

**YOUNG DEADLY FREE:  
HOW TO HAVE HEALTHY  
RELATIONSHIPS  
—TEACHER RESOURCE**

**RELATIONSHIPS AND SEXUALITY  
EDUCATION FOR ABORIGINAL  
AND TORRES STRAIT ISLANDER  
STUDENTS YEARS 7–10**





## Young Deadly Free: How to have healthy relationships—Teacher Resource

### Recommended citation

South Australian Health and Medical Research Institute. Young Deadly Free: How to have healthy relationships—Teacher Resource. Adelaide, SA: SAHMRI, 2020

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### Acknowledgments

We thank Amanda Sibosado, Janet Armitage and Crackerjack Education for contributions. We also acknowledge the young people, Elders, community leaders—and whole communities—who have offered their time so generously to developing the [Young Deadly Free](#) health promotion resources.

SAHMRI acknowledges the Kaurna people as the traditional custodians of the Adelaide Plains region, where the SAHMRI building is located. We recognise the Kaurna people's cultural, spiritual, physical and emotional connection with their land. We honour and pay our respects to Kaurna elders, both past and present, and all generations of Kaurna people, now and into the future.

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# GETTING STARTED

## WHAT IS YOUNG DEADLY FREE?

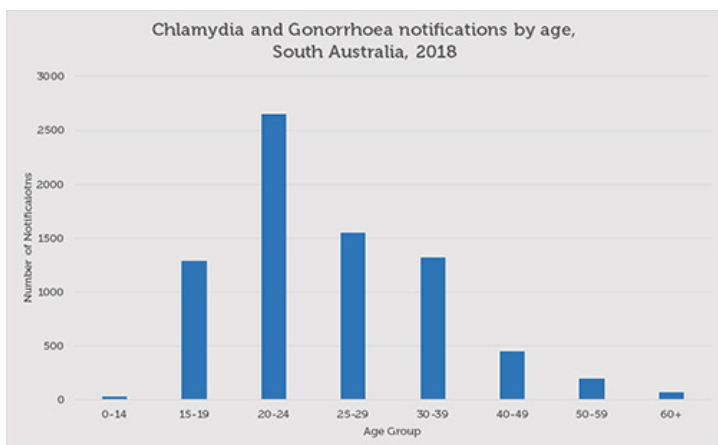
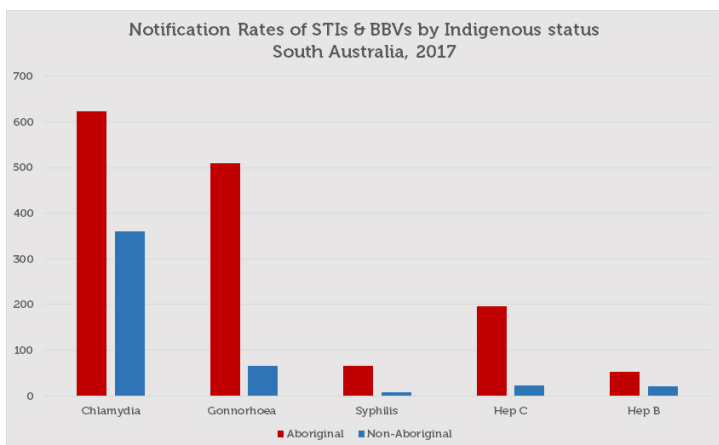
*Young Deadly Free* is a multifaceted Aboriginal sexual health project with the aim to raise awareness and increase testing uptake of STIs and BBVs across Aboriginal and Torres Strait Island remote communities in WA, NT, QLD and SA. The project is led by the South Australian Health and Medical Research Institute who has partnered with the Aboriginal Community Controlled Health sector. The project is multifaceted with this package being one small component of the project’s overall outputs.

If you would like to know more about *Young Deadly Free* please visit our website <https://youngdeadlyfree.org.au>

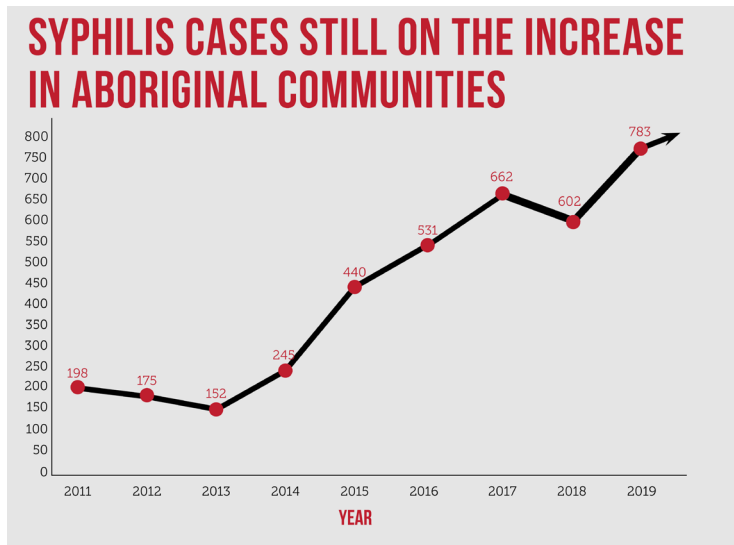


## WHY IS THIS WORK IMPORTANT?

Nationally, rates of STIs in regional and remote communities have remained unacceptably high for many years with Aboriginal and Torres Strait Islander youth disproportionately experiencing the highest burden of STI infections.



Since 2011 there has been an ongoing outbreak of syphilis in Aboriginal and Torres Strait Islander communities. The *Multijurisdictional Syphilis Outbreak Surveillance Report: July 2020*<sup>1</sup> shows the total number of infectious syphilis cases has reached 3616 with nine confirmed and ten probable cases of congenital syphilis and seven deaths attributed to congenital syphilis.



South Australia was declared part of this outbreak in November 2016 with the July 2020 surveillance report citing 113 cases in total since the SA outbreak began. In SA, 43% of these cases are in the 15–29-year age group.

HIV infection rates in the Indigenous population increased by 41 % between 2013 and 2016, recent data from a report by the University of New South Wales’s Kirby Institute shows.

That was despite a 12% decline in the non-Indigenous population during the same period.

## WHY IS IT IMPORTANT FOR SCHOOLS TO GET INVOLVED?

The *Goanna Survey July 2014*<sup>2</sup> reported that the median age at first sexual intercourse in Aboriginal and Torres Strait Islander youth, overall, was 15 years for males and 16 years for females; of these 79% of males and 67% females reported they were aged less than 16 years when they had their first sexual debut (pp21). In responses to knowledge questions the level of knowledge was generally lower in males compared to females, and lowest in the youngest age groups (16–19) and among remote participants (pp53). This shows us that despite many Aboriginal and Torres Strait Islander youth being sexually active at 16 and younger, that age group is less likely to have the correct information to keep themselves safe from STIs and BBVs.

The *6th National Survey of Australian Secondary Students and Sexual Health 2018*<sup>3</sup> found that despite many students rating school staff and school programs as highly trusted sources of information, students did not feel confident in seeking information from these sources. Students were more likely to seek information from their peers and the internet both of which can supply unreliable and inaccurate information.

Schools provide a safe place for Aboriginal and Torres Strait youth where rapport has already been established between students and teachers; this is integral in delivering sexual health information to youth. Schools also provide a “captive” audience of young people who are already in a learning environment. Students who are engaged in school and are receiving quality RSE are able to pass on accurate sexual health knowledge to their peers.

1 <https://www1.health.gov.au/internet/main/publishing.nsf/Content/ohp-infectious-syphilis-outbreak.htm>

2 <https://kirby.unsw.edu.au/report/goanna-survey-july-2014>

3 <https://www.latrobe.edu.au/news/articles/2019/release/secondary-students-sexual-health-survey>

## ABOUT THE PROGRAM

Teachers with little or no experience running Relationships and Sexuality Education (RSE) through to RSE experts should be able to pick up and run this program. Our background information steps you through how to set up your RSE program from start to finish keeping you and your students safe and engaged. It is designed to be run as one lesson per week over eight weeks but is flexible enough to be run in other ways if needed.

The program is mapped to the National Australian Curriculum covering:

### *Health and Physical Education*

Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS078)

- Exploring how a sense of connection to Country/Place sustains the health and wellbeing of Aboriginal and Torres Strait Islander Peoples and communities

### *Health and Physical Education*

Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098)

- Investigating the role that extended family, kinship structures and broader community play in the lives of Aboriginal and Torres Strait Islander Peoples

### *Health and Physical Education*

Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077)

- Explore how spiritual connection to Country/Place enhances health and wellbeing for Aboriginal and Torres Strait Islander Peoples

### *Health and Physical Education*

Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)

- Investigating different approaches to managing environmental resources, including how Aboriginal and Torres Strait Islander communities demonstrate custodial responsibility for Country/Place

### *Health and Physical Education*

Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities. (ACPPS078)

- Exploring how a sense of connection to Country/Place sustains the health and wellbeing of Aboriginal and Torres Strait Islander Peoples and communities

### *Understanding movement*

Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (ACPMP104)

- Analysing the significant contributions Aboriginal and Torres Strait Islander people make, and have made, to sport in Australia

# TEACHER BACKGROUND INFORMATION

## ENSURING CULTURAL APPROPRIATENESS IN ABORIGINAL RELATIONSHIPS AND SEXUALITY EDUCATION

### Background

Sex and topics surrounding sex are very personal and private topics for individuals, no matter what the context. In Aboriginal communities this is overlaid by strict cultural laws centred around gender (men's and women's business) and kinship that dictate how people are allowed to relate and interact with each other. Many of these kinship rules become relevant at the onset of puberty.

All of these factors can make teaching RSE seem difficult in an Aboriginal context. Here we provide some basic guidelines for delivering RSE to Aboriginal young people. Following these will ensure elders' involvement and assist in building strong, lasting relationships with community members. Taking steps to engage with the community will protect against any potential backlash, and you can feel confident in your delivery. You'll also find that RSE can be enjoyable.

**Please note:** These guidelines are in addition to following your local school's policy on seeking parental consent. Throughout each step described in these guidelines we encourage you to seek advice from your local Aboriginal staff. When speaking to the community, consider whether or not you need someone to assist you in interpreting.

### Guidelines

- 1 Assume that any talking around RSE will be gender separate until you are told otherwise by elders from your community.** This means you need to be working with a staff member of the opposite gender through each step of setting up and facilitating RSE. If this is not possible with school staff, there may be a youth worker or health service staff member who can assist you.
- 2 All RSE requires Aboriginal engagement and involvement.** This does not end at consultation; Aboriginal people should be involved in every step and aspect of your RSE. Prior to delivering RSE, elders from the local community must be consulted with. How this is conducted will depend on the local community. Initial conversations usually just seek to gain initial support for the delivery of RSE. Further consultation needs to be conducted to discuss any concerns and go through the content of the sessions. Your initial conversation should include asking elders if they wish to see the content, or if they wish to nominate someone else to assist in reviewing the content. Sometimes elders will entrust this task to a local Aboriginal health staff member or the Aboriginal community education officers (ACEO) at the school; alternatively, all the elder women may want to sit down together to go over the content. Educators need to be mindful of how they will revise content and learning activities in response to community concerns throughout the consultation process, keeping in mind that this process is ongoing throughout the program of lessons.

Some ways in which consultation could be conducted are:

- a) visiting elders' homes to meet one-on-one or in small groups to discuss your intentions
- b) having a community meeting at the school
- c) having a community meeting at a location in the community that elders frequent
- d) having a yarn out on country, at gender-specific sites.

During your consultation talks, some of the questions you may need to ask are:

- a) Is there anyone else who needs to be involved in these conversations?
- b) Who should be involved in checking what's in my education sessions?
- c) Who should assist me with delivering the education?
- d) What sessions need to be delivered gender-separate?
- e) If you have some flexibility, you may also wish to discuss the best place to deliver RSE. Some communities may wish to conduct the sessions at gender-specific sites.
- f) Is it okay for men/women to learn about (insert topic)?



- 3 **Engage at least one local Aboriginal person in the delivery of your sessions.** Usually this will be the local Aboriginal school staff but it could also be elders or parents. Often RSE involves discussions and small group work. Each local person should be assigned two to four students to assist during the lesson. You can encourage their involvement by asking them questions during the session. Please note this should only be done when your volunteers have agreed to being asked questions.

Some questions may include:

- a) What's the local language word for a particular term, such as rash, or discharge?
- b) How did this work when people your age were younger?
- c) How was this spoken about in the old days/traditional days?
- d) What do you think community elders or other community members would think about this?
- e) Why do you think it's important for kids to know about this?

- 4 **Check back in with the community as your education sessions progress.** It's a good idea to let the people you consulted with know the progress of your education sessions. In larger centres this may be done through information sent home or a school newsletter. In more remote areas, this may be done via formal or informal meetings with key community leaders and/or parents.

## QUICK TIPS TO HELP YOU FEEL MORE CONFIDENT

Teaching RSE for the first time can seem overwhelming but there some things you can do to make yourself feel much more comfortable

- 1 Ensure you have read through lesson plans thoroughly.
- 2 Ensure you have read through the teacher information.
- 3 Where relevant, have the additional teaching information on hand.
- 4 Have a display folder with a range of fact sheets and information covering the topics you are covering, as well as other relevant questions you may be asked (below is a list of the types of information you may want to include in the folder). You can refer to the information in the folder throughout the lesson as needed.
- 5 Have the number for the local sexual health helpline or health helpline available. If there isn't one in your area, arrange with the local clinic or public health team that you can call them during your lesson and ask a question if needed. This models help-seeking behaviour.
- 6 Have a script prepared for responding to questions to which you don't know the answer, or you aren't sure how to respond. Try something like: "That's a really interesting question. I'm actually not sure how to answer it right now but I will get the correct information for you and provide it to you next week/tomorrow/next lesson".
- 7 Have a few different reliable websites readily available so you can model how to find the answer online from reliable sources.
- 8 Ensure you have set up your group agreement appropriately and include your limits to confidentiality.
- 9 Set up a question box as a safer way for students to ask questions.  
If you want a heads-up, here are some examples of questions you might get asked from [Sexplain](#).

Remember:

- You do not need to be an expert on sexual health, nor do you need to be a clinician to run sexual health education. In fact, there is a lot of power in NOT being able to answer all your students' questions; ultimately, we want to encourage students to seek help, seek reliable information AND, where needed, seek clinical advice (see "Responding Appropriately to Tricky Questions" for further information).
- Your role is to provide a space for youth to feel safe and explore some of the basic information they need to keep themselves healthy. You are not a nurse or doctor and even if you were, a classroom is not the environment to give clinical consults or information.

## Suggested information to have handy

- All full factsheets from [Young Deadly Free](#)
- Local clinic information brochures
- Local youth service information (including counselling support)
- STIs and BBVs (resources other than YDF)
  - SHQ [Sexually Transmissible Infections STIs](#)
- Contraceptive information
  - SHINE SA [Choices in Contraception](#) factsheet
  - Family Planning Alliance [Contraception Choices](#) factsheet
  - SHQ [Contraception choices](#)
- Pregnancy options
  - SHINE SA [Pregnancy Options \(SA\)](#)
  - SHINE SA [Information on abortion in South Australia](#)
  - SHQ [Unplanned Pregnancy: Considering abortion](#)
  - Marie Stopes Clinics [Abortion](#)
- Safer Sex
  - SHINE SA [Condoms](#) factsheet
  - SHINE SA [Safer Sex](#) factsheet
- Sex and the Law
  - SHINE SA [Sexual Health and the Law for Under 18s](#) factsheet

## ESTABLISHING A GROUP AGREEMENT FOR RELATIONSHIPS AND SEXUALITY EDUCATION

### What is a group agreement and why is it important?

A group agreement for relationships and sexuality education (RSE) is a set of agreed behaviours and conduct that supports the creation of a safe space. Given the sensitive nature of RSE, it is important for students to not only feel safe but actually be safe to express their thoughts, opinions and values without fear of judgement or discrimination. The group agreement can be a useful reminder about respecting confidentiality and privacy (as discussed below); and for behaviour management during RSE, as you can refer to it if a student's behaviour falls foul of the agreement.

### How do you use the group agreement?

The group agreement is developed with students in the first RSE session. Each student must agree to abide by what is set out in the group agreement. The agreement should then be placed in a prominent part of the classroom before each lesson begins and discussed as part of the lesson welcome and introduction. For the group agreement to be most effective, students should recommit to the agreement at the start of each lesson.

### How do you develop a group agreement?

**Explain:** *To help everyone in the group feel safe to talk about things that may be sensitive, we need to work out some boundaries about what's OK and what's not OK to say and do in these sessions. What kind of behaviour from us and the other participants is going to make you feel comfortable and confident enough to talk about the things you want to in these sessions?*

Write all suggestions that the whole group agrees with on butcher's paper; negotiate any points of disagreement.

### Two things that must be on every group agreement:

- 1 **Right to pass:** the more each student participates the more they will learn and gain from the lesson, and the more other people in the group will learn. But it's important to explain to the group that we will not force anyone to do anything in this space that makes them feel unsafe. This means everyone has the right to decline talking about something they're not comfortable with, or not to participate in a group activity.
- 2 **Confidentiality or "what's said in here, stays in here":** Conversations about confidentiality must cover three aspects—

**a) What we mean by confidentiality**

**Explain:** Confidentiality is important and means we can feel safe in group discussions. It's OK to share information we've learned about relationships with people outside the group—but it's not OK to share personal information we've learned about other people. It's also not OK to repeat what other members of the group have said in the lessons.

**Ask:** When we say things like "what's said in here stays in here", what do we mean? \*Do we all agree this means that personal information or questions that people ask in here mustn't be shared with people outside of this group?" (\*Make sure that everyone nods or says yes in agreement.)

**b) Limits to confidentiality for the group facilitator**

**Explain:** Confidentiality is a bit different for me though and I need to be up front about this. As the group facilitator I have a responsibility to keep everyone in the group safe. I must also follow the law. Part of this responsibility means that in some cases I must tell other people about some things. I need to tell someone else if I hear that:

- 1 someone is hurting you or abusing you in some way
- 2 you are going to seriously hurt someone else
- 3 you are going to hurt yourself (suicide, or harm yourself in some way).

I would not be able to keep these things just between you and me because the law says I can't. If I do need to tell someone else your personal story, I will tell you who I am going to speak to and what I am going to tell them beforehand.

**c) Strategy for maintaining privacy (one step removed)**

**Explain:** You may have a real-life situation that you have a question about. That's great, our school wants to support our students where we can. However, a group or whole class discussion is usually not the safest or best place to share personal stories. I would encourage you to speak to me after or before class or speak with staff at student services. If however, you still want to use this group to get information and it's relevant to our discussion, it's important to remove yourself from the scenario and protect the identity of all people involved. Never refer to other people's names—even first names or nicknames—or any identifying information, including naming of a particular community. Say something like "What would you do if ..." or "suppose someone ..." or "what if a friend told you ...". This means you can still encourage discussion of real-life scenarios while protecting privacy.

(HINT: it may be a good idea to have these opening statements written on butchers' paper in the room)

**Possible things to suggest or discuss further:**

- Respect: this is often suggested by groups—when it comes up encourage the group to explain what respect looks like. Try asking "how do you know you are being respected?". Add the responses to the group agreement.
- Agree on mobile phone use: e.g. are people expected to have phones on silent? And tell the group that while in the session they are not permitted to take photos of each other with their phones or any other devices with cameras.
- Encourage the group not to spin yarns/gossip about each other or other people in the community when they are with you in this space.
- It can be nice to include "have fun" on your group agreement: Sexual health can be funny to talk about and it's okay to laugh and have fun during the sessions—however, we don't want to be laughing at individuals.

**Out of session support**

As part of keeping students safe, it's a good idea to make yourself or other support staff available after each lesson. You could say: "If anything comes up for you that you'd like to discuss with me but not in front of the whole group, please come and talk to me after the lesson. Remember I am a teacher, not a health professional, so I may not have all the answers, but I can assist you in getting help or further info".

## TIPS FOR DEALING WITH DISCLOSURES WHEN TEACHING RELATIONSHIPS AND SEXUALITY EDUCATION

There is risk that a disclosure in a large group can cause further stress and harm to the person disclosing, as well as to the participants in the group.

*For the individual:*

- Other people may be related to or know the alleged abuser and tell them about the disclosure.
- Other people in the group may tell other people in the community about the disclosure, diminishing the privacy and safety of the individual.
- Both of these outcomes may put the person who disclosed at risk of backlash, violence, further persecution and abuse.
- The individual may need to retell their story several times if an investigation ensues—stopping them from disclosing to the group helps protect their privacy and helps reduce the number of times they need to talk about their trauma.
- Stopping them from disclosing in group allows them the chance to disclose in a safer environment with someone (possibly you) who will know how to respond appropriately.

*For the group:*

- The disclosure may distress them.
- The disclosure may bring up their own past trauma.
- It may cause conflict in your group and therefore in your community.
- People in the group may know or be related to the alleged offender.

### Preparing yourself

Before you begin your RSE lessons it is essential to gather the following information:

- 1 Your school's policy and procedure for disclosures.
- 2 Your state/territory mandatory reporting laws.
- 3 Local support services that can provide support for young people alleging abuse.
- 4 Who, outside of the school, could provide you with support if you need to debrief following a disclosure.

If possible, have a co-facilitator. This doesn't need to be another teacher, it could be an ACEO, the school nurse, a clinic nurse, a sexual health worker, a social worker, etc. Prior to the group commencing, make an agreement about how you will manage a disclosure. This plan should include which of you will stay with the group, and who will take the student disclosing to a private location.

### Strategies to prevent a disclosure from occurring in your group

Before you start each session, you will be creating your group agreement (please refer to the group agreement factsheet for detailed information), and part of this process is making your "limits" to confidentiality known to the group. Before starting any session, always remind the group of your limits to confidentiality, and what is expected of them regarding privacy and sharing other people's stories. This is also a good time to remind the group to use the one step removed strategy.

Your group agreement, and being explicit about your limits to confidentiality, ensures transparency with your group. This allows any student in an abusive situation to make an informed choice about whether to disclose to you. This will hopefully help alleviate any stress you could feel about making a report or needing to talk to other people about the disclosure.

"One step removed" is a process where people are encouraged to describe life situations in the third person without disclosing any personal information. For example, "What could someone do if...?", "What if a friend told someone...", "Suppose a person...?"

*Background info on one step removed*

*"By using the one step removed strategy in a group, a survivor of abuse can practise a very effective way of checking out attitudes and getting information. For instance, suppose a person who is being abused decides to take a first step in telling, he or she can do that by saying first, "You know, I have a friend who's having trouble at home". Judging by the response, the victim can then either reveal that the 'friend' is in fact him/herself or, if the concern is trivialised or discounted, the victim can move on to another person. One step removed also prevents the revictimisation that can occur by allowing someone to disclose abuse publicly" Fraser V, Victoria Police, Melbourne*

## Protective interrupting

Protective interrupting is the process for recognising when someone may be about to disclose, and respectfully and gently encouraging them not to do so by redirecting their wording and making time to speak with them privately if they wish to talk further.

With protective interrupting, we can put situations into the one step removed mode and, if a young person should begin to disclose in front of the group, we can interrupt with something like:

- “You may not feel safe if you told us that. Right now, I want you to pretend a friend told you that. Later, after class today you should tell someone if this is happening at your house, or to someone you know. Come and see me at the end of the session if you’d like to chat about what you can do.”
- “What you are saying is very important. Because it is so important, we need to think carefully about who you want to tell this to. You and I can work out in a private meeting who would be the best person for you to speak to about this.”

More information on protective interrupting can be found here: <https://gdhr.wa.gov.au/guides/what-to-teach/protective-interrupting>

## Strategies to deal with a disclosure while it is occurring

- As mentioned earlier, where possible it’s a good idea to run your RSE program with a co-facilitator. There should be a plan made between both of you about how to manage the disclosure.
- If you were unable to protectively interrupt, interrupt as soon as you are able.
- Invite the student to speak with you outside of the room, somewhere private (refer to the factsheet below for tips on listening to a disclosure).
- The other facilitator should then look after the group by checking in with them. What you will do with the group will depend on how much information was shared. This could be done by getting them to just use one word to describe how they are feeling, followed by a quick energiser to shift the energy in the room or a more in-depth debrief and reassurance may need to occur.
- Remind your group of their own support networks as well as the local services available to them for support.

## Remember

- If someone is in immediate danger, you need to speak with the police ASAP.
- You may be able to offer ideas about who else they could talk to for support, but they may not follow up these referrals. The most important thing is that you simply listened and provided a non-judgemental space, and that you are transparent about your follow up.

# SUPPORTING SOMEONE WHO IS MAKING A DISCLOSURE



## WHAT TO DO

- Stay calm so the person doesn't feel scared
- Go somewhere safe and private to talk if others are around
- Listen carefully and respectfully
- Let them know that it is good they have told you
- Explain that you need to tell your line manager who will make a report to the police if
- Tell the person where they can get help (police, clinic, counsellor)
- Contact your line manager straight after the conversation
- Write down what the person told you and keep it somewhere safe
- make sure you get help for yourself if you feel upset

## WHAT NOT TO DO

- Don't say anything to make the person feel bad or shame
- Don't make the person think you don't believe them
- Don't promise that you won't tell anyone (explain who you will need to tell to keep them and other people safe)
- Don't interrupt or ask lots of questions (just listen)
- Don't spread rumours (only talk to people who need to know to keep the person safe)
- Tell the person where they can get help (police, clinic, counsellor)
- Don't try to talk to the person who has been accused or any witnesses

## HERE ARE SOME EXAMPLES OF THINGS TO SAY

- "I believe you"
- "You did the right thing by telling me"
- "This is not your fault"
- "To keep you and other people safe, I need to tell my Coordinator, but I won't tell anyone that doesn't need to know"
- "Do you know where you can go for help? You can go to the clinic if you are hurt, or speak to a counsellor to help you with your thoughts or feelings. There are numbers you can call to get help over the phone without having to give your name"

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- **Kids Helpline (24 hours): 1800 55 1800 for young people to talk about their feelings**
  - **1800 RESPECT (24 hours): 1800 737 732 for anyone who has experienced physical or sexual violence**
  - **Bravehearts information and support line (8am–8pm AEST): 1800 272 831 for anyone wanting information, advice, referrals and support regarding child sexual assault**
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## RESPONDING APPROPRIATELY TO TRICKY QUESTIONS

Regardless of tone, attitude or context, when a student asks a question in an RSE session, that question should be responded to as a legitimate question. There are often students who are attempting to embarrass the educator; however, when those questions are answered with seriousness, it models to them and other students that there are no stupid questions, and this contributes to creating a safe learning space for everyone.

### REMEMBER: In every question lies a teachable moment

For every question there are multiple ways one could respond. Each educator has different tactics and a different style and will respond according to that as well as their level of knowledge. It's important to note that you do not have to be a sexual health expert to run RSE. What you do need above all else is to be honest when you aren't sure of an answer and have the confidence to model how to seek reliable information or help when needed.

### Different types of tricky questions—Cheat Sheet Responses

Type of question	Options for response
Personal questions e.g. How old were you when you first had sex? Do you wax down there? Do you have sex? Have you had an STI?	<ul style="list-style-type: none"> <li>Refer back to your group agreement about personal questions.</li> <li>If a discussion about personal questions is not on your group agreement, explain that you are there to teach sexual health information, not to share personal stories.</li> <li>Answer the question without divulging personal information.</li> </ul> <p>For example, "People have sex for the first time at different ages. It's important that you know in our state, the law says you need to be 16 before you have sex. The <i>sixth National Survey of Australian Secondary Students and Sexual Health</i> found that "Overall, 47 % had had intercourse, including 34 % of Year 10s, 46 % of Year 11s and 56 % of Year 12s<sup>3</sup> That means lots of students in high school are not sexually active"</p>
Medical questions e.g. What type of contraception should I use? I have a friend who has really painful periods, why is that? If it hurts when you pee, does that mean you have an STI?	<ul style="list-style-type: none"> <li>Explain your role and the purposes of the education session. Give some limited information if you feel able to do so. Talk about local health services students could access for that information. You may also wish to include a conversation about HOW to access the service (opening times, how to make an appointment, costs etc.).</li> </ul> <p>For example: "Great question! Unfortunately, I am not nurse or doctor so I'm not able to answer that question. There are lots of (different types of contraception/reasons someone could have painful periods/reasons it could hurt when someone is peeing). That's why medical staff specialise in these things and are able to ask people the right questions and do tests to assess what is wrong. It's best you/your friend speak to (health service name/s)".</p>

3 <https://www.latrobe.edu.au/news/articles/2019/release/secondary-students-sexual-health-survey>

Type of question	Options for response
<p>General question that you don't know the answer to</p>	<ol style="list-style-type: none"> <li>1 Say you don't know the answer but you will get the information and respond to it next week/lesson.</li> <li>2 Say you aren't sure and refer to your folder with factsheets and brochures.</li> </ol> <p>If you have extra time in that lesson:</p> <ol style="list-style-type: none"> <li>3 Say you aren't sure and call a health helpline with the phone on speaker.</li> <li>4 Say you aren't sure and call the local clinic/nurse to find out the answer with the phone on speaker (it's a good idea to prearrange this with a particular health service staff member).</li> </ol> <p>For example: "Wow, that's a fantastic question. I'm actually not sure what the right answer is. I'm going to gather more information and I will get back to you in our next lesson."</p>
<p>Religious or Cultural questions/comments</p> <p>e.g. What about in other countries where they have arranged marriage and they HAVE to marry who ever their parents decide?</p>	<p>Affirm people's right to practise their own religion or culture. Do not comment on what you personally think about the practise. If appropriate, provide legal or factual information only.</p> <p>For example (if you have some information)</p> <p>"There are arranged marriages in Australia as well. It's important to note there is a difference between arranged marriage and forced marriage."          "Forcing anybody to get married is a serious crime in Australia.          In Australia, people are free to choose whether to get married and who they want to marry. Usually, a person must be over 18 years of age to be legally married. In some circumstances, a person over the age of 16 years can marry a person over 18 years, but this requires a court order.          It is against Australian law to force, threaten or trick anyone into getting married. It is also against the law to encourage or help organise a forced marriage, and to be party to a forced marriage if you are not the victim. This applies to legal, cultural and religious marriages.          An arranged marriage, where both people freely consent to get married, is different to a forced marriage. Arranged marriages are legal in Australia."</p> <p><a href="https://www.dss.gov.au/women/publications-articles/reducing-violence/forced-and-early-marriage">https://www.dss.gov.au/women/publications-articles/reducing-violence/forced-and-early-marriage</a></p> <p>Example (if it's something you don't know much about)</p> <p>"Some people practise arranged marriage in Australia as well, it's part of their culture to practise this. It's not something I know much about. Maybe you can find out more about how it works and let the class know next week. "</p> <p>(HINT: Getting the student to research it may be appropriate if the comment or question is off topic)</p>
<p>Ethical questions</p> <p>e.g. What would you do if your friend was in a violent/unhealthy relationship and they wouldn't leave? How would you help a friend who was too drunk at a party?</p>	<p>These types of questions are great discussion starters. Perhaps remind students not to give any personal information away about the 'friend' they are talking about, or themselves, and then start by asking the group what they would do. Prompt ongoing discussion by asking "what else might you do?" "Does anyone have a different idea?", "where could you get help?", "where else could your friend get help?".</p> <p>If you are confident or have the information handy, you could also provide additional factual information</p>



## SETTING UP AN ANONYMOUS QUESTION BOX

An anonymous question box is a common tool used in RSE that allows students to safely ask questions that they may be too embarrassed to ask in front of the whole group. While this is a tool that could be used for any education topic, it is particularly useful in RSE due to the sensitive and often personal nature of the content covered.

The basic principles:

- Ideally the question box should be introduced in your first session and be a permanent fixture of your lessons. If you are time poor, you may wish to only use the question box for lessons that you feel are particularly sensitive for your students.
- The question box should be something enclosed that students can't see into. Shoe boxes, an actual letter box or even a pillowcase or material bag can work well.
- Everyone must write something down on the paper.
- The paper should be all the same colour and size.
- The students should all have the same coloured pen or lead pencil.
- Ideally you should answer the questions in the following lesson, not on the same day. This ensures you are able to react appropriately to questions you are unprepared for and it gives you time to gather correct information.
- Be affirming—reinforce that all questions are good questions and that being brave to ask tricky or embarrassing questions is something to be proud of.
- Always be aware of your body language and tone as you answer your questions. For example, if you tell students that there are no stupid questions but laugh when you read their question out, it sends mixed messages and can break their trust.
- For tips on responding to questions, read *Responding appropriately to tricky questions* above.
- For more tips try <https://gdhr.wa.gov.au/guides/what-to-teach/question-box>.



## BACKGROUND OF THE THIS IS US SERIES

*This Is Us* is a series of three videos, each 8–10 minutes long. The series is built around the lived realities of young people in contemporary Australian society, with a focus on the lives of young Aboriginal people. The videos were made specifically as educational videos, to support health workers in discussing sexual health with young people in communities, and for young people in upper high school and would be a powerful tool for teachers/aides in facilitating RSE discussion. The films focus on young Aboriginal people but have broad appeal to all young South Australians in this age group.

Schools provide an opportunity to reach young people who may not otherwise access STI/BBV prevention messaging other than via social media; and allowing exploration of issues at a deeper level than is possible through social media.

The *This Is Us* series' subject matter is suited to discussion in a school based setting:

Episode 1 | Change The Game—male football training, relationships, responsible drinking, sexting, trouble with the law;

Episode 2 | Trust Each Other—female focused, netball, relationships, drinking underage;

Episode 3 | Make It Good—male and female, time out from drinking, supportive friendships.



# UNIT OUTLINE

Unit title	Young Deadly & Free	Year level	7–10	Duration	10 weeks
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**Overarching question—How can I have Healthy Positive Relationships?**

**Key inquiry question(s)**

- How can I be the boss of my own body and mind?
- How can I plan and advocate for health, safety, wellbeing and participation in the right lifestyle behaviours for me and my mob?
- How can I include, assist and lead others to make healthy informed choices?
- How can I find preventative solutions to help stop me and my mob making unhealthy lifestyle choices?

**Unit overview**

Students explore a variety of decisions they will need to make about their sexual health as they grow up and move beyond school. They explore future challenges and opportunities, including the types of relationships they have and the consequences for not having trust, respect and support as the basis for their personal relationships. Students will draw on their Ancestors' strengths, using their inherited instinctive ways and interpersonal skills to successfully navigate positive change. Students identify local resources and participate in activities that encourage help-seeking and informed choices in their community and culture. Students evaluate these resources to determine their effectiveness in contributing to the healthy lifestyle choices of their mob and themselves.

**Outcomes**

A student will:

- evaluate strategies and resources to manage sexual health and investigate their impact on relationships
- evaluate the impact on wellbeing of relationships and valuing diversity
- investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing
- examine how connecting to the environment can enhance health and wellbeing
- analyse and evaluate factors that influence emotional responses
- apply personal and social skills to establish and maintain respectful relationships and promote safety, fair-play and inclusivity
- demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing
- synthesise and apply health information from credible sources to propose and justify responses to health situations
- critically analyse contextual factors that influence identities, relationships, decisions and behaviours
- examine the role colonisation has played historically in defining cultures, lifestyle choices and cultural identities.

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## HPE Focus Areas

The following HPE skills are focused on during the unit:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)

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## Organising ideas—Aboriginal & Torres Strait Islander Cross Curriculum Priorities

- OI.1 Australia has two distinct Indigenous groups: Aboriginal Peoples and Torres Strait Islander Peoples, and within those groups there is significant diversity.
- OI.2 Aboriginal and Torres Strait Islander communities maintain a special connection to, and responsibility for Country/Place.
- OI.3 Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.
- OI.5 Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.
- OI.6 Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.

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## Assessment

Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Some examples of assessment FOR learning in this unit includes:

- Clear learning goals or intentions and success criteria for the learning activities.
- Self-reflection and peer-feedback, e.g. strengths, yarning circle, concentric circles, research, scenarios, role-plays and games.
- Aboriginal Learning Styles of group discussion, critical thinking, verbal problem solving.

Some examples of assessment learning in this unit includes:

- Inquiry-based learning that encourages students to take responsibility for their own learning, e.g. The Consequence activity.

Some examples of assessment OF learning in this unit includes:

- Questioning/discussion strategies to assess students' knowledge and understanding to plan for future learning, e.g. discussion, affinity mapping, visual mapping, concentric circles, conversations, fishbowl, consequence discussions, quizzes.
- Observation of students' knowledge, understanding and skills through their work and participation in activities, e.g. discussions, work samples.
- Group physical activity session.

## National Curriculum

### Students:

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair-play and inclusivity.

### Year 7 & 8

#### Health and Physical Education

Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities ([ACPPS078](#))

✎ Exploring how a sense of connection to Country/Place sustains the health and wellbeing of Aboriginal and Torres Strait Islander Peoples and communities

### Year 9 & 10

#### Health and Physical Education

1) Critique behaviours and contextual factors that influence health and wellbeing of diverse communities ([ACPPS098](#))

✎ Investigating the role that extended family, kinship structures and broader community play in the lives of Aboriginal and Torres Strait Islander Peoples

## Teaching, learning and assessment

### Introduction

- Introduce an overarching question for students to explore throughout the unit:

### How can I be the boss of my own mind and body?

- Explain that this unit will examine possible scenarios they may face in their community/s, including how to ensure they have healthy intimate relationships. Students will explore the research, planning and preparation that goes into successfully managing these situations.

**Teacher note:** *Activities relating to students organising, implementing and leading participation in Healthy Relationships and Sexuality activities throughout the term can be found throughout this unit.*

### Before watching the video

- Ensure students have a shared understanding of what a relationship is. Use the poster *Handout 1.1 Definition of "relationships"*. Ensure you discuss some of the different types of relationships people can have, e.g. mum, dad, cousin, friend, coach, partner/girlfriend/boyfriend, husband/wife.  
*You may wish to print this off and hand it to students or you could project it on your smartboard*
- Hand out the worksheet *Handout 1.2 Character, Roles & Behaviours* and *Handout 1.3 The web of relationships in This Is Us*. Explain that they are to begin to fill in the *Handout 1.2 Characters, Roles & Behaviours* worksheet as they watch the video. Explain that the whole class will work through the worksheet together when the video is finished so it's okay if they don't get it all filled in.

**Watch the video** <https://youtu.be/DWb5dehQqds>

While students watch the video, they begin to fill in the *Handout 1.2 Characters, Roles & Behaviours*

### After viewing

- Encourage students to share their initial responses to the video.
- Discuss the different types of relationships they saw in the video e.g. coach, team mate, assistant coach, friend, best friend.

## Resources

### Pre-Session Information

[Background of the \*This Is Us\* series](#)

Teachers Notes—room set up

Video: This Is Us: Change The Game <https://youtu.be/DWb5dehQqds>

[Handout 1.1 Definition of "relationships"](#)

[Handout 1.2 Character, Roles & Behaviours](#)

[Handout 1.3 The web of relationships in \*This Is Us\*](#)

[Handout 1.4 Being the boss of my own body means...](#)

[Handout 1.5 Healthy Relationship Strengths Cards](#)

[Handout 1.6 Respectful & Disrespectful signs](#)

[Handout 1.7 \*This Is Us\*: Is it respectful or disrespectful?](#)

## National Curriculum

## Teaching, learning and assessment

## Resources

- Discuss the roles and behaviours that each character took on.
- Ask students if the behaviours were helpful or unhelpful to their team mates/friends.
- Ask students to reflect on whether those behaviours are desirable in a friend or someone you trust.
- Hand out or display *Handout 1.4 Being the boss of my own body means...*
- Ask the class which characters showed they were bosses of their own bodies and minds.

### Healthy Relationship Strengths Cards

- Explain that you are going to explore these behaviours further by looking at strengths in relationships using some cards.
- Students stand or sit in a yarning circle\*. Place *Handout 1.5 Healthy Relationship Strengths Cards* in the middle of the circle and asks students to choose up to three cards that represent what they believe are the most important values in a healthy intimate relationship that keep relationships strong. After students have chosen three cards, ask students if they would individually share why they chose at least one of the cards they did.

**Teacher note:** *in larger groups multiple students may pick the same cards. If this is the case, ask students to mentally choose their cards or write them down and only pick them up when/if they decide to share.*

- Ask students to think about what a healthy relationship is, and brainstorm ideas about what this looks like. Encourage the class to draw or record their answers (strengths) on the butcher's paper.

**Teacher note:** *\*Yarning circles are used in a range of contemporary Aboriginal contexts to reinforce customary cultural practices of communication where each participant's contribution is equally valued.*

As a class, using the board, group work or a collaborative online space, students record the strength(s) and the area(s) for personal growth that they chose.

- In your yarning circle, as a class, students discuss the importance of understanding their strengths and how to draw on them throughout the various life challenges and opportunities that will emerge over their lives.
- Students also discuss the importance of developing their areas of growth in order to successfully manage life challenges and opportunities

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National Curriculum

Teaching, learning and assessment

Resources

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**Mapping**

- Students use ICT tools or art paper to create a mind-map using illustrations that highlight the things they believe are most important to have a healthy relationship.
- Ask students to reflect on their map by considering:
  - A challenge they might have identified. Why did they see it as a challenge?
  - An opportunity they have identified. Why did they see it as an opportunity?

**HRS Barometer**

- After reflecting on previous challenges and opportunities to having a healthy relationship, as a class have students explore various situations to determine whether they would view them as respectful or disrespectful. One side of the room is identified as respectful, the other as disrespectful using *Handout 1.6 Respectful & Disrespectful* signs, or similar handwritten. Read the scenarios from *Handout 1.7 This Is Us: Is it respectful or disrespectful?* to students and ask them to move to one of the areas in the room, depending on how they would view the situation.
- Encourage class discussion by asking 1–2 students to explain why they chose to stand where they are.
- When you have finished reading the scenarios, ask students to sit or stand in a circle and share one thing that makes a relationship respectful. Encourage each student to come up with something different.

## National Curriculum

**Organising idea 6** *Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.*

### Health & Physical Education

**Learning Area**—There is the capacity for making strong connections between cultures and identities and to engage with and appreciate the lived experiences of Aboriginal and Torres Strait Islander Peoples

### Year 7 & 8

#### Health and Physical Education

Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities ([ACPPS077](#))

☞ Explore how spiritual connection to Country/Place enhances health and wellbeing for Aboriginal and Torres Strait Islander Peoples

## Teaching, learning and assessment

**Advocating for Health, safety and wellbeing** (possible assessment opportunity)

- The teacher introduces the key inquiry question that students will be exploring:

**How can I plan and advocate for health, safety, wellbeing and participation in the right lifestyle behaviours for me and my mob?**

### Before watching the video

- Hand out the worksheets *Handout 2.1 Character, Roles & Behaviours episode 2* and *Handout 2.2 The web of relationships in This Is Us*. Explain that they are to begin to fill in the *Handout 2.2 Characters, Roles & Behaviours* worksheet as they watch the video. Explain that the whole class will work through the worksheet together when the video is finished so it's okay if they don't get it all filled in.

**Watch the video** *This Is Us: Trust Each Other* <https://youtu.be/ngYADDbIW5c>.

- While students watch the video, they begin to fill in the *Handout 2.1 Characters, Roles & Behaviours episode 2*

### After viewing

- Conduct a brief class discussion about the different types of relationships they saw in the video: boyfriend, girlfriend, health worker, friends, best friend, write their answers on the board.
- Discuss the roles and behaviours that each character took on.
- Discuss the concept of help-seeking.

**Teacher note:** *The following factsheet on help-seeking from Lifeline may assist: What is Help-seeking?* <https://www.lifeline.org.au/static/uploads/files/what-is-help-seeking-wfqyhtavxnmng.pdf>

- Ask students to identify who was able to seek help, who didn't seek help but should have, and who supported their friends in seeking help.
- Explain that while being a teenager is about finding independence and developing their own identity, it's still very important that they are able to identify people and places that they can seek help from. Everyone needs help sometimes.

## Resources

Video: *This Is Us: Trust Each Other* <https://youtu.be/ngYADDbIW5c>

[Handout 2.1 Characters, Roles, Behaviours episode 2](#)

[Handout 2.2 The web of relationships in This Is Us](#)

[Handout 2.3 Healthy Relationship Strengths Cards](#) (same as Handout 1.5)

*Condom Card Game & Condom Negotiation Cards* (SHINE SA) <https://www.shinesa.org.au/product/condom-card-game-condom-negotiation-cards/>



**Relationship Web**

- As a class group, form a complete circle around butcher's paper on the floor.
- Explain that you are going to call a student's name and throw a ball of string or wool to them. That student is then going to hold on to the end of the string and throw the ball to the next person and so on and so forth, forming a web. When the ball gets back to you, make sure that the web is strong i.e. the string is being held taut.
- Explain that the web represents the relationships you all have in this classroom. You are connected as peers, students and teacher, and people who are part of the school community. Together, if we have a healthy relationship, we can be strong.
- Ask students what will happen if one or two people drop their piece of string? Get two people to drop the string.
- Discuss how the web is no longer strong like it was.

**Yarning Circle**

- Students sit in a yarning circle, with pens/markers.
- Spread the *Handout 2.3 Healthy Relationship Strengths Cards* out on the floor.
- Using the cards to assist students, discuss the following questions: What characteristics do you think a person needs to seek help?, What characteristic do you think a person needs to help others?, When seeking information (e.g. online or in hard copy) how do you know if that information is reliable?
- Discuss how non-verbal communication is made up of body language, sign language and facial expressions. Ask them to think about how a person's body language assists them to decide if a person is safe to speak with about private or sensitive topics.
- Place butcher's paper on the floor with the following headings:
  - Help-seeking is...
  - A characteristic of someone who can help me is...
  - I can help others by...
- Ask students to walk around the room and write their responses; discuss the responses and place butcher's paper up in the room for the following extension activity.

**Extension activity—Strength Mapping**

- Students use ICT tools or art paper to create a map using illustrations that highlights the lesson learnt about help-seeking.
- Teachers could use this activity to create a Strength mural and add to the mural as the students learn new knowledge or gain confidence to share their beliefs.

**Support Services Investigation***Researching services*

- 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>
- 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.). 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 classroom.
- Explain to the students that they are to use these questions to guide their enquiry with a service in real life. They can write more questions if they want but these are to get them started.
- In groups, students research local youth and health services in their community and online that can assist them to engage in healthy relationships. 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)
- Explain to students that the research they do this week will inform next week's activity where they will create a directory of services. Note: Students should record links, factsheets and any relevant information on paper for the activity the following week.

*Creating a directory*

Students create a healthy relationships directory (booklet) list 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.

- In small groups from last week report last week's findings back to the whole group.
- 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?
- Students carry out the production of the booklet, once completed, students could make this resource available in the library or student services offices.

**Protect Yourself Activity**

Split students into two groups. Ensure you have enough *Condom Card Game & Condom Negotiation Cards* (SHINE SA) <https://www.shinesa.org.au/product/condom-card-game-condom-negotiation-cards/> for each group to have one full set of cards.

- Students will test their knowledge of condom use. They will work in teams to put the cards in to the correct order of how to put a condom on. The team who completes the task first AND gets the order correct wins.
- Hand the cards out. When ready, get them to begin. When the groups finish, check that the cards are in the right order. If they are not, give them more time to adjust the order.
- Once the groups have completed the activity read the correct order out as per the activity card (found in the condom card game box) and give out prizes for winning group. If time permitting, discuss extra points as below;

*Discussion points*

- **What would happen if they started having sex, but then one partner said they wanted to stop?** Legally, they would need to stop having sex. Anyone can decide at any time that they want to stop, and their partner must respect their wishes.
- **Where else could the consent cards go?** Consent can be sought or withdrawn at any point. (*TIP: Demonstrate this by moving the consent cards in to different points of the timeline as you discuss*)
- **Where can you get condoms from around here?**
- **How much do condoms cost?** Often people can get them for free from health clinics. If there are no free condoms in your community, you can buy them, usually in packs ranging from four condoms a pack to 30 condom packs. These cost between \$4 through to \$20, depending on the brand and how many condoms are in the pack. It works out about 40c–\$1.20 per condom.
- **What if you have a Latex allergy?** Latex-free condoms are also available for people who have latex allergies. Ansell's *Skyn* condoms are latex free and widely available.

## National Curriculum

### Years 9–10

#### Health and Physical Education

Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments

([ACPPS097](#))

- ✎ Investigating different approaches to managing environmental resources, including how Aboriginal and Torres Strait Islander communities demonstrate custodial responsibility for Country/Place

## Teaching, learning and assessment

### Healthy informed choices (possible assessment opportunity)

- The teacher introduces the key inquiry question that students will be exploring:

**How can I include, assist and lead others to make healthy informed choices?**

- Have students read through Handout 3.1 Advertising Health Poster.
- Hand out blank piece of paper to each student. 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.
- Watch the video This Is Us: Make it good <https://youtu.be/EdtjerZIX14>
- 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?
- 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.
- 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.

### HIR profile and Media production (possible assessment opportunity)

- Students read *Handout 3.1 Advertising Health Poster* and create a profile of the strengths inside themselves and outside in their communities and families they see as being critical to having a Healthy Positive Relationship. This may be a poster or presentation that students can share with the class. Students should include behaviours, feelings, mental health, Culture, influencers (role models), society, friends, family etc.
- In small groups, develop an action plan that would help a friend your age in the community to have Healthy Positive Relationships.
- Add these action or steps to the poster and have each group design the poster in any style they choose.

## Resources

Video This Is Us: Make It Good <https://youtu.be/EdtjerZIX14>

Handout 3.1 Advertising Health Poster

Handout 3.2 Strengths in me and my community

Handout 3.3 Talkin' True: Key messages

Handout 3.4 Film roles required to make Talkin' True

Talkin' True Videos: <https://youngdeadlyfree.org.au/resources/health-messages/talkin-true-videos/>

Sample: A great ad from NZ: <https://www.youtube.com/watch?v=iUj2OHLAG3w&t=7s> (8 mins length)

## National Curriculum

## Teaching, learning and assessment

## Resources

**Creative intervention** (possible assessment opportunity)

- As a class, watch the short effective Talkin' True videos (link listed in Resources) and have the students identify key messages and record them on *Handout 3.3 Talkin' True: Key messages*. In small groups have students brainstorm the various key messages they have identified to be included on a selection of video grabs just like the Talkin' True videos they have just seen.

*(If taking the students offsite you will need to get permission and make appointments)*

**Note:** *Although a phone works fine, perhaps consider a visit a film studio or have a professional videographer/ film producer visit the class to discuss script writing, video production and use etc.*

- Students then create a short video—under 1-minute—communicating the key message. Refer students to *Handout 3.4 Film roles required to make Talkin' True* to decide what role each student will take in the production of the video. If there is time, students present their video to the class.

**Role-play scenarios**

- Introduce the concept of individuals needing to refine interpersonal skills in order to take greater responsibly in successfully managing their own health, safety and wellbeing throughout life.

**A suggested special guest might be someone from the legal profession to explain and discuss legal responsibilities required by law regarding Healthy Intimate Relationships**

- As a class, students identify the skills they may need to successfully manage the following scenarios:
  - The character's partner does not have any condoms.
  - The character is arrested.
  - The character's close friend is behaving out of character and skipping school.
  - The character is being attacked online due to inappropriate photos they sent to someone they trusted being posted.
  - The character is being pressured to get into a car when the driver has consumed alcohol.

**Stayin Strong**

- In small groups, students choose one of the scenarios above or devise their own.
- They prepare a script and role-play a response to the situation that ensures they stay strong and healthy. They then rotate positions and provide feedback on how the individual expresses his/her thoughts, while acknowledging the indirect communication strategies commonly used by Aboriginal people.
- As a class, students brainstorm strategies to demonstrate assertive verbal and non-verbal communication in different situations, while being respectful and empathetic of others.

**National Curriculum**

**Year 7 & 8**

**Health and Physical Education**

Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities

([ACPPS078](#))

- ✎ Exploring how a sense of connection to Country/Place sustains the health and wellbeing of Aboriginal and Torres Strait Islander Peoples and communities

**Teaching, learning and assessment**

**Know the risk**—Students identify what does or does not place a person at risk for contracting BBVs

**How can I find preventative solutions to help stop me and my mob making unhealthy lifestyle choices?**

**HIR profile and Media production** (*possible assessment opportunity*)

Students identify what does or does not place a person at risk of contracting a blood borne virus (BBV).

- Place the *Handout 4.1 BBV risk factors cards* in a box
- Write two headings on the board: Risk Factor and Not a Risk Factor.
- Remind students how blood borne infections are passed from one person to another (refer to *Handout 4.2 BBV Factsheets* if needed).
- Have one student at a time pick a card from the box and read it aloud. As a class, determine which category the card belongs in. Place it under the appropriate heading.
- Ask students to identify which cards in the Risk Factor category are the situations they are most likely to encounter. Ask the students to list several ways they could avoid the situation or keep themselves and their friends safe in that situation

**Answers**

<b>Risk Factors For BBV:</b>	<b>Not a Risk Factor for BBV</b>
<ul style="list-style-type: none"> <li>• Being born to a mother who has a blood borne infection</li> <li>• Body piercing or tattooing with unclean equipment</li> <li>• Helping a bleeding person without using latex gloves</li> <li>• Mixing blood between people</li> <li>• Sexual activity</li> <li>• Sharing needles with another person</li> </ul>	<ul style="list-style-type: none"> <li>• Being coughed or sneezed on</li> <li>• Bites from a dog or cat</li> <li>• Bites from insects</li> <li>• Drinking from a water fountain</li> <li>• Getting a vaccination</li> <li>• Giving blood</li> <li>• Hugging or touching someone</li> <li>• Kissing someone</li> <li>• Shaking hands with someone</li> <li>• Sharing food, cutlery, cups or dishes</li> <li>• Swimming in a public pool</li> <li>• Using a crowded elevator</li> <li>• Using a public toilet</li> </ul>

**Resources**

[Handout 4.1 BBV risk factors cards](#)

[Handout 4.2 BBV Factsheets](#)

## National Curriculum

### Understanding movement

Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time

([ACPMP104](#))

✎ Analysing the significant contributions Aboriginal and Torres Strait Islander people make, and have made, to sport in Australia

## Teaching, learning and assessment

### Resilience

- As a group have students discuss what makes a person resilient? Individually, students reflect (research if necessary) on a well-known Aboriginal sports person (can be someone famous or not see links) they feel is resilient and comment on the following questions:
  - Why do you think this person is resilient?
  - What characteristics do they display that make them resilient?
  - Why do you think some people are more resilient than others?
  - What characteristics would you like to develop in order to be more resilient?
  - Who can support you in developing these characteristics?
- Facilitate a discussion about the interpersonal skills and actions that are beneficial for managing opportunities or challenging situations.
- Students reflect on:
  - one interpersonal skill or action they used during the week
  - one interpersonal skill they observed others using effectively that they would like to develop and how they can practise this skill over the next month.

### Extension activity—Motivation for managing life challenges

Have the students listen to and identify a motivational theme song or saying.

Students research theme songs that encourage resilience and managing life challenges

- In small groups, students share song titles, poems or sayings and the lines or lyrics most effective in promoting positive interpersonal skills or actions.
- Students listen to one song they find empowering for managing life opportunities and challenges and share with the group their thoughts about why this song resonates with them.
- Students participate in a class discussion about other ways to help their community and friends manage challenges/stress and who or where they can turn to seek help, for example, deep breathing, physical activity, sport, culture, talking to a trusted adult.

## Resources

<https://hatch.macleay.net/naidoc-week-the-25-greatest-aboriginal-indigenous-sports-people-stars/>

<https://www.olympics.com.au/resources/articles/indigenous-australian-olympians/>

# LESSON PLANS

Suite 1 This Is Us: Change The Game: How can I be the boss of my own mind and body?

- Lesson 1 Identifying relationships and behaviours
- Lesson 2 Healthy relationships yarning circle
- Lesson 3 Healthy relationships barometer

Suite 2 This Is Us: Trust Each Other: How can I plan and advocate for health, safety, wellbeing and participation in the right lifestyle behaviours for me and my mob?

- Lesson 1 Character analysis
- Lesson 2 Relationship web & yarning circle
- Lesson 3 Support Services Investigation
- Lesson 4 Protect yourself

Suite 3 This Is Us: Make It Good: How can I include, assist and lead others to make healthy informed choices?

- Lesson 1 Character analysis
- Lesson 2 Poster development
- Lesson 3 Creative intervention
- Lesson 4 Role-play scenarios

Suite 4: How can I find preventative solutions to help stop me and my mob making unhealthy lifestyle choices?

- Lesson 1 Know the risk
- Lesson 2 Resilience



## SUITE 1

### THIS IS US: CHANGE THE GAME

### TOPIC: *HOW CAN I BE THE BOSS OF MY OWN MIND AND BODY?*

#### LESSON 1 IDENTIFYING RELATIONSHIPS AND BEHAVIOURS

**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

- Butcher's paper
- Video: *This Is Us: Change the game* <https://youtu.be/DWb5dehQqds>
- Print or project [Handout 1.1 Definition of "relationships"](#)
- Print [Handout 1.2 Characters, Roles & Behaviours episode 1](#)
- Print [Handout 1.3 The web of relationships in This Is Us](#)
- Print or project [Handout 1.4 Being the boss of my own body means...](#)

### TAKE HOME MESSAGE

We all have a range of different relationships in our lives. Healthy relationships can support us to be the best version of ourselves and leave us feeling good. Identifying the behaviours that are helpful to us in relationships supports us to have healthy relationships and enables us to be the boss of our own bodies

## IDENTIFYING RELATIONSHIPS AND BEHAVIOURS

### Purpose

This lesson aims to develop students' help-seeking skills by increasing their capacity to identify safe people to talk to. This will be done through the exploration of identifying the qualities that are desirable in a friend or someone trusted. Students will also increase their awareness of the impact behaviours have on others by exploring behaviours of the characters in *This Is Us: Change the game*.

### Learning goals

In this lesson students will:

- identify the range of relationships people can have in their life
- understand the impact behaviours have on others by exploring behaviours of the characters in *This Is Us: Change the game*
- be able to identify the behaviours and characteristics needed for health relationships
- will understand behaviours and characteristics that enable "being the boss of their own body".

### Procedure

- 1 Explain to students that these lessons aim to explore relationships using three videos titled *This is Us*. Before you get started, it's important that everyone has shared understanding of what a relationship is.
- 2 Use the poster *Handout 1.1 Definition of "relationships"*. Ensure you discuss some of the different types of relationships people can have e.g. mum, dad, cousin, friend, coach, partner/girlfriend/boyfriend, husband/wife. *You may wish to print this off and hand it to students or you could project it on your smartboard.*
- 3 Hand out the *Handout 1.2 Characters, Roles & Behaviours* and *Handout 1.3 The web of relationships in This Is Us*.
- 4 Explain that they are to begin to fill in *Handout 1.2 Characters, Roles, Behaviours* as they watch the video.
- 5 Explain that the whole class will work through the worksheet together when the video is finished so it's okay if they don't get it all filled in.
- 6 Watch the video *This Is Us: Change the Game* <https://youtu.be/DWb5dehQqds>
- 7 After watching conduct a brief class discussion about the different types of relationships they saw in the video. Students are encouraged to refer to their worksheet. e.g. coach, team mate, assistant coach, friend, best friend. Write their answers on the board.
- 8 Discuss the roles and behaviours that each character took on and ask students to fill in their handouts throughout the discussions.
- 9 Break the class into small groups.
- 10 Give each group a piece of butcher's paper with a character's name at the top. Characters to focus on include JB, Clarry, Henry and coach.
- 11 Ask the class to imagine themselves as that character and discuss how the role they played in the video can impact on: themselves; others; family and community.
- 12 Hand out or display *Handout 1.4 Being the boss of my own body means...*
- 13 Ask the class which characters showed they were bosses of their own bodies and mind.
- 14 Ask the students to identify what behaviours showed them they were the boss of their own body.

## SUITE 1

### THIS IS US: CHANGE THE GAME

### TOPIC: *HOW CAN I BE THE BOSS OF MY OWN MIND AND BODY?*

#### LESSON 2 HEALTHY RELATIONSHIPS YARNING CIRCLE

**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 2

Time required:  
45 minutes

### PREPARATION

- Print 1 set of [Handout 1.5 Healthy Relationship Strengths Cards](#)
- Read the description of yarning circles at <https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/yarning-circles>
- Have markers & butcher's paper including three sheets with headings:
  - What does having Healthy Relationships mean for me and my family?
  - In what ways do we communicate in the same way as our Elders/adults in the community, and what is different?
  - How can I use this new learning to help my family/community?
- Have ICT tools or collage materials ready (if including extension activity)

### TAKE HOME MESSAGE

*Yarning is a safe way to discuss many issues and share ideas and learnings. In this lesson we built on the behaviours we think are important in relationships by exploring the strengths (qualities) we see as important in healthy relationships. Knowing your own strengths and the strengths of others is important in building your own confidence and working on your areas of growth to enable you to be the boss of your own body.*

## HEALTHY RELATIONSHIPS YARNING CIRCLE

### Purpose

This lesson introduces the concepts of yarning and storytelling and their importance in Aboriginal culture. As a class, students discuss the importance of understanding their strengths and how to draw on them throughout the various life challenges and opportunities that will emerge over their lives. Students also discuss the importance of developing their areas of growth in order to successfully manage life challenges and opportunities.

### Learning goals

In this lesson students will:

- learn how to identify key themes related to having a healthy relationship that allows them to be the boss of their own minds and bodies
- learn how to identify different forms of communication
- learn how different forms of communication can tell stories about healthy relationships in everyone's life.

**Teacher note:** *In Aboriginal culture yarning and storytelling are very important. Yarning is an informal conversation that is culturally friendly and recognised by Aboriginal people as meaning to talk about something or someone, or provide and receive information. Yarning circles are designed to allow all students to have their say in a safe space without judgement. Each student is encouraged to speak, one at a time, without interruption. This is a process that helps to develop deep listening skills, sharing knowledge and establishing rules around respectful behaviour.*

### Procedure

- 1 As a class group, form a complete circle around butcher's paper on the floor with the *Handout 1.5 Healthy Relationship Strengths Cards* spread out.
- 2 Make sure that everyone has pens/markers, a clear space and can see one another.
- 3 Explain that sitting in a circle for yarning like this is the way things are done for many Aboriginal communities who believe the best way to learn is through stories and yarns.
- 4 In your yarning circle, explain to the class that learning and communicating through pictures and images is an important part of Aboriginal culture.
- 5 Ask students to choose up to three cards that represent what they believe are the most important values in a healthy relationship that keep relationships strong.
- 6 After students have chosen three cards, ask students if they would individually share why they chose at least one of the cards they did.
 

**Teacher note:** *In larger groups multiple students may pick the same cards. If this is the case, ask students to mentally choose their cards or write them down and only pick them up when/if they decide to share.*
- 7 Ask students to think about what a healthy relationship is, and brainstorm ideas about what this looks like. Encourage the class to draw or record their answers (strengths) on the butcher's paper.
- 8 Explain to the class that learning and communicating without words is another important part of Aboriginal culture.
- 9 Discuss how non-verbal communication is made up of body language, sign language and facial expressions.

- 10 Ask them to think about how in the video they could identify what was being communicated without words by each of the characters.
- 11 In your yarning circle, as a class, students discuss the importance of understanding their strengths and how to draw on them throughout the various life challenges and opportunities that will emerge over their lives.
- 12 Discuss the importance of developing their areas of growth in order to successfully manage life challenges and opportunities.
- 13 Place paper around the room with these headings.
  - *What does having healthy relationships mean for me and my family?*
  - *In what ways do we communicate in the same way as our Elders/adults in the community, and what is different?*
  - *How can I use this new learning to help my family/community?*
- 14 Invite students to take a marker and rotate around the room contributing to the answers on the butcher's paper.
- 15 Close the activity with a discussion on students' responses and thoughts.

### **Extension activity**

#### **Strength Mapping**

- Students use ICT tools or art paper to create a mind map using illustrations that highlight the things they believe are most important to have a healthy relationship.
- Teachers could use this activity to create a Strength Mural and add to the mural as the students learn new knowledge or gain confidence to share their beliefs

## SUITE 1

### THIS IS US: CHANGE THE GAME

### TOPIC: *HOW CAN I BE THE BOSS OF MY OWN MIND AND BODY?*

#### LESSON 3 HEALTHY RELATIONSHIPS BAROMETER

**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:

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- 5 Read your schools procedure for dealing with disclosures of child sexual abuse.

#### OTHER TRAINING AND SUPPORT

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### LESSON 3

Time required:  
45 minutes

#### PREPARATION

- Clear table and chairs to make room for the continuum.
- Print signs [Handout 1.6 Respectful & Disrespectful signs](#) (or make by hand).
- Print 1 copy of [Handout 1.7 This Is Us: Is it respectful or disrespectful?](#)
- It may be useful to google some different understandings of healthy/respectful relationships to support you in the classroom discussions

#### TAKE HOME MESSAGE

*There are a range of different behaviours that can be considered respectful or disrespectful in relationships. People's own values and experiences can shape how they view their behaviours. Knowing what behaviours are and aren't okay for you are an important part of what helps you to stand up for yourself in relationships and be the boss of your own body.*

## HEALTHY RELATIONSHIPS BAROMETER

### Purpose

Regardless of how healthy a relationship is, situations that can cause conflict will inevitably arise. These situations and how we manage them are influenced by our strengths, as previously explored, as well as our own values and previous experiences. Now that we have talked about healthy relationships and positive character traits in a partner, the following activity will help us to recognise when a behaviour is a sign of an **un**healthy relationship.

### Learning goals

In this lesson students will:

- learn how to identify if a behaviour or characteristic is a sign of a healthy or unhealthy relationship
- learn how to demonstrate active listening and respect of other students' values and opinions.

### Procedure

- 1 Designate opposite sides of the room as respectful and disrespectful with signs *Handout 1.6 Respectful & Disrespectful signs*. The space in between is the continuum.
- 2 Explain to students that you are going to read out a range of different scenarios. They are required to decide if they think each scenario is respectful or disrespectful.
- 3 Explain that they can stand anywhere on the continuum—so if they think it's really disrespectful, e.g. violence, they might stand right on the wall, if they think it's disrespectful but solvable, they can stand further to the middle and so on.
- 4 Read a scenario from *Handout 1.7 This Is Us: Is it respectful or disrespectful?* to students and ask them to move to one of the areas in the room, depending on how they would view the situation.
- 5 Encourage class discussion by asking 1 or 2 students to explain why they chose to stand where they are.
- 6 If discussion is limited, challenge the students by asking questions such as:
  - What should (character) do in this situation?
  - Is there a way to make this respectful?
  - What behaviours need to change in this situation?
  - Should they break up?
  - What if...
- 7 When you have finished reading the scenarios, ask students to sit or stand in a circle and share one thing that makes a relationship respectful. Encourage each student to come up with something different.

## 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 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:

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## LESSON 1

Time required:  
45 minutes

### PREPARATION

- Video: *This Is Us: Trust Each Other* <https://youtu.be/DWb5dehQqds>
- Read about yarnning circles <https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/yarning-circles>
- Print for each student [Handout 2.1 Characters, Roles, Behaviours Episode 2](#)
- Print for each student [Handout 2.2 The Web of relationships in This Is Us](#)
- What is Help-seeking? fact sheet <https://www.lifeline.org.au/static/uploads/files/what-is-help-seeking-wfqyhtavxnmg.pdf>

### TAKE HOME MESSAGE

*By being aware of your friends' behaviours you can understand them and make some choices about ways to support them. Sometimes supporting yourself and your friends means asking for help. It is important to make sure you inform yourself about the kinds of help available around you.*

## CHARACTER ANALYSIS

### Purpose

- Define what a Healthy Relationship is.
- Understand the services and support needed to maintain a Healthy Intimate Relationship.
- Critically analyse the need to be informed and inform others of what is available to help them have a healthy relationship.

### Learning goals

In this lesson students will:

- reflect on whether or not the behaviours in the *This Is Us: Trust Each Other* video are desirable in a friend or someone you trust.

### Procedure

- 1 Hand out the *Handout 2.1 Characters, Roles, Behaviours Episode 2* and *Handout 2.2 The Web of relationships in This Is Us*.
- 2 Explain that they are to begin to fill in *Handout 2.1 Characters, Roles, Behaviours Episode 2* as they watch the video.
- 3 Explain that the whole class will work through *Handout 2.1 Characters, Roles, Behaviours Episode 2* together when the video is finished so it's okay if they don't get it all filled in.
- 4 Watch the video *This Is Us: Trust Each Other* <https://youtu.be/DWb5dehQqds>. Conduct a brief class discussion about the different types of relationships they saw in the video: boyfriend, girlfriend, health worker, friends, best friend.
- 5 Write their answers on the board.
- 6 Discuss the roles and behaviours that each character took on.
- 7 Discuss the concept of help-seeking.  
**Teacher note:** *The following factsheet on help-seeking from Lifeline may assist What is Help-seeking?* <https://www.lifeline.org.au/static/uploads/files/what-is-help-seeking-wfqyhtavxnmg.pdf>
- 8 Ask students to identify who was able to seek help, who didn't seek help but should have, and who supported their friends in seeking help.
- 9 Explain that while being a teenager is about finding independence and developing their own identity, it's still very important that they are able to identify people and places that they can seek help from. Everyone needs help sometimes.

## 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 2 RELATIONSHIP WEB & YARNING CIRCLE

**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.

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## LESSON 2

Time required:  
45 minutes

### PREPARATION

- A ball of string or wool
- Print 1 set of [Handout 2.3 Healthy Relationship Strengths Cards](#) (same as Handout 1.5)
- Butcher's paper
- Markers/pens

### TAKE HOME MESSAGE

Each one of us has character traits and this lesson will help you identify some of yours.

Certain character traits can be useful to us when we support our friends to seek help. Other character traits are useful when we want to help others.

## RELATIONSHIP WEB & YARNING CIRCLE

### Purpose

This activity builds on the concepts of yarning and storytelling and their importance, in Aboriginal culture. As a class, students discuss the importance of understanding their strengths and how to draw on them throughout the various life challenges and opportunities that will emerge over their lives. Students also discuss the importance of developing their areas of growth in order to successfully manage life challenges and opportunities.

Discuss the themes of relationships, behaviours and strengths that are explored in the video *This Is Us: Trust Each Other* <https://youtu.be/DWb5dehQqds>

### Learning goals

In this lesson students will:

- identify key themes related to healthy relationships, dependability and help-seeking
- identify specific actions required to have a healthy relationship
- identify ways of seeking help
- identify traits of people who are safe to seek help from.

**Teacher note:** *In Aboriginal culture yarning and storytelling are very important. Yarning is an informal conversation that is culturally friendly and recognised by Aboriginal people as meaning to talk about something, someone or provide and receive information. Yarning Circles are designed to allow all students to have their say in a safe space without judgement. Each student is encouraged to speak, one at a time, without interruption. This is a process that helps to develop deep listening skills, sharing knowledge and establishing rules around respectful behaviour.*

### Procedure

#### Part 1: Our Relationship web

- 1 As a class group, form a complete circle around butcher's paper on the floor.
- 2 Explain that you are going to call a student's name and throw a ball of string or wool to them.
- 3 That student is then going to hold on to the end of the string and throw the ball to the next person and so on and so forth, forming a web.
- 4 When the ball gets back to you, make sure that the web is strong i.e. the string is being held taut.
- 5 Explain that the web represents the relationships you all have in this classroom. You are connected as peers, students and teacher, and people who are part of the school community. Together, if we have a healthy relationship, we can be strong.
- 6 Ask students what will happen if one or two people drop their piece of string?
- 7 Get two people to drop the string.
- 8 Discuss how the web is no longer strong like it was.

Say something like, "This represents how important our relationships are in supporting us and keeping us strong. Help-seeking is the same, the ability to connect with people and services helps keep us strong, enabling us to be the boss of our own body but also helping us maintain our physical health and social and emotional wellbeing".

### Part 2: Yarning Circle

- 1 Make sure that everyone has pens/markers, a clear space and can see one another.
- 2 Explain that sitting in a circle for yarning like this is the way things are done for many Aboriginal communities, and the best way for learning is through stories and yarns.
- 3 In your yarning circle, explain to the class that learning and communicating through pictures and images is an important part of Aboriginal culture.
- 4 Spread the *Handout 2.3 Healthy Relationship Strengths Cards* out on the floor.
- 5 Using the cards to assist students, discuss the following questions:
  - What characteristics do you think a person needs to seek help?
  - What characteristic do you think a person needs to help others?
  - When seeking information (e.g. online or in hard copy) how do you know if that information is reliable?
- 6 Explain to the class that learning and communicating without words is another important part of Aboriginal culture.
- 7 Discuss how non-verbal communication is made up of body language, sign language and facial expressions.
- 8 Ask them to think about how a person's body language assists them to decide if a person is safe to speak with about private or sensitive topics.
- 9 Place butcher's paper on the floor with the following headings:
  - Help-seeking is...
  - A characteristic of someone who can help me is...
  - I can help others by...
- 10 Ask students to walk around the room and write their responses.
- 11 Discuss the responses and place butcher's paper up in the room for the following activities.

### **Extension activity**

#### **Strength Mapping**

- Students use ICT tools or art paper to create a map using illustrations that highlights the lesson learnt about help-seeking.
- Teachers could use this activity to create a Strength Mural and add to the mural as the students learn new knowledge or gain confidence to share their beliefs.

## SUITE 2

### THIS IS US: TRUST EACH OTHER

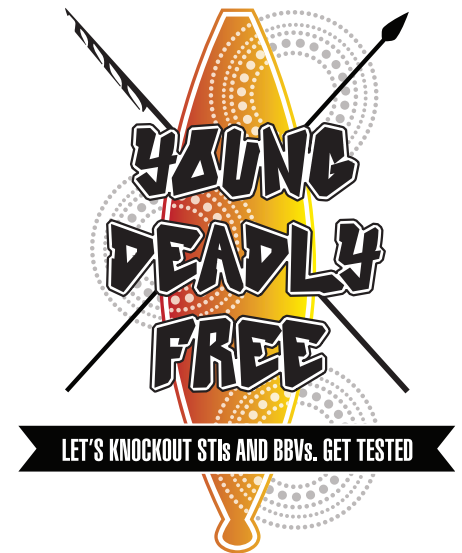
### TOPIC: HOW CAN I PLAN AND ADVOCATE FOR HEALTH, SAFETY, WELLBEING AND PARTICIPATION IN THE RIGHT LIFESTYLE BEHAVIOURS FOR ME AND MY MOB?

#### 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, factsheets 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.

## 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 4 PROTECT YOURSELF

**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.

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- 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 4

Time required:  
45 minutes

### PREPARATION

- Condom Card Game & Condom Negotiation Cards (SHINE SA) <https://www.shinesa.org.au/product/condom-card-game-condom-negotiation-cards/>
- Condoms fact sheet <https://www.shinesa.org.au/media/product/2015/04/Condoms.pdf>
- Prizes for winners of Condom Card Game

### TAKE HOME MESSAGE

*It is important to know that respectful conversations are part of healthy relationships. Even though some conversations can be awkward it is important that you try to talk. Talking about condoms is one of these conversations. Another conversation that is important is about giving sexual consent and listening to your partner for sexual consent. Legally, anyone can decide at any time that they want to stop having sex and their partner must respect their wishes.*

## PROTECT YOURSELF

### Purpose

Using condoms can prevent pregnancy and can also protect you against getting a sexually transmitted infection. It's essential that people can talk to their partner about using condoms; both people are responsible for staying safe. It can sometimes feel awkward to talk about using condoms, even if you know the other person well, but it's much better than the risk of not using one and is important if you want to have a healthy relationship.

### Learning goals

In this lesson students will:

- learn the correct way to put on a condom
- learn why condoms are important

### Procedure

- 1 Set the scene for this activity by getting students to reflect on what JB could have done to prevent needing to visit the doctors. Discuss why condoms are important e.g. protects against STIs and unplanned pregnancy.
- 2 Set the scene further through this scene description  
*In this episode, we see Clarry with JB at the sexual health clinic. Clarry is about to take a handful condoms in the waiting room when the doctor calls JB's name. JB hands Clarry the condoms telling him how shame job he is taking them. Clarry responds saying "if you had done this in the first place we wouldn't be here"!*
- 3 Explain: When it comes to sexual relationships, an important part of maintaining safety and being respectful is protecting yourself. That's why, today's lesson is about condoms.
- 4 Split students into two groups.
- 5 Ensure you have enough condom games for each group to have 1 full set of cards.
- 6 Explain: We are going to use these cards to have a condom race and test your knowledge!
- 7 Your task is to work together as a team to put the cards in to the correct order of how to put on a condom.
- 8 The team who completes the task first AND gets the order correct wins. Do not start until I say so.
- 9 Hand the cards out. When ready, get them to begin.
- 10 When the groups finish, check that the cards are in the right order.
- 11 If they are not, give them more time to adjust the order.
- 12 Once both groups have completed the activity and the cards are in the correct order, settle the groups back down—give out prizes for winning group.
- 13 Read the correct order out as per the activity card (found in the Condom Card Game box) and, time permitting, discuss extra points as below.

### Discussion points

- What would happen if two people started having sex, but then one partner said they wanted to stop?  
*Legally, they would need to stop having sex. Anyone can decide at any time that they want to stop and their partner must respect their wishes.*



- Where else could the consent cards go?  
*Consent can be sought or withdrawn at any point. (TIP: Demonstrate this by moving the consent cards in to different points of the timeline as you discuss).*
- Where can you get condoms from around here?
- How much do condoms cost?  
*Often people can get them for free from health clinics. If there are no free condoms in your community, you can buy them, usually in packs ranging from four condoms per pack to 30 condoms per pack. These cost between \$4 and \$20, depending on the brand and how many condoms are in the pack. It works out about 40c–\$1.20 per condom.*
- What if you have a Latex allergy?  
*Latex-free condoms are also available for people who have latex allergies. Ansell’s lifestyle Skyn condoms are latex free and widely available.*

### **Additional Information about condoms**

- To achieve maximum protection by using condoms, they must be used consistently (all the time) and correctly.
- The failure of condoms to protect against STI/HIV transmission usually results from inconsistent use (meaning they aren’t used all the time) or incorrect use, rather than the condom breaking because it is made badly.
- Incorrect use can lead to condom breakage, slippage, or leakage. A common way that people use condoms incorrectly is that they start having sex with a condom but then remove it during sex; it’s important to use the condom throughout the whole sex act, from start to finish.
- Protecting against pregnancy: Typical use—82% effective; perfect use (each time a couple has sex)—98%. Another way of putting this is that out of 100 people who have sex and only use condoms, typically 18 couples will fall pregnant. This is why it’s a good idea to use condoms AND another form of contraception (e.g. the rod/implanon, the pill or the injection). This gives you the best protection from STIs as well as unplanned pregnancy.
- Protecting against HIV transmission: condoms are 90% to 95% effective when used consistently. This means that people who use condoms correctly all the time, are 10 to 20 times less likely to become infected when exposed to the virus than are inconsistent or non-users.

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## 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



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**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

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#### OTHER TRAINING AND SUPPORT

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## 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.

## SUITE 3

### THIS IS US: MAKE IT GOOD

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

#### LESSON 2 POSTER DEVELOPMENT

**Target age group:**

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

**Lesson duration:**

45 minutes



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#### OTHER TRAINING AND SUPPORT

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**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.

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## LESSON 2

Time required:  
45 minutes

### PREPARATION

- Blank paper and pens for brainstorming ideas
- ICT Tools or art supplies to create posters

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## POSTER DEVELOPMENT

### Purpose

This lesson is to review key messages of the *This Is Us* series. Students will be able to identify the messages they believe are the most important and use their creative skills to convey these messages to others.

### Learning goals

In this lesson students will:

- identify and recall key messages from the *This Is Us* series, noted from previous lessons
- develop a print advertisement to communicate a message they believe their peers need to know.

### Procedure

- 1 In small groups, students brainstorm the range of lessons they learnt from the *This Is Us* series.
- 2 Encourage students to consider the various learnings by Episode.
- 3 Students work together to choose only 1 or 2 key messages that they think their peers need to know.
- 4 Students then work together to develop 1 or 2 posters to promote the agreed key messages.
- 5 Students are to look at the *Young Deadly Free* posters for ideas <https://youngdeadlyfree.org.au/young-deadly-syphilis-free/posters/>
- 6 Students should also search for other sexual health and respectful relationship campaigns for inspiration.
- 7 Students develop their poster in their small groups using ICT tools (including cameras) OR using art supplies or collage.
- 8 If there is enough time, students present their posters back to the class.

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### TAKE HOME MESSAGE

*You will have spent some time going back over the key ideas from the This Is Us series, about positive healthy relationships. You will now be able to put your own ideas about positive healthy relationships into a creative text to share your thoughts with others.*

## SUITE 3

### THIS IS US: MAKE IT GOOD

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

#### LESSON 3 CREATIVE INTERVENTION

**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.

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### LESSON 3

Time required:  
45 minutes

#### PREPARATION

- Video series Talkin' True <https://youngdeadlyfree.org.au/resources/health-messages/talkin-true-videos/>
- Tablets/Camera/Phone to film with
- [Handout 3.3 Talkin' True: Key messages](#)
- [Handout 3.4 Film roles required to make Talkin' True](#)

#### TAKE HOME MESSAGE

*You have knowledge of healthy respectful relationships and can convey this to others by making a short film to tell people of your age what you think. You can use your skills to help other people understand the importance of healthy respectful relationships.*

### CREATIVE INTERVENTION

#### Purpose

This activity introduces media effectiveness with regard to promotion of what is needed to have a healthy respectful relationship.

Discuss the themes of relationships, behaviours and strengths that are explored in the video Episode 3 *This Is Us: Make It Good*.

#### Learning goals

In this lesson students will:

- identify key messages related to what information young people need to have a healthy respectful relationship (this can include sexual health and STI information).

**Teacher note:** *Although a phone or tablet works fine for this activity, perhaps consider a visit to a film studio or have a professional videographer/ film producer visit the class to discuss script writing, video production and use etc. (If taking the students offsite you will need to get permission and make appointments).*

#### Procedure

- 1 Hand out *Handout 3.3 Talkin' True: Key messages*.
- 2 As a class, watch several short (40 seconds) effective *Talkin' True* videos. <https://youngdeadlyfree.org.au/resources/health-messages/talkin-true-videos/>
- 3 While watching the videos, have the students identify key messages and record them on *Handout 3.3 Talkin' True: Key messages*.
- 4 In small groups have students brainstorm the various key messages they have identified in the videos and choose one key message that they believe other young people need to think about or do.
- 5 Students then create a short video—under 1-minute—communicating the key message. Refer students to *Handout 3.4 Film roles required to make Talkin' True* to decide what role each student will take in the production of the video.
- 6 If there is time students present their video to the class. Teacher and student feedback is provided on the effectiveness and creativity of the health initiative.

## SUITE 3

### THIS IS US: MAKE IT GOOD

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

#### LESSON 4 ROLE-PLAY SCENARIOS

**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.

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## LESSON 4

Time required:  
45 minutes

### PREPARATION

- Ask a provider of Aboriginal sexual health services or legal services to come as a guest to provide information about legal aspects of sexual consents and related legal concepts.
- Allow the speaker a short time to present relevant ideas then to take questions from students. You may wish to collect questions from students in advance and provide them to the service provider to prepare answers.

### TAKE HOME MESSAGE

*Having a clear understanding of the legalities of sexual consents and how they look in respectful positive healthy relationships is very important. It is a good idea to practice these conversations in safe spaces to develop confidence in communicating assertively and clearly.*

## ROLE-PLAY SCENARIOS

### Purpose

The purpose of this lesson is to understand the legalities of giving and receiving sexual consents. It is also to allow a safe space for students to develop and practice their own assertive verbal and non-verbal communication in respectful and empathetic conversations that achieve the individual's purposes.

### Learning goals

In this lesson students will:

- understand their legal rights and obligations around sexual consent
- understand ways of communicating assertively through verbal and non-verbal means.

**Teacher note:** *A suggested special guest might be someone from the legal profession to explain and discuss legal responsibilities.*

### Procedure

- 1 As a class, students identify the skills needed to successfully manage the following scenarios with made up characters:
  - The character's partner does not have any condoms.
  - The character is arrested.
  - The character's close friend is behaving out of character and skipping school.
  - The character is being attacked online due to inappropriate photos they sent to someone they trusted being posted.
  - The character is being pressured to get into a car when the driver has consumed alcohol.
- 2 In small groups, students choose one of the scenarios above or devise their own.
- 3 They prepare a script and role-play a response to the situation that ensures they stay strong and healthy.
- 4 They then rotate positions and provide feedback on how the individual expresses his/her thoughts, while acknowledging the indirect communication strategies commonly used by Aboriginal people.
- 5 As a class, students brainstorm strategies to demonstrate assertive verbal and non-verbal communication in different situations, while being respectful and empathetic of others.

## SUITE 4

# TOPIC: *HOW CAN I FIND PREVENTATIVE SOLUTIONS TO HELP STOP ME AND MY MOB MAKING UNHEALTHY LIFESTYLE CHOICES?*

## LESSON 1 KNOW THE RISK

### 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

- Print and cut up 1 copy of [Handout 4.1 BBV risk factors cards](#)
- Read [Handout 4.2 BBV Factsheets](#)

## KNOW THE RISK

### Purpose

The purpose of this lesson is to help students learn about blood borne viruses and to evaluate risk factors in disease prevention.

### Learning goals

In this lesson students will:

- identify what does or does not place a person at risk of contracting a blood borne virus (BBV).

### Procedure

- 1 Place the *Handout 4.1 BBV risk factors cards* in a box.
- 2 Write three headings on the board: Risk Factor; Not a Risk Factor; Unsure.
- 3 Remind students of how BBVs are passed from one person to another (refer to *Handout 4.2 BBV Factsheets*).
- 4 Have one student at a time pick a card from the box and read it aloud.
- 5 As a class, determine which category the risk factor belongs in. Write it under the appropriate heading. (Answers given below)
- 6 Ask students to identify which risks in the Risk Factor category are the situations they are most likely to encounter.
- 7 Ask the students to list several ways they could avoid the situation or keep themselves and their friends safe in that situation.

### Answers:

### TAKE HOME MESSAGE

*Some behaviours and activities are riskier than others when it comes to transmission of blood borne viruses. You now know the risk factors around the blood borne viruses called hepatitis B and C and HIV. You have discussed ways you can lower the risk factors around these diseases for yourself and your friends.*

Risk factors for BBVs	NOT a risk factor for BBVs
<ul style="list-style-type: none"> <li>• Being born to a mother who has a blood borne virus</li> <li>• Body piercing or tattooing with unclean equipment</li> <li>• Helping a bleeding person without using latex gloves</li> <li>• Mixing blood between people</li> <li>• Sexual activity</li> <li>• Sharing needles with another person</li> </ul>	<ul style="list-style-type: none"> <li>• Being coughed or sneezed on</li> <li>• Bites from a dog or cat</li> <li>• Bites from insects</li> <li>• Drinking from a water fountain</li> <li>• Getting a vaccination</li> <li>• Giving blood</li> <li>• Hugging or touching someone</li> <li>• Kissing someone</li> <li>• Shaking hands with someone</li> <li>• Sharing food, cutlery, cups or dishes</li> <li>• Swimming in a public pool</li> <li>• Using a crowded elevator/lift</li> <li>• Using a public toilet</li> </ul>

## SUITE 4

# TOPIC: *HOW CAN I FIND PREVENTATIVE SOLUTIONS TO HELP STOP ME AND MY MOB MAKING UNHEALTHY LIFESTYLE CHOICES?*

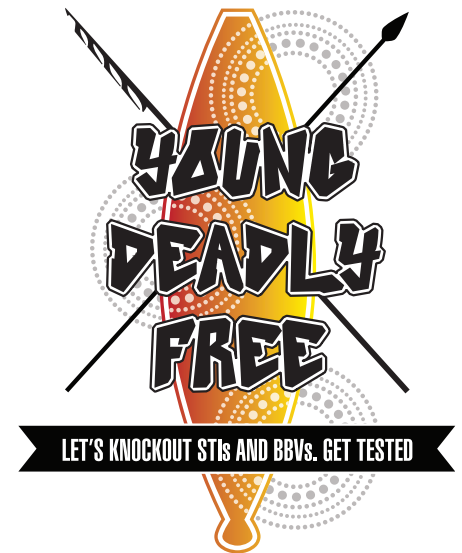
## LESSON 2 RESILIENCE

### 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

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- 1 Pre watch all three videos referred to in this package. <https://www.youtube.com/playlist?list=PLu8z-jO5SOE8oNc6VyYkjkQqI3P0qD0u3>
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## OTHER TRAINING AND SUPPORT

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**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 2

Time required:  
45 minutes

### PREPARATION

- Prepare in advance a selection of 2 or 3 relevant songs that convey a message of resilience. Consider ways in which students can access music either online or on playlists on their devices. Establish what are appropriate songs for a school-based activity.

### TAKE HOME MESSAGE

*You have identified some characteristics you have developed throughout the work in this series. You now have a strong sense of the character traits you have that help you become better informed and able to help yourself, your friends and your family. You have an understanding of how to develop your resilience and communicate in assertive and empathetic ways in respectful, healthy relationships.*

## RESILIENCE

### Purpose

This activity uses group discussion and individual reflection to identify what it takes to be and feel resilient.

### Learning goals

In this lesson students will:

- identify what resilience is
- understand interpersonal skills
- recognise resilient characteristics.

### Procedure

- 1 As a group have students discuss what makes a person resilient. Individually, students reflect (research if necessary) on a person (can be someone famous or not) they feel is resilient and comment on the following questions:
  - Why do you think this person is resilient?
  - What characteristics do they display that make them resilient?
  - Why do you think some people are more resilient than others?
  - What characteristics would you like to develop in order to be more resilient?
  - Who can support you in developing these characteristics?
- 2 Facilitate a discussion about the interpersonal skills and actions that are beneficial for managing opportunities or challenging situations.
- 3 Students reflect on:
  - one interpersonal skill or action they used during the week
  - one interpersonal skill they observed others using effectively that they would like to develop and how they can practise this skill over the next month.

### Extension activity—Motivation for managing life challenges

Have the students listen to and identify a motivational theme song or saying.

### Procedure

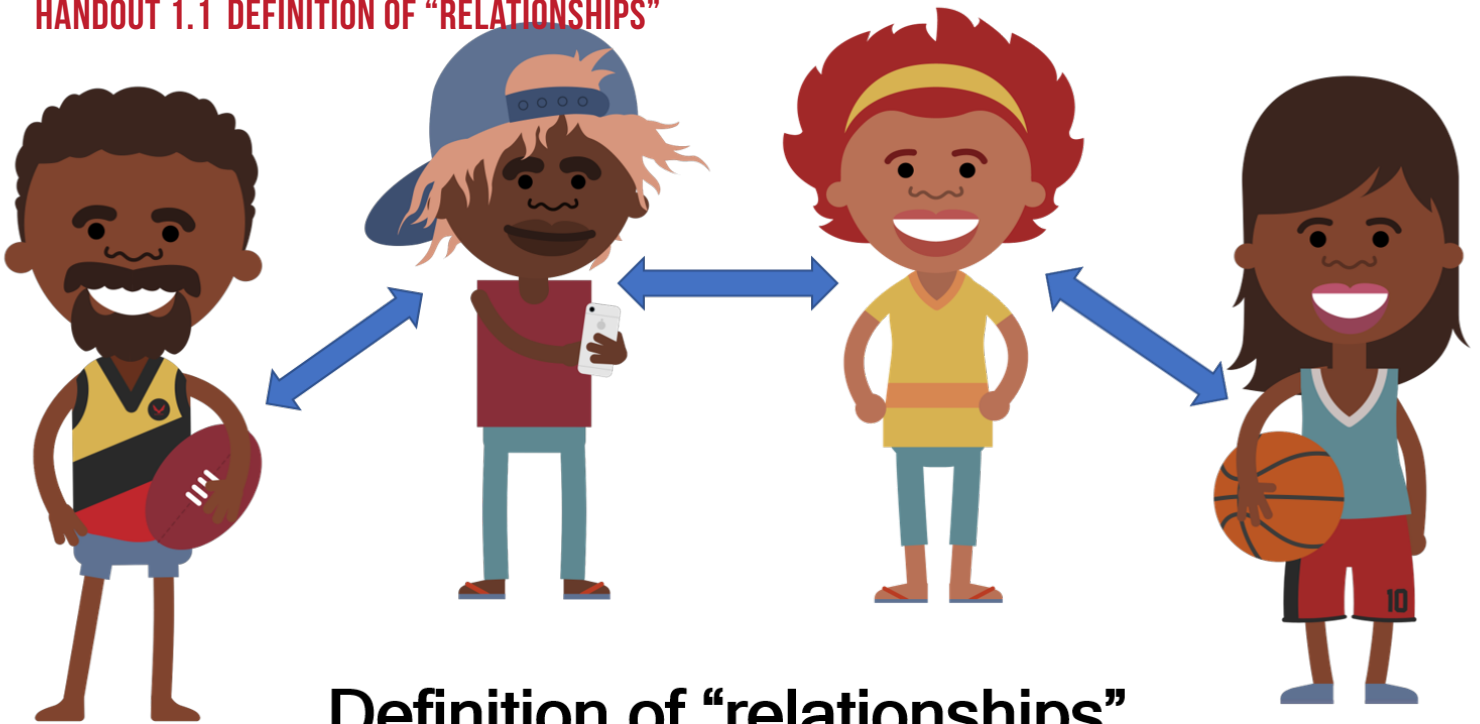
Students research theme songs that encourage resilience and managing life challenges.

- 1 In small groups, students share song titles, poems or sayings and the lines or lyrics most effective in promoting positive interpersonal skills or actions.
- 2 Students listen to one song they find empowering for managing life opportunities and challenges and share with the group their thoughts about why this song resonates with them.
- 3 Students participate in a class discussion about other ways to help their community and friends manage challenges/stress and who or where they can turn to seek help, for example, deep breathing, physical activity, sport, culture, talking to a trusted adult.

# HANDOUTS

- Handout 1.1 Definition of “relationships”
- Handout 1.2 Characters, Roles & Behaviours Episode 1
- Handout 1.3 The web of relationships in This Is Us
- Handout 1.4 Being the boss of my own body means...
- Handout 1.5 Healthy Relationship Strengths Cards
- Handout 1.6 Respectful & Disrespectful signs (or make by hand).
- Handout 1.7 This Is Us: Is it respectful or disrespectful?
  
- Handout 2.1 Characters, Roles, Behaviours Episode 2
- Handout 2.2 The Web of relationships in This Is Us
- Handout 2.3 Healthy Relationship Cards (same as Handout 1.5)
  
- Handout 3.1 Advertising Health Poster
- Handout 3.2 Strengths in me and my community
- Handout 3.3 Talkin’ True: Key messages
- Handout 3.4 Film roles required to make Talkin’ True
  
- Handout 4.1 BBV risk factors cards
- Handout 4.2 BBV Factsheets

## HANDOUT 1.1 DEFINITION OF “RELATIONSHIPS”



### Definition of “relationships”

The word relationship describes the connection that people have with each other. Relationships are an important part of being human; we all seek connection with other people.

There are many different types of relationships. For example: family, friends, teachers, intimate/romantic relationships, team mates.





Relationships are formed through shared experiences. For example you might go to the same school, have grown up in the same community or house, or join the same sporting team and share similar interests.

An “intimate relationship” refers to two people who share an emotional and sometimes physical connection. This means they express their connection to each other using touch (which *could* include sexual touch) and through sharing deep and personal things with each other.

There are many things needed for a relationship to healthy. We will explore these more in our activities.

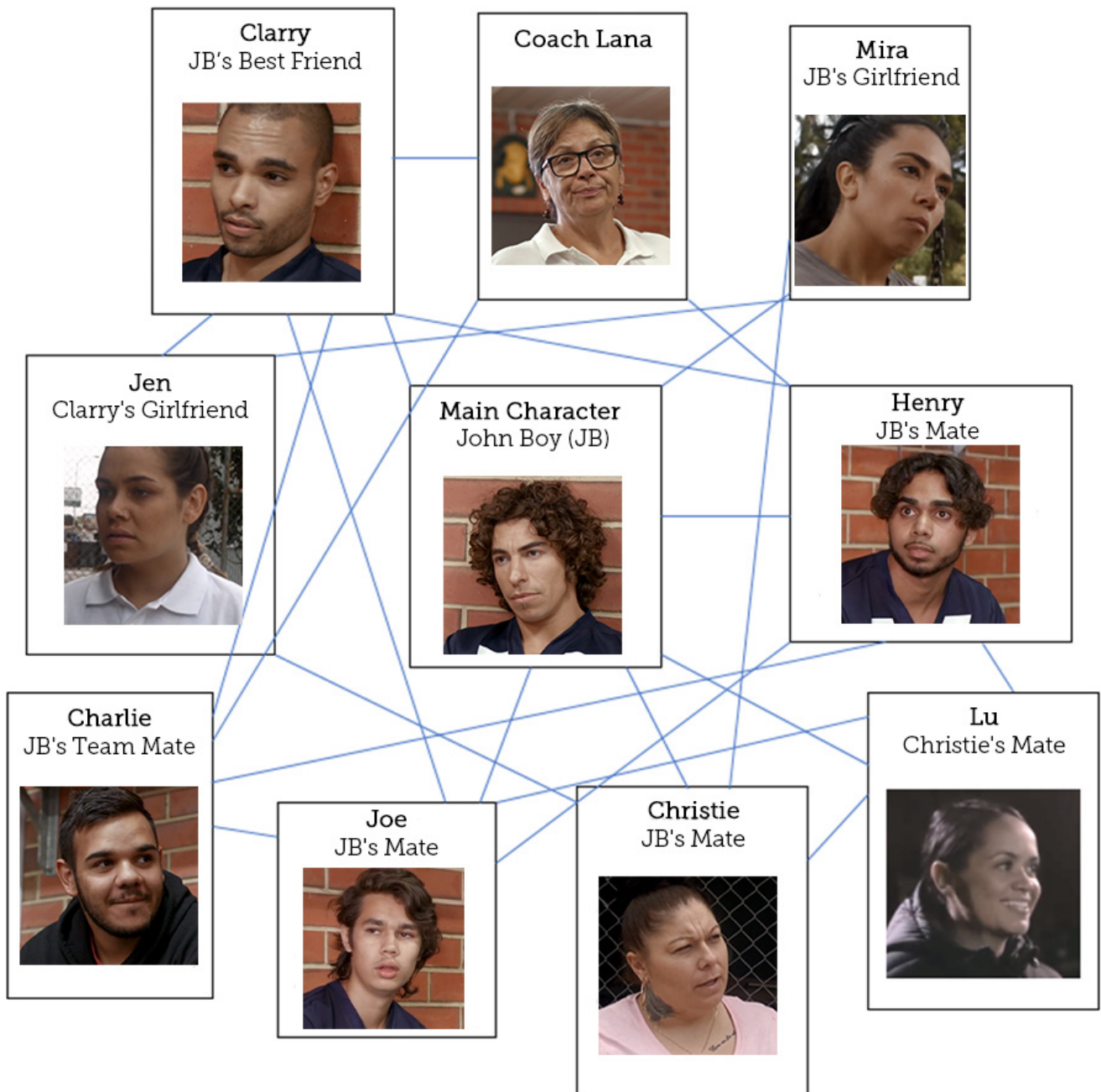
# YOUNG DEADLY FREE

## HANDOUT 1.2 CHARACTERS, ROLES AND BEHAVIOURS EPISODE 1

CHARACTER	RELATIONSHIP TITLE TO OTHERS	WHAT ROLE DID THIS CHARACTER PLAY? WHAT TYPES OF BEHAVIOURS DID YOU SEE?	WHICH OF THESE BEHAVIOURS ARE THE TYPES OF BEHAVIOURS THAT MAKE A GOOD FRIEND?
<p><b>JB</b></p> 	<p>Friend Team mate Best friend</p>	<p>The joker, trying to be cool</p>	
<p><b>Clarry</b></p> 			
<p><b>Henry</b></p> 		<p>Stood up for his mate</p>	
<p><b>Coach Lana</b></p> 	<p>Aunty</p>		
<p><b>Charlie</b></p> 			
<p><b>Joe</b></p> 			



## HANDOUT 1.3 THE WEB OF RELATIONSHIPS IN *THIS IS US*



## HANDOUT 1.4 BEING THE BOSS OF MY OWN BODY MEANS...

# YOUNG DEADLY FREE

Being the boss of my own body means...



Feeling confident  
to say yes or no  
to things

Having the knowledge and  
skills to make decisions I  
feel good about



Being able to find help  
and ask for help when  
I need it

Being able to  
communicate my wants  
and needs to others and  
feeling safe to do so



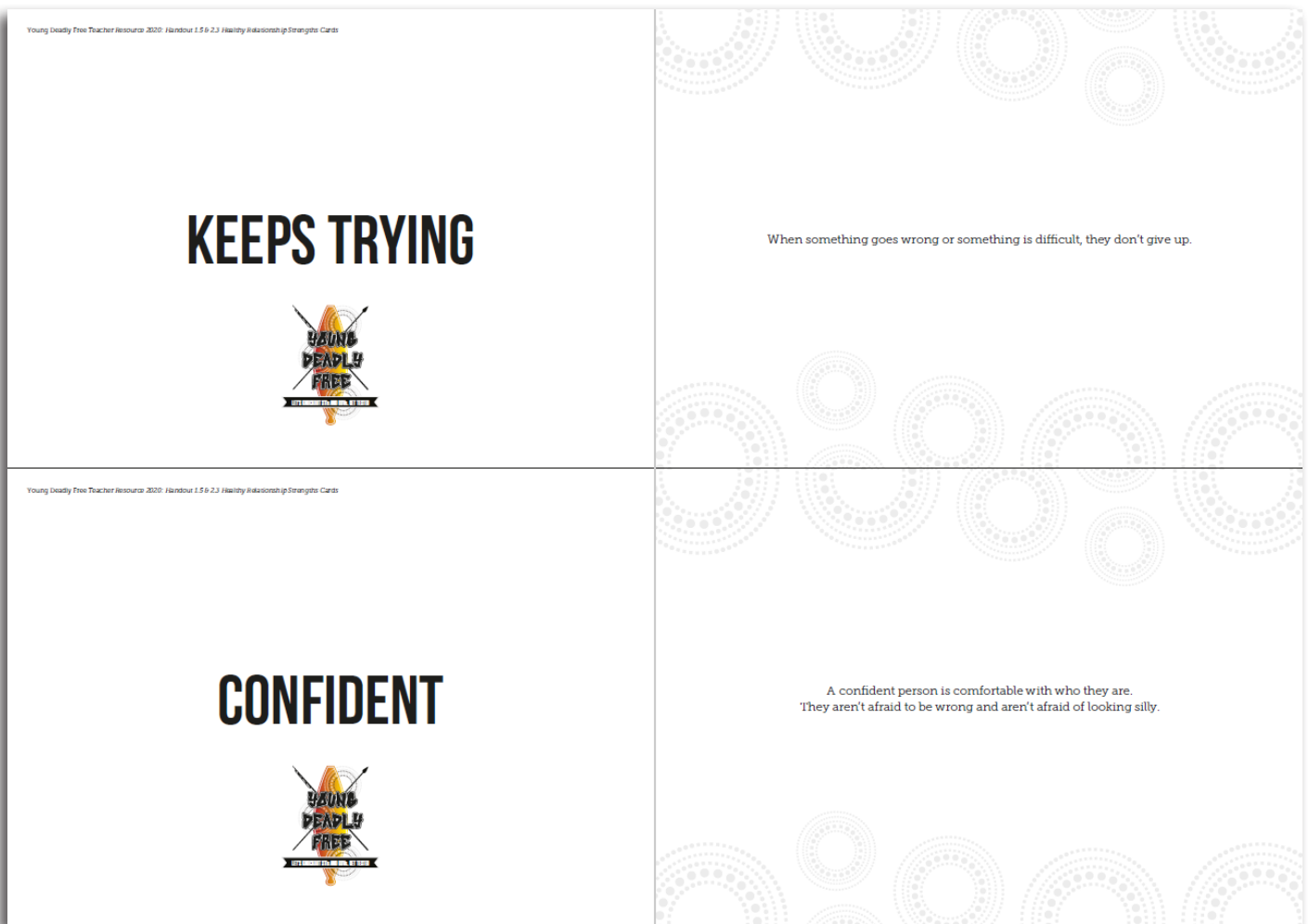
## HANDOUT 1.5 & 2.3 HEALTHY RELATIONSHIP STRENGTHS CARDS

Print A4 double sided and cut in half for a total of 89 A5 sized cards

Download from:

[https://youngdeadlyfree.org.au/wp-content/uploads/Handout1.5\\_2.3\\_HealthyRelationshipCardsA4.pdf](https://youngdeadlyfree.org.au/wp-content/uploads/Handout1.5_2.3_HealthyRelationshipCardsA4.pdf)

### Example of cards



## HANDOUT 1.6 RESPECTFUL & DISRESPECTFUL SIGNS

# RESPECTFUL

A respectful person is polite and fair and respecting other people's rights. It also includes respecting culture and country.

## HANDOUT 1.6 RESPECTFUL & DISRESPECTFUL SIGNS CONT.

# DISRESPECTFUL

To disrespect someone is to act in an insulting way toward them. When you disrespect people, you think very little of them.

## HANDOUT 1.7 THIS IS US: IS IT RESPECTFUL OR DISRESPECTFUL?

### Scenarios from This is Us

- 1 JB grabbing Clarry's phone and teasing him about his girlfriend.
- 2 Henry sticking up for Clarry.
- 3 JB assuming Jen's brother and Jen might have AIDS or Chlamydia.
- 4 Coach talking to the team about relationships and safety.

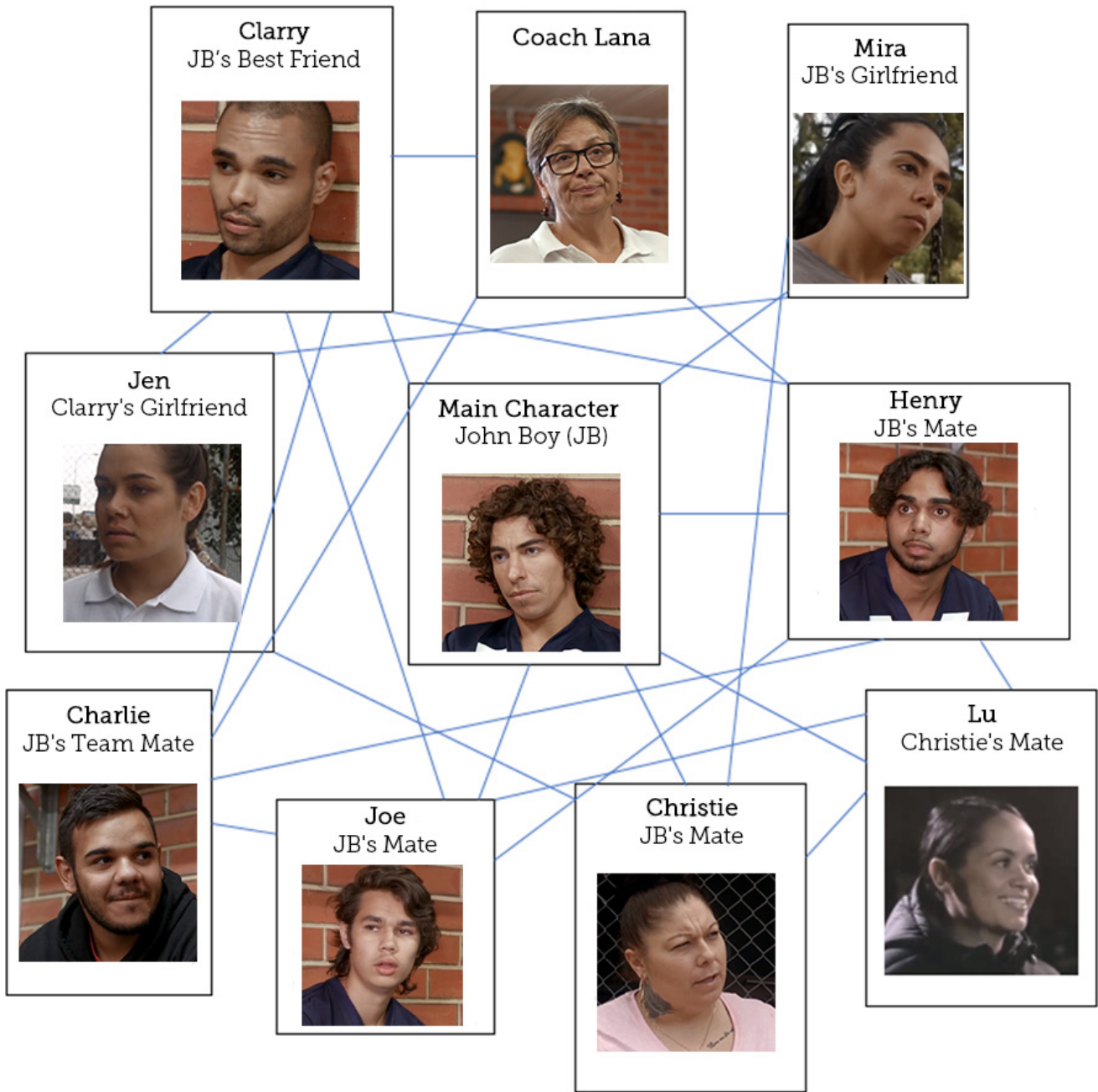
### Additional scenarios

- 5 Frankie grabs Fin's face when they are arguing one night forcing Fin to look at them.
- 6 Frankie often asks Fin for sex. When Fin says no, Frankie respects that choice.
- 7 Gia's friends and family have noticed that Ali often runs Gia down in front of them. Ali says things like "Don't be so stupid", "You're so lazy" and "You are being so crazy right now". Ali has even sworn at her in front of friends and family.
- 8 When Ali asks for sex, Gia often says things like "If you don't have sex with me, maybe I'll have to find someone else who will".
- 9 Jye gets into town and goes looking for Jessie. Jessie is talking to some other people when Jye finally finds them. Jye gets out of the car and runs up to the people talking to Jessie and starts pushing them, yelling at them "Jessie is mine, back off".
- 10 Harley and Lee have been in a relationship for the past year. In that time, Lee has smashed Harley's phone three times when they have been arguing.
- 11 Lee often goes through Harley's phone without Harley knowing.
- 12 Jules doesn't like Jase's mates. Jules runs down Jase's mates and tells him that they are all bad influences on him. Jules won't let Jase invite his mates to hang out with them.
- 13 Riley goes through Avery's friends lists on social media and tells Avery who they can keep as a friend and who they need to delete.
- 14 Avery tries to break up with Riley, but Riley threatens to hurt Avery if they break up.
- 15 Jessie has been in unhealthy relationships in the past. When Jessie goes out without Jye, Jessie worries Jye will get jealous. Jye always reassures Jessie that it's okay and encourages them to have fun.

## HANDOUT 2.1 CHARACTERS, ROLES AND BEHAVIOURS EPISODE 2

CHARACTER	RELATIONSHIP TITLE TO OTHERS	WHAT ROLE DID THIS CHARACTER PLAY? WHAT TYPES OF BEHAVIOURS DID YOU SEE?	HOW COULD THIS CHARACTER HAVE HANDLED THE SITUATION DIFFERENTLY TO GET THE HELP THEY NEEDED?
<p>Mira</p> 			
<p>Christie</p> 			
<p>Jen</p> 			
<p>JB</p> 			
<p>Clarry</p> 			
<p>Henry</p> 			

## HANDOUT 2.2 THE WEB OF RELATIONSHIPS IN *THIS IS US*





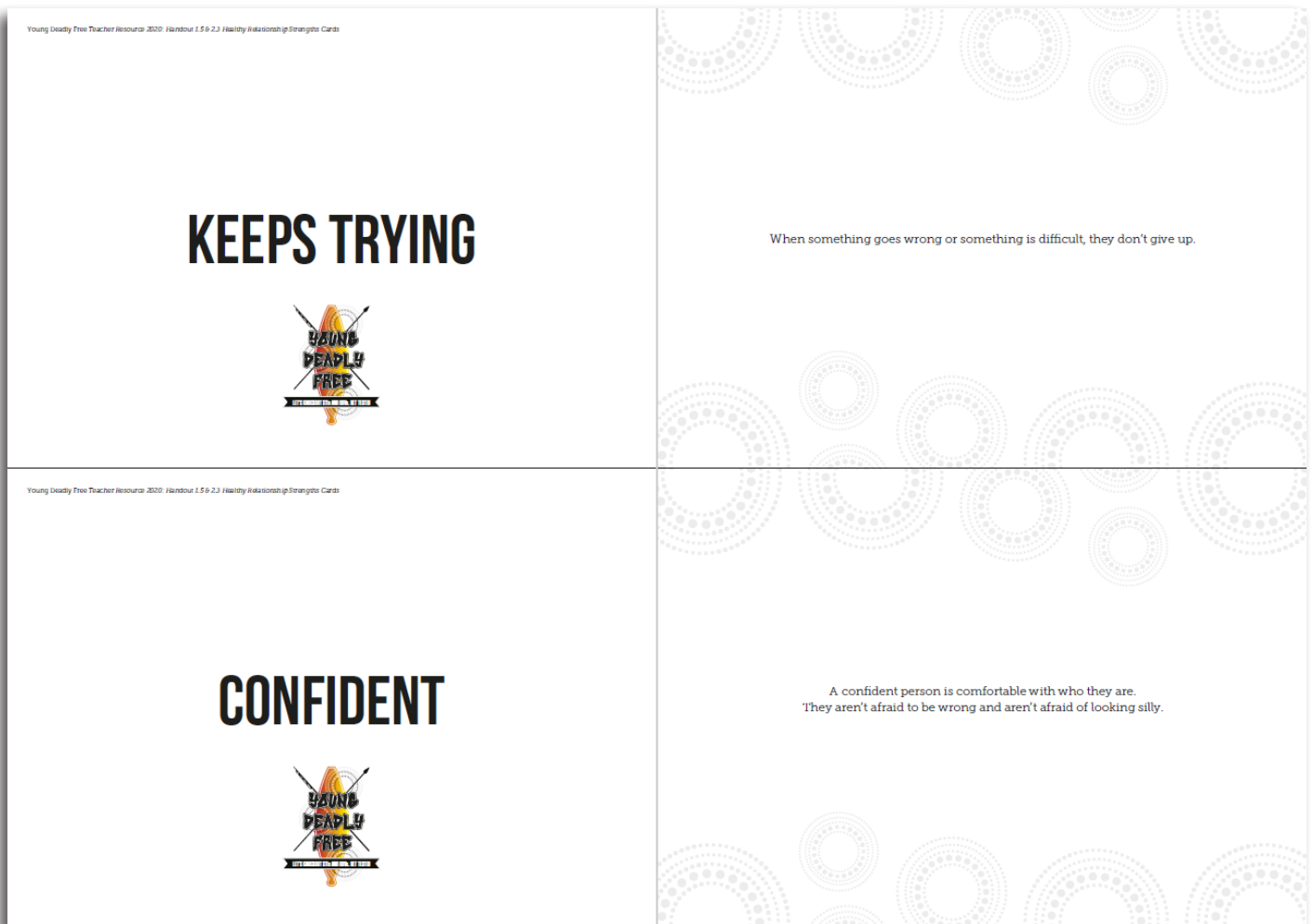
## HANDOUT 2.3 & 1.5 HEALTHY RELATIONSHIP STRENGTHS CARDS

Print A4 double sided and cut in half for a total of 89 A5 sized cards

Download from:

[https://youngdeadlyfree.org.au/wp-content/uploads/Handout1.5\\_2.3\\_HealthyRelationshipCardsA4.pdf](https://youngdeadlyfree.org.au/wp-content/uploads/Handout1.5_2.3_HealthyRelationshipCardsA4.pdf)

### Example of cards

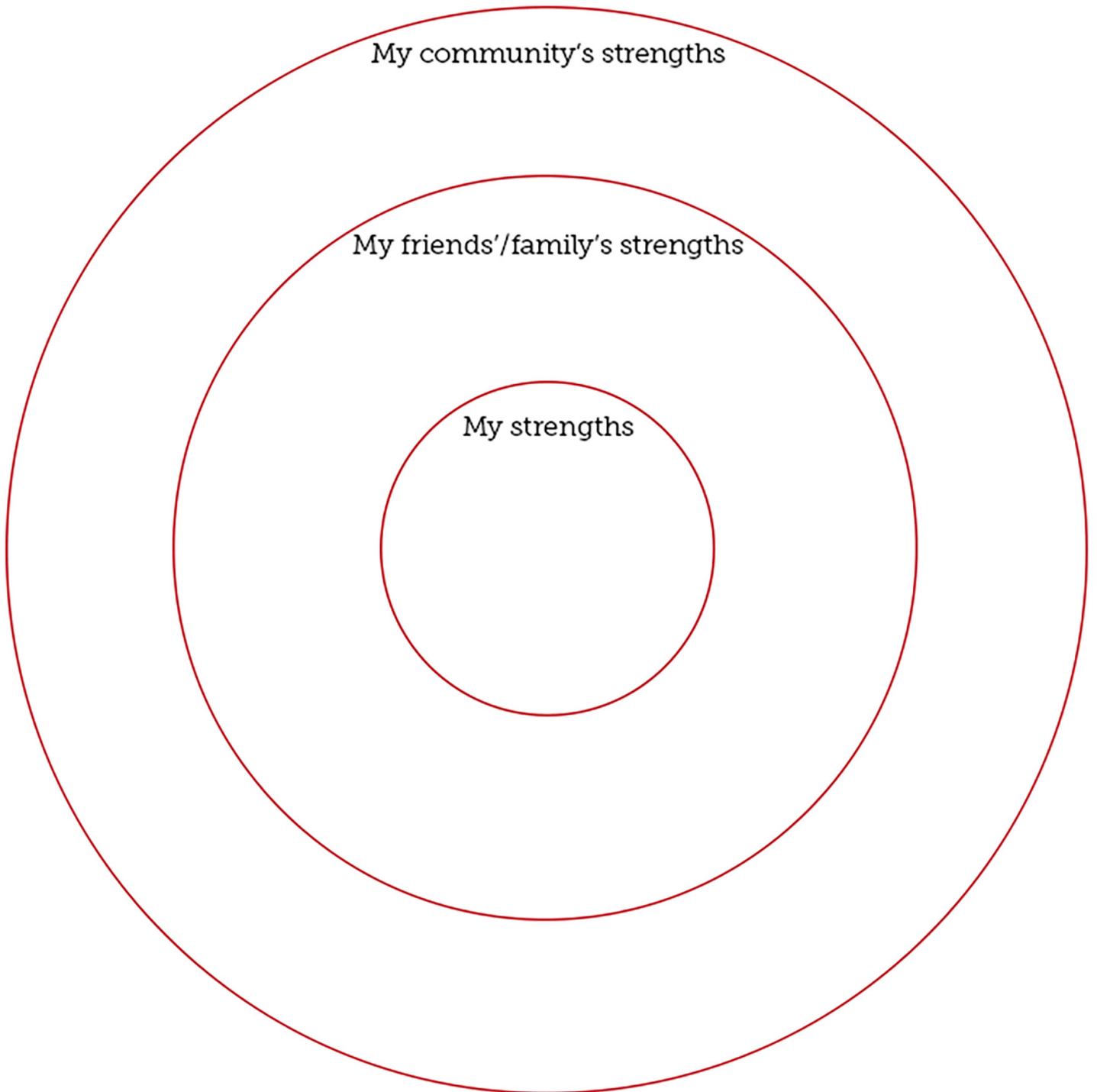


## HANDOUT 3.1 ADVERTISING HEALTH POSTER

# 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



## HANDOUT 3.3 TALKIN' TRUE: KEY MESSAGES

### EPISODE

### KEY MESSAGES



**Talkin' True: Radio Presenter**



**Talkin' True: Mechanic**



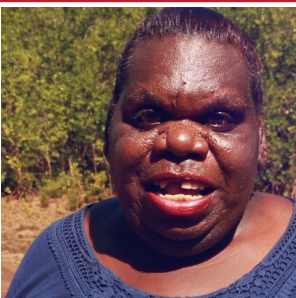
**Talkin' True: Football hero**



**Talkin' True: Crystal Love**



**Talkin' True: Coffee shop**



**Talkin' True: Sistagirl**

## HANDOUT 3.4 FILM ROLES REQUIRED TO MAKE *TALKIN' TRUE*

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### Director

A film director is someone who is in charge of making sure that every component of a movie runs smoothly. Generally, these directors work on a movie from its conception stage to its delivery stage. They have a say in how the scenes unfold, what props are going to be used, how the characters should look, and who should play specific parts. Directors also work with individuals in charge of lighting, scenery, writing, and so forth, to make sure that all of the elements come together. The director is in charge of the three main phases, which are pre-production, production and post-production. Generally, he or she does not actually do the work for post-production, but is in charge of overseeing it.<sup>1</sup>

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### Camera Operator

A camera operator is someone who records images that entertain or inform an audience. Camera operators capture a wide range of material for TV shows, motion pictures, music videos, documentaries, and news and sporting events. Most work in the motion picture industry or television broadcasting.

#### Duties

- Choose and present interesting material for an audience.
  - Work with a director to determine the overall vision of the production.
  - Discuss filming and editing techniques with a director to improve a scene.
  - Select the appropriate equipment, from type of camera to software for editing.
  - Shoot or edit a scene based on the director's vision.<sup>2</sup>
- 

### Actor

Actors depict characters in stories using their voices, appearances, bodies and gestures. They can work in movies, television, commercials, theatre, theme parks and clubs. While working as an actor, they perform for entertainment and informational purposes. Actors can play main characters or supporting roles, and they must audition for casting directors to land a part.

#### Duties

- After securing a role, the actor studies the script to learn about the character and memorise the speaking parts.
  - Sometimes scripts change during rehearsals, and actors may find themselves memorising new lines.
  - Actors work under the director who advises them on how to portray the characters.
  - To bring the character to life, actors change their voices, dialects, facial expressions and other traits.
  - In addition to wearing costumes, actors use props, which they must learn to use appropriately.<sup>3</sup>
- 

1 <https://www.careerexplorer.com/careers/film-director/>

2 <https://www.careerexplorer.com/careers/camera-operator/>

3 [https://study.com/articles/Actor\\_Job\\_Description\\_Duties\\_and\\_Salary\\_Information.html](https://study.com/articles/Actor_Job_Description_Duties_and_Salary_Information.html)

## HANDOUT 4.1 BBV RISK FACTORS CARDS

<b>Being born to a mother who has a blood borne virus</b>	<b>Body piercing or tattooing with un-clean equipment</b>
<b>Helping a bleeding person without using latex gloves</b>	<b>Mixing blood between people</b>
<b>Sexual activity</b>	<b>Sharing needles with another person</b>
<b>Being coughed or sneezed on</b>	<b>Bites from a dog or cat</b>
<b>Bites from insects</b>	<b>Drinking from a water fountain</b>

**HANDOUT 4.1 BBV RISK FACTORS CARDS CONT.**

<b>Getting a vaccination</b>	<b>Giving blood</b>
<b>Hugging or touching someone</b>	<b>Kissing someone</b>
<b>Shaking hands with someone</b>	<b>Sharing food, cutlery, cups or dishes</b>
<b>Swimming in a public pool</b>	<b>Using a crowded elevator/lift</b>
<b>Using a public toilet</b>	



## Hepatitis B - the basics

### What is hepatitis B? (hep-a-tite-is)

Hepatitis B is a blood borne virus.

It is very common in our community.

There are two types of hepatitis B:

#### **Acute hepatitis B:**

- Acute hepatitis B can last up to six months. Most adults who get hepatitis B clear the virus after this.
- People who have cleared the virus are no longer infectious – they will no longer pass hepatitis B on to other people.

#### **Chronic hepatitis B:**

- People who do not clear the hepatitis B virus have hepatitis B for life. This is called chronic hepatitis B.
- Unlike adults, babies and children who get hepatitis B generally cannot clear the virus. They are likely to develop chronic hepatitis B.
- Most adults who have chronic hepatitis B got it at birth or in childhood.
- Chronic hepatitis B slowly damages the liver, and can cause liver failure or cancer.

### The hepatitis B vaccine

There is a vaccine (medicine injection) that protects babies, children and adults from getting hepatitis B.

The vaccine has been given to babies since 1988.

Adults who missed out getting vaccinated as a baby can get vaccinated. Ask at the clinic.





## How do you get hepatitis B?

### **Mother-to-baby:**

- If a pregnant woman has hepatitis B it is very likely that she will pass on hepatitis B to her baby unless the baby is given hepatitis B treatment and vaccination soon after birth.
- It is very important for pregnant women to get tested for hepatitis B so that the hospital knows the new-born baby should get treated for hepatitis B.

### **Sex:**

- You can get hepatitis B from having sex with someone who has it and you have not been vaccinated.
- Condoms protect against getting hepatitis B from sex.

### **Sharing drug injecting or tattoo equipment**

- You can get hepatitis B from sharing drug injecting equipment or tattoo equipment with someone who has hepatitis B and you have not been vaccinated.
- Do not share injecting or tattooing equipment.

### **Other ways you can get hepatitis B**

- Babies, children and adults can get hepatitis B if blood from a person who has hepatitis B gets directly into an open cut or sore. Cover cuts and sores with band-aids. Clean up blood spills.
- You can get hepatitis B from sharing things like toothbrushes, razors, or sex toys with someone who has hepatitis B. Don't share these things.

## Can you get hepatitis B from food, water, mosquitoes, toilet seats? Or by kissing and hugging?

No.



### **Symptoms – how would I know if I got hepatitis B?**

You might get pain in the tummy and joints, feel tired and sick, vomit, and lose your appetite.

Your skin and eyes might go yellow, your pee may go dark and your poo might be light in colour.

Many people don't notice any symptoms or signs.

The only way to know whether you have hepatitis B is to get tested.

### **Testing for hepatitis B**

Testing for hepatitis B can be done at the clinic by taking a blood sample. You can get tested for hepatitis B as part of your men's or women's health check – just ask.

If you don't have hepatitis B the test will show whether you've been vaccinated.

If you're pregnant, it's very important that you get tested for hepatitis B. Your partner and family should get tested too.

### **Treatment for hepatitis B**

There is no cure for hepatitis B. People who have it need to stay healthy and have regular medical checks. There is medicine that can slow down the virus in some people.

*Let's look after our health and get tested for hepatitis B. Together we can stop the spread of hepatitis B in our community.*



## Hepatitis C - the basics

### What is hepatitis C?

- Hepatitis C is a blood-borne virus. It is often called hep C.
- Hepatitis C can damage the liver. It can cause liver cancer.

### How do you get hepatitis C?

You can get hepatitis C from someone who has it if a small amount of their blood gets into your blood stream. This can happen if you:

- share drug injecting equipment
- share tattoo or body piercing equipment.

You can also get hepatitis C if you

- have sex without a condom with someone who has hepatitis C. This is because sometimes people get tears in their skin during sex and bleed, especially if they also have an STI
- share toothbrushes, razors or sex toys.

### Can you get hepatitis C from food or water, kissing or hugging, or from mosquitoes, or toilet seats?

- No.

### How would I know if I got hepatitis C?

- There are usually no symptoms or signs straight away.
- People who have hepatitis C can get very tired and sick, with loss of appetite, dark pee, and yellow skin and eyes.
- These symptoms may go away but the hepatitis C can keep damaging the liver.

### Get tested

- The only way of knowing whether you have hepatitis C is to get tested.
- You can get tested as part of your health check – just ask.
- The clinic will take a blood sample for testing.

### What's the treatment for hepatitis C? Is there a cure?

Yes! There is good medicine to cure hepatitis C. Just ask at the clinic.

*Let's look after our health and get tested for hepatitis C and STIs. If we all test and get treated, we can stop the spread of hepatitis C and STIs in our community.*

The information in this factsheet is not a substitute for professional medical advice. To get a diagnosis and advice about treatment, contact your local Aboriginal health service or clinic nurse.





## HIV - the basics

### What is HIV?

- The letters “HIV” stand for “human immunodeficiency virus”.
- HIV is a blood borne virus.
- HIV attacks your immune system. Your immune system helps stop you getting sick.

### How do you get HIV?

- You can get HIV from having sex with someone who has it.
- You can get HIV from sharing injecting drug equipment or tattooing equipment with someone who has it.
- Babies can get HIV from their mother during pregnancy or while breastfeeding.

### What is AIDS?

- AIDS stands for “Acquired Immunodeficiency Syndrome”.
- AIDS is different to HIV.
- People who don’t get treated for HIV can go on to get AIDS.
- People in Australia don’t usually get AIDS anymore because treatment is available.

### Can you get HIV from food or water, kissing or hugging, or from mosquitoes, or toilet seats? Or if someone coughs or sneezes on you?

- No.

### Safe injecting

- HIV can be passed on in small amounts of infected blood. Do not share injecting equipment with other people.
- You can get clean syringes in chemists, health clinics, and community centres.

### Safe tattooing

- HIV can be passed on in small amounts of infected blood. Do not share tattooing or piercing equipment with other people.
- Get tattoos in a tattoo shop where you can check they use clean equipment.

### Symptoms – how would I know if I got HIV?

- People who get HIV don’t have any symptoms or signs for a few weeks, and then it can feel like the flu.

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- After that people can feel well for years before getting very sick.
- The only way of knowing whether you have HIV is to get tested.

### **Can HIV be passed on if there are no symptoms?**

- Yes.

### **Get tested**

- Testing for HIV can be done at the clinic, by taking a blood sample.
- You can get tested as part of your men's or women's health check.

### **Get treated**

- There is no cure for HIV. People with HIV need to take tablets called antiretrovirals every day for the rest of their life.
- If you take HIV treatment tablets you can live a healthy life.
- If you stay on treatment you are less likely to pass HIV on to your sexual partners.
- If you don't get treated you may develop AIDS and or other sickness.

*Let's look after our health and get tested for HIV and STIs. If we all test and get treated, we can stop the spread of HIV and STIs in our community.*

# ADDITIONAL INFORMATION

## CONTRACEPTION DISCUSSION GUIDE

An activity about contraception is not included in this unit of study. However, we are aware this may be required for students to feel able to comment and discuss different risks and consequences associated with this unit. This guide will support you to give the information necessary and point students in the right direction for further information.

### Defining contraception

Contraception is something you use to prevent pregnancy from occurring.

Contraception tries to stop this happening by:

- keeping the egg and sperm from meeting
- stopping the ovaries from releasing an egg
- stopping the combined sperm and egg (fertilised egg) attaching to the lining of the womb

### Different types of contraception

There are many different types of contraception to meet the needs of different women.

Types of contraception include:

- Barrier
- Long acting reversible
- Short acting hormonal
- Natural
- Emergency

### Where students can go for more information

#### Their local:

- Aboriginal Health service: <https://ahcsa.org.au/members/>
- Their GP
- Women's health clinic
- [SHINE SA Woodville](#)
- [SHINE SA Hyde Street Practice](#) (Adelaide city)

#### Online:

<https://www.shinesa.org.au/health-information/contraception/choices-in-contraception/>

### Additional resources to read before this discussion

[https://shq.org.au/wp-content/uploads/2020/06/Contraception\\_-\\_A-guide-for-youth-and-community-workers\\_2020.pdf](https://shq.org.au/wp-content/uploads/2020/06/Contraception_-_A-guide-for-youth-and-community-workers_2020.pdf)

### Key messages about contraception for young people (adapted from Contraception Essentials)

- Long acting reversible contraceptives are the most effective methods of contraception.
- Condoms prevent or reduce the risk of STIs as well as unwanted pregnancy.
- Careful and correct use of condoms is important to increase their effectiveness in preventing STIs and unwanted pregnancy.
- Use condoms and another type of contraception for the best protection from unwanted pregnancy and STIs.
- See a GP or family planning clinic to discuss the best method of contraception for a woman or couple.
- Emergency contraception is available if other contraception not used or not used correctly.
- Clear information about where and how to access condoms and emergency contraception.
- Both partners share responsibility for contraception and STI protection.

## ANATOMY STORY

### Main activity procedure

Using the Magnel board (unsupplied) OR [male and female anatomy cards](#) to tell the below story about anatomy, conception and pregnancy.

### Female anatomy

Start with the internal female anatomy. Begin at the ovaries and work your way to the outside of the vagina and then explain the external anatomy.

Explain: We are going to start with the inside of the female. This diagram shows the internal view of all the women's parts in the body. We are going to start here (point to ovaries) and work our way out. These two round shapes are the ovaries. Our ovaries are where all our eggs are that we need to make a baby. It's estimated that when we are born we have around 2 million eggs in our ovaries. When I say eggs, do you think I mean eggs like chicken eggs? No! They are very small—so small we need a special microscope to see them.

Here we have the fallopian tubes (point). You don't need to remember what they are called but these tubes are like the meeting place for the sperm (the male baby-making part) and the egg. We will come back to that in more detail. Do you know spaghetti? Do you know how spaghetti has a tiny hole in it? Well, in real life, the fallopian tube is only as small as that hole in the spaghetti. The diagram is just bigger so that you can see it! Next, we have the uterus, or womb, or baby bag (or insert other local lay/slang words) (point). This is where the baby grows. The uterus is about the same size as your fist. This part here is the opening to the womb/uterus. Its name is the cervix.

And down here is the vagina (point). That's right... the vagina is actually on the inside of the woman's body, not on the outside. The vagina is where period blood comes out ... it's the birth canal, where the baby comes out, and it's also where the penis goes in. The penis never goes into the uterus/womb.

So if the inside is called the "vagina" what the outside called? (Show external diagram.) The whole outside area's correct name is actually the vulva. We have the vagina or vagina opening here, so again, this is where period blood comes out, the baby comes out and where the penis goes in.

Unlike men, whose urine/wee and sex fluids come out of one hole in their penis, women actually have another hole where the wee comes out. This is very small and sits above the vaginal opening.

Above that we have the clitoris (point) which is purely for female sexual pleasure. It does not serve any other purpose. We then have the labia minor, or smaller inner lips, and labia majora, the outer larger lips. Both the smaller and larger labia cover and protect the rest of the vulva e.g. the urethra and vaginal opening.

So now we know the names and the basic function of the female parts. Let's have a quick look at how our period works and how babies are made.

### Menstrual cycle

When we start going through puberty our body produces hormones. Hormones are like messengers that travel around the body and tell your body that it's time to start changing. You see lots of things happening on the outside of the body—like pimples, or hair growing, but these hormones also tell things to happen INSIDE your body too.

For women, the messengers tell the ovaries to start making the eggs "mature" or ready. At the same time the hormones tell the lining in the uterus to thicken up and get ready for the fertilised egg to implant. Around once a month, the most mature egg is released from the ovary and it travels down the fallopian tube to wait for the sperm.

Let's say this month this lady (point to the diagram) doesn't have sex, or maybe has sex with a condom. So there are no sperm and the egg doesn't get fertilised. The egg dissolves (lasting only 24 hours) as it is not needed anymore and the uterus says, "all well, no baby so no need for this lining", and the lining in the uterus falls or sheds away. The lining being shed is what comes out as period blood/menstrual fluid.

So, when women have their period, the blood is often not a bright red blood like when you cut yourself. It's often different colours, like deep red or a brown colour and sometimes there are bits of tissue and blood clots in it. All of this is normal.

Okay, so now let's look at what is different if our lady here (point) DID have sex and was trying to have a baby (so wasn't using condoms or contraception). To do that, let's look at the man's sex parts ... (point).

### Male anatomy

We will start here at the testes—or balls (point)! This is where sperm is produced/made. Unlike women, men are not born with all the sperm they need. When a young man's hormones kick in during puberty, they tell the testes to start making sperm. Have you ever heard people talk about a boy's "balls dropping" during puberty? This is because the testes actually do drop away from the body when boys hit puberty—this is because sperm can only be made at a certain temperature. When it's cold, the balls shrink up closer to the body to keep warm. When it's hot they hang away from the body to keep cool! The sperm develops here and when it's ready, it moves in to this bit here called the "Epididymis". This is where the sperm grows its tail!

Let's say our fella here is feeling sexy/having sex/feeling horny. The sperm travel up here and mixes with semen from the seminal vesical and the prostate gland. The semen is like the food for the sperm giving it all its energy for its journey to find the egg.

Before this happens though, the Cowper's gland here (point), also produces a fluid which is more commonly known as "pre cum". This is usually a clear looking fluid. Its job is to travel along the urethra, this tube here (point), and clean it out. This is really important because the urine/wee and the sperm have to travel through the same tube BUT acid kills sperm and our wee is acidic!

So pre-cum has the important job of cleaning out this tube making it ready and safe for the sperm. There is an important valve (like a tap) here (point to where the bladder opens into the urethra or draw the valve on your diagram) which stops the man from being able to wee and cum at the same time.

So, we now have our sperm, mixed with semen and the urethra is all clean and ready for the sperm to travel along. There are millions of sperm in a single ejaculation (meaning each time a man "cums"). If our fella and our lady here, are having sex, the sperm will now travel out of the penis here, and into the woman's vagina.

### Conception

Using the women's anatomy chart now explain conception. Explain: The sperm now has the task of finding the egg. The sperm travels up through the cervix, into the womb and up in to the fallopian tubes looking for the egg. If the woman is fertile (meaning if the egg has recently been released or is going to be released), then the sperm can live up to 5 DAYS travelling around inside the woman, searching for the egg. Ask the group, does anyone remember how long the egg hangs around waiting for the sperm? The correct answer is up to 24 hours. The fastest, strongest sperm reach the egg first. Once that sperm meets and enters the woman's egg, the egg goes hard, stopping any other sperm from also entering. So, it's only ever one sperm and one egg. Once that happens the egg starts dividing and dividing and dividing as it travels down in to the uterus to implant (show image of implantation).

You might wonder then, how are twins made? There are two different types of twins—identical and non-identical. For identical twins, we have just the one sperm and the one egg like the original story... . But when those cells start dividing, the egg splits into two, and continues to divide and divide developing into two babies and implanting in to the uterus. For non-identical twins, there need to be two eggs released that month, hanging around in the fallopian tubes; maybe two on this side (point), or one from each side ... and then those eggs have different sperm enter into them—one sperm per egg.

Those two eggs then start dividing and dividing and implant into the uterus separately.

Okay, back to our original lady, with one fertilised egg. The egg has now implanted into the uterus.



## Pregnancy

Show image of baby growing, at 4–6 weeks.

So now we have a baby developing. It's only very small (6-weeks, 2–5mms). (Point out the placenta and the umbilical cord.) The nutrients from food eaten by the mother flows to the baby through the umbilical cord.

What the mum is eating and drinking is important as it supports the baby growing. Not smoking or drinking alcohol, or taking other drugs, is really important during pregnancy—these substances travel to the baby through the umbilical cord and affect the baby's growth and development. Babies can be born too early and have long term health problems and serious defects such as Foetal Alcohol Syndrome Disorder (FASD).

This is also why it's important that a woman finds out she is pregnant as soon as possible and gets check-ups and advice called "antenatal care" from the health service.

The clinic will check for infections and other health problems that she may not know about which can make the baby very sick or even die if not treated. Early antenatal care is important for a healthy pregnancy and a healthy baby.

Point out the amniotic sac. The amniotic sac is filled with clear, pale straw-coloured fluid, which the unborn baby floats and moves in. The amniotic fluid helps to cushion the baby from bumps and injury, as well as providing them with fluids that they can breathe and swallow. It also helps the baby's muscles and bones to develop and maintains a constant temperature for the baby.

As you show images of the baby developing, just briefly touch on the key developments over the three trimesters.

1st trimester	weeks 1–12	Baby's organs and major limbs forming and developing. The heart starts beating and your baby is fully formed with all its fingers and toes.
2nd trimester	weeks 13–28	Organs, limbs and bones continue developing and maturing and your baby can now hear sounds. During the second trimester the chance of miscarriage drops to 3%.
3rd trimester	weeks 29–40	Baby is putting on fat, lungs have finish developing, organs getting ready to function on their own. The lungs are ready to breathe by around 37 weeks.

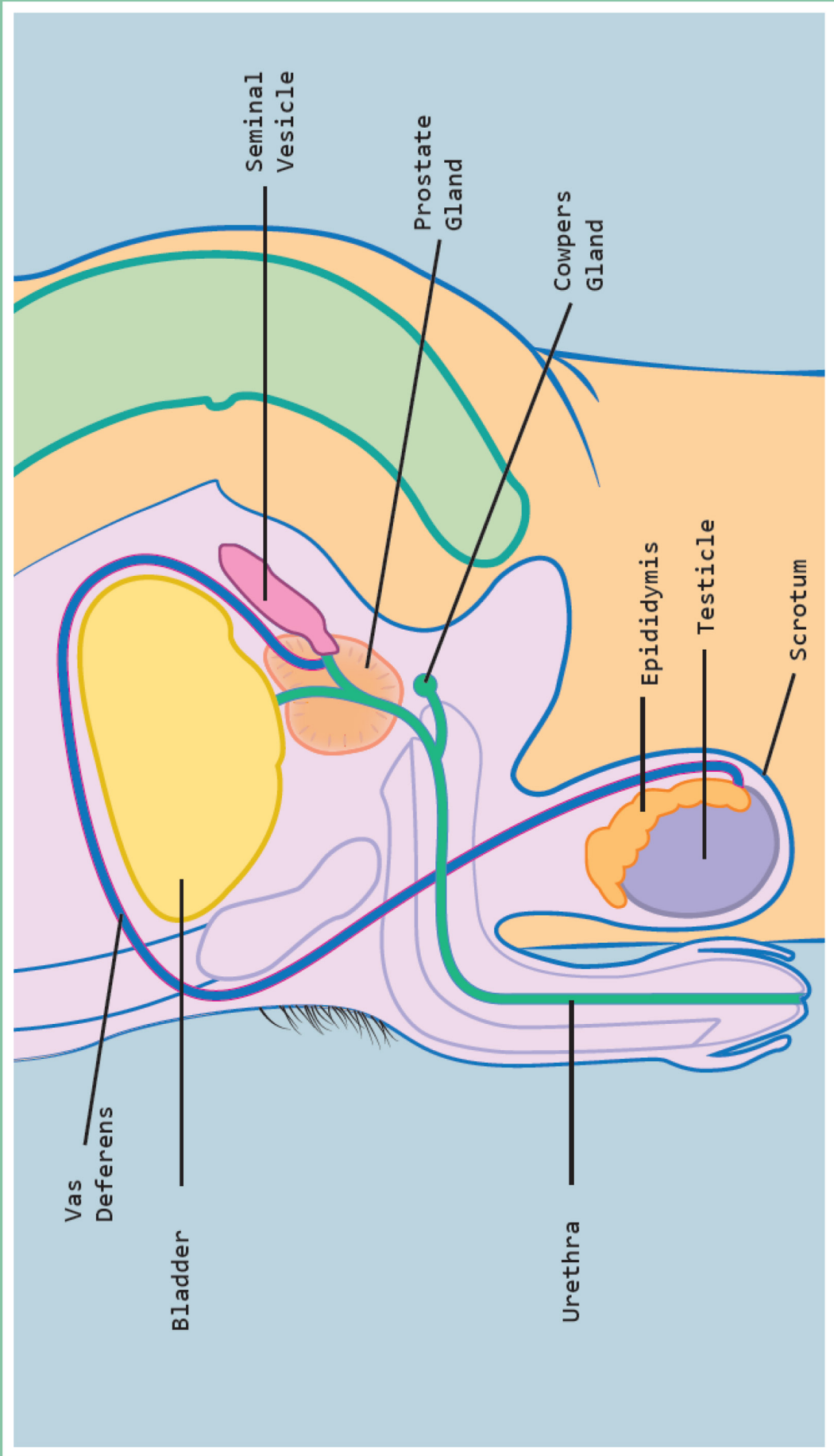
## Closing

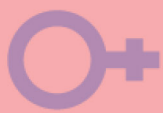
Give the group a final chance to ask further questions before you close. this basic understanding of how the male and female reproductive systems work will make understanding some of our other topics much easier. This information will also make answering questions about STIs or contraception easier. You can print and laminate the following anatomy cards.

Anatomy cards

Internal

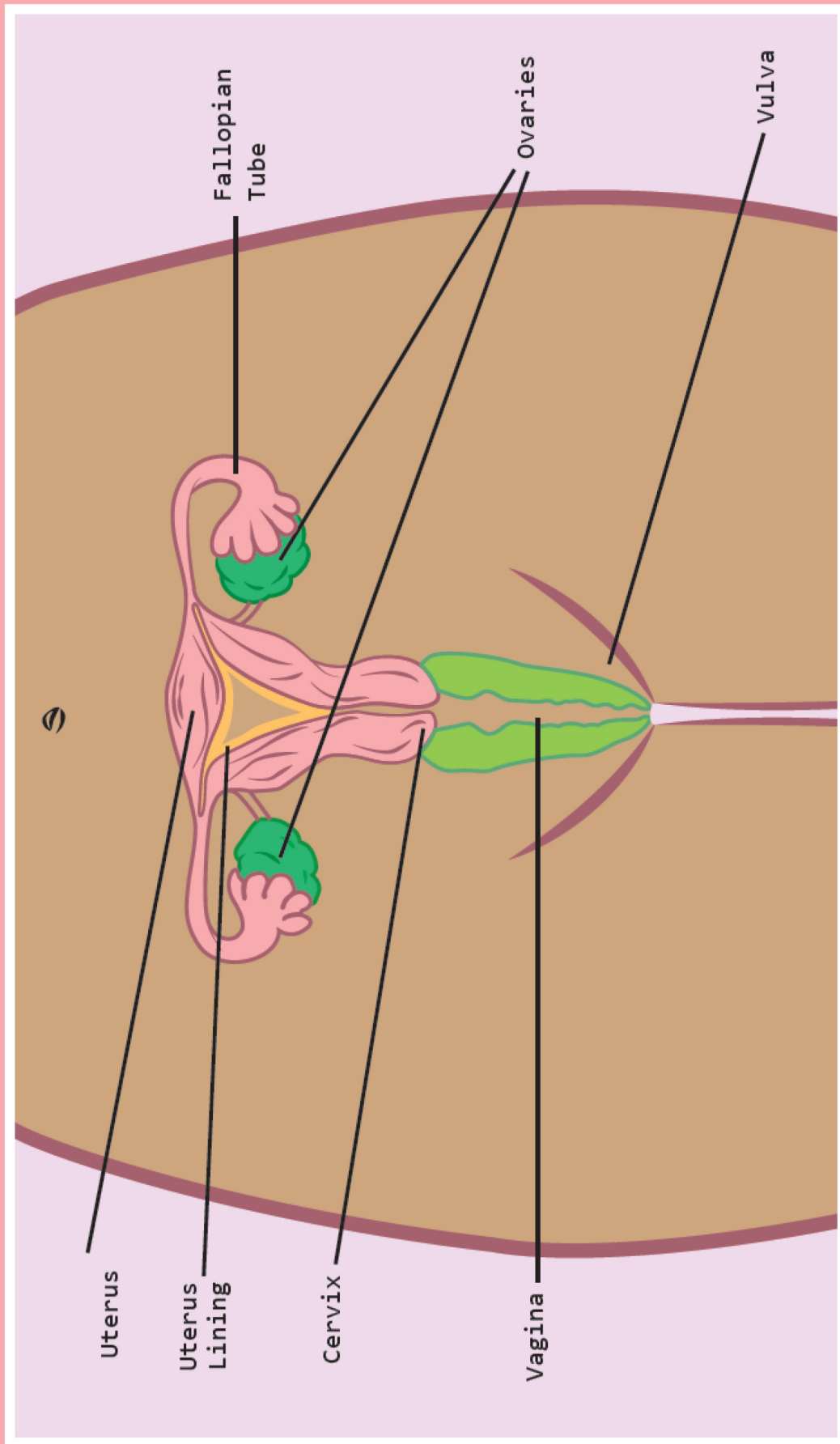
# ♂ Male Anatomy

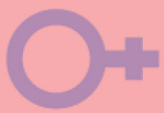




# Female Anatomy

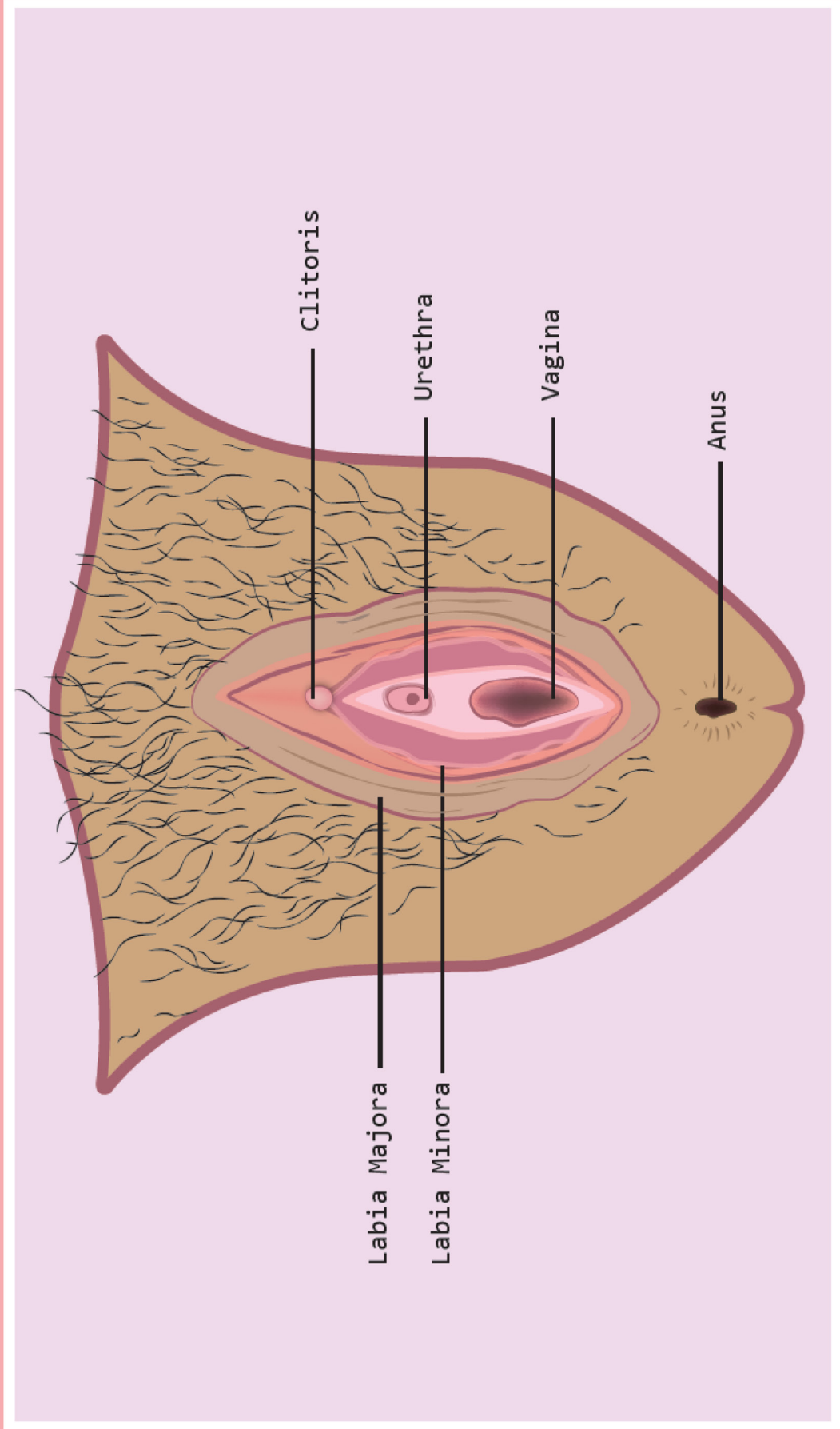
Internal





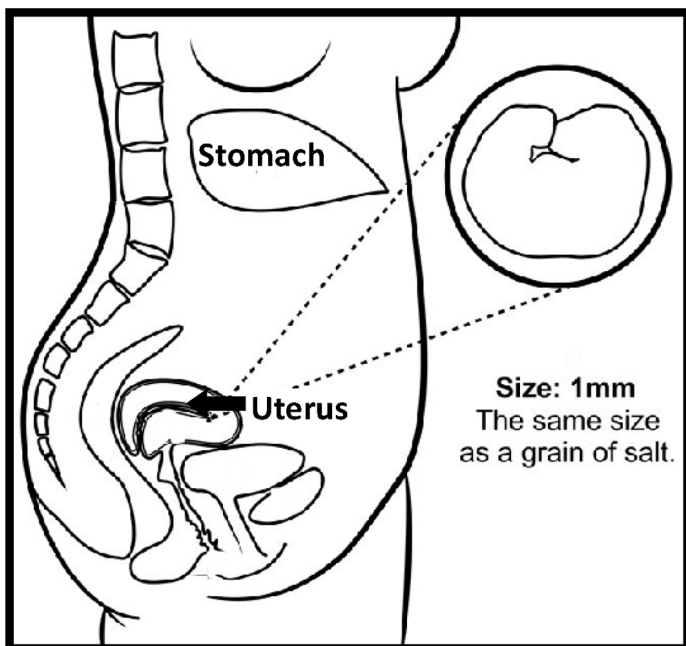
# Female Anatomy

External

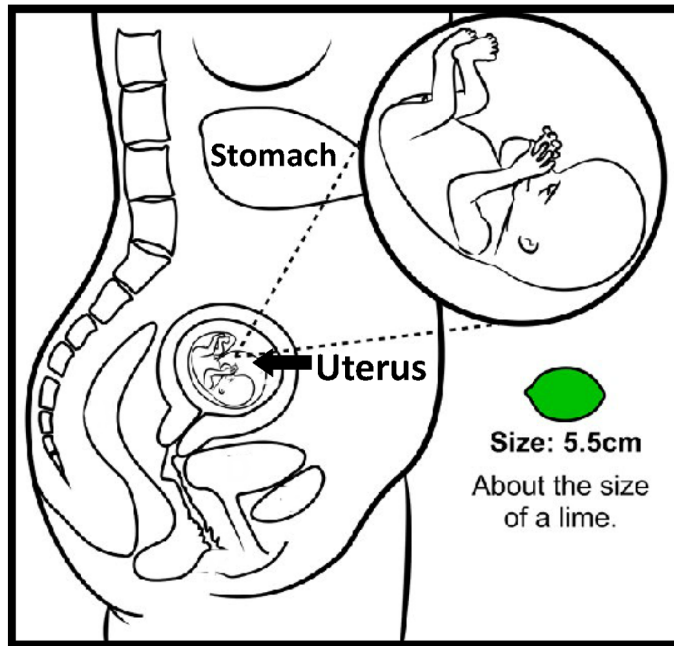


# Pregnancy stages

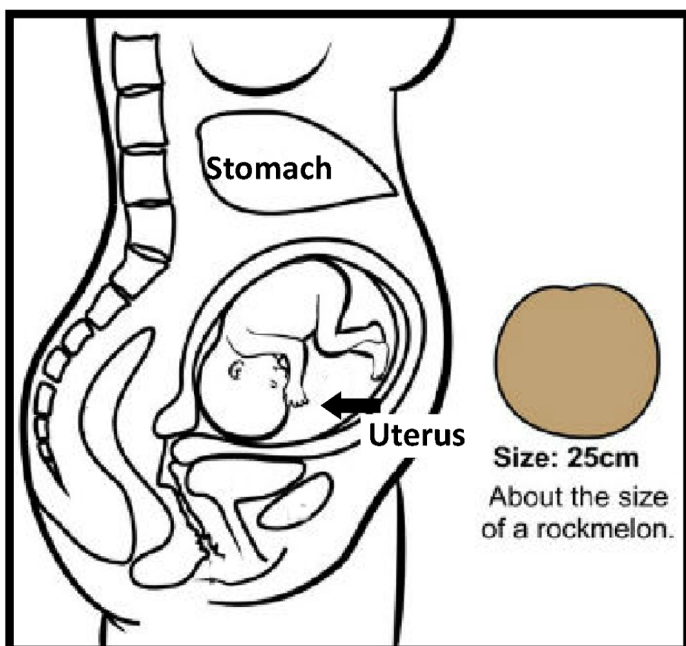
## 4 Weeks



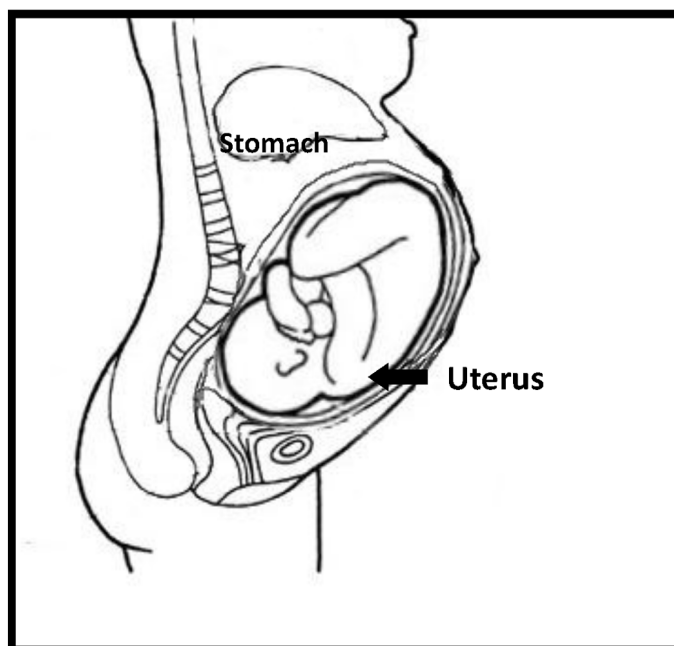
## 12 Weeks



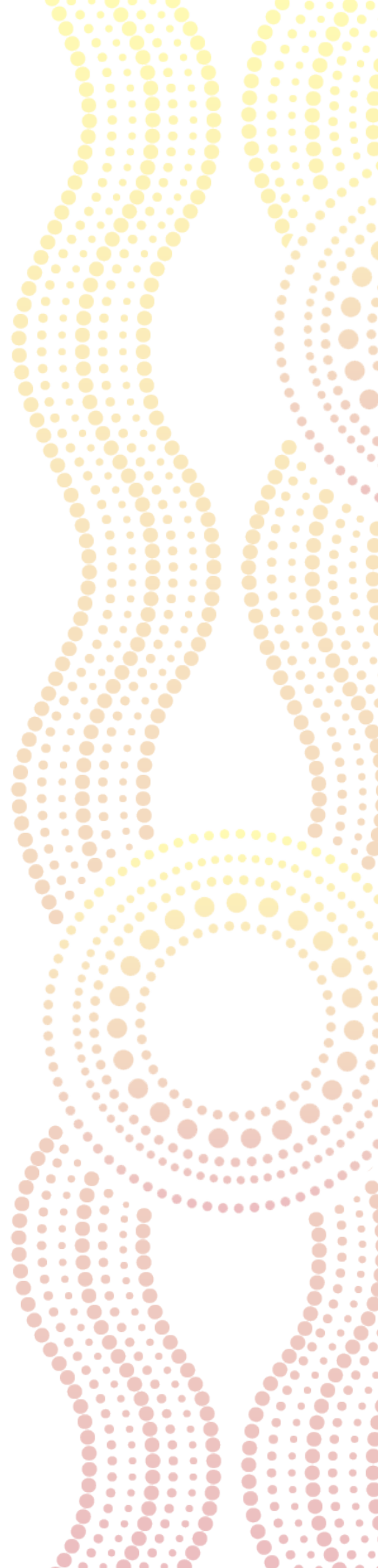
## 20 Weeks



## 40 Weeks (ready to be born)









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