Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Impact of societal and cultural influences on personal identities and health behaviour.

Sub-strand: Healthy and active communities

- Health information, support services and media messaging about relationships, lifestyle choices, health decisions and behaviours.

Sub-strand: Interacting with others

- Influences on sexuality and sexual health behaviours, including the impact decisions and actions have on own and other's health and wellbeing.

International technical guidelines on sexuality education

Key concept 2.3 Culture, society and sexuality

- It is important to be aware of how social and cultural norms impact sexual behaviour while developing one's own point of view.

Key concept 4.3 Safe use of information and communication technologies

- Social media use can result in many benefits, but also has the potential for moral, ethical and legal situations that require careful navigation

Key concept 5.5 Media literacy and sexuality

- It's important to assess sources of help and support, including services and media services, in order to access quality information and services.

Materials

- Butchers paper with the following questions/titles:
  - Why do influencers make posts/videos/content?
  - Why do people become influencers?
  - What type of content often gets the most attention/views?
  - Where do influencers get their health information from?
  - Who checks what an influencer says/posts is correct and accurate?

Before you get started

- It is important to remember for students on social media, they may have high opinions about celebrities and social media influencers. This lesson is not about discrediting any influencers but about providing students with the skills to critique information.
- Teachers should know and understand the protective interrupting technique and what, why, when and how it is needed and used.
- Background reading:
  - Online misogyny and the manosphere | GDHR

Learning activities

Group agreement

5 mins

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.

Where do young people get their health information?

20 mins

2. Use Finding out: Brainstorm technique and ask students to say all the people, places and resources young people get their health information from. Ensure that suggestions are specific e.g. if they say online, ask them where or who online specifically. Add influencers and any other common sources of health information to the list if it does not organically come up.

Teaching tip: You can ask students to specifically consider health information related to sexual health and/or healthy relationships.

3. Ask students, either as a whole class or in small groups, to rank or group the sources of health information based on how likely students are to use them. You can get students to create a ranking or group them using a 'traffic light' system.
4. Review the class or group's top three and bottom three sources of health information.
5. Ask:

   Why are those three the top three?

   (Easily accessible, trusted, know them, if they say it then it must be true)

   Why are those three the bottom three?

   (Not easy to find, inaccurate, boring)

6. Now, using the same method as the previous task, ask students to rank/group the sources of health information based on how reliable and accurate they are.

7. Review the class or group's top three and bottom three sources of health information.
8. Ask:

   Why are those the top three most reliable sources?

   (Have accurate information, based on research, trust them, know them, updates as new research emerges, aligns with other peak health bodies)

   Why are those the bottom three least reliable sources?

   (Does not have up-to-date information, based on opinion or one piece of information, trying to sell you something)

   Are the top three most used sources the same as your top three most reliable? Why would the most reliable sources of information not be the most used? Why would the most used sources of information not be the most reliable?

Teaching tip: This discussion will be based on what was determined most reliable and most used. It is likely that most commonly used sources suggested are a family member, doctor, Google or influencer but these may not be the most reliable.

9. Point out that people often rely on health information that is easiest to access. Such as advice from a family member, the top result on Google, or appealing content, like a flashy website or a video from an influencer. Raise that even though those sources are the most accessible, does not mean they are not always the most reliable
10. Say:

    "It is important that we get our health information, or any information, from reliable sources. Reliable source of information means that the information is formed and based on large bodies of research, not one or a couple pieces of research. The information is not based on or impacted by opinion. The information is not there to sell us a product; it exists only to help you."

The influence of influencers

25 mins

11. We are going to specifically look and critique the health information social media influencers or celebrities tell us online. We are going to be making some generalisation about all influencers, and while not all will match these generalisations you will find many do. To start, let's think about what a social media influencer actually is, and what they are trying to achieve.
12. Using Finding Out: Gallery Walk and give each group a one of the pieces of butchers paper to complete. Say you will move quite quickly through the activity; each group will only have one to two minutes with each piece of paper.

    Butchers paper questions/titles:

    1. Why do influencers make posts/videos/content?

2. Why do people become influencers?
3. What type of content often gets the most attention/views?
4. Where do influencers get their health information from?
5. Who checks what an influencer says/posts is correct and accurate?

13. Bring the class together and review the responses in this order.

Why do influencers make posts/videos/content?

(Share their life, storytelling, make money, promote their business or another business, modelling, get more followers, respond to current events)

Why do people become influencers?

(Get famous, share their story, make money, because it's fun).

1. Ask:

 **What do you think is the primary motivation for influencers to post content?**

Say:

 **"Influencers are their own business. They make posts because they are paid to do so, or to grow their following so they can promote products to a larger audience. They may enjoy posting about health, fitness, travel, politics, but they are also getting paid. They may not be getting paid for every post or promoting products every post, but they are a business."**

What type of content often gets the most attention/views?

(Sexualised/content which shows off people's bodies, content with controversial opinions, hot takes, aesthetically pleasing)

1. Say:

 **"Influencers are encouraged to post these kinds of things are it gains more views and engagement and therefore improves their business. This can mean they purposely post misinformation or disinformation for the purpose of gaining traction. They might post something and frame it as their experience or opinion as a way to prevent people from arguing against their point, but they can still spread a harmful message. It is also important to remember photos and videos are highly edited and filtered. Influencers often promote certain body types as attractive and desirable and that is not the case.**

Where do influencers get their health information from?

(The internet, other influencers, their opinion, research, from the business they are promoting)

1. Ask:

How do you know where the influencer sourced their information?

Say:

"You cannot know where the influencer got their information from. Influencers don't have references. You can assume if it is an advertisement or promoted post that any information they are saying is from the company they are advertising for - meaning it is biased to get you to buy something."

Who checks what an influences says/posts is correct or accurate?

(Themselves, their social media team, comments or backlash from others)

1. Say:

"There are no formal checks on what an influencer posts. This is what is dangerous. They can say things which are factually incorrect or harmful and there is no one checking the accuracy before it is posted. The only thing that may occur is that if the post goes against the social media's terms of service the post will be removed, or the influencer may remove it following backlash.

"This of course does not mean that everything influencers say are harmful or inaccurate. There are many influencers out there that post useful and accurate content. But it is important that we don't take what influencers post as accurate information and make health decisions based on this."

3-2-1 Reflection

Where to get accurate information

5 mins

15. Ask:

How can we determine if what an influencer is saying is accurate and reliable?

(Google what they are saying and see what reliable sources are saying, ask a trusted adult, think about what they are saying and whether it makes sense, check if the post is sponsored, think about whether they are trying to sell you something)

16. Ask students to reflect back on the first activity reorder or re-group any sources of information following this activity.

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.
- 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.



Respectful vs disrespectful relationships

Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Impact of societal and cultural influences on personal identities and health behaviour.

Sub-strand: Staying safe

- Skills and strategies to manage situations where risk is encouraged by others.
- Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships.

Sub-strand: Interacting with others.

- Skills and strategies to promote respectful relationships.

WA Curriculum General Capabilities

Personal and social capability

- Self-awareness
- Social awareness
- Social management

Critical and creative thinking

- Reflecting

International technical guidance on sexuality education

Key concept 1.3 Friendship, love and romantic relationships

- There are healthy and unhealthy sexual relationships.
- There are different ways to express affection and love as one matures.

Key Concept 4.1 Violence

- Everyone has a responsibility to advocate for people's health and well-being free from violence

Key concept 5.1 Norms and Peer Influence on Sexual Behaviour

- It is possible to make rational decisions about sexual behaviour.

Materials

- Green, orange and red flags made of paper (either 3 x large or a set of smaller flags per student).
- Teaching Resource: *Relationship cards* [3 cards per student]
- Sticky tape

- Butcher's paper
- Teaching Resource: *Relation-ship board game pieces* [photocopy one set per group]

Before you get started

- This lesson is longer than a standard class - roughly 90 minutes. This lesson could be split over two or modified to suit the needs of the students.
- Protective interrupting - Teachers need to know and understand how to use this technique to prevent students from potentially disclosing sensitive information or abuse in front of other students.
- Managing disclosures - Teachers must be aware of school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- It is recommended to read the Educator Notes: Adolescent relationships, Gender stereotypes and expectations and Respectful relationships prior to teaching this activity.
- Be wary of couples who are in the room and consider use of grouping strategies to split them up to avoid potential conflict.

Learning activities

Group agreement

5 mins

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 tools: Establishing a group agreement for tips on how to create one and what to include.

1. Revise or create the class group agreement.

Trigger warning: Let students know you will be talking about relationships, both healthy and unhealthy relationships. Reiterate you want everyone to have safe, healthy, positive relationships, and while we will be promoting healthy behaviours, we do need to discuss unhealthy behaviours. Remind students of their right to pass and to speak to teacher/other support if required.

Relationship qualities

15 mins

2. Start activity with an opening statement - modify as needed.

"I want you to think about the different types of relationships you have in your life, and then ones you may have in the future. No relationship is always 100% rock solid - all relationships go through periods of connection and disconnection. It is important that we recognise that relationships require effort and support skills to grow and be maintained."

3. Using a think-pair-share strategy, ask students to form pairs/groups of three and discuss **what they think are the most important qualities of any relationship** - think about friends, boyfriend/girlfriend/partner, family. Once done ask students to share their own ideas.

Teaching tip: You may need to be curious and ask students to explain further if they state a quality that you are unsure about. It is important to correct qualities that are truly unhealthy.

Relationship flags

15 mins

5. Ask **question**:

What does a red flag and what does a green flag mean when talking about relationships?

(Green flag: something that someone says/does/believes that positively impacts the relationship or you see as a good quality. Red flag: something that someone says/does/believes that negatively impacts the relationship or you see as a bad quality.)

6. Say**:**

Sometimes green and red flags are really easy to spot. Other times it can be really difficult, as sometimes people have good intentions but have negative consequences for others. Sometimes red and green flags are based on our cultural beliefs or what we have learnt from family/friends/online.

7. Explain that this activity is looking at red flags and green flags. This activity involves setting up a red and a green area (a line works best for a continuum). Alternatively, students can be given a set of flags (red, orange and green) that they can hold up.
8. Read out the below statements and ask students to move to or hold up the flag that matches their belief about the statement.

9. Students then speak to someone near them about **why they chose this flag**. You can also ask a few students to share **why they are standing where they are**.

Flag statements

1. Your partner is constantly buying you gifts, sometimes without any reason.
2. Your partner says they love you early in your relationship.
3. Your partner tells you that they want some 'alone time'.
4. Your partner/friend doesn't like it when you go and see your friends and family and gets upset if you stand your ground.
5. Your friend posts photos of you on social media without asking first.
6. Your friend constantly gives you advice, even when you don't ask for it.
7. Your friend tells you that you don't give them enough compliments.
8. Your family member regularly compares you and your sibling/cousin to each other.
9. Your extended family member gives you a hug even though you dislike this type of physical contact.

10. Your parent/carer is very honest and direct with you - often sharing their opinion and feedback.

Teaching tip: Select statements that suit the cohort of students in the class - not all statements need to be read.

Relationship Values

20 minutes

Students share values about sexual relationships and identify qualities that they value in a relationship through negotiation process to simulate real-life relationships.

10. Using signs spread across the floor to create a four-point continuum (‘strongly agree’, ‘agree’, ‘disagree’, ‘strongly disagree’), ask students to physically move to the position which best reflects their view. A piece of rope or string on the floor, or a chalk line drawn on the floor, can also be used so students can actually stand on the line.

11. Read the **statements** below about sexuality and gender roles or develop your own statements that are likely to create a difference of opinion:

    Statements

    1. Boys always put pressure on girls to have sexual experiences.
    2. Having sex should be something that both people want to do.
    3. If you love your boyfriend/girlfriend/partner you have to have sexual experiences with them.
    4. Beliefs about gender vary from one culture (or society) to another.
    5. Cultural norms affect laws and policies about sexuality.
    6. Contraception is a girl’s responsibility.
    7. It’s hard for same sex attracted people to come out at our school.
    8. Young people should experiment with sexual experiences.
    9. Sexual intercourse should only be with someone you love.

12. Ask the **questions**:

    How do you think you developed your position/s [on this statement]?

    If you asked your parents to do the same activity, where do you think they would position themselves?

    What differences do you think there might be if we did this with a group of same sex-attracted young people?

    What differences could strong beliefs have on how young people would position themselves?

13. Explain to students:

    We have many different kinds of relationships and many different kinds of love. There are many different ways to love somebody. People may feel love for members of their immediate or extended family, for close friends, and for their partners or spouse

of the same or the other sex. The terms 'true love' or 'real love' often refers to an intimate partner bond that has moved beyond the 'falling in love' or infatuation stage. Sorting out feelings of affection, romantic love, sexual desire, and 'true love' is often difficult and confusing. Everyone receives messages from their culture about what love is, whom we should (or should not) love, and how we should express (or not express) our love.

14. Students work in small groups to develop their own definitions of **love**, **sexual desire** and **intimacy** and whiteboard common findings. For instance:
    1. **Love**: A deep feeling of affection, attachment for another person.
    2. **Sexual desire**: A wish, longing or craving, especially for sexual activity.
    3. **Intimacy**: The capacity to relate to another person in an emotionally open, equal, and caring way – feeling free to express your inner most feelings.

Relation-ship Qualities

20 min

15. Draw a boat on the board called a 'Relation-ship'.
16. Ask students to nominate one quality that they would value in a romantic relationship that they would like to bring on board. Record these suggestions on the board.
17. Give each student three relationship cards from the Teaching Resource: Relationship cards. Allow 10 minutes for students to bargain and trade their cards with other students for cards with attributes that they value the most in a relationship.

18. Ask students to report on what cards they have and their experience of negotiating with other people for cards that they wanted.

    What cards do you have?

    What cards did you want?

    Was it difficult or easy to get the cards that you wanted?

    How is this similar to a family relationship?

    Sometimes the positive qualities that we bring to our relationships can also be negative (e.g. honesty can be good, but it can also be hurtful). Can you think about any qualities of yours that could be either positive or negative.

Alternative activity:

1. Place students into small groups.
2. Laminate the cards and place a magnet on the back of each one.
3. Provide each group with a pile to scatter face down. Students can make fishing lines out of their pencils with a piece of string and a magnet on the end.
4. Students each start off with 3 cards and can take turns fishing for better cards, trading as they go.
5. For each turn they must **explain why they decided to either keep or trade their card**.

Graffiti Sheet Brainstorm

30 minutes

Students explore positive and negative aspects of a romantic relationship.

20. Have students use graffiti sheets (butcher's paper) or the board to brainstorm examples of positive or negative romantic relationship situations (e.g. your boyfriend/partner puts pressure on you to do something you don't want to do; or your girlfriend/partner calls you to wish you good luck for your music exam).
21. Ask students to work in groups of four to construct their own board game called 'Relation-ship' that deals with romantic relationship situations. Use the Teaching Resource: *Relation-ship board game pieces* to assist students.

22. Explain **instructions** of the activity to students

    Instructions

    1. Each group of four is to construct a set of 24 game cards that describe positive or negative actions that affect a relationship.
    2. Each card will need to outline a positive or negative relationship situation and the amount of spaces that the player moves forwards or backwards if he/she were to experience this situation. (Some examples are 'Your boyfriend/partner asks you to come to a family dinner - forward two places' or 'You have a huge shouting match with your girlfriend/partner on the way to school – move back one place')
    3. There needs to be appropriate rewards and penalties for different relationship situations.
    4. Each group's cards are shuffled and given to another group.
    5. They should then be placed in the middle of the game board.
    6. Each student has a token that represents him/her and they take it in turns to select a card and move around the board.
    7. After all cards are used they are re-shuffled and the game continues.
    8. The aim is to be the first person to get to the treasure chest.

Whole class alternative

1. If time permits, write relationship situations on the board, dividing the board into four squares.
2. Have students read the situations on their group's cards and stick each relationship situation card under one of the following headings – family, personal, friendships and acquaintances.
3. Encourage students to discuss if they agree or disagree with the 'placement' of the situation.
4. Discuss how relationships vary depending on which category (family, personal, friendship, acquaintance) they relate to.
5. Allocate specific relationship categories (and the associated situations) to pairs of students and ask them to discuss how to either avoid a negative outcome or enjoy the benefits of a positive outcome.
6. Have students suggest and demonstrate the use of assertive and active listening and speaking skills to improve each relationship situation.

3-2-1 Reflection

Reflection

20 minutes

26. Explain to students:

Just because you're in love does not necessarily mean you are ready to have sex. Because love is different for everyone, there is not a checklist for you to go through to make sure this is the real thing. However, there are some indicators, such as: trusting the person; knowing that even when you're not together there is an emotional attachment; being able to be yourself when you're together; sharing some common values and interests; and enjoying each's company.

27. Students discuss and/or write responses to below **questions**:

What are some of the best strategies you have used to maintain the quality of a relationships with your (family/friends/partner)?

How does the type of relationship (e.g. family, friends, or boyfriend/girlfriend/partner) change the way that we act?

Which types of relationship problems can be the most challenging to deal with? Why?

If you were in a respectful relationship, how do you think you might feel?

If you were in a relationship that was not respectful, how do you think you might feel?

What are some things you can do to improve your relationships with family and friends?

What are some things you can do to improve your relationships with your boyfriend/girlfriend/partner?

Given there are some negatives to loving someone, why do people take the risk of falling in love?

How might you be able to lessen the impact of the negatives? e.g. if one of the negatives is breaking up, how might that occur with as little impact/sadness as possible?

Where can people get help if they are having difficulties in their relationship?

Health promoting schools

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

Partnerships

Staff

- Understand coercive control and online behaviour with young people. This resource can also be shared with parents/carers. Coercive control: information sheet

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.
- Provide students with a copy of Relationships, Sex and Other Stuff to take home and read and discuss with their family.

Students

- Encourage students to look at The Line - a resource for those aged 14+ covering topics such as relationships, dating, sex and comfort zones.



gdhr | Growing & developing healthy relationships

Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Impact of societal and cultural influences on personal identities and health behaviour

Sub-strand: Staying safe

- Analysis of health information and content related to:
  - alcohol, drugs or 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
- Social, economic and environmental factors that can influence health

International technical guidance on sexuality education

Key concept 2.3 Culture, Society and Sexuality (15-18+ years)

- Key idea: It is important to be aware of how social and cultural norms impact sexual behaviour while developing one's own point of view.

Key concept 4.3 Safe Use of Information and Communication Technologies (ICTs)

- Key idea: Social media use can result in many benefits, but also has the potential for moral, ethical and legal situations that require careful navigation.

Key concept 5.4 Media Literacy and Sexuality

- Key idea: Negative and inaccurate media portrayals of men and women can be challenged to influence behaviour positively and promote gender equality.

Key concept 5.5 Finding Help and Support

- Key idea: Everyone has the right to affordable, factual and respectful assistance that maintains confidentiality and protects privacy.

Materials

- Student Activity Sheet: *KWL – Health campaigns* [one per student]
- Student Activity Sheet: *Health campaign case studies* [one per pair]
- Teaching Resource: *Health campaign topics PowerPoint slides* [one per student/group]
- Student Activity Sheet: *Health campaign plan* [one per student/group]
- Student Activity Sheet: *Campaign evaluation* [one per student/group]

Before you get started

- This is a recommended 4-6 week unit of work. Students will require access to the internet. Prior to starting the unit, check websites and associated campaigns are accessible on school networks.
- Protective interrupting - Teachers need to know and understand how to use this technique to prevent students from potentially disclosing sensitive information or abuse in front of other students.
- Managing disclosures - Teachers must be aware of school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.

- Teachers need to understand the concept of health promotion to facilitate the delivery of this learning activity.

  The World Health Organization defines health promotion as

  "...the process of enabling people to increase control over, and to improve, their health".[1]

  Health promotion interventions include policy development; legislation and regulation; re-orienting health services; community development; creating healthy environments; and raising public awareness and engagement through health campaigns. This learning activity focuses on the impact of health campaigns on changing health behaviours through the use of mass media, social media and/or community events.

[1] World Health Organization. Retrieved 16/07/2024

Learning activities

Exploring health campaigns

20 minutes

Students explore their understanding of health campaigns and determine what they need to know in order to develop a health campaign of their own.

1. Give each student a copy of the Student Activity Sheet: *KWL – Health campaigns*. Allow 5 minutes for each student to complete the 'What I know' about health campaigns section individually. Discuss student answers as a class.
2. Explain to the class what a health campaign is:

   A health campaign aims to raise awareness and understanding of a health issue and often aims to change people's health behaviours. This can be done in a number of ways including mass media, social media and community events.

3. Allow 2 minutes for each student to complete the 'What I want to know' section of the KWL chart. Discuss student answers as a class.

Note: Students will complete the 'What I have learnt' section at the end of this unit of work so should be encouraged to keep in a place easy to find later.

Campaign case studies

25 minutes

Access to a computer lab and internet will be required for this activity as students will investigate case studies of local and national health campaigns. They will then develop a health campaign of their own on one of five sexual health and/or relationships topics: Growing Bodies; Respectful Relationships; Staying Safe; Emotional Wellbeing and/or Diversity.

1. Students form a pair or group of three. Provide each pair/group with one of the case studies from the Student Activity Sheet: *Health campaign case studies*.

- Ask the students to visit the campaign website and familiarise themselves with the campaign. They then complete the activity sheet by identifying the target group; the positives, negatives and issues of the campaign; and if the campaign worked.
- All students who worked on the same campaign are then joined together in a larger group to discuss their results. Each group then nominates a spokesperson to present their findings to the class.

2. Explain to students that they will be developing their own health campaign on a sexual health and/or relationship topic of their choice. This can be done individually, in pairs, or in small groups.
   - Display the Teaching Resource: *Health campaign topics PowerPoint slides*. Discuss ideas for health campaigns that can be developed for each of the topic areas. Explain that students will need to decide on a topic area and then a subject for their health campaign.
   - Distribute the Student Activity Sheet: *Health campaign plan* to each student or group. Explain each section of the activity sheet.
   - Each student/group has 4-6 weeks to research and develop their health campaign.

3-2-1 Reflection

1. Students present their health campaign to the class or to others (e.g. peers, parents, school or other community members).
   - Seek feedback from the audience as to how effective they thought your campaign was using a Rating Scale: use Student Activity Sheet: *Campaign evaluation* (students may decide to design and use their own format to seek feedback).
2. Students complete the 'What I have learnt' section of their KWL chart to describe what they have learnt from this activity.

External related resources

The practical guide to love, sex and relationships

A teaching resource from the Australian Research Centre in Sex, Health and Society, La Trobe University.

Topic 8: Authenticating online information

Accessing and evaluating information on sexual health and relationships online.

Health promoting schools

Background teacher note: Health promoting schools framework.

Partnerships

Environment

- Consider using suitable campaign material for promotion of healthy behaviours around the school or during events within the school that promote health - e.g. health expos. Note, this would need to be age-appropriate for all secondary school students.

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.
- 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.



Curriculum links

WA HPE curriculum

Sub-strand: Personal identity and change

- Factors that shape personal identities and adolescent health behaviours
- Strategies for managing changes and transitions

International technical guidance on sexuality education

Key concept 5.4 Media literacy and sexuality

- Some media portray unrealistic images about sexuality and sexual relationships, which can influence our perceptions of gender and self-esteem

Key concept 6.4 Body image

- People's feelings about their bodies can affect their health, self-image and behaviour

Materials

- Butcher's paper [6 pieces]
- Old magazines and/or newspapers
- A5 coloured paper
- Video: *Try by Colbie Caillat* (3 min 51 sec video)

Before you get started

- Protective interrupting - Teachers need to know and understand how to use this technique to prevent students from potentially disclosing sensitive information or abuse in front of other students.
- Dealing with disclosures - Teachers must be aware of school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- With so many physical and emotional changes occurring during puberty, it is normal for young people to be more self-aware during this time. In Mission Australia's Youth Survey 2024, 75% of young people are concerned about body image. See the Guide: Body image for more information.
- It is important to highlight the differences between beauty represented in the world around us and real life. This activity provides an opportunity to discuss and support students' confidence and self-esteem.
- A group agreement and classroom management are essential so students feel safe and respected during classroom activities.

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.

Character trait brainstorm

20 min

2. Attach 6 pieces of butcher's paper to the walls of the classroom. Label each piece of butcher's paper with one of the following titles: beautiful, sexy, ugly, handsome, creative, helpful.
3. Allocate a small group of students to each piece of paper.

Teaching tip: You may want to choose groups or allow students to self-select to reduce the potential for bullying or inappropriate comments. If this won't be an issue check out the Teaching strategies: Group strategies for ideas on grouping.

4. Give students 2 minutes to write things that come to mind when they think of the word that is on their piece of butcher's paper. It might be other adjectives, or it might be celebrities. Ensure they do not write names of people they know personally (e.g. other people at school).
5. Move the groups to the next gallery walk to the right and repeat the process until each group has written on each of the pieces of butcher's paper.
6. As a whole group, discuss what the class has written for each concept and any similarities or differences.

Beauty in the media

30 min

9. Give students old magazines/newspapers/print outs and more recent advertisements/pictures of celebrities.
10. Ask the students are to explore the magazines/newspapers for what they perceive to be natural beauty and consider what about beauty standards have changed over time.
11. Ask:

    What do you perceive natural beauty to be?

    What assumptions do we make from how someone looks?

    What beauty standards have remained the same over time? What has changed/changing?

Trigger warning: Let students know we will be talking about beauty standards and some of its harmful impacts on how we think/feel about ourselves or other people.

Teaching tip: You may find it useful writing up and collecting the answers for the next four discussion questions on the whiteboard by splitting the whiteboard into three columns.

How would you describe the beauty standards of today? Think about the types of people and beauty young people like you are exposed to through movies, TV, musicians, influencers on Instagram and TikTok?

Think about the current beauty standards today we just defined. If you are an average young person today, seeing those beauty standards, how are you thinking about feeling about yourself or your body?

If you are thinking and feeling these things, how would you act - what would you do in response to these thoughts and feelings?

How would these thoughts/feelings impact how we act in relationships or when someone is trying to get a girlfriend/boyfriend/partner?

12. Say:

    These often unrealised beauty standards can really impact how we see ourselves and the world around us. It can also impact how we treat ourselves, our friends and even our boyfriend/girlfriend/partners.

13. Watch '*Try*' by Colbie Caillat on YouTube (https://www.youtube.com/watch?v=GXoZLPSw8U8) [3:51min]
14. Ask students to reflect independently and silently for two minutes.
    1. *How do they perceive themselves physically?*
    2. *Do they see themselves differently after seeing the clip?*
15. Ask:

    What are thoughts and feelings were after seeing the clip?

    What is the key message of the song?

    What impact does the media have on our perceptions of what beauty is and how we perceive ourselves?

16. Say:

    "We are constantly receiving image-related messages from different sources about what the 'beautiful' or 'ideal' body. Therefore, it is not surprising that instead of embracing diversity in all body types, we focus on achieving perfection and judging ourselves or others. It is important to remember the filters people use, the lighting and angles when viewing images. It is okay if your body does not match with the people you see online. Every body is different and diversity is wonderful. What is healthy, strong and beautiful and happy look different for everyone."

3-2-1 Reflection

Snowball

10 minutes

17. Give each person in a small group a piece of the same coloured paper. Make sure each small group has a different colour.
18. Each person writes their name on their piece of paper then scrunches it up to resemble a snowball.
19. Teacher says ‘snowball' and everyone throws their snowball to the group to the right of them.
20. Each person then picks up or catches a snowball from the group to the left of them.
21. The snowballs are unravelled, and one positive, non-physical affirmation is written about the person whose name is on the piece of paper (e.g. thank you for being caring).
22. The snowballs are then scrunched up and thrown to the right again and the process continues until each person has received their snowball back.
23. Give the students 2 minutes to read and reflect on the positive affirmations other people have written about them.
24. Discuss as a whole group how it feels to receive positive comments about yourself. What other comments would you write about yourself? Why?
25. Give students 1 minute to add to their own snowball.
26. Discuss as a whole group how the comments from others can impact on our identities positively and negatively.

Health promoting schools

Background teacher note: health promoting schools framework.

Partnerships

School staff

- Have the school psychologist, youth worker or student support team provide information on what services are available to support students who may be struggling.

Families

- Give parents awareness on when this lesson will occur so they can provide extra support to their young person if required.

Education

Professional development

- The student services/student wellbeing teams are training and equipped to support students who are struggling with their body image.

Environment

Policy

- Healthy eating policies are clear not to make judgements about people.



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