

## SUITE 2

### THIS IS US: TRUST EACH OTHER

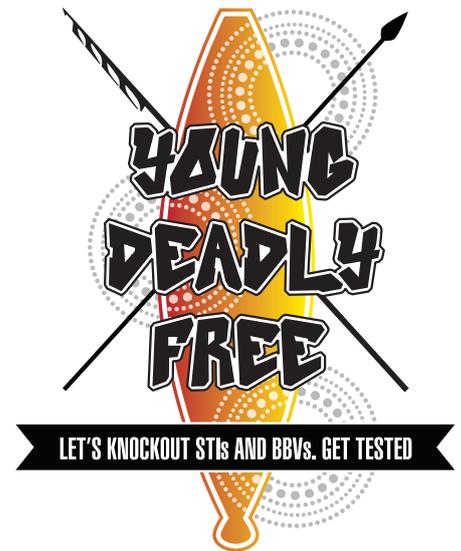
### TOPIC: HOW CAN I PLAN AND ADVOCATE FOR HEALTH, SAFETY, WELLBEING AND PARTICIPATION IN THE RIGHT LIFESTYLE BEHAVIOURS FOR ME AND MY MOB?

#### LESSON 3 SUPPORT SERVICES INVESTIGATION

**Target age group:** Lower, middle and upper secondary (Year 7–10)

**Lesson duration:** 90 minutes

*\*Please note, this lesson is best done over the course of 2 classes.*



**Australian curriculum:** This lesson plan supports a number of capabilities in the Australian Curriculum, including Information and Communication Technology, Ethical Behaviour, Personal and Social Competence and Intercultural Understanding.

#### BEFORE COMMENCING LESSONS

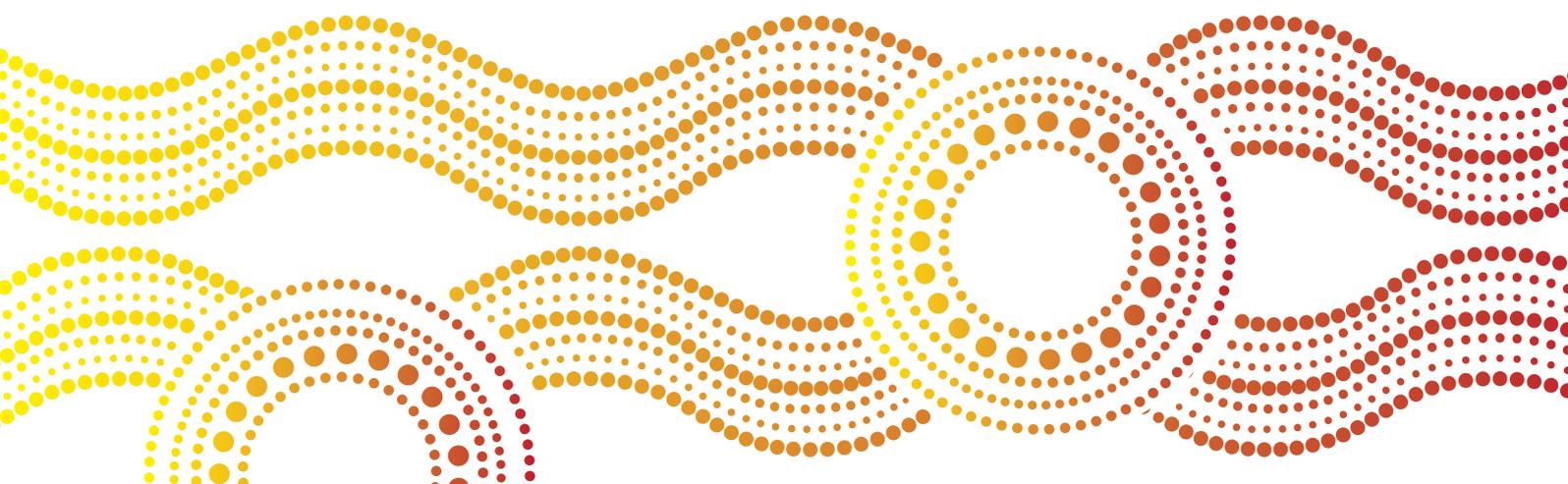
Before running any of these lessons please do the following:

- 1 Pre watch all three videos referred to in this package. <https://www.youtube.com/playlist?list=PLu8z-jO5SOE8oNc6VyYkjkQqI3P0qD0u3>
- 2 Ensure you read about and set up a group agreement with your class to maintain safety of students.
- 3 Ensure you read about and set up the anonymous question box .
- 4 Ensure you have completed and are up to date with your [RAN-EC child protection training](#) (SA only).
- 5 Read your schools procedure for dealing with disclosures of child sexual abuse.

#### OTHER TRAINING AND SUPPORT

**Sexual health training:** SHINE SA provide support for schools and training on delivering RSE. Find out more here <https://www.shinesa.org.au/support-for-schools/>

**A word about partnerships:** While it is recognised that schools play an important role in the delivery of RSE, given the personal and cultural aspects of sexual health, consider partnering with your local Aboriginal community controlled health services (ACCHS) in the delivery of your program. Many ACCHSs have staff who are trained in sexual health and experienced in delivering community education. This partnership may be especially important if your school has limited Aboriginal staff. Alternatively, there may be local sexual health teams in your area who employ Aboriginal staff or can provide specialist sexual health support.



### LESSON 3

Time required:

90 minutes

#### PREPARATION

- Video *This Is Us: Trust Each Other*—You may wish to replay this scene: 6:48mins–9:22mins <https://youtu.be/ngYADDbIW5c?t=408>
- Examples of brochures from local services such as health/sexual health clinics, mental health services and youth centres
- Butcher’s paper
- Markers
- ICT Tools or art supplies to put the directory together
- Blank paper & pens for students to record information on services

#### TAKE HOME MESSAGE

*By using the planning tool from this lesson, you can start to ask questions about the kinds of services in the community that support healthy relationships. By planning ahead, you will build confidence in knowing what is available in your community and how to contact the right services for your needs.*

## SUPPORT SERVICES INVESTIGATION

### Purpose

As a class, discuss and identify how their community currently supports their ability to plan and advocate for having Healthy Relationships.

### Learning goals

In this lesson students will:

- explore the support services locally, nationally and online to become informed about the type of help available to them and their families.

### Procedure

#### Week 1: Researching services

- 1 Discuss with students the scene from the video *This Is Us: Trust Each Other*, where JB and Clarry go to the clinic.  
**Hint:** You may wish to replay this scene: 6:48mins–9:22mins <https://youtu.be/ngYADDbIW5c?t=408>
- 2 Get students to work in small groups with butcher’s paper to write down any questions they have about accessing a service such as a sexual health clinic (some questions might include cost of service, is it confidential etc.).
- 3 When they have completed their lists, do not get them to report back on their answers. Collect the butcher’s paper and stick them up at the front of the class room.
- 4 Explain to the students that they are to use these questions to guide their enquiry with a service in real life.
- 5 They can write more questions if they want but these are to get them started.
- 6 In groups, students research local youth and health services in their community and online that can assist them to engage in healthy relationships.
- 7 Allocate each group topics/types of services (e.g. sexual health, mental health, youth services, sexuality and gender services)  
Note: ensure at least one group accesses [youngdeadlyfree.org.au](http://youngdeadlyfree.org.au)
- 8 Explain to students that the research they do this week will inform next week’s activity where they will create a directory of services. They should keep this in mind as they are doing their research and think about the information their peers might want in a directory.
- 9 Students should record links, fact sheets and any relevant information on paper for the activity the following week.

#### Week 2: Creating a directory

Students create a healthy relationships directory (booklet) of websites, Apps, local community services and professionals, and even tips for others on how to have a healthy relationship, that they believe are important.

- 1 Small groups from last week report last week’s findings back to the whole group.
- 2 The whole class has a discussion about how to collate all their information together and makes a plan to complete the task.  
Get them to think about:
  - Will it be in a booklet?
  - What size should the booklet be?
  - How will they get all the information in to one document?
  - What will the Directory be called?
- 3 Students carry out the production of the booklet.
- 4 Once completed, students could make this resource available in the library or student services offices.