Curriculum links

WA HPE Curriculum

Sub-strand: Staying safe

- Analysis of health information and content related to:
  - alcohol, drugs and other harmful substances
  - body image
  - processed food
  - road safety
  - relationships

Sub-strand: Healthy and active communities

- Health information, support services and media messaging about relationships, lifestyle choices, health decisions and behaviours.
- Health promotion designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community.

International technical guidelines on sexuality education

Key concept 8.2 HIV and AIDS stigma, treatment, care and support

- With the right care, respect and support, people living with HIV can lead fully productive lives across the lifespan.

Materials

- Teacher resource: BBVs safety_quiz questions and answers (1 copy for teacher)
- Scrap paper for T/F quiz answers
- Laugh and learn - BBV safety video (1min 46sec)
- Teacher resource: BBV safety_example of display.
- Preferred media to record and display research

Before you get started

- Protective interrupting - Teachers need to know and understand how to use this technique to prevent students form potentially disclosing sensitive information or abuse in front of other students.

- Dealing with disclosures - Teachers must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- Exploring my own values - Consider your own thoughts, feelings, attitudes and values on this topic and be aware of how they may influence the way you present this activity.
- Question box - Have a question box available in every lesson to allow students the opportunity to ask questions that may be too embarrassing or unsafe for them to ask openly in class. See Setting up the question box for further information. For ways to answer some of the curly questions, see Scripted answers for FAQs.
- Preview Laugh and learn - BBV safety video (1min 46sec) to determine suitability for your students.
- Background teacher notes/guides provide content knowledge for teachers prior to lesson delivery: STIs and BBVs; Body art: tattoos and piercings; BBV related risks: Needles and syringes; Human Immunodeficiency Virus (HIV).
- Other background reading: Needle and syringe programs; Ins and outs of sexual health.

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.
2. **Trigger warning** - Say:

“This lesson covers topics that can sometimes be difficult for people. If you feel uncomfortable, you may like to take a break from the room."

Introduction - true or false quiz
15 minutes

1. Ask students: what do you think the acronym BBV stands for? Take answers (some answers may be humorous and that's ok)
2. Say:

"BBV stands for blood-borne virus. BBVs are transmitted from person to person through blood-to-blood contact, for example HIV and hepatitis C. We're going to start with a true or false quiz to see what you already know about BBVs. By the end of the lesson, you will have the information to answer all the questions correctly, but for now the quiz is purely for you to assess your own pre-existing knowledge."

3. Ask students write 1-10 on a piece of scrap paper. Tell students that they **do not** have to reveal their answers or put their names on the sheet, and that they can throw the sheet in the bin when complete. The quiz is for their own learning and reflection.
4. Ask students each of the 10 True or False questions in *Teacher resource: Blood-borne virus quiz and answer sheet*. As each question is asked, wait for students to write T or F and then give the answer only as

True or False explaining that students will find out the reasons for the answers by the end of the lesson.

Laugh and learn video - blood-borne virus safety
15 minutes

5. Watch the Laugh and learn video - blood-borne virus safety (1min 46sec).

6. Ask:

Why do you think humour is used? What do you think of the use of humour?

(e.g. *lots of people have negative thoughts and myths about BBVs; break the ice/tension of a serious topic; issues like BBVs can be sensitive and embarrassing, and people use humour to cope with their embarrassment and/or lack of knowledge*)

Does it help get information across? How?

What is the message/information you got from this video?

(e.g. *BBVs can be transmitted through tattoos, piercings, needles and unprotected sex; some BBVs can also be sexually transmitted; chlamydia is not a BBV; to prevent BBVs, avoid blood to blood contact*)

7. Provide access to the Blood Aware animation for the whole class. This click through animation should take approximately 2-3 minutes to read.
8. Ask:

What new piece of information did you learn from that animation?

(e.g. *Blood cannot enter the body through the skin; blood can carry viruses such as HIV and hep C; blood can only enter the body through a break in the skin or lining of the mouth, vagina, penis or anus; once inside the break in the skin, it can mix with the blood and may result in the transfer of a virus; the ways that you can come into contact with someone else's blood include: unsafe injecting drug use, unsterile tattooing equipment, not using condoms when having sex, sharing razors and toothbrushes, needlestick injury, unsterile body piercing; blood particles can be too small to see without magnification (so you may not see the blood)).*

9. Explain:

Virus present + body fluid (e.g. blood) + activity (e.g. unsterile body piercing) + point of entry (e.g. broken skin) = risk

"Blood can also carry the hep B virus. Some BBVs (HIV and hep B) are also transmitted through other body fluids (semen and vaginal fluids) which is also why condoms need to be used. People can come into contact with someone else's blood in other ways such as sporting injuries which is why it is important to let an adult know if someone is bleeding, following the sports blood rule and appropriate first aid procedures."

Group research

15 minutes

10. Divide the class into groups of 4. Each group will need access to the website getthefacts.health.wa.gov.au/bloodsafe as a reliable source of information for the activity.
11. Ask:

    Why do you think you have been given this website and not asked to search for your own information?

    (Anyone can write anything online and when looking for health information it is important to check who is writing material and that it comes from a reliable and credible source and is up to date and relevant to Western Australia (as laws, services, etc can differ from state to state and country to country). The Get the Facts website is written by WA Department of Health and aims to provide accurate and reliable information on sexual health, blood-borne viruses and relationships for young people in Western Australia. Its specific target group is 13-17 year old people. It is regularly updated to maintain current information.)

12. Give each group 10 minutes to research answers to **one** of the following questions on the *Get the Facts* website.
13. Ask each group to write what they think are the 5 most important pieces of information that all people should know about their topic.

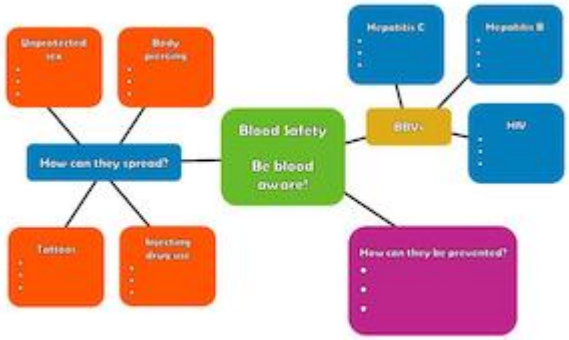
- What are BBVs - hep B?
- What are BBVs - hep C?
- What are BBVs - HIV/AIDS?
- How can BBVs be spread? Unprotected sex
- How can BBVs be spread? Body piercings
- How can BBVs be spread? Body tattoos
- How can BBVs be spread? Injecting drug use
- How can BBVs be prevented?

14. Have each group report their findings to the whole class.

Teaching tip: Allow students to ask student presenters questions of the information presented to clarify points.

Suggestions for class reporting

- Complete student activity sheet to be combined into a display about being Blood Aware (See example Teacher resource: BBV safety_example of display).



- Create 20-30 second radio adverts they can record and play back to class. This must get the 5 clear messages across and appeal to a target audience (e.g. young people).

3-2-1 Reflection

15. 3-2-1 Reflect - ask students to individually complete the following (on the board/on a sheet/verbally).

- 3 things I learnt
- 2 things I found interesting
- 1 question I have

16. Ask students to share information with a partner or in a small group.
17. Ask for volunteers of pairs or small groups to share their questions or add the questions to the question box. (For tips on how to set up a question box see Essential information: Question box).
18. Ask:

Thinking about your score on the quiz at the beginning of the lesson, do you think your score would change if you took the quiz now? Why?

Health promoting schools

Background teacher note: Health promoting schools framework.

Partnerships

Partnerships with 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.

Partnerships with agencies

- Someone from WAAC or HepatitisWA can come and deliver an education regarding HIV and hepatitis, respectively.

Environment

- School culture does not stigmatise people living with BBVs.

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