

Issues with online communication

Learning objective

Students discuss the positives and challenges of using technology to communicate. They also reflect on their own and other people's online behaviour.

Take Home Messages

- Reliable and trustworthy health information sources (such as websites and brochures) are available to provide help and information about chatting online safer.
- People can use strategies to make informed online choices.
- Making informed choices can make us safer.
- Help our friends make appropriate online choices.

Curriculum Links

[WA Curriculum](#)

[International technical guidance on sexuality education](#)

Key concept 4.3 (9-12 year olds):

- Internet and social media use require special care and consideration

Materials

- Student Activity Sheet: [THINK and protect yourself and others online](#) [one per student]
- Student Activity Sheet: [Digital me](#) [one per student]
- Teaching resource: [#GameOn Cyber safety series](#) (22min 5 sec)

Before You Get Started

- Communicating online is an increasingly accessible and socially acceptable form of communication for young people. In fact, it is the predominant form of communication for young people today. It is important that the positives of online communication are highlighted as strongly as the potential issues. The most important lesson for young people is that they learn to be responsible with technology and know how to use it safely. Refer to the background notes on [Cyberbullying](#) and [Cyberstalking](#) for more information on this topic.
- It is possible that a student has been involved in a traumatic experience relating to online communication. It is important that teachers are familiar with the [Managing disclosures](#) teaching notes and have a risk management strategy in place. Note: A student can talk to the Kids Helpline on 1800 55 1800 in confidence.
- It is important that messages about safe online behaviours are repeated at home. A Responsible Use Policy could be developed and placed in a prominent position in the home.

Learning Activities

Spotting trustworthy internet sites

Ask

- Who uses the internet at home?

- What is your favourite online activity?
- Who uses the internet for chatting?
- What services do you use to communicate with people online? Any social networking websites? (Facebook/Snapchat/Instagram/Instant Messaging)
- Who has a mobile phone with a camera?
- Who shares their photos on social media?
- Do you ever use free WiFi?
- What activities do you complete using free WiFi?
- Where do you access free WiFi?
- Do you think about whether your WiFi is secure?
- What are some issues that might arise if you do not use a secure WiFi network?
- What is privacy?
- What are the rules about privacy at your house?
- What happens when someone in your family does not respect your privacy?

- How do you know if a website protects your privacy?

2. Have students form small groups. Show students each story in the [#GameOn cyber safety series](#) (22min 5sec) and at the completion of each episode ask them what issues about online behaviours were being addressed in this episode. Discuss as a whole class.

3. Students summarise the safe/healthy and unsafe/unhealthy online behaviours displayed by each of the characters in #GameOn. Make a class summary on the whiteboard. Ask:

- What were the main unsafe/unhealthy online behaviours highlighted in this video? Why?
- What were the main safe/healthy online behaviours highlighted in this video? Why?
- If you were a friend of one of the characters in #GameOn, how could you encourage them to make safer/healthier choices online?
- Is having access to reliable information about cyber safety, like in this video, likely to help you make more informed choices to keep you safer online? Why/why not?
- How else could this information be made available to all young people, other than on the internet? (e.g. young people living in rural/remote areas, young people who don't speak English well)
- How do you become online friends with someone you have never met before?
- How do you know that you can trust the online friends that you have never met?
- What are the differences between online friends and in-person friends?
- Why should you be cautious about making friends with people online?

4. Have students perform a [thumbs up thumbs down](#) voting strategy using the following questions.

If you had an online friend who was not an in-person friend, would you answer this question if they asked you:

- What is your favourite colour?
- Where do you go to school?
- Do you have a pet?
- Do you like playing computer games?
- Which suburb do you live in?
- How many people in your family?
- What is your favourite song?
- What do you like to do on the weekend?
- What sport do you play?
- Who is your favourite actor?
- Do your parents take you to school?

- What do you want to do when you grow up?
- How old are you?

5. Ask

- What sort of information do people need to think very carefully about before putting it online, sending it to others, or letting others know? (any information that gives away a person's personal information such as their full name, date of birth, address, school, email addresses, online profiles, passwords, bank details and family and friends' personal information. Also, photos provide important personal information, and should not be posted online without careful thought. Once something has been put online, the owner loses control of it, and it could stay online forever). Whiteboard these.
- How would you feel if this information about you was displayed at your local shopping centre? How is giving this information to an online friend very similar to this?

6. Discuss the safety skills outlined in the Student Activity Sheet: THINK and protect yourself and others online.

Learning Activities

Online behaviour reflection

7. Ask:

- How many hours do you think is an appropriate number of hours to spend online on a weekday?
- How many hours do you think is an appropriate number of hours to spend online on a weekend?
- Does your family have rules about how much time you spend online on weekdays/weekends?
- Do you think these rules are fair?
- Why do you think these rules might be in place?

8. Provide each student with a copy of the Student Activity Sheet: Digital me. Have students complete the section 'Your estimated 'digital you' independently.

- Using the [think-pair-share](#) strategy, have students share their reflections with a partner and add any omissions that the sharing may have revealed.

9. Ask students to complete the section 'Your actual 'digital you' section over one day before next week's lesson.

- Next lesson: Using the [think-pair-share](#) strategy, have students share their reflections with a partner of their actual online use.

10. The Australian Government recommends that 5-18 year olds should limit their recreational screen time to two hours per day¹.

11. Ask :

- Do you think you spend more time online than the experts recommend?
- Do you think you should change your online behaviour?
- What pressures are on young people to engage in online behaviour?
- How do you think you can respond to this pressure in a positive way?
- How can you look after yourself and your friends when you are using your mobile phone or the internet?

3-2-1 Reflection

11. Explain that to get the most from the digital world that they live in, students need to be aware of

their own behaviour and engage in positive ways with others.

12. Having spent time thinking about their own digital use and exploring safe/healthy and unsafe/unhealthy online behaviours, students now choose two digital devices that they use regularly and complete the following task:
- Design a Responsible Use Policy for your device. A responsible use policy is a set of rules that explains the do's and don'ts of behaviour for using a particular device (include safety tips and recommended daily use times).
 - Suggest students pin their responsible use policy in clear view in their bedroom or use a magnet to secure it to the fridge for other family members to see.

1 Department of Health and Ageing. Australia's Physical Activity Recommendations for 5-12 year olds. Commonwealth of Australia, 2004a.

HPV vaccination

Learning objective

Students understand what HPV is and how it can be prevented. Students will understand what happens on vaccination day; and the importance of parent/carer consent. Students discuss feelings about vaccinations and strategies to help any concerns.

Take Home Messages

- It is important to have vaccinations to be safe from disease in the future.
- Vaccinations help keep me, the people close to me and the community safe from disease.
- Human papillomavirus (HPV) is a very common virus that affects people of any gender.
- The HPV vaccine is available for all students to protect against some of the most common types of HPV, which protects against genital warts and HPV related genital, anal and throat cancers.
- Latest scientific and medical evidence shows that one dose of HPV vaccine gives excellent protection. From 2023, people will only require one HPV vaccine to be considered fully vaccinated.

Curriculum Links

[WA HPE Curriculum](#)

Sub-strand: Healthy and active communities

- Strategies to make informed choices to promote health and wellbeing.
- Preventive health practices for young people to avoid and manage risk.

[International technical guidance on sexuality education](#)

Key concept 8.3 Understanding, recognising and reducing the risk of STIs, including HIV

- There are ways that people can reduce their vulnerability to STIs, including HIV.

Materials

- [HPV Vaccine student activity sheet](#) (1 per student - hardcopy or electronic)
- [HPV Vaccine teacher answer sheet](#)
- HPV videos
 - Video: [HPV vaccination for teenagers](#) (2min 29sec video)
 - Video: [School immunisation](#) (2min video)

- Video: [How does the HPV vaccine work?](#) (1min 30sec video)
- Video: [Getting your HPV vaccination at school - what to expect](#) (4min 35sec video)
- Healthy WA [website](#)
- 4 x sheets of butchers paper/large card, each written with one of the following questions:
 - How might someone feel about vaccines?
 - Why might some people be nervous about receiving the HPV vaccine?
 - Why do you think schools are chosen as the place to receive vaccinations?
 - What do you think will be the best/worst part about getting the vaccine? (split this page in half with best on one side and worst on the other)
- Cancer Council [website](#) (includes information for schools)

Before You Get Started

- Read Background notes: [School-based immunisation program](#) and [HPV vaccination](#).
- Read Essential tool: [Question box](#).
- Consider the timing of this lesson and ensure adequate time before students receive the HPV vaccination.
- Liaise with the school health team (e.g. Community health nurse, school psychologist) who may be able to provide additional support or information.
- Identify referral pathways and accurate information sources for students who have concerns or more detailed questions.
- Preview the video and website resources to determine suitability for your students.

Learning Activities

Group agreement

5 min

Teaching tip: A group agreement must be established before any Relationships and Sexuality Education (RSE) program begins to ensure a safe learning environment. Read [Essential Tool: Establishing a group agreement](#) for tips on how to create one and what to include.

1. Revise or create the class [group agreement](#).

Learning Activities

What are Immunisations

5 min

2. Ask:

Many of you will be aware that the School Based Immunisation Program will be at the school soon. Who can tell me what this is all about?

Take answers

3. Say:

"Most of you will have had immunisations (vaccinations, needles, jabs, shots) in the past as babies and

young children. Some of you may have had the flu shot last year and be intending to get it this year as well. It is really important to keep your vaccinations up to date. Some of your vaccinations need boosters (a follow-up) to remind the body to continue working to prevent a disease. One of the injections this year for you is a booster for Diphtheria, Tetanus, Pertussis (Whooping cough) and is called dTpa. You would have had the first lot of injections when you were a baby and a preschooler.

The other vaccination that we will be discussing in detail today is for HPV."

4. Ask:

Who knows what HPV stands for and what it is?

(Human papillomavirus, it causes a variety of genital warts and nearly all cervical cancers.)

Learning Activities

HPV Videos

20 mins

5. Hand out the HPV vaccination activity sheet or provide students with an electronic copy to complete.

6. Say:

"We are going to be watching videos that will help you complete the HPV vaccination activity sheet. I will be stopping the videos at various points to allow you time to answer each question. Some of the videos mention 2 doses/needles for the vaccine - it is now only one dose."

7. Play the following videos:

- Video: [HPV vaccination for teenagers](#) (2min 29sec video)
- Video: [How does the HPV vaccine work?](#) (1min 30sec video)
- Video: [School immunisation](#) (2min video)

OR

- [Getting your HPV vaccination at school - what to expect](#) (4min 35sec video)

8. Use the HPV Vaccination video teacher answer sheet to assist students to work through the activity sheet. Stop and discuss answers to the questions after each video.

9. Say:

"About nine in ten people who have ever been sexually active will have HPV at some point in their lives. People of all genders and sexual identities can get HPV. There is no treatment or cure for HPV. That's why it's so important to have the HPV vaccination. The HPV vaccine used in Australia is called Gardasil ®9. It protects you against the most common types of HPV that can cause disease. Having the HPV vaccination at a young age can help protect you against most HPV-related cancers and illnesses in the future."

Learning Activities

Consent forms

5 mins

10. Ask:

What were the forms/pieces of paper that you could see in the video about school immunisation day?

(Consent forms)

11. Say:

"???These are extremely important forms - you cannot have a vaccination without them. Getting your parent/carer to sign the consent form is a really important part of this program."

Show an example of the [consent form](#) ([electronic](#), printed or the VaccinateWA online form).

12. Ask:

What does 'consent' mean?

(Agree to; say yes to; give permission for something)

13. Say:

"Your parent or carer must fill in the Consent form and sign it to say that they give permission for you to have the vaccination. They can do this online using the VaccinateWA website. If they are unable to access the online system, they can ask the school for a copy of the form or print it from the website. You have to return the completed print form to school within a week so that the Immunisation team know that they can give you the vaccination."

14. Inform students about communication that their parent or carer will receive from the school with information about the school-based immunisation program and consent forms.

,

Learning Activities

Graffiti wall: Feelings about vaccinations

20 mins

15. Place 4 pieces of butchers paper or card up around the room with the following questions on them:

- How might someone feel about vaccines?
- Why might some people be nervous about receiving the HPV vaccine?
- Why do you think schools are chosen as the place to receive vaccinations?
- What do you think will be the best/worst part about getting the vaccine?

16. Give students 5 minutes to walk around and write their answers to each of the questions around the room.

Teaching tip: If someone has written an answer they already agree with or were going to write themselves, they can place a tick next to the answer (this helps to give an indication of how many

students are feeling the same way in the class without being too identifying)

17. Ask for 4 volunteers to read aloud the answers from each of the graffiti sheets. Acknowledge any feelings of concern and explain that we are going to brainstorm some ways to help alleviate feelings of concern next. Address any misconceptions.

18. Ask:

Why do you think schools are chosen as the place to receive vaccinations?

(Most people of the best age for vaccinations go to schools so it is easy to access large numbers of the target group.)

What are the best part/worst parts about getting the HPV vaccine?

(Worst part: the needle; being sick/scared in front of peers; having a sore arm; having to remember to bring in the Consent form; etc.

Best part: being protected from cancers and genital warts; feeling safe that I am protected from getting HPV; feeling good that I will be protecting my future sexual partner/s from getting HPV; getting the vaccination for free; missing class to get the vaccination; not having to go the doctors/clinic to get the vaccination; etc).

How might someone feel about vaccines?

(Students may answer a range of feelings: nervous, scared, fine, happy, relieved, not bothered, indifferent, OK, scared about the needle but happy to have protection against HPV/cancer/genital warts, glad that they will be safe from some cancers, etc.)

Teaching tip: It is important to acknowledge all feelings as valid and reassure students who might be feeling nervous or scared.

Why might some people be nervous about receiving the HPV vaccine?

(They don't like needles; they are afraid of fainting/getting sick/being nervous in front of their peers; afraid the needle will hurt)

Identify the most common concerns and ask students to suggest strategies to help with the concerns. For example:

- Possible concern 1: Being embarrassed about being sick/nervous/scared in front of peers

NB: This is often the most fear of students. Be aware that students may not feel comfortable writing this down on the graffiti wall so it may need to be one that you add as an example

Strategies to help: staff to arrange for students who are feeling this way to go for their vaccination together; school community health nurse to visit the class prior to vaccination day to answer any concerns/questions; arrange for students to have a buddy system so that they can be with at least one friend; etc. Show empathy and support to people who are nervous.

- Possible concern 2: I will be sick from the vaccination

Reassure students that while they may have a slightly sore arm or may feel sick because they are nervous about having a needle, the vaccination itself is extremely unlikely to make them ill.

Strategies to help: school community health nurse to visit the class prior to vaccination day to answer

any questions or concerns; eat a healthy breakfast before coming to school on the day of vaccinations; talk to your parents/GP to see if you have ever had any side effects from vaccinations before; etc

- Possible concern 3: I'm scared of needles

Reassure students that the needle normally feels like a small scratch and the nurses try to be as gentle as possible.

Strategies to help: arrange for a buddy to come with you to help keep you calm; calming breathing techniques; let the vaccination nurse know so that they can reassure you and help keep you calm

Teaching tip: Some students may offer answers that are to do with misconceptions about vaccinations which should be addressed, for example:

- because the vaccination will give you genital warts (false)
- because vaccinations can cause Autism (false)
- because vaccinations contain harmful chemicals (false)

19. Ask students to silently reflect on their own answers to the questions to these questions.

3-2-1 Reflection

What did we learn today?

5 mins

20. Ask to students to share their answers to:

What is the most important piece of information you are going to share with your parents/carers after this lesson? (Final question on HPV vaccine activity sheet)

Teaching tip: It is important to ask for volunteers to answer questions on sensitive topics such as this as some students will not feel comfortable sharing their answers to a whole group. See [group agreement: right to pass](#).

21. Give out some small scrap pieces of paper and allow students time to write any questions they have for the question box. To ensure confidentiality, ask all students to write something on the scrap paper at the same time (even if they just draw a smiley face or scribble) and place it in the question box.

Teaching tip: This strategy can also be used to allow students to write any concerns they have about the vaccinations. Offer the students the opportunity to write their name on the paper if they wish to have their concern addressed individually/privately. You may wish to engage with the school community health nurse or psychologist to help allay any concerns.

22. Remind students that [Get the Facts](#) has a completely confidential '[Ask a question](#)' service that they may wish to use. All questions are answered by a qualified health professional within a week.

,

3-2-1 Reflection

OPTIONAL - HPV vaccination health promotion resource creation

2 x lessons

This activity provides students with an opportunity to research trustworthy websites and health promotion resources with key messages about HPV vaccination that are important for young people.

1. Have students form small groups or work independently.
2. Say:

"Health promotion resources, like posters or social media content, are a great way to share important health information with different groups of people (target group). It's important for health promotion resources to include short, sharp, accurate key messages that will connect with the target group. Groups are going to create health promotion resources to share information HPV vaccination with other young people."

Provide students with links to reputable websites for research:

- Cancer Council HPV Vaccine - <https://www.hpvvaccine.org.au/>
- Australian Government Department of Health and Aged Care HPV vaccine - <https://www.health.gov.au/topics/immunisation/vaccines/human-papillomavirus-hpv-immunisation-service>
- HealthyWa HPV vaccine - https://www.healthywa.wa.gov.au/en/Articles/F_I/HPV-vaccine
- HealthyWA School-based immunisation program - <https://www.healthywa.wa.gov.au/schoolimmunisations>

Teaching tip: You may give students a range of different topics they can research and develop a resource for to allow for variety when showing off the resource.

3. Ask groups to develop a health promotion resource with at least 5 key messages. Resources could include a poster, Instagram post (tiles), TikTok video or another format that will appeal to young people.
4. Each group to share their resource with the whole class.
5. Allow students to ask presenters questions or clarify points if required.

Health Promoting Schools

Background teacher note: [Health promoting schools framework](#).

Partnerships

Family

- [Talk Soon. Talk Often: a guide for parents talking to their kids about sex](#) is a free hardcopy resource that can be bulk ordered by schools and [website](#). Send a copy home to parents prior to starting your RSE program. The booklet offers ages and stage related information on puberty (and other topics) so that parents can reinforce the topics covered in class. ([How to order hard copies](#).) Provide the link to parents on school websites and social media.
- Order copies of [Puberty](#) and [Relationships, sex and other stuff](#) to be sent home for parents. Provide the link to parents on school websites and social media.
- Run a parent workshop and run this activity with parents to model the content that will be covered in your RSE program.
- Run a parent and child evening session, where the children can teach the parents what they have been learning about.

School staff

- Invite the school nurse to your class to answer some of the question box questions. This serves two purposes - they may be able to answer some of the questions you are unsure of and helps to build a relationship between the students and the nurse.
- The school nurse may like to take small groups of students requiring additional or specialised care to run separate activities with on this topic.