

INTRODUCTION

**HOW TO USE
THIS RESOURCE**

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ALCOHOL/DRUGS

ASSERTIVENESS

COMMUNICATION

CONTRACEPTION

CRUSH

FEARS

FERTILITY

FOOLING AROUND

HOT 4 WHO

HOOKING UP

HURT

LOVE

LUST

PLEASURE

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THE SEXUALITY ROAD

HEI HUARAHĪ **Year 10**

**PRINT ALL
ACTIVITY
OUTLINES**

114 pages

**PRINT ALL
LEARNING
JOURNAL
ENTRIES**

30 pages

**PRINTABLE
WORKSHEETS
AND CARD
SETS**

62 pages

**PRINT
ALL**

231 pages



Hei Huarahi Year 10

E ngā mana, e ngā reo, e ngā karangatangata maha a ngā hau e wha
Me ngā pataka o ngā taonga tuku iho, tēnā kotou katoa.

Acknowledgements

Family Planning gratefully acknowledges:

- Our health promoters who have worked on the creation and piloting of this resource.
- The schools who participated during the piloting of the content.
- The multiple sources of activity ideas.
- Dr Jenny Robertson for contributions to the Introduction.
- The Ministry of Health for funding towards development.

He mihi aroha ki a koutou mo o kotou mahi, me o koutou awhi.

The Sexuality Road and Hei Huarahi concept was developed by the Southern health promotion team.

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Published by: Family Planning 2010

ISBN: 978-0-9864651-3-0

familyplanning.org.nz

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Hei Huarahi Year 10 Introduction

What values underpin the Hei Huarahi resource?

Family Planning believes that:

- Young people have the right to honest, accurate information, the opportunity to identify their own values and understand those of others, and to access quality services.
- Comprehensive sexuality education should provide a balanced, non-biased view of sexuality.
- People who are well informed are more equipped to make responsible, healthy decisions and do so with confidence.
- Being exposed to a range of values, attitudes and opinions helps young people to develop and consolidate their own.
- A positive, holistic approach to sexuality education enhances self-esteem and is more effective than shock tactics or abstinence-only approaches.
- Discussion about relationships and sexuality should be age appropriate and start from a young age. In doing so, the topic is normalised and provides a basis for more complex issues that need addressing as children and young people mature.

Aims:

1. To establish a safe environment that allows students to discuss sexuality openly and comfortably.
2. To mark emerging sexuality and sexual progression as a normal developmental stage that all young people experience.
3. To encourage greater understanding and sensitivity about changes in both males and females.
4. To encourage greater acceptance of individual difference/diversity in adolescent physiological and emotional changes.
5. To encourage discussion and communication with trusted adults around sexuality related issues.
6. To explore and continue to develop values and attitudes around sexuality.
7. To encourage positive decision making and assertiveness skills.

Who is this resource for?

Family Planning has developed Hei Huarahi for teachers of sexuality education teaching Year 10 students.

It uses the concept of a road to help students to view their emerging sexuality and sexual progression as a normal developmental stage.

The programme is based on the view that young people can be trusted as sexual agents to make their own decisions around their sexual journeys and that to do so they must first acquire information and knowledge to make informed, health affirming choices.

Hei Huarahi includes themes and issues that reflect young people's experiences such as dealing with pressure, and the influence of alcohol. The objective is to educate and foster skills such as assertive communication and positive decision making so that if and when young people choose to engage in sexual contact it will be wanted, safe, non pressured and more likely to be a positive experience. Research shows that with comprehensive sexuality education young people are more likely to postpone sexual involvement and engage in safer sex practices when they do.

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PDF

Family Planning has developed the Hei Huarahi resource to provide teachers with a comprehensive unit of work that can be used to achieve the objectives of Health and Physical Education in the New Zealand Curriculum.

Young people may feel some shyness and embarrassment around the issue of sexuality. The student focused nature of the resource gives students the chance to explore a range of topics and how to deal with these effectively. Working with whanau as well as the students themselves assists families with communication and reinforces the message that sexuality is a normal part of adolescent development.

How is this resource linked to the New Zealand Curriculum?

Positioning sexuality education in The New Zealand Curriculum (2007) means to respond to all aspects of the curriculum, not only the learning area statement. As a school community develops its own curriculum, they are directed by the NZC which means the principles (p9) 'underpin and guide the design, practice, and evaluation of curriculum at every stage'. The values (p10-11), key competencies (p12-13), and learning areas (p22-23) provide the basis for teaching and learning across schools and within schools. This learning will contribute to the realisation of a vision of young people who will be confident, connected, actively involved, lifelong learners. (NZC p37)

Effective pedagogy

The types of teaching approaches that have been consistently shown to have a positive impact on student learning are described in the NZC under effective pedagogy (p34-36). The pedagogy upon which health education (and therefore sexuality education) is founded is wholly consistent with these teaching approaches.

As a resource to support teaching and learning, Hei Huarahi takes into consideration all aspects of effective pedagogy:

Creating a supportive learning environment is essential and fundamental to all sexuality education teaching. Teachers and students actively contribute to this environment firstly by negotiating group safety guidelines at the beginning of the learning programme, and then adhering to a range of ethical and inclusive practices throughout all teaching and learning activities.

GO TO PAGE 28. PREPARING TO TEACH: THE ROLE OF THE CLASSROOM TEACHER IN EFFECTIVE SEXUALITY EDUCATION

**PDF
(9 Pages)**

Encouraging reflective thought and action is an explicit part of the learning process in sexuality education through which students make new meaning of the sexual aspects of their lives and the lives of others. The actions are integral to the strategies students learn in order to manage sexual situations.

Enhancing the relevance of new learning is self evident in sexuality education because the learning is about the students and their lives. The students own knowledge and experiences, and their learning needs emerging from their developing understandings of themselves and others, as sexual beings, are the essential 'resources' for sexuality education. The process for working through the learning in activities in Hei Huarahi constantly enhances the relevance of new learning by drawing attention to the ways students can use these knowledge and skills to make informed decisions and manage sexual situations.

Facilitating shared learning occurs in every teaching and learning activity in this resource. Sexuality education knowledge and understanding is only built through the sharing of knowledge and ideas.

Making connections to prior learning and experience occurs with the facilitation of every activity that requires students to first ‘quick think’ (brainstorm) what they already know about an issue or situation from which the learning activity takes its direction to shape and further develop that knowledge and understanding.

Providing sufficient opportunities to learn is a feature of the way Hei Huarahi has been developed by allowing students to select the order of issues attended to in the learning programme, building or weaving one issue upon or through another, and revisiting issues as learning needs arise.

Inquire into the teaching–learning relationship (Teaching as Inquiry)

In many ways, a teaching as inquiry approach could be seen as the glue that holds the teaching and learning process together, what gives it direction and purpose. With the addition of other evidence about the students, and teachers’ access to professional development opportunities, the Hei Huarahi resource supports and encourages a teaching and learning approach in the following ways:

Teaching inquiry cycle (NZC p35)

Focusing inquiry: What is important (and therefore worth spending time on), given where my students are at?

The focusing inquiry establishes a baseline and a direction.

The teacher uses all available information to determine what their students have already learned and what they need to learn next.

Activities Sexuality Education teachers might engage in related to this aspect of the Teaching as Inquiry cycle e.g.

- ‘Diagnostic’ teaching and learning activities that identify areas of student interest and level of conceptual understanding (quick think, question box, graffiti sheets, pre-test type questionnaire, etc).
- Formative assessment practices that are used to continuously monitor the learning in every lesson, especially in relation to learning intentions and success criteria.
- Student evaluations of Sexuality Education programmes from previous years.
- Data provided by the students that profiles them as learners in their various communities – their ethnic, cultural and family backgrounds, their co-curricular interests and engagement.
- Analysing student reading and writing achievement data to help determine students’ strengths and challenges in relation to literacy and the support they might need to access learning in sexuality education.
- Purposefully collected student voice where students are talking about their learning in Sexuality Education and about the ways their teacher helps them to learn (and what gets in the way of their learning).
- Ministry of Education priorities e.g. with focus on achievement for Maori and Pasifika students.
- Relevant sexuality information and data provided by other government ministries (e.g. health and social development) or non-government and research organisations with a vested interest in adolescent sexual health and well-being (and whose priorities, values and practices reflect the NZC).
- Relevant data provided by wider school processes, practices and events such as community consultation, including parent voice collected as part of the community consultation around sexuality education.

Teaching inquiry cycle (NZC p35)

What strategies (evidence-based) are most likely to help my students learn this?

In this teaching inquiry, the teacher uses evidence from research and from their own past practice and that of colleagues to plan teaching and learning opportunities aimed at achieving the outcomes prioritised in the focusing inquiry.

Activities Sexuality Education teachers might engage in related to this aspect of the Teaching as Inquiry cycle e.g.

The strategies that help students learn are embraced by all of the previously discussed aspects of effective pedagogy and the following section on 'Preparing to teach'. To learn how to use these strategies effectively requires teacher professional learning and development which should come from a variety of sources. Central to this evidenced based research understanding of effective teacher professional learning and development is teachers use of the Ministry of Education publication Teacher Professional Learning and Development: Best Evidence Synthesis Iteration (BES) by H. Timperley, A. Wilson, H. Barrar and I. Fung (2007)

<http://www.educationcounts.govt.nz/publications/series/2515/15341>

Based on the needs identified through the evidence emerging from the focusing inquiry, teachers change their practice, learning new knowledge and skills where required, to:

- Utilise school wide literacy strategies and practices that support learning in sexuality education.
- Discuss possible teaching approaches with other colleagues, within Health (and specifically Sexuality) Education, across the department, and across schools. Then with critical consideration, select and use practices that meet the learning needs of the students.
- Use the online education community to find information about effective teaching and learning practices and classroom resources that support this.
- Develop the skills and understanding to use formative assessment practices. This requires a clear alignment of learning intentions and learning activities, how to negotiate success criteria, how to give feedback and feedforward for next learning steps.
- Observe and analyse the effective practices of other colleagues teaching sexuality education.
- Practice newly learned teaching approaches and be observed and given feedback by colleagues and students on these.

Teaching and Learning Actions

Based on what the data identified as being areas for focus, and the development and practice of different teaching strategies to address these, the teacher engages the students in a learning process specific to the students' sexuality education learning needs.

Teaching inquiry cycle (NZC p35)

Learning inquiry

What happened as a result of the teaching, and what are the implications for future teaching? In this learning inquiry, the teacher investigates the success of the teaching in terms of the prioritised outcomes, using a range of assessment approaches. They do this both while learning activities are in progress and also as longer-term sequences or units of work come to an end. They then analyse and interpret the information to consider what they should do next.

Activities Sexuality Education teachers might engage in related to this aspect of the Teaching as Inquiry cycle e.g.

To determine the impact of their professional learning and development, and their changed teaching practices, teachers collect, analyse and interpret a range of student data related to the focusing and teaching inquiry, such as:

- Samples of student work from a lesson or lessons, related specifically to the Sexuality Education learning context – this is analysed in relation to the learning intention(s).
- Student voice – gathered from students as an incidental or integral part of the learning activities, and deliberately collected such as when they are talking about their learning in relation to the success criteria. If the focus is on teacher-student relationships, student voice collected is about what their teacher is doing better that is helping their learning.
- 'Post-test' type activities that capture an overall sense of what has been learned.

Key Competencies

To develop capabilities for living and lifelong learning, The New Zealand Curriculum identifies five key competencies: thinking; using language, symbols, and texts; managing self; relating to others; and participating and contributing. The application and purpose of the key competencies in health (and sexuality) education seems obvious.

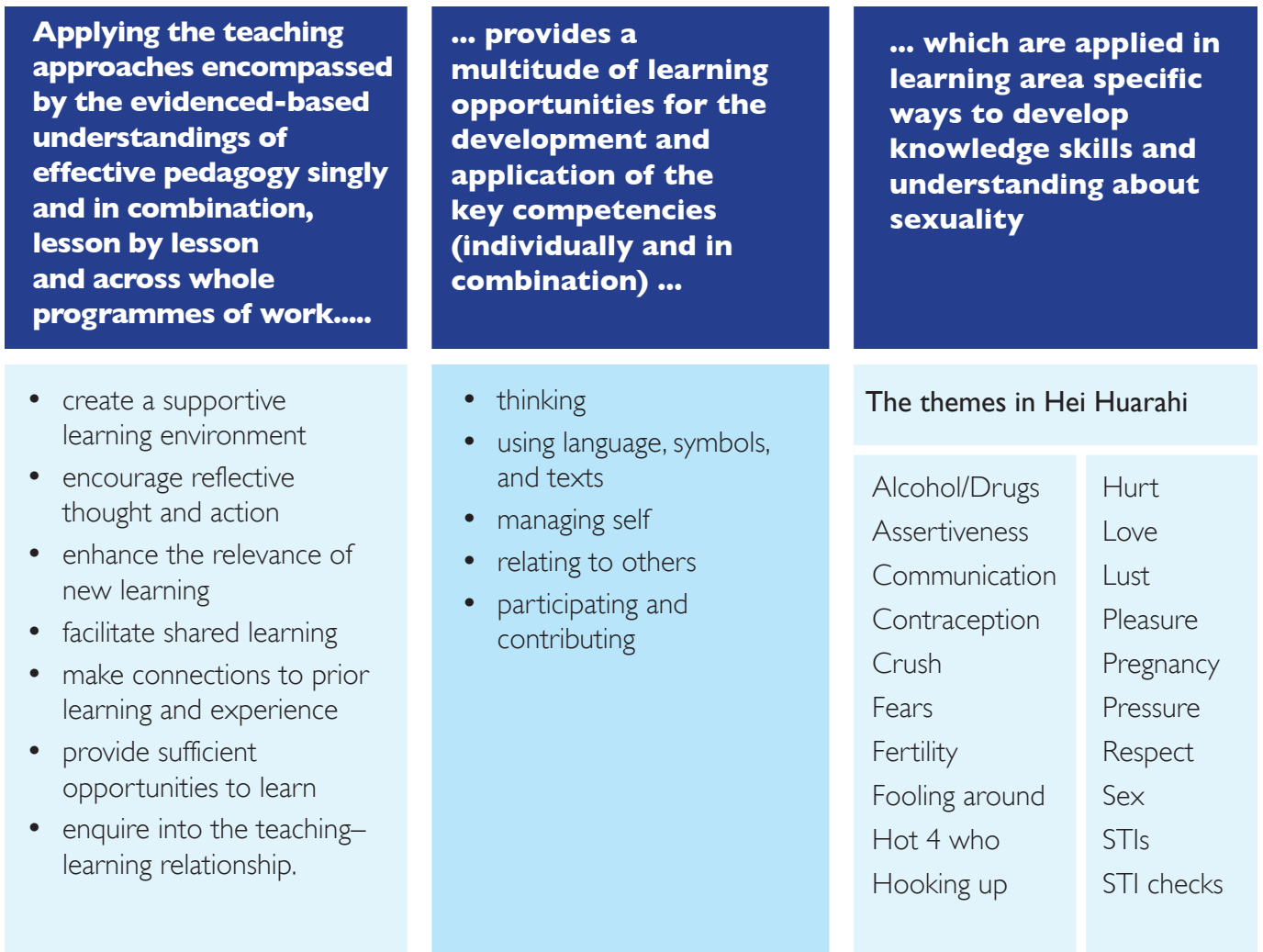
“People use these competencies to live, learn, work, and contribute as active members of their communities. More complex than skills, the competencies draw also on knowledge, attitudes, and values in ways that lead to action. They are not separate or stand-alone. They are the key to learning in every learning area.

The development of the competencies is both an end in itself (a goal) and the means by which other ends are achieved. Successful learners make use of the competencies in combination with all the other resources available to them. These include personal goals, other people, community knowledge and values, cultural tools (language, symbols, and texts), and the knowledge and skills found in different learning areas. As they develop the competencies, successful learners are also motivated to use them, recognising when and how to do so and why.

Opportunities to develop the competencies occur in social contexts. People adopt and adapt practices that they see used and valued by those closest to them, and they make these practices part of their own identity and expertise.

The competencies continue to develop over time, shaped by interactions with people, places, ideas, and things. Students need to be challenged and supported to develop them in contexts that are increasingly wide-ranging and complex.” (NZC p12)

Key competencies in sexuality education are integral to, and a product of, effective pedagogical practices:



However, it is important to be clear on where and how these competencies are being developed. In the context of this resource, it is a more useful task to describe the sorts of activities that contribute to the development of the competencies, rather than predetermine which specific teaching and learning activities develop which competencies. This approach is preferred because different groups of students with different learning needs, who take a different learning pathway along the Sexuality Road (i.e. they work through a different sequence of activities) will likely emphasise different competencies at different times and stages of the learning journey.

Thinking

Sexuality education requires critical thinking to build new meaning. Critical thinking questions are included throughout the activities in Hei Huarahi and are an essential part of the learning process to achieve the learning intentions. In sexuality education, students use critical thinking when they:

- Explore and challenge the basis of people's values, attitudes, beliefs and assumptions about sexuality issues and situations.
- Look at and can see sexuality situations from different perspectives.
- Can explain why their views on sexuality issues and situations are similar or different to others.
- Relate and reshape what they know about sexuality issues to the underlying concepts of the learning area (i.e. applying ideas about sexuality to the concept of hauora, the socio-ecological perspective, attitudes and values and health promotion).
- Decide upon the most healthy and appropriate actions to take in a particular sexuality situation.
- Solve problems in ways that benefit the sexual well-being of everyone involved in a situation.
- Analyse sexuality situations to decide what is fair, respectful and socially just.
- Recognise instances of stereotyping, harassment, discrimination and other socially unjust behaviours in sexuality related situations.
- Transfer knowledge and skills learned from one health or sexuality related situation to another situation.
- Reflect on their own learning to determine what they have learned and what they are yet to learn.

Using language, symbols, and texts

Sexuality education has its own language and students need to engage with this language to make meaning of the codes in which sexuality knowledge is expressed. Sexuality language is required for communicating information, experiences, and ideas in sexual situations. Often this language is oral/aural, or visual (e.g. body language) and because this language is part of everyday life, much of it is informal.

Students who are competent users of sexuality language can interpret and use words in sexuality contexts. They also recognise how their choice of language affects peoples' understanding of sexuality situations and the ways in which they respond to interpersonal communications. Throughout Hei Huarahi, language for communication is a paramount consideration because without it, relationships are impossible.

Managing self

In sexual situations, students who manage themselves have a range of strategies, (inclusive of skills and knowledge) that enable them to: make decisions, solve problems, respond assertively, resist pressure, behave respectfully, inclusively and fairly, and communicate effectively. A range of these skills are developed and used throughout the Hei Huarahi resource. When used by young people who manage themselves in sexual situations, these skills in combination support their resourcefulness, reliability, and resilience. These students also establish personal goals based on strong personal values, make and implement plans and know how to act independently.

Relating to others

Relating to others is fundamental to sexuality education because so much of the learning is about relationships. Relating to others is a learning outcome of this curriculum area. Throughout the activities in Hei Huarahi there are opportunities for students to develop skills for interacting effectively with a diverse range of people in a variety of sexuality related contexts. The learning process engages students in a range of activities that provide multiple opportunities to develop the knowledge and skills to listen effectively, recognise different points of view, negotiate, and share ideas.

Students who relate well to others are open to new learning and able to take different roles in different sexuality related situations. They are aware of how their words and actions affect others. By working effectively together, they can come up with health enhancing solutions to problems and manage their relationships with others in respectful ways.

Participating and contributing

The classroom community developed through the creation of a supportive learning environment, and the interactive approaches to teaching and learning in Hei Huarahi, model and develop the competency of participation and contribution to communities.

In relation to a range of sexuality issues, students learn to contribute in respectful and socially just ways to communities. This enhances their sense of belonging to communities and their confidence to participate within new situations. They learn to understand the sexuality related rights, roles, and responsibilities of themselves and others in communities. Through individual and collective forms of sexuality-related health promotion they contribute to the quality and sustainability of their social and cultural environment.

Learning area

Sexuality education is one of the seven key areas of learning in Health and Physical Education learning area of The New Zealand Curriculum. It aims to provide students with the necessary knowledge, understanding and skills to develop positive attitudes towards sexuality and to enhance their interpersonal relationships. Learning activities in this resource are aligned with the achievement objectives outlined in the curriculum.

Answering the question, 'Why study in this learning area?' The New Zealand Curriculum states that:

Through learning and by accepting challenges in health related and movement contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the wellbeing of those around them, of their communities, of their environments (including natural environments), and of the wider society.

This learning area makes a significant contribution to the well-being of students beyond the classroom, particularly when it is supported by school policies and procedures and by the actions of all people in the school community. (NZC p22)

The four concepts that underpin the Health and Physical Education learning area are essential for teaching and learning in sexuality education because they define what sexuality means in context of the curriculum. These underlying concepts are mutually defining in that while they each have their own meaning, they also give shape to the meaning of the other concepts.

These underlying concepts, and the way they define a curriculum understanding of sexuality education are:

- **Hauora** is an holistic concept of **well-being** that describes how a person's sexuality is about the inter-related ways physical well-being, mental and emotional well-being, social well-being and spiritual well-being in combination contribute to a person's sexuality.
 - **Taha tinana**, which relates to **physical well-being**, refers to aspects of sexuality which might be referred to more in terms of 'sex', whether that is the physical act of having sex, sex as the biological state of being male, female or intersex, and the functioning and the care of the reproductive and sexual parts of the body.
 - **Taha hinengaro**, which relates to **mental and emotional well-being**, refers to people's **thoughts and feelings** about their sexual self for example, their thoughts and feelings about bodies, their relationships, their romantic and sexual experiences, the way people treat them, and the many changes during their sexual journey.
 - **Taha whanau**, which relates to **social well-being**, is about people's **relationships**, which in context of sexuality refers particularly to romantic and sexual relationships.
 - **Taha wairua**, which relates to **spiritual well-being**, is about what gives people a sense of **purpose and meaning** in their life. It is about their values and beliefs, what they believe is important, their identity, and what gives them a sense of belonging and connectedness.

To talk about one dimension of well-being invariably means to talk about all others – and that is the point of the curriculum understanding of sexuality.

- The **socio-ecological perspective** provides a way to look at ways the well-being of individual people, who have social relationships with others, and who live within communities, which in combination make up society, are all interconnected and inter-dependent. People's individual beliefs about sex and sexuality, male and female expectations of relationships, and gender roles are strongly influenced by family and whanau, the community and society.
- Examining **attitudes and values** gives students insight into the effect that their own and others' attitudes and values have on sexuality related behaviour. The curriculum promotes the values of respect for self, others and society, inclusive of rights and responsibilities, and the values of social justice which talk about what practices and behaviours are fair, inclusive and non-discriminatory.
- The curriculum approach to **health promotion** supports students to take individual and collective action to promote the sexual well-being of themselves and others. This includes the personal development of knowledge and skills for decision making and problem solving, effective interpersonal communication and being assertive in relationships, taking respectful and responsible action to support sexual diversity in their school and local communities, and knowing how and where to access sexual health and other health services in the community.

Hei Huarahi draws from a selection of the Level 5 Achievement Objectives of the Health and Physical Education learning area in The New Zealand Curriculum.

Achievement Objectives for Level 5

Personal health and physical development – A

Students will:

A1 Personal growth and development

Describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies.

A3 Safety management

Investigate and practise safety procedures and strategies to manage risk situations.

A4 Personal identity

Investigate and describe the ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people.

Relationships with other people – C

Students will:

C1 Relationships

Identify issues associated with relationships and describe options to achieve positive outcomes.

C2 Identity, sensitivity, and respect

Demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people.

C3 Interpersonal skills

Demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings.

Healthy communities and environments – D

Students will:

D1 Societal attitudes and values

Investigate societal influences on the well-being of student communities.

D2 Community resources

Investigate community services that support and promote people's well-being and take action to promote personal and group involvement.

D3 Rights, responsibilities, and laws

Identify the rights and responsibilities of consumers and use this information to evaluate health and recreational services and products in the community.

D4 People and the environment

Investigate and evaluate aspects of the school environment that affect people's well-being and take action to enhance these aspects.

NB the italicised Strand D Achievement Objectives are not purposefully included in the activities. However, with small modifications and additions, a number of the activities could extend into these areas.

A summary of the possible learning intentions developed for each activity are linked to the Achievement Objectives and the underlying concepts in the following table:

Hei Huarahi themes	Activities	Learning Intentions Students will:	Level 5 main AO links
Alcohol/Drugs	Sam's Tale	<ul style="list-style-type: none"> identify how alcohol use can lead to unwanted consequences in sexual situations. 	A3
	Guidelines and Tips to Keep Safe	<ul style="list-style-type: none"> identify strategies that they can use to keep safe sexually. 	A3
	Sober Sex vs. Sex When Wasted	<ul style="list-style-type: none"> understand how drugs and alcohol impact on sexual experiences. 	A3
	Beer Goggles	<ul style="list-style-type: none"> (through a simulation activity) make links between how alcohol effects decision making and fine motor skills. 	A3
Assertiveness	If you love me honey	<ul style="list-style-type: none"> demonstrate the skills for being assertive in a simulated situation. 	A3, C3
	Sexually Say How	<ul style="list-style-type: none"> identify the differences between passive, aggressive and assertive behaviour. 	A3, C3
Communication	Yes, Yes, Yes!	<ul style="list-style-type: none"> understand that it can be difficult to say 'no' and it is important to communicate and check understanding. 	C3
	Enthusiastic Consent	<ul style="list-style-type: none"> identify the meaning of consent in sexual situations. 	C1
	Sit Down for Yourself	<ul style="list-style-type: none"> recognise common pressure tactics and identify strategies for resisting pressure. 	C1, C3
Contraception	Give and Sell	<ul style="list-style-type: none"> identify a variety of contraceptive methods. 	A3
	Didn't Use Anything	<ul style="list-style-type: none"> identify reasons why people do not use contraception and ways to change this behaviour. 	A3, C2
	Contra Graffiti	<ul style="list-style-type: none"> identify a variety of contraceptive methods. 	A3
Crush	Crush Card	<ul style="list-style-type: none"> know that the first stage of a person's sexual journey occurs at different times for different people. 	A1
Fears	Fears envelope	<ul style="list-style-type: none"> identify that it is normal to have fears about their sexual journey and ways people can minimise those fears. 	A4 C2
Fertility	Draw/ Make Reproductive Parts	<ul style="list-style-type: none"> increase their knowledge of the male and female reproductive organs. 	A1

Hei Huarahi themes	Activities	Learning Intentions Students will:	Level 5 main AO links
Fooling Around	Fooling Around Quick Think	<ul style="list-style-type: none"> identify a range of intimate physical activities that do not involve sexual intercourse. 	CI
	Roundabout Lusty	<ul style="list-style-type: none"> identify that there are lots of different activities that can be fun and pleasurable without involving sexual intercourse. 	CI
Hot 4 Who	Oh the Diversity!	<ul style="list-style-type: none"> identify appropriate terms to describe people's behaviour and sexual diversity. 	A4
	Car Park	<ul style="list-style-type: none"> identify differences in family and societal support for heterosexual and same-sex relationships. 	A4, C2
	Reading the Rules	<ul style="list-style-type: none"> identify how societal expectations of gender roles and heterosexuality are learned through a range of socialisation processes. 	DI
Hooking Up	Fantasy vs. Reality	<ul style="list-style-type: none"> identify the difference between fantasy and reality in sexual experiences and relationships. 	CI
	Friendship or Relationship?	<ul style="list-style-type: none"> identify that a healthy romantic/sexual relationship has all the traits of a healthy friendship. 	CI
Hurt	Amy and Jayden	<ul style="list-style-type: none"> identify the need to check if sexual contact is wanted by another person and to be assertive to avoid being hurt. 	CI, C3
	Calling the Shots	<ul style="list-style-type: none"> identify ways a break up can happen respectfully. 	
		<ul style="list-style-type: none"> identify strategies for supporting themselves and others after a break up. 	CI
Love	Relationship Levels	<ul style="list-style-type: none"> identify that there are different types of romantic/sexual relationships and different levels of intimacy within those relationships. 	CI
	OK/ Not OK, Dump/ Stay	<ul style="list-style-type: none"> identify healthy and unhealthy behaviours in relationships and the beliefs, attitudes and values related to these behaviours. 	CI, C2
Lust	Lust or Love	<ul style="list-style-type: none"> clarify their own values and ideas about love and lust in relation to others. 	C2
Pleasure	Dear Dr Feel Good	<ul style="list-style-type: none"> identify that pleasure is a very important part of being sexually active. 	A1
	Pleasure Package	<ul style="list-style-type: none"> identify that different people have different things that they want out of a sexual relationship. 	CI, C2
	Hot Bods	<ul style="list-style-type: none"> identify that there are many types of pleasurable touching and that everyone is different in what they like and don't like. 	CI, C2

Hei Huarahi themes	Activities	Learning Intentions Students will:	Level 5 main AO links
Pregnancy	Making Decisions	<ul style="list-style-type: none"> identify points at which decisions can be made about sex, conception and pregnancy. 	A3, C3
	Considering the Consequences	<ul style="list-style-type: none"> explore the factors that could influence a decision about pregnancy. 	C3, D3
	Abortion Quick Think	<ul style="list-style-type: none"> be able to distinguish between facts and opinions related to abortion 	D1
	Abortion quiz – what do you know?	<ul style="list-style-type: none"> understand what the law in NZ says about abortion. 	A3, D3
Pressure	Pressure, What Pressure?	<ul style="list-style-type: none"> identify sexual pressures that young people may experience. 	C1
	Under Pressure	<ul style="list-style-type: none"> demonstrate strategies for responding to pressure situations. 	A3, C3
Respect	R.E.S.P.E.C.T: What it means to me	<ul style="list-style-type: none"> identify what the concept of respect means to them and with regard to their sexual journey. 	A4
	What D'ya Think?: Relationship Scenarios	<ul style="list-style-type: none"> identify situations where people behave disrespectfully and strategies for more respectful responses. 	C2
Sex	Sex/ Sexuality	<ul style="list-style-type: none"> understand the difference between sexual orientation, identity and behaviour. 	A4
	S-exercise	<ul style="list-style-type: none"> identify some different reasons why people make choices about having or not having sex. 	C2
STIs	STI Quick Think & Discussion	<ul style="list-style-type: none"> identify STIs of current concern for young people. 	A1
	STI Continuum	<ul style="list-style-type: none"> identify myths and assumptions about STIs 	C2
	What Have They Got?	<ul style="list-style-type: none"> demonstrate their knowledge about STIs, their symptoms and treatment. 	A1
STI Checks	STI Check Show & Tell	<ul style="list-style-type: none"> identify the basic equipment used for an STI check and where to get a check-up. 	A1, A3

Assessment

Assessment is an integral part of students' learning and teachers' teaching as both student and teacher need to use the information provided by a range of assessment practices.

Assessment for the purpose of improving student learning is best understood as an ongoing process that arises out of the interaction between teaching and learning. It involves the focused and timely gathering, analysis, interpretation, and use of information that can provide evidence of student progress. Much of this evidence is "of the moment". Analysis and interpretation often take place in the mind of the teacher, who then uses the insights gained to shape their actions as they continue to work with their students. (NZC p39-40)

The passage above demonstrates 'how assessment is integral to the teaching inquiry process' because assessment information is used as evidence for the focusing inquiry and the learning inquiry. (NZC p40)

There is a range of assessment practices featured in Hei Huarahi:

- Pre-post test type activities that can be used to inform the focusing and learning inquiry stages of the teaching as inquiry process (see following resource material).
- The use of learning intentions which teachers are encouraged to adapt if the suggested focus of these differs from the learning needs of the students and the way the learning activity is used (see following).
- Written learning journal activities included with most of the activities (see following).
- Reflective questions included as part of the student learning journal activities.

Formative assessment and the use of learning intentions

<http://assessment.tki.org.nz/Assessment-in-the-classroom/Assessment-for-learning>

Formative assessment refers to a collection of assessment practices used by teachers and students to provide information about what has been learned and what the students are still to learn. For assessment to be 'formative', it means that the evidence from these practices is actually used to inform the teaching and learning process.

Formative assessment practices in sexuality education classrooms include:

- Teachers' perception of the level of student knowledge and understanding evident in the discussions which are integral to the learning activities.
- Student self and peer assessments (e.g. skills practice evident in role plays being assertive and resisting pressure).
- Detailed analysis of individual student work in their learning journal entries (e.g. in relation to the learning intentions, and the underlying concepts of the learning area).
- Collecting student voice through interview questions or surveys (e.g. evaluation and feedback of the sexuality programme).

In combination these practices encompass the intent of the characteristics of effective assessment (NZC p40) i.e. effective assessment: benefits students, involves students, supports teaching and learning goals, is planned and communicated, is suited to the purpose, and is valid and fair.

Formative assessment requires that the teacher and the students need to have an understanding of what the intended learning will be. This understanding is articulated by the teacher through a learning intention. Ideally learning intentions are developed through the teaching as inquiry process and are based on the identified learning needs of the students. The days of planning whole programmes in advance and sticking to them have gone. For a programme of learning to truly respond to the needs of the students as learners, the teacher will need to have an overview of the likely learning, but will need to be prepared to modify the learning intentions and activities to meet these needs as they become apparent. The way Hei Huarahi has been developed is very consistent with this understanding.

Consequently, it needs to be said that the learning intentions suggested in Hei Huarahi are just that – suggestions. Many of the learning intentions are framed with the words ‘students will identify ...’. This reflects the fact that many of the activities are quite quick to facilitate and process and cover the main points of a range of ideas, in quite broad terms. If, however, the learning needs of the students indicate the need for a greater depth of understanding, then it may be appropriate to change ‘identify’ to a verb indicating more detailed understanding of the issue at hand.

Note that when writing learning intentions, it can be a challenge to work out what the actual learning will be, especially when the process (e.g. the critical thinking, the examination, the exploration etc.) are the means by which the learning happens, and they are often not the intended learning outcomes in themselves. Choose words that capture the type and depth of knowledge, skills and understanding the students will have developed as a consequence of the learning.

Learning intentions are often in teacher language. Success criteria are expressed in student language and ‘describe how students will go about achieving a learning intention or how they will know when they have learnt it’. In practical terms, success criteria are student friendly expressions of the learning intention and may require more than one statement for the student to say what it is they know, or can do. Success criteria are often written with sentence starters like “I can ...” or “I know that ...”.

Success criteria are negotiated or co-constructed between the students and teacher. ‘The purpose of creating success criteria is to ensure students understand the teacher’s criteria for making judgements about their work.... If students have been involved in the creation of success criteria they are more likely to take more ownership of their learning, be self-evaluative as they are working, and question the assessed work as it evolves.’

<http://assessment.tki.org.nz/Glossary/Success-criteria>

Although they are not strictly success criteria, each learning journal activity in Hei Huarahi has a sentence starter that students, after reflecting on their learning, need to complete to say what they know or can do as a result of the learning from the activity.

Learning journal activities

A learning journal is just an exercise book. For management purposes, health education teachers will often choose to keep the learning journals in a box which remains in class (the journal seldom goes home – any written homework is done on a separate sheet and stuck into the journal in a subsequent lesson). This allows the teacher regular access to the learning journal entries for formative assessment purposes. In a sense, the learning journal becomes like a ‘portfolio’ of the student’s learning.

Health/sexuality education lessons are frequently very interactive, engage students in a range of activities during which they discuss ideas and practise skills. The activities place a lot of emphasis on oral language. This is useful for teachers in one way because what the students know and can do (as a class group) is highly visible which makes them useful for some aspects of formative assessment. However, these processes are not always useful for determining the learning and progress of individual students, nor are they helping develop students’ reading and writing abilities which will be essential for learning and assessment in the following years when NCEA achievement standards are used to assess student learning.

For this reason, the learning journal activities are intended to take about ten minutes (either in class or homework time). To manage class time efficiently, teachers may find it useful to have the learning journal activities on their computer and able to be projected with the use of a data show, or for activities that follow the instructions much as written in the resource, the templates for the activities and the scenarios students need to use could be copied ready for their use.

The learning journal activities are all closely related to the learning activity and the learning intention.

It is not intended that teachers will require students to complete a learning journal entry for every activity – be selective. Some of the learning journal activities repeat key ideas. This is deliberate for two main reasons. For example, applying the concept of hauora to sexuality situations is one that needs multiple opportunities to develop depth of conceptual knowledge and to be able to write about it. This is also an essential piece of conceptual understanding that needs to be included in Years 9-10 so that it can further developed at Level 6 (NCEA Level 1). Also, if through the use of one learning journal activity teachers find student knowledge in this area is weak, then they may use another related learning journal activity from another classroom activity to determine how much conceptual knowledge has been developed with the intervening teaching activities.

Teachers need to provide students with feedback on their learning journal entries. This does not mean to mark the responses as right or wrong as such, but to provide feedback in relation to criteria based on the learning intention (much like an NCEA assessment).

A simple response form for each learning journal activity might look something like this:

Learning intention: (stated)		
Some developing ideas insightful ideas	Well developed ideas	Clearly developed and
Next steps for learning: (brief written comment related specifically to the learning evident in the student's responses)		

For ideas on tailoring assessments see: Ideas for Assessment in Health Education (Tasker and Fenton, 2005).

Pre/post programme reflection

Please write down what you know about each of these words and what they mean to you when you think about sexuality.

Fertility

Hurt

Pleasure

Love

Assertiveness

Communication

Alcohol/ Drugs

Pressure

Fears

Pregnancy

Contraception

STI Checks

STIs

Respect

Lust

Hot 4 Who (sexual orientation)

Fooling Around

Crush

Sex

Hooking Up

Y10 Pre/ Post Sexuality Knowledge Test

1. Name three internal and three external reproductive body parts (male or female).

Internal	External
_____	_____
_____	_____
_____	_____

2. Name four types of contraception:

- a. _____
- b. _____
- c. _____
- d. _____

3. Name the sexual organ for which the only purpose is sexual pleasure.

4. If a woman became pregnant, what four options does she have:

- a. _____
- b. _____
- c. _____
- d. _____

5. Name two places you could go for a Sexually Transmissible Infection (STI) / Sexual Health Check.

- a. _____
- b. _____

6. Name four qualities of a positive relationship:

a. _____

b. _____

c. _____

d. _____

7. Name one way you can:

a. Show respect for someone you are in a relationship with.

b. Show respect for yourself, when you are in a relationship.

8. How could someone be hurt emotionally by another person?

9. What is the difference between love and lust?

10. What sexual pressures do young people sometimes experience?

11. Explain how alcohol and/ or drugs can affect sexual decision making.

12. How would you know someone was consenting to sexual activity?

13. Explain what assertiveness means.

14. What do the following words mean?

a. Heterosexual _____

b. Homosexual _____

c. Bisexual _____

d. Transgender _____

15. What do you think the term 'sexual journey' means?

Analysis and interpretation of the pre/post reflection and test assessment tools

For these tools to be useful in the teaching as inquiry process, they need to be analysed and interpreted in a way that will inform the teaching and learning programme.

Teachers will need to decide whether they use one or both of these tools. Ask in consideration of both the before and after (pre- and post-):

- Which tool is more useful considering the other information I have available about the sexuality and health education knowledge of these students?
- What will this/these tool/s tell me that I don't already know about these students?
- How will this information be useful for the students?
- How do I think will I use this information to inform my planning? How will I use this information with the students?

The assessment tools

- The reflection tool provides written information about students understanding of all the sexuality themes featured in the Hei Huarahi resource.
- The knowledge test provides the teacher with a snapshot of sexuality related knowledge. This knowledge covers physical, mental and emotional, and social well-being considerations of sexuality.

As a pre/post assessment tool, each assessment needs to be administered before the learning programme begins (and if being used to inform the programme in some way, it would be a good idea to complete the pre-assessment tools some time prior to the start of the unit of work). The tool then needs to be administered again at the completion of the learning programme.

Marking how many right and wrong with no other information will not achieve this. But then a word by word, or question by question, analysis for the whole class is probably not a good use of teacher's time. The following are some suggestions for ways to assess the student's responses

Suggestion:

- For the reflection tool (knowledge of sexuality terms), read the student's responses and code each item (e.g. 0 = no valid response, 1 = a valid idea, 2 = a well developed idea, 3 = a clearly developed and insightful idea). Sum up and give the student a 'best fit' response in a table like the one below.
- For the knowledge test mark the student responses in much the same way.

Give feedback to the students something like this:

Pre-assessment: Reflection tool – knowledge of sexuality terms

Pre-assessment	Some developing ideas	Well developed ideas	Clearly developed and insightful ideas
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Pre-assessment: suggestions for next steps in learning

Post assessment: Reflection tool – knowledge of sexuality terms

Post assessment	Some developing ideas	Well developed ideas	Clearly developed and insightful ideas
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Post-assessment: comment on progress

Using the data to inform planning:

- While marking the reflection tool make a note of the words that students are recurrently responding to clearly and accurately, and words they are not sure about.
- While marking the knowledge test, note the items students are recurrently answering correctly and incorrectly.

Areas of uncertainty will require considered attention if/when students choose that theme along the Sexuality Road (and it may be useful to build in some explanations as early as Lessons 1&2 while the road is being established).

Also, for reporting purposes, make a record of the individual student pre- and post-assessment.

After the completion of the unit of work, compare pre- and post- assessment to determine areas where students have made substantial learning progress and areas that need further development (these may be able to be included with other teaching and learning contexts in the health education programme with this same class). This information can also be used to inform programmes with future classes where the evidence alerts the teacher to likely similar needs with other groups.

Preparing to teach: The role of the classroom teacher in effective sexuality education

Being inclusive

Every student in the class is an individual with different ideas, beliefs and experiences relating to sexuality and relationships. The teacher's role is to ensure that all students feel the programme has some relevance to them and that they can relate at some level to the scenarios and discussions.

All students will be at varying points on their individual 'roads', with some well on their way towards sexual maturity and others still at the seeking knowledge and/or information stage. Just as there will be young people who are attracted to people of the opposite sex, others will be attracted to people of the same sex. Some might be attracted to both, or confused about the whole issue. Some students will have experienced intimate relationships either directly or indirectly while others won't have even thought of these. Some students may have been sexually abused, others may have witnessed abuse. Some students may come from homes where healthy, equal relationships are the norm, while others may see or experience relationship violence. It is important that all students feel able to relate to the discussion, otherwise they will be unable to personalise the information to their situation.

Be prepared for diversity in the students' family situations. Some young people will come from homes where sexuality and relationships are openly discussed and there are positive models of intimate relationships. Others will come from homes where their only information comes from friends, the media, the internet or pornography. The latter may have unrealistic ideas about sexuality, sex and intimacy.

Be inclusive of students with gay or lesbian parents, students from separated families living in two homes where rules and expectations are different, students living in large extended family groups compared with students living with no siblings and a sole parent, and students from stepfamilies where sexual attraction between stepsiblings can cause confusion and complicated relationships.

- Let the students know that you are not making any assumptions about their lives and experiences. Acknowledge that some people may have experienced things that are painful to think about.
- When discussing sexuality and relationships use the third person e.g. "If a couple..." or "If a young woman..." and not "If you are..." This allows students to relate to the situation without thinking you are necessarily talking about them.
- Often students will focus on heterosexual relationships. This has been written into a number of the activities. Remind students of same-sex relationships and ask them to consider how it might be for a couple in a same-sex relationship. You can also occasionally say boy/girl, boy/boy or girl/girl relationships when you are discussing situations or scenarios.

Ensuring cultural safety for all students

In every group there will be people with differing values, beliefs and cultures. Teachers need to acknowledge these different cultural expectations, practices and experiences but also need to be careful not to assume one person's attitudes or values is representative of all people from that culture.

One of the first steps to understanding cultural differences is to become aware of your own cultural bias and values. Examining your values and attitudes on an issue will increase your understanding of how you have come to believe the way you do.

Talking openly about sexuality is taboo for some cultures and some religions. Ways of bridging different home and school values, without causing undue conflict or distress for these young people include:

- Acknowledging that teaching and learning about sexuality is a very new situation for those who come from cultures where this is not discussed, but emphasising that it is in the New Zealand school curriculum.
- Not expecting individual students to be the spokesperson for the whole of their culture.

How can teachers support students with minority views?

We live in a society with many different views. Respecting the right of others to hold a different viewpoint, or live differently within the law, is important to the functioning of our society. In most groups of young people there will be some who hold, or have been exposed to, minority views.

Tips:

- Stress that it is often difficult to hold a minority view and that it takes strength to express a minority view.
- Ensure that participants don't use put-downs, verbal or non-verbal.
- Don't pressure those with a minority view to express it themselves.
- Where the range of views expressed by a group is limited it can be useful to express other views. For example, if you are facilitating a continuum and most of the group are supporting one you might stand on the opposite end of the continuum and say "Many people have the view that"

Physical variations

Not all adolescents develop sexually at the same time. Nor will they all develop as the majority of boys and girls do. Around 1 in 2000 children will be born with atypical genitalia, with many more children having less visible forms of sex anatomy variations that do not show up until puberty or later life, for example when they discover they are infertile. Some examples of variations include appearing to be female on the outside, but having mostly male-typical anatomy on the inside; genitals that seem to be in-between expected male and female types such as a girl with a noticeably large clitoris, or lacking

a vaginal opening, or a boy with a notably small penis, or with a scrotum that is divided and has formed more like labia. “Intersex” is the medical umbrella term used to describe a wide range of biological variance conditions. Many people with intersex conditions may be unaware of the fact.

When teaching about sexual development and reproduction is it therefore important to not assume all adolescents in your class are the same. Not all adolescents will experience the same sexual development, or end up looking the same as the majority of people. It is important to refer to the variations in human beings, emphasising how unique and diverse humans are.

Planning for and including students with disabilities

The opportunity for informal learning for students with disabilities within their own peer group will be different because the opportunities for social interaction are often limited. There may be extra barriers to developing relationships such as communication difficulties and mobility problems. Some students with disabilities are sheltered by parents and caregivers and miss out on valuable learning experiences. Students with an intellectual disability may need help in clarifying boundaries in relationships and appropriate public and private behaviour. It may be helpful for students with physical disabilities to consider the impact of social attitudes towards disability and sexuality. Whatever the disability of the students in your class it is important not to assume what they want and need to know. As much as possible include students with disabilities in the activities with their classmates. Be aware of the need to modify activities, including the way they are presented, to cater for students’ learning needs.

Before you begin

Before you begin delivering sexuality education it is useful to:

- Review your own knowledge about the themes to be covered in your programme and how these relate to the underlying concepts of the curriculum.
- Reflect on your own attitudes and values in relation to the Values in The New Zealand Curriculum (NZC p6) and the learning area (NZC p22) and how you will respond if issues arise that challenge your values.
- Familiarise yourself with any school policies and procedures relating to sexuality related issues.
- Think about what personal information you are prepared to disclose. Students may ask about your personal life or expect you to share your values and feelings. Teachers will vary in the way they deal with this. As a general rule it is safer not to reveal significant information about your sexuality. It may influence students’ own process about important decisions. Young people say they appreciate a certain amount of disclosure, and sharing personal information can help to build rapport. Be aware that what you say may be repeated to other students, teachers or parents. You have the right to pass just as the students do.
- Prepare answers to some of the questions that you would find difficult in a class setting.

What is your role when teaching sexuality?

Traditionally the teacher is expected to be the expert who will have all the answers. In sexuality education it is more constructive if you take the role of facilitator, sharing responsibility with the students for their learning. An effective facilitator encourages discussion and self-learning. They ensure that students are actively involved in the learning process rather than passively being 'taught' as with traditional teaching.

Tips:

- Ask open ended questions that allow for any possible response. For example, "How did you feel about that statement?"
- Ask open-ended questions that guide the discussion in a particular direction. For example "What else could they do?"
- Use effective listening skills to paraphrase a person's comments and reflect their feelings without inserting opinions or judgements so that they know they have been heard. For example:
- Student: "Girls are stupid if they get pregnant."
- Teacher: "So you think that if a girl ends up pregnant that she is being stupid? Is that right?"
- Listen to and support every student's contribution. This does not mean that you agree or disagree with their ideas. It means that you listen carefully and with respect. It is useful to acknowledge that it is easier to listen to and support the contribution of students who express similar values to your own. The challenge is to listen to, and value the contributions of, students whose ideas differ from yours.
- Be aware that your body language may open up or close down communication. Remember you are a role model – your attitudes and values are continuously conveyed to students through your interactions with others.
- Confront sexist, racist or other discriminatory attitudes of the students, the school, the media and society. A useful strategy to challenge discriminatory attitudes involves the name it, claim it, stop it strategy. For example:

Student: "That's so gay!!"

Teacher: "That's a put down to gay people and is not acceptable language in this classroom."

- Express your own feelings honestly and openly. For example, if you are feeling embarrassed with a topic you might say, "...sorry that took me by surprise. Just give me a minute to work out how to answer that."
- Acknowledge other people's feelings appropriately and sensitively.

How do you respond to sensitive issues?

Exploring sexuality can raise a range of issues and problems. Students may disclose information about:

- Personal problems.
- Dangerous or harmful situations.
- Sexual coercion, rape or sexual abuse.
- The need for support services.

Tips:

- Anticipate problems and plan your responses.
- Use protective interruption to prevent a student from making a personal disclosure in front of the class. If a student begins to talk about a personal matter the teacher could make a time to discuss it privately after the class, or refer the student to the appropriate professional. For example, "It sounds like you are about to share something personal, maybe we could talk after class."
- Be familiar with and follow school policies and procedures.
- Maintain contact with local service providers. The curriculum includes investigating the locally available health and support services.
- Make appropriate referrals and be aware of your own limits, knowledge and expertise.
- Respond calmly to the unexpected.

How do you deal with student embarrassment?

Embarrassment can be displayed by giggling, brash show-off behaviour and withdrawal.

- Acknowledge that embarrassment is a normal reaction.
- Give the giggling time to pass.
- Remind students that their reaction may have an impact on others.
- Consistently remind students about the class safety guidelines (working agreement or ground rules) that have been developed and persevere.
- Consistently praise students exhibiting mature behaviour during the discussion/lesson.

Should you express your own opinion on controversial issues?

If you choose to give your opinion on controversial issues, you may wish to consider:

- The timing. If it is too early your opinion may stifle discussion. If it is at the end it can be seen as 'summing up' or giving the correct answer.
- Be mindful of the effect that you have in the classroom situation.
- Your school policies, procedures and expectations.

Tips:

- When giving an opinion:
- State what feels right for you personally and professionally at that time.
- State that your opinion may change with time.
- State that your opinion is only one of a number of different opinions people hold.
- Ensure that a range of opinions is expressed in the group. You may wish to add to the opinions expressed by the group.
- State that an objective of the programme is to “respect the rights of others who hold different points of view.”
- If appropriate, include what the law states on the subject and why it is in place i.e. to protect.

Facilitation Techniques

Establishing a supportive environment (group safety guidelines, “working agreement” or “ground rules”)

Develop safety guidelines about how students will work as a group in order to establish a positive, safe working environment. Some children find it challenging to discuss aspects of sexuality education so setting guidelines will create boundaries and outline expected behaviours, including when making contributions and reacting to others. It is a critical component of all sexuality education and must be revised at the start of every lesson.

There are many ways to negotiate or co-construct group safety guidelines such as:

- Quick-list as a whole group.
- Quick-list in small groups.
- Prioritising from a list of prepared guidelines.

It is important that all students understand and agree with the safety guidelines, have a sense of ownership over them and reach a class consensus about the consequences of breaking the agreement. Display the agreement on the wall of the classroom and refer to it at the beginning of each lesson.

Tips:

- When time is very limited you may need to present ready-made guidelines. In this situation it is important to ask if people want to add any other guidelines as well as get agreement from everyone that they are willing to abide by them.

- When discussing confidentiality with students warn about personal disclosure. For example, “There may be a time during this class when something personal comes up for you. You may feel like sharing that with the class. Only share what you feel comfortable with everyone knowing. Remember you don’t have to share. It may be more appropriate to talk to a close friend alone, a parent or someone in your family / whanau. Think now about who you would talk to. I am always around after class if you want to talk to me as well.”
- Let the students know that you will also respect their confidentiality by not discussing their personal issues outside the classroom unless you are concerned about their safety.

Suggested working agreement:

- The right to pass.
- No put downs.
- Respect confidentiality of personal information.
- Only one person talks at a time.
- Listen to and respect the values and ideas of others.

Clarify guidelines if necessary. For example, “Respecting confidentiality means that we won’t repeat personal comments or stories outside this classroom. However, if an issue is raised by another student and you find it upsetting, it is important to talk about it without identifying the student involved.”

Note. Remind the students of the negotiated safety guidelines at the start of each lesson. Further guidelines can be added if required.

Important messages about group safety guidelines

- Your individual rights are valued in this class.
- Your participation and contribution are important to all of us.
- This is a safe place for sharing values and attitudes.

Group work

Group work has proven to be a particularly effective strategy when teaching about sexuality and relationships. Family Planning health promoters, who have trialled a variety of strategies, have found interactive group work the most effective use of time and the strategy that most enhances learning. It is also an essential feature of effective pedagogy and the development of key competencies [link]

It is highly recommended that before starting each lesson, the desks are moved to the sides of the room and chairs set up in a semi circle facing the board. We suggest the same set-up for all sessions.

Small groups:

- Help develop self-esteem because everyone can contribute and feel valued.
- Reduce inhibition.
- Allow reporting back with the ideas not being traced to an individual.

Tips:

- Students may feel more comfortable if they choose their own groups, especially if you are asking them to discuss sensitive or personal topics.
- Alternatively, assigning students to groups can have several advantages:
 - No one is left out of a group.
 - Students work with a wider range of people/ideas/values.
 - Students practise their social skills by working with people they would not otherwise choose.
- Creative ways of forming groups:
 - Use a pack of cards, sorted to correspond with the number of groups you need, and then shuffle. Deal one card to each student. Use suits if you want to divide the class into four groups, or sets of numbers if you want groups of four people.
 - Make your own sets of cards with words, stickers, colours or numbers.
 - Cut up various whakatauki, nursery rhymes, quotes or poems relevant to your subject and give each student a sentence or portion of the quote. If you require six groups of four cut up six poems into four pieces each. Once the group has formed they can present their quote back to the rest of the class. If you use nursery rhymes or verse encourage students to sing out the verse as they find their other group members.
 - Laminate photos or paste pictures onto cardboard and cut each picture into as many puzzle pieces as you want numbers in groups. Mix the pieces and ask each student to take one piece. The students move around, finding other members of the group by completing the picture.
- Be aware that circulating during group work can inhibit discussion.
- Most groups will have someone who appears to be listening but who doesn't become actively involved. Check with them privately if they are happy to listen only. Is there something holding them back from active participation? Don't force them to contribute by asking them to make a statement.

Answering questions

- You have a lot of power in this situation. Be aware of this when responding to questions that seek your authority. Be honest. Using humour is great but be careful not to use it to put down a question from a student. If a question is too difficult, say so.
- Try to answer simply, making your answer as clear, concise and correct as possible
- Make sure you understand what a student is really saying or asking. To check this, first try asking the class what they think the answer might be. Another option is to repeat the question in a different way to clarify the question. For example, if you were asked, “How do you know when you are ready?” clarify it could mean being asked about having sex or entering a relationship. Respond to both options.
- Answer the question in a way that leaves room for more questions rather than with a comment that may close the discussion. It is helpful to provide some options in your response.
- Treat all questions seriously even if you suspect the intention is to shock or embarrass you. Try not to jump at crude jokes, put downs, aggressive or macho behaviours. This may be a cover for anger, fear or bad memories. If entirely inappropriate you can decline to answer.
- If you are embarrassed, acknowledge your embarrassment.
- It’s okay to say ‘I don’t know’ or ‘I made a mistake’. Ensure that you follow up and find out information or set a class task to do so.
- Be as specific as you can. Young people need clear, unambiguous information presented in a straightforward manner.

GO TO PAGE 3. HOW IS THIS RESOURCE LINKED TO THE NEW ZEALAND CURRICULUM?

Research basis to Hei Huarahi

What the research tells us about teaching relationship skills to young people

This is a summary of research that provides a strong case for teaching comprehensive sexuality education as an integral part of the school curriculum.

Why do we teach sexuality education at secondary school?

International research has shown that combining “effective” sexuality and relationship education with access to confidential sexual health services is instrumental in encouraging safer sex practices and in empowering young people to make proactive choices about sex, actually helping to delay first sexual relationships.

Effective sexuality education

Douglas Kirby (2001, 2007) has evaluated international research on sexuality and relationships education. His findings suggest that the most effective programmes focus on dealing with peer pressure, communication, negotiation and refusal skills, all important components of relationships education. His findings also suggest interactive teaching methods that provide young people with the opportunity to practise and reflect on these skills, are more effective than programmes based only on information giving. The more young people are able to personalise the information they learn, the more useful it becomes in their lives outside the school environment (Kirby, 2001, 2007).

Ollis (1996) has identified a framework for the development of effective sexuality and relationships education, also based on research findings. This framework involves five key elements:

- Taking a whole school approach and developing partnerships.
- Acknowledging that young people are sexual beings.
- Acknowledging and catering for the diversity of all students.
- Providing an appropriate and comprehensive curriculum context.
- Acknowledging the professional development and training needs of the school community.

The Sexuality, Information and Education Council of the United States (SIECUS) recommends that effective sexuality and relationships education should provide practical and scientifically accurate information and:

- Help young people develop interpersonal skills, including communication, decision making, assertiveness, and peer refusal skills, as well as the ability to create satisfying relationships. Sexuality education programmes should prepare students to understand sexuality effectively and creatively in adult roles. This would include helping young people develop the capacity for caring, supportive, non-coercive, and mutually pleasurable intimate and sexual relationships.
- Provide an opportunity for young people to question, explore, and assess their sexual attitudes in order to understand their families' values, develop their own values, increase self-esteem, develop insights concerning relationships with families and members of both sexes, and understand their obligations and responsibilities to their families and others.
- Help young people exercise responsibility regarding sexual relationships, including addressing abstinence, how to resist pressures to become prematurely involved in sexual intercourse, and encouraging the use of contraception and other sexual health measures.

The delivery of sexuality education in New Zealand schools

In 2006, The Education Review Office conducted an evaluation of the quality of sexuality education programmes in Years 7 to 13 in 100 primary and secondary schools. This evaluation found that the majority of sexuality education programmes were not meeting students' learning needs effectively. ERO found that the majority of schools needed to improve one or more aspects of the design and implementation of their sexuality education programmes and provide more support to the teachers responsible for delivery (ERO, 2007).

In support of comprehensive sexuality education ERO states:

Effective sexuality education programmes give children and young people important information about their development, and opportunities to discuss and explore issues related to their sexuality and sexual health.

There are some schools who are delivering high quality sexuality education. The challenge now is to continue building on these successes. Communities need to integrate what is learned from experience with what is learned from research (Kirby, 2007).

Resiliency research

The New Zealand Youth Development approach

The Youth Development Strategy Aotearoa (YDSA), published by the Ministry of Youth Affairs (2002), promotes an approach to the way teachers and other professionals work with young people. This includes interventions that incorporate positive youth development by building protective factors to enhance resiliency. These are proving to be effective in improving the health and well-being of all youth (Adolescent Research Group (ARG), 2003). The YDSA research supports the Pittman et al (1993) and Blum (1998) findings on resilience.

YDSA (2002) states that this approach:

- Enhances the protective factors in young people's lives.
- Supports a sense of belonging and connection with key social environments, families, schools, training, work, communities and peer groups.
- Ensures that people have safe, caring relationships (Ministry of Youth Affairs 2002).

Incorporating relationships education into the school curriculum is one way of putting the YDSA strategy into practice. This approach builds resiliency by developing the competencies identified as protective factors.

Other resiliency research

Canadian research tells us that resilient people are healthier, live longer, are more successful at school and in jobs, are happier in relationships and are less prone to depression. Resilience helps people deal with stress and adversity, overcome childhood disadvantage and reach out to new opportunities. It is defined as the “ability to persevere and adapt when things go awry” (Kordich Hall & Pearson, 2003).

According to research from the University of Pennsylvania, there are seven key abilities that are directly associated with resilience. The seven abilities are outlined as follows (Pearson & Hall 2006):

1. Being in charge of our emotions: Understanding emotions and being able to constructively communicate these to others where necessary.
2. Controlling our impulses: Includes being able to step back from a situation and choose whether to act on the desire to take action.
3. Analysing the cause of problems: Includes being able to accurately identify problematic situations, analysing these and then arriving at the most helpful solution.
4. Maintaining realistic optimism: The ability to maintain hope for a positive future - seeing things as they are and believing we can make the best out of that situation.
5. Having empathy for others: The ability to be able to identify with others’ situations, having an understanding and accepting diversity.
6. Believing in your own competence: The feeling of being effective in controlling one’s life and being equipped with information that would allow for informed decision making.
7. Reaching Out: Being accepting of support and knowing when to call upon this support. Also includes the ability to embrace new opportunities as they present themselves as well as acknowledging that sometimes mistakes will be made, but that we learn from these.

Comprehensive sexuality education enable students to develop these abilities while developing the key competencies of The New Zealand Curriculum.

Protective factors can be learned. Social competence, problem solving skills, a sense of identity and an internal locus of control can all be incorporated into the teaching of relationships. This learning will enhance young people’s competence and resiliency.

GO TO PAGE 2. WHO IS THIS RESOURCE FOR?

What do young people want to learn?

School sexuality education is where young people most often get accurate information about sexual health and related issues (ARG, 2003). However the sexuality education taught in schools does not always meet the learning needs of the students. In a study in Auckland, young people reported that the topics most frequently covered in the sexuality education they received at school were puberty changes and safer sex (Elliot et al, 1998). The topics less often taught were those that focused on the psychological, social and values-based aspects of sexuality such as sexual identity, relationship choices, gender roles and sexual orientation. The students in this study indicated that they would like more information on the latter topics (Elliot et al, 1998).

Allen (2008) writes that sexuality education must meet the needs and interests of young people if it is to be effective. Young people want content about emotions in relationships, teenage parenthood, abortion and how to make sexual activity pleasurable. Programmes may be more likely to be effective if they provide comprehensive information that will engender positive and pleasurable sexual experiences.

Young people's desire for a "discourse of erotics" (Allen, 2001) where they can discuss the desires and pleasures that they gain from intimate relationships produces particular challenges for teachers in schools. However, it is clear that presenting sexual knowledge within a framework that consists only of scientific/biological information, risks and pressures, ignores the knowledge that young people have already acquired about sexuality as a source of pleasure, both physical and emotional (Allen, 2001).

Other research has emphasised the importance of choosing teachers who are comfortable with the subject, who form positive relationships with students, and then providing these teachers with suitable training and support.

Providing courses that are inclusive of cultural and religious perspectives, as well as sexual diversity, are seen as crucial, if programmes are to be effective for all students (Dyson et al, 2003). Providing a forum for discussion of ideas, promoting respect for difference and the values and views of others, and a positive view of one's own body and sexuality is important.

Abstinence only education

There is no evidence to suggest that comprehensive sexuality education programmes encourage young people to engage in sexual activity at an earlier age (Kirby, 2001; Sellers et al, 1994). No comprehensive programme hastened the initiation of sex or increased the frequency of sex. Emphasising both abstinence, and protection for those who do have sex, is a realistic, effective approach that does not appear to confuse young people (Kirby 2007). Programmes that include the skills required for effective communication and negotiation within caring relationships enhance the chances of safer sexual practices (Kirby 2001, 2007).

Evaluations of abstinence only programmes have found that there is no strong evidence that any abstinence only until marriage programme delays the initiation of sex, hastens the return to abstinence, or reduces the number of sexual partners (Kirby, 2007; Boonstra, 2007). In fact, there is evidence to suggest that they may be harmful to young people in the long term (Boonstra, 2007). Those involved in abstinence-only programmes are less likely to engage in safer sex practices once they do become sexually active, increasing the risk of contracting STIs or unwanted pregnancies (Smith et al, 2000).

How to use this resource

Hei Huarahi, Year 10, is a comprehensive resource for teaching the Year 10 sexuality component of the Health and Physical Education learning area in the New Zealand secondary school curriculum. The resource and activities are designed to foster learning and engage students while focusing on the key competencies of the curriculum.

YEAR 10

VIDEO

The Year 10 programme includes several teaching and learning activities for each theme. Each activity contains:

- the learning intention
- teacher instructions for leading the activity
- the required resources
- a suggested activity for the students' Learning Journal.

The programme is designed to be student led. Teachers provide opportunity for the students in the class to choose the themes they wish to address and when they wish to address them. The teacher will select activities for each theme deciding which activities are the most appropriate for their students in order to attend to their learning needs.

The Hei Huarahi unit of teaching and learning needs to start with Lessons 1 & 2 outlined on the following pages. These two lessons establish the direction the road will take.

Hei Huarahi assumes that young people can make informed and appropriate decisions when allowed and supported to do so. Therefore, the programme passes the responsibility back to the students to practise this. This is achieved in a variety of ways. In the first lesson the teacher describes the process to the students and then facilitates a process that allows the students to design the type of road they would like. As the students are describing their road the teacher draws this onto the whiteboard (see Lesson Plan One, for more details on how to do this.) This is the first opportunity for the teacher to reinforce to the class that it is the students' decisions that drive the focus of the unit.

The remainder of Lesson One looks at the 'Theme Cards' and the sequence students believe these belong on the road. This discussion is based on the students' thoughts with guidance provided by the teacher when extra information may be needed to assist with the decision making. Throughout the programme the students decide which theme they wish to work on. This continues the process of allowing students to plan the shape of their programme as well as the time they would like to spend looking at a particular sexuality issue. The Sexuality Road themes are:

- Alcohol/Drugs
- Assertiveness
- Communication
- Contraception
- Crush
- Fears
- Fertility
- Fooling around
- Hot 4 who
- Hooking up
- Hurt
- Love
- Lust
- Pleasure
- Pregnancy
- Pressure
- Respect
- Sex
- STIs
- STI checks

A full list of the Theme Cards (unit themes) including discussion ideas for teachers can be found on pages 49-51 *'Getting the most out of the Theme Cards'*.

Within the resource materials teachers have a number of options for activities. This allows teachers to target a particular focus within a theme as well as enabling them to select activities that can work within any time constraints. There is also the opportunity for themes to be reintroduced, if relevant, by either choosing that theme again or by linking the card with another theme card to reintroduce it as a discussion point in accordance with the identified learning needs of the students.

Overall, the unit should be taught in a coherent manner allowing students to develop their sexuality related knowledge and skills in meaningful ways.

RESOURCE PREPARATION

This resource comes with a set of theme cards. It is recommended that teachers use the Family Planning Keep Safe Kit, in order to show students samples of contraceptive methods.

Teachers will need to make up sets of resources for each activity prior to beginning the unit. Teachers will need to decide how many copies of resources they may require for any one activity. E.g. a class set of a card-based activity may require five to six copies of the cards to enable small group work to take place.

HOW TO CREATE YOUR BOX SET:

Materials:

- Drop file box
- Several packs of coloured paper (i.e. packs of red, green, blue, orange and yellow paper.)
- 100-150 A4 125micron laminating pouches
- Guillotine
- Rubber bands or zip lock bags
- Velcro dots
- Magnetic tape (or blutac) to attach to the back of conception cards and photos
- Exercise books, for student learning journal entries.

Instructions:

- Label drop box partitions using label sections from 'the themes' (label alphabetically i.e. Alcohol, Assertiveness through to STI checks).
- Each theme requires 1-3 partitions depending on the number of activities.
- For each activity, decide how many sets are needed to make a 'class set' (instructions are at the top of each activity).
- Laminate activities.
- Decide how each activity needs to be cut up and keep sets together in bags or with rubber bands.
- File under theme name in port-a-file.

Some activities may have resources which may require extra storage space, for example contraceptives or some class sets of cards. The main objective is to provide easy access to the set of resources so that the sessions flow well and changes in direction can be easily catered for i.e. when a different card is placed onto the road.

Teachers may have their own activities that can be easily included in the programme as part of the themes students choose.

LESSON ONE: THE ROAD

VIDEO

TIME: 60 Minutes

LEARNING INTENTION:

- Students will know that to understand the place of sex in a person's life, means to understand sexuality in a holistic way
- Students will know that everyone's sexual journey is different

RESOURCES:

- Whiteboard & markers
- Theme Cards
- Teacher notes on each card – "Getting the most out of the Theme Cards."

INSTRUCTIONS: The Road

- Explain this is the Hei Huarahi programme and it works on the idea that everyone has a sexual journey, or road. At some point along this journey most people become sexually active. This point will be different for different people but that most people do travel down this road. Even if some people do chose not to become sexuality active they still share parts of this journey.
- Remind the students that most people of their age are not yet sexually active or have not had sexual intercourse (*Youth 2007*) and many young people experience, or can exert, a lot of pressure. When relevant to the learning activity, discuss the importance of delaying sexual activity and sexual intercourse until both partners feel physically and emotionally ready, and able to deal with any unintended consequences. Feeling ready is different for everyone and for some it may have already started, others will start the journey while they are still at school, and for others it will be later in their lives.
- Acknowledge that every person will have a unique road, but as a class they are going to come up with a 'class road'. Discuss what kind of a road they want and draw it on the board. Alternatively, draw it on large sheets of paper that can be removed and pinned up for each lesson. Do they want a straight or curvy road? Roundabouts, potholes, traffic lights? etc.
- Allow students to decide this jointly and draw the road on the board as they come up with each part. This allows for discussion and changes to be made as 'The Road' is developed and drawn.
- Acknowledge that to start discussion and learning about the details of this journey along the Sexuality Road a starting point is required. For this purpose, let's start at the heart of the matter. Hold up the 'Sex' card and tell students:
 - In New Zealand an estimated 98% of the population becomes sexually active at some point in their lives. Ask, "Who do you think that 2% of people might be who do not became sexually active?" E.g. some priests, nuns, people who are asexual, some people with very severe disabilities (as most people with disabilities do become sexuality active at different points of their lives).
 - The class decides where the 'Sex' card is going to go on the road in relation to someone having sexual intercourse for the first time.

Theme Cards

- Explain that you have a set of theme cards for the road and that in small groups they will receive some of the cards for discussion. *(Getting the most out of the Theme Cards)* They are going to be placing their cards on the Sexuality Road, but before they can do that, they need to decide what they mean and where they will go. Allow time for students to discuss the following questions:
 - What does each of the cards say?
 - What do they think the words mean?
 - Where on the road do they think each goes in relation to a person becoming sexually active? (They may decide some span the length of the road.)
 - Why does it go there?
- Move around the groups explaining words they might not know and facilitating further discussion.
- At the end of small group discussion, have students move back into a large group with their cards.
- Teacher Note: If the pre-assessment sheet with these words has been used as a way to determine existing knowledge of individual students, teachers may want to link that activity to this one by summarising some of the main trends they noticed among the student responses – e.g. that some words were well understood while others were not. *(Teaching as inquiry and formative assessment)*

Whole class discussion

Before students place their cards on the road, the teacher holds up the Crush card and asks the students what it means and where they think it goes.

- Ask the students “How old do you think many children are when they have their first crush...” Most people will say they were around 5-7 years old, and because of this the card goes at the start of the road. The teacher places Crush card onto the start of the road.
- Once the start of the journey has been established, students (one at a time) place a card on the road where their group thinks it goes and explains why they put it there. A group might decide to change where their card is going in relation to another card that has been put up before them and that is ok (provide opportunity for this).
- There are some cards that might span the length of the road because they might span the whole journey. e.g. Communication. This could be shown visually by using arrows along the road.
- Ask the class if they are in agreement with the position of each card on the road. Decide on a final placement of the cards and sum up why each is there.

TEACHER NOTES

Use the prompts at “Getting the most out of the Theme Cards.”

The road is about what the students in the group think a Sexuality Road looks like, albeit that the development of this road is given some direction by the teacher. Each class group will likely have a different looking road and this is fine because the process for developing understanding about a person’s sexual journey is not about right and wrong, but about starting a learning conversation around the themes.

It is also important for the teacher to discuss that the ‘Sex’ card on the road is not a goal to get to. The majority of young people in Year 10 are not sexually active and that it is important that teenagers take their time when travelling down this road.

It is useful practice for the teacher to link cards that are on the road and ask students why certain cards might go together, especially when students have not yet made these links for themselves. e.g. Pressure, Assertiveness, Communication, or Lust, Love. This can assist the development of the conversation and the learning.

Ending the first Lesson

Once all the cards have been placed on the road and the discussion has finished, explain to the class that the next lesson will begin with the class choosing which themes they would like to discuss in more depth. Tell them that throughout the unit there will be opportunities to cover all the themes and these can be revisited if the class identifies the need to do so.

Take a record of the road drawing, using the road diagram space at the bottom of the card list (*Theme Card List Year 10, page 52*) so that the same road can be used in future lessons with the class. The card list also allows teachers to record what theme cards have been used throughout the programme for the road set up at the beginning of each class. Theme cards are placed on the road each lesson, linking each topic to the sexuality journey.

LEARNING JOURNAL ENTRY:

1. Select 5 of the theme cards that have some sort of relevance for you at the moment. This relevance does not mean that it has to be about your personal sexual journey – it may be about the journey of a friend, a relative, someone in the news, or a character in a book or film you have recently read or seen.
2. For each theme card describe why this card is somehow relevant to you at the moment (make sure this is something suitable to be read by your teacher, you do not need to share it with anyone else).
3. Describe how at least 3 of these cards are somehow linked together.
4. (Reflecting on my learning) As a result of the **Sexuality Road activities** I know... (*finish the statement*)

HEI HUARAHĪ THEME CARD LIST

ALCOHOL/DRUGS	HURT
FOOLING AROUND	SEX
PREGNANCY	CRUSH
ASSERTIVENESS	LOVE
HOT 4 WHO	STIs
PRESSURE	FEARS
COMMUNICATION	LUST
HOOKING UP	STI CHECKS
RESPECT	FERTILITY
CONTRACEPTION	PLEASURE

Getting the most out of the Theme Cards

This following prompts are for use by teachers as students place the different cards onto the road during Lesson One.

SEX – This is the first card placed on the road once it has been drawn. (See the instructions in Lesson One.)

It is helpful to start by defining what having ‘sex’ means. People have differing views on this. E.g. If students define having sex as sexual intercourse only (i.e. penis in vagina) ask if that is the only kind of sex people have.

Other questions to ask could be “Does the definition take into account same sex couples, or people with disabilities who may have limited feeling in their genitals?”

How do ideas about sex relate to our understanding of hauora? How does ‘sex’ (or more to the point, ‘sexuality’) relate to our physical, social, mental and emotional, and spiritual well-being? (*Underlying concepts*)

CRUSH – This is the second card that goes up on the road. The Crush card is placed on the road by the teacher as a start to the card placement discussion. It signifies that the crush is the start of a person’s sexual journey. Ask the class if they remember their first crush. If they can remember, most will say it was around 5-7 years of age.

ALCOHOL/DRUGS – Most of the cards on the board are feelings based. Ask students why they think the Alcohol card is there. Ask them how alcohol may affect a person’s sexual journey. Discuss whether they think alcohol can lead to people getting involved in sexual activity before they would have, had they not been drinking.

ASSERTIVENESS – Ask the group with the card to explain what they think it means. Often this card is selected to span the length of the road, but groups might choose to put it somewhere specific.

COMMUNICATION – It is essential that this card to span the length of the road. This card includes all types of communication needed to have healthy relationships.

CONTRACEPTION – Students will usually put the Contraception card before sex. Reinforce that this is the best place as it is important to have time to check contraceptive options and get the most suitable contraception for each individual couple. This is especially true if students are mixing Fooling Around and Alcohol. Inform the class that there are contraceptives that can go after sex – i.e. Emergency Contraceptive Pill (ECP), emergency IUD and provide information about this, however, it is far preferable that use of contraception is planned before sex happens.

FEARS – Ask what fears may feature along the road for young people. Students will often say ‘the first time’, ‘not knowing what to do’, ‘pregnancy’. It is good to acknowledge that feelings of fear are real, and what could be done to minimise and manage them.

FERTILITY – Sometimes the Fertility card is placed after sex, as students often think that fertility only relates to people wanting to have a baby, or thinking it means pregnancy. Ask the students when they think puberty happens on the road. Put the card at that point. Explain about ovum and sperm development and how this links to being fertile from the time puberty happens.

FOOLING AROUND – Different groups will have different ideas of what fooling around means. This card can be put in a number of places but point out that when it doesn't lead to sexual intercourse, fooling around is just that, and can be a number of things i.e. touching, oral sex, hugging, clothes on-clothes off etc. However, Fooling Around can also be placed just before and leading into sex. Ask the class what this is then called – foreplay – explain what foreplay is for – getting bodies/minds ready to have sexual intercourse. However, for most young people fooling around does not lead to sex - it is just fooling around.

HOT 4 WHO – Boys, girls or both? Point out that this is can be different for everyone. Some people without a doubt just know who they are attracted to; others have conflicting feelings, or want to experiment. In some cases people can go through all of their life thinking they like one sex and then find that at some stage those feelings change.

HOOKING UP – A general definition of hooking up is prolonged kissing and touching with clothes on. The Hooking Up card therefore, comes before Fooling Around. Some people think of hooking up as one night stands, so it is good to clarify this with the class to make sure they all have a common understanding.

HURT – There are two types of hurt that students usually think of. In some cases the group will only think of it in one way or the other. There is emotional hurt, which can include someone not liking you back, breaking up with you, cheating on you etc. There is also physical hurt. It may hurt during intercourse for the first time, during sex or other sexual activities, and some groups link hurt to the pain of labour/birth as well.

LOVE – This card can prompt some interesting discussion. It is important to explain that it means different things for different people. Some people will want to be in love before they even think about having sex, while other people might have sex and then fall in love further down the track, and for some love does not come into it. It is important to acknowledge that there is no right or wrong way, and individuals and families will have their own values about this and it is important to be clear about your own values and to stick to them.

LUST – A lot of groups will put this card right before love. Lust is a really intense feeling that makes you think about and want to touch and kiss the person all the time. Lust is usually about the initial physical attraction and passion between people but can also continue to be a part of people's relationships for a long time.

PLEASURE – Point out that, like a road, this journey can have twists and turns, but expressing sexuality through sexual acts is meant to be pleasurable. If it's not pleasurable students need to know they can get off the road and take a pit stop. Teachers can also discuss ways that can make experiences more pleasurable i.e. communication, only doing what feels good, enthusiastic consent from your partner.

PREGNANCY – This card is usually placed after sex. However, it can be useful to move it before Sex and ask students if pregnancy is possible. Usually students say no. Explain about sperm and the slight possibility of pregnancy if sperm are near the outside of a vulva (external genital area at the opening to the vagina). After this discussion move the card back to where students placed it, or have the group agree to move to new place. It can be good to have discussion about being prepared for pregnancy and planning this aspect of your life so that pregnancy is a choice when the time is right for you.

PRESSURE – This is a card that can span the length of the road although a lot of groups will put this near the Hooking Up/ Fooling Around cards. Point out that this can be a difficult time in life and there are many types of pressure, not just sexual and/or relationship pressures. A lot of young people feel pressure around the start of high school from friends etc. Support is important, and it is important to communicate and be assertive around pressure issues. Link pressure with the Communication and Assertiveness cards saying they go can go together as issues.

RESPECT - Most groups will put this card along the length of the road. Explain that it is essential for people's well-being to have trust and respect in all aspects of their relationships. Most students will see the card as respect for others. Explain that while respect for others is important self respect is also very important. If a person does not respect them self, they may find it hard to set boundaries, or voice their needs, which are important aspects for creating good sexual experiences.

STIs – Often this card is placed either on, or just after, Sex. Teachers should add that Sexually Transmissible Infections can be transmitted before sex and explain why/how. The Fooling Around card can be linked to this discussion. It is important to discuss non sexual ways of contracting some STIs like the transmission of gonorrhoea or chlamydia from mother to child during childbirth, HIV and AIDS infection via shared needles, oral herpes through kissing or sharing cigarettes.

STI CHECKS – Most groups will put this after sex. It is a good idea to point out that if one or both partners has had sex before (or even fooled around with someone) then they should get an STI check. Preventing infection is a good way to look after yourself and your partner.

Remind the students that:

- Every person's road will be different, and that by thinking and making decisions they can control the speed and progress of their journey, where the stops are, and which direction they take. Most people of their age are not yet sexually active and many young people experience, or can exert, a lot of pressure. When relevant to the learning activity, discuss the importance of delaying sexual activity and sexual intercourse until both partners feel physically and emotionally ready, and able to deal with any unintended consequences. Feeling ready is different for everyone and for some it may have already started, others will start the journey while they are still at school and for others it will be later in their lives.

THEME CARD LIST

Class

Theme Cards

- Alcohol/Drugs
- Assertiveness
- Communication
- Contraception
- Crush
- Fears
- Fertility
- Fooling around
- Hot 4 who
- Hooking up
- Hurt
- Love
- Lust
- Pleasure
- Pregnancy
- Pressure
- Respect
- STIs
- STI checks
- Sex

Road diagram:



LESSON TWO – THE ROAD

TIME: 60 Minutes

LEARNING INTENTION:

- Students will know that to understand the place of sex in a person's life, means to understand sexuality in a holistic way
- Students will know that everyone's sexual journey is different

RESOURCES:

- Whiteboard & markers
- Theme Cards
- Hei Huarahi resources and activities

INSTRUCTIONS:

- Draw the road that the class made in the previous lesson onto the whiteboard and put the theme cards down the left hand side of the board.
- Find out which theme card the class want to focus on first. This can be undertaken in one of several different ways.
- Class consensus negotiated and reached as a large group. Repeat when the activities associated with each card are completed.
- Individual students write down their most preferred 4 to 5 themes on pieces of paper. The teacher then places cards in order of preference and at next lesson starts with first card and moves through list. Once the end of list is reached (and if time allows) repeat the process or follow another suggestion to pick next theme card. (Can also do this at the end of Lesson One after doing the Road activity).
- Have students suggest 3 theme cards, place these in the centre of the white board. Have students close eyes and raise hands to vote on preferred card. Repeat as needed.
- Once a card has been picked ask who put up that card in lesson 1. This group then places the card where it was on the road and recaps what their group said about that card. Build a discussion around this card and move into learning activities to complement this discussion (teachers have a number of options for activities that allow them to target a particular focus within a theme and how much time can be spent discussing that particular issue).
- Continue this process (above) throughout the unit until all themes have been covered. At the start of each lesson, redraw the road, or pin up the drawing previously made on the paper, and place the cards already discussed on the road. Cards not yet used are placed to the side of the board, allowing students to see what is yet to be worked on.

TEACHER NOTES:

There is opportunity for themes to be reintroduced as the learning need arises, by either choosing that theme again or by linking the theme card with another to reintroduce it as a discussion point.

Alcohol/Drugs

Teaching Point:

Alcohol and/or drugs hinder decision making about sexual activity.

Sam's Tale - 20 minutes

Guidelines and Tips to Keep Safe - 10 minutes

Sober Sex vs. Sex When Wasted - 15 minutes

Beer Goggles - 15 minutes

ACTIVITY: SAM'S TALE

TIME: 20 Minutes

LEARNING INTENTION:

- Students will identify how alcohol use can lead to unwanted consequences in sexual situations.

RESOURCES:

- Sam's Tale Scenario (Note: The scenario is provided with character options - female, male and gender neutral.)
- Question Cards
- Whiteboard & markers

INSTRUCTIONS:

- Divide the class into small groups.
- Choose one version of Sam's scenario to use with the class. Give the scenario sections (1 – 7), to seven different members of the class. Ask each person (in order) to read their section of the scenario.
- Give each group a copy of the reflective questions card.
- Guide them through the questions as a whole class discussion: (e.g.)
 - Ask the groups to stand / raise their hand if they think the scenario is a common experience (question 1).
 - Move through the remaining questions and write down a summary of their responses.
 - For question 3 ask the students to discuss what they think the main reason was for the characters having sex. (Most groups identify alcohol as the primary reason, but lack of assertiveness and communication also contributed to this.)
- When finished, identify the main ideas from the discussion and write these on the board. Discuss these ideas as a class to identify what it is about alcohol use that leads to unwanted consequences in sexual situations.
- Invite groups to 'quick think' actions both characters could have taken (things they could do and/or say) to have prevented the resulting situation.

LEARNING JOURNAL ENTRY:

Using the ideas decided upon by your whole class, write down your response to the question.

1. What it is about alcohol use that leads to unwanted consequences in sexual situations?
2. When alcohol use gets in the way of making healthy decisions in sexual situations, how could each aspect of a person's well-being be affected? Describe one effect for each of
 - Physical well-being
 - Mental and emotional well-being
 - Social well-being
 - Spiritual well-being
3. (Reflecting on my learning) As a result of the **Sam's Tale activity** I know ... (*finish the statement*)....

Sam's tale...(Heterosexual Female character)

1. I went to my first real party when I was 16. I had told my folks I was staying at Lani's. Three of us drank a couple of bottles of wine before we headed out and it was crazy how much booze was there - I was written off pretty quickly. I felt kind of sick and I was spinning and was having trouble staying upright so I went outside and sat down against a tree.
2. This guy, Jamail, who I had seen around a bit turned up and sat down too. We talked a bit, shared a beer, and then after a bit started kissing...
3. I had had sex a couple of times before with my first real boyfriend, but had known him forever. This was really different, I was enjoying the feeling of it all, and it was exciting and new.
4. We ended up kind of lying down and it was getting pretty hot and heavy then Jamail moved on top and pulled my skirt up.
5. I didn't really want to go all the way, and I wasn't on the pill or anything. But I felt like I couldn't say anything that wouldn't sound dumb, or make him think I was a tease.
6. So I thought, I suppose I should just go with it, get it over with, it was easier than stopping. We kept kissing, neither of us said anything and it felt kind of awkward, but we just did it.
7. It didn't last long. It was pretty average really. Stones dug into my back. We didn't use anything. I wish I had never done it like that.

Sam's tale...(Heterosexual Male character)

1. I went to my first real party when I was 16. I had told my folks I was staying at Levi's. Three of us drank a couple of boxes of beer before we headed out and it was crazy how much booze was there - I was written off pretty quickly. I felt kind of sick and I was spinning and was having trouble staying upright so I went outside and sat down against a tree.
2. This girl, Jaz, who I had seen around a bit turned up and sat down too. We talked a bit, shared a beer, and then after a bit started kissing...
3. I had had sex a couple of times before with my first real girlfriend, but had known her forever. This was really different, I was enjoying the feeling of it all, it was exciting and new.
4. We ended up kind of lying down and it was getting pretty hot and heavy then Jaz moved on top and pulled my jeans down.
5. I didn't really want to go all the way. But I felt like I couldn't say anything that wouldn't sound dumb, or make her think I was a wimp.
6. So I thought, I suppose I should just go with it, get it over with, it was easier than stopping. We kept kissing, neither of us said anything and it felt kind of awkward, but we just did it.
7. It didn't last long. It was pretty average really. Stones dug into my back. We didn't use anything. I wish I had never done it like that.

Sam's tale...(Gender neutral characters)

1. I went to my first real party when I was 16. I had told my folks I was staying at my friends. Three of us drank quite a few drinks before we headed out and it was crazy how much booze was there - I was written off pretty quickly. I felt kind of sick and I was spinning and was having trouble staying upright so I went outside and sat down against a tree.
2. This looker, who I had seen around a bit turned up and sat down too. We talked a bit, shared a beer, and then after a bit started kissing...
3. I had had sex a couple of times before with my first real partner, but we had known each other forever. This was really different, I was enjoying the feeling of it all, and it was exciting and new.
4. We ended up kind of lying down and it was getting pretty hot and heavy then they were pulling my pants down...
5. I didn't really want to go all the way. But I felt like I couldn't say anything that wouldn't sound dumb, or make them think I was a tease, or a wimp...
6. So I thought, I suppose I should just go with it, get it over with, it was easier than stopping. We kept kissing, neither of us said anything and it felt kind of awkward, but we just did it.
7. It didn't last long. It was pretty average really. Stones dug into my back, and we didn't use anything. I wish I had never done it like that.

Questions:

1. Do you think this is a common experience?
2. Was this a positive experience for the two characters - why/why not?
3. What factors lead to these two having sex?
4. What could Sam think about or do to ensure better experiences?

ACTIVITY: GUIDELINES & TIPS TO KEEP SAFE

TIME: 10 Minutes

LEARNING INTENTION:

- Students will identify strategies that they can use to keep safe sexually.

RESOURCES:

- Butcher paper & markers

INSTRUCTIONS:

- Divide the class into groups of 4.
- Based on information and knowledge from the previous activity, have groups write up 'Guidelines and Tips for Young People to Keep Safe'.
- Groups share their lists with the class.
- Discussion points:
 - Ask students to decide which actions they need to take responsibility for themselves, and which actions they need other people to take responsibility for.
 - How easy or how difficult is it to use these strategies? (Return to Sam's story for ideas.)
 - If a particular strategy is too difficult to carry out, then what?
 - Encourage students to see situations from more than one perspective and how they will often need more than one strategy to help them keep safe.

LEARNING JOURNAL ENTRY:

Copy the class list of strategies into your Learning Journal. Select two ideas from this list of strategies and answer the questions.

1. One action that you would need to take responsibility for to keep yourself safe.

2. What would get in the way of you being able to use these strategies?

3. What would make it easier for you to be able to use these strategies?

4. One action you need another person to take responsibility for to help keep you safe.

5. What would get in the way of the other person being able to use these strategies?

6. What would make it easier for the other person to be able to use these strategies?

7. (Reflecting on my learning) As a result of the **Guidelines and Tips to Keep Safe activity** I know ... *(finish the statement)*

ACTIVITY: **SOBER SEX VS. SEX WHEN WASTED**

TIME: 15 Minutes

LEARNING INTENTION:

- Students will understand how drugs and alcohol impact on sexual experiences.

RESOURCES:

- Whiteboard & markers

INSTRUCTIONS:

- Acknowledge to the class that this may or may not be relevant for them right now or ever, but it is something that is relevant for a lot of New Zealander teenagers and adults.
- Divide the whiteboard into half. Head one half 'sober sex' and the other half 'drunk' or 'wasted sex'.
- Have the class 'quick think' words or ideas that come to mind for the heading 'sober sex.' (Check that the students understand the word 'sober'.)
- Repeat the process with 'drunk/wasted sex.'
- Discuss the positives and negatives that came up for each heading. Be prepared to challenge what students see as 'positive' when there are clearly negative consequences that they are not recognising.
- If it doesn't come up during discussion, ask the class which situation (sober or drunk sex) would be more likely occur in a relationship, and which situation would be more likely with someone a person may not know very well. Discuss why.
- Building on the previous Guidelines and Tips to Keep Safe activity, what 'messages' would you take from the ideas listed about:
 - The benefits of sober sex?
 - The risks of drunk or wasted sex?
- What does a teenager need to be able to take on board these messages and apply them in health enhancing ways? (Think knowledge, skills, values, beliefs etc.)

LEARNING JOURNAL ENTRY:

Copy and complete the table of ideas.

Messages	Physical well-being; Mental and emotional well-being; Social well-being; Spiritual well-being
1. One message about the benefits of sober sex is	2. Choose TWO dimensions of well-being from the list above. How does sober sex enhance or support these dimensions?
3. One message about the risks of drunk/wasted sex is ...	4. Choose the remaining TWO dimensions (not used above). How does drunk/wasted sex put well-being at risk in relation to these dimensions?

5. (Reflecting on my learning) As a result of the **Sober Sex vs. Sex When Wasted activity** I know ... *(finish the statement)*

ACTIVITY: BEER GOGGLES

TIME: 15 Minutes

LEARNING INTENTION:

- Students will (through a simulation activity) make links between how alcohol affects decision making and fine motor skills.

RESOURCES

- Goggles (swimming goggles or lab safety glasses)
- Vaseline
- Rubber gloves (the bigger the gloves the better)
- Condom Demonstrators
- Condoms (6)
- Stop Watch

INSTRUCTIONS:

- Ask for two volunteers. Briefly explain the activity to them to check that they feel safe doing this demonstration in front of the class.
- Give each student volunteer a condom demonstrator and condom challenge them to a timed race to put the condom on the demonstrator.
- Check with the rest of the class that they can remember all the steps for correctly putting on a condom. Ask the class to make sure the volunteers are following all the correct steps from the Keep Safe kit or the instructions in the condom packet.
- Get the volunteers to repeat the task whilst wearing gloves. How did the times vary? Repeat again, this time wearing gloves, and goggles with Vaseline smeared on them. How did the times vary?
- If time and resources allow, provide opportunity for other students to experience the challenge of the task.
- Ask the students to roughly equate how many drinks might be represented by each stage of the challenge (e.g. gloves = a few drinks; gloves + goggles = drunk). Explain that the activity is simulating the effects of alcohol on fine motor skills. Even with the best of intentions when a person's body is impaired by alcohol then things get difficult.

Assertiveness

Teaching Point:

Assertiveness is being true to yourself, your values, and speaking your mind.

If you love me honey - 10 minutes

Sexually Say How - 50 minutes

ACTIVITY: IF YOU LOVE ME HONEY

TIME: 10 Minutes

LEARNING INTENTION :

- Students will demonstrate the skills for being assertive in a simulated situation.

RESOURCES:

- Collect details of your local support agencies e.g. Rape Crisis, school counsellor, Kidsline or Helpline

INSTRUCTIONS:

- Have students sit in a circle.
- Ask them to recall prior learning about the skills for being assertive (e.g. body posture and eye contact, firm voice, stating clearly the behaviour being objected to, saying 'no' and what you want to happen etc)
- Ask for a first volunteer to stand in the middle.
- The student then selects a seated student and says "If you love me honey..."
- The responding student has to use an assertive, strong voice and a unique 'no' response (let students know that put downs/bad language will not be accepted/tolerated).
- The group decides if the response was sufficiently assertive. If not, the seated student swaps places with the student in the middle. If yes, the student in the middle stays in the middle and continues the game with another student.
- For manageability, and to give all students a turn, it may be useful to break the class into 3 large groups of 8-10 students each.
- Ask how it felt to be assertive and successful at saying no. How does being assertive support mental and emotional, and social well-being?

Debrief about the fact that the response won't always be 'no' for some people, but if it is 'no' it has to be clear and strong. If it is 'yes' then that has to be clear and strong too. People should protect their bodies and speak up for their own pleasure and comfort. Acknowledge that it is not always possible for people to protect themselves, especially where violence and significant power imbalances are involved and that it is not the victim's fault in these situations.

LEARNING JOURNAL ENTRY:

Select a scenario that has already been used for a previous activity where someone was being pressured to do something of a sexual nature.

1. Write a sentence in your Learning Journal describing the situation.

2. Describe what a person would do if they gave an assertive response to the situation.

3. Describe what a person would say if they gave an assertive response to the situation.

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4. (Reflecting on my learning) As a result of the **If You Love Me Honey activity** I can... *(finish the statement)*

ACTIVITY: **SEXUALLY SAY HOW**

TIME: 50 Minutes

LEARNING INTENTION:

- Students will identify the differences between passive, aggressive and assertive behaviour.

RESOURCES:

- Scenario cards
- Discussion questions

INSTRUCTIONS:

- Ask the class “What does being sexually aggressive mean?” Get students to consider what sexually aggressive people might think, say and do. Have students discuss the questions with a partner and share back with the class.
- Write ideas on the board.
 - Ask the class “What does being sexually passive mean?”
- Write ideas on the board.
- List main themes on the board and identify the distinct differences between sexually passive and aggressive behaviours.
- Ask the class “What does being sexually assertive mean?” Again discuss in pairs and share back.
- Write ideas on the board.
- Pose the idea that a lot of young people say that a lot of sexual negotiation is non-verbal. What do students understand this to mean? Discuss whether they think this is true and why.
- Ask the students whether they think it would be easier to be sexually aggressive, passive or assertive, and why? Is this the same for everyone? Why/why not?
- Ask students how they would prefer to be treated by another person in a sexual situation. Why? What are the risks and benefits to our well-being because of the way other people treat us?
- Explain to the class that they are going to participate in a role play to demonstrate the difference between aggressiveness, passiveness and assertiveness. For some classes, it may be safer to have groups rehearse first and then demonstrate to only one other group rather than the whole class – also saves time.
- Organise students into groups of 3 and number each student 1-3.

- Explain to the class that they are going to participate in a role play to demonstrate the difference between aggressiveness, passiveness and assertiveness.
- Brief each person in the group on their role, (determined by their number), and hand out the Scenario cards.
- Remind the students that they are not to use any physical violence.
- Allow the activity to run for 5 -10 minutes. It is useful to allow the group a few minutes to 'rehearse' some possible responses before demonstrating the skills to another group or to the class.
- Bring the whole group back together and discuss how easy or difficult it was to play their role. Why do they think this was the case? If any group succeeds in sustaining a role play, use that as a trigger for further discussion, based on what students observed, heard, and felt.

LEARNING JOURNAL ENTRY:

Type of behaviour	1. Impact on the well-being of the person showing this behaviour.	2. Impact on the well-being of the person receiving this behaviour from another person
Sexually aggressive		
Sexually assertive		
Sexually passive		

3. (Reflecting on my learning) As a result of the **Sexually Say How activity** I can ... and I know ... *(finish the statement)*



Discussion Questions

- In your role, how did it feel for you to speak up?
- In your role was it hard to be aggressive/passive/assertive?
- What happened to communication within the group as you each tried to play your role?
- Was it possible to communicate effectively with each other when you were in your role? Why/why not? If not, how did that make you feel?
- Thinking about how easy/difficult it was to communicate, and what it felt like to be in some of these roles, why is it important to be assertive in sexual situations?



Person 1

You want to organise a party at an “adult free” house. You know that the parents of a classmate, Person 2, are going to be away for the weekend. You pressure Person 2 to try and get them to have a party.

You become **AGGRESSIVE** in your attempts to persuade Person 2 and 3, but you are not physical.

Person 2

Person 1 is your classmate. S/he knows that your parents are going to be away this weekend. S/he wants you to organise a party because it will be an “adult free” house.

You are **PASSIVE** in your responses.

Person 3

You are classmates of Person 1 and 2. Person 1 wants to have a party at Person 2’s house over the weekend. Person 2’s parents are going to be away. Your family is good friends with Person 2’s family.

You would enjoy the party but you also know that it wouldn’t be a good idea to have a party without any adults there.

You are **ASSERTIVE** in the discussion.



Person 1

YOUR ROLE IS TO BE **AGGRESSIVE**.

You talk over the others, speak loudly, look irritated and angry. Try to get your own way and don't compromise.

Person 2

YOUR ROLE IS TO BE **PASSIVE**.

You try to avoid conflict, and maintain silence for as long as you can. Do not get angry, but do not be too helpful.

Person 3

YOUR ROLE IS TO BE **ASSERTIVE**.

You listen to the others, speak calmly, try to involve the quiet person by asking for their views. If you do not like the way you are being treated, say that you would like them to listen and work co-operatively.

Communication

Teaching Point:

It is important to be able to communicate effectively so that individuals' well-being needs are expressed and may be met.

Yes, Yes, Yes! - 20 minutes

Enthusiastic Consent - 15 minutes

Sit Down for Yourself - 20 minutes

ACTIVITY: **YES! YES! YES!**

TIME: 20 Minutes

LEARNING INTENTION:

- Students will understand that it can be difficult to say 'no' and it is important to communicate and check understanding

RESOURCES:

- A plate or bowl
- Enough sweets or mini chocolate bars to give one to each member of the group
- Whiteboard or butcher paper and markers

INSTRUCTIONS:

- Divide the whiteboard into three columns.
- Show the class an empty plate. Ask them to picture their least favourite food on it, something they really don't want to eat.
- Tell them you are going to move around offering the imaginary food. Ask students to turn down your offer without saying the word "no". They are to imagine the person offering the food is someone they like and care about whose feelings they don't want to hurt – that person has made the food themselves. Allow the class to hear a few refusals.
- Ask two students to be scribes and record the responses of their peers in the first column on the board.
- Now tell the class to imagine a food they normally quite like but they are full, or don't feel like it now, but think they might like it in the future.
- Go around the class offering the plate and ask them to turn it down again, without saying the word "no". Try to include students not asked in the first round.
- Have the scribes record these responses in the second column.
- Tell them you are now going to go around and offer something that a lot of people find tempting and like, but not everybody does. They can say yes if they want some, and they are welcome to say no if they don't. Offer the class a plate with enough mini chocolate bars or sweets for each student (individually wrapped for OSH reasons). Offer one to every person, telling them they can have one if they want it but they need to communicate that they really want the sweet. Remind them to listen to the way others respond as they go. Have the scribes record the responses in a third column.

- Discuss the different responses and reasons behind them.
 - How similar were the first two rounds of responses?
 - Why might it be difficult for someone to just say ‘no’?
 - When/why have you been taught that it’s impolite to say no to people?
 - How easy was it to recognise a “yes” response?
 - Were there times when it wasn’t clear what the response was?
 - Why is it important for a person’s well-being to clearly state ‘yes’ or ‘no’ in a situation that requires such a response? Think about all dimensions of well-being.
 - Why is it important for people’s well-being to check out if they are not clear whether a person has said ‘yes’ or ‘no’? Think of the situation in terms of the person who is not sure, and the person who has not been clear about their intentions.

Note: This activity merges very well into ‘Enthusiastic Consent.’

LEARNING JOURNAL ENTRY:

(see **Enthusiastic Consent activity**).

ACTIVITY: ENTHUSIASTIC CONSENT

TIME: 15 Minutes

LEARNING INTENTION:

- Students will identify the meaning of consent in sexual situations.

RESOURCES:

- Whiteboard & markers

INSTRUCTIONS:

- On the whiteboard write 'Looks Like', 'Feels Like', 'Sounds Like'.
- Ask, "If you saw two people kissing and touching each other in a sexual way, and they were enthusiastically consenting, what would this look like, feel like and sound like?"
- List answers on the whiteboard and discuss.
- Ask the class what it might look like, feel like and sound like if one of those people was not consenting?
- Ask, "If consent was withdrawn at any point by one of the people, what should each person do next?" (e.g. slow down, pull back, explain they would like to stop, agree what to do next etc.)
- Remind students that someone has to freely and without pressure agree to sexual activity, otherwise it could be considered assault or rape. Both partners need to give and get consent.
- Through negotiation with the class, develop a clear statement that explicitly describes what 'consent' means.

LEARNING JOURNAL ENTRY:

Provide students with a one sentence scenario where consent is not clear. Alternatively, watch a short piece of video from a TV programme or film where consent is uncertain.

Write the agreed definition of consent in your Learning Journal.

Using the scenario provided by your teacher, answer the following questions:

1. Are both people in the scenario enthusiastically consenting?
2. Why or why not? (Who is who isn't?)
3. What should this couple do at this point?
4. How will these actions help their relationship?
5. (Reflecting on my learning) As a result of the **Yes! Yes! Yes!** and **Enthusiastic consent activities** I know ... *(finish the statement)*

ACTIVITY: SIT DOWN FOR YOURSELF

TIME: 20 Minutes

LEARNING INTENTION:

- Students will recognise common pressure tactics and identify strategies for resisting pressure.

RESOURCES:

- Whiteboard & markers

INSTRUCTIONS:

- Divide the class into pairs. Each pair will need one chair (if there is a group of three they will need two chairs).
- Ask one person from each pair to sit, and the other person to stand no closer than one metre away from them. Tell them that the person sitting is to try and remain seated and that the person who is standing is to try and persuade them to stand up. Give them one to two minutes to do so. Be very clear that the person standing is not to move any closer to the seated person and is not allowed to touch them. (If you have a group of three, two people sit while the other person tries to persuade either or both to stand).
- When the time is up, ask how many people were able to get the seated person to stand. Ask the students what tactics they used, or ways they tried to persuade the other person to give up their seat e.g. repetition (the broken record), bribery etc. Make a quick list of these on the whiteboard.
- Repeat the exercise with roles reversed.

DISCUSSION QUESTIONS:

- Why did some people stand up when they wanted/were trying to stay sitting?
- What kinds of tactics did people use to try and get someone to stand up?
- Are these tactics/strategies people might use in real life situations? Ask students to give a few examples.
- What did it feel like to be sitting in the chair?
- Was it easy or hard to resist pressure?
- Were there differences in the group? If so, what do you think are the reasons for these differences?
- What kinds of things can make it hard to resist pressure? What things can make it easier to resist pressure? (e.g. strong sense of values, knowing what is important and the right thing to do for you, knowledge and knowing what to do, experience of having used the skills beforehand.)
- Why might it be particularly difficult for people to sometimes resist pressure when they are in romantic/sexual situations?

TEACHER NOTES:

- It would be easy if all we needed to teach young people was to say “No”, but young people need more skills to be able to negotiate and identify good outcomes for themselves.
- Talk about effective and assertive communication and boundary setting with tips such as using a calm voice, clear statements etc. Make it clear that these skills can help us keep ourselves safe but that if someone does not/is not able to clearly say “NO” that does not equal consent.
- Acknowledge that these skills can be difficult for many people, and that practicing them can be helpful. It does not mean that you get your way, and that it is important to respect others’ boundaries.
- Tell students that if they find it difficult to resist pressure it can also be helpful to try and avoid being alone with someone who has tried to pressure them in the past.
- Remind students that a good, safe and respectful partner does not pressure you to do anything you don’t want to do.

LEARNING JOURNAL ENTRY:

(Use the students’ ideas from the activity to develop a one sentence scenario about a pressure situation for this activity.)

Your teacher will provide you with a scenario for this activity.

Focus on the person being pressured in the scenario and answer the following questions about them.

Things about the person being pressured	1. What will make it harder to resist the pressure when thinking about their... ?	2. What will make it easier for the person to resist the pressure when thinking about their.....?
a. values and beliefs about themselves		
b. knowledge and experience		
c. skills (what they can do)		

3. (Reflecting on my learning) As a result of the **Sit Down for Yourself activity** I know ...
(finish the statement)

Contraception

Teaching Point:

Contraception can be used by both males and females to protect against unplanned pregnancy.

Give and Sell - 20 minutes

Didn't Use Anything - 15 minutes

Contra Graffiti - 20 minutes

ACTIVITY: GIVE AND SELL

TIME: 20 Minutes

LEARNING INTENTION:

- Students will identify a variety of contraceptive methods.

RESOURCES:

- Contraceptive samples, contraceptive prompt cards, or contraception label cards (Note: Keep Safe Kits contain sample contraceptives. The kit and packs of contraceptive prompt cards are available from the *Family Planning Resource Unit*.)
- Family Planning *Contraception Your Choice* pamphlet

INSTRUCTIONS:

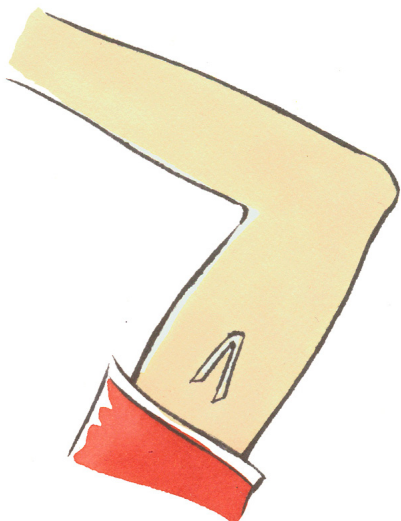
- Divide the class into small groups.
- Hand out a type of contraceptive (or a contraception label card where there are not examples) to each group.
- Write the following questions on the board for groups to consider:
 - What is this?
 - How does it work?
 - How can it be accessed?
 - Who uses it?
 - How effective is it?
- Each group then creates an advertisement for their contraceptive, using the questions and answers.
- Share the contraceptive advertisements with the class.
- Finish off by providing valid information from the Keep Safe Kit to address areas where student information has not been clear, and answer general questions about contraceptive types.

Teacher Notes: If the class won't enjoy making advertisements then get them to present the information back in a show and tell manner.

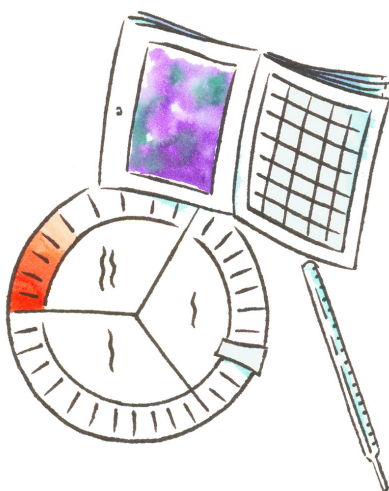
LEARNING JOURNAL ENTRY:

1. Students can stick a copy of their group's advertisement in their Learning Journal.
2. (Reflecting on my learning) As a result of the **Give and Sell activity** I know about these forms of contraception ... *(finish the statement)*

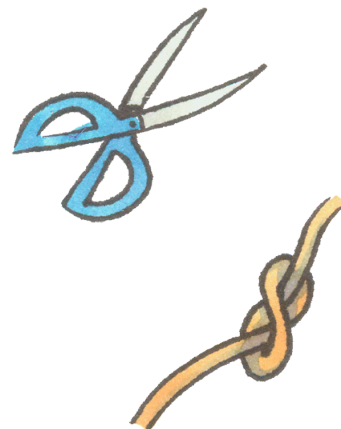
THE IMPLANT



FERTILITY AWARENESS



VASECTOMY & TUBAL LIGATION



ACTIVITY: DIDN'T USE ANYTHING?

TIME: 15 Minutes

LEARNING INTENTION:

- Students will identify reasons why people do not use contraception and ways to change this behaviour.

RESOURCES:

- Packs of 'Didn't Use Anything' cards – 1 per group.

INSTRUCTIONS:

Share the following statistic from the Youth 2007 survey with the class:

“In the Youth 2007 survey, involving around 9000 secondary school students, 38% of males and 35% of females reported they had had sexual intercourse.”

- The majority of secondary students in the survey had not had sex.
- Of those who were currently sexually active around 15% reported inconsistent use of contraception (condoms and/or other contraception). This means that the majority of teenagers who were sexually active reported using contraception.
- In small groups, ask students to 'quick think' reasons why they believe young people do not use contraception when they are sexually active.
- Hand out to each group a set of the 'Didn't Use Anything' cards. Groups arrange the cards from what they think is the most common reason to the least common reason for young people not to use contraception.
- Ask “what do you think of these reasons?” Are there other reasons you can think of not among these ideas?
- Through further discussion
 - What are the barriers to accessing contraception, and how these might be overcome (e.g. cost, access to clinics, issues about confidentiality, embarrassment etc.)
 - What do you think is the difference between a reason and an excuse?
 - Are the statements you have looked at 'reasons' or 'excuses'?
 - Why do people feel the need to make excuses?
- Discuss what people could do to change behaviour.

LEARNING JOURNAL ENTRY:

Select THREE of the reasons from the “Didn’t Use Anything” activity (or use your own ideas). Write these into your Learning Journal. Next to each reason (or excuse):

1. Explain what you think really sits behind these reasons - why didn’t the couple use contraception?
2. Describe how each couple need to think differently and what they need to do differently.
3. (Reflecting on my learning) As a result of the **Didn’t Use Anything? activity** I know ... (finish the statement)



TOO EMBARRASSED TO TALK
ABOUT IT...

DIDN'T THINK ABOUT IT ? IT...

FEMALE HAD PERIOD/
THOUGHT IT WAS A SAFE TIME
OF THE MONTH...

DIDN'T HAVE ANYTHING TO
USE...

MALE USES WITHDRAWAL...



WAS TOO DRUNK/ OUT OF IT...

SAME-SEX PARTNERS...

THINK THEY ARE INFERTILE...

DIDN'T TRUST CONTRACEPTIVE
TO WORK.....

ACTIVITY: **CONTRA GRAFFITI**

TIME: 20 Minutes

LEARNING INTENTION:

- Students will identify a variety of contraceptive methods.

RESOURCES:

- Butcher paper & markers
- Samples of contraceptives

INSTRUCTIONS:

- Split the class into groups (so each can have a different contraceptive to focus on).
- Give each group a piece of butcher paper and a sample contraceptive.
- Ask students to write the name of their contraceptive at the top of the paper and draw a line down the page. Write “All the things we know about this method” on one side and “All the questions we have about this method” on the other side.
- Give the students 5 minutes to write all they can in response to the statements, using their general knowledge.
- Have the students pass the sheets clockwise around the groups and give them 1 minute per contraceptive method to add further ideas and questions to the graffiti posters.
- Share posters with the class (correcting any incorrect or misleading information and answering questions arising – use the Keep Safe Kit as a source of factual information).

LEARNING JOURNAL ENTRY:

(see Give and Sell activity)

Crush

Teaching Point:

Young people start to emerge as sexual beings and become more interested in expressing their sexuality from around the age of puberty. This is when young people begin their “sexual road” journey. The journey starts when they begin to think about peers in a romantic way. They think about relationships because of the hormones and changes in their bodies and in response to the many messages about relationships coming from family, friends and the media.

Crush Card - 5 minutes

Use this card in Lesson 1.

ACTIVITY: CRUSH CARD

TIME: 5 Minutes – Use as part of Lesson 1.

LEARNING INTENTION:

- Students know that the first stage of a person's sexual journey occurs at different times for different people.

RESOURCES:

- Crush Card

INSTRUCTIONS:

- The road has been drawn by the teacher (refer back to Lesson one at the beginning of this resource)
- The class is divided into small groups.
- The 'Theme Cards' are given out to groups for discussion.
- The teacher holds the 'Crush' card and places it at the beginning of the road.
- The teacher asks the class:
 - What does it mean to have a 'crush' on someone?
 - What does it feel like to have a 'crush'?
 - Why do you think we get crushes?
 - Do we have crushes on people of the same or opposite sex?
 - How do children behave when they have crushes?
 - How do teenagers behave when they have crushes?
 - Are crushes a healthy or an unhealthy thing? Why? (Emphasise that crushes are a healthy part of human sexual development, but note that ideas about stalking may emerge. If this is the case, establish with the class what a healthy crush is, and what type of behaviour is unwanted harassment that makes people feel unsafe and uncomfortable.)
 - Who remembers their first crush?
 - How old were you when you had your first crush?
- Students discuss their first crush, noting safety around disclosure and confidentiality and that some of these students may still be in the same class.

Fears

Teaching Point:

Sexuality is positive, pleasurable and wonderful but can also be scary. People can fear being hurt emotionally, fear the unknown, fear the first time, fear getting pregnant etc.

Fears envelope - 20 minutes

ACTIVITY: FEARS ENVELOPE

TIME: 20 Minutes

LEARNING INTENTION:

- Students will identify that it is normal to have fears about their sexual journey and ways people can minimise those fears.

RESOURCES:

- Fears envelope
- Paper & pens (helpful if it's the same size and colour so that all 'Fears' are anonymous)

INSTRUCTIONS:

- Create a 'fears envelope' (or box) using the label on the next page.
- Explore with the students what they understand 'fears' are. If people 'feel fear' – what is that like?
- Students privately think about, and then write down anonymously, any fears they have about their sexual road or journey and why they feel afraid about this.
- If a student says they do not have any fears, have them write down any fears they think others, including other genders, might have and why.
- The fears are collected in and placed in the envelope. If time and organisation allow, it is useful to sort and group these fears into common themes prior to responding to them so that several can be responded to at once.
- The teacher reads out the fears and discusses with the class the reality of that fear e.g.
 - what is the nature or the basis of the fear?
 - how the fear may have positive effects on well-being
 - how people can minimise the fears they have around the sexual road. (Check with students about what they understand it means to minimise fear e.g. come to terms with, understand or manage them)

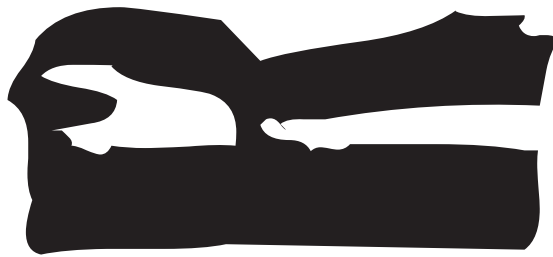
LEARNING JOURNAL ENTRY:

Choose THREE fears that were discussed by the class (they do not need to be your own). In your Learning Journal write responses to the following:

1. What the fear is	2. How this fear may have a positive effect on a person's sexual journey.	3. How this fear may have a positive effect on well-being (any of physical, mental and emotional, social or spiritual).	4. How a person could minimise this fear.
a.			
b.			
c.			

5. (Reflecting on my learning) As a result of the **Fears activity** I know ... *(finish the statement)*

(ATTACH TO AN ENVELOPE OR BOX)



Fertility

Teaching Point:

Human bodies are designed to reproduce and are usually very good at making babies.

NOTE: Ensure you are inclusive. Not all people will be biologically able to reproduce, or want to. Be explicit and explain that people engaging in opposite sex partnerships with vaginal sex need to protect against pregnancy and STIs. Same sex couples need to protect against STIs.

Draw/Make Reproductive Parts - 20 minutes

ACTIVITY: DRAW/MAKE REPRODUCTIVE PARTS

TIME: 20 Minutes

LEARNING INTENTION:

- Students will increase their knowledge of the male and female reproductive organs.

RESOURCES:

- Butcher paper & markers
- Optional: Assortment of pipe cleaners, pompoms & play dough
- Family Planning Anatomy posters

INSTRUCTIONS:

- Discuss with the class how much they think they know about the insides and outsides of the reproductive parts of males and females.
- Tell them they are going to have an opportunity to show off how much they know.
- Divide the class into groups of 4 or 5.
- Students divide a large sheet of paper into four sections as shown in the following diagram.
- Students draw and label external genitalia and internal reproductive organs.
- Give students about 15 minutes. Encourage them to be brave and share even if they are not certain.
- After all the groups are finished, share with class.
- Using the anatomy posters provide correct terms and pictures.
- Which male and female parts are associated with reproduction (i.e. conception and pregnancy)?
- Which body parts have non-reproductive functions?
- Why is it helpful for a person's well-being to know about the names and functions of their body parts?
- When should we use the proper biological names for body parts and when is it OK to use slang names? Give reasons.

VARIATION: Rather than drawing pictures you can give the students an assortment of pipe cleaners, pompoms and play dough and ask them to make a model of either male or female genitalia. Finish the activity the same way as above.

External Female

External Male

Internal Female

Internal Male

LEARNING JOURNAL ENTRY:

(Reflection on my learning)

1. At the beginning of this activity the female body parts I knew the names of	
2. At the beginning of this activity the female body parts I knew the functions (uses) of	
3. At the beginning of this activity the male body parts I knew the names of	
4. At the beginning of this activity the male body parts I knew the functions (uses) of	
5. At the end of this activity I also knew the names of these female body parts	
6. At the end of this activity I also knew the functions (uses) of these female body parts	
7. At the end of this activity I also knew the names of male body parts	
8. At the end of this activity I also knew the functions (uses) of these male body parts	
9. What I am still not sure about	
10. Where I could get this information from	

Fooling Around

Teaching Point:

To open students' minds to the idea that there are a lot of pleasurable intimate activities without having penetrative sex.

Fooling Around Quick Think - 20 minutes

Roundabout Lusty - 20 minutes

ACTIVITY: **FOOLING AROUND QUICK THINK**

TIME: 20 Minutes

LEARNING INTENTION:

- Students will identify a range of intimate physical activities that do not involve sexual intercourse.

RESOURCES:

- Butcher paper & markers

INSTRUCTIONS:

- Read the following quote:

“My high school boyfriend and I wanted to save intercourse for later in our lives, but that didn't stop us from having orgasmic sex! We explored ourselves and each other, and learned how to kiss and touch in very imaginative ways.”

- Do you think this couple was having “sex”? Why/ Why not?
- Break class into small groups, providing butcher paper, and in small groups, critically think about and discuss:
 - What do you think the benefits were for this couple by not having intercourse? (e.g. couple having a good time and enjoying each other without risk of pregnancy)
 - What are other physical and non physical ways that couples can show they are attracted to, like, or love each other?
 - What do you think would have been the challenges (pressures) for them by deciding not to have sexual intercourse?
 - What are some ways of handling these challenges or pressures?
- Feed back to whole class and discuss the benefits for well-being of having an intimate relationship without sexual intercourse.

LEARNING JOURNAL ENTRY:

(see Roundabout Lusty activity)

ACTIVITY: **ROUNABOUT LUSTY**

TIME: 20 Minutes

LEARNING INTENTION:

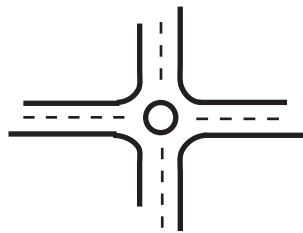
- Students will identify that there are lots of different activities that can be fun and pleasurable without involving sexual intercourse.

RESOURCES:

- Whiteboard & markers
- Activity cards
- Bluetack or magnetic strips for back of cards

INSTRUCTIONS:

- Draw a roundabout on the board e.g.



- Hand out the 'Lusty' situation cards.
- Refer to the roundabout and get the class to choose a starting point.
- After 'starting' ask which activities might come early on in a relationship? Students then come up with activity cards they think are appropriate early in a relationship and put them on the 1st exit closest to the starting point. Ask "What sorts of things might happen after that?" and move round the roundabout adding activities to each exit, with the idea that relationships may progress (penetrative sex should be the furthest from the starting point).
- Ask "Can you move backwards round a roundabout?"
Make the point that once you have done something you cannot undo it – but reinforce that it does not mean you have to carry on doing it.
Ask "What happens if someone chooses to miss the first two exits and always goes to the last one?" e.g. they would miss out on all the options that the other exits have to offer.
- Use the road analogy to emphasise that the students can be in control of their journey, and can move round the roundabout at their own speed and get off and back on at anytime. It is also helpful to draw attention to the situation where the individuals in a relationship might want to go at a different speed or do different things. Should a person speed up or slow down to comply with their partner's wishes? Should a couple reach a compromise? (*Pressure activities, page 171*)

LEARNING JOURNAL ENTRY:

List at least two ideas in each column of the table.

1. Pleasurable and intimate activities people can do to show they like/love someone without having to have penetrative sex ...

By themselves	In verbal contact with but not in each other's physical presence	In the physical presence of the other person but not touching	In the physical presence of the other person and touching
---------------	--	---	---

2. What are the benefits for well-being of having intimate activity without sexual intercourse (assume both people want it). Benefits for...

Physical well-being	Mental and emotional well-being	Social well-being	Spiritual well-being
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3. (Reflecting on my learning) As a result of the **Fooling Around and Lusty Roundabout activities** I know ... *(finish the statement)*



MEETING THEIR
PARENTS

HOLDING HANDS
IN PUBLIC

KISSING
PASSIONATELY

LIGHT KISS ON
THE MOUTH



SEEING THE OTHER
PERSON'S PENIS
OR VULVA

LOOKING INTO
THEIR EYES
(FOR AGES)

TOUCHING/RUBBING
OTHERS GENITALS

FARTING IN
FRONT OF THEM



MUTUAL TOUCHING
OF GENITALS (MUTUAL
MASTURBATION)

TALKING ABOUT
SAFER SEX

TOUCHING
BREAST/NIPPLE
(UNDER TOP)

TALKING ABOUT
HAVING SEX (WHEN,
HOW, WHERE)



TALKING ABOUT
NOT HAVING SEX

HAVING SEX
(INTERCOURSE)

SHARING FEELINGS
WITH THE OTHER
PERSON

KISSING/SUCKING
THEIR NECK



HANGING OUT
ALONE TOGETHER

SAYING
"I LOVE YOU"

ORAL SEX (ON A
FEMALE)

ORAL SEX
(ON A MALE)



RUBBING BODIES
TOGETHER (WITH
CLOTHES ON)

TALKING ON THE
PHONE FOR AGES

MASTURBATING
SELF IN FRONT
OF EACH OTHER

PHONE SEX (BOTH
MASTURBATING
WHILE ON PHONE)



FLIRTY TEXT
MESSAGES

ANAL SEX

RUBBING BODIES
TOGETHER (WITH
CLOTHES OFF)

TEXT SEX

Hot 4 Who

Teaching Point:

Sexual orientation is not fixed. Most people believe that a person's sexual orientation is not a choice. We live in a diverse society.

Oh the Diversity! - 10 minutes

Car Park - 15 minutes

Reading the Rules - 40 minutes

ACTIVITY: OH THE DIVERSITY!

TIME: 10 Minutes

LEARNING INTENTION:

- Students will identify appropriate terms to describe people's behaviour and sexual diversity.

RESOURCES:

- Oh the Diversity! cards – 1 set of definition cards & 2 sets of diversity cards (for a class of 20 – you can make more or less depending on your class size)
- Chair

INSTRUCTIONS:

- Place a chair in front of you.
- Tell the students that those whose cards match the definitions you read are to race to get to the chair first.
- Hand out one diversity card to each student.
- Read out one definition card at a time and invite the students with the matching diversity cards to race to get to your chair first.
- Clarify the correct match before moving on to the next card.

LEARNING JOURNAL ENTRY:

(Reflecting on my learning)

1. (Up to) Three terms I knew the meaning of before the lesson:
2. (Up to) Three terms I learned the meaning of from the activity:
3. Words that have a different meaning to what I thought:
4. Words I still find confusing:
5. Where I can go to get a better understanding of these words:



Diversity Cards	Definition Cards
Asexual	Someone who does not experience significant attraction; someone who is not sexually attracted to either men or women.
Bisexual (Bi)	Someone who is attracted to people of both sexes. Note they may not be equally attracted to each sex or sexually active with both sexes.
Cross Dresser	A person who enjoys wearing clothes of the opposite gender, but does not wish to live as that gender. This is most common among heterosexual men.
Drag Queen/King (Transvestite)	An individual who dresses and acts in an exaggerated opposite sex persona for entertainment (usually, but not always, homosexual men/lesbian women)
Gay	Homosexual. Used to refer to both men and women but more commonly used in reference to men.



Diversity Cards	Definition Cards
Lesbian	A woman who is sexually attracted to other women.
Heterosexism	The assumption that everyone is or should be heterosexual.
Heterosexual	Someone who is attracted to the opposite sex.
Transsexual	Someone who identifies with a gender that is different from their physical sex.
Homophobia	Fear, prejudice or negative beliefs about, or directed towards, homosexual people.

ACTIVITY: CAR PARK

TIME: 15 Minutes

LEARNING INTENTION:

- Students will identify differences in family and societal support for heterosexual and same-sex relationships.

RESOURCES:

- Heterosexual, gay, lesbian, & bisexual cards (enough for one for each student)
- Car Park Questions

INSTRUCTIONS:

- Hand out cards to the class, tell them to keep which card they received to themselves (heterosexual, gay, lesbian, or bisexual).
- Ask students to imagine they are in an intimate relationship and they have been with their boyfriend/ girlfriend for six months. Make it clear that this is only for the purpose of the activity (some students might have a card where they could have a partner of either sex – they can choose what sex their partner will be).
- All participants need to stand along a line in the centre of the room – a large space is needed.
- Explain that some questions will be read out to the group. Each person is to answer according to which card they have. If they can answer 'yes' to the question they can take a step forward, if they answer 'no' they need to take a step back. If the answer is 'don't know' or 'can't decide' they must stay where they are.
- Remind students to answer as they think it would be, not what they would like it to be.
- Work through the list of Car Park questions.

DISCUSSION QUESTIONS:

- While students are still standing, ask what they notice about this activity in terms of: their spread along the room (ask people holding each different type of card to raise their hands to show where people of different orientations/identities are standing), what size steps were people taking when they moved forward or backwards, the body language of the people moving forward and backwards.
- If required, 'de-role' the students by purposefully taking their cards back from them making the statement that as they take their seat they are stepping out of the shoes of the person on the card and back into their own shoes.
- When seated again, consider some of the feelings people had while doing this activity.

- Be sure to get comments from the different groups and note the feelings on the board.
- What does this activity tell us about how society perceives same-sex relationships?
- How might these challenges (i.e. societal attitudes) affect a same-sex relationship?
- How might these attitudes affect how the individuals feel about themselves?
- What can people do to encourage acceptance of same-sex relationships? Note the responses on the board.

TEACHER NOTES:

- Society privileges heterosexual relationships over same-sex relationships.
- The fear of being put down because of the relationship that a person is in can make people feel isolated. This isolation, and lack of societal recognition, can have an impact on self-esteem, physical, sexual and mental health.
- Not everyone's experiences are the same. There is variety amongst the responses and levels of support from friends and family.
- Legislation protects the human rights of same-sex attracted people.

Adapted from Affirming Diversity, Family Planning 2007.

LEARNING JOURNAL ENTRY:

1. Describe THREE specific actions or situations that are supportive of same-sex attracted people in your school or local community (e.g. support groups), or nationwide, or in the media (e.g. an ad campaign, a film or TV programme – making sure the messages are not reinforcing stereotypes)

2. How do each of these actions or situations support the well-being of people attracted to the same sex?

a.

b.

c.

3. (Reflecting on my learning) As a result of the **Car Park activity** I know ... (*finish the statement*)



Car Park Questions

1. Could you talk to a parent about this relationship?
2. Could you talk to someone in your family/whanau about this relationship?
3. Could you invite your partner home?
4. Could your partner be included in any family gatherings like birthdays, weddings, New Year's celebrations?
5. Would your family feel ok if you started introducing your partner to their friends as your girlfriend/boyfriend?
6. Would you tell your friends about your relationship?
7. Do you think your friends would accept your new relationship?
8. Would you take your partner to the school ball?
9. Would you talk about your love life with a close friend on the bus?
10. When you go out with a group of friends, would you give your partner a kiss and a hug?
11. Would it bother you if people at school found out about your relationship?
12. Are you confident you wouldn't get put-down or physically hurt by others because of the relationship you are in?
13. Could you easily find other couples like you, if you wanted to go out as a group?
14. Do love scenes on TV and the movies commonly show relationships like yours?
15. Do you have teachers, coaches or parents' friends that you know are the same sexual orientation as you?
16. Do you know five famous New Zealanders with the same sexual orientation as you – musicians, sports people, politicians, and TV personalities?
17. Can you get married at 20 if you wanted to?



HETEROSEXUAL

GAY

LESBIAN

BISEXUAL

ACTIVITY: **READING THE RULES**

TIME: 40 Minutes

LEARNING INTENTION:

- Students' will identify how societal expectations of gender roles and heterosexuality are learned through a range of socialisation processes.

RESOURCES:

- Paper & pens
- Discussion questions

INSTRUCTIONS:

- 'Quick think' what comes to mind when you see/ hear the words 'boys' and 'girls'.
- Talk about the concept of socialisation, how we are shaped by our society, particularly focusing on how social expectations and norms are taught through families, stories and media images and well as expectations from others:
 - Note the positive role that socialisation plays (e.g. learning about traditions which give people's lives purpose and meaning, learning ways of thinking and doing things that help them feel connected and give a sense of belonging, learning how to behave in a socially acceptable manner, learning how to be in the world etc)
 - Also discuss the ways in which socialisation can contribute to stereotypes and restrictive roles.
 - Make it clear that socialisation is a lifelong process which begins in early childhood
- Ask students to work in small groups to look at ideas about gender and romance that are contained in our society by writing a stereotypical story. (Check that students understand what a stereotype is – ask examples without reinforcing such messages, be prepared to challenge and emphasise how unfair these are and the impact they have on people's well-being. Ask why some people do stereotype others, and where do people learn to do that?)
- Have students write a short story that includes at least one male and female character and their first romance or sexual experience using some commonly held gender stereotypes that they believe exist for young people.
- Have the groups share their stories and discuss the gender stereotypes they contain.
- Write the recurring ideas among the stereotypes from the stories on the board
- Hand out the discussion questions to groups.
- As a class, work through the discussion questions.
- Have the students regroup and rewrite their stories so the characters are going against social norms and stereotypes.
- Feed back and discuss what it would be like for these characters going against social norms e.g. how going against social norms impacts on well-being in positive and negative ways.

TEACHER NOTES:

- 'Gender' is considered to be a social construction or in other words, gender is something people decide based on what they believe it means to be male or female. A person's 'sex' on the other hand is based on their biological state. We learn about gender from family and other people, stories and media, and through the 'normal' and accepted practices of society. This learning happens through the processes of socialisation and learning how to 'fit' into the world. For example, to say a person is masculine or of the male gender means to say that this person looks, thinks and behaves in a way society associates with being male.
- Gender stereotypes and roles still exist and affect everyone.
- Stereotypes are limiting and contribute to sexism.
- Heterosexuality is very visible and often the expected norm in communities.
- In contrast, same-sex relationships are often invisible. This contributes to homophobia, and also feelings of isolation in people who are same-sex attracted.
- Encourage students to be active consumers and to think about the messages they receive through the media and books.
- Teachers should challenge homophobic and discriminatory language in accordance with the policies and procedures established by their school.

Adapted from 'Affirming Diversity' Family Planning 2007

LEARNING JOURNAL ENTRY:

Write your group's revised story into your Learning Journal.

Answer the modified discussion questions based on your revised story.

1. How were the men and/or women portrayed?
2. What ideas and expectations were portrayed around romance and sexuality?
3. What could be some of the outcomes for people if they are NOT being influenced by social norms and stereotypes in regards to their sexual choices and behaviour?
4. Were same-sex couples or attractions portrayed at all in the revised story? If so how were they portrayed?
5. (Reflecting on my learning) As a result of the **Reading the Rules activity** I know ... (*finish the statement*)



Discussion Questions

1. How were males and females portrayed?
2. What ideas and expectations were portrayed around romance and sexuality?
3. What could be some of the well-being outcomes for people being influenced by social norms and stereotypes in regards to their sexual choices and behaviour?
4. Were same-sex couples or attractions portrayed at all? If so how were they portrayed?

Hooking Up

Teaching Point:

At some point along the road couples start to spend time alone and start sexual experimentation.

Fantasy vs. Reality - 15 minutes

Friendship or Relationship? - 15 minutes

ACTIVITY: **FANTASY VS. REALITY**

TIME: 15 Minutes

LEARNING INTENTION:

- Students will identify the difference between fantasy and reality in sexual experiences and relationships.

RESOURCES:

- 6 pieces of butcher paper & markers

INSTRUCTIONS:

- Get 6 pieces of butcher paper and write the following headings, one per page:
 - Perfect Partner
 - Real Life Partner
 - Perfect Sexual Experience
 - Real Life Sexual Experience
 - Perfect Relationship
 - Real Life Relationship
- Break class into 6 groups and give them one headed page each. Let students know what is on the other pages.
- Have students list descriptions they think would go under their heading. Check that students understand what is intended and perhaps identify a couple of examples as a whole class before groups make their own list.
- Get the “Perfect Partner” group to share back and then the “Real Life Partner” group to share back - compare.
- Continue with the rest of the groups, each time getting the ‘perfect’ group to go first.
- Ask where we get our perceptions about perfect partners, experiences, and relationships from. Talk about reasons why real life is generally not that perfect.
- Discuss what the impact is of having fantasies. Do fantasies create pressure and fears?

TEACHER NOTES:

- Pornography, or porn fuelled fantasies, may come up in this activity. It is an opportunity to discuss the impact of porn on young people, and the difference between porn and reality. e.g. expectations of male performance and endurance, focus on male sexual pleasure, lack of communication and negotiation, bodies and body parts outside the norm, females as recipients not equal partners.

LEARNING JOURNAL ENTRY:

1. Select ONE idea from each of the six sheets and write these next to the 'perfect' or 'real life' situation below.

2. If a person had this expectation, how could it help or hinder a person's well-being (any one of physical, mental and emotional, social or spiritual)

Perfect Partner:

Real Life Partner:

Perfect Sexual Experience:

Real Life Sexual Experience:

Perfect Relationship:

Real Life Relationship:

3. (Reflecting on my learning) As a result of the **Fantasy vs. Reality activity** I know ... *(finish the statement)*

ACTIVITY: FRIENDSHIP OR RELATIONSHIP?

TIME: 15 Minutes

LEARNING INTENTION:

- Students will identify that a healthy romantic/sexual relationship has all the traits of a healthy friendship.

RESOURCES:

- Whiteboard & markers

INSTRUCTIONS:

- Write the word 'friendship' on the board and ask "What things make for a healthy friendship?" Encourage students to recall a range of ideas from prior learning.
- List these ideas on the board under the 'friendship' heading.
- Write 'relationship' heading and ask the same question. Make it clear that for the purpose of this activity the type of relationship is a romantic/sexual one.
- Often students will come up with the same things from the first list. Draw a line from one list to the other to show that they cross over.
- If students add a point into relationships (e.g. love), that is not in the friendships column, ask if they think it can go there as well, and then draw a line across if appropriate.
- When students have finished the lists, ask them what is the one main thing that a romantic/sexual relationship has that a friendship doesn't (e.g. sexual attraction, physical and sexually intimacy).
- Discuss with students that all healthy relationships are also healthy friendships and therefore have all the aspects that good friendships have.

LEARNING JOURNAL ENTRY:

1. List THREE different qualities of healthy friendships

2. What would you see or hear when friends show these qualities?

3. When these qualities exist in a romantic/sexual relationship what would be different to what friends say or do?

a.

b.

c.

4. (Reflecting on my learning) As a result of the **Friendship activity** I know ... *(finish the statement)*

Hurt

Teaching Point:

There can be both physical and emotional hurts on the sexuality journey.

Amy and Jayden - 15 minutes

Calling the Shots - 20 minutes

ACTIVITY: AMY & JAYDEN

TIME: 15 Minutes

LEARNING INTENTION:

- Students will identify the need to check if sexual contact is wanted by another person and to be assertive to avoid being hurt.

RESOURCES:

- Amy and Jayden Cards
- Optional: Discussion Questions cards
- List of referral agencies e.g. Rape Crisis, Helpline, Kidsline

INSTRUCTIONS:

Print Amy and Jayden's stories onto different coloured card so the two stories can be easily distinguished by colour. The stories are in 11 sections (5 for Amy and 6 for Jayden).

- Have the students take turns reading aloud the sections 1-11 of the story.
- As a whole class work through the questions or, alternately, have students answer questions in groups (using the discussion cards) then share back with the whole class.
- Discuss:
 - What do you think it means to 'give your consent' or 'be consensual'?
 - Did Amy consent? What makes you think she did/didn't?
 - What were the points where Jayden could have done something differently?
 - How could Jayden have found out if Amy really wanted to have sex?
 - Could Amy have done something differently?
 - Was the sex consensual? Was it sexual assault? Was it right or fair (ethical)?

TEACHER NOTES:

- Acknowledge that if anyone is uncomfortable and needs to talk to someone about the things this activity brings up they can come to you, go to school counsellor, speak to a trusted adult or ring a helpline.

LEARNING JOURNAL ENTRY:

As a class you discussed Amy and Jayden's situation. Answer the questions in your Learning Journal using a combination of your own ideas and ideas discussed by the class.

1. Did Amy consent? What makes you think she did/didn't?
2. What could Jayden have done differently?
3. How could Jayden have found out if Amy really wanted to have sex?
4. What could Amy have done differently?
5. Was the sex consensual for Amy? Was it right or fair (ethical)?
6. (Reflecting on my learning) As a result of the **Amy & Jayden activity** I know ... (*finish the statement*)

AMY'S STORY SCENARIO



2. I'll never forget that night. Jayden and I had been seeing each other for a while and he had acted like a perfect gentleman. Well, we had done our share of kissing, and touching, but he never gave me any reason not to trust him. The night of the party I wore this full-on dress that I'd borrowed from my friend. It was a little sexier than I normally wear but Jayden had kept going on about how I always dressed like a boy and I wanted to surprise him.

4. At the party, I was quite embarrassed about my daring dress. The guys kept leering at me. I sculled a few wines to help me relax. I ended up getting quite drunk. Jayden and I were dancing. Because I was drunk I had to hold on to him to keep from falling over. I guess I shouldn't have suggested that we go upstairs to lie down, but I felt sick, and it would have felt weird to go upstairs by myself, and anyway I didn't want some drunk guy coming on to me.

6. Up in the room, I started to have room spins. Jayden came in and shut the door and turns off the light. I asked him to turn it on, he just said "It's alright babe." He came over and we started kissing and rubbing like we'd done heaps before then he pushed my dress up and pulled my undies down.

8. I said 'No,' and tried to push him away, and kept going. He said he loved me! Then he pushed himself inside me. At first I tried to fight him, but I was too drunk to really do anything. I was going to scream, but I knew the party was so loud that no one would have heard me. It was awful, so sore. He was like an animal.

10. Afterwards I was so scared and confused, I couldn't look at him. I had really liked him you know; turns out he was just a jerk. Would you believe he's texted me about a party this weekend?



1. I still don't understand what happened. Amy and I had been seeing each other for 6 months or so and while we hadn't gone all the way yet, we'd fooled around quite a bit and I had said a few times that I was really into her. Last weekend we were meeting up at this huge party. Amy showed up in this really sexy, short dress, she looked so hot! I thought 'tonight's the night', that that was her way of letting me know she was ready for us to finally do it.

3. At the party, we drank lots, my mates were giving me hell- saying how she was begging for it & that I was 'IN' and stuff. Made me feel a bit nervous, so I probably drank a bit fast and a bit much.

5. Amy seemed a bit nervous too, she was pretty wasted which made her sort of sleepy and sexy. While I don't normally dance, I was really feeling good that night. I was surprised at how forward she was being, but was enjoying the way she held her body close to mine when we danced. And then when she said she wanted to go up stairs and find a place to lie down, what was I supposed to think? Of course, I thought she wanted some privacy so we could have sex.

7. We were all turned on and it was great. Yeah, she did seem a bit up-tight when I started to undress her, but I figured she just was just acting hard to get. Lots of girls need a little persuasion, you know, don't want to seem too forward and that.

9. I hope she didn't think I was too much of an animal. I was pretty keen, maybe a bit rough, probably was the piss, I don't know. Anyway we had sex and it was fine – I even told her that I loved her, you know, so she knew it was special...

11. We shared a taxi home from the party, she was pretty quiet. I thought she was just tired, that everything was all good. But I haven't heard from her since, and she hasn't returned any of my calls or texts about this weekend's party. I'm thinking there must be someone else...



Amy & Jayden- Discussion Questions

1. Did Amy consent? What makes you think she did/didn't?
2. What were the points where Jayden could have done something differently?
3. How could Jayden have found out if Amy really wanted to have sex?
4. Could Amy have done something differently?
5. Was this consensual? Was it sexual assault? Was it right or fair or ethical?

ACTIVITY: **CALLING THE SHOTS**

TIME: 20 Minutes

LEARNING INTENTION:

- Students will identify ways a break up can happen respectfully.
- Students will identify strategies for supporting themselves and others after a break up.

RESOURCES:

- Whiteboard & markers
- Butcher paper & markers
- Questions on cards

INSTRUCTIONS:

- Ask 'If someone was going to break up with you how would you like them to do it?' List ideas on the board.
- Ask "What are some negative ways you know of that people have broken up?" List these ideas.
- Divide the class into small groups and ask them to discuss the following questions and write down their ideas:
 - What are some of the reasons why romantic/sexual relationships end?
 - Is it always a negative thing when romantic/sexual relationships end? Why/why not?
 - What are the positive aspects of a break up?
 - What feelings may be involved?
 - What messages do we receive from friends, parents, music, the media, etc. about relationships ending?
 - How might these messages affect someone who wants to end a relationship?
 - Is it the same for people in same sex relationships? Why/why not?
- Discuss and feedback ideas.
- Ask the class to come up with ideas of things people could do to take care of themselves after a relationship break up. Think of the person who did the breaking up, and the person who got 'dumped'.
- Also make suggestions for ways friends and family could support someone who has experienced a break up.

Adapted from Te Piritahi. Family Planning 2008

TEACHER NOTES:

- Teenage romantic relationship break ups can result in a level of grief similar to other major losses. Care will need to be taken not to marginalise the depth of emotion experienced by some teenagers after a break up. For some, this will be the first major sense of loss they have ever experienced.
- The depth of feelings experienced by individuals after a break up will vary considerably depending on the length and closeness of the relationship and the circumstances that led to the break up, how it happened and on whose terms the break up occurred.

LEARNING JOURNAL ENTRY:

1. One reason a person could break up with another:	2. One reason a person could be dumped by someone else:
a. One respectful way this person could do the breaking up:	a. One respectful way this person could be dumped:
b. Feelings of the person who did the breaking up:	b. Feelings of the person who got dumped:
c. One way the person could support their own well-being after the break up:	c. One way the person could support their own well-being after the break up:
d. One way another person could support them after the break up:	d. One way another person could support them after the break up:
3. (Reflecting on my learning) As a result of the Calling the Shots activity I know ... <i>(finish the statement)</i>	



Relationship break up questions

1. What are some of the reasons why romantic/sexual relationships end?
2. Is it always a negative thing when romantic/sexual relationships end? Why/why not?
3. What are the positive aspects of a break up?
4. What feelings may be involved?
5. What messages do we receive from friends, parents, music, the media, etc. about relationships ending?
6. How might these messages affect someone who wants to end a relationship?
7. Is it the same for people in same sex relationships? Why/why not?

Love

Teaching Point:

Love develops at different stages in relationships.

Relationship Levels - 15 minutes

OK/ Not OK, Dump/ Stay - 15 minutes

ACTIVITY: **RELATIONSHIP LEVELS**

TIME: 15 Minutes

LEARNING INTENTION:

- Students will identify that there are different types of romantic/sexual relationships and different levels of intimacy within those relationships.

RESOURCES:

- 5 - 6 sets of Relationship Levels cards and Relationship Levels Heading cards

INSTRUCTIONS:

- Divide class into small groups and hand out 1 set of 'Relationship Levels' cards per group.
- Groups discuss and decide which cards belong under each heading:
 - One Night Stand
 - New Relationship
 - Committed Relationship
- It may be necessary to check out that students understand what a 'one night stand' is and what is meant by a 'committed relationship'.
- Students may wish to put some cards under more than one heading – allow for this
- Feedback to the class and summarise the features typical of the level of intimacy in each of a one night stand, a new relationship, and a committed relationship.
- Ask students why they think there is likely to be a different level of intimacy in different types of relationships.

LEARNING JOURNAL ENTRY:

Watch a favourite film or TV programme featuring one of these types of relationships (i.e. a one night stand, a new relationship, and a committed relationship).

1. Name the film or programme.
2. Is the relationship a one night stand, a new relationship, or a committed relationship?
3. List the types of intimacy in the relationship that feature in the film or programme?
4. Were these types of intimacy similar or different to the ideas the class had for this type of relationship? If so, what was different?
5. Why do you think the writer of the film or programme made the relationship appear like this in the story?
6. (Reflecting on my learning) As a result of the **Relationship Levels activity** I know ... (*finish the statement*)

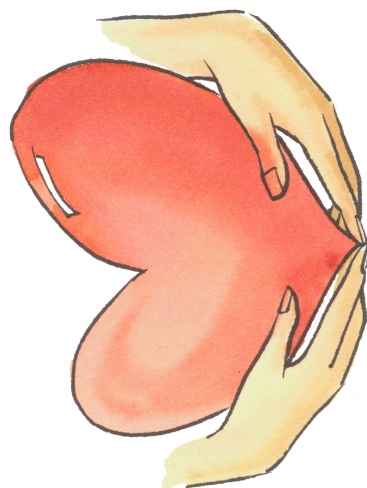
ONE NIGHT
STAND



START OF
RELATIONSHIP



COMMITTED
RELATIONSHIP





EXCITEMENT

WANTING TO BE
TOGETHER ALL THE TIME

TALKING ABOUT
PROBLEMS

CARING

NOT HAVING AS MUCH
TIME FOR OTHER FRIENDS



ASSUMPTIONS ABOUT
THE RELATIONSHIP

MAY NOT WANT OTHERS
TO KNOW ABOUT IT

SEXUAL DESIRE

INTIMACY

HIGH LEVEL OF
COMMITMENT



FEELING RELAXED WITH
EACH OTHER

OFTEN DAY-DREAMING
ABOUT EACH OTHER

ASSUMPTIONS ABOUT THE
PERSON

ACCEPTANCE OF EACH
OTHER

GREAT SEX



HONESTY

ROMANCE

JEALOUSY

TRUST

HAVING FUN



LUST

FANTASY

PASSION

ACTIVITY: OK/ NOT OK, DUMP/ STAY

TIME: 15 Minutes

LEARNING INTENTION:

- Students will identify healthy and unhealthy behaviours in relationships and the beliefs, attitudes and values related to these behaviours.

RESOURCES:

- OK/ Not OK / Dump/ Stay cards and scenario cards

INSTRUCTIONS:

- Divide class into groups of 3 or 4 students.
- Hand out a set of cards (minus the 'Dump' and 'Stay' cards) to each group of students.
- Have the groups discuss and then decide whether each statement is OK or Not OK. Students may place cards in between if undecided.
- Once all the cards have been placed remove all of the cards in the OK list as well as both the headings.
- Give the groups the "Dump' and 'Stay' cards that were held back and, using the remaining statements, ask the students to decide whether they would dump the person who behaved in the manner stated on the card, or whether they would stay with them. Ask students to imagine that this is someone they are in a relationship with and that they really like them.
- Come together as a whole class and discuss.
 - What sorts of things were under the original 'OK' cards – what was a common feature of these cards (e.g. qualities of healthy friendships)?
 - Were there any cards that some groups thought were OK and others not? What were these and why did people see the situation differently?
 - Were there any cards where some groups said 'stay' and others said 'dump'? What were these and why did people see the situation differently?
 - What attitudes, values and/or beliefs sit behind the situations where the students have said 'dump them'? (e.g. beliefs about gender roles, values about whose rights are more important etc)?

TEACHER NOTES:

- Attitudes, values and beliefs can be difficult ideas to unpack with students. The point of the exercise is not to get tied up with which is which but to consider in general terms how a combination of attitudes, values and beliefs sit behind the behaviours listed among the cards.
- That said, if students are able to see the distinction, think of a belief as being what someone holds to be true, an attitude tends to be the position a person takes and shows to others in the way they relate, and values are more the things (ideas, understandings, ways of doing things) people hold as being important for them. Morals are different again and are more about what people hold to be right or wrong.

LEARNING JOURNAL ENTRY:

1. Select FIVE scenario cards from the activity – pick a mixture of OK and NOT OK cards.	2. Why do you say this is OK/NOT OK (think of the effect this scenario has on a person's well-being)?	3. What values, beliefs or attitudes do you think sit behind this scenario?
a.		
b.		
c.		
d.		
e.		

4. (Reflecting on my learning) As a result of the **OK/NOT OK, Dump/Stay activity** I know ...
(*finish the statement*)



DUMP

STAY

OK

NOT OK



MAKES NEGATIVE COMMENTS ABOUT YOUR HAIR, CLOTHES & BODY.

REVEALS THAT THERE IS A MUCH GREATER AGE DIFFERENCE BETWEEN YOU THAN YOU HAD BEEN LED TO BELIEVE.

ALWAYS DECIDES WHERE YOU WILL GO TOGETHER.

MAKES YOU HIDE THINGS FROM YOUR FRIENDS.

ACCUSES YOU OF CHEATING ON THEM WHEN YOU'RE NOT.

LAYS A GUILT TRIP ON YOU WHEN YOU WANT TO GO OUT WITH FAMILY OR FRIENDS.



IGNORES WHAT YOU WANT TO DO.

PUTS YOU DOWN IN PUBLIC.

KEEPS YOU AWAY FROM YOUR FAMILY.

HITS YOU AND THEN APOLOGISES.

BUYS YOU GIFTS.

YELLS AT YOU FOR NO REASON.



REFUSES TO GET TESTED FOR SEXUALLY TRANSMISSIBLE INFECTIONS (STIS).

DISCUSSES THINGS WITHOUT THREATENING OR INTIMIDATING YOU.

CALLS AND TURNS UP UNEXPECTEDLY TO CHECK UP ON YOU.

GETS ON WELL WITH YOUR FRIENDS – BUT NOT TOO WELL!!!

DEMANDS TO HAVE SEX WHEN YOU DON'T WANT TO.

OFTEN DOES WHAT YOU WANT TO DO.



WILL NOT LET YOU GET OR USE
CONDOMS AND / OR OTHER
CONTRACEPTION .

IS HAPPY WHEN YOU WANT TO
SPEND TIME WITH FAMILY OR
FRIENDS.

REFUSES TO USE A CONDOM.

ALWAYS TELLS YOU HOW GOOD
YOU LOOK.

TEXTS YOU ALL THE TIME TO
CHECK UP ON YOU.

IS ALWAYS RESPECTFUL OF
YOUR PARENTS AND BROTHERS
& SISTERS.



DOESN'T GET UPSET WHEN YOU TALK TO OTHER PEOPLE.

HAS DISCUSSED CONTRACEPTION AND / OR USING CONDOMS AND HAS AGREED TO WHAT YOU WANT.

IS PROUD BEING SEEN WITH YOU.

TREATS YOU WITH RESPECT.

MAKES YOU FEEL SPECIAL ALL THE TIME.

LIKES YOU FOR WHO YOU ARE.

Lust

Teaching Point:

Lust and romantic love are emotions along a similar continuum. Lust is an intense sexual desire and appetite that can develop at different stages of a relationship.

Lust or Love - 15 minutes

ACTIVITY: LUST OR LOVE

TIME: 15 Minutes

LEARNING INTENTION:

- Students will clarify their own values and ideas above love and lust in relation to others.

RESOURCES:

- Agree/ Disagree cards
- Statements

INSTRUCTIONS:

- Display Strongly Agree, Agree, Disagree and Strongly Disagree cards in the four corners of the room.
- Tell the students that you are going to read out some statements and you want them to move to the corner of the room that best describes their ideas about that statement. Make it clear that this is a chance to explore ideas and that there are no wrong answers.
- Read out the first statement from the list and once students have had a chance to move to the appropriate part of the room ask for volunteers to say why they are standing in that position.

Discuss:

- Why are you standing where you are standing?
- Do you think these ideas are held in common in our various communities (e.g. school communities, neighbourhood, cultural groups etc)?

TEACHER NOTES:

Students who are standing in a different spot to the majority of the class may feel self conscious. Standing by them can be a useful, silent show of support.

LEARNING JOURNAL ENTRY:

1. Select THREE statements from the list used for the activity.

2. State how much you agreed or disagreed with this statement and WHY.

3. Describe a different opinion to yours held by someone else in the class.

a.

b.

c.

4. (Reflecting on my learning) As a result of the **Lust or Love activity** I know ... (*finish the statement*)



STRONGLY
AGREE

AGREE

DISAGREE

STRONGLY
DISAGREE



A RELATIONSHIP DOESN'T MEAN MUCH WHEN YOU ARE IN THE 'LUST' PHASE.

A PERSON IN 'LUST' IS ATTRACTED TO ALL ASPECTS OF A PERSON (LOOKS, PERSONALITY ETC.)

GIRLS WANT SEX, GUYS WANT LOVE.

IT IS POSSIBLE TO BE IN LUST WITH SOMEONE YOU HAVE BEEN WITH FOR A LONG TIME.

IT IS JUST LUST WHEN A PERSON ONLY WANTS TO BE WITH THEIR PARTNER IN A SEXUAL WAY.



LOVE AT FIRST SIGHT IS
ACTUALLY LUST.

A PERSON CAN BE IN LOVE &
LUST AT THE SAME TIME, WITH
THE SAME PERSON.

ALL COUPLES MUST GO
THROUGH THE LUST STAGE
BEFORE THEY CAN BE IN LOVE.

A PERSON IN 'LUST' IS ABLE TO
BE THEMSELVES AT ALL TIMES.

GIRLS WANT LOVE,
GUYS WANT SEX.

Pleasure

Teaching Point:

Sexual activity is meant to be enjoyable and pleasurable and is not just done for the purposes of reproduction. Not all sexual activity needs to result in sexual intercourse.

Dear Dr Feel Good - 20 minutes

Pleasure Package - 20 minutes

Hot Bods - 10 minutes

ACTIVITY: DEAR DR FEEL GOOD

TIME: 20 Minutes

LEARNING INTENTIONS:

- Students will identify that pleasure is a very important part of being sexually active.

RESOURCES:

- Question box with 'Dear Dr Feel Good' sign attached.
- Pieces of paper, same size and colour

INSTRUCTIONS:

- Explain to the class that they will all have the opportunity to ask an anonymous question about pleasure.
- Teachers may need to provide some scaffolding e.g. "What topics could students ask a question about?" i.e. pleasure, arousal, masturbation, orgasm, gender specific pleasure etc
- If possible, signal what this activity is about in the previous lesson. To distance the students from having to feel like they 'own' the questions (noting they are asked anonymously) the teacher may like to extend the idea of being 'in role' to the whole class. For example, as Dr Feel Good, the teacher explains how s/he is conducting a survey to find out what young people really want to know about pleasure. Instead of asking the adults what they think young people want to know, we need to ask the teenagers themselves. For this purpose Dr Feel Good needs a team of researchers and sends the class away from one lesson with the task to come back to the next lesson with a question about pleasure that they have gathered from their 'research'. The students can actually ask around, or (as intended) they present with a question of their own making without it having to be 'theirs'.
- Give each student a piece of scrap paper. Try and make the paper the same size and colour.
- Ask students to write their question on the paper. If they do not have a question they have to write the date out in full or something similar to give the appearance that everyone is handing in a question.
- Read through questions in the character of Dr Feel Good (if questions require actual research tell the students you will find out the answer and return to them at the beginning of the next lesson). As far as possible, frame the responses to the questions in terms of the learning intention. Invite further input from students as the questions are being responded to.

TEACHER NOTES:

- It is important to read the section at the front of this resource about the inclusive and safe practice of teachers in sexuality education lessons.

LEARNING JOURNAL ENTRY:

(see **Pleasure Package activity**)

Dear Dr Feel Good....

ACTIVITY: PLEASURE PACKAGE

TIME: 20 Minutes

LEARNING INTENTION:

- Students will identify that different people have different things that they want out of a sexual relationship.

RESOURCES:

- A blank 'Pleasure Package Recipe' for each student.

INSTRUCTIONS:

- Explain to the class that people have all sorts of different things they look for in sexual experiences.
- Tell the students they are going to be creating a Pleasure Package, using a series of shapes. Ask the students to name a shape e.g. rectangle, square, cylinder. Draw it on the board as a base for the Pleasure Package. Tell the students this is the 'vital ingredient' or foundation part of the package. Ask them what they think most teenagers consider to be vital ingredients for a sexual experience. Write their ideas inside the shape.

Things most people would like in a sexual experience – e.g.

- Who they are into (girls/ guys or both...)
- Love or lust
- Protection
- Feel safe etc.

- Ask the students to name another shape and draw it on top of the first one. Ask;

When and where would you think most people would like their sexual experience to take place – e.g.

- In a bed
- At home
- In a car
- When it feels right
- When it happens it happens etc.

- Ask the students to name a third shape and add it to the top of the other two. These are the 'added extras.' Ask for:

Things that people might think would be fun to add or to try – e.g.

- Candles
- Massage oil etc.

Either hand out the Pleasure Package for students to fill in at home or allow time to complete it in class.

TEACHER NOTES:

It is important to let the students know that the Pleasure Package is a really private thing and they don't need to show anyone. Also remind them that every person's recipe is going to be different.

LEARNING JOURNAL ENTRY:

1. Find an envelope and stick it into your Learning Journal. Place your personal Pleasure Package Recipe inside and seal it – it is only for you. Decorate the outside of the envelope.
2. (Reflecting on my learning) As a result of the **Pleasure Package activity** I know ... (finish the statement)

Pleasure Package...

For a Sexually Pleasurable Experience

VITAL INGREDIENTS -

EXCELLENT ADDITIONS -

ADDED EXTRAS -



ACTIVITY: **HOT BODS**

TIME: 10 Minutes

LEARNING INTENTION:

- Students will identify that there are many types of pleasurable touching and that everyone is different in what they like and don't like.

RESOURCES:

- Male/ female outlines (it may useful to enlarge this to A3)
- Coloured pencils or crayons

INSTRUCTIONS:

- Ask the students what 'erogenous zones' are. Explain that these are bits of the body that are especially sensitive to sexual stimulation. Erogenous zones: nape of the neck, inner thighs, ears, toes/feet, behind the knees, fingers/hands, wrists, buttocks/anus, perineum, breasts/nipples, penis/scrotum, clitoris/labia, vagina, G spot, hair, head, lips/mouth.
- Divide the class into groups and give each group a body outline of a male and a female.
- Instruct students to shade/ colour the area they think people like to be touched in a sexual/ pleasurable way.
- Ask, "What areas did you colour and why?"
- Discuss the idea that different people like to be touched in different ways, also some people don't like to be touched in certain places at all.
- Finding out someone's erogenous zones and paying attention to them can enhance sexual pleasure.

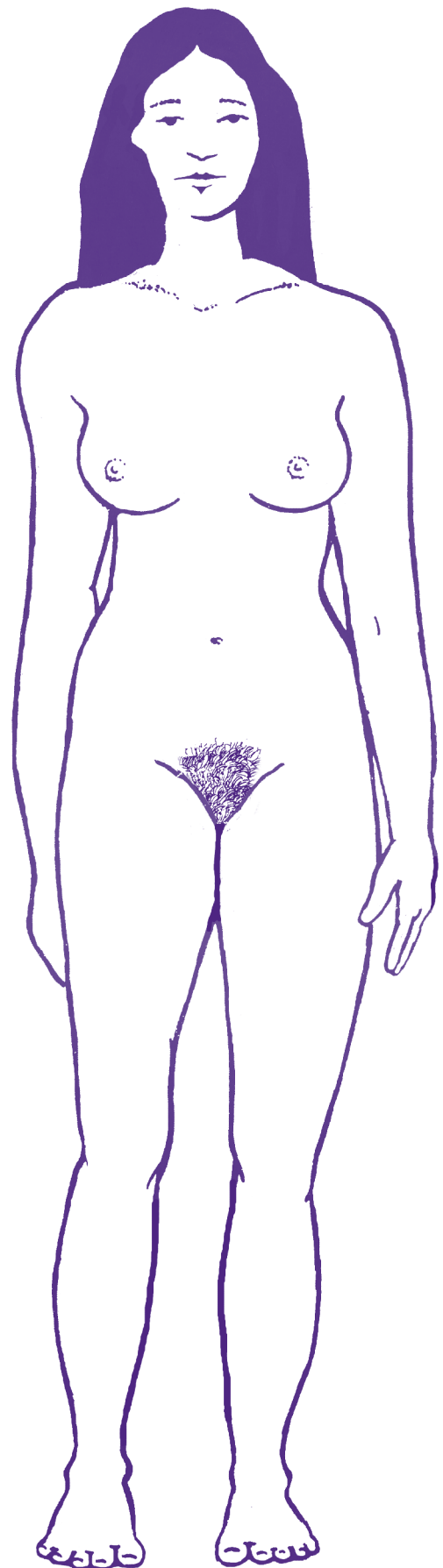
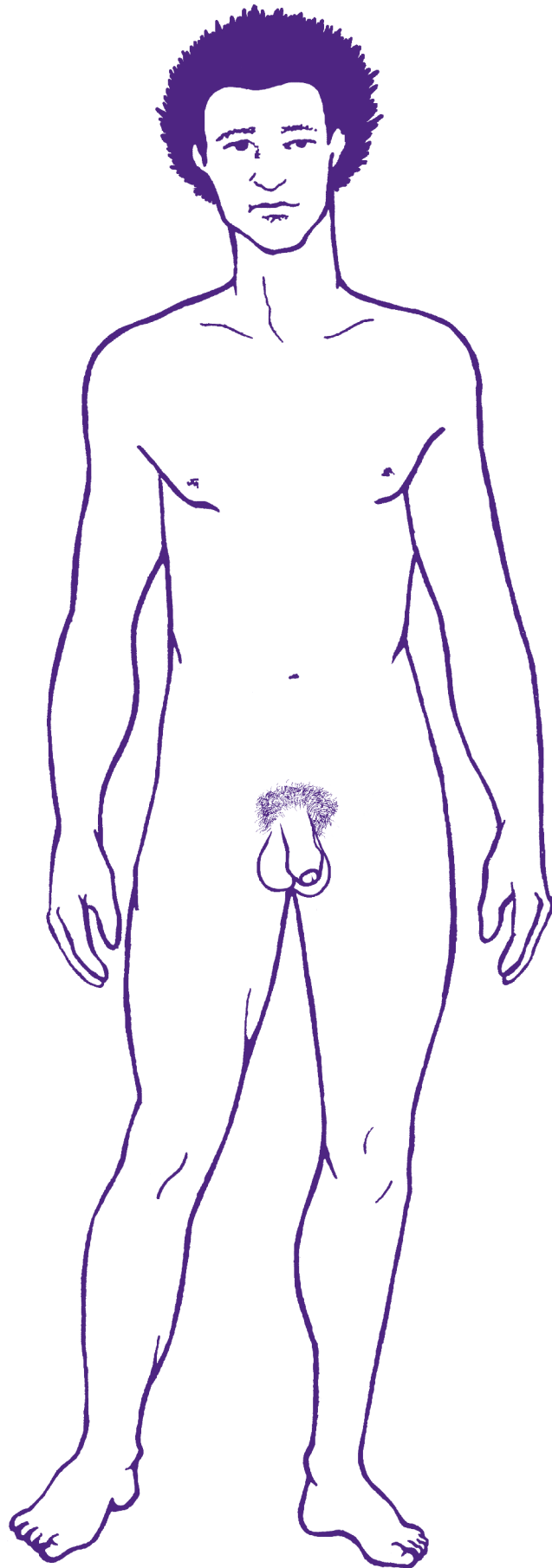
TEACHER NOTES:

- Remind students about the idea of 'consent' which is as much about consent to touch (anywhere) as it is for engaging in sexually intimate behaviour.

LEARNING JOURNAL ENTRY:

(see **Pleasure Package activity**)

MALE/ FEMALE OUTLINES



Pregnancy

Teaching Point:

It is important to have an understanding of conception, pregnancy and pregnancy options.

Making Decisions - 30 minutes

Considering the Consequences - 45 minutes

Abortion Quick think - 10 minutes

Abortion quiz – what do you know? - 30 minutes

ACTIVITY: MAKING DECISIONS

TIME: 30 Minutes

LEARNING INTENTION:

- Students will identify points at which decisions can be made about sex, conception and pregnancy.

RESOURCES:

- Whiteboard & markers

INSTRUCTIONS:

1. Explain that the terms “man” and “woman” are used in this activity to refer to adults and boys and girls of reproductive age.
2. Explore: “What are the steps a man and a woman make if they decide to have a sex?”

Make a list on the board, beginning with sentence stem “Decide to.... “ and end with “ or not.”

Prompt the group to break down each option. For example, if they suggest using condoms, ask them where the couple might be able to access condoms:

e.g. Decide to....

- Have sex (intercourse) or not.
- Use condoms or not.
- Purchase condoms from supermarket or chemist or not.
- Get a prescription for condoms or not.
- Use other forms of contraception or not.
- See a GP or Family Planning Clinic or not.

Ask, what are the steps the couple would take if they didn't use contraception, or a condom slipped off or tore.

e.g. Decide to....

- Get the Emergency Contraceptive Pill or not.

Prompt –where could they get that from? When does the woman need to use it?

- e.g. purchase from a chemist or not.
- Go to a GP or Family Planning clinic or not.
- Use it within 72 hours of sex, or not (preferably within 24 hours)

Ask, what are steps the couple would take if they discovered the woman was pregnant.

e.g. Decide to...

- Ignore it, or not.
- Continue the pregnancy, or not.
- Keep the baby, or not.
- Foster the baby, or give the baby up for adoption, or whangai, or not.
- Seek an abortion, or not.

3. Discuss as a whole class or in small groups:

- Which decision do you think would be the easiest to make? Why is this?
- Which decision do you think would be the hardest to make? Why is this? (consider the impact of alcohol, peer pressure, coercion, cost, access to services, personal values, time frames.
- Which decisions do you think would you have most control over?
- What would you need to do to be prepared to make the best decisions for you?
- What support would you give to another young person facing these decisions?

ACTIVITY: CONSIDERING THE CONSEQUENCES

TIME: 45 Minutes

LEARNING INTENTION:

- Students will explore the factors that could influence a decision about pregnancy.

RESOURCES:

- Butcher paper & markers
- Dice
- Worksheet: Considering the Consequences
- Discussion questions on whiteboard

INSTRUCTIONS:

- Provide students with opportunity to find out information, about adoption and child support. Either provide students with necessary background information or have them source it directly from the following websites:

See <http://www.adoptionoption.org> for comprehensive information on adoption in New Zealand.

See <http://www.ird.govt.nz/childsupport> for up to date information about child support.

- Divide the class into 4 groups.
- On each of four sheets of paper write one of the following headings and give each group one sheet. (With larger classes, it may be more engaging for the students to divide the class into 8 smaller groups and have two set of sheets prepared.)

ADOPTION

PARENTING THE CHILD

ABORTION

GUARDIANSHIP

- Ask each group to make two columns on their paper: ADVANTAGES & DISADVANTAGES
- Using ideas from the information they have found out about adoption and child support, each group lists as many advantages and disadvantages they can think of under the headings.
- Groups present their ideas back to the class. Through discussion, summarise points of similarity and difference across the advantages and disadvantages.
- Divide the class into groups of 6-8.
- Give each group one die. Each student in turn throws the die. Begin with the current month, and add a month for every throw it takes until the die hits a 6 e.g. if it is April and it takes 5 throws before getting a six – 5 months from April is September. This is the month that the student, or a girlfriend / sexual partner or good friend of a male student gets pregnant.
Alternative: each student selects the month of their birth.
- Give each student a copy of the worksheet “Considering the Consequences” to be completed individually.

WORKSHEET:

CONSIDERING THE CONSEQUENCES

1. I / my girlfriend / sexual partner, or a good friend who relies on me would become pregnant in the month of _____
2. After a positive pregnancy test, I would _____

(initial reaction- feelings and actions)
3. My family would probably _____
4. Her / his family would probably _____
5. If I / my girlfriend / sexual partner, or good friend who relies on me decided to continue the pregnancy my life would be different because _____

6. If I / my girlfriend ./ sexual partner, or good friend who relies on me decided to have an abortion my life would be different because _____

DISCUSSION QUESTIONS:

- Does the month make much difference e.g. to your plans?
- What would it feel like to be faced with an unintended pregnancy?
- What might be the physical, emotional, spiritual and economic consequences of a woman continuing an unwanted pregnancy?
- What might be the physical, emotional , spiritual and economic consequences of a woman having an abortion?
- If this was a real situation, where could you go for help and support? List the people and community agencies in your area.

ACTIVITY: **ABORTION QUICK THINK**

TIME: 10 Minutes

LEARNING INTENTION:

- Students will be able to distinguish between facts and opinions related to abortion

RESOURCES:

- Whiteboard & markers

INSTRUCTIONS:

- Write the word “Abortion” in the centre of the board.
- Ask students to quick-think all the words they associate with abortion and write them on the board.
- Discuss:
 - What is the difference between a fact and an opinion?
 - e.g. Can we prove or disprove the statements? “John Key became the Prime Minister of New Zealand in 2008” (fact – proven) vs. “John Key is a handsome man” (opinion).
 - How do we form our opinions? (e.g. based on our values, experiences)
 - Looking at the words on the board, which can we prove or disprove?
 - Circle the words that are facts.
 - What are we left with?– a series of opinions.
 - Where do we get most of our information about abortion?

ACTIVITY: **ABORTION QUIZ - WHAT DO YOU KNOW?**

TIME: 30 Minutes

LEARNING INTENTION:

- Students will understand what the law in NZ says about abortion.

RESOURCES:

- Copies of quiz: Abortion – what do you know?
- Copies of Family planning booklet “Abortion – what you need to know” for reference.

INSTRUCTIONS

- Explain that the term “woman” is used in this activity to refer to adult women and girls of reproductive age.
- Explain that this activity will give students an opportunity to check factual information relating to abortion in New Zealand.

Students can complete the quiz individually or in pairs.

- Go through the quiz answers.
- Discuss:
 - Which facts were surprising to you?
 - Do any of the facts change or influence your opinions? If so why / why not?
- What other questions do you have about abortion?
- Refer students to the Family Planning booklet “Abortion – what you need to know” for answers to questions about abortion procedures in New Zealand, or see the Family Planning resource “Teaching about Abortion” for a copy of the factsheet.

QUIZ: ABORTION - WHAT DO YOU KNOW?

1. Most abortions in New Zealand are carried out in the first 10 weeks of pregnancy.
T / F
2. A young person under the age of 16 years can get CONFIDENTIAL advice and treatment (including abortion) without their parents being informed.
T / F
3. If a woman or girl requests an abortion her GP is legally obliged to help her.
T / F
4. Being pregnant and giving birth is safer than having a legal abortion.
T / F
5. Women who choose to have an abortion can change their mind at any time before the procedure starts.
T / F
6. Abortion leads to infertility.
T / F
7. Abortion is bad for a woman's mental health.
T / F
8. The legal limit for abortion is 20 weeks.
T / F
9. Having a (legal) abortion makes it harder for a woman to get pregnant again.
T / F
10. The largest number of abortions in NZ are carried out in women in which age group:
 - a. 11 - 14 years
 - b. 15 - 19 years
 - c. 20 - 24 years
 - d. 25 - 29 years
 - e. 30 - 34 years
 - f. 35 - 39 years
 - g. 40 - 44 years
 - h. 45 and over

11. Emergency contraception is technically a form of abortion.

T / F

12. The majority of countries allow abortion under some circumstances.

T / F

13. Having legal abortion services means that the number of abortions increase over time.

T / F

14. Any woman who asks for an abortion in NZ will get one.

T / F

15. The law requires two doctors to authorise an abortion.

T / F

QUIZ ANSWERS:

ABORTION IN NEW ZEALAND

ANSWER SHEET

1. Most abortions in New Zealand are carried out in the first 10 weeks of pregnancy.

Answer: **TRUE**

According to the Abortion Supervisory Committee report in 2008 66% of abortions were carried out within the first 10 weeks of pregnancy.

A total of 92% of abortions were carried out within the first 12 weeks of pregnancy.

Only 5.5% of abortions were carried out in the 14th week or later.

2. A young person under the age of 16 years can get CONFIDENTIAL advice and treatment (including abortion) without their parents being informed.

Answer: **TRUE**

A doctor can advise a young man or woman under 16 and decide if they are 'competent' to consent to treatment i.e. mature enough to understand the treatment they are requesting. If the young person is considered to be competent, confidential treatment can be given, including contraception services, and abortion. Parents are not required to give their consent, and nor will they be told.

3. If a woman or girl requests an abortion her GP is legally obliged to help her.

Answer: **TRUE**

Approximately 10% of GPs will not refer women for abortion because they oppose abortion in principle. The law allows doctors to opt out of providing or participating in abortions if their conscience prevents them from doing so. However, most medical bodies advise that doctors should help a woman by telling her where to go in order to get a referral, even if they will not refer her themselves.

4. Being pregnant and giving birth is safer than having a legal abortion.

Answer: **FALSE**

The chance of a woman suffering injury or death is far greater when carrying a pregnancy to term and giving birth than it is if she has an abortion. Abortion is statistically an extremely safe procedure.

5. Women who choose to have an abortion can change their mind at any time before the procedure starts.

Answer: **TRUE**

Up until the abortion procedure takes place, a woman can change her mind and choose to go ahead with her pregnancy. Many women use the time between booking for an abortion and the procedure itself to think carefully about their decision and some change their minds during this time.

6. Abortion leads to infertility.

Answer: **FALSE**

Abortion does not cause infertility, and extensive research has failed to find links between abortion and other physical illnesses.

There is a chance of infection which is easily treated by antibiotics.

7. Abortion is bad for a woman's mental health.

Answer: **FALSE**

No direct link has been made between abortion and mental health problems.

A 2008 review of world literature by the American Psychological Association Task Force on Mental Health and Abortion found that there is no credible evidence that a single abortion is a threat to a woman's mental health. They observed that many of the studies, including the Canterbury longitudinal study by Fergusson et al suffered from serious methodological problems – small sample sizes, not making allowances for all of the confounding factors, and lack of information. The evidence regarding the relative mental health risks associated with multiple abortions is more uncertain.

Most women who are able to make the decision to have an abortion without outside pressure and are sure that it is the right decision for them will not suffer from any mental health problems as a result of an abortion.

8. The legal limit for abortion is 20 weeks.

Answer: **FALSE**

There is no stated legal limit for abortions in New Zealand. The number of abortions that take place after 14 weeks or over is small. In 2008 5.5% of abortions took place at 14 plus weeks, a total of 981 abortions.

9. Having a (legal) abortion makes it harder for a woman to get pregnant again.

Answer: **FALSE**

– there is no medical evidence to suggest that abortion affects future fertility.

10. The largest number of abortions in NZ are carried out in women in which age group:

Answer: **20 – 24 year olds**

This age group has had the largest number of abortions between the years 1991 and 2008, and also have had the highest rates of abortion per 1000 women. In 2008 the rate was 37 abortions per 1000 women. (Source: Statistics New Zealand)

11. Emergency contraception is technically a form of abortion.

Answer: **FALSE**

There is considerable public confusion about the difference between emergency contraception and medical abortion. Emergency contraception helps prevent pregnancy; medical abortion terminates pregnancy. Hormonal methods of contraception, including emergency contraception pills, prevent pregnancy by inhibiting ovulation and fertilization (ACOG, 1998).

12. The majority of Countries allow abortion under some circumstances.

Answer: **TRUE**

A study by the United Nations Secretariat shows that 97% of nations permit abortion in order to save a woman's life while only 25% permit women to decide for themselves whether to have an abortion regardless of reason. A rapid process of liberalization occurred between 1950 and 1985 in most countries of the developed world, as a response to growing concern of health and risks to life posed by unsafe and back-room abortions. (The Alan Guttmacher Institute. *Sharing Responsibility: Women, Society and Abortion Worldwide*. New York: 1999)

13. Having legal abortion services means that the number of abortions increase over time.

Answer: **FALSE**

Legal restrictions on abortion do not affect its incidence. For example, the abortion rate is 29 per 1000 women in Africa, where abortion is illegal in many circumstances in most countries, and it is 28 per 1000 women in Europe, where abortion is generally permitted on broad grounds. The lowest rates in the world are in Western and Northern Europe, where abortion is accessible with few restrictions. (Jewkes et al, "The impact of age on the epidemiology of incomplete abortion in South Africa after legislative change," *BJOG* 2005, 112, 355-9)

14. Any woman who asks for an abortion in NZ will get one.

Answer: **FALSE**

The process a woman must undertake to pursue an abortion, and the legal grounds for abortion, are defined by New Zealand law. Abortion is not available on demand.

The grounds for an abortion are contained in the Crimes Act 1961 (and two amendments passed in December 1977 and July 1978) and the process is set out in the Contraception, Sterilisation and Abortion (CS&A) Act 1977.

15. The law requires two doctors to authorize an abortion.

Answer: **TRUE**

The CS&A Act 1977 requires two certifying consultants to approve a termination/abortion.

LEARNING JOURNAL ENTRY:

1. After this/these activity(ies) my thoughts about unintended pregnancy are...
2. Two facts I have clarified or learnt about abortion are ...
3. (Reflecting on my learning) As a result of this activity I know (finish the statement) ...
4. After these activities I'd like to know more about ...
5. Where I think I can find this information or learn about this...

Pressure

Teaching Point:

Young people can experience pressure from many sources regarding sexual decision making and experiences.

Pressure, What Pressure? - 20 minutes

Under Pressure - 30 minutes

ACTIVITY: **PRESSURE, WHAT PRESSURE?**

TIME: 20 Minutes

LEARNING INTENTION:

- Students will identify sexual pressures that young people may experience.

RESOURCES:

- Pressure statements

INSTRUCTIONS:

- 'Quick think' the pressures that young people could experience around sex and intimacy. Draw on and make links with previous learning where possible.
- Break the class into 4 groups and give a pressure statement to each group. Explain that these are real statements provided by young people.
- Write the following questions on the board:
- Who do you think is saying this - age, gender? Why?
- What message are they trying to get across?
- Have one person in the group read out the statement and, as a group, discuss the questions and decide upon an answer.
- Invite the groups to feedback the statement and their thoughts on the questions.
- 'Quick think' ways that young people could deal with pressure in situations like these, again drawing on previous learning or using this activity to introduce other themes from the Sexuality Road.

TEACHER NOTES:

- Remind students that the majority of young people their age are not having sex.

LEARNING JOURNAL ENTRY:

1. Select ONE of the pressure statements from the activity. Write or stick a copy of the statement on a Learning Journal page leaving space around it to write other information.
2. Question to ask yourself: Where do you think the pressure on this person was coming from (e.g. themselves, their partner, their friends, classmates, family, culture, societal expectations? There is likely to be more than one source of pressure.)
3. Underline the words in the statement where you think the young person is telling you something about where the pressure is coming from.
4. Draw arrows from these underlined words to the space around the statement and write down (a) where/who you think the pressure was coming from, and (b) what you think the nature of this pressure is (e.g. their own beliefs, expectations of others, lack of knowledge etc).
5. (Reflecting on my learning) As a result of the **Pressure, What Pressure activity** I know ...
(*finish the statement*)



"It was just knowing that some people in your class had had sex, that's where the pressure came from for me really. It's like you have to catch up. At the same time I guess it seemed like they were sort of more mature, more with it somehow."

"I wish I had heard more "It's OK not to." But that's the kind of thing you hear from adults, not from people your own age...but adults don't get it, cause you kind of feel like a reject if you don't have someone and are getting physical with it"

"Sometimes there's a lot of pressure just from yourself. Like if you've been going out for a while, then you think people are going to start asking, or they will start expecting it soon.... Then that's not really about whether you're ready or the persons the 'one' who you want to do it with, it's more about your head space."

"It can be hard, because you don't want to break up or anything, and you want to be enjoying all the lead up, not stressing about when and if your going to do it. So many of my mates just did it because of that pressure."

ACTIVITY: UNDER PRESSURE

TIME: 30 Minutes

LEARNING INTENTION:

- Students will demonstrate strategies for responding to pressure situations.

RESOURCES:

- Cue cards for roles

INSTRUCTIONS:

- Organise the class into groups of 3. Explain that in this group of three, they will each take a role and role play a pressure situation. The group do not need to show this role play to the class.
- Within their groups the students need to decide who will be:
 - Person A = The persuader
 - Person B = To be convinced
 - Person C = The persuader's friend.
- Ask each student to read the briefing card for their role, telling them to keep it secret from the others.
- Let the groups to run for 5 -10 minutes before bringing the class back together.
- Ask the following questions:
 - If Person B was convinced to go, how did Person A and/or C manage to convince them? What tactics did they use? What decided it?
 - If they weren't convinced, why not?
 - How did being pressured (Person B), or doing the pressuring (Person A with person C), impact on you?
 - Do you think it is fair (OK) to pressure someone? Why/why not?
 - How do you know when to put a stop to the situation if you were person A or C, or Person B?
 - Do you think the pressures are the same as, or similar to pressure people may feel to be sexual? Why/ why not?
- Discuss strategies and techniques that young people can use to manage or get out of pressure situations. Recall from previous activities or use this activity as a lead into other themes.

LEARNING JOURNAL ENTRY:

(see Assertiveness activities)



Person A

You are the persuader and you and your friend (C) are going to ditch school this afternoon to go into town and see a movie and hang out.

You are going to do all you can to convince person B to come along.

Person B

You have to hand in an assignment that will give you credits for one of your subjects. Person A does not know that you have an important deadline. You are quite interested romantically in person A. However, you heard that A and C got into trouble in town recently. You are not sure about whether you should go.

Person C

You are helping the persuader (A) convince person B to ditch school this afternoon and head into town to see a movie and hang out.

You are going to support them verbally because you know your friend (B) is quite interested in person A (but person A doesn't know this).

Respect

Teaching Point:

Respect for others is important as well as self respect. Respect helps set boundaries which is an important aspect of creating positive emotional and sexual experiences.

R.E.S.P.E.C.T: What it means to me

– 10 minutes

What D'ya Think?: Relationship Scenarios

– 10 minutes

ACTIVITY: R.E.S.P.E.C.T...WHAT IT MEANS TO ME

TIME: 10 Minutes

LEARNING INTENTION:

- Students will identify what the concept of respect means to them and with regard to their sexual journey.

RESOURCES:

- Butcher paper & markers

INSTRUCTIONS:

- Ask the class “what does respect mean?” Does respect have the same meaning for everyone? Do we all show respect the same way? Do we all respect the same things? How might people’s understanding and display of respect differ (e.g. different cultural considerations)?
- Gather together enough words and ideas that the class can construct a definition of what respect means for them as a class. It will be useful to include in the definition what respect is and how it is shown.
- Divide class into small groups.
- Give each group a sheet of butcher’s paper. Ask the student to write a main heading ‘What it means to. . .’
- Students then divide the sheet into 3 sections and write one of the following headings in each third, 1) respect someone else, 2) respect yourself and 3) respect your body (or write the headings on the white board and work as a class, if preferred).
- Each group discusses and produces a list to shares with the class.
- As a class discuss what the barriers are for young people showing respect to others, for themselves and for their bodies.
- Identify ways these each barrier could be overcome or managed.

LEARNING JOURNAL ENTRY:

1. Write the class definition of respect in your Learning Journal.

2. Select ONE idea from the class activity about showing respect for:	3. Identify one barrier to being able to show respect	4. Identify one way to overcome this barrier
others:		
yourself:		
your body:		

5. (Reflecting on my learning) As a result of the **R.E.S.P.E.C.T... what it means to me activity** I know... *(finish the statement)*

ACTIVITY: **WHAT D'YA THINK?** – **RELATIONSHIP SCENARIOS**

TIME: 10 Minutes

LEARNING INTENTION:

- Students will identify situations where people may behave disrespectfully and strategies for more respectful responses.

RESOURCES:

- 'What D'ya Think' scenario cards

INSTRUCTIONS:

- Divide the class into small groups.
- Give each group a scenario card. Allow time for the group to read and discuss the scenario and answer the questions accompanying the scenario. .
- Have the students feedback to the class their ideas about whether the characters in the scenarios are being respectful and why/why not; and what the disrespected person could do in their situation.
- Summarise the common themes among the students responses about what it means to show respect (or be disrespectful), and what can be done to request a more respectful response.

LEARNING JOURNAL ENTRY:

1. Select a scenario other than the one your group discussed. Write or stick a copy of the scenario into your Learning Journal.
2. Answer the questions underneath the scenario based on your understanding of the situation.
3. (Reflecting on my learning) As a result of the **What D'ya think? activity** I know ... (*finish the statement*)

SCENARIO CARDS

Pete and Jocelyn were at Pete's cousin's house. Jocelyn doesn't know her very well. All of a sudden Pete went a bit cold towards Jocelyn and made jokes with his cousin about her. Jocelyn felt really uncomfortable and didn't know what to do. She just wanted to leave.

- **Is Pete being respectful? Why/ why not?**
- **What could Jocelyn do?**

Cassidy and Joe have been boyfriend/girlfriend for 5 months. Cassidy texts Joe to tell him she's coming over. Joe and his mates are hanging out playing the latest Play Station so he texts back saying he would rather see her tomorrow as they had planned. Cassidy then puts pressure on him to hang out with her instead, because she says she is bored.

- **Is Cassidy being respectful? Why/ why not?**
- **What could Joe do?**

Tane is at his girlfriend's house in her room. She wants to have sex, but he doesn't want to. She gets all grumpy and says that he mustn't really love her. They have been seeing each other for 8 months.

- **Is his girlfriend being respectful? Why/ why not?**
- **What could Tane do?**

Marnie and Beth have been together forever. They are at a party together. While Beth is talking to a friend Marnie is outside flirting and touching another girl. Beth comes out and she takes Marnie aside to talk to her about it. Marnie just says she is being paranoid, that she is sick of Beth smothering her, and then storms off.

- **Is Marnie being respectful? Why/ why not?**
- **What could Beth do?**

Sex

Teaching Point:

Sex comes at different stages during peoples' sexual journey. When it's time ideally it is a wanted and pleasurable experience and both partners are prepared and ready to handle any unintended consequences. .

In the Youth 2007 survey, involving around 9000 secondary school students, 38% of males and 35% of females reported they had had sexual intercourse.¹

Sex/ Sexuality - 20 minutes

S-exercise - 15 minutes

1 Youth 2007 – Adolescent Health Research Group (2008) Youth '07 The Health and Wellbeing of Secondary School Students in New Zealand Initial Findings. Auckland: The University of Auckland.

ACTIVITY: **SEX/SEXUALITY**

TIME: 20 Minutes

LEARNING INTENTION:

- Students will understand the difference between sexual orientation, identity and behaviour.

RESOURCES:

- Class set of label and definition cards
- Teacher set of scenario cards

INSTRUCTIONS:

- Divide the class into small groups. Give each group a set of description and label cards.
- Students discuss their understandings of the labels to correctly pair them with the description cards.
- Circulate and assist groups while they are doing this. Be prepared to help with language meanings of the label cards and the description cards
- Discuss how easy or difficult students found this and why. E.g. Where has your existing knowledge come from? What do you find confusing about these definitions?
- Using their paired cards for reference, students decide what the sexual identity, orientation and behaviour of the person in each scenario read out by the teacher

TEACHER NOTES:

When assisting small groups, move description cards that students have incorrectly matched so that students can attempt to correct mismatches.

LEARNING JOURNAL ENTRY

1. Select one of the scenarios from the activity. Write or stick a copy of it in your Learning Journal.
2. State what you think is the person's sexual identify, orientation and behaviour.
3. Using ideas from the description cards, say WHY you have made these decisions.
4. (Reflecting on my learning) As a result of the Sex/Sexuality activity I know ... *(finish the statement)*



SEX

SEXUALITY

SEXUAL IDENTITY

SEXUAL
ORIENTATION

SEXUAL
BEHAVIOUR



HOW A PERSON **IDENTIFIES**
THEMSELVES HETEROSEXUAL/
LESBIAN/GAY/BISEXUAL

WHO A PERSON **HAS SEX**
WITH - MEN ONLY, WOMEN
ONLY, OR BOTH MEN AND
WOMEN

A PHYSICAL ACT

AN AWARENESS OF BEING
A **SEXUAL BEING**,
THROUGHOUT THE LIFESPAN

WHO A PERSON IS
ATTRACTED TO

Sexual Identity, Sexual Orientation and Sexual Behaviour?

For each of the following examples decide what 'identity', 'orientation' and 'behaviour' the person shows (e.g., heterosexual, homosexual/ gay, lesbian, bisexual).

1. Max has never felt attracted to females; in fact, there have been a few guys he's been really into. He is engaged to Rachel and she is pregnant. He loves Rach, she is his best friend, but she doesn't turn him on and they don't have sex very often at all. He has never had any sexual contact with a guy.

Identity? _____ Orientation? _____ Behaviour? _____

2. Keisha is into guys, but she also fools around with a female mate and they have sex together every now and then. Keisha would not want any one else to know about the fact she fools around with another female.

Identity? _____ Orientation? _____ Behaviour? _____

3. Tasi has only ever fancied males all his life, but he keeps quiet about it. From time to time he hooks up with other guys for casual sex, but would never tell any of his friends or family that he swings that way.

Identity? _____ Orientation? _____ Behaviour? _____

4. Hannah loves her girlfriend Mele, and she's fully committed to their relationship. Her ex partner was a guy and so were most of her partners in high school, but she has had crushes on both guys and girls since she was little.

Identity? _____ Orientation? _____ Behaviour? _____

ACTIVITY: S-EXERCISE

TIME: 15 Minutes

LEARNING INTENTION:

- Students will identify some different reasons why people make choices about having or not having sex.

RESOURCES:

- Whiteboard & markers

INSTRUCTIONS:

- Draw a line down the centre of the whiteboard and write 'Why do people exercise?' on one side and 'Why don't people exercise?' on the other side.
- 'Quick think' all the reasons people choose to exercise and the reasons people choose not to exercise.
- Now rub out the word "exercise" from each side and replace it with 'choose to have sex' and 'choose not to have sex'.
- Look at all the reasons, (some may be really funny so you might have to be creative with them – i.e. no money, could be no money to get condoms to stay safe)
- Discuss by relating the reason for having/not having sex to the concept of hauora – are there physical reasons, mental and emotional reasons, social reasons, and spiritual reasons?

TEACHER NOTES:

- People have different reasons for why they choose to have sex or not have sex and this should be respected.
- It is important that students make their own decisions, not just about the first time they might have sex but every time.
- Reasons may change over time.

STIs

Teaching Point:

STIs are easily transmitted and often forgotten about. STIs are prevalent among young people in New Zealand and are cause for concern. Some, like HIV, syphilis and chlamydia have long term and serious effects if not treated.

STI Quick Think & Discussion – 25 minutes

STI Continuum – 15 minutes

What Have They Got? – 10 minutes

ACTIVITY: STI QUICK THINK & DISCUSSION

TIME: 25 Minutes

LEARNING INTENTION:

- Students will identify STIs of current concern for young people.

RESOURCES:

- Whiteboard & markers
- *Family Planning STI pamphlet*

INSTRUCTIONS:

- Check that students can recall the meaning of 'STI' – what the letters stand for and why they are now called STIs and not STDs. (Sexually Transmissible Infections, not diseases. This is because they are infections that can be transmissible by sexual contact, although many are not exclusively transmitted by sexual contact.)
- 'Quick think' on the whiteboard all of the STIs they have heard of.
- Using the knowledge the students have, and helped by teacher knowledge, put these known STIs into three categories (bacterial, viral and parasitic – use the latest Family Planning STI pamphlet to help with this).
- Briefly explain each STI listed using the material provided, or focus on the four STIs most prevalent in young people in New Zealand - chlamydia, warts, gonorrhoea and herpes.
- Ask: Do young people want to catch STIs? Why/why not?
- So why do you think so many of the 16-25 year age group catch them?
- Have each group list reasons and share these with the class - list the common reasons on the board.
- Ask which of these reasons are excuses? Why? What are the real reasons behind people not having safer sex? (too embarrassed, scared if they stop and discuss the sexual encounter will be lost... etc)
- Is there a perception that only certain types of people have STIs? If so, who?
- What kinds of feelings would someone feel if they caught one?
- What stops people getting medical help if they know or think they have an STI?
- As well as the effect the infection has on the physical body, how does having an STI affect social, and mental and emotional well-being?
- Could having an STI affect a person's spiritual well-being? Why/why not?

ACTIVITY: STI CONTINUUM

TIME: 15 Minutes

LEARNING INTENTION:

- Students will identify myths and assumptions about STIs.

RESOURCES:

- STI Continuum cards

INSTRUCTIONS:

- Place the “Completely Disagree” and the “Totally Agree” at either ends of the room.
- The students initially stand to the side of the room.
- The teacher reads out the continuum statements one by one.
- With the reading of each statement, students decide how much they agree/disagree with the statement and move to where they think is most appropriate place on the continuum.
- The teacher invites students to say why they chose to stand where they are.
- Discuss responses by asking students to think about the assumptions that sit behind the statements. Check that the class understand what an ‘assumption’ is e.g. something we think we know but it’s not based on evidence or fact, something we make a guess at because of other similar things we have heard or know about.

LEARNING JOURNAL ENTRY:

1. Choose TWO of the STI continuum cards	Myth/assumption 1:	Myth/assumption 2:
2. How much I agree/ disagree with this statement.		
3. What do I know for sure about this situation?		
4. What do I assume about this situation?		
5. What do my values say about this situation?		
6. What I am really not sure about in this situation.		
7. (Reflecting on my learning) As a result of the STI Continuum activity I know ... (<i>finish the statement</i>)		



COMPLETELY AGREE

COMPLETELY DISAGREE

IF A COUPLE CANNOT DISCUSS CONDOM USE THEY SHOULDN'T BE HAVING SEX.

MOSTLY, PEOPLE WHO GET STIs ARE PEOPLE WHO HAVE LOTS OF SEXUAL PARTNERS.

IT WOULD BE REALLY DIFFICULT TO ASK A SEXUAL PARTNER ABOUT HIS/HER PREVIOUS PARTNERS.

COUPLES IN A CLOSE, LONG TERM RELATIONSHIP DON'T HAVE TO WORRY ABOUT GETTING STIs FROM EACH OTHER.

ONE NIGHT STANDS WITHOUT USING A CONDOM ARE REALLY IRRESPONSIBLE.

IT WOULD BE EASY TO ASK A LONG TERM PARTNER TO USE A CONDOM.

HIV IS THE STI PEOPLE SHOULD BE MOST WORRIED ABOUT.

THESE DAYS, MOST COUPLES HAVING SEX FOR THE FIRST TIME WOULD USE A CONDOM.

ACTIVITY: WHAT HAVE THEY GOT?

TIME: 10 Minutes

LEARNING INTENTION:

- Students will demonstrate their knowledge about STIs, their symptoms and treatment.

RESOURCES:

- What have they got? cards
- *STI photos*
- *STI pamphlet*

INSTRUCTIONS:

This activity should follow on from the STI Quick Think.

- Divide the class into groups.
- Give each group a set of “What have they got?” cards.
- Place the STI photos on the floor (only pick the photos out of your pack that match scenarios). The graphic nature of these photos means they will need to be used sensitively with students.
- Using the information on the cards have the groups decide which STI the character has got (each photo might be used more than once).
- Refer to the pamphlets to confirm and determine appropriate treatment.
- Groups share back to class their findings.

TEACHER NOTES:

The names of the characters are European names of earlier eras to minimise the chance of using student’s names. You may want to change the names to modern names and to reflect the ethnic diversity of your class.

LEARNING JOURNAL ENTRY:

1. Young people are not expected to have all the medical knowledge of a doctor. Make a list of the symptoms that would tell a young person that they might have an STI and need to get medical treatment. Describe the symptoms in words that a young person can understand.
2. Find out where the nearest health clinic is that a young person could get treatment for sexual health related issues. Write down the name of the clinic, the address and phone number, and how to make an appointment. If a young person from your school had to get to this clinic during school time, how would they get there (confidentially)?
3. (Reflecting on my learning) As a result of the **What Have They Got? activity** I know ...
(finish the statement)



1. LARENZO HAS DEVELOPED RED RASHES AND FLU-LIKE SYMPTOMS. ABOUT 2 MONTHS AGO HE HAD UNPROTECTED SEX WITH SOMEONE WHO HAD ULCERS AND SORES AROUND THEIR MOUTH AND GENITALS.

2. ALFRED IS WORRIED. PINK LUMPS, LOOKING LIKE MINIATURE CAULIFLOWERS, DECORATE HIS PENIS. HE EXAMINES HIMSELF REGULARLY BUT THEY WON'T GO AWAY.

3. BORIS IS A WORRIED MAN. HE HAS A GROUP OF SMALL BLISTERS ON HIS PENIS. THEY REALLY HURT, AND ARE OOZING A CLEAR FLUID. THEY LOOK NASTY.

4. PRU HAD HER FIRST SEXUAL EXPERIENCE THREE MONTHS AGO. NOW SHE HAS FOUND A NUMBER OF TINY PINK LUMPS NEAR HER VAGINA. THEY DON'T HURT BUT THEY DON'T GO AWAY EITHER.



5. JOCK DOESN'T WANT TO HAVE TO PEE – BECAUSE WHEN HE DOES IT REALLY HURTS. TO MAKE MATTERS WORSE HE HAS A WATERY PUS DISCHARGING FROM HIS PENIS.

6. ARNOLD HAS AN EMBARRASSING PROBLEM. WHAT WILL HIS MOTHER SAY WHEN SHE WASHES HIS UNDIES? HE HAS A THICK YELLOW DISCHARGE FROM HIS PENIS. IT ALSO BURNS WHEN HE PEEES.

7. GRISELDA'S PROBLEM IS THAT SHE DOESN'T KNOW SHE HAS A PROBLEM. IF SHE DOESN'T SEEK TREATMENT SOON SHE COULD FIND THAT SHE BECOMES INFERTILE. TROUBLE IS SHE DOESN'T HAVE ANY SYMPTOMS.

8. RITA IS IN PAIN. HER LABIA ARE SWOLLEN AND INFLAMED. PEEING IS TERRIBLE. SHE HAS SOME PAINFUL SORES ON HER VULVA.



What have they got?	STI Type	What now?
<p>1. LARENZO HAS DEVELOPED RED RASHES AND FLU-LIKE SYMPTOMS. ABOUT 2 MONTHS AGO HE HAD UNPROTECTED SEX WITH SOMEONE WHO HAD ULCERS AND SORES AROUND THEIR MOUTH AND GENITALS.</p>	HIV	ANTI-VIRAL MEDICATION AND A HEALTHY LIFE STYLE CAN HELP PEOPLE INFECTED LIVE WITH THE INFECTION FOR MANY YEARS BEFORE IT DEVELOPS INTO AIDS. THE VIRUS CAN BE TRANSMITTED VIA BLOOD, SEXUAL FLUIDS AND BREAST MILK.
<p>2. ALFRED IS WORRIED. HE EXAMINES HIMSELF REGULARLY BUT THEY WON'T GO AWAY. PINK LUMPS, LOOKING LIKE MINIATURE CAULIFLOWERS, DECORATE HIS PENIS.</p>	GENITAL WARTS	THERE ARE SEVERAL WAYS OF TREATING WARTS. THE TWO MOST COMMON ARE A PAINT APPLIED TO THE WARTS OR FREEZING. NO SEX UNTIL THE LUMPS DISAPPEAR AND HE WILL ALWAYS HAVE THE VIRUS.
<p>3. BORIS IS A WORRIED MAN. HE HAS A GROUP OF SMALL BLISTERS ON HIS PENIS. THEY REALLY HURT, AND ARE OOZING A CLEAR FLUID. THEY LOOK NASTY.</p>	HERPES	THERE IS SOME MEDICATION TO HELP RELIEVE HERPES. SEX HAS TO BE AVOIDED UNTIL THE SKIN IS NORMAL AGAIN AND BORIS WILL ALWAYS HAVE THE VIRUS.
<p>4. PRU HAD HER FIRST SEXUAL EXPERIENCE THREE MONTHS AGO. NOW SHE HAS FOUND A NUMBER OF TINY PINK LUMPS NEAR HER VAGINA. THEY DON'T HURT BUT THEY DON'T GO AWAY EITHER.</p>	GENITAL WARTS	THERE ARE SEVERAL WAYS OF TREATING THIS. THE TWO MOST COMMON ARE A PAINT APPLIED TO THE WARTS OR FREEZING. PRU CAN'T HAVE SEX UNTIL THE LUMPS DISAPPEAR AND SHE WILL ALWAYS HAVE THE VIRUS.



What have they got?	STI Type	What now?
<p>5. JOCK DOESN'T WANT TO HAVE TO PEE – BECAUSE WHEN HE DOES IT REALLY HURTS. TO MAKE MATTERS WORSE HE HAS A WATERY PUS DISCHARGE FROM HIS PENIS.</p>	<p>NON-SPECIFIC URETHRITIS (NSU)</p>	<p>ANTIBIOTICS ARE ALL THAT'S NEEDED, BUT NO SEX UNTIL ALL SYMPTOMS HAVE GONE. COMPLICATIONS CAN OCCUR IF NOT TREATED.</p>
<p>6. ARNOLD HAS AN EMBARRASSING PROBLEM. WHAT WILL HIS MOTHER SAY WHEN SHE WASHES HIS UNDIES? HE HAS A THICK YELLOW DISCHARGE FROM HIS PENIS. IT ALSO BURNS WHEN HE PEEES.</p>	<p>GONORRHOEA</p>	<p>THE TREATMENT IS SIMPLE, ANTIBIOTICS WILL CLEAR IT UP. NO SEX UNTIL THE INFECTION IS ALL CLEARED UP. SOME PEOPLE DON'T GET SYMPTOMS AND THEREFORE DON'T KNOW THEY HAVE IT AND CAN PASS IT ON.</p>
<p>7. GRISELDA'S PROBLEM IS THAT SHE DOESN'T KNOW SHE HAS A PROBLEM. IF SHE DOESN'T SEEK TREATMENT SOON SHE COULD FIND THAT SHE BECOMES INFERTILE. TROUBLE IS SHE DOESN'T HAVE ANY SYMPTOMS.</p>	<p>CHLAMYDIA</p>	<p>TREATMENT IS ESSENTIAL. A COURSE OF ANTIBIOTICS WILL CLEAR IT UP. NO SEX UNTIL THE TREATMENT IS FINISHED. FAILURE TO TREAT CAN MEAN AN INFECTION GETS INTO THE FALLOPIAN TUBES OR OTHER COMPLICATIONS.</p>
<p>8. RITA IS IN PAIN. HER LABIA ARE SWOLLEN AND INFLAMED. PEEING IS TERRIBLE. SHE HAS SOME PAINFUL SORES ON HER VULVA.</p>	<p>HERPES</p>	<p>SYMPTOMS CAN BE RELIEVED BY TABLETS OR CREAM. KEEPING THE SORES CLEAN AND DRY CAN HELP. THE SORES CAN GO AWAY BUT SHE WILL ALWAYS HAVE THE VIRUS.</p>

STI Checks

Teaching Point:

Once people are sexually active it is being both sensible and responsible to get regular STI checks.

STI Check Show & Tell - 10 minutes

ACTIVITY: **STI CHECK - SHOW & TELL**

TIME: 10 Minutes

LEARNING INTENTION:

- Students will identify the basic equipment used for an STI check and where to get a check-up.

RESOURCES:

- STI check kit (male/ female swab, urine pot & speculum)
- Local Sexual Health Services and Family Planning information.

INSTRUCTIONS:

- Hold up each of the STI testing equipment materials.
- Ask what it does, how it is used, who it is used on
- Give the correct information as you go - explain and reassure
- Discuss services where they could go for STI checks and cost etc.
- Remind students that services are confidential and free for under-22 year olds.

LEARNING JOURNAL ENTRY:

(see **What Have They got activity**)

APPENDIX 1

BACKGROUND INFORMATION

(adapted from the Family Planning teaching resources: Every Body, 2005 and Keep Safe, 2006.)

1. Developing differently
2. Puberty changes
3. Managing changes
4. Male external reproductive parts
5. Male internal reproductive parts
6. Male sexual arousal process
7. Female external reproductive parts
8. Female internal reproductive parts
9. Female sexual arousal process
10. Menstruation
11. Stages of Pregnancy
12. Contraception
13. Sexually Transmissible Infections

1. DEVELOPING DIFFERENTLY

Not all young people reach puberty at the same time, or will develop as the majority of boys and girls do.

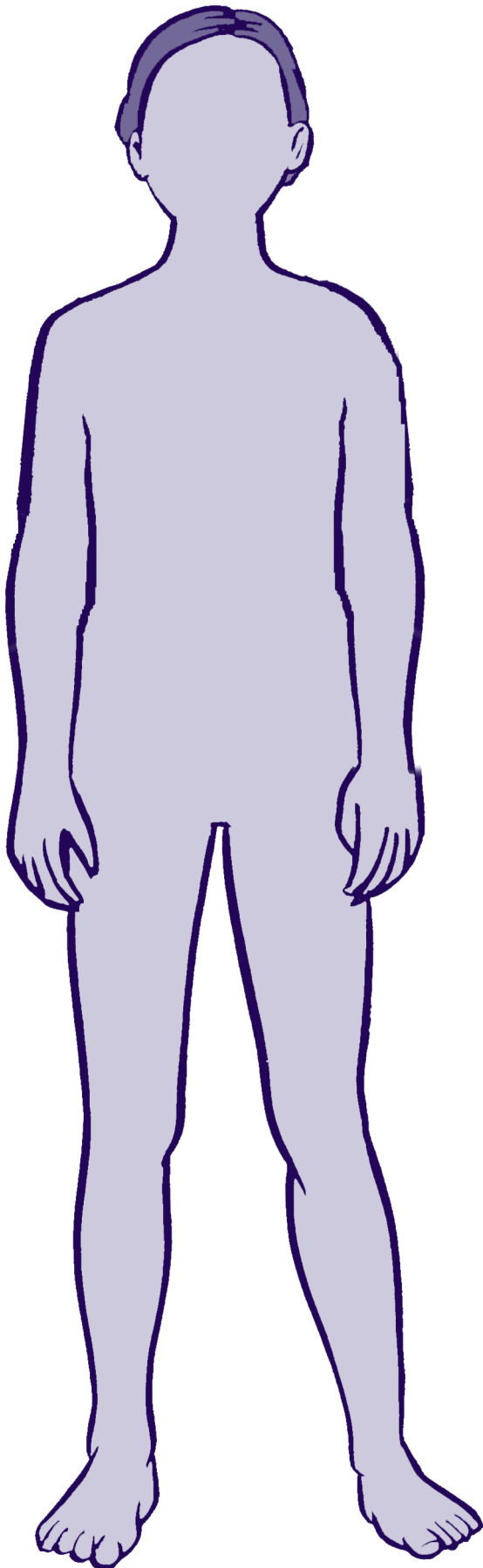
Some children have conditions, such as precocious puberty, that means that will begin to experience puberty at a younger age than the usual range.

Around 1 in 2000 children will be born with atypical genitalia, with many more children having less visible forms of sex anatomy variations that do not show up until puberty or later life, for example when they discover they are infertile. Some examples of variations include appearing to be female on the outside, but having mostly male-typical anatomy on the inside; genitals that seem to be in-between expected male and female types such as a girl with a noticeably large clitoris, or lacking a vaginal opening, or a boy with a notably small penis, or with a scrotum that is divided and has formed more like labia (Intersex Trust Aotearoa New Zealand; Intersex Society of North America.)

“Intersex” is the medical umbrella term used to describe a wide range of biological variance conditions. Many people with intersex conditions may be unaware of the fact.

When teaching about sexual development and reproduction is it therefore important to not assume all children in your class are the same. Not all children will experience the same pubertal development, or end up looking the same as the majority of people so you can refer to the variations in human beings, emphasising how unique and special we all are.

2. PUBERTY CHANGES



HAIR

Hair grows under arms, around the genitals, and on legs, face and body. Girls don't usually get as much hair on their face and bodies as boys. It is normal for girls to have a few hairs around their nipples. It is not necessary for girls to shave. At first, the hair on boys' faces will be soft, however, eventually it coarsens, especially once boys begin shaving.

VOICE

Boys' voices will get deeper. This may be preceded by a period of time where the voice changes all the time. This is called the voice 'breaking'. An 'adam's apple' bump develops on a boy's throat. This is his vocal chords growing. Girls' voices can deepen, although it is not as noticeable for girls as it is for boys.

SKIN

Skin and hair gets more oily and some people get pimples. This usually clears up as girls and boys get older. Hair may need to be washed more often.

BODY ODOUR

This changes and boys and girls sweat more. Some may smell stronger than before. They often need to wash more and may choose to use deodorant.

FEELINGS

When boys and girls go through puberty their feelings and moods will change.

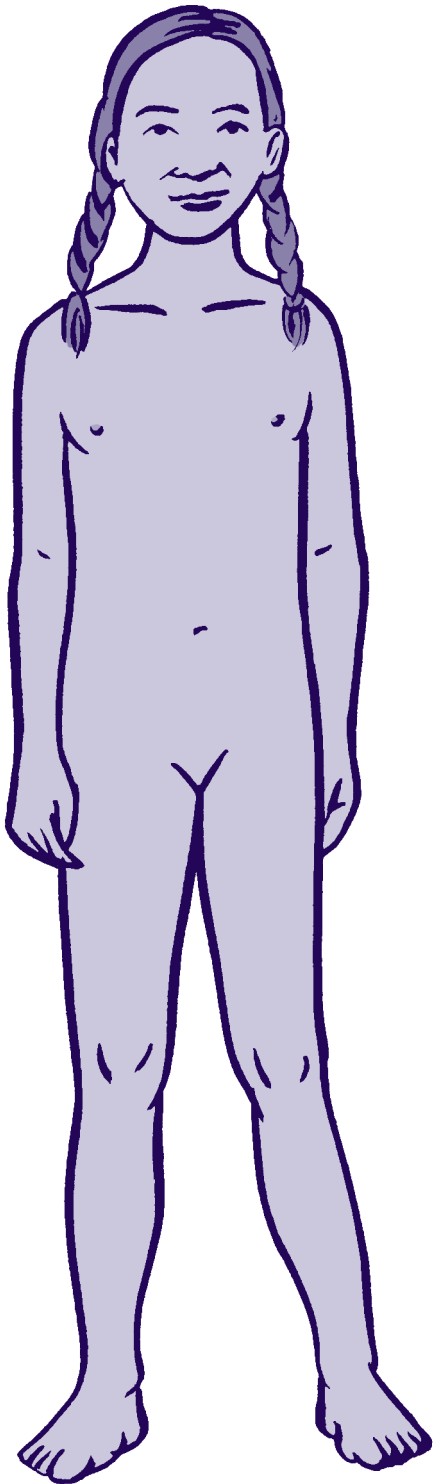
They may:

- feel more moody
- find that they are thinking about things or people in new and sometimes confusing ways
- feel more argumentative and rebellious
- have stronger feelings about people they like.

Girls may find that they are moody and grumpy just before their period.

All these changes are triggered off by the sex hormones – testosterone for boys and oestrogen and progesterone for girls - which are chemical messengers inside boys' and girls' bodies. Because everyone is different, the age at which these changes begin and end varies from person to person.

PUBERTY CHANGES - GIRLS



BREASTS

Breasts will develop and grow. Each girl will have different shaped and sized breasts from her friends and sisters. During the time that they are growing, and also before and during periods, breasts may be sore and sometimes seem a bit swollen. This is normal.

GENITALS

The lips of the vagina (the labia) will get bigger and may change shape slightly. Inside, the labia and vagina will be damper than they used to be, as the body starts to make extra mucus. Girls may start to notice a clear or white discharge (mucus) from their vagina at certain times of the month. This is normal and healthy and it's purpose is to clean the vagina.

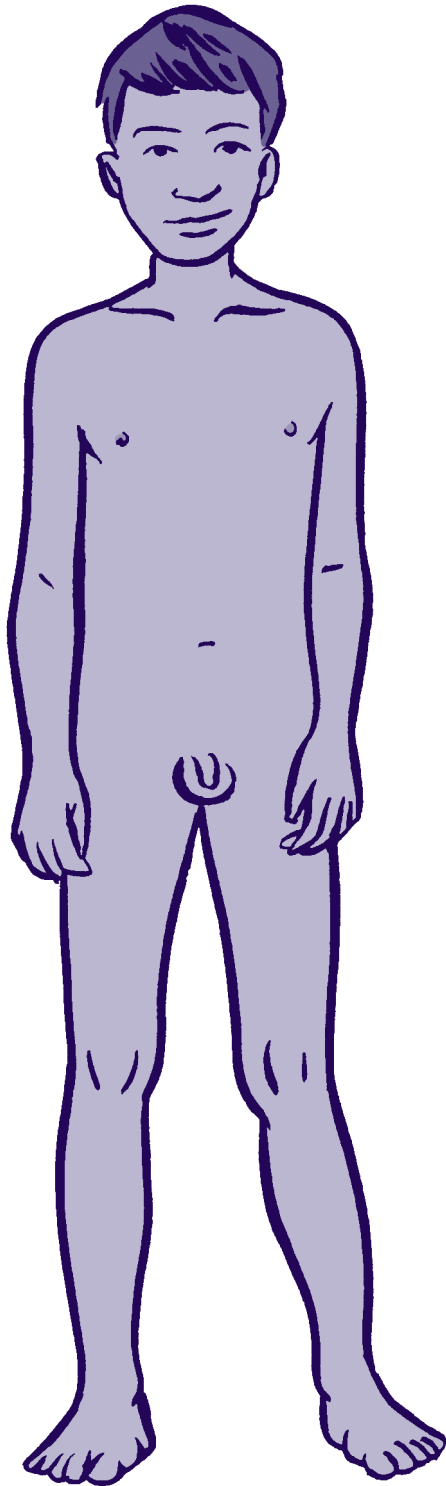
BODY SHAPE

Girls will grow taller and their shoulders and hips will broaden and their weight will increase. Some may experience an increase in body fat although this often disappears as they get older, especially if they do regular exercise and eat well.

PERIODS

These usually start sometime between the ages of eight and seventeen. Blood is released through the vagina. This lasts for a few days. Sometimes, especially in the first few days, periods may cause stomach cramps. Everyone's period is different. Bleeding for anything from one to eight days is normal. The length of time between periods may be nineteen to thirty-five days. Periods are often irregular when they first start. Girls are physically able to get pregnant after their periods have started and possibly just before their first period, when the egg is released. The egg is always released 14 days before a period starts – no matter how long the gap is between periods.

PUBERTY CHANGES - BOYS



BREASTS

Boys may notice a change in the shape and size of their breasts. They may sometimes feel tender. This settles down as they grow older.

GENITALS

The testicles and penis will get bigger. The internal organs mature, and boys start producing sperm and semen. This means that a boy is physically able to make a girl pregnant. As boys begin to mature they may start to have wet dreams, which is when they ejaculate while asleep. This is normal and nothing to worry about. Sometimes boys will get erections when they don't want them. This is normal and becomes less usual over time. The testicles produce the hormone testosterone.

BODY SHAPE

Boys will grow taller, their shoulders broaden and their weight increases. Some may experience an increase in body fat although this often disappears as they get older, especially if they do regular exercise and eat well.

3. MANAGING CHANGES

There are a range of things that boys and girls can do to manage the changes at puberty.

These include:

- Washing their faces twice daily
- Showering or bathing daily
- Washing their hair regularly
- Using deodorant
- Eating a balanced, healthy diet
- Sleeping 8+ hours a night
- Drinking plenty of water
- Talking to a trusted adult about puberty.

GIRLS

- Learning about pads and tampons – how to use them, dispose of them etc...
- Changing pads every 3– 4 hours or tampons every 4–8 hours
- Wearing a bra.

BOYS

- Washing their sheets and pyjamas as required because of wet dreams
- Managing spontaneous erections.

4. MALE EXTERNAL REPRODUCTIVE PARTS

PITUITARY GLAND

This is the gland located in the brain that releases hormones that tell the body when to start the changes that we call puberty.

HORMONES

At puberty boys start producing testosterone, the hormone that is responsible for many of the male characteristics such as facial hair, male body shape and changes in moods and feelings.

PUBIC HAIR

Pubic hair is for protection and warmth – not just for decoration!

PENIS

Penises are different shapes, sizes and colours.

There is a big variation in penis size when penises are flaccid (soft). However, the size difference is much less when they are erect (hard).

Penises can be either circumcised or uncircumcised. A circumcised penis is one that has had the foreskin removed. The foreskin is a piece of skin that covers the head of the penis. It is for protection. Circumcision is done by a doctor for either religious, cultural or medical reasons. It usually happens during early childhood or at puberty.

When a penis is fully erect it can be hard to tell the difference between a circumcised and uncircumcised penis because the foreskin can move back as the penis increases in size.

If a man or boy is uncircumcised he needs to wash gently under the foreskin when bathing. The foreskin should never be forced back to do this.

The penis is made of spongy erectile tissue. When a man is sexually excited his penis becomes erect, i.e. blood rushes into the spongy tissue making the penis bigger and stiffer.

Men and boys can have erections when they are not sexually excited. Unwanted erections occur when the bladder presses on the prostate or when there is movement or stimulation that isn't necessarily sexual. They can also happen during sleep, up to eight times a night. This is quite common and is nothing to worry about.

HEAD/GLANS

This is the top part of the penis. The opening in the middle of the glans is one end of the urethra, where sperm and urine leave the body.

This and the corona, where the 'head' meets the 'shaft' of the penis, are often very sensitive parts.

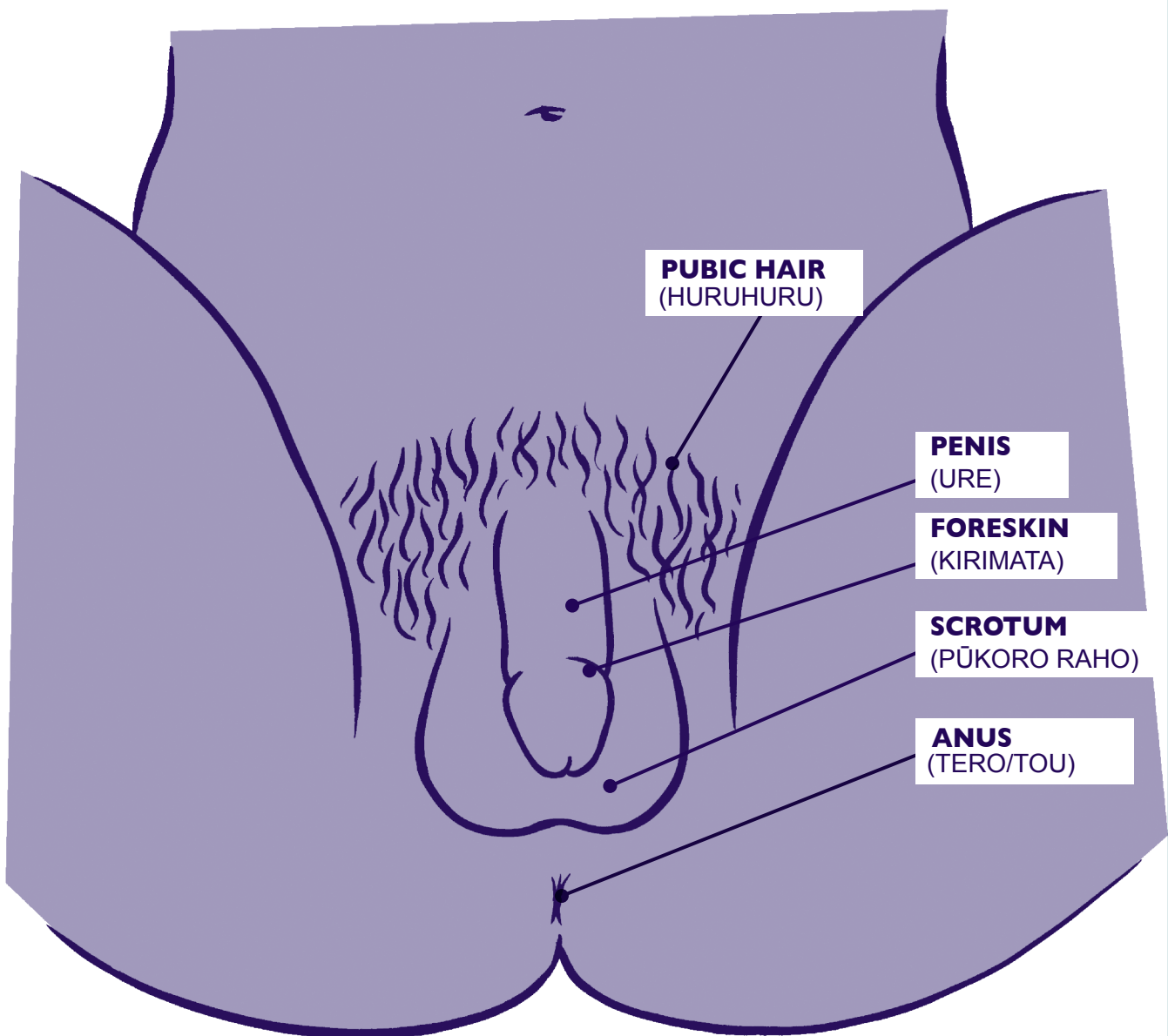
SCROTUM

The scrotum is the soft pouch of skin that holds the testicles and helps keep them at a lower temperature than the rest of the body.

In order to survive, sperm have to be kept at 3 degrees C below body temperature, but also can't get too hot. The scrotum regulates the temperature of the testicles, like an air conditioning system, by allowing the scrotum sac to drop slightly in hot temperatures, and to move closer to the body in the cold.

ANUS

This is the opening through which the body rids itself of solid waste. It can be a sexual area for some people and not for others.



5. MALE INTERNAL REPRODUCTIVE PARTS

BLADDER

This is where urine is stored. There is a valve at the base of the bladder that closes when the penis becomes erect. This prevents urination during sexual arousal.

SEMINAL VESICLE

This produces a fluid called seminal fluid. This fluid helps semen stay alive and travel.

PROSTATE GLAND

This is a sensitive organ that produces one of the fluids that contributes to semen. It acts like a pump to push the ejaculate (semen) out of the penis when a man has an orgasm. Semen is ejaculated at 45km an hour.

VAS DEFERENS/SPERM DUCTS

These are the tubes that store and carry sperm from the epididymis to the urethra.

URETHRA

The urethra is the tube that runs from the bladder to the seminal vesicle and then to the opening at the head of the penis. Semen and urine and pre-ejaculate fluid can pass down the urethra but not at the same time.

EPIDIDYMIS

This is a long, folded length of tubing where sperm mature while moving from the testicles to the vas deferens/sperm ducts. It's like a waiting room for sperm.

TESTICLES

This is where sperm and testosterone, a male hormone, are produced.

The production of sperm begins during puberty and continues throughout a man's life, unless something interferes with his fertility. Production of sperm happens continually.

Testicles produce approximately 50,000 sperm per minute. If the sperm are not used within 2 weeks, they will be broken down and used to make new sperm.

Testicles are made up of tubing, that if stretched out end on end they would cover approximately 700 meters, or go 4 times around the outside of a rugby field.

COWPERS' GLANDS

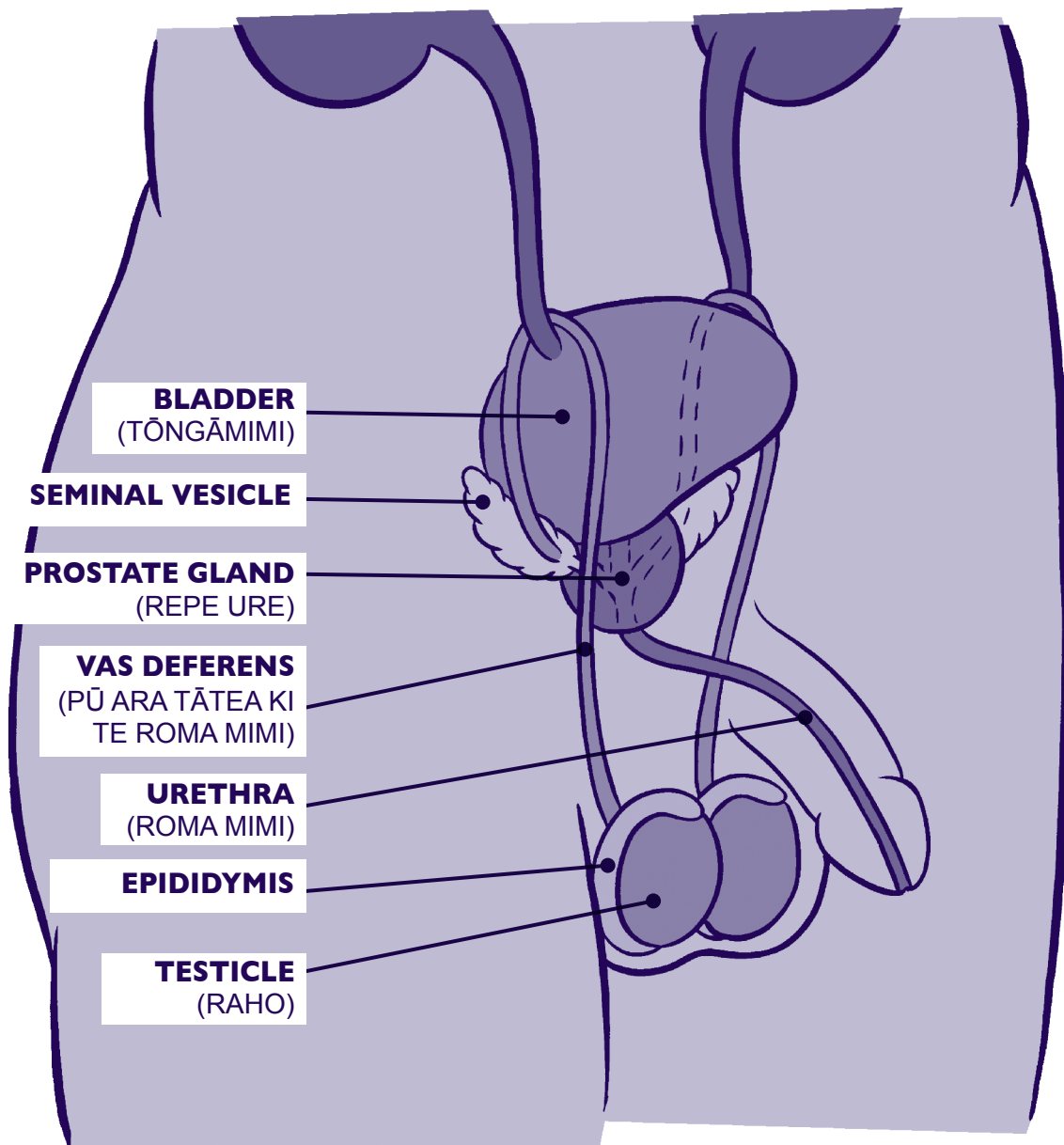
The Cowpers' Glands are on either side of the urethra and contain a clear alkaline fluid that cleans the urethra of any urine before a man or boy ejaculates. This fluid is often called pre-cum or pre-ejaculate. It may contain sperm.

SPERM

Sperm are the smallest cell in the human body. They are the male half of the chromosomes that combine to make a baby. Sperm have a head and tail. The head contains chromosomes and the tip of the head has a protein that acts like an explosive charge to penetrate an egg.

SEMEN

Semen is a combination of the milk-coloured liquid that maintains and supports sperm as they wait to move into the urethra to be ejaculated, and the sperm in the fluid. The fluid is alkaline and contains fructose and could be described as food for sperm. It keeps the sperm alive and gives them a slippery substance to swim in. After a vasectomy, men have the fluid, without sperm – which looks the same as before the vasectomy and is ejaculated in the same way.



6. MALE SEXUAL AROUSAL PROCESS

There are generally 3 main ways that a man/boy can become sexually aroused:

1. Some sort of sexual thought or feeling.
2. Some sort of touch – usually nice.
3. Seeing someone he fancies.

WHAT HAPPENS?

A boy or man might feel:

- all excited or shy or embarrassed or silly
- all sweaty.

HIS:

- heart might beat faster
- breathing may change
- nipples may become erect
- penis may become erect, i.e. the erectile tissue fills with blood.

If the sexual arousal continues, he may have an ejaculation or orgasm. This may feel like an intense pleasurable feeling and it is when semen is released from the end of the penis. There are approx. 250–650 million sperm contained in the average ejaculation, which is about a teaspoonful.

Ejaculation usually happens during sexual intercourse or other sexual activity between people. It can also happen because of masturbation, sexual excitement or even when a man is asleep and having a sexy dream. When this happens we call it a 'wet dream'.

Men/boys do not have to orgasm when they have an erection. The blood and sperm are just reabsorbed into the body and the penis becomes soft again. This takes a few minutes.

NOTE

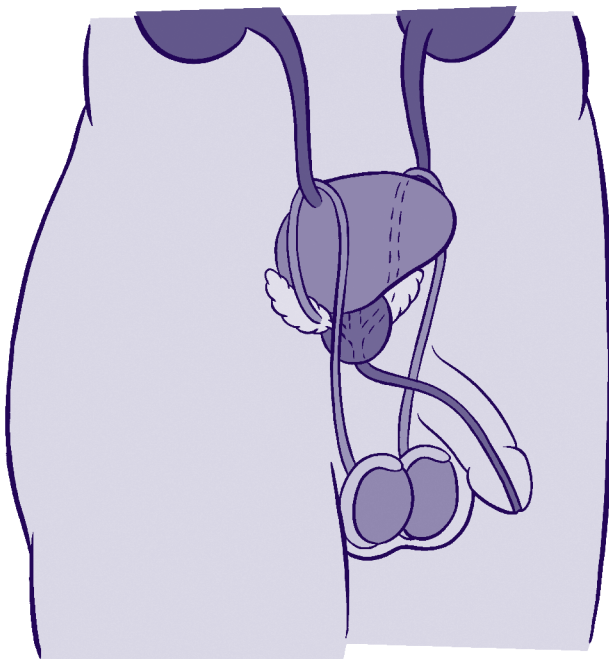
Sexual response is more than just a physical reaction, it is strongly dependent on how we feel, think, and the situation we are in.

MASTURBATION

Masturbation is when a person gives themselves sexual pleasure. Men masturbate by handling, stroking, pulling or rubbing the penis and other areas of the body. As sexual excitement increases these actions can become faster and faster. The stimulation of the penis can lead to orgasm.

People may choose to masturbate by themselves or with another person. Masturbating is normal. For some people, it is an important way of finding out about their body's response to sexual or intimate touching. It can also be a safer way of being sexual with a partner to avoid a sexually transmissible infection or an unplanned pregnancy. It is important that both partners feel comfortable and choose to engage in this behaviour. Masturbation does not cause weakness or poor physical health and will not affect a man's fertility. Private places such as a bedroom, bathroom or shower are appropriate places to masturbate.

Wet dreams (or nocturnal emissions) happen sometimes when a male is asleep or just before waking. The penis becomes erect and ejaculates semen. It is most common during puberty.



7. FEMALE EXTERNAL REPRODUCTIVE PARTS

PITUITARY GLAND

This is the gland located in the brain that releases hormones that tell the body when to start the changes that we call puberty.

HORMONES

At puberty girls start producing the hormones oestrogen and progesterone. These are responsible for many female characteristics such as breasts, periods, body shape and for changes in mood and feelings.

MONS PUBIS

The Mons Pubis is sometimes called the 'Mound of Venus'. This is the layer of protective fatty tissue under the pubic hair.

CLITORAL HOOD

This is a small piece of skin that partially covers the clitoris. The clitoral hood's main function is to protect the clitoris. It will retract to expose the clitoris when a woman becomes sexually aroused.

CLITORIS

This is a small sensitive area full of nerve endings. It is situated at the top of the vulva where the labia majora meet. It is like a small lump on the vulva but is larger inside. The clitoris is made of erectile tissue that becomes erect when a woman is sexually aroused. Its sole function is for sexual pleasure.

For some women the clitoris can be the most sexually sensitive area, for others it can be too sensitive to touch.

URETHRA

This is a small opening situated above the vaginal opening. This is where urine comes out.

VULVA

This is the name for the entire external genital area of a female. The vulva is outside a woman's body, between her legs. The moistness or dryness of the vulva is partly affected by hormones throughout the menstrual cycle. With sexual arousal, the vulva becomes moist and fuller as the area becomes engorged, filled with blood.

VAGINAL OPENING

The vaginal opening is the entrance to the vagina.

LABIA MAJORA

The labia majora are the outer lips of the vulva, which protect the vulva. Because everyone is different, labia vary in size and shape. Their main function is to protect the vaginal opening.

LABIA MINORA

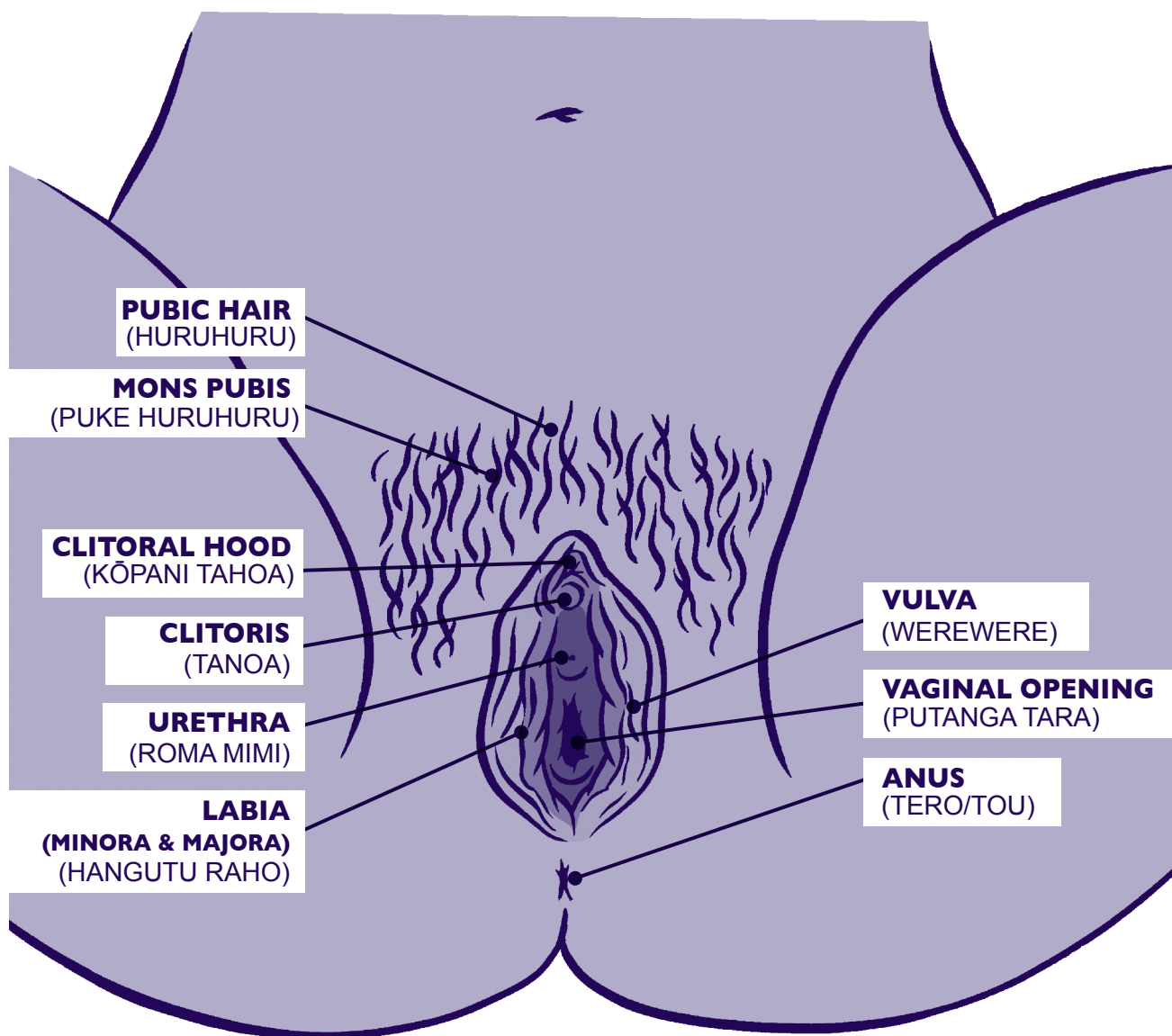
These are the inner lips of the vulva. They are moist and change colour when a woman is sexually excited. They also protect the vaginal opening.

ANUS

This is the opening through which the body rids itself of solid waste. It can be a sexual area for some people and not for others.

PUBIC HAIR

Pubic hair is for protection and warmth – not just for decoration!



8. FEMALE INTERNAL REPRODUCTIVE PARTS

FALLOPIAN TUBES/OVIDUCTS

When an egg leaves the ovary it is caught by the fringes at the end of the oviduct. The oviduct will then push the egg through the passageway towards the uterus (this journey usually takes several days).

If fertilisation takes place (when the egg joins with a sperm) it will happen inside the fallopian tubes/oviducts before the egg settles inside the uterus.

OVARIES

A woman has two ovaries, one near each end of the Fallopian Tubes/Oviducts. They are attached to the uterus by ligaments and are about the size of large olives. The ovaries contain the eggs, which are the female half of the chromosomes that combine to make a baby. Each egg or ovum is the size of a pinhead. There are up to 2 million eggs in the ovaries when a girl is born. There are between 300,000 and 400,000 eggs by the time a girl reaches puberty. Eggs are the largest cell in the human body.

Once a girl starts going through puberty, the eggs begin maturing and the ovaries will release one egg per month. This is called ovulation. An egg can survive for 18-24 hours. The egg is released fourteen days before a woman's period starts, no matter how long the gap between her periods.

Ovulation is part of the menstrual cycle. This cycle stops at menopause, unless there has been surgery to remove either the uterus or ovaries earlier. By this time the number of viable eggs is greatly diminished.

UTERUS/WOMB

The uterus is a hollow muscular organ (not a huge empty space inside the stomach). It is approximately the size of a fist. It is the strongest muscle in the human body.

Each month, while the egg is being released and moving down the oviduct, a woman's body prepares itself for pregnancy. In the uterus, the uterus lining (the endometrium) begins to build up a layer of blood and soft tissue. Imagine a warm, soft, fluffy duvet being spread out, like a nest, ready for the egg to settle into it. This lining is essential, for it will provide protection if the egg is fertilised and an embryo begins to grow.

If the egg is not fertilised by a sperm, this lining will break down and the blood and tissue will come away from the walls of the uterus and leave the woman's body through the vagina. This is called menstruation – or, period.

This process is helped by the muscles of the uterus contracting. This can result in a cramping feeling in the tummy, known as period cramps. Cramps can be relieved by a hot water bottle, rest or exercise, or pain killers.

UTERUS LINING/ENDOMETRIUM

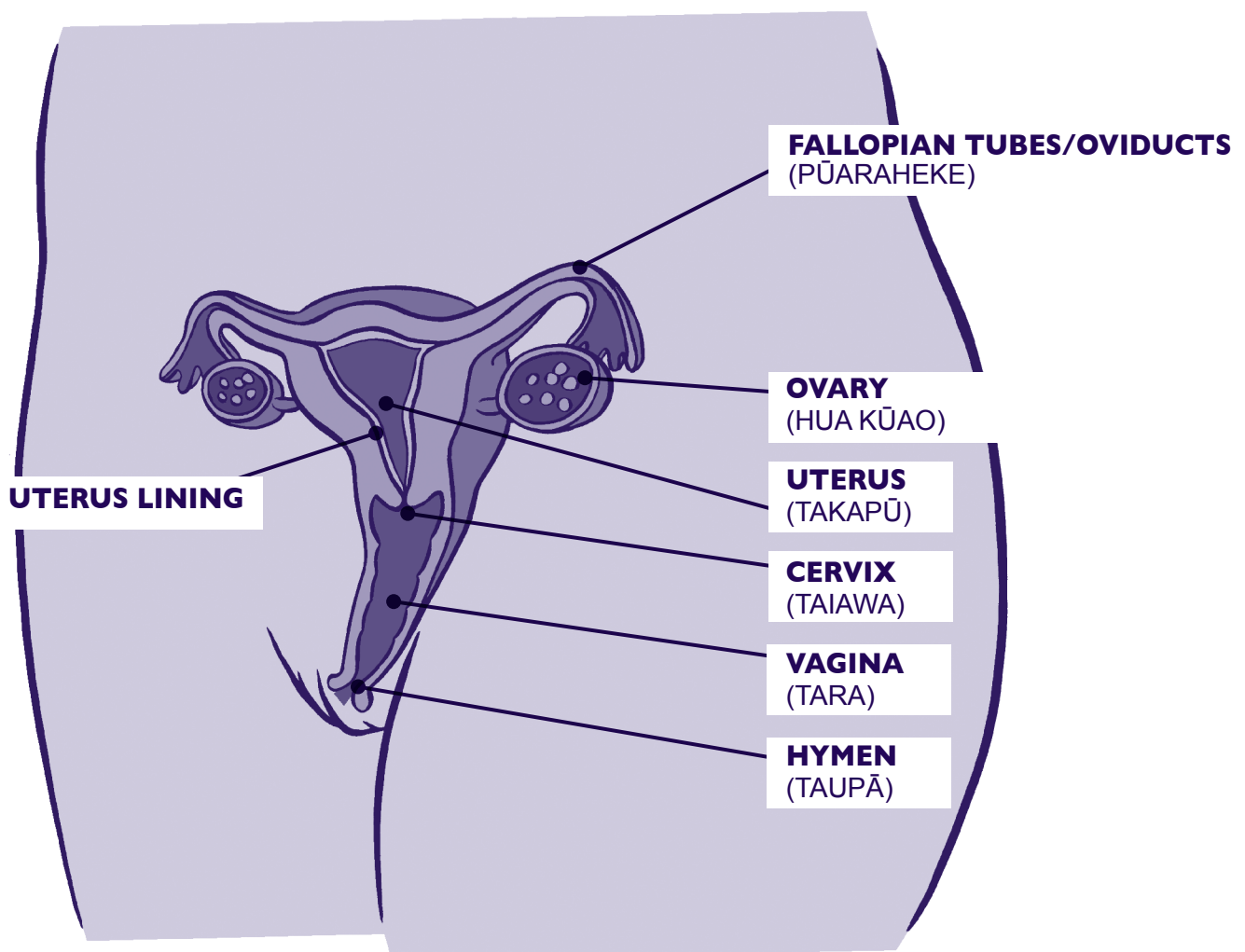
Each month the uterus begins to build up a lining of blood and soft tissue. This lining is how the body prepares itself for pregnancy. If an egg is fertilised, it will settle into the lining and begin to grow.

CERVIX

The cervix is sometimes called 'the neck of the womb', as it protrudes into the end of the vagina and feels like the tip of your nose. There is a small opening in the cervix called the os. This opening allows menstrual blood or semen to pass between the uterus and the vagina. The cervix makes mucus which changes throughout the menstrual cycle, due to the effect of oestrogen and progesterone. There are two types of cervical mucus. One is called hostile, or infertile mucus. This helps block the cervix and acts as a barrier to sperm entering the uterus. This mucus occurs when there are no eggs being released. The other is called fertile mucus. It is stringy and sticky like clear, uncooked, egg white. This mucus is produced when an egg is released from the ovaries. If there are sperm in a woman's vagina when there is fertile mucus present, the mucus helps the sperm swim into the uterus and oviducts. During birth the cervix expands to allow the baby out of the uterus.

VAGINA

The vagina is a muscular passage that connects the uterus to the outside of a female's body. It is made of elastic muscle tissue lined with folds of skin which lean together but can easily be stretched open. The opening of the vagina is surrounded by strong muscle and nerve endings.



The vagina walls will usually sit flat against each other but can expand. They expand to let a baby out of a woman's body or to allow a tampon in when a girl has her period. The vagina also expands during sexual activity.

The vagina is naturally lubricated. The amount of lubrication varies throughout a female's menstrual cycle and when she is sexually excited. This lubrication comes from glands along the vaginal walls.

When a girl goes through puberty she will start having a regular discharge. This is simply the inner vagina cleaning itself out and is necessary for it to remain healthy.

HYMEN

The hymen is a thin piece of skin just inside the vaginal opening. It can be stretched or broken by sexual intercourse, inserting a tampon or physical activity. Some people don't notice anything when this happens. Others will notice a small amount of blood.

CHECKING IT OUT

Girls must be encouraged to 'check it out' and be comfortable with their bodies. For boys every time they go to the toilet their sexual organs hang down in front of them – girls don't get the same opportunities to check their bodies out. Girls can see their genitals by using a mirror.

9. FEMALE SEXUAL AROUSAL PROCESS

FEMALE SEXUAL AROUSAL PROCESS

There are generally 3 main ways that a girl/woman can become sexually aroused:

1. Some sort of sexual thought or feeling.
2. Some sort of touch – usually nice.
3. Seeing someone she fancies.

WHAT HAPPENS?

A woman or girl might feel:

- all excited or shy or embarrassed or silly
- all sweaty.

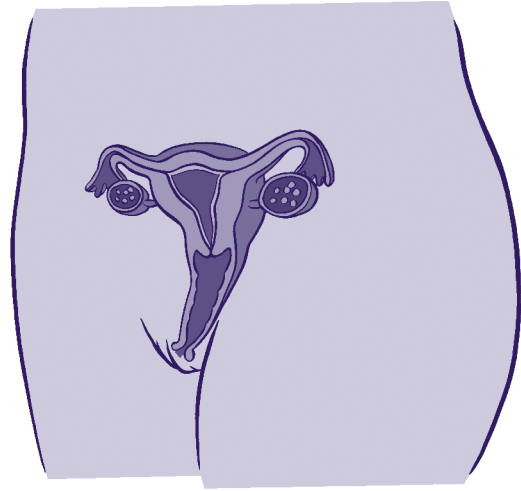
HER:

- heart might beat faster
- breathing may change
- nipples may become erect
- labia may become larger and moister
- clitoris will become slightly larger and erect, which causes the clitoral hood to pull back and expose the clitoris
- inner vagina will usually become more lubricated, although at some stages of the menstrual cycle this is less so than at other times.

If the sexual arousal process continues she may have an orgasm. This can be an intense pleasurable feeling and may involve the muscles in the vagina, clitoris and uterus contracting. Orgasms can happen during sexual intercourse, during other sexual activity between people, from masturbation or sometimes when a woman is asleep and having a sexy dream. Sexual arousal and activity does not always result in orgasm.

NOTE

Sexual response is more than just a physical reaction, it is strongly dependent on how we feel, think, and the situation we are in.



MASTURBATION

Masturbation is when a person gives themselves sexual pleasure. A woman can masturbate by using her finger or an object to stimulate the area around the genitals. Gently rubbing directly over the clitoris or around it can be stimulating. Some women can obtain pleasure by rubbing against an object such as a pillow. If a woman masturbates to orgasm, the vagina becomes moist and muscles tighten in the whole pelvic area. This can result in orgasm, causing feelings of excitement, satisfaction and intense pleasure throughout her body.

It may be more pleasurable if some form of lubrication is used. This can be either lubricating jelly, saliva or the natural lubricants of the vagina.

10. MENSTRUATION

At puberty, girls start producing the hormones oestrogen and progesterone. These hormones direct the process of menstruation.

A woman has two ovaries, one near each end of the fallopian tubes/oviducts. The ovaries contain the eggs, which are the female half of the chromosomes that combine to make a baby. Each egg is the size of a pinhead. There are between 300,000 and 400,000 eggs in the ovaries by the time a girl reaches puberty.

Once a girl starts going through puberty, the eggs begin maturing and the ovaries will release one egg per month. This is called ovulation. It occurs 14 days before a period.

An unfertilised egg can survive inside a woman's body for 18 to 24 hours.

When an egg leaves the ovary it is caught by the fringes at the end of the fallopian tubes/oviducts.

Cilia, hairs inside the fallopian tubes/oviducts, will then push the egg through the tubes towards the uterus. This journey usually takes several days.

Each month, while the egg is being released and moving down the fallopian tubes/oviducts, a woman's body prepares itself for pregnancy. In the uterus, the endometrium thickens with layers of blood and soft tissue. Imagine a warm, soft, fluffy duvet being spread out like a nest, ready for the egg to settle into it. This lining is essential, for it will provide protection if the egg is fertilised and an embryo begins to grow.

At the same time, the mucus that a woman secretes changes. There are two types of cervical mucus. One is called hostile or infertile mucus. This helps block the cervix and acts as a barrier to sperm entering the uterus. This mucus occurs when there are no eggs being released. The other is called fertile mucus. This mucus is produced when an egg is released from the ovaries. If there are sperm in a woman's vagina when there is fertile mucus present, the mucus helps the sperm swim into the uterus and fallopian tubes/oviducts.

If the egg is not fertilised, i.e. it does not meet a sperm, the egg will break down and disappear. When the body realises there is no fertilised egg in the uterus the lining that built up will break down.

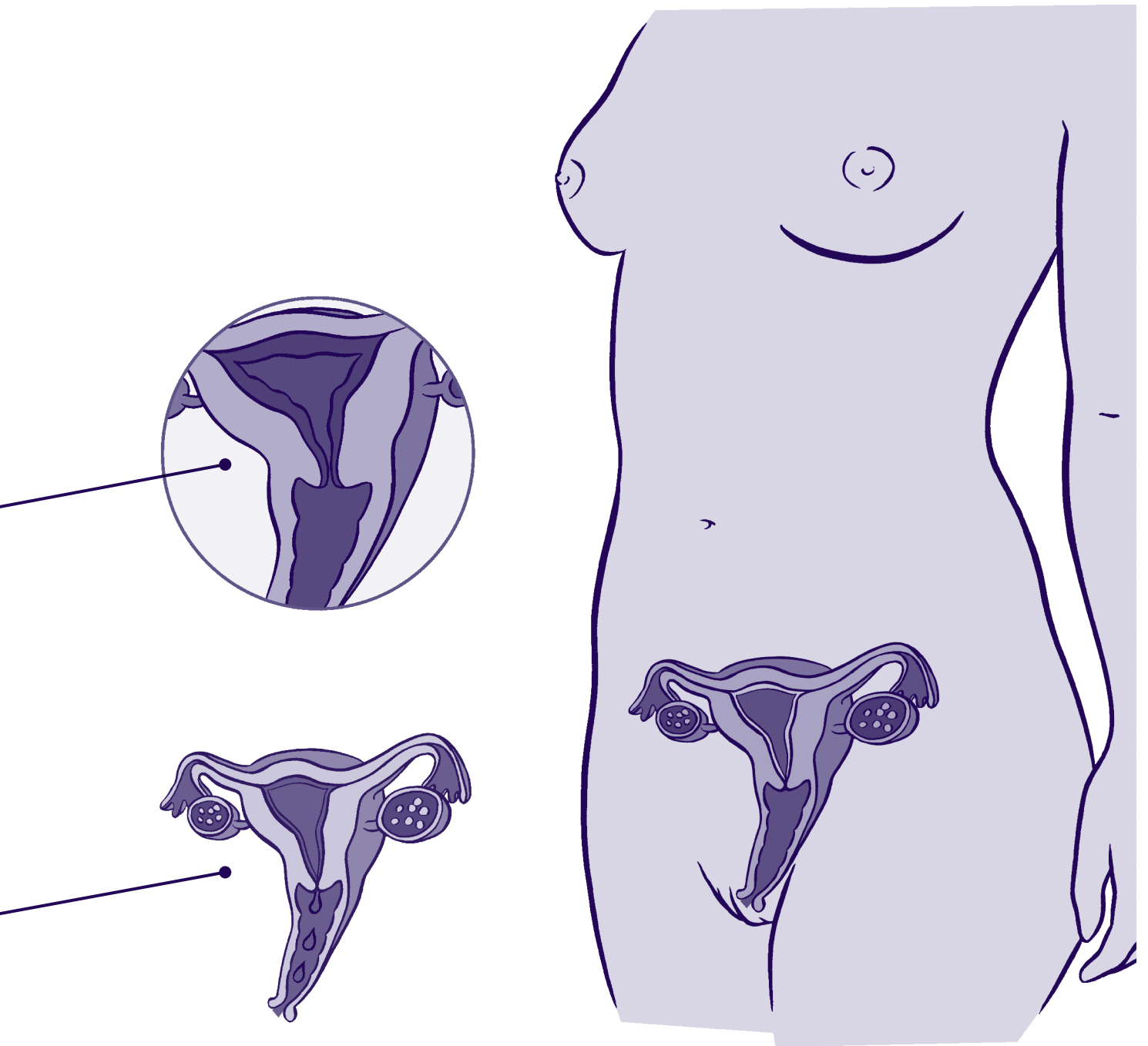
The blood and tissue will leave the woman's body through the vagina. This is called menstruation or period. There is about 85mls of fluid, only about 35mls of which is blood. 90% of the fluid is lost in the first 3 days.

This process is helped by the muscles of the uterus contracting. This can result in a cramping feeling in the abdomen, known as period cramps.

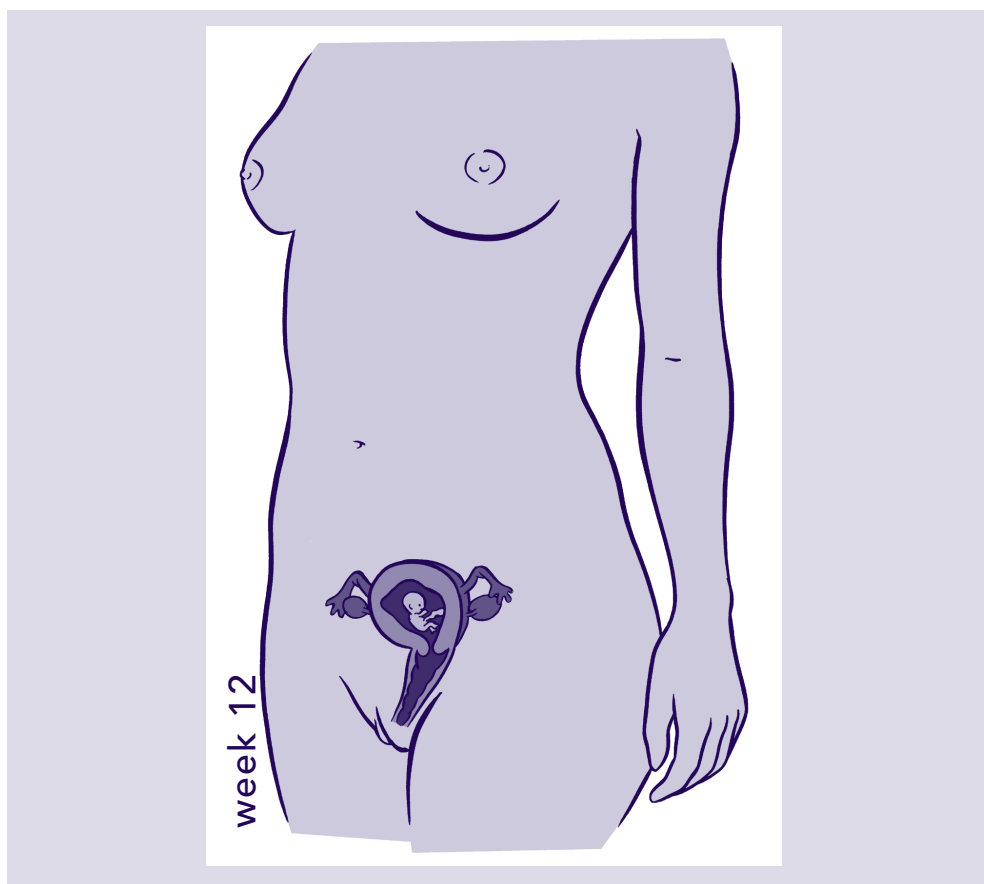
This process happens about once every month. Each woman has a different cycle. Periods can last between 2–8 days.

Once a girl gets her period, she can get pregnant. She may even be able to get pregnant just before her first period.

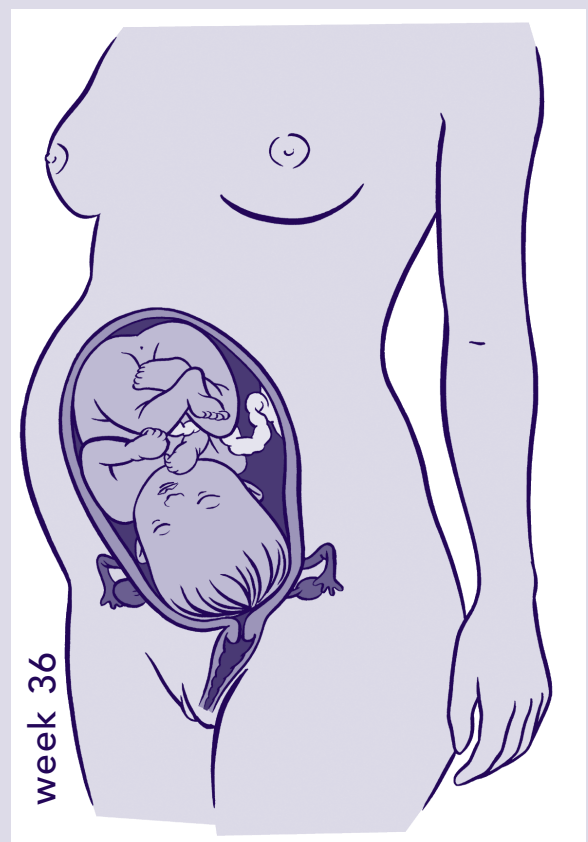
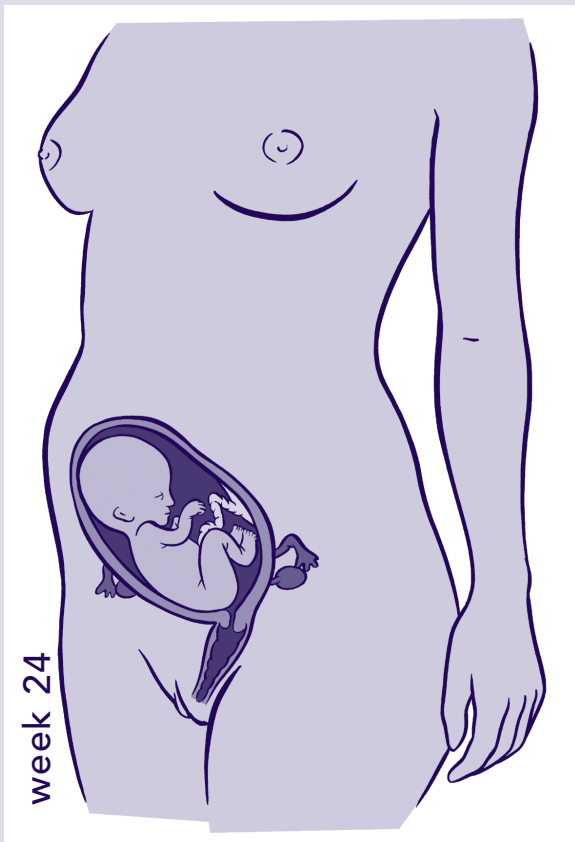
After the period, the lining of the uterus is thin again. Another egg begins to mature in the ovaries. The process begins again.



11. STAGES OF PREGNANCY



<p>from the first day of bleeding of last period...</p>	<p>Ovulation Egg fertilised Implantation of egg</p>	<p>Positive blood test Positive urine test</p>	<p>Missed period Symptoms: tiredness nausea breasts growing or becoming tender</p>		
<p>week 1 and 2</p>	<p>week 3</p>	<p>week 4</p>	<p>week 5</p>	<p>week 8</p>	<p>week 9–11</p>
<p>Body preparing the egg.</p>				<p>Embryo is 1 to 1.5 cm Limbs are visible</p>	<p>Foetus is 2 to 2.5cm Heart starts beating</p>



		At this stage the pregnancy starts to 'show' as the abdomen enlarges	From weeks 16–24 the woman will start to feel the foetus moving		Woman may gain 10–15kgs over the whole pregnancy
week 11–14	week 15	week 16–34	week 35	week 36–42	
Foetus grows to approx. 8.5cm and digits can be seen.	Foetus is growing	Foetus continues to grow rapidly	Lungs are preparing for breathing	Foetus has reached 50cm and weighs approx. 3.5kgs at 40 weeks	
					a baby is born!

12. CONTRACEPTION

A range of types of contraception is available. They include:

Barrier Methods	Hormonal Methods	Permanent Methods	Other
Condoms - male	Combined pill	Vasectomy (males)	Intra Uterine Device (may include hormonal component)
Condoms - female	Progestogen only pill	Tubal ligation (females)	Fertility awareness
Diaphragm	Depo provera - injection Implant - progestogen rods ECP – emergency contraception pill		

For the most up-to-date information on each of these methods download pamphlets from the Family Planning website: www.familyplanning.org.nz

CONDOMS

Young people need to handle condoms in order to become familiar with them and to break down the barriers to using them.

Lindberg et al (1997) found that increased experience with condoms reduced the likelihood of condom breakage. Other findings include:

- Formal sexuality education is associated with decreased risk of condom breakage
- Activities that allow students to practise handling condoms increased confidence
- Condom failure reduces confidence in condoms and may create a further barrier to condom use.

When discussing condom use with young people try to spend time explaining attitudes around preparing for safer sex eg. motivation, pre-planning, carrying condoms and lubricant, signals given by carrying condoms, and the need for negotiation skills, assertiveness etc.

RELIABILITY OF CONDOMS

Condom reliability usually refers to 'condom failure rate.' This is when condom use results in pregnancy or an STI. Condom failure includes:

- Condom slippage or breakage
- Not using a condom every time for intercourse
- Inexperience in condom use.

Current research indicates that latex condoms are particularly effective in protecting against transmission of HIV to women and men. Studies show that condom use is associated with statistically significant protection of men and women against other STIs, including chlamydia, gonorrhoea, herpes simplex virus 2, and syphilis. Although condoms do not cover all areas that make contact with the sexual partner, condom use is associated with much higher rates of Human Papilloma Virus (HPV) clearance. While they are not 100% effective current STI prevention strategies recommend use of condoms on every occasion and with every partner when engaging in sexual activity (Holmes, K., Levine, R., Weaver, M. 2004).

SLIPPAGE OR BREAKAGE:

Less than 1% of condom breaks are due to faults in the condom. Most breakages are due to careless or incorrect use e.g. fingernails or jewellery tearing the condom or insufficient lubrication.

INCREASING CONDOM EFFECTIVENESS

Consistent use, that is, using a condom and water-based lube on every occasion of sexual activity (vaginal/anal/oral sex) will reduce the risk of infection and unplanned pregnancy. Condoms should be put on prior to the release of pre-ejaculate, and removed, after withdrawal, prior to the penis becoming soft.

Condoms should be stored in a cool place, away from sharp objects.

CONDOM USE FOR SAFER SEX

There are several steps involved in the use of condoms, if they are to be used effectively:

- Check the expiry date on the packet. Open the packet carefully to prevent the condom tearing.
- Put the condom on only when the penis is hard and before it touches a partner's mouth, vulva, vagina or anus. Before a man ejaculates, fluid from the tip of his penis may contain sperm or infection.
- Check that the condom is the right way up i.e. that it will freely unroll over the penis.
- Pinch the end of the condom to remove air. Pull back the foreskin.
- Unroll the condom all the way down to the base of penis.
- Add water based lubricant to the outside of the condom.
- After ejaculation withdraw the penis before it gets soft.

- Hold the condom on to the penis as it is being withdrawn so that the condom doesn't slip or spill.
- Wrap up the used condom and put it in the rubbish.
- Use a new condom each time you have sex.

N.B.

- One size does not fit all – men should experiment to see what type fits them best.
- If the condom slips or bursts, it is important for women to use the Emergency Contraceptive Pill within 72 hours. This can be obtained from a Family Planning Clinic, GP, or purchased over the counter from pharmacies. It is important for both partners to have an STI test in 2-3 weeks.
- For anal sex, it is important that extra lubricant is used.

CONDOM DEMONSTRATOR

This penis shape allows frank discussion of how condoms are used. It can be used by the educator, or passed around the group so that everyone has an opportunity to 'practise' putting on a condom. This helps break down initial shyness about handling condoms and gives practical guidance on how to use them. Group practice also encourages peer acceptance of condom use.

Introducing the demonstrator with sensitivity and humour should overcome most embarrassment and reticence. Warning students that you are about to produce a penis form will also help.

Using food as a condom demonstrator can be culturally inappropriate. Using a purpose-made object overcomes the possibility of causing offence.

Some young men become anxious about the size of the demonstrator. Talking about the variation in penis shape and size can help this. For example, "Some penises are shaped like this, some are shorter, some are thinner or wider, some bend this way, some bend the other way. Size is not the most important indicator of pleasure and satisfaction."

Women may also be intimidated by the demonstrator. Talking about the rigidity of the demonstrator compared to a penis may help ease fears. It may also be useful to tell young people that vaginas are not all the same size, but they do however stretch.

WATER BASED LUBRICANTS

Discussion issues include:

- How to use lubricant and where to put it e.g. on the outside of the condom
- Who uses it
- How much to use
- When to use it
- That there is no shame or failure implied by wanting or needing to use it - in fact it can increase enjoyment of sex.

Lubrication can be used:

- Whenever condoms are used. Additional lubrication reduces the risk of breaks and tears due to friction. While some cultures value “dry” sex this can be painful for the partner and increases risks of tears, and therefore vulnerability to infection.
- For vaginal sex when there is insufficient natural lubrication for penetration to be comfortable and safe. This can occur at different stages in a woman’s life and have a number of causes. Specific times when more lubrication may be necessary are after childbirth and during and after menopause.
- For anal sex. Extra lubrication is always recommended for anal sex, to ensure that it is safe and comfortable.

It is important to stress the use of proprietary brands of water based lubricants. Oil based lubricants perish rubber. Spit (saliva) is not usually slippery enough to use as a lubricant but may help if nothing else is available.

13. SEXUALLY TRANSMISSIBLE INFECTIONS

Safer sex - a broader view

STIS = STDS

Sexually Transmissible Infections = Sexually Transmitted Diseases

There are two reasons for the change in terminology:

1. Transmissible - refers to the fact that not all of these type of infections are spread solely through sexual activity. For example, HIV and AIDS can be passed on through the sharing of needles as well as through sexual activity.
2. Infection - this term is used to reduce the stigma that may be associated with the word 'disease.'

New Zealand has high rates of STIs, and they are most prevalent in the under 25s. Chlamydia is the most common STI in New Zealand, and, if left untreated, can cause infertility in both males and females and increase vulnerability to other HIV and AIDS.

HIV and AIDS is on the increase in New Zealand, and although the rate is lower than in most countries there has been a steady rise, including in the number of men and women reported as being infected through heterosexual contact (STI Annual Surveillance Reports).

STIs fall into three categories:

Infections	Viruses	Parasites
e.g. chlamydia gonorrhoea	e.g. herpes HIV	e.g. crabs

For the more information on STIs download the most up-to-date pamphlet from the Family Planning website: www.familyplanning.org.nz

Key messages for young people:

- Condoms, used consistently and correctly, are effective against STIs transmitted by fluids.
- The greater the number of sexual partners the greater the risk of being exposed to getting an STI.
- Couples should test for STIs before they stop using condoms.
- You can get up to 144 condoms for a \$3 prescription from Family Planning clinics and other doctors.

APPENDIX 2

STRUCTURAL FRAMEWORK AND ACHIEVEMENT AIMS

The structure of this curriculum is based on general aims, strands, achievement aims, achievement objectives, underlying concepts, and key areas of learning.

GENERAL AIMS:

The aims are for students to:

- A. develop the knowledge, understandings, skills, and attitudes needed to maintain and enhance personal health and physical development;
- B. develop motor skills through movement, acquire knowledge and understandings about movement, and develop positive attitudes towards physical activity;
- C. develop understandings, skills, and attitudes that enhance interactions and relationships with other people;
- D. participate in creating healthy communities and environments by taking responsible and critical action.

Strands

- A. Personal Health and Physical Development
- B. Movement Concepts and Motor Skills
- C. Relationships with Other People
- D. Healthy Communities and Environments

ACHIEVEMENT AIMS:

Students will:

A.

1. gain understandings and skills to manage and adjust to the processes of growth and maturation;
2. understand and appreciate, as a result of experience, the contribution of physical activity to personal well-being;
3. meet and manage challenges and risks in positive, health-enhancing ways;
4. analyse attitudes and values and take actions that contribute to their personal identity and self-worth. (In this document, “personal identity and self-worth” includes the ideas of self-concept, self-confidence, and self-esteem.)

B.

1. develop and apply, in context, a wide range of movement skills and facilitate the development of physical competence;
2. develop a positive attitude towards physical activity by accepting challenges and extending their personal capabilities and experiences;
3. develop and apply a knowledge and understanding of the scientific, technological, and environmental factors that influence movement;
4. develop and apply knowledge and understanding of the social and cultural factors that influence people’s involvement in physical activity.

C.

1. come to understand the nature of relationships;
2. increase their understanding of personal identity and develop sensitivity to, and respect for, other people;
3. use interpersonal skills effectively to enhance relationships.

D.

1. find out how societal attitudes, values, beliefs, and practices affect well-being;
2. identify the functions of resources and services that support well-being, find out about their availability, and identify the roles of individuals and groups that contribute to them;
3. understand the rights and responsibilities, laws, policies, and practices that relate to people’s well-being;
4. understand the interdependence between people and their surroundings and use this understanding to help create healthy environments.

ACHIEVEMENT OBJECTIVES AT EACH LEVEL

Focus

A.

1. Personal growth and development
2. Regular physical activity
3. Safety and risk management
4. Personal identity and self-worth

B.

1. Movement skills
2. Positive attitudes and challenge
3. Science and technology
4. Social and cultural factors

C.

1. Relationships
2. Identity, sensitivity, and respect
3. Interpersonal skills

D.

1. Societal attitudes and beliefs
2. Community resources
3. Rights, responsibilities, and laws
4. People and the environment

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