



Unit: Making Healthy Choices
Topic: Seeking Help
Lesson: 7.8

Length of Lesson: 1 hour

Objectives: Students will:
 Identify people or agencies that could be approached for help with sexual health issues
 Demonstrate skills in communicating needs and seeking help with sexual health issues

Lesson Outline: Introduction
 Group Brainstorm: People and Agencies
 Small Group Activity and Discussion: Accessing Information, Products and Services
 Problem Solving Scenarios
 Conclusion

Time	Activity	Resources
10 min.	Introduction <ul style="list-style-type: none"> • Revise working agreement • Outline lesson • Select warm up activity 	Refer to: <i>Creating a safe and positive learning environment</i>
5 min.	Group Brainstorm: People and Agencies Brainstorm on the board a list of all the people or agencies that could be approached if a person needed help or information. Leave the list on the board for students to refer to during the next activity.	

40 min.

**Small Group Activity and Discussion:
Accessing Information, Products and Services
Problem Solving Scenarios**

Students form into groups of three or four. Each group is given a Scenario Card (resource 1). Giving the scenarios to two or three groups will illustrate that there may be more than one solution to a problem. Using worksheet 1 students suggest healthy and realistic solutions to the problem.

Students read out their scenario and feedback their solutions to the large group. Students then discuss the suggested solutions and their responses to the questions.

Focus questions for discussion:

- *Why are there different solutions to the same problem?*

For example: choices may depend on a person's current knowledge, who or what they have access to, their values and attitudes, their personality.

- *How can people overcome the embarrassment of talking about the problem or seeking information?*

For example: know that it's ok to ask for help or information; acknowledge embarrassment as it can help the other person understand.

- *When someone is approached for help or information, what attitude should they have?*

For example: be respectful; respect privacy; be non-judgmental; be accepting; listen.

- *What could someone do if they felt they weren't getting the information or help they needed?*

For example: be assertive – tell the person clearly what you need in case they did not understand; try someone or somewhere else; keep trying.

Resource:

1. Scenarios – Accessing Information, Products and Services Cards

Worksheet:

1. Scenarios – Problem Solving

5 min.

Conclusion

Working individually or in pairs, students complete worksheet 2.

Worksheet:

2. Accessing Information, Products and Services

Extension Activities

- Students research a service from the list of people and agencies.
- Invite a guest speaker to talk about their role and their service.
For example:
 - Counsellor from Kids Helpline
 - School nurse
 - Guidance officer
 - School counsellor
 - Chaplain
 - Doctor
 - Pharmacist
- Students design a poster relating to their role-play, illustrating healthy ways of accessing information, products or services.
- Students select a product or service and examine the influence that the media and advertising might have on a young person accessing this product or service.
- Teacher selects age-appropriate websites for year 7 students which provide health information and students evaluate the website. This activity could be extended by students completing a project to design a web page with health information for year 7 students in the school.

Scenarios: Accessing Information, Products and Services

1. A girl has just started her first period and is both excited and a little worried.

Problem: How can she tell someone what has happened and ask for more information?

2. A boy has had his first wet dream and feels quite pleased but a little bit nervous.

Problem: How can he tell someone what has happened and ask for more information?

3. A girl is out shopping with her friends for the day when she unexpectedly starts her period. She needs a pad, but doesn't have one with her.

Problem: How can she acquire a pad?

4. A student in Year 7 is going through puberty and has noticed that, even though they have a shower every morning they are starting to get body odour.

Problem: How can the student solve this problem?

5. A student in Year 7 is experiencing a family problem that is starting to affect their happiness at school and at home.

Problem: How can this student seek help?

6. A 12-year-old boy is starting to go through puberty and feels very confused as he doesn't know much about what is happening to him or what to expect.

Problem: How can he get the information he needs about puberty?

7. A 12-year-old girl is feeling very isolated as she is being ignored and bullied by some students in her year.

Problem: How can the student seek help for this problem?

Scenarios – Problem Solving

Solution/s:

Why are there different solutions to the same problem?

How can people overcome the embarrassment of talking about the problem or seeking information?

When someone is approached for help or information, what attitude should they have?

What could someone do if they felt they weren't getting the information or help they needed?

Accessing Information, Products and Services

1. People or places I could go to if I needed help or information:



2. I could manage my embarrassment by...

3. If I approach someone for help or information, I would like them to... (circle the ones you believe are appropriate):

Listen to me

Tell jokes

Show interest

Believe me

Keep interrupting me

Tell me their problems

Stare at me

Respect my privacy

Make time for me

Accept what I say

Laugh at me

Tell everyone else

4. If I feel I am not getting the information or help I need, I could...
