the information to develop future lessons.

## AusVELS Context:

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

Levels 5-6	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Interpersonal development</p>	Demonstrate, through interactions in social situations, respect for a diverse range of people and groups	The diversity of values and beliefs in individuals and groups and the impact this has on building diverse relationships
<p><b>Dimension</b> Building social relationships</p>	Accept and display empathy for the points of view and feelings of peers and others	Inclusion, belonging and tolerance

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# How do you know someone likes you?

kissing	stroking	tickling
comforting	wrestling	cuddling
winking	texting	singing
gazing	eating	blowing kisses
talking	waving	hugging
bumps into you	smiling	become Facebook friends



## Activity: 5-6.14.2

### Key Messages

- We each have the right to decide where our limit is in every relationship.
- Intimacy can mean different things to different people.

### Activity Details

THEME	Respectful Relationships
SUB THEME	Friendships and relationships
TIME	30 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li>• a set of <i>Intimacy scale</i> cards per group.</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.

# Intimacy scale

## Purpose

To introduce issues relating to relationships and communication.

## Teaching notes

This activity allows students to examine their attitudes and values and how they might respond to real-life situations where they need to make safe choices. It generates a lot of discussion so it is important to allow plenty of time for each step. Define intimacy as closeness between people which can be expressed physically and emotionally. It can change, diminish or grow over time.

*Please note: This activity works best when students are starting to explore the idea of relationships or 'pairing up'.*

## Procedure

1. Ask the students to define what 'intimacy' means to them. Allow them time to develop a definition and discuss as a class, until a consensus is reached. This should be a developmentally appropriate definition (e.g. closeness).
2. Discuss the development of intimacy between people. Remind students that intimacy involves trust and can change or develop over time.
3. Divide the class into four groups, giving each group a set of *Intimacy scale* cards.
4. Ask them to place each card on a scale from 'most intimate' to 'least intimate'. There are no right or wrong answers, but each group must try to come to agreement about the placement of the cards. Allow plenty of time for group discussion.
5. Ask a spokesperson from each group to report back the 3 most intimate and 3 least intimate activities and the group's reasoning.

## Discussion

A class discussion could focus on the following questions:

- Does everybody have a right to decide where her/ his limit is at any given time?
- What influences a person's decisions about the degree of intimacy they will go to?
- What happens when two people in a relationship want to experience different levels of intimate activities?
- Do you think it is easy or difficult to discuss these issues with someone else?
- Where/ who can you go to for help or information about relationships and decisions?

## Variation

It can also be conducted as a class activity where each student is given a card and asked to place him/ herself silently on the continuum. Explanations of each person's choice and further discussion would then follow.

## AusVELS Context:

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

Levels 5-6	Working towards these standard/s	Key learning focus
<p><b>Domain</b> Interpersonal development</p>	<p>Demonstrate, through interactions in social situations, respect for a diverse range of people and groups</p>	<p>The diversity of values and beliefs in individuals and groups and the impact this has on building diverse relationships</p>
<p><b>Dimension</b> Building social relationships</p>	<p>Accept and display empathy for the points of view and feelings of peers and others</p> <p>Identify and use a variety of strategies to manage and resolve conflict</p>	<p>The influence that peers can have on behaviour and appropriate response options</p> <p>Inclusion, belonging and tolerance</p>

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LEAST  
INTIMATE



MOST  
INTIMATE





Choosing each  
other when working  
in pairs in class



Playing chasey  
(chasing each other)







Playing sports  
together



Sitting next to each  
other on a school  
bus trip





Being invited  
for a swim at  
your boyfriend/  
girlfriend's house



Going to a birthday  
party with boys  
and girls





Holding hands



Kissing





Talking to each  
other on the phone



Hanging out at a  
local sports match





'Going out' with  
a boy/ girl



Meeting up at  
an underaged  
dance party





## Teaching Sequence 15: Summative assessment/ review of key sexuality messages

Learning outcomes	Key messages
<p>Students will:</p> <ul style="list-style-type: none"><li>demonstrate their understanding of key messages around sexuality</li><li>self-assess their responses to the sexuality education unit</li><li>review the key sexuality messages and sources of support for more information around this topic.</li></ul>	<ul style="list-style-type: none"><li>Sexuality is a broad topic that covers a wide range of concepts.</li><li>Puberty is one of the most significant life transitions that humans go through and it can be exciting, confusing and at times, challenging.</li><li>It is important to have many sources of support where you feel comfortable to go to for answers to honest questions about sexuality issues.</li></ul>

a. **Review the home activity: Family values around dating/ advertisements and what they promise**

Review the homework by discussing family values around dating and the impact that these may have on the individual values of students. Consider the impact of cultural and religious values in relation to these topics. If students have chosen to record television advertisements, discuss issues such as how these advertisements sell their products, how truthful or accurate students think they are, how they portray men and women etc. The emphasis should be on encouraging students to critically analyse these types of advertisements and consider their own values and beliefs, not to just accept the messages that the advertisements are giving.

b. **Activity 5-6.15.1: Sex ed quiz**

Use this activity to reinforce the key learning messages conveyed in the sexuality education unit. Students enjoy the competitive and fun nature of this quiz.

*Please note: This activity can also be used as a summative assessment activity.*

c. **Conduct student evaluation: PMI or correlation chart activity**

Use either of these activities to briefly assess students' response to the sexuality education unit. The PMI activity requires students to identify key points about the unit under each of the headings of 'plus', 'minus' and 'interesting'. This can be done individually or as a class 'graffiti board' activity.

The correlation chart activity requires students to place a dot or sticker on a class graph. One axis of the graph is to be labelled 'how much I have learnt' and the other 'how much I enjoyed it'. The dot or sticker needs to be placed so that it correlates with how students assessed these two components in relation to the unit. It is an excellent visual tool for demonstrating how students have self-assessed their learning.

d. **Review the key messages**

Review the key sexuality and health messages and where young people can go for answers to their questions or for advice and support with their concerns. Reiterate the importance of improving personal health.

e. **Conclusion**

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

## Activity: 5-6.15.1

### Key Message

- Sexuality is a broad topic that covers a wide range of concepts.

### Activity Details

THEME	Growth and Development
SUB THEME	Sexual development
TIME	20 minutes
AusVELS	Levels 5-6
YEARS	5 & 6
EQUIPMENT	<ul style="list-style-type: none"> <li><i>Sex ed quiz</i> and Teacher reference sheet.</li> </ul>

# Sex ed quiz

## Purpose

To provide an opportunity for students to demonstrate their learning.

To identify any gaps in students' knowledge.

## Teaching notes

This is a fast moving game with students stepping forward to answer their question and then moving to the back of the line. Students need to be quiet, so team members cannot call out an answer or help each other. The game works best if students remain quiet until their turn so that the questions can be heard. The idea of point deduction for an incorrect answer is optional, but it encourages students to take time to think about their answers and gives the other team members a chance to process the question, as it may be asked again.

## Procedure

1. Divide students into two teams.
2. Explain the rules of the game including the scoring system, emphasising the (optional) deduction of a point for an incorrect answer. Ask students to line up in their teams, in two straight lines, facing the front of the room.
3. The first two students (one from each team) step forward. Read the first question.
4. The first student to bob down gets to answer the question. If correct, one point is scored for that team. If incorrect, one point is deducted and the other student can have a try at answering it.
5. Students move to the back of the line and the next two step forward for their question.
6. If neither student knows the answer or if neither answers the question correctly, they move to the back of the line and the question is repeated for the next two students until it is answered correctly.
7. Once all questions have been asked and answered correctly, the points are tallied.

### AusVELS Context:

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

Levels 5-6	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 the likely physical, emotional and social changes that occur during puberty</p>	<p>Transitions between life stages</p> <p>The changes associated with puberty</p> <p>Reproductive systems, sexual development and sexual maturation</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.*



## Sex ed quiz

1. Name the female body parts that feeds a baby milk.
2. What is the sac that holds the testicles called?
3. How many vaginas does a woman have?
4. What is the name of the sticky stuff that comes out of a man's penis during sex?
5. How many months does it take for a baby to grow inside its mother?
6. Name the female body part that a woman's ova (eggs) are stored in.
7. What do you call the red fluid that drips out of a girl's vagina?
8. How often do girls get their period?
9. What do you call it when a penis gets stiff?
10. What needs to join with the egg and implant on the wall of the uterus to start the baby?
11. Name the place in the woman's body where the baby grows.
12. What do you call the hair that grows around a person's penis or vagina?
13. What is the name of the hole where urine (wee) comes out of a woman's body?
14. What is the name of the skin covering the end of a penis?
15. How many testicles does a male usually have?
16. What is the name of the tubes where the sperm and ovum (egg) meet (inside a female)?
17. How does a woman usually know she is pregnant?
18. Do males and females have the same amount of holes between their legs?
19. Twins are made when two sperm enter one ovum (egg); true or false?
20. Are all babies born through the vagina?



# Sex ed quiz

## Teacher reference sheet

- 1. Name the female body parts that feeds a baby milk.**  
Breasts (or nipples).
- 2. What is the sac that holds the testicles called?**  
The scrotum.
- 3. How many vaginas does a woman have?**  
One.
- 4. What is the name of the sticky stuff that comes out of a man's penis during sex?**  
Semen.
- 5. How many months does it take for a baby to grow inside its mother?**  
Approximately 9 months. The time is usually counted in weeks. A full term pregnancy is 40 weeks but this can vary slightly from woman to woman.
- 6. Name the female body part that a woman's ova (eggs) are stored in.**  
Ovaries.
- 7. What do you call the red fluid that drips out of a girl's vagina?**  
Menstrual fluid, period blood, or uterine lining.
- 8. How often do girls get their period?**  
Approximately once every 28 days or once a month.
- 9. What do you call it when a penis gets stiff?**  
An erection.
- 10. What needs to join with the egg and implant on the wall of the uterus to start a baby?**  
A sperm
- 11. Name the place in the woman's body where the baby grows.**  
Uterus or womb.
- 12. What do you call the hair that grows on a person's penis or vagina?**  
Pubic hair.
- 13. What is the name of the hole where urine (wee) comes out of a woman's body?**  
Urethra.
- 14. What is the name of the skin covering the end of a penis?**  
Foreskin.
- 15. How many testicles does a male usually have?**  
Two.
- 16. What is the name of the tubes where the sperm and egg meet (inside a female)?**  
Fallopian tubes.
- 17. How does a woman usually know she is pregnant?**  
She may know because she doesn't get her period, she may have breast tenderness, morning sickness, etc.
- 18. Do males and females have the same amount of holes between their legs?**  
No. Boys have two. Girls have three.
- 19. Twins are made when two sperm enter one egg; true or false?**  
False.
- 20. Are all babies born through the vagina?**  
No, not always. A lot of babies are born through the vagina. Some are born by caesarean.





# Whole school learning activities

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

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

## Primary school ideas

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

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

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

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

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

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

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

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

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

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

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

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

- Whether girls have privacy to access their bags and go to the toilet without being identified as having their period
- If the school uniform meets the needs of students as they grow and develop
- Support structures in place to help students if they have a problem or are worried about something.

Provide opportunities that encourage communication between parents/ carers and their children. Some ideas include:

- Hold a parent/carer and child night
- Invite community experts to hold sessions that encourage or enhance family communication
- Incorporate homework activities into the sexuality education program at all year levels
- Provide newsletter items to keep parents/ carers informed of classroom activities and learning

- Establish or update a parent library to include puberty and sexuality based resources
- Students to showcase their work and learning about a particular topic to parents (e.g. puberty, growing up).

Draw on the needs and experiences of all in the school community to develop the classroom curriculum. This may include:

- Conducting surveys
- Inviting students to provide feedback on their sexuality education learning experiences
- Enabling student representatives to have input on decision making within the sexuality education curriculum
- Inviting parents to be involved, respond to and inform curriculum content.



## Endnotes

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