

keeping
safe

Topic: Sexuality and Personal Safety
Level: Foundation Lesson
Length of Session: 1 hour
Lesson: 8.1

Objectives:

- Develop knowledge and skills about sexuality and sexual health that will assist students to feel safe
- Create a safe and positive environment for sexuality education

Outcomes: Students will be able to:

- Develop a working agreement and understand the importance of that agreement
- Learn strategies that they can use in unsafe situations

Lesson Outline:

- Introduction and establishing a working agreement
- Program outline
- Strategies for keeping safe
- Application activity
- Team building

Time	Activity	Resource
5 min	<p>Introduction Briefly explain to the class that the school has decided to run a sexuality education program.</p> <p>Lesson Outline</p> <ul style="list-style-type: none"> ▪ Developing a working agreement ▪ Outlining the program (or depending on model being adopted by the school, negotiating topics with students) ▪ Keeping safe in sexual situations ▪ Review of Education Queensland's policies on sexual harassment, discrimination and bullying <p>Explain that one of the aims of this program is to increase students' comfort level with sexuality topics. Before moving onto developing a working agreement address giggling and use of correct terminology. Explain to students that giggling or laughter is often a way of dealing with embarrassment. It is okay to feel embarrassed. Explain that scientific or medical terminology will be used throughout this program eg. penis, vagina, breast. A good way to address this is to acknowledge that other words used for these body parts may even be discussed as a class but during these sessions scientific terms will be used.</p>	Lesson Resource Working Agreement 2.1
15 min	Establishing Ground Rules/Working Agreement	Body outline on butchers'

Time	Activity	Resource
	<p>This is a very important stage of the program (see Working Agreement).</p> <p>Explain to the class that the aim of this activity is to develop an agreement to adhere to during the program, because it is important that every student feels safe during lessons on sexuality. Inform students that if they want to change or add to the agreed list this can be negotiated throughout the program.</p> <p>Emphasise that the aim is to work as a group and encourage everyone to participate.</p> <p>Following are three suggested approaches to establishing a working agreement:</p> <ol style="list-style-type: none"> 1. As a whole group brainstorm rules/agreements. Write all suggestions onto butchers' paper. As a group discuss and decide most appropriate ones. Explain that these will be written up and referred to during the program. 2. Students form small groups (maximum 5 students) to brainstorm rules. Bring ideas back to large group to discuss and decide upon whole group's rules, which then become the working agreement. Document onto butchers' paper to display during program. 3. Outline of body on butcher paper – whole class to brainstorm behaviours they do and do not want to occur during these sessions. Write the positive behaviours inside the body tracing and the negative ones outside the body tracing. Discuss those inside the body and develop a set of rules/agreements from these. Document onto butchers' paper to be displayed during the lessons. <p>Program Outline</p> <p>Explain that students will be learning about and discussing sexuality. Ask students to jot down what they think could be the difference between sexuality education and sex education. Collect some responses and link to the broad strands of the course. Explain how each strand contributes to sexual well being.</p>	<p>paper</p> <p>Butchers' paper and pens</p> <p>Lesson Resource 8.1</p> <p>OHT Scope and Sequence</p>
15 min	<p>Safety – Revision of Basic Protective Behaviours</p> <p>Ask what might be the results if the working agreement is broken. People may feel hurt, maybe they will not want to give answers or ask questions, others might gossip about them and exaggerate and the person might even feel unsafe.</p> <p>State: "We all have the right to feel safe". How can we tell if we are feeling unsafe?</p> <p>Use examples such as just before giving a talk to the class or knowing you are going to fall off your bike but cannot avoid it, and</p>	OHT Feel Safe 8.1

Time	Activity	Resource
	<p>any other situation in which they might feel temporarily scared. Ask what their bodies do and collect a list of Early Warning Signs that might indicate to them when they are in an unsafe situation. If a person doesn't feel safe they could tell someone about it. State "There is nothing so awful we can't talk to someone we trust about it".</p> <p>Networks – Who can we tell?</p> <p>Ask students to draw around their hand and write on the thumb someone from their family or an older person they could talk to if they were feeling unsafe. This needs to be someone they trust and someone they feel could help them feel safe. What if that person was not available or was too busy to listen? Lead students through labelling their network by suggesting a variety of people who might be helpful (relatives, school personnel, neighbours, community and church contacts). Give the phone numbers of emergency services and crisis lines so students have a network that covers as many eventualities as possible. You might like to seek permission from staff members who would be happy to be recommended as a network support person.</p> <p>A homework task could be for students to make sure their network is complete.</p>	
20min	<p>Scenario</p> <p>Organise students into small groups. Give each group a copy of the Sam scenario. Direct students to discuss together things that Sam could do.</p> <p>Teacher can debrief by asking:</p> <ul style="list-style-type: none"> ▪ Is Sam feeling unsafe? ▪ What are Sam's early Warning Signs? ▪ Which of our suggestions could lead to Sam feeling more unsafe? ▪ Is Sam a boy or a girl? ▪ What gender are the gang? ▪ Why are the gang acting like this? ▪ What could someone in Sam's class do if that person heard the gang calling Sam names or laughing at Sam? 	Lesson Resource Sam Scenario 8.1
5 min	<p>Question Box (optional)</p> <p>Give each student a blank sheet of paper. Ask them to write any topic or questions they would like discussed in sexuality lessons. These will be answered in next session.</p> <p>Take Away Message</p> <p>We all have the right to feel safe – at school too. There is nothing so awful we can't talk to someone we trust about it.</p>	

Sam Scenario

Sam Scenario

Sam has only been at the school for a short time and has not made many friends yet. Most of the class are really nice but a couple of students have been ganging up on Sam when the teacher is not around. They call Sam rude names, pass notes about Sam and play tricks like hiding Sam's books.





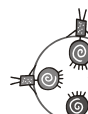
Sam asked a question during a sexuality lesson and these students sniggered as though it was the stupidest question in the world. The teacher was furious and talked to the students about the working agreement and the school's anti bullying policy. Since then it has been worse for Sam. The gang make sure the teacher is not around when they play their jokes on Sam. The other students avoid Sam because they don't want to be teased too or because they like the students in the gang.

We all have the right to feel safe

**There is nothing so awful we can't
talk to someone we trust about it**

Adapted from "Boys Talk" 1996

Scope and Sequence

Year Level	Year 8	Year 9	Year 10	Year 11	Year 12
 <p>keeping safe</p>	<p>8.1 Sexual and Personal Safety – Bullying</p>	<p>9.1 Sexuality and Safety at School – Bullying</p>	<p>10.1 Safe Partying</p>	<p>11.1 Sexual Harassment and Assault</p>	<p>12.1 Sexual Well Being</p>
<p>understanding our bodies</p> 	<p>8.2 Adolescent Development – Anatomy & Reproduction</p>	<p>9.2 Fertility 9.3 Contraception</p>	<p>10.2 Reproduction</p>	<p>11.2 Contraception Methods and Access</p> <ul style="list-style-type: none"> ▪ Proactive Health ▪ breast self-examination ▪ pap smear ▪ STI screening ▪ TSE 	<p>12.2 Proactive Health</p> <ul style="list-style-type: none"> ▪ breast self-examination ▪ pap smear ▪ STI screening ▪ TSE
 <p>developing relationships</p>	<p>8.3 Stereotypes 8.4 Healthy Relationships</p>	<p>9.4 Decision Making and Consent</p>	<p>10.3 Negotiation Skills</p>	<p>11.3 Gender Issues</p>	<p>12.3 Values and Relationships</p>
<p>healthy choices</p> 	<p>8.5 Sexual Health and STI's 8.6 Contraception</p>	<p>9.5 STI's 9.6 Body Image</p>	<p>10. 4 Methods of Contraception 10.5 Unplanned Pregnancy 10.6 Decision Making</p>	<p>11.4 Safer Sex, STI's and Negotiating Skills</p>	<p>12.4 Sexual Assault</p>
<p>living in the community</p> 	<p>8.7 Assessing Community Agencies</p>	<p>9.7 Respecting Diversity</p>	<p>10.7 Aspects of Sexuality Gender and Sexuality Issues</p>	<p>11.5 Sexuality and Diversity 11.6 Accessing Community Agencies</p>	<p>12.5 Sexual Identity</p>