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.



Reproductive systems revision

Curriculum links

WA HPE Curriculum

Sub-strand: Personal identity and change

- Strategies and resources to understand and manage the physical mental/emotional, and social changes and transitions associated with puberty.

International technical guidance on sexuality education

Key concept 61: Sexual and reproductive anatomy and physiology

- Everyone's body has parts involved in one's sexual health and reproduction, and it is common for children to have questions about them.
- Women's bodies can release eggs during the menstrual cycle, and men's bodies may make and ejaculate sperm, both of which are needed for reproduction

Materials

- 'Goodie bag' made up of assorted craft and/or reusable objects e.g. glue, sticky tape, plastic cup, blu tack, balloons, plastic spoon, straws, pop sticks, bottle tops, etc (one per group)
- Large pieces of poster paper or butcher's paper (1 per group)
- Room preparation: space for small groups to work with large poster paper (e.g. desks pushed to the side for clear floor space)
- Teaching resource: male or female reproductive system labelled diagrams (one per group - electronic or hard copy)
- Optional: *Puberty* booklets;
- Optional: Magno-mate kit from SHQ

Before you get started

- Read Educator notes: Puberty, Reproductive and sexual anatomy - Females and Reproductive and sexual anatomy - Males.
- 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.

- Room preparation - This lesson requires space for students to work in groups - either on the floor or at desks. Desks can be pushed to the sides of the classroom or a music room/hall/art room/etc can be used. Ensure the chosen room has sufficient privacy. Students may feel self-conscious and disengage if other students or teachers are able to see inside the room or enter the room unexpectedly.
- Be aware many students have likely begun puberty are seeing the physical changes occurring. Ensure to promote positive messages about the diversities of bodies.

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.

Energiser: Shoe line up

10 mins

Teaching tip: Relationships and sexuality may be an exciting and interesting topic for some students; for others it may be embarrassing, uncomfortable or scary. Introducing each lesson with fun energisers that promote safe touch and group collaboration can help students to feel more comfortable.

2. Shoe line up (external link): Challenge students to line up in the order of their shoe size without talking. Avoid giving further instructions as part of the challenge is for students to determine which order the line is going in and the different ways of communicating their show size without talking.
3. Once the students have lined themselves in order have them call out their shoe size as you move down the line to see if they ordered themselves correctly.
4. Ask:

   What methods worked well?

   What methods did not work so well?

5. Divide the line into groups of 4-6 for the next activity.

'Goodie bag' models - revision

25 mins

6. Say

"Most of this lesson will be revising what you may have covered in Year 5. It is important to revise this information to see how much you remember and how much you have learned since then before we move on to other topics in RSE."

7. Ask:

   What are 3 ways that male and female bodies are the same?

   (*both usually have legs, arms, eyes, nipples, toes, hair, etc. Both can usually talk, dance, eat, etc)*

   What are 3 ways that they are different?

   (m*ales usually have a penis, females usually have a vulva, females usually have larger breasts than males (and females can usually produce milk to feed babies), males usually have more facial hair than females, females usually have a uterus, males usually have testicles, etc).*

Teaching tip: This is a good opportunity to remind students of the diversity of bodies. Some people have disabilities, injuries or illnesses that mean their bodies may look or function in different ways. Everyone has a unique body that deserves respect. Using inclusive language such as 'usually' and 'may' is a simple way to help make all people feel more included. Avoid using words like 'normally' and 'always' as it can make any other variation seem abnormal and negative.

8. Ask:

   "Both male and female reproductive systems play an important role in reproduction. What does reproduction mean?"

   (*Reproduce means to make more of, to multiply, make babies)*

9. "Many of the differences between male and female bodies are to do with their reproductive organs/system. These are the parts of the body that are needed to create a baby. Today we are going to look at the parts of the male and female reproductive system and what their functions.
10. Ask:

    What does function mean?

    *(Function means '*what they do*' or '*their job*').*

11. Provide each group with a large piece of poster paper and a 'goodie bag'.

Teaching tip: If students have completed this activity in Year 5 and would like to try something different, you can create mini plasticine models instead (or offer groups the choice).

12. Instruct half of the groups to create the 'male reproductive system' and the other half to create the 'female reproductive system' using the items in the bag.
13. They do not need to use everything in the bag and they can label the parts using coloured markers. If they are using plasticine to create models, they can use cut up paper or sticky notes and pipecleaners to create labels and arrows.

Teaching tip: This activity can be a formative assessment activity, and you may wish to take photographs of the models to record prior knowledge before moving on to the next step.

14. Invite students to do a 'walk around' to see all of the models. Ask volunteers to share a description of their model so far.

Teaching tip: In RSE it is important to avoid calling upon specific students for contributions. Alway ask for volunteers and remind students of their 'right to pass' as part of the group agreement.

15. Provide each group with a copy of the *Teacher resource: male/female reproductive system* labelled diagrams and/or copies of *Puberty* so that they can add/make corrections to their models.

Teaching tip: The focus of this activity should not be on labelling the more complex parts and knowing their detailed medical functions. Whilst it is important that students know the correct names for body parts such as the penis, testicles, vulva, vagina, uterus/womb and clitoris, it is not important for students to know all of the reproductive organ technical terms for every reproductive part. For example, knowing that sperm travels through tubes that run from the testicles to the tip of the penis and out of the body is more important than labelling the epididymis and vas deferens. Understanding that there are glands that add fluid to the semen is more important than being able to spell the names of the different glands. This activity is to help students to understand how the parts are connected and the basic functions to help understand future concepts of puberty, menstruation and conception.

15. Invite volunteers to share their learnings and additions to their models.

Everyone is unique

20 mins

16. Invite volunteers from the class to use the magno-mate or drawings of the reproductive systems to describe the parts of the reproductive system. Clarify any misconceptions and fill any gaps not covered by the student explanations.

    For female reproductive system say:

    "The ovaries are where the eggs are made and stored. They also make hormones. Most females are born with all of the (immature) eggs that they will ever have. These tubes (fallopian tubes) carry the eggs from the ovaries to the uterus. The uterus is where a baby grows during pregnancy. The vagina is the passageway from the uterus to the outside of the body. It is where the baby comes out and the penis goes in during sexual intercourse. The vulva is the name for the outside sexual parts - the inner lips, outer lips and the clitoris. The clitoris has lots of nerve endings, like the penis and is very sensitive. The outer lips usually become covered in hair during puberty. Both the inner and outer lips come in many different shapes, sizes and colours. This is the bladder, where urine (wee) collects. This tube (urethra) carries urine out of the body from the bladder. The opening is just in front of the opening of the vagina. This is the anus, where faeces (poo) comes out.

    For male reproductive system say:

    "The scrotum is the sack that holds the testicles. This is where the sperm are made. Millions of sperm are made every day. The testicles also make hormones. This is the penis, it comes in a range of sizes, shapes and colours. It has lots of nerve endings and is

very sensitive. The penis has spongey tissue that can fill with blood and make the penis go hard (erection). These are the tubes that carry sperm from each of the testicles to the outside of the body through the tip of the penis. These glands make fluid that make part of the semen (which carries the sperm). This tube (urethra) runs from the bladder to the opening in the tip of the penis. It carries urine (wee) and semen out of the body. The bladder is where urine collects. The fold of skin that covers the head of the penis is called the foreskin. Some people have part or all of this skin removed (often as a baby) - this is called being circumcised. This is the anus, where faeces (poo) comes out. During puberty, hair may grow around the pubic area."

17. Say:

"Everyone's body is different. Just as people have different height and hair colour, people also have differences in their reproductive organs. Penises, breasts and vulvas all come in different shapes, sizes and colours (despite what we see in the media). Some people are born with natural variations in reproductive organs (and hormones and chromosomes) that don't fit into the typical medical definitions for male and female bodies that we have looked at today. This is called intersex. Our bodies change over time. Puberty is the time when the body changes from a child to an adult. The changes to the reproductive organs are what makes it possible for people to have babies. We will be looking at these changes over the next few lessons. The most important thing to remember is that everyone has a unique body that deserves respect."

3-2-1 Reflection

Question box

5 mins

Teaching tip: Establishing a question box when starting any RSE program is useful to allow students to ask questions anonymously and have them answered in a safe environment. Read Essential information: Question box guide for how to set up the system and how to answer tricky questions.

18. Provide students with time to write questions for the question box.
19. If the question box is already set up, you may like to choose some questions related to the reproductive systems to answer.

Health promoting schools

Background teacher note: Health promoting schools framework.

Education

Learning

- Ensure any biology or science classes also promote the use of proper terminology for reproductive parts of all organisms and promotes and celebrates the diversity of living organisms.

Partnerships

School nurse

- 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 relationships between the students and the nurse.

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 Curriculum

HPE: Personal identity and change

- Strategies and resources to understand and manage the physical, mental/emotional, and social changes and transitions associated with puberty

International technical guidance on sexuality education

Key concept 6.1 Sexual and reproductive anatomy and physiology (9-12 years)

- Everyone's body has parts involved in one's sexual health and reproduction, and it is common for children to have questions about them.

Key concept 6.3 Puberty (9-12 years)

- Puberty signals changes in a person's reproductive capability.
- During puberty, hygiene is important to keep one's sexual and reproductive anatomy clean and health.
- Menstruation is a normal and natural part of a girls' physical development and should not be treated with secrecy and stigma.

Materials

- Examples of products related to puberty, i.e. pads, tampons, bra, shaver, antiperspirant deodorant, body spray, perfume
- Internet access
- Magazines with a focus on teens, lifestyle (e.g. *Dolly*)
- A3 card [one per student]

Before you get started

- The topic of puberty may be an exciting and interesting topic for some. Be mindful that some students may feel embarrassed, uncomfortable or worried learning how their bodies are going to be changing. Increase the comfort of students through introducing this topic with excitement and fun. Providing popcorn (or something similar) for students to share can be a fun way to reduce their anxiety levels.
- 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.
- The WA Department of Health has developed a free resource for parents: *Talk Soon. Talk Often. A Guide for Parents Talking to their Kids About Sex*. It is recommended that teachers communicate to parents and explain the topics that will be covered such as healthy relationships, puberty, hygiene, emotions, resilience, etc. and that you are not teaching their child to have 'sex'.
- If you are using an educational video, students can often be distracted if the videos are obviously out of date, as evidenced by the clothes, hairstyles and quality of the video, although this could be used to add humour to the experience. Ensure that any multimedia used is current, relevant, appropriate and sufficient time is allocated for a discussion afterwards.

- Many teachers ask the question of whether or not they should separate the boys and the girls for such classes. Research shows that there is no significant difference for either strategy. You may choose to separate your class by gender, keep them all together or mix strategies by separating your class for certain activities. If you do choose to separate the sexes, ensure that both groups receive the same information. It is just as important for students to learn about their changing bodies as it is for them to learn what the other sex is going through in order to promote compassion. Remember when making this decision that all students need to overcome any potential discomfort in order to be able to effectively communicate sexual matters in relationships when they are older. Read the Co-ed or segregated? page for some further information.
- Consider providing students with a copy of the *Puberty booklet* to take home and read.
- Refer to the Guide: Puberty for further content information related to this activity. You can also review The practical guide to love, sex and relationships, Topic 1: Puberty.

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

1. Revise or create the class group agreement.

Whole Class

35 minutes

This activity introduces hygiene products (e.g. deodorant) that are new and important to young people at this stage in their development. It also educates young people on the power of advertising, specifically how the media can be used to persuade young people to purchase on the basis of body image rather than practicality.

1. Show students a range of hygiene products (i.e. deodorant, shaver, body spray, tampons, etc.).
2. In pairs, using the teaching strategy think-pair-share, students describe the purpose of these hygiene products.
   - *How are these items intended to be used?*
   - *Why are they used?*
   - *How do you feel about the possibility of using some or all of these products in the near future?*
   - *Which items would you describe as essential and which items are a luxury?*
3. Ask:
   - *Why is personal hygiene important when you reach puberty?*
   - *What are the main reasons we need to keep clean?* (to be pleasant to be with and to avoid the spread of disease)
   - *Who can you talk to about getting some of the items that you decided were essential if you don't have them already?*

- *What hygiene measures are particularly related to menstruation? (*e.g. changing pads and tampons every three or four hours, not flushing down the toilet, not wearing pads in a swimming pool, changing tampons after swimming)

4. Review the physical, social and emotional changes associated with puberty and the implications they can have in regard to personal hygiene (refer to Year 6 Learning Activity: Managing change and transition).
5. View the body spray ad (https://www.youtube.com/watch?v=WEl7AQI9X8I&feature=youtu.be) [0:30min]

- Use the teaching strategy think-pair-share to define the key messages of the body spray advert.
- Ask:
  - *What aspects of the ad do you find interesting? Why?*
  - *What is the underlying message being conveyed in this ad?*
  - *Does this ad make you want to purchase the product? Why/why not?*

6. View the antiperspirant deodorant ad (https://www.youtube.com/watch?v=5e6WcdM4C2U&feature=youtu.be) [0:30min] and repeat questions above.
7. Facilitate discussion about how the advertising companies use sex and body image to sell body care products by comparing both ads:

- *What are the different images being portrayed in both advertisements?*
- *Why do you think the advertisers of the Impulse Diaries have chosen this scenario to sell their product?*
- *Which product are you most likely to buy? Why?*
- *How do these ads appeal to certain genders?*

8. Discuss the differences between antiperspirant deodorant and body spray. For example, antiperspirant deodorant reduces sweat and odour, it is longer lasting and is applied to underarms. Body spray is a fragrance, it has a short-term effect and can be applied all over the body.

Independent or Small Group

15 minutes

This activity extends students' understanding of the impact media has on purchasing hygiene products by providing students the opportunity to examine and evaluate magazine advertisements of other hygiene products.

9. Using the brainstorm teaching strategy, students develop a list of essential items that need to go into a boy's and girl's puberty kit (e.g. deodorant, hot water bottle, menstrual pads, soap, shampoo, toothbrush and toothpaste, floss, clean underwear). Use a T-chart to record the feedback.
   - Reach agreement as a class and have students write the list appropriate to their gender in their workbooks.
10. Using the magazines and A3 card, students choose one item and cut out advertisements they find on this product (e.g. different brands or varieties of razors or tampons).
11. Students write:
    - the purpose of the item
    - why they might buy one brand of product over another
    - any questions they would like to ask about the product before they make the purchase.

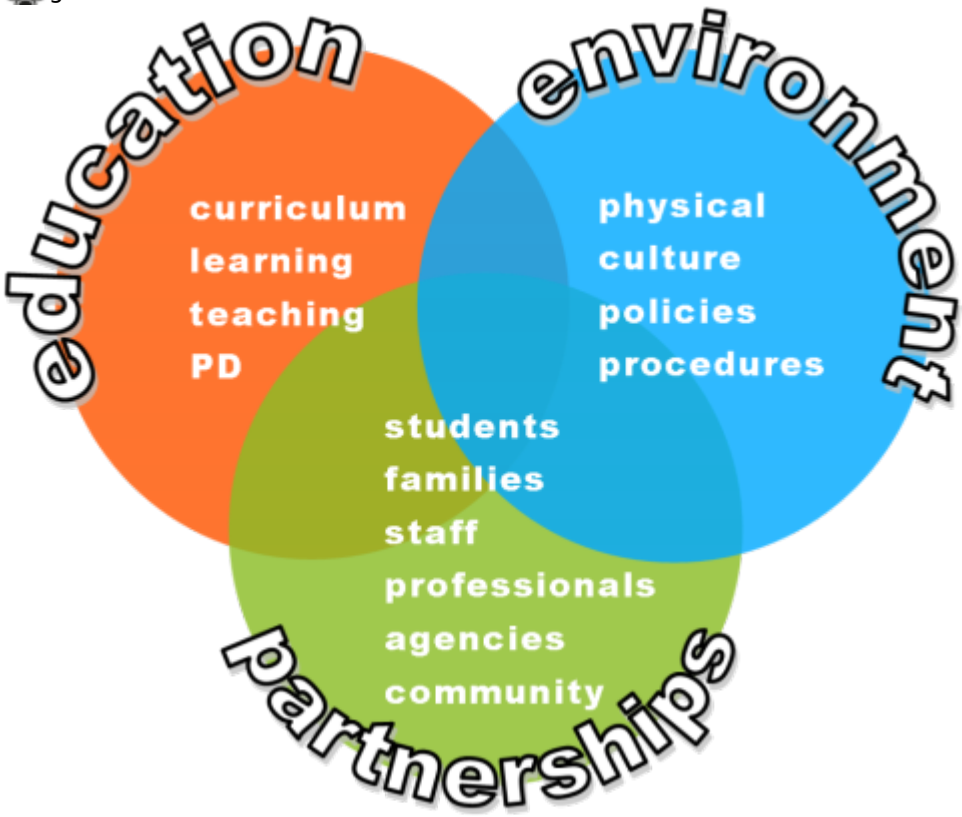
3-2-1 Reflection

5 minutes

12. Discuss how the students may have formed beliefs regarding particular products and whether they are accurate or influenced by marketing and advertising.
13. Discuss the usefulness of the extra features (e.g. wings on menstrual pads or gel strips on razors) or the purpose of bright colours and attractive packaging.
14. Ask:
    - *What does it mean if you have lots of questions about a product?*
    - *How can you obtain accurate and unbiased information about a product?*
    - *Should you buy an item without getting your questions answered?*
    - *Should you buy a product just because your friends buy it?*
15. Answer any questions students have and clarify any misconceptions.
16. Discuss if a product is essential or a luxury, and how the pressure to buy certain items can add stress to families.

Health promoting schools

Image



Education

- Seek support from the school nurse if you are feeling unsure about teaching about puberty or to answer questions you do not feel confident to answer.

Environment

- Address bully or comments about students who have already begun puberty and their bodies.

Partnership

- Provide a copy of the Puberty booklet to parents to help continue the discussion at home.

Peer influence

gdhr | Growing & developing healthy relationships

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.



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Curriculum links

WA Curriculum

HPE: Personal identity and change

- Strategies and resources to understand and manage the physical, mental/emotional, and social changes and transitions associated with puberty

International technical guidance on sexuality education

Key concept 6.1 Sexual and reproductive anatomy and physiology (9-12 years)

- Everyone's body has parts involved in one's sexual health and reproduction, and it is common for children to have questions about them.

Key concept 6.3 Puberty (9-12 years)

- Puberty signals changes in a person's reproductive capability.

Materials

- A3 paper [one per student]
- Teaching Resource: *Changes in puberty*
- Student Activity Sheet: *Male or female changes?*

Before you get started

- The topic of puberty may be an exciting and interesting topic for some. Be mindful that some students may feel embarrassed, uncomfortable or worried learning how their bodies are going to be changing. Increase the comfort of students through introducing this topic with excitement and fun. Providing popcorn (or something similar) for students to share can be a fun way to reduce their anxiety levels.
- 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.
- The WA Department of Health has developed a free resource for parents: *Talk Soon. Talk Often. A Guide for Parents Talking to their Kids About Sex*. It is recommended that teachers communicate to parents and explain the topics that will be covered such as healthy relationships, puberty, hygiene, emotions, resilience, etc. and that you are not teaching their child to have 'sex'.
- *Puberty kits:* The use of a puberty kit can be a useful tool in the classroom. Check with your school's public health nurse to see if there are any kits readily available or that can be made up to use.
- If you are using an educational video students can often be distracted if the videos are obviously out of date, as evidenced by the clothes, hairstyles and quality of the video, although this could be used to add humour to the experience. Ensure that any multimedia used is current, relevant and appropriate, and sufficient time is allocated for a discussion afterwards.
- Many teachers ask the question of whether or not they should separate the boys and the girls for such classes. Research shows that there is no significant difference for either strategy. You may choose to separate your class by gender, keep them all together or mix strategies by separating your class for certain activities. If you do choose to separate the sexes, ensure that both groups receive the same information. It is just as important for students to learn about their changing bodies as it is for them to learn what the other sex is going through in order to promote compassion. Remember when making this decision that all students need to overcome any potential discomfort in order to be able to effectively communicate sexual matters in relationships when

they are older. Read the Co-ed or segregated? page for some further information.
- Consider providing students with a copy of the *Puberty booklet* to take home and read.
- Refer to the Guide: Puberty for further content information related to this activity. You can also review The practical guide to love, sex and relationships, Topic 1: Puberty.

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

1. Revise or create the class group agreement.

Whole Class

20 minutes

This activity involves the students brainstorming the changes that occur during puberty.

2. Divide the class into 4 groups and play the *Alphabet Game* to list words (or phrases) associated with puberty. Each group needs to develop a list of words associated with puberty corresponding to each letter of the alphabet, e.g. A = anxious, B = breasts, ... Z = zits.
   - Ensure physical, social and emotional words are included in the list.
   - Use the examples in the Teaching Resource: *Changes in puberty* to prompt students if needed.
   - When the list has been completed, encourage the students to think about physical changes (e.g. grow underarm hair), social changes (e.g. become interested in having a boyfriend or girlfriend) and emotional changes (e.g. become embarrassed more easily) as a way of categorising the different types of change they have suggested. Circle or highlight each change in a different colour depending on the category it belongs to.
   - Identify the areas that suggest a lack of knowledge or understanding as an area for future development. Encourage students to demonstrate independence and initiative by attempting to acquire the information themselves or by asking questions via the question box. Encourage students to refer to their puberty booklets.
3. Have students develop a group definition for puberty. For example: *Puberty is when your body begins to change from the body of a child to an adolescent and then into an adult. It does not happen all at once. It happens in stages and starts according to each person's own body clock.*

Independent or Small Group

10 minutes

Students extend their understanding of puberty in this activity by identifying whether the changes that occur are gender specific and whether they are physical, social or emotional changes. This will provide the foundation to discuss coping strategies in the reflection activity.

3. Provide students with A3 paper, which they need to divide into three columns with the headings Male, Female and Both, and 3 rows with the headings Physical, Emotional and Social (refer to the Student Activity Sheet: *Male or female changes?*).
   - Using the list of changes from the whole class activity they should record each change under the appropriate heading.
   - Students can add potential changes they know of that were not mentioned in the whole class activity using a different coloured pen.

3-2-1 Reflection

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15 minutes

4. As a class, review student results from the independent task.
   - Identify similarities and commonalities amongst the students' results.
   - Discuss and clarify any misconceptions.
   - Highlight that the changes that occur during puberty happen to different people at different times.
5. Acknowledge that puberty may be a stressful transition for some young people. Stress that we can all feel sensitive about our bodies at this time of our lives and we need to be respectful of each other's feelings.
   - Discuss potential feelings and ways of coping with changes, how the changes may affect the students' behaviour, and other people's reactions to the changes that are taking place.
   - Discuss strategies to help deal with these situations that may arise as a result of the changes people experience during puberty.
6. Ask:

   How might a young person feel when they start to develop pubic hair?

   How might a young person feel when they start to develop acne?

   Are our feelings guided by the change being public or private? Why/why not?

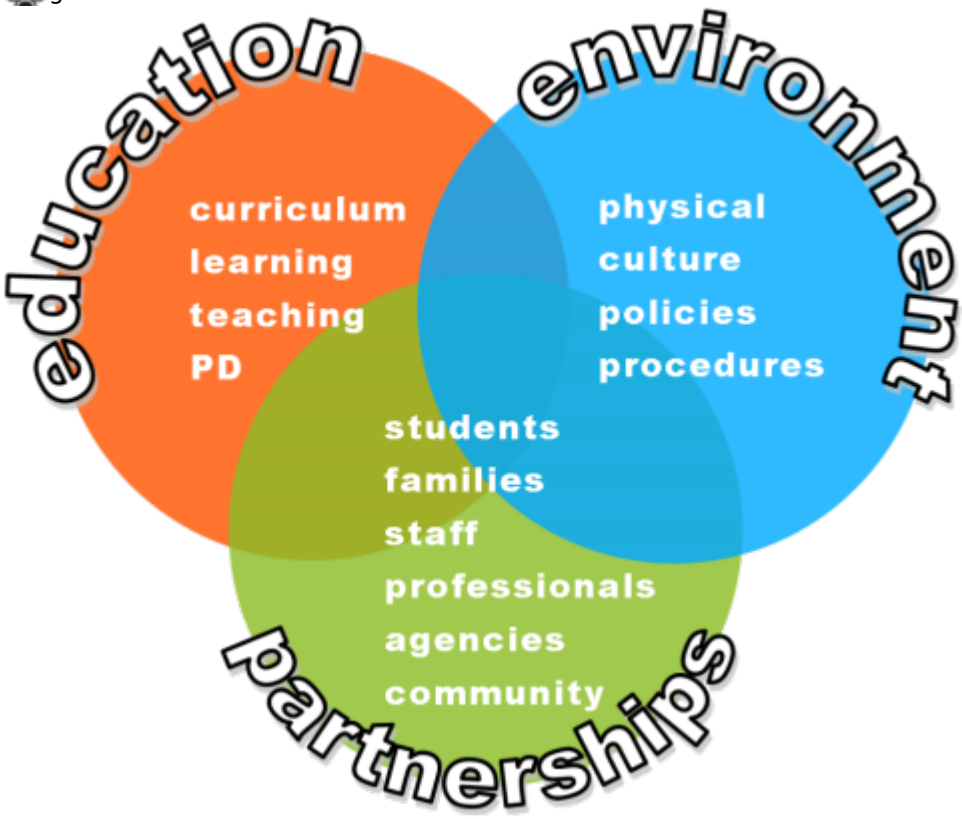
   How might a young person behave if another person makes a comment about his or her acne?

   What sort of self-talk would help you if you were embarrassed by some external body change due to puberty (e.g. facial hair developing, chest widening, breasts developing, hips widening)?

7. Highlight that the physical changes associated with puberty allow people to reproduce. However, being pregnant and having a baby is a major life transition and can impact significantly on a person's lifestyle (physically, emotionally, socially, financially).

Health promoting schools

Image



Education

- Seek support from the school nurse if you are feeling unsure about teaching about puberty or to answer questions you do not feel confident to answer.

Environment

- Address bully or comments about students who have already begun puberty and their bodies.

Partnership

- Provide a copy of the Puberty booklet to parents to help continue the discussion at home.

Analysing health related websites and apps

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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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