Curriculum links

WA HPE Curriculum	WA Curriculum General Capabilities	International technical guidance on sexuality education
Sub-strand: Staying safe • Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed	**Personal and social capability**	**Key concept 4.2 Consent, Privacy and Bodily Integrity** • It is important to understand what unwanted sexual attention is and the need for privacy when growing up.

Materials

- A4 paper and pens for each student
- Whiteboard
- Video: Dealing with Rejection (1min 32sec)

Before you get started

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.

Learning activities

Group agreement

5 minutes

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.

Positive risk brainstorm

10 minutes

2. **Ask:**

   What can you think of in life that requires taking a “positive risk”?

   (A positive risk means that the outcome is wanted, for example applying for a job or asking someone out).

3. Write answers on the board.

   Some other examples to list: applying for TAFE/Uni, applying for a leadership position, trying out for a team, trying to beat a score, playing in a grand final, facing a fear, performing, entering a competition.

4. **Explain:**

   When you take a "positive risk" and you do not get the outcome you want, that can be called being rejected. Rejection is when you try for something you want and get turned down, not accepted or are told no. It can make you feel sad, angry, disappointed and sometimes insecure. All of these feelings are normal. Being rejected doesn’t mean there is anything wrong with you, but it’s important to remember that there is nothing wrong with the person who rejected you either.

Responding to rejection

20 minutes

5. Put class in small groups (3-4 people)
6. Tell the class that you'll be watching a video about how to respond to rejection. **Ask the class to pay attention to what messages they heard and what strategies were used to look after**

themselves after a rejection.

7. Play video

    Dealing with rejection.

8. After watching the video, **ask the class to discuss in their groups, the main messages they noticed in the video.**
9. Once they've had 5-10mins to brainstorm in small groups, ask them to share back to the whole class.
10. Main points are below in case some key points aren't picked up by the class:
    1. Every risk comes with a chance for rejection
    2. Rejection hurts but it is a normal part of life
    3. Accept the decision of the person/thing that rejected you and try to move on
    4. Focus on you – talk to someone you trust, think of what's great about you and do things that make you feel good
    5. Being rejected doesn't mean there is anything wrong with you or that you should stop trying

Rejection planning brainstorm

11. Class to move back to individual seating.
12. Everyone to receive a piece of A4 paper. Ask students to fold the paper so the page is broken up into 4 boxes (half then half again to make a cross).
13. Students to answer 1 question per box using the front and back of the paper.
14. Let students know that they do not have to share their answers, this is a private brainstorm, but they'll be invited to share if they like.
15. Read one question out/write on board at a time:

 **Can you think of a movie/TV show where someone was rejected/told no – what happened?**

 **What do you think of how the person reacted to the no/rejection?**

 **Think of a time that you've had to say no to someone you've loved/liked. How did you feel?**

 **How would you like those people to respond to your no?**

 **How would you not like those people to respond to your no?**

 **Think of a time that you were rejected – how did you feel?**

When you get rejected, who would you talk to about your feelings?

What would make you feel better about yourself after a rejection?

Teaching tip: If you've run out of time for students to do this individually, ask the class to give suggestions from their small groups but change the question to be more general and less personalised i.e. what could someone do when they're rejected?

3-2-1 Reflection

Reflection questions

5 minutes

16. Ask:

Why do you think learning about positive ways to deal with rejection is important?

How can you respectfully accept a no/rejection?

How can you look after yourself after a no/rejection?

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.
- Provide students with a copy of Puberty booklet to take home and read and discuss with their family.
- In school newsletters, include a question similar to those in the consent clarification game that offers an A, B or C answer so that students and families can discuss and share their thoughts on different situations and circumstances.

- Run a parent and child evening session to run these activities in family groups to open healthy discussion about rejection.

Staff

- Ask dance/drama/media/music teachers if they can incorporate this topic into their work with potential to showcase performances to the whole school.

Education

Learning

- Ask the drama and arts teachers if they can draw upon plays or art pieces that portray consent related scenarios to imbed for cross sectional knowledge.
- Ask sport teachers to discuss how we show consent in sport i.e. shaking head, crossing hands, saying don't pass etc.



Peer influence

Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Ways that positive self-identities can develop and change over time

Sub-strand: Interacting with others

- Skills to establish and manage positive relationships
- Situations in which emotions can influence decision-making

WA Curriculum General Capabilities

Personal and social capability

International technical guidance on sexuality education

Key concept 5.1: Norms and peer influence on sexual behaviour

- Peers can influence decisions and behaviours related to adolescence and sexuality
- There are ways to challenge negative peer pressure and accept and promote positive peer influences related to adolescence and sexuality.

Key concept 5.2: Decision-making

- There are multiple influences on decisions, including friends, culture, gender-role, stereotypes, peers and the media

Key concept 5.3: Communication, refusal and negotiation skills

- Effective communications uses different modes and styles, and is important to expressing and understanding wishes, needs and personal boundaries.

Materials

- Butcher's paper
- Teaching Resource: *How would you feel?* [one per group]
- Student Activity Sheet: *Peer influence decision-making plan* [one per group]

Before you get started

Before you get started

- Protective interrupting - All staff in the room 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 - All staff in the room must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- Students may have questions that they feel uncomfortable to ask. Providing a question box for students to place their questions in anonymously will ensure their questions are answered in a safe environment.
- For further content information related to this activity, refer to the Educator note: Adolescent relationships.

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.

Empty seat game

30 mins

2. To play the *Empty seat game* find a space large enough to make circles with six to eight chairs (depending on class size) facing the centre of each circle. There should be enough seats for each student. Demonstrate the steps first so that all students understand the intent and the flow of the activity.
   - All students sit in a seat.
   - Choose one student to stand in the middle of the circle, leaving one chair unoccupied.
   - The person to the right of the empty seat 'quickly' moves onto it (there will always be one empty seat and the person to the right moves onto it each time it is next to them).

- The person in the middle tries to sit on the empty seat before the person on the right does. If the middle person gets the seat first, the person they beat to the chair replaces them in the middle.
- Establish a clear set of safety rules once the game starts, e.g. no physical contact, bumping etc.;
- Continue the game until everyone has had a turn in the middle.

Teaching tip: This activity may start out as fun for some and then become quite competitive as it progresses. It is important for the teacher to intervene when needed to debrief actions that may be causing distress.

3. At the end of the game, facilitate a whole class discussion about **being part of a group**. It may be appropriate to use a T or Y-chart strategy to structure the conversation.

   Ask:

   What is peer pressure?

   (it is when you feel coerced or pressured to do something because of some form of threat of put downs or social rejection. It is different to peer influence which can be a good thing, e.g. you may be influenced to wear your bike helmet while skating if all your friends do it)

   Why do you think people your age like to feel like they belong or be similar to others?

   (you feel safer; you feel more likeable; you feel they understand you more)

   Why do some students have more influence than others?

   (some may have stronger social skills or be more confident; some may intimidate others to make them do what they want because they are scared of them)

   How was the empty seat game we just did like peer pressure?

   How did it feel to not be allowed to join in a group?

   (not being able to sit down with the group and being left in the middle)

   How would you encourage someone to join your group?

   What groups do we most like being part of?

   Why can't you push yourself into a group?

   What happens if you do and you are not wanted? How do you think this would feel for that person? Can you give examples of a time when this has happened to you?

   If you had a friend with you do you think it would be easier to resist peer pressure?

   Why do teachers always recommend that it’s helpful for someone who is being bullied to ask other kind students they know to support them?

Why do teachers always recommend that if someone is a bystander to bullying that they grab a friend to help them try to stop the bullying?

Is it easy to just 'be yourself' and still be accepted by your peers?

When should you trust your own judgement about how to behave when you are around other students? (when it negatively affects someone's wellbeing or feelings; when it is something unsafe or illegal)

4. Explain that by their age and stage they are able to appreciate differences in their friends rather than being critical of someone who is unlike the rest of the group. This age also tends to breed a feeling of not being 'good enough' or 'not fitting in', so it's important to identify some of their natural strengths and interests and make the most of them and not worry too much about what their peers might think of them.
5. Discuss how people like to belong to groups, how people often dress the same, go to the same places, talk alike, like the same things. Include statements such as:

It is good to be a member of a group and have friends.

When we are a part of a group we are all still individuals.

We all want to be liked by others.

Sometimes we feel that we should act a certain way to stay part of the group. Is this a healthy thing? Why/why not?

Sometimes we may not feel good about what we are doing to stay popular in the group. What should we do in this situation?

6. **Optional activities:** In small groups or pairs, ask students to:
   - Create a PowerPoint presentation about 'Groups'; or
   - Script a short role-play, interview or video about someone joining a group and the obstacles they faced.

Making a decision

20 mins

7. Using the Teaching Resource: How would you feel? and some butcher's paper, groups of four students consider how each situation would make them feel.
   - Assign a role to each member of the group, e.g. leader, manager, speaker and recorder.
8. As a whole class, work through one of the situations using the Student Activity Sheet: Peer influence decision-making plan. Then allocate one of the situations to each group and ask the students to use the decision-making plan to explore the options and come to a decision about what they would say or do.

3-2-1 Reflection

Reflection

5 mins

9. The following reflection questions could be used in the whole class or independent/small group activities. As an activity session on its own, choose some of the following questions to discuss and/or write responses to.

   Why is it important to have friends?

   How do we try to fit in with friends?

   Why do we sometimes feel pressure to behave in certain ways to maintain friendships?

   What would you do if you felt too pressured by your friends?

   Describe times when someone's peers might be a positive influence.

   Describe times when someone's peers might be a negative influence.

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.



gdhr | Growing & developing healthy relationships

Curriculum links

WA HPE Curriculum	WA Curriculum General Capabilities	International technical guidance on sexuality education
Sub-strand: Healthy and active communities • Criteria that can be applied to sources of information, including online, to assess their credibility.	**Personal and social capability** **Digital literacy** **Critical and creative thinking**	**Key concept 4.3: Safe use of information and communication technologies** • Internet and social media use require special care and consideration.

Materials

- A ball of wool or string
- Computer/tablet with internet access [per pair of students] OR print offs of website with information students can use to answer the worksheets below
- Student Activity Sheet: *Internet information* [one per student]
- Student Activity Sheet: *How reliable is that website?* [one per student]

Before you get started

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.
- Students will be searching the internet for websites and apps in this learning activity. If available, refer to your school's internet usage policy for safe practices when conducting website searches.

Learning activities

Group agreement

5 minutes

Teaching tip: A group agreement must be established before any 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.

How do you tell if a website is credible?

20 mins

2. Discuss safety issues students might encounter in their daily life (e.g. road safety, safety around medications, navigating relationships).
3. Ask:

   How do you KNOW if you're safe or unsafe?

   What feelings and emotions do you experience in a safe and in an unsafe situation?

   How would you deal with being in an unsafe, threatening or uncomfortable situation?

   Where might you go to access community resources if you did not feel safe or wanted to stay safe in this situation? (use the situations on the whiteboard that the students have provided above)

   What could you do to make sure you understand the information that you might get from these community resources? (e.g. prepare and ask questions; bring an adult relative to the appointment; ask for things to be explained in another way; ask for an interpreter)

4. Explain that it is important to have the knowledge to be able to find, understand and use information about your health and health care so that you can make healthy decisions. This knowledge is called health literacy. Stress that part of health literacy is being able to decide whether information that you find on the internet is trustworthy and believable.
5. To demonstrate the complexity of finding credible and reliable information, have students gather around your computer and give one student a ball of wool or string and ask them to hold the end. Explain that you are a 12-year-old female student and you are worried because you haven't started your period yet. All your friends have and you want to find out if you are normal by using the internet.
   - Type in "*When is it normal to start your period?*" into a search engine and then click on a range of reliable (e.g. government sites) and not so reliable (e.g. YouTube) sites. Each time you click on a site or a link, have the student holding the ball of wool hold onto a piece of the string/wool close to the ball and then pass/throw the ball to another student. This should create a cobweb effect should result to demonstrate that searching for appropriate information is complicated.

Teaching tip: Many search engines will have an Ai-generated answer gathered from the top search results. This is a good opportunity to highlight that while AI gathers information from a range of sources, if the sources are not credible or correct, the answer is not credible.

6. In pairs, have students guess a definition for the terms 'credible' and 'reliable' and then compare their definitions with a dictionary definition.
   1. Reliable: able to be trusted; predictable or dependable.
   2. Credible: capable of being believed.
7. Have students work in pairs or small groups to think about what makes a website credible and reliable and list these as a checklist. Consider:
   - Who wrote the information or created the website?
   - The date on the website (if applicable)

- Could they find other sources (sites) that had the same information?
- Did the site provide links to other sites, or give sources for its information?

8. Ask:

   When searching a site, what indicates that it's an ad?

   Why do you get particular ads when you are searching?

   How do you decide which web page to use? Is it the top one?

   What do you know about the address?

9. Explain to students that there are a number of terms and words that can assist them to locate, select, navigate and evaluate appropriate websites and online content. Provide each student with a copy of the Student Activity Sheet: *Internet information* that lists a number of commonly used terms and pieces of information that can be found on websites. Read through each of them with the students.
10. Have students compare this information with the checklists they developed.

Assessing a website's reliability

25 mins

11. Give each student a copy of the Student Activity Sheet: *How reliable is that website?* Explain that they are going to be using the internet to find some information to help their 12-year-old friend who has told them that they are feeling sad and depressed. In groups of five, students use the activity sheet to evaluate which website and app from the list below would be the most reliable and useful for their friend:

    Reliable websites:

    Kids Helpline www.kidshelpline.com.au

    Headspace www.eheadspace.org.au

    Youth Beyond Blue www.youthbeyondblue.com

    Not so reliable websites:

    Kids health www.kidshealth.org

    Wikihow wikihow.com/Deal-with-Teenage-Depression

    Free reliable apps (downloadable through the App Store or Google Play):

    Smiling mind www.smilingmind.com.au

    ReachOut WorryTime www.reachout.com/reachout-worrytime-app

    ReachOut Breathe www.reachout.com/reachout-breathe-app

Teaching tip: Other relationship/sexual health issues could be used as a trigger for this activity. The teacher would need to preview a range of 'child appropriate' reliable and not-so-reliable sources prior to the lesson.

12. Hear feedback from each group on their chosen website and ask that students justify their answers. Ask:

For the particular issue you had to deal with, was the web/an app the best place to find help?

Is the site/app you decided to suggest to your friend as useful as talking to a parent, teacher, doctor or health worker?

When is the web/an app appropriate/inappropriate?

3-2-1 Reflection

How to help a friend?

10 mins

13. Students use the Kids Helpline website to find a topic of interest to them (from the homepage, click on the 'Kids' link then scroll down to the 'Helpful info for you!' section).
14. Students describe how they might use this information to:
    - make better decisions about their health
    - advise a friend about an issue that might be bothering them.

Health promoting schools

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

Education

Learning

- Critiquing online sources of information goes across all curriculums, such as critiquing websites with scientific information, websites with reliable numbers related to demographics. Students should be taught what reliable and unreliable sources of information are across all subjects.

Environment

Policy

- School policy for promoting websites/resources name they must come from reputable sources.

Partnerships

Family

- Encourage parents to continue the conversation home about where to find useful and credible information.



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