Curriculum links

WA Curriculum

HPE: Personal, social and community health

- Strategies to cope with and manage the impact of changes and transitions.

International technical guidance on sexuality education

Key concept 6.3 Puberty (12-15 years)

- Puberty is a time of sexual maturation that leads to major physical, emotional, social, and cognitive changes that can be exciting as well as stressful throughout adolescence.

Materials

- *Laugh and Learn* video - puberty part 2 (2min 19sec) (external site)
- 3 hoops (or pieces of butchers paper)
- Sticky notes or scrap paper
- Preferred media for large and small group work and individual work (e.g. paper and textas or iPads/tablets)

Before you get started

- Students must complete Puberty part 1 prior to this lesson.
- Refer to Educator note: Adolescent relationships
- 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.
- Question box - Have a question box available in every lesson to allow students the opportunity to ask questions that may be too embarrassing or unsafe for them to ask openly in class. See Setting up the question box for further information. For ways to answer some of the curly questions, see Scripted answers to FAQs.
- Preview Laugh and learn - puberty 2 video (2min 19sec) to determine suitability for your students.

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.

Laugh and learn videos - puberty part 2

5 minutes

2. Say:
   "Many of you have probably covered much of this information in primary school. This session is going to look at what you would like to have known about puberty when you first started learning about it. As with all things, there are positive and there are challenges about puberty."
3. Watch *Laugh and learn video - puberty part 2* (2min 19sec)



4. Ask the following questions:

   What do you think of the use of humour in this video?

   Does it help get the information across?

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

Puberty positivity

10 minutes

5. Think-pair-share: Discuss the positives of puberty (Puberty positivity).
   (Possible answers: getting older and more mature; having greater independence; body changes are

interesting; able to do different things; getting taller and stronger.)

e wing resources for reference:





1. *Get the Facts: Puberty*
2. *Get the Facts: Puberty animation*
3. *SECCA App* - includes a bank of 2000 images designed to support access to RSE for people of all ages and abilities

6. Share ideas with whole class and discuss.

Changes during puberty

10 minutes

7. Acknowledge some of the negatives that many people associate with puberty.
8. Guess my category: Place three hoops on the group (or butchers paper, or record electronically) to represent the categories 'physical', 'emotional', and 'social/relationships' but do not tell the students what they represent (i.e. do not label the categories).
9. Ask students to write a change associated with puberty onto sticky notes. Read each sticky note to the class and place them into the relative hoop.
10. Ask:

    How have I grouped these answers? OR *Why have I grouped the answers this way?*

    What labels would you give each group?

    Do any of the groups overlap? (Hoops can then be joined to form a Venn diagram and sticky notes regrouped accordingly)
    (Emotional and social overlap in most ways. Many of the physical answers could lead to some of the emotional/social answers)

    Do some groups have more sticky notes than others? Why do you think this is?

Trigger warning: Students may raise sensitive topics in this session. Teachers will need to be prepared for potential responses related to things such as gender identity, sexual orientation, religious beliefs, cultural beliefs, etc).

Possible responses

Physical

Getting first period

Waiting for first period

Period cramps

Managing periods at school or when out

Sweat/body odour

Developing breasts

Not developing breasts

Size of breasts

Voice breaking

Growing pains

Getting taller

Not getting taller

Pimples and acne

Pubic hair (growing early, growing late, growing too much, not growing enough, etc)

Making decisions about whether to remove hair or not

Weight gain

Emotional

Mood swings/mood changes

Embarrassed

Anxiety

Selfishness

Become self-involved

Withdrawn

Isolated

Emotional

Fear of being judged

No one understands me

My parents don't 'get' me

Exam pressure

Negative body image (dieting, eating disorders, self-harm)

Confusion

Sexual feelings

Shy

Social/relationship

Changing relationships with friends

Best friend moves to a different school

Best friend has a boyfriend/girlfriend (and no time for me)

Friend smoking/drinking/using drugs and I don't like it

I fancy my best friend

Nasty things were posted about me online

Not fitting in (i.e. not having the 'right' clothes, phone, etc)

Challenging family boundaries

Too much independence or not enough independence

I'm not allowed to date boys/girls

I have a curfew

I have to work or do chores

I'm not allowed to cut my hair, get a piercing, shave my legs, etc

Not allowed to go out without an adult

Restrictions on screen time/internet/phone use

Restrictions on clothing (e.g. Mum says I can't leave the house like this. e.g. 2 Cultural clothing)

Fancying someone and not being able to tell them

All my best friends have boyfriends/girlfriends. I don't.

Crushes

Dealing with rejection

Navigating new relationships

Breaking up

Questioning sexual identity (e.g. Am I gay?)

I sent a naked pic

A private image I sent got shared without consent

Positive coping strategies

 **20 minutes**

11. Say:
"It is important for people to have a range of positive coping strategies to help with the potential challenges of puberty. No one person will feel exactly the same as others and no one strategy will work for everyone, so lots of different ideas are needed. Lots of skills that you already have can be used to think about how you can deal with these potential challenges - seeking help, problem solving, and communication. We are going to come up with lots of ways that you or someone you know might find useful."
12. In pairs, students to be given one challenge of puberty. Use the mindmap strategy to brainstorm some ways of dealing positively with the challenge allocated. (PC options: Word SmartArt Tools; Canva - Education - Mindmap; Xmind; Bubble.us. Table app: Popplet). Model an example and have students offer some positive coping strategies.



13. Other possible copings strategies:
    1. Talking to a teacher/school nurse/school psychologist/chaplain/doctor
    2. Getting enough sleep
    3. Turning off phones/devices and going outside
    4. Using Kids Helpline
    5. Meditation/Yoga
    6. Remembering that puberty doesn't last forever - you will get though it!
    7. Getting questions answered on Get the Facts website
14. Share and display the mindmaps.

3-2-1 Reflection

Reflection: What I wish I had know about puberty BEFORE puberty!

5 minutes

15. Using preferred medium, students complete the following sentence:
    'Puberty! I wish I had known that....because...'
    Examples:
    Puberty! I wish I had known that *I could talk to Headspace when I was feeling low* because *I didn't realise there were so many organisations like Headspace that offer help for free*.
    Puberty! I wish I known that *I didn't need to worry about hair growing in weird places* because *now I think it's cool*.

    Trigger warning Some students may disclose personal information when using 'I' statements. Some students may find this 'I' statement too personal or confronting. Consider if this following alternate wording is better for your students or offer them the choice.
    'Puberty! One thing I would tell someone that is about to start going through puberty is....because...'
16. Share in small groups.
17. Discuss the following in small groups or record in a journal.
    How easy was it to think of the positives of puberty? Why?
    Why does puberty have so much misinformation around it?
    What are two coping strategies that appeal to you and why do you like them?
    What's one positive thing about puberty that you would say to a younger person?

Assessment task

- SCSA Assessment task *How to cope with puberty*.

Health promoting schools

Background teacher note: Health promoting schools framework.

Partnerships with parents

- Talk Soon. Talk Often: a guide for parents talking to their kids about sex is a free resource that can be bulk ordered by schools and an interactive 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.)
- Order copies of Puberty and Relationships, sex and other stuff to be sent home for parents.
- Run a parent workshop prior to delivering RSE lessons so that parents can see the resources used, ask questions and find out how to support the school program by continuing conversations at home.
- Add the Get the Facts link to your website or e-news.
- The SECCA app is a free resource that includes a bank of 2000 images designed to support access to RSE for people of all ages and abilities. Share the link in your newsletters.

Partnerships with school staff

- Invite the school health professionals and pastoral care staff (school nurse, school psychologist, chaplain, boarding house master, etc) to a class or an assembly to introduce them to the students. Have them talk to the students about their role and how they can help. For example:
  - If you get your period at school and need help, you can go to...
  - If you are worried about something and need to talk, you can go to...



gdhr | Growing & developing healthy relationships

Curriculum links

WA Curriculum

HPE: Personal, social and community health

- Ways to manage physical, emotional and social changes associated with puberty.

International technical guidance on sexuality education

Key concept 6.3 Puberty (9-12 years)

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

Materials

- *Laugh and Learn* video - puberty part 1 (2min 44sec) (external link)
- Preferred media for large and small group work and individual work (e.g. paper and textas, or ipads/tablets)
- Sticky notes/post-it notes
- A4 coloured card or paper
- Small squares of scrap paper for question box

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.
- Question box - Have a question box available in every lesson to allow students the opportunity to ask questions that may be too embarrassing or unsafe for them to ask openly in class. See Setting up the question box for further information. For ways to answer some of the curly questions, see Student FAQs.
- Preview the Laugh and learn - puberty 1 video (2min 44sec) to determine suitability for your students.

Learning activities

Group agreement

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

Introduction: Brainstorm

2. Remind students that many of them have probably covered puberty in Years 5 and 6, but there may also be some students who have missed out on formal lessons about puberty. This lesson aims to revise and extend their knowledge.
3. Say:

   "During this session I want you to think about what you wish you had known about puberty even a year or two ago. What do you think would make it easier for you to deal with the changes of puberty? You may also have young people around you who are asking you questions about puberty. This session can help you to be sure that information that you may want to share will be accurate."

4. Brainstorm - Write at least 5 single words (adjectives) that describes how someone might feel about puberty. (Recording options: sitcky notes; wordcloud makers; Mentimeter - wordcloud)
5. Ask for words and record the number of students who have written the same word. Rank and discuss the most common words.



mage where the most common word is largest.

6. Ask:

   Are they generally positive, negative or neutral words?

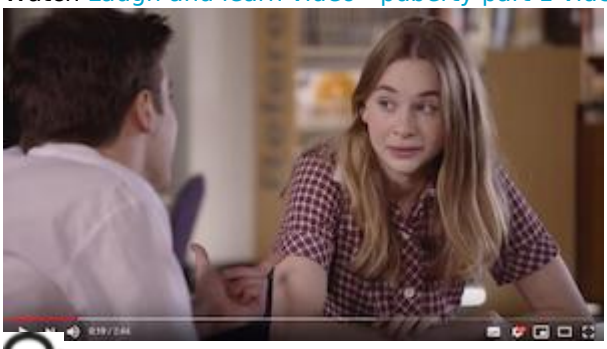
   (They are likely to be negative words)

   Why do you think these words might be the most common?

   (Puberty is often not talked about openly and the unknown can be scary. Movies often portray the awkwardness of puberty. There is a lot of stigma around menstruation in the media and adverts often talk about period products in metaphors. We often focus on the negative and don't talk about the positives of puberty)

Laugh and learn - puberty part 1 video

7. Watch Laugh and learn video - puberty part 1 video (2 min 44 sec)



8. Ask the following questions:

   What do you think of the use of humour in this video?

   Does it help get the information across?

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

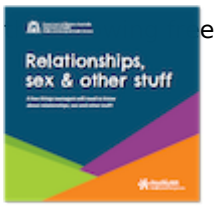
Puberty myths and facts

9. In pairs, on sticky notes, write two myths that students have heard about puberty or that they heard in the video.
10. With the whole class, facilitate grouping these into same/similar myths into a T-chart (labelled 'myths' and 'facts'). See which myths are most common.
11. Work through each myth and ask students if they can provide a fact to dispel each myth. See the table below for possible answers. Discuss the corresponding facts addressing any misconceptions, and record on the T-chart.

Myth	Fact
You 'catch' puberty	*Puberty happens to most people. It's not contagious like an infection or disease. You can't 'catch it.*
Puberty happens overnight.	*Puberty takes time.*
Puberty happens at the same time for everyone.	*Generally puberty starts somewhere between 9 and 15 years.*
Puberty is scary!	*Puberty doesn't have to be scary or something to worry about. In some cultures and families it is a time of celebration.*
etc	

Background teacher notes: Puberty and Menstrual cycle provide teachers with additional professional reading.





e resources as references if required:

- *Get the Facts*: Puberty
- *Get the Facts*: Puberty animation
- *SECCA App* - includes a bank of 2000 images designed to support access to RSE for people of all ages and abilities

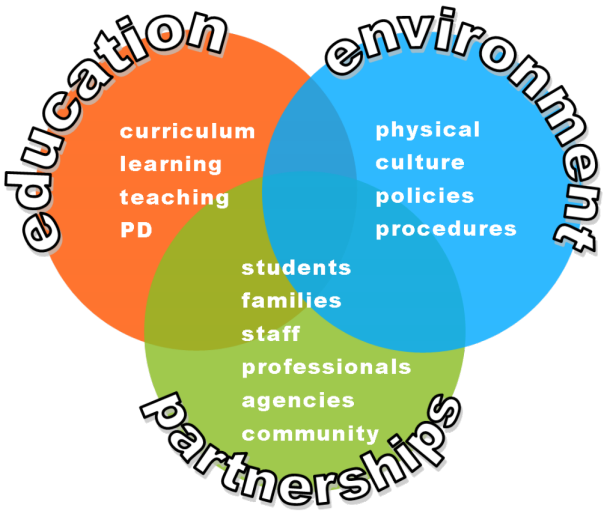
12. Students nominate two myths they wish to work with (make sure all myths are covered). In pairs, write one myth on one side of their A4 coloured card and illustrate with a cartoon. On the other side, write the corresponding fact. Repeat with the other myth. (This activity could also be completed on electronic media.)
13. Share with whole class.

3-2-1 Reflection

- 3 x *recalls*: state three facts about puberty
- 2 x *so what's*: write two things about why this information is relevant and important
- 1 x *questions*: write one question. For example:
  - Why is it that...?
  - In the future, what will....?
  - How does this affect...?

Health promoting schools

Background teacher note: Health promoting schools framework.



Partnerships with parents

- 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.

Partnerships with school staff

- Invite the school nurse to your class to answer some of the question box questions. This serves two purposes - they may be able to answer some of the questions you are unsure of and helps to build a relationships between the students and the nurse.
- The school nurse may like to take small groups of students requiring additional or specialised care to run separate activities with on this topic.

Thinking about communicating online with others

gdhr | Growing & developing healthy relationships

Curriculum links

WA HPE Curriculum

Sub-strand: Staying safe

- Health information, services and help-seeking strategies that young people can use in a variety of situations.
- Protective behaviours and help-seeking strategies to ensure safety in a variety of situations, including online.
- Strategies to make informed choices to promote health, safety and wellbeing.

Sub-strand: Healthy and active communities

- Preventive health practices for young people to avoid and manage risk

International technical guidance on sexuality education

Key concept 4.1 Violence

- Sexual abuse, sexual harassment and bullying (including cyberbullying) are harmful and it is important to seek support if experiencing them.

Key concept 4.3 Safe use of information and communication technologies

- Internet and social media use require special care and consideration.

Key concept 5.3 Communication, refusal and negotiation skills

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

Materials

- Student Activity Sheet: *THINK and protect yourself and others online* [one per student]
- Student Activity Sheet: *Digital me* [one per student]
- Teaching resource: #GameOn Cyber safety series (22min 5 sec)

Before you get started

- Communicating online is an increasingly accessible and a key way of communication between young people. It is important that the positives of online communication are highlighted as strongly as the potential concerns. The most important lesson for young people is that they learn to be responsible with technology and know how to use it safely. Refer to the Educator notes: Adolescent relationships, Cyberbullying, Cyberstalking for more information on this topic.
- Despite the social media delay for under-16 years olds, young people are still going online and have the capacity to communicate with others (including people they know and people they don't know).
- Teachers should know and understand the protective interrupting technique and what, why, when and how it is needed and used before facilitating this activity. It is important that teachers are familiar with the Dealing with disclosures Guide and have a risk management strategy in place. Note: A student can talk to the Kids Helpline on 1800 55 1800 in confidence.
- It is important that messages about safe online behaviours are repeated at home.

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.

What do you do when you're online?

5 mins

Teaching tip: You can use a grouping strategy to form small groups to discuss (see Essential tools: Grouping strategies) or ask students to raise their hand and share with the whole classroom.

2. Ask

   Who uses the internet at home?

   What do you use to go on to the internet?

   (mobile phone, iPad, laptop, home computer, video gaming devices)

   What is your favourite online activity?

   Who uses the internet for messaging and chatting?

   Who has a mobile phone with a camera and internet?

   What are the rules about using the internet at your house?

Looking after yourself online

30 mins

3. Have students form small groups. Show students each story in the #GameOn cyber safety series (22min 5sec) and as it plays ask them what issues about online behaviours were being addressed in this episode.
4. At the end, ask:

   What were the main unsafe/unhealthy online behaviours highlighted in this video? Why?

   What were the main safe/healthy online behaviours highlighted in this video? Why?

   If you were a friend of one of the characters in #GameOn, how could you encourage them to make safer/healthier choices online?

How do you become online friends with someone you have never met before?

What are the differences between online friends and in-person friends?

Why should you be cautious about making friends with people online?

5. Re-iterate with the students that being online is often fun, and a way for us to connect with people. But we need to be aware of communicating with people we have only meet online, and never in-person.

What to share and what not to share?

15 mins

6. Have students perform a thumbs up thumbs down voting strategy with the below statement, and the following questions.

If you had an online friend who was not an in-person friend, would you answer this **question** if they asked you:

- **What is your favourite colour?**
- **Where do you go to school?**
- **Do you have a pet?**
- **Do you like playing computer games?**
- **Which suburb do you live in?**
- **How many people in your family?**
- **What is your favourite song?**
- **What do you like to do on the weekend?**
- **What sport do you play?**
- **Who is your favourite actor?**
- **Do your parents take you to school?**
- **What do you want to do when you grow up?**
- **How old are you?**

7. Ask

What sort of information do people need to think very carefully about before putting it online, sending it to others, or letting others know?

(any information that gives away a person's personal information such as their full name, date of birth, address, school, email addresses, online profiles, passwords, bank details and family and friends' personal information. Also, photos provide important personal information, and should not be posted online without careful thought. Once something has been put online, the owner loses control of it, and it could stay online forever).

How would you feel if this information about you was displayed at your local shopping centre? How is giving this information to an online friend very similar to this?

8. Discuss the safety skills outlined in the Student Activity Sheet: *THINK and protect yourself and others online*.

3-2-1 Reflection

Online behaviour reflection

5 mins

9. The Australian Government recommends that 5–18-year-olds should limit their recreational screen time to two hours per day[1].
10. Ask

    Do you think you spend more time online than the experts recommend?

    Do you think you should change your online behaviour?

10. Having spent time thinking about their own digital use and exploring safe/healthy and unsafe/unhealthy online behaviours, students now choose two digital devices that they use regularly and complete the following tasks.

- Design a *Responsible Use Policy* for your device. A responsible use policy is a set of rules that explains the do's and don'ts of behaviour for using a particular device (include safety tips and recommended daily use times).
- Suggest students pin their responsible use policy in clear view in their bedroom or use a magnet to secure it to the fridge for other family members to see.

Teaching tip: This can be done as homework, as an additional lesson or as an assessment task):

[1] Department of Health and Ageing. *Australia's Physical Activity Recommendations for 5-12 year olds*. Commonwealth of Australia, 2004a.

Health promoting schools

Educator note: Health promoting schools framework.

Environment

Culture

- School staff do not shame students for being online.

Policies

- Anti-bullying or anti-discrimination policies extend to online communication between students, not just what occurs at school.

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.



Curriculum links

WA HPE Curriculum	WA Curriculum General Capabilities	International technical guidance on sexuality education
Sub-strand: Staying Safe • Strategies to make informed choices to promote health, safety and wellbeing **Healthy and active communities** • Preventive health practices for young people to avoid and manage risk.	**Personal and social capability** **Ethical Understanding**	**Key concept 8.3 Understanding, recognising and reducing the risk of STIs, including HIV** • There are ways that people can reduce their vulnerability to STIs, including HIV.

Materials

- HPV Vaccine student activity sheet (1 per student - hardcopy or electronic)
- HPV Vaccine teacher answer sheet
- HPV videos
  - Video: HPV vaccination for teenagers (2min 29sec video)
  - Video: School immunisation (2min video)
  - Video: How does the HPV vaccine work? (1min 30sec video)
  - Video: Getting your HPV vaccination at school - what to expect (4min 35sec video)
- Healthy WA website
- 4 x sheets of butchers paper/large card, each written with one of the following questions:
  - How might someone feel about vaccines?
  - Why might some people be nervous about receiving the HPV vaccine?
  - Why do you think schools are chosen as the place to receive vaccinations?
  - What do you think will be the best/worst part about getting the vaccine? (split this page in half with best on one side and worst on the other)
- Cancer Council website (includes information for schools)

Before you get started

- Read Background notes: School-based immunisation program and HPV vaccination.
- Read Essential tool: Question box.
- Consider the timing of this lesson and ensure adequate time before students receive the HPV vaccination.
- Liaise with the school health team (e.g. Community health nurse, school psychologist) who may be able to provide additional support or information.

- Identify referral pathways and accurate information sources for students who have concerns or more detailed questions.
- Preview the video and website resources to determine suitability for your students.

Learning activities

Group agreement

5 min

Teaching tip: A group agreement must be established before any Relationships and Sexuality Education (RSE) program begins to ensure a safe learning environment. Read Essential Tool: Establishing a group agreement for tips on how to create one and what to include.

1. Revise or create the class group agreement.

What are Immunisations

5 min

2. Ask:

   Many of you will be aware that the School Based Immunisation Program will be at the school soon. Who can tell me what this is all about?

3. Say:

   "Most of you will have had immunisations (vaccinations, needles, jabs, shots) in the past as babies and young children. Some of you may have had the flu shot last year and be intending to get it this year as well. It is really important to keep your vaccinations up to date. Some of your vaccinations need boosters (a follow-up) to remind the body to continue working to prevent a disease. One of the injections this year for you is a booster for Diphtheria, Tetanus, Pertussis (Whooping cough) and is called dTpa. You would have had the first lot of injections when you were a baby and a preschooler. The other vaccination that we will be discussing in detail today is for HPV."

4. Ask:

   Who knows what HPV stands for and what it is?

   (Human papillomavirus, it causes a variety of genital warts and nearly all cervical cancers.)

HPV Videos

20 mins

5. Hand out the HPV vaccination activity sheet or provide students with an electronic copy to complete.
6. Say:

   "**We are going to be watching videos that will help you complete the HPV vaccination activity sheet. I will be stopping the videos at various points to allow you time to answer each question. Some of the videos mention 2 does/needles for the vaccine - it is now only one dose."**

7. Play the following videos:

   Video:HPV vaccination for teenagers (2min 29sec video)

   Video: How does the HPV vaccine work? (1min 30sec video)

   Video: School immunisation (2min video)

   Video:Getting your HPV vaccination at school - what to expect (4min 35sec video)

8. Use the HPV Vaccination video teacher answer sheet to assist students to work through the activity sheet. Stop and discuss answers to the questions after each video.
9. Say:

   "About nine in ten people who have ever been sexually active will have HPV at some point in their lives. People of all genders and sexual identities can get HPV. There is no treatment or cure for HPV. That's why it's so important to have the HPV vaccination. The HPV vaccine used in Australia is called Gardasil ®9. It protects you against the most common types of HPV that can cause disease. Having the HPV vaccination at a young age can help protect you against most HPV-related cancers and illnesses in the future."

Consent forms

5 mins

10. Ask:

    What were the forms/pieces of paper that you could see in the video about school immunisation day?

    (Consent forms)

11. Say:

    "These are extremely important forms - you cannot have a vaccination without them. Getting your parent/carer to sign the consent form is a really important part of this program."

Show an example of the consent form (electronic, printed or the VaccinateWA online form).

12. Ask:

    What does 'consent' mean?

    (Agree to; say yes to; give permission for something)

13. Say:

    "Your parent or carer must fill in the *Consent form* and sign it to say that they give permission for you to have the vaccination. They can do this online using the VaccinateWA website. If they are unable to access the online system, they can ask the school for a copy of the form or print it from the website. You have to return the completed print form to school within a week so that the Immunisation team know that they can give you the vaccination."

14. Inform students about communication that their parent or carer will receive from the school with information about the school-based immunisation program and consent forms.

Graffiti wall: Feelings about vaccinations

20 mins

15. Place 4 pieces of butchers paper or card up around the room with the following questions on them:
    1. How might someone feel about vaccines?
    2. Why might some people be nervous about receiving the HPV vaccine?
    3. Why do you think schools are chosen as the place to receive vaccinations?
    4. What do you think will be the best/worst part about getting the vaccine?
16. Give students 5 minutes to walk around and write their answers to each of the questions around the room.

Teaching tip: If someone has written an answer they already agree with or were going to write themselves, they can place a tick next to the answer (this helps to give an indication of how many students are feeling the same way in the class without being too identifying)

17. Ask for 4 volunteers to read aloud the answers from each of the graffiti sheets. Acknowledge any feelings of concern and explain that we are going to brainstorm some ways to help alleviate feelings of concern next. Address any misconceptions.
18. Ask:

    Why do you think schools are chosen as the place to receive vaccinations?

    (Most people of the best age for vaccinations go to schools so it is easy to access large numbers of the target group.)

    What are the best part/worst parts about getting the HPV vaccine?

    (Worst part: the needle; being sick/scared in front of peers; having a sore arm; having to remember to bring in the Consent form; etc.

Best part: being protected from cancers and genital warts; feeling safe that I am protected from getting HPV; feeling good that I will be protecting my future sexual partner/s from getting HPV; getting the vaccination for free; missing class to get the vaccination; not having to go the doctors/clinic to get the vaccination; etc).

How might someone feel about vaccines?

(Students may answer a range of feelings: nervous, scared, fine, happy, relieved, not bothered, indifferent, OK, scared about the needle but happy to have protection against HPV/cancer/genital warts, glad that they will be safe from some cancers, etc.)

Teaching tip: It is important to acknowledge all feelings as valid and reassure students who might be feeling nervous or scared.

Why might some people be nervous about receiving the HPV vaccine?

(They don't like needles; they are afraid of fainting/getting sick/being nervous in front of their peers; afraid the needle will hurt)

Identify the most common concerns and ask students to suggest strategies to help with the concerns. For example:

- **Possible concern 1:** Being embarrassed about being sick/nervous/scared in front of peers. NB: This is often the most fear of students. Be aware that students may not feel comfortable writing this down on the graffiti wall so it may need to be one that you add as an example

Strategies to help: staff to arrange for students who are feeling this way to go for their vaccination together; school community health nurse to visit the class prior to vaccination day to answer any concerns/questions; arrange for students to have a buddy system so that they can be with at least one friend; etc. Show empathy and support to people who are nervous.

- **Possible concern 2**: I will be sick from the vaccination.

Reassure students that while they may have a slightly sore arm or may feel sick because they are nervous about having a needle, the vaccination itself is extremely unlikely to make them ill.

Strategies to help: school community health nurse to visit the class prior to vaccination day to answer any questions or concerns; eat a healthy breakfast before coming to school on the day of vaccinations; talk to your parents/GP to see if you have ever had any side effects from vaccinations before; etc

- **Possible concern 3:** I'm scared of needles

Reassure students that the needle normally feels like a small scratch and the nurses try to be as gentle as possible.

Strategies to help: arrange for a buddy to come with you to help keep you calm; calming breathing techniques; let the vaccination nurse know so that they can reassure you and help keep you calm

Teaching tip: Some students may offer answers that are to do with misconceptions about vaccinations which should be addressed, for example:

- because the vaccination will give you genital warts (false)
- because vaccinations can cause Autism (false)
- because vaccinations contain harmful chemicals (false)

19. Ask students to silently reflect on their own answers to the questions to these questions.

3-2-1 Reflection

Reflection

5 mins

20. Ask to students to share their answers to:

    What is the most important piece of information you are going to share with your parents/carers after this lesson? (Final question on HPV vaccine activity sheet)

Teaching tip: It is important to ask for volunteers to answer questions on sensitive topics such as this as some students will not feel comfortable sharing their answers to a whole group. See group agreement: right to pass.

21. Give out some small scrap pieces of paper and allow students time to write any questions they have for the question box. To ensure confidentiality, ask all students to write something on the scrap paper at the same time (even if the just draw a smiley face or scribble) and place it in the question box.

Teaching tip: This strategy can also be used to allow students to write any concerns they have about the vaccinations. Offer the students the opportunity to write their name on the paper if they wish to have their concern addressed individually/privately. You may wish to engage with the school community health nurse or psychologist to help allay any concerns.

22. Remind students that Get the Facts has a completely confidential 'Ask a question' service that they may wish to use. All questions are answered by a qualified health professional within a week.

OPTIONAL - HPV vaccination health promotion resource creation

2 x lessons

This activity provides students with an opportunity to research trustworthy websites and health promotion resources with key messages about HPV vaccination that are important for young people.

1. Have students form small groups or work independently.
2. Say:

   "Health promotion resources, like posters or social media content, are a great way to share important health information with different groups of people (target group). It's important for health promotion resources to include short, sharp, accurate key messages that will connect with the target group. Groups are going to create health promotion resources to share information HPV vaccination with other young people."

3. Provide students with links to reputable websites for research:

- Cancer Council HPV Vaccine - https://www.hpvvaccine.org.au/
- Australian Government Department of Health and Aged Care HPV vaccine - https://www.health.gov.au/topics/immunisation/vaccines/human-papillomavirus-hpv-immunisation-service
- HealthyWA HPV vaccine - https://www.healthywa.wa.gov.au/en/Articles/F_I/HPV-vaccine
- HealthyWA School-based immunisation program - https://www.healthywa.wa.gov.au/schoolimmunisations

Teaching tip: You may give students a range of different topics they can research and develop a resource for to allow for variety when showing off the resource.

4. Ask groups to develop a health promotion resource with at least 5 key messages. Resources could include a poster, Instagram post (tiles), TikTok video or another format that will appeal to young people.
5. Each group to share their resource with the whole class.
6. Allow students to ask presenters questions or clarify points if required.

Health promoting schools

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

Partnerships

Family

- Talk Soon. Talk Often: a guide for parents talking to their kids about sex is a free hardcopy resource that can be bulk ordered by schools and website. Send a copy home to parents prior to starting your RSE program. The booklet offers ages and stage related information on puberty (and other topics) so that parents can reinforce the topics covered in class. (How to order hard copies.) Provide the link to parents on school websites and social media.
- Order copies of *Puberty* and *Relationships, sex and other stuff* to be sent home for parents. Provide the link to parents on school websites and social media.
- Run a parent workshop and run this activity with parents to model the content that will be covered in your RSE program.
- Run a parent and child evening session, where the children can teach the parents what they have been learning about.

School staff

- Invite the school nurse to your class to answer some of the question box questions. This serves two purposes - they may be able to answer some of the questions you are unsure of and helps to build a relationship between the students and the nurse.
- The school nurse may like to take small groups of students requiring additional or specialised care to run separate activities with on this topic.



Materials

- Teaching Resource: *Positive relationships* PowerPoint slide
- Teaching Resource: *Walk in my shoes template* [two large copies]
- Teaching Resource: *Walk in my shoes* [one per group of four or place on interactive whiteboard]
- Student Activity Sheet: *Relationship action plan* [one per student]

Before you get started

- Ensure a group agreement is established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.
- It is important for the teacher to consider the range of parenting styles, family contexts and cultural backgrounds students may be influenced by. Not all family structures encourage or model values such as respect.
- It is possible that a student has been involved in a traumatic experience relating to sexual abuse. Teachers should know and understand the protective interrupting technique and what, why, when and how it is needed and used before facilitating this activity. It is important that teachers are familiar with the Dealing with disclosures guide and have a risk management strategy in place.

Learning activities

Group Agreement

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.

Qualities of respectful relationships

15 minutes

1. Individually, students consider the qualities they believe enhance relationships and make them respectful, positive and healthy.
2. Students form pairs and discuss their ideas looking for similarities and to reach consensus.
3. The pairs then make groups of four to once again discuss their ideas and reach consensus.
4. Those groups then share their ideas with the whole class to be recorded and discussed to reach a whole class consensus.
5. Discuss similarities and differences with the list provided in the Teaching Resource: *Positive relationships* PowerPoint slide.
6. Ask:
   - *What qualities do you perceive to be the most important? Why?*
   - *Do you think you have choices about how to behave in different relationships?*

Relationship action plan

30 minutes

7. Explain that during conflict within relationships with family members or friends, it's often good to stand back and try to see the situation from another point of view (also known as *showing empathy*). Stress that in friendship conflicts it's sometimes less about a two-way dialogue and more about learning how to treat

each other in a way that we ourselves would like to be treated.

8. Place the two pairs of large shoe prints from the Teaching Resource: *Walk in my shoes template* on the floor facing each other about a metre apart. (It may be helpful to label the shoe prints ‘adult’ and ‘young person’ or ‘friend 1’ and ‘friend 2’.) Ask for two student volunteers and have one stand on the adult pair of shoe prints and one on the young person shoe prints.
9. Read out the first scenario from Teaching Resource: *Walk in my shoes*. Allow about a minute for both to think of all the reasons for getting what they want. The student standing in the adult’s shoe prints tries to imagine all the things a parent might worry about in this situation. The student standing in the young person’s shoes tries to think of ways of reassuring the adult that it will be okay. Stress that when young people share how they feel with their parents or carers, they get to understand the young person better and trust them more.
10. After hearing from both sides, ask the rest of the class to contribute other arguments they have thought of for either the adult or the young person. Ask:
    - *Is there a way to achieve a solution that is okay for both? What might it be?*
    - *What aspects of a positive relationship would you need to remember in this situation to resolve the conflict? (see previous activity)*
    - *How would you feel in this challenging situation?*
11. Have students form groups of four and choose two situations from each column of Teaching Resource: *Walk in my shoes* (displayed on the whiteboard). Students work in pairs to come up with arguments for both sides as in the role-play above and then one person from each pair acts out the role-play. Have the two students in each group who were bystanders in this role-play now act out the next role-play and so on.

3-2-1 Reflection

Students consider their existing relationships (e.g. with a parent, a sibling, a friend) and choose one relationship that they would like to improve and develop an action plan for this.

12. Using the Student Activity Sheet: *Relationship action plan*, students contemplate the aspects of the relationship that could be improved upon and the actions or choices that could be taken to improve it. They then complete the activity sheet individually.
13. Have students share their action plans with a partner. Ask them to find any similarities or differences in their examples and strategies.
14. Ask:
    - *Why is it important for us to reflect on our own relationships?*
    - *Why is it important for us to make changes to our relationships if they are not healthy?*
    - *Why is it important to put ourselves in the other person’s shoes (or show empathy) when we experience conflict in our relationships?*
    - *Why is it important to talk to your parents or carers about how you are feeling, rather than keep what you are thinking and doing to yourself?*
    - *Do you think your parents/carers would trust you more if you tell them what you are feeling and doing?*
    - *Do you think this would improve relationships with your parents/carers?*
    - *Where do you think you could go for help if you couldn't improve an unhealthy relationship yourself?* (e.g. school nurse, teacher, parent/carer, Kids Helpline)
15. Have students could record their thoughts and progress or setbacks in a reflective journal.

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 2: Friendship

- What makes a good friend?
- Working things out.

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