
SUITE 3

THIS IS US: MAKE IT GOOD

TOPIC: *HOW CAN I INCLUDE, ASSIST AND LEAD OTHERS TO MAKE HEALTHY INFORMED CHOICES?*

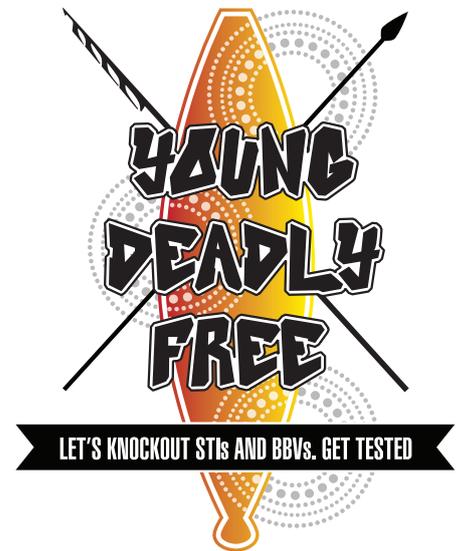
LESSON 1 CHARACTER ANALYSIS

Target age group:

Lower, middle and upper secondary (Year 7–10)

Lesson duration:

45 minutes



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

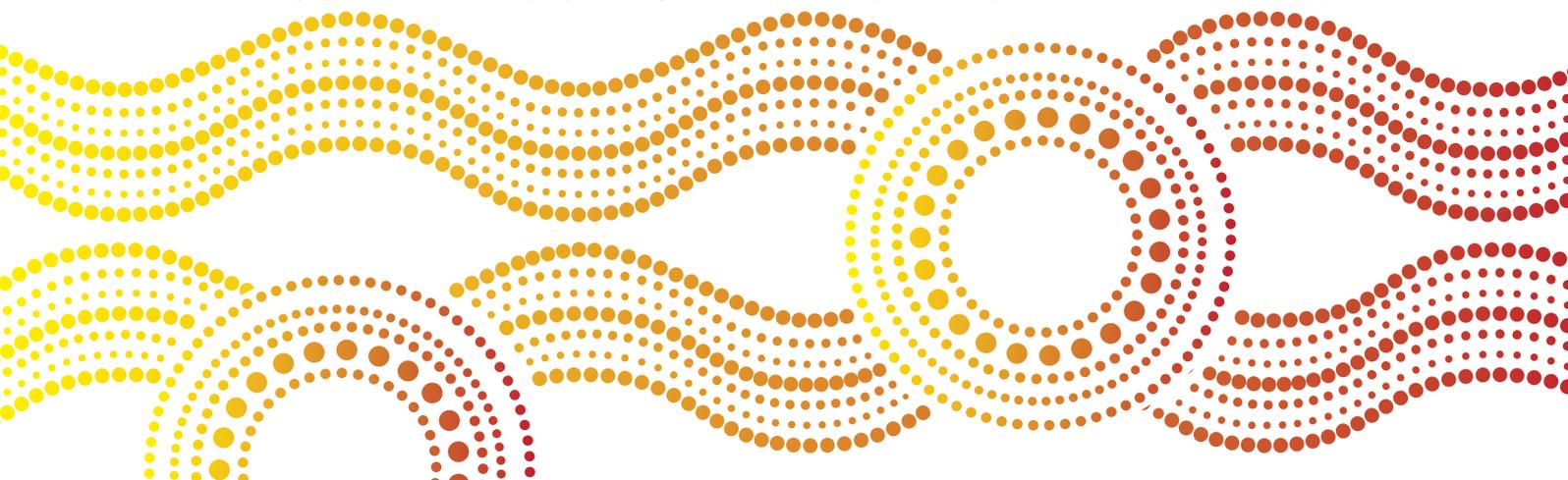
Before running any of these lessons please do the following:

- 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 1

Time required:
45 minutes

PREPARATION

- Video *This Is Us: Make It Good* <https://youtu.be/EdtjerZIX14>
- Print [Handout 3.1 Advertising Health Poster](#)
- Print in A3 size [Handout 3.2 Strengths in me and my community](#)
- Blank paper and pens

TAKE HOME MESSAGE

Each of us has our own character strengths. We have already looked at these and how they can help us to look after ourselves and our friends. In this lesson you will have recognised the strengths in your family and how they support you to build positive relationships. You will also have looked at how people and services in your community are there to support you to build positive healthy relationships.

CHARACTER ANALYSIS

Purpose

This lesson builds on previous work in Episode 2 around knowing your character traits. You will develop language and understanding around yourself, your family and your community and how these can be supports and strengths to you in building positive healthy relationships.

Learning goals

In this lesson students will:

- collate behaviours and strengths (highlighted in Video 3) that they believe are necessary to enjoy a healthy respectful relationship to be used in further lesson to create promotional resources to inform and help others.

Procedure

- 1 Have students read through *Handout 3.1 Advertising Health Poster*.
- 2 Hand out blank piece of paper to each student.
- 3 Explain to the class that as they are watching the following video they are to write down the characters' behaviours and strengths that they notice are represented in the video.
- 4 Watch the video *This Is Us: Make It Good* <https://youtu.be/EdtjerZIX14>
- 5 Discuss *This Is Us: Make it good* with students; have them share the strengths they noticed in the video
You could ask:
 - What lessons do you think each character took away?
 - What did you learn from the videos?
- 6 Hand out *Handout 3.2 Strengths in me and my community*. Ask students to create a profile of the strengths inside themselves and outside in their communities and families they see as being critical to having a Healthy Relationship.
- 7 Students put their own strengths in the middle circle, their friends'/family's strengths in the 2nd circle and their community's strengths in the outer circle.

HANDOUT 3.1 ADVERTISING HEALTH POSTER

ADVERTISING HEALTH POSTER

- 1 As a group, pick one of the services you researched to create an advertisement for. Your advertisement will inform your fellow students about the group and its services.
- 2 Choose one of the following formats for your advertisement:
 - Poster
 - Tri-fold pamphlet
 - TV commercial (30 seconds)
 - Instagram or Facebook ad
 - Vehicle wrap.
- 3 Pick one or two of the following advertising techniques to use in your ad:
 - Bandwagon: everyone is doing it/buying it/using it.
 - Testimonial: a famous person claims to use the service or recommends it.
 - Association: a product is associated with certain people, activities, or places. The message implies an association with wealth, attractiveness, enjoyment, adventure, etc. to evoke an emotional response in the target audience.
 - Weasel: a promise implied by using words like 'fights', 'helps', 'usually', 'chances are' and 'virtually'.
 - Promotions: encouraging use by using coupons, games with prizes, or gifts with purchase.
 - Avant Garde: the suggestion that using this service makes the consumer a leader or ahead of the times.
 - Compliments: the ad compliments the customer, e.g. cosmetic ads that say, "Because you're worth it!"
 - Plain folk: appeals to the desire to fit in, by showing that regular people use the service.
 - Facts and statistics: using numbers, real examples and statistics to make claims about the service e.g. "Four of out five dentists agree".
- 4 Include all of the following elements in your advertisement:
 - Name and location of the group/service
 - Services/advice offered—focus on one or two
 - Appropriate and appealing visuals.

HANDOUT 3.2 STRENGTHS IN ME AND MY COMMUNITY

