gdhr | Growing & developing healthy relationships

Curriculum links

WA HPE Curriculum	WA Curriculum General Capabilities	International technical guidance on sexuality education
Sub-strand: Staying Safe • Strategies to make informed choices to promote health, safety and wellbeing **Healthy and active communities** • Preventive health practices for young people to avoid and manage risk.	**Personal and social capability** **Ethical Understanding**	**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.

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?

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.)

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 does/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)

   Video: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."

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.

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:
    1. How might someone feel about vaccines?
    2. Why might some people be nervous about receiving the HPV vaccine?
    3. Why do you think schools are chosen as the place to receive vaccinations?
    4. 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

Reflection

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 the 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.

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."

3. 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.

4. 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.
5. Each group to share their resource with the whole class.
6. Allow students to ask presenters questions or clarify points if required.

Health promoting schools

Refer to Guiding principle: Health promoting schools - a whole school approach for further information on implementing a whole school approach.

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.



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