

**Subject:** Health and Sexuality Education

**Area of Focus:** Public and Private

**Lesson Title:** Public and Private Scavenger hunt.

**Lesson Number:** Three of Ten

**Purpose:** This lesson provides students with an opportunity to apply concepts of public and private spaces and practices in a real life familiar setting.

# Public and Private

<b>Year Level:</b> 7	<b>Subject:</b> Health and sexuality education.	<b>Topic:</b> Public and Private places and behaviours	<b>Lesson Number:</b> 3/10
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**Situational Analysis:** This lesson is the third lesson taught in a series of ten focusing on public and private places and public and private behaviours. The two lessons preceding this one have explored the focus questions “What is a public or private place” and “what is a public or private behaviour”. The lesson will be taught to a class of eight year 7 students who have a range of intellectual and physical disabilities. Each week the students are involved in a 30-45 minute lesson dealing with health and sexuality topics. Many of the class health and sexuality lessons involve content taught and explored through games or some type of student directed activity. This has been done specifically to create a sense of fun and enjoyment and to foster a positive attitude towards the topics being taught.

**Lesson Aim:** To formatively assess what information students have retained from the first two lessons of the unit and to see if they can practically apply concepts of public and private behavior and places in the familiar setting of the school grounds.

**Key Learning objectives:**

1. Students be able to recognise public and private places at Geebung Special School.
2. Students be able to recognise public and private behaviours.
3. Students be able to link school based public and private behaviours with appropriate spaces in the school.

Phase of Lesson	Learning Sequence	Resources
<p><b>Introduction</b> Review concepts covered in the first two lessons of the unit.</p>	<p><b>Teacher Direction:</b></p> <ol style="list-style-type: none"> <li>1. Teacher begins the lesson by reminding the students of the class Health and Sexuality Education rules. <ul style="list-style-type: none"> <li>• It is ok to be embarrassed.</li> <li>• Be Private</li> <li>• Be nice to each other.</li> <li>• Ask Questions</li> </ul> </li> <li>2. Teacher asks students what they remember from the previous lessons held on public and private.</li> <li>3. Teacher ask the class “ <i>What makes a space a public place?</i> ” Based on student’s response teacher creates a written list on the board of the characteristics of what a public place. (For non literate students pictograph cards are placed in front of them to complement the text being written on the board.)</li> <li>4. Teacher asks the class “<i>What things can you do in a public place?</i>” Again the teacher uses the student’s response to compile a written list on the board.</li> <li>5&amp;6. Teacher asks the same question as above except focusing on private places and private behaviors and records students responses of the board. (Some students may choose to use an image on the communication sheets to contribute to the conversation)</li> <li>7. Teacher reads back over the list which as been written on the board and draws specific attention to the key concepts of public and private places and behaviors. Teacher: “<i>So from your answers you are telling me that a public place is a place where there are other people. You also said that this is a place where you can .....</i>”  Teacher: “<i>And a private place must be a place where there is no one else and that you can close the door without being seen by other people. You told me that in a private place you can.....</i>”</li> <li>8. Teacher reminds students that some people require assistance to complete private self care tasks and will often have another person in their private space. Teacher: “<i>Some people need help to get changed and use the toilet or have a shower, so they may have another person in their private space. This does not mean that anybody can go into the space and the helper must still ask permission before entering the persons private space or touching them.</i>” (Comment is made in support of some students to remind them of their right to expect privacy.) Teacher: “<i>Can everyone remember the types of touches that we talked about last term? What type of touch this would be?</i>” Teacher: “<i>That is right, it is a helpful touch.</i>” (Types of touch we studied in the previous terms Relationships unit.)</li> </ol>	<ul style="list-style-type: none"> <li>• HRE rules cards from FPQ “Everybody Needs to Know” kit. Cards 2,3,4,5</li> <li>• Whiteboard,</li> <li>• Pens,</li> <li>• A selection of writing with symbols pictographs which illustrate the key concepts of the lesson. (Example has been included)</li> </ul>

Phase of Lesson	Learning Sequence	Resources
<p><b>Body</b> Public Private Scavenger Hunt</p>	<p><b>Activity Outline:</b> Students will be given six action cards from the “Everybody needs to know” kit that illustrates public or private behaviours. The students will then be given cameras and sent out into the school to capture images of places where the action represented on the cards could be safely done. An example would be if a group received a card showing a person getting dressed, they would need to identify this as a private behaviour and find a place in the school where this could take place i.e the toilet. Students then take a photo of the space which they will link with the card. Once students have taken photos of spaces for all six of their cards they will return to the classroom. Each group will then show the rest of the class what action cards they had and using a data projector show what spaces they found for these actions to take place. For every photo that is correctly linked to a card the group receives five points. The team with the highest score at the end receives a reward.</p> <p><b>Teacher Direction:</b></p> <ol style="list-style-type: none"> <li>1. Teacher explains to the class that they are now going to play a game to see who really knows the difference between public and private and if they can recognize public and private places in the school.</li> <li>2. The teacher then divides the class into two groups of four with one of the wheel chair students in each group. The class teacher will supervise one group and the class teacher aide will supervise the other.</li> <li>3. The teacher explains the game to the students: Teacher: <i>“As a group you are going to receive a camera and an envelope containing six cards showing public or private behaviours.”</i> Teacher: <i>“You will then go out into the school and find a place in the school where the action on the card might be done. For example, here is a card showing children playing. I think this is a public behaviour and so I would take a picture of a public place. I think a photo of the playground would be the best for this card.”</i> Teacher: <i>“Does everyone understand? Does anyone want to ask a question?”</i> Teacher: <i>“For every correct answer each group will receive five points. The winning team will get ten minutes free time on the computer.”</i></li> <li>4. Teacher gives the camera and envelope containing the cards to a student in each group and starts the game.</li> <li>5. Supervising staff member instructs the students to open the envelope and look at the cards. The group then moves around the school working through all six of the cards and taking photos of spaces which they believe are appropriate for the actions shown in the cards. All members must agree that a space is either public or private before the photo can be taken. Non verbal students will indicate their opinion via the use of a pictorial communication board.</li> </ol>	<ul style="list-style-type: none"> <li>• 2 digital cameras</li> <li>• Access to a computer and data projector</li> <li>• 2 A4 Envelopes</li> <li>• 12 cards from the FPQ Everybody needs to know kit (6 public behaviour and 6 private behaviour)</li> <li>• Two communication boards with relevant pictographs.</li> </ul>

Phase of Lesson	Learning Sequence	Resources
<p><b>Body (Cont.)</b> Public Private Scavenger Hunt</p>	<p>6. With photos taken for all six cards the groups return to the classroom and give the cameras to the teacher. The teacher then transfers the images to a computer and displays them via a data projector.</p> <p>7. Each group then shows the cards they were given and the photos they took in response.</p> <p>8. The teacher then uses some investigative questioning to get the students to justify why they selected the space that are shown in the photos. Teacher: <i>“Your card shows a man getting changed after swimming. What type of behaviour is that? What space in the school did you pick to take a picture of for this card? What in the photo shows me that it is a private space.”</i></p> <p>9. Once each group has presented all their cards and photos a winner is declared. Teacher: <i>“Both teams have done a great job so I think that I might even give the second team a reward.”</i></p> <p>10. Camera and cards are returned.</p>	

Phase of Lesson	Learning Sequence	Resources
<p><b>Conclusion</b> Reflect on what the students have done and address any problem areas. Preview next lesson.</p>	<p><b>Teacher Direction:</b></p> <p>1. Teacher asks the class to again define what is a public place and a private place. Teacher: <i>“Who can tell me what is a private place and what type of things do you do there?”</i> Teacher: <i>“Who can tell me what is a public place and what type of things you can do there?”</i></p> <p>2. Teacher corrects any points of confusion that were highlighted in the lesson. Teacher: <i>“One group said that the classroom was a private place because you can lock the door to keep other people out. But we now know that just because you can lock the door to the room it does not make it a private place. It must be a place where you can be alone and a classroom is not that type of a space. Does everyone agree?”</i></p> <p>3. Teacher previews the next lesson and gives positive feedback on the concluded lesson. Teacher: <i>“Both teams have done a great job and have found heaps of public and private places around the school. The next lesson we are going to mark these places on a map of the school which we will hang on our wall as a reminder of the public and private spaces we have around us.”</i></p> <p style="text-align: center;">End of Lesson</p>	

**Reflection:** Teacher reflects on the learning activities and considers what worked in the lesson and what areas represented an opportunity for improvement. Teacher may choose to use a lesson evaluation sheet as a stimulus for the reflection. If there were any areas which represented a significant problem then they may need to be revisited in another lesson for further explanation. It is always important to remember that students with an intellectual impairment struggle to retain concepts and that it is necessary to repeat and revisit concepts regularly.

## Lesson Reflection

<b>Lesson title:</b> Public and Private Scavenger Hunt		
<b>Aim:</b> To establish what information students have retained from the first two lessons of the unit and to see if they can practically apply concepts of public and private behavior and places in the familiar setting of the school grounds.		
<b>Did the lesson meet it aims:</b>	Yes	No
<b>Strengths:</b>		
<b>Opportunities:</b>		
<b>Follow up:</b>		
<b>Notes:</b>		