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| YEAR 8 HEALTH SCOPE AND SEQUENCE 2013 | | | |
| Semester One | | | |
| Term 1  (18 x 70 minute lessons) | Resources | Term 2  (18 x 70 minute lessons) | Resources |
| Me, myself and I  (9 lessons)  Identity  Self-esteem / self-concept  Factors influencing growth and development  Nutrition  Drug Awareness  (9 lessons)  Drugs  Prescription drugs  Alcohol  Drug labels  Communication | Leyna’s health plan (2010)  Newspaper Scavenger Hunt (Dirty Tricks for Teaching Social Skills)  KWL  Lost on a desert island  Name tags  Brainstorm pages needed for class web-page  Who am I song  This is your life assignment  Dove evolution clip  Self-esteem powerpoint (Drossy)  ‘Honey we’re killing the kids’  Name the jingle (Vhetta resource)  Food from around the world powerpoint <http://www.time.com/time/photogallery/0,29307,1626519_1373664,00.html>  Australian nutritional guidelines activity – website  Chocolate activity  Brainstorm: A-Z drugs  Changes and Choices (Stone)  Re-Thinking Drinking kit  Pouring drinks activity – kit in Health and Community  Get Real  Alcohol and your brain: <http://www.youtube.com/watch?v=zXjANz9r5F0>  ‘Minimising the harm from Marijuana’ activity  Group assessment task: ‘Party Safe’ poster | Relationships and sexuality  (11 lessons)  Friendship  Relationships  Puberty  Sexuality  Contraception  Body Image  (3 lessons)  Health Promotion  (4 lessons)  Health agencies  Health Promotion programs | ‘Bouncing Back’ (McGrath and Noble) classroom manual – resilience and friendship strategies, library  ‘Changes and Choices’(Stone), library  Mary Stopes foundation powerpoint  ‘Talking Sexual Health’ (Ollis), library  ‘Pridentity kit’ - Library  Butterfly foundation  Exploring a health agency and advertising campaign of your choice |

|  |
| --- |
| FOCUS QUESTIONS  1. Who am I? How would I describe myself? What’s good about me? Why does a stereotype damage our images? 2. What is self esteem? What is self worth? How do we improve our self esteem? 3. What factors influence our growth and development? 4. How does nutrition affect our health and development? 5. What drugs are out there? Who uses the most drugs and why? 6. Why are prescription drugs just as dangerous as non prescription drugs? 7. What is alcohol? What does it do to our bodies? How addictive it is? How is it particularly dangerous in certain situations? 8. What is binge drinking? What is a standard drink and why is important to understand how to calculate it? 9. How do we deal with peer pressure and drinking alcohol? How can we stay safe if we do decide to drink? 10. What are the labels on all of these drugs? What should be on labels? Why is some information not on labels? 11. Who are my friends? Why are they my friends? Why are friends important? Do I feel connected to my school and its wider community 12. What is a relationship? What sorts of relationships exist? Why are all of these relationships important? 13. Communication. What are the differences between being aggressive or passive compared to assertive? 14. Who has the power in relationships? Why is this the case? How can we change the typical dynamic? 15. During puberty, how does a male and female body change? How does puberty affect the individual? Why do people go through puberty? How can we manage puberty? 16. What is the difference between sexuality and sex? How does an individuals sexuality impact on them as people? 17. Why is it important to have safe sex? What can be caught if we have unsafe sex? What are sexually transmitted infections? 18. Body Image. What is a healthy body image? Unhealthy? What factors influence our body image? How can we improve it? 19. Where can I go to for help with anything health related? How is health promoted in Australia? |

**ASSESSMENT**:

* This is your life assignment
* Drugs assignment
* End of semester test / quiz
* Puberty survival guide
* Journal entries
* Workbook
* Class participation**TEACHING, LEARNING AND ASSESSMENT ACTIVITIES – Term 1**

Transition

Lesson 1:

* Stand in a circle with a book and a pen – a line drawn down the centre of the book. Pair up with the person opposite you and write down all the things you have in common with that person. Pair up with a person you are friends with and write down all the things you have in common with that person
* Powerpoint
* Go through semester’s work
* Go through expectations
* Newspaper Scavenger hunt

Me, myself and I

Lesson 2:

*KWL*

What do the students **know**?

What do they **want** to know?

What have they **learnt** in health? (this can be done about pastoral care or at the end of the term to establish what you have taught the students)

Compile onto a [word document](../8%20Health/Transition/KWL.docx) that can be turned into an image, and the image can be cut and pasted onto the collaborative learning space for next lesson.

*Health poster*

Draw a picture of a healthy person / draw a picture of an unhealthy person. Explore what it is that makes each person healthy / unhealthy. Come up with own definition of health. Compile. Identify the elements on poster that represent the different dimensions of health.

*Lost on a deserted island*

The whole class is given the scenario that they are lost on a deserted island. There has been a shipwreck and the situation is dire. You only have one thing with you but it’s something that represents you, something you enjoy.

Go around the room and each student identifies their object and why they brought it with them. It does NOT have to be realistic.

EG: guitars, dogs, steaks, books etc.

Divide into smaller groups ask everyone to improve their chances of survival by using the objects that you have brought. IF necessary more objects can be added but all of the original objects must be used as well.

The most creative group gets a reward!

*Name Tags*

Students are given many different coloured pieces of paper and they are asked to make themselves a name tag that will sit in front of their pencil cases. Due to year 8 health lasting for only a term it is often hard to learnt the students names as quickly as they need to be learnt. This helps that process and also establishes how creative and artistic a class you have which may influence how many drawing activities you use.

Lesson 3:

*Ultranet collaborative learning space lesson*

* Ultranet scavenger hunt
* Brainstorm all the pages needed on a class webpage to present to our parents for the year – use brainstorming software to collate contributions and put on the collaborative space

Lesson 4:

**Who am I really?**

Students are establishing who they are and what is good about them as people. What is self esteem and self concept and why are they important concepts? Why stereotypes cause damage to many students self esteem.

*Who am I questions with a twist* (Unknown, adapted by Leyna Buller)

1. What’s your full name?
2. What is your date of birth?
3. What is your star sign?
4. If you could have an endless supply of food, what would you get?
5. If you were an animal what would you be and why?
6. What is one goal that you would like to accomplish during your lifetime and why?
7. If you could be a superhero, what would be your superpowers, name and costume?
8. Who is your hero? (a parent? Friend? Celebrity? Etc)
9. What is your favorite thing to do in the summer?
10. If they made a movie about your life what would it be about and who would play you?
11. If you were an ice cream flavour which would you be and why?
12. Who is your favorite cartoon character and why?
13. If you could visit any place in the world, where would you choose to go and why?
14. What is the ideal dream job for you?
15. Are you a morning or night person?
16. What are your favorite hobbies?
17. What are your pet peeves?
18. What is the weirdest thing you have ever eaten?
19. Name one of the favorite things about someone in your family.
20. Tell us about a unique or quirky habit of yours.
21. If you had to describe your self in three words what would they be?
22. If I could be anyone besides myself I would be…

Students are given a piece of poster paper and they have to include the first two questions and at least five others from their questions with a twist on it.

*Who you are song* (Unknown, adapted by Leyna Buller)

Students need to write a short song about themselves.

It includes -

Name:

At least 4 adjectives (describing words):

Brother/Sister of:

Who loves:

Who feels:

Who finds happiness in:

Who needs:

Who gives:

Who fears:

Who enjoys:

Who likes to:

Who lives:

Who would like to be:

To the tune of a TV show: e.g. the Flintstones

**Some worksheets that could be appropriate are:**

* + - “Understanding who I am” worksheet 1.1 Health and physical education level 5, Korth, Ruskin, proctor.
    - “Who am I?’ worksheet 1.2 Dare to be different, personal development in the middle years, Vize
    - “My favorite things’ worksheet 1.3 Dare to be different, personal development in the middle years, Vize
    - “My special skills?’ worksheet 1.4 Dare to be different, personal development in the middle years, Vize
    - “I am great” worksheet 1.5 Dare to be different, personal development in the middle years, Vize
    - “My place of birth” 1.6 Dare to be different, personal development in the middle years, Vize
    - “Who is important to me?” 1.7 Dare to be different, personal development in the middle years, Vize
    - “Make a change” 1.12 Dare to be different, personal development in the middle years, Vize
    - “Words that describe me” 2.1 Dare to be different, personal development in the middle years, Vize
    - “Looking on the bright side” 3.1 Dare to be different, personal development in the middle years, Vize
    - “Uplifting words” 3.5 Dare to be different, personal development in the middle years, Vize

Lesson 5:

Each individual member of the class makes a “this is your life” presi all about them with a rubric to assess them on.

It includes:

Front cover

Contents page

Chapter 1 – Your family tree

Chapter 2 – 0 yrs to 5yrs

Chapter 3 – 5 to 10 yrs

Chapter 4 – 10 to now!

Chapter 5 – the future

Chapter 1 is the family tree. Students draw a tree and include immediate family (mum, dad, step family, half siblings, grandparents and your pets {if you have any}). You *must* include a photo of your family (photocopied).

Chapters 2 to 4 are about students life so far. This can be presented in paragraphs or dot points. Each chapter has to be *at least 150 words*. They have to answer:

* What significant events have occurred?
* Who was important to you?
* What milestones did you reach?
* Someone’s memories of you at this age (mums? Dads? Siblings? Family friend?)
* A photo of you at approximately that age (do **NOT** include original, put in a photocopy).

Your 5th chapter is about where students wish to be in 10 years. It is presented in the form of a story. Needs to be *at least 300 words*. They are asked:

* What career are you in?
* What have you achieved?
* Who are the important people in your life?
* Any other relevant information

Their assignment can be written or typed BUT care must be taken in presentation.

Two periods of class time will be allocated to the assignment. The rest of the assignment must be completed at home. Computer related issues will not be accepted for late submission of the assignment.

Students have two weeks from the time the assignment is started in class to the time it must be handed in!

You may wish to take the class into a computer room so that they may type it up.

Give them 2 lessons to work on this.

**(see assignment sheet and rubric)**

Lesson 6:

Assignment – continued. To be finished at home and submitted in two weeks from yesterday.

Lesson 7

Factors influencing growth and development

Lesson’s 8-9

Nutrition assignment

Lesson 10:

Drugs

**Why Drugs?**

Drugs are a serious issue for students many are affected by both licit and illicit drug use. This lesson asks the question “What are drugs?” and “what do you know about them?”

*Drug A – Z*

Students have to brain storm in small group as many drugs as they can think of from A – Z. Then these small groups report back as a large class and one large list is made including everyone’s contributions.

Do Drug issues pg 94 – 95 - Changes and Choices, Stone

Students write down the definition of a drug:

**A substance that changes the way the mind or body works**

*Agree or disagree* (Creating conversations, adapted by Leyna Buller)

3 stations are made around the room. One is at every corner of the room besides the door. Each station has a label: agree, disagree or undecided.

The teacher then reads out a number of scenario’s. Students let their feet do the talking. When everyone has gone to their sign. One person reports from every group why they think that.

Some possible scenarios are:

* Alcohol is worse than drugs like ecstasy or heroin
* Its more risky for a boy to get drunk than a girl
* Parents have the most influence on young people
* Young people get most of their drug information from friends, television and other media
* Education has little impact on young peoples choice to take up smoking cigarettes
* Most teenagers make sensible choices about drugs
* Drug taking has some good consequences
* Peer pressure plays a significant roll in young people using drugs

*Lay them Down* (McGrath and Noble)

It’s a task that can be used as assessment or to establish what the students know. It is expected to be used regularly in health.

Lay Them Down is played accordingly:

* Each student has a set of 2 cards. One set consisting of two cards; one with a T and the other with an F for true or false questions and another set of four; labelled a–d
* Teacher reads questions out aloud
* Students have 20 seconds of “think time” to decide on a correct answer
* They pick their answer card, but don’t show anyone
* Teacher says “show down” and all the students place their answer face upon the table
* Teacher gives class the right answer
* If everyone in the group has it right, everyone gives a handshake or a high five
* If not, ask “what was your reasoning?” and then the group teaches each other.

As this is the first time this activity will be played students have to make a set of lay them down cards. The teacher brings in coloured cardboard and allows the students ten minutes to make the cards.

The teacher then asks the class the following questions about drug issues.

1. Tobacco is the most frequently used drug? F
2. Caffeine is a drug? T
3. A standard drink of beer is weaker than a standard drink of vodka? F
4. Marijuana can trigger mental illness? T
5. Tetrahydrocannabinol (THC) is the main ingredient in marijuana? T
6. Is a full glass of wine a standard drink? F
7. Passive smoking is more damaging than smoking a cigarette? T
8. All drugs are capable of producing dependency or addiction? T
9. High cannabis use can lower a persons sperm count? T
10. Alcohol is a stimulant? F

(add to these as you wish)

Lesson 11:

*Alcohol knock out quiz* (Rethinking drinking – Australian Government. Pg 28-29 of Resource booklet)

Give students alcohol quiz OR place 4 stations around the room. One is at every corner of the room. Each station has a label: (A), (B), (C), (D).

The teacher then reads out the questions from the quiz. Students let their feet do the talking. When everyone has gone to their sign. One person reports from every group why they think that. The teacher then gives the class the real answer.

*The real picture* (Rethinking drinking – Australian Government. Pg 5 of student booklet)

Put students into pairs and give them “The real picture” worksheet. Students make estimates in pairs to the 4 questions.

Put real statistics on the board for students to write on their sheets.

Discuss the differences in stats with the class.

*“Why people drink”* (Lesson topic 2, Activity 3 Rethinking drinking pg 6 of student booklet)

Break the class into groups. Have half of the groups brainstorm a list of 15 or more reasons why people drink alcohol, and the other half of the groups brainstorm reasons why people choose not to drink alcohol.

Bring the class back together and ask one person from each group to come and write their reasons on the board under the headings

* Some reasons why people choose to drink alcohol
* Some reasons why people choose not to drink alcohol

All students in the class answer the following –

1. What pressures or influences young people’s decision to drink alcohol?
2. Are there different pressures or influences for males and females?
3. Are different alcoholic drinks associated with young people?
4. What role does alcohol play in rituals in Australia?

Lesson 12:

*“Who is at risk?”* (Drug education K – 12 School drug ed project WA)

State that there is no way to use alcohol safely. Note that no data for safer drinking limits exists for young people. They are all based on adults.

*Discuss:* alcohol use is common in Australia and is part of the culture. This use may result in harm for some people. Students provide examples of when alcohol is used to: celebrate, commiserate, relax, and socialise.

Form pairs of students and distribute the resource sheet. For each character on the sheet, pairs should identify the possible harm, which may result. Harm may relate to health, finances, legal or social aspects.

After possible harms have been identified, each pair ranks the characters from those at greatest risk of harm to those at least risk and provides reasons for the ranking.

Pairs join with another pair to provide feedback on their ranking and their reasons. If necessary, groups provide feedback to the whole class on what they have decided.

The following discussion points could be used as the basis for discussion or written responses by students.

. What type of alcohol-related harm would be most common for teenagers?

. What steps could you take to reduce possible harm from alcohol to your friends?

. What things will you do to avoid or reduce the possible harm from alcohol?

*“Short and long term effects and their harms”* (Lesson topic 4, Activity 3 Rethinking drinking pg 6 of student booklet)

Discussion: what is a short term effect compared to a long term effect?

Hand out “tracking alcohol” (lesson topic 4, Activity 2, pg 10 of rethinking drinking student booklet)

Discuss that alcohol can have very serious short term effects. Do they know any? Embarrassment, vomiting, euphoria, lethargy, confusion, coma, death.

Discuss that alcohol can have very serious long term effects. Do they know any? Eg alcoholism, alcohol related liver damage, liver disease, cancer, cardiovascular disease.

Give out resource sheet (Lesson topic 4, Activity 3 Rethinking drinking pg 6 of student booklet)

Lesson 13:

*Be your own person* (Drug education K – 12 School drug ed project WA)

In a whole class discussion, students describe the features of an assertive person (refer to Teaching strategies p.220): positive body language, eye contact, firm confident voice, language not too hard, not too soft.

Go over the points on the overhead, Assertiveness emphasising that both what we say and what we do are important parts of communicating assertively.

Form small groups and distribute the trigger cards made from the resource sheet. Assign each group a different trigger card. Students discuss the situation and develop an assertive response and record it on the back of the trigger card. Each group then works on their role-play (refer to Teaching strategies pp.214.217).

Create three still photo shots which set the scene. Students then role-play an assertive response.

Groups practise their still shots and action stage incorporating their assertive responses. Two groups join and perform their role-plays to each other. The group watching should provide feedback on the assertive communication by using points developed on Overhead.

Ensure each group debriefs following the role-play by discussing the following possible issues:

* What are the likely consequences to character Xs response?
* What could the other character do/say if this consequence did occur? Give students the option to their trial and explore different sets of advice and possible consequences.
* Would the situation you’ve just performed happen in real life? Check for glamorised scenes or soap opera versions.
* What were your needs/concerns/fears character C Students respond in character.
* The following discussion points could be used as the basis for discussion or written responses by students.
* What are the advantages of being assertive?
* What features did the best assertive responses have?
* Can you remember times when you have been assertive? What happened? Would you act the same or differently, if the situation arose again? Why?
* Can you think of times when you would have liked to be more assertive? What happened?
* Sometimes there are alternatives to being assertive that can also prevent or reduce the harm in risky situations. Can you think of any examples? For example, leaving a risky situation, not getting in a car with someone who has been drinking

Lesson 14:

*“Standard drinks”*

*Discuss:* what is a standard drink? Put definition on the board.

Get pictures of or empty bottles of different types of alcohol, especially the ones that are common for young people to drink. (Kit available at school with pictures, empty bottles, measuring container, and plastic cups – see Michelle).

* Bourbon/scotch
* Vodka
* Gin
* Tequila
* Light beer
* Mid strength beer
* Heavy beer
* Red Wine
* Port
* White wine
* Champagne

Each picture has a plain clear plastic glass in front of it and the students are asked to fill the glass (with water that has a food dye in it) to what they believe would give them a “standard drink”

When different students have filled the glasses the teacher then puts new clear glasses next to the old ones and fills them to the appropriate level with water dyed with another colour.

Students are taught how to calculate a standard drink.

Questions:

1. How did the standard drinks poured by students compare to the actual standard drinks?
2. Why do you think it is important to understand standard drinks?

Lesson 15:

**Illicit drugs**

Cannabis quiz jigsaw pg 34 Cannabis and consequences

*Body mapping* (Leyna Buller)

The class is divided into groups of four by students using coloured cards selected from a tub; each card is in one of 4 colours and each separate colour has a number from 1 to 4 on it. If there are any people left over they will be placed into one of the other groups.

Each group finds a space on the floor. At the front of the room the teacher has LARGE pieces of butcher’s paper and 6 Drug packs (marijuana, cocaine, ecstasy, ICE, heroin, amphetamines) . Each pack contains a pamphlet from the Better Health Channel Website on an a drug, a pack of textas and an instruction sheet. The group member with the number 4 goes to the front to collect the pack and butchers paper. One group member lies down on the large piece of butcher’s paper and another member of the group traces around them. Initially the group has to print the name of the drug on the top left hand corner of the butcher’s paper. The group then either visually or writes to depict the facts about the drug they received on their drawn “person”. They also have to identify any ways of reducing the risk when using these drugs. The students are given 25 minutes to draw or write about their drug. At the conclusion of the 25 minutes the group member that is number 1 returns the pack to the front of the class. Once all packs are returned to the front, the drug body map is presented to the class by discussing the diseases alphabetically. Group members 2 and 3 need to present the information while members 1 and 4 hold the poster. The presentations should take approximately 20 minutes.

Lesson 16:

**drugs and labels**

Labels are an every day part of life yet students are never shown how to critically analyse them. Drug packets can be particularly misleading. There are strict guidelines concerning what must be on a prescription drug packet, these same rules do not apply to other drugs, for example alcohol but alcohol can do as much and even more damage than prescription drugs.

*Labels don’t always tell the whole truth* (Drug education K – 12 School drug ed project WA, adapted by Leyna Buller)

Discussion: What should be on a drug label?

* Name
* Use by date
* Warnings
* Storage instructions

Students are given pre-made “packs” that include

* A prescription medication
* A non prescription medication
* A cigarette packet
* An alcohol bottle
* An illicit drug (eg: bi carb soda, oregano, mints)

Students fill the following table:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name of drug | Prescription/non prescription | Use by date | What warnings are on the packets? | What storage instructions are on the packet? | What should be on the packet that isn’t? | How safe would you feel using this substance taking into account its label. |
|  |  |  |  |  |  |  |
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They have to answer the following questions

* If information was not on the packets why have they left this information off? What are the consequences of this information being missing?
* Does labelling educate people about the risks associated with consuming this substance?
* Which substances needed more labels? Why do you think this is?
* Can you make informed drug choices without labels?

Do some labels target certain people or groups in the community? Explain.

Lesson 17:

**Drug label invention!**

**Assessment**

Teacher brings in cardboard, sticky tape, textas and glue.

Students are required to make a drug packet in pairs. It can be:

* Penicillin
* Cold and flu tablets
* Tobacco
* Alcohol
* Marijuana
* Ecstasy

Your packet must include the following:

* Name (including any slang names or alternative names)
* Use by date
* Side effects
* Warnings
* Storage instructions
* Any other information that helps the consumer make an informed decision about using the drug.

Teacher gives students booklets that discuss the drug that they picked to help make your drug packet.

The packet can be as creative as the student likes, as long as it is still appropriate and should look as much like the product as possible (Students cannot use actual alcohol bottles, or medicine bottles etc)

One - Two periods of class time will be allocated to the assignment. The rest of the assignment must be completed at home.

Each pair has two weeks from the time the assignment is started in class to the time it must be handed in!

Lesson 18:

End of term quiz.

**TEACHING, LEARNING AND ASSESSMENT ACTIVITIES – Term 2**

Relationships and sexuality

Lesson 1:

Re-iterate the health rules.

Introduce the suggestion box.

**Relationships, what are they?**

There are many different people in any school and this means that there are a diverse number of relationships that can occur. Students need to talk and reflect on the diversity in the community and how this impacts on their relationships. Relationships are critical, students not only need to understand that they are diverse but that they can have both positive and negative outcomes.

*Affirming diversity* (Activity 4 Unit 1, pg 48. Talking sexual health. Ollis, Mitchell)

Ask the whole class to consider, individually at this stage the range experiences and backgrounds of the people that live in their street.

Look at page 47 of Talking sexual health, have all groups been identified?

Divide the class into groups of four, using 4 block cartoon strips (each student puts their hand in a box and pulls out one square from a four square cartoon strip and has to find the other members of their group that have that same cartoon strip) they then as a group have to come up with a definition of diversity.

In the same groups students have to answer the following:

* Do you ever consider diversity when interacting with people? For example do you talk to elderly people differently than you talk to people the same age as yourself?
* Are there some aspects of diversity that are accepted r approved of above others? (example if class do not understand question, do people accept that you are a boy or girl easier than they accept sexual choices)
* How do you think people feel if aspects of their lives are not recognized and valued? (discuss gay and lesbian marriages)
* Give students the schools charter and ask them to identify sections that aim to enhance diversity.

*Skittle friend game* (Leyna Buller)

Teacher brings in a bag of skittles and takes them around the class and asks each student to pick 3 different coloured skittles and not to eat them yet.

Once everyone has their three skittles on the board place the following questions on the board…

Strawberry: Write a definition of a good friend

Lemon: Name 3 characteristics of a GOOD friend

Lime: Name 3 characteristics of a BAD friend

Grape: What is one common problem people have with their friends?

Orange: What are 3 ways that you are a good friend?

Once students are finished answering the questions they can eat the skittles.

*Friends* (pg 18, 19 Changes and Choices, Stone)

*Friendship problems* (pg 20 Changes and Choices, Stone)

**Some textbook references and worksheets that maybe useful are:**

* + - “A kind word” 3.2 Dare to be different, personal development in the middle years, Vize
    - “My relationships” Worksheet 2.3, page 38. Health and physical education level 5, Korth, Ruskin, proctor.

Lesson 2:

**Why is Communication important to relationships? Be assertive!**

Communication is key to making good friends. Students learn how to communicate (social skills training). They also learn the difference between being assertive and aggressive.

*How to communicate* (Leyna Buller)

The class is split into groups of four.

Each group is given one of the following scenarios and is asked to come up with a Submissive, Aggressive and Assertive response to the situation.

They then need to turn their responses into a script, they can make it into three separate scripts, one for each situation or one big one where they include each response.

They are then asked to perform their scripts in the form of a play which they are going to perform to the rest of the class.

Each member of the group must be involved in the plays in one way or another.

**Scenario 1:**

You are sitting in class and talking with the people around you about what you are doing in the weekend. You look around and notice most other people are talking as well. Suddenly your teacher looks up and shouts your name. The teacher says ‘I have had enough, move desks to sit by yourself now’.

**Scenario 2:**

You are walking home from school when a group of students from your year level come up to you, one of them is a really good friend of yours. He/she is very angry. They have heard from someone you have been saying nasty things about them to other people. You know this is a lie, you have not said a bad word at all.

**Scenario 3:**

You have been given a health assignment which you have to complete in a group, there are four people in your group. You are working really hard on your part of the assignment and so are two of the others but one person in your group hasn’t done anything! Your teacher has said that everyone in the group receives the same mark and your mark wont be very good because he/she wont do her share!

**Scenario 4**

You are waiting at the bus stop for your bus and there is a year 11 student from a different school there. He starts giving you a hard time about your school and how his/her school is so much better.

**Scenario 5**

You are at home in your room relaxing when your brother comes in and tells you to do the dishes and vacuum. You did all your chores already and it was your brothers turn to do the dishes and vacuuming as you did it yesterday.

**Scenario 6**

You are getting ready to go to your best friend’s birthday party. As you are getting ready your mum comes in and starts yelling because you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. You didn’t do that though it was your little sister.

**Some textbook references and worksheets that maybe useful are:**

* “Communication” pg 22, 23 Changes and Choices, Stone
* “Styles of communication” Worksheet 2.10 page 65. Health and physical education level 5, Korth, Ruskin, proctor.
* “Being assertive” pg 24, 25 Changes and Choices, Stone
* “I statements: learning to assert yourself” Worksheet 2.11, page 66. Health and physical education level 5, Korth, Ruskin, proctor.
* “Tackling bullies” pg 26 - 29 Changes and Choices, Stone
* “Say NO to bullying” Worksheet 2.6, page 61. Health and physical education level 5, Korth, Ruskin, proctor. *NOTE: need computer access*
* “Recognising and assessing potentially unsafe situations” Worksheet 2.7, page 62. Health and physical education level 5, Korth, Ruskin, proctor.
* “Planning ahead” Worksheet 2.8, page 63. Health and physical education level 5, Korth, Ruskin, proctor.

Lesson 3:

**Partners? Boyfriends? Girlfriends? Both?** **Diversity!**

Relationship means a lot of things to a lot of people, the most common understanding for young people is their ‘boyfriend/girlfriend’ so what is a partner and what are the student’s rights and responsibilities concerning partners?

*A partner is…* (Activity 5 Unit 1, pg 49. Talking sexual health. Ollis, Mitchell)

Students fill in the resource sheet “A partner is…” (pg 50) individually. Do NOT put names on sheets.

When everyone has filled in the sheets, collect them, mix them up. Distribute the sheets randomly back to the class. Tell the students to get into pairs to work on the sheets.

Answer the following:

* Would this be ok in your partner?
* Do you think this behaviour would be good in a relationship?
* How do you think this would effect making a decision to make safe choices?
* How would you change this behaviour?
* How does a relationship with a partner differ from a relationship with a friend, parent, neighbor and so on?

In the same groups ask the students to examine the ads on the worksheet “looking for partners” (pg 51) and answer the following:

* What are young people looking for in a relationship?
* What are older people looking for in a relationship?
* Is what’s important to a relationship change as a person gets older?
* Does it change for same sex relationships?
* Does it change for cultural reasons?

Discuss/Brainstorm: Is it possible to come up with a universal list of characteristics that people expect in a relationship?

*Personal partnerships* (Activity 6 Unit 1, pg 54. Talking sexual health. Ollis, Mitchell)

From the previous activity ask each pair to find another pair to work with.

Distribute “proposed charter of rights and responsibilities for partners” (pg 54)

Ask each group to come up with a charter of rights and responsibilities.

The whole class comes together and ideas are put on the board. Discuss common themes and variations. Each group then reviews their list in view of what the class said.

The class then negotiates a definitive list of rights and responsibilities for all partners.

Lesson 4:

**Who has the POWER? You? What does assuming do?**

Power is a critical aspect of many relationships. It can be in some cases a situation that cannot be changed but in social and certainly in relationship and sexual contexts can be negative and should be explored by students. Who has the power and how can we either change the situation or remove ourselves from it.

*Defining power* (Activity 3 Unit 3, pg 112. Talking sexual health. Ollis, Mitchell)

Divide the class into groups of four or five. With each group picking someone to be a writer and another to reporting.

Give each group a copy of Sam, Jenny’s and Chrissies stories. The teacher reads the stories to the class and the students identify examples of power.

As a group students list the examples of power. Then comes up with a definition of power.

Each group then reports back to the whole class about the power in the case studies. The teacher then assists students with examples of power that are not just focused on physical examples of power but also looks at the position someone holds like Jenny’s boss or with language like the term “stupid bitch” or part of gender relations such as the term “never trust a woman”.

The concept of power in terms of marriage where men are more are placed in a more powerful position than woman are more difficult to define and understand. So discuss

* What is similar about all the definitions?
* Are some dimensions of power not illustrated in these stories?

Use overhead definitions as a discussion points.

*Assumptions* (Activity 4 Unit 3, pg 122. Talking sexual health. Ollis, Mitchell)

Put up the definitions of homosexuality and homophobia.

Ask students to complete assumptions questionnaire.

Using overheads to go through the questions and give the correct information. Ask students to brainstorm any other things they have heard about gay and lesbian people OR make a continuum from strongly agree to strongly disagree.

Discuss as a class:

* Where do people get these ideas and attitudes?
* What are the implications of these attitudes for the people involved and other people?
* What type of sexuality has the most power in our society?
* How is this power exerted?

*Stepping out* (Activity 6 Unit 3, pg 136. Talking sexual health. Ollis, Mitchell)

Inform students that the aim of this activity is to gain awareness of issues affecting different groups in the community.

Ask students to clear a space in the centre of the room, then form a line across the middle of the room, facing the teacher. The line should stretch across the width, not the length, of the room, as students will need space to move backwards and forwards. It doesn’t matter if they are a bit squashed at the start, as they will soon spread out.

Explain to students that you will give them each a card with a scenario and that they are to imagine they are the person in the scenario. They are not to show their card to other students. Later in the activity, the teacher will reveal that there has been a doubling up as several people have the same cards – this will provoke interesting discussion during debriefing.

Explain to students that you will ask a series of yes/no questions. Students will have to decide if they can answer yes or no in reference to their scenario. The students will not have ‘all the information’ for each scenario so they will have to make their response based on assumptions.

Ask students to shut their eyes and imagine the position of the person in their scenario. Then tell them to open their eyes and answer the questions.

Those who answer yes take a step forward. Those who answer no take a step back. Emphasise that the questions must be answered according to what really happens not what they feel should happen.

• Can you talk to a parent about your sexuality?

• Could you invite your partner home?

• Is your family likely to support and recognise your lifestyle?

• Would your partner be included in any family gatherings like weddings, New Year’s Eve parties?

• Would your family feel OK if they started introducing your partner to their friends as your boyfriend/girlfriend?

• Can you go to school without harassment?

• Would people who knew about your relationship feel comfortable?

• Would you take your partner to the school dance?

• Could you tell the football team about your sexuality?

• Could you tell your mates what you did on the weekend and with whom?

• Would you chat about your love life with a close friend on the bus?

• When you go out in a crowd of friends do you feel you can give your partner a kiss and a hug?

• Could you easily find couples like you, if you wanted to go out as a group?

• Can you be fairly confident you won’t get put-down or physically hurt by others because of your relationship?

• Could you talk to the leader of your church youth group, sporting club and so on, if you were having problems with your relationship?

• Do love scenes on TV and the movies commonly show relationships like yours?

• Could you go into a news agency and get an anniversary card for your partner?

• Could you tell your boss about your sexual preference without putting your job at risk?

• Do you know four famous Australians with the same sexual orientation as you–such as pop stars, sports people, politicians, TV personalities?

• Are you able to be open with your doctor when he/ she talks to you about contraception?

• Can you get married when you are 21?

When all the questions have been asked, begin the debriefing process by asking those students closest to the front to reveal their character. Do the same with those students furthest to the back. Compare the outcome for other students who had been given the same scenario.

Show OHT and ask students, one at a time and from the front to the back of the class, to reveal the person in their scenario. Issues that students may bring up during the process of verbalising their responses are

cultural and religious backgrounds and location of people mentioned in the cards and the situation society has put them in of having to consider daily throughout their lives if, when, what and to whom they disclose.

Ask students how they felt about the characters represented and seeing others move ahead of or behind them.

Draw out differences for those that had the same scenario.

It is important to manage the time for this exercise so that all questions are asked, and all students can give their responses. It is essential to leave enough time to discuss this activity with the class. The following

questions may be used to guide discussion:

• What did you feel about what might have been the experiences of the person in the scenario?

• What did you learn from your participation in this activity?

• How safe and supportive is your school for a disclosure?

• How can you work with others to bring about changes at your school?

**Some textbook references and worksheets that maybe useful are:**

* “Power in relationships” Worksheet 2.3, page 46. Health and physical education level 5, Korth, Ruskin, proctor.
* “Warning signals and feelings” Worksheet 2.5, page 54. Health and physical education level 5, Korth, Ruskin, proctor.

Lesson 5:

**Puberty, what’s going on with me?**

The human body changes substantially when they go through puberty. The class learn about the changes that occur to both of the sexes and how thins influences their lives.

Class to body map all the changes that occur during puberty. Collate on the board. Categorise as physical, social or emotional changes.

Menstrual cycle sheet (Fagen) + wet dreams and erections sheet (Stone)

**Tampon and menstrual pad demonstration**

*Growing up pg 34-35* (Changes and Choices, Stone)

*Understanding your body* (pg 36 - 41 Changes and Choices, Stone)

*Puberty* (pgs 42 – 47 Changes and Choices, Stone

*Managing puberty* (pgs 48 and 49 Changes and Choices, Stone)

Lesson 6:

***Video* The human Body – the raging teens**

Lesson 7:

‘Where did I come from?’ DVD

Questions

Lesson 8:

*Post box activity* (McGrath and Noble).

Post Box Activity consists of:

1. Six questions needs to be developed around the topic of discussion, they need to be open ended so that the students cannot write just yes or no answers but they have to allow for “short sharp” answers The questions for this class are as follows
2. What does the word 'relationship' mean to you?
3. What does the word 'sexuality' mean to you?
4. How do the relationships of young people today differ from the relationships their parents had at the same age?
5. What is one important question that you would like answered about sexuality?
6. How do relationships affect the health and development of young people?
7. What does the word “intimacy” mean to you?
8. Divide the class into 6 groups of four (in this class it will be done by students having to put their hand in a tub that contains 6 cut up, 4 block cartoon strips. The students will grab one “block” and then when everyone has one they have to find the other members of their cartoon, each “block” has a number on the back that corresponds to role later in the task)
9. Each group receives 4 sheets (one for each student), each sheet has six questions that are numbered (Appendix B) and clearly printed, scissors and a home post box .The post box will have a number on it that corresponds with one of the six questions on their sheets. The post box can be a shoe box or a little bin with a swing top (in this class shoe boxes are being used)
10. Students are asked to cut out and then post their answers in the appropriate post box
11. Once all students have finished “posting” their answers they go back to their groups of four. They’re to collate the answers found in their post box and group the answers into no more than four groups and then report back to the class on their findings. There needs to be a record of the number of answers given in each category as well as an example of the kinds of responses in each category. Each member of the group is allocated a role (this will be done in this class by going clockwise around the group from the person who is born earliest in the year)
12. The go – for: collects the post box and collects the cartoon boxes and any other movement that needs to be done by the group.
13. Sorter/counter: takes charge of sorting the answers into categories, counts and then records the statistics
14. Spokesperson: reports back to the results
15. Decision co-ordinator: helps the group make fair negotiated decisions about categories to be used. Ensures that everyone feels included and heard.

Students are given butchers paper on which to present their findings. These posters are placed around the room at the conclusion of the class. Students are shown an overhead explaining the post box as easily as possible

After the conclusion of the post box activity, the class takes part in discussions about what constitutes sexuality, what is intimacy and what are relationships. There are also discussions about how sexuality has evolved, how it affects the health of youth; this includes physical, social, emotional and mental health. The teacher collects the pile of questions formulated so that the questions can be answered in later classes.

*Beyond that’s so gay*

Google the above for popular you-tube clip and then have a class discussion around sexuality and using the word ‘gay’ as a put-down.

Lesson 9:

**Yes, the bed bugs do bite!**

*Body mapping* (Leyna Buller)

Sixty minutes is dedicated to this task. The class is going to do a body mapping exercise. The class is divided into groups of four by students using coloured cards selected from a tub; each card is in one of 4 colours and each separate colour has a number from 1 to 4 on it. If there are any people left over they will be placed into one of the other groups. Each group finds a space on the floor. At the front of the room the teacher has LARGE pieces of butcher’s paper and STI packs. Each pack contains a pamphlet from the Better Health Channel Website on an STI (Appendix H and a fact sheets address list Appendix I), a pack of textas and an instruction sheet (Appendix J). The group member with the number 4 goes to the front to collect the pack and butchers paper. One group member lies down on the large piece of butcher’s paper and another member of the group traces around them. Initially the group has to print the name of the STI on the top left hand corner of the butcher’s paper. The group then either visually or writes to depict the facts about the STI they received on their drawn “person”. They also have to identify any ways of reducing the risk of contracting the STI. The students are given 35 minutes to draw or write about their STI. At the conclusion of the 35 minutes the group member that is number 1 returns the pack to the front of the class. Once all packs are returned to the front, the STI body map is presented to the class by discussing the diseases alphabetically. Group members 2 and 3 need to present the information while members 1 and 4 hold the poster. The presentations should take approximately 20 minutes.

*“Multiply and merge”* {McGrath and Noble. Adapted by Leyna Buller)

It is estimated that this task will take 30 minutes. The whole class discusses the main method that continuously came up as a way of preventing STI’s – condoms. The class is posed the question: “Condoms are a form of?” – contraception is discussed as a means of preventing pregnancy, and in some cases, sexually transmitted infections.

The class then takes part in a multiply and merge activity: Individually each student in the class makes a list of five things that they know or want to know about contraception. Then each student pairs up with another member of the group they were in for body mapping. They discuss their five points and negotiate the merging of their lists so that between them they only have five items on their list of things being discussed. This pair then partner up with the remaining pair from the body mapping exercise, and again negotiate the merging of their lists so that they are left with only five things that are being discussed. Lastly each group discusses with the class their five items and one strategy they used to negotiate down to their five items.

The whole class then has a set of questions about what they want to know and a list of things they do know. This is used by the teacher as a guide for future lessons.

**Some worksheets that maybe useful are:**

* “Look who’s talking” Activity 8 Unit 3, pg 153. Talking sexual health. Ollis, Mitchell
* “How safe is that?” Activity 2 Unit 2, pg 71. Talking sexual health. Ollis, Mitchell
* “Dr smear” Activity 3 Unit 2, pg 71. Talking sexual health. Ollis, Mitchell
* “Understanding the cost” Activity 5 Unit 2, pg 95. Talking sexual health. Ollis, Mitchell

Lesson 10:

**Contraception, don’t let the bed bugs bite.**

Contraception powerpoint (Mary Stopes Centre) – Michelle has a copy

Go through contraception in Family Planning kit

In 3’s, put the safe way to put on a condom cards in the right order

Practice putting condoms on the banana’s

Lesson 11:

Assessment

Borrow kit of books from the library on puberty

Students create a puberty survival guide using publisher. To be finished for homework.

Lessons 12-14:

Body Image

Body Image

(Information can be found....)

Lessons 15-18:

Health agencies and health promotion

Health agencies and health promotion