

# Qualities of respectful relationships

## Learning objective

Students identify the qualities of a respectful relationship, problem solve in a range of bullying, harassment and stressful situations and work towards enhancing an existing relationship by making informed choices to develop an action plan.

## Take Home Messages

- Respectful relationships are important for our happiness and well-being.
- Conflict is common and normal within all families and friendships.
- In times of disagreement, it is more likely that we can find solutions to conflict when we see the situation from the other person's point of view.
- By talking to parents or caregivers about what's happening in their life, young people can help build respect in these relationships and increase the level of trust parents and carers have in them.
- There are positive actions we can take to make informed choices to improve disrespectful relationships or solve disagreements.

## Materials

- Teaching Resource: Positive relationships PowerPoint slide
- Teaching Resource: Walk in my shoes template [two large copies]
- Teaching Resource: Walk in my shoes [one per group of four or place on interactive whiteboard]
- Student Activity Sheet: Relationship action plan [one per student]

## Before You Get Started

- Ensure [ground rules](#) are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.
- It is important for the teacher to consider the range of parenting styles, family contexts and cultural backgrounds students may be influenced by. Not all family structures encourage or model values such as respect.
- It is possible that a student has been involved in a traumatic experience relating to sexual abuse. Teachers should know and understand the [protective interrupting](#) technique and what, why, when and how it is needed and used before facilitating this activity. It is important that teachers are familiar with the [Dealing with disclosures](#) guide and have a risk management strategy in place.

## Learning Activities

Whole Class

Students develop an understanding of the qualities of a respectful relationship using the [think-pair-share](#) strategy.

1. Individually, students consider the qualities they believe enhance relationships and make them respectful, positive and healthy.
2. Students form pairs and discuss their ideas looking for similarities and to reach consensus.
3. The pairs then make groups of four to once again discuss their ideas and reach consensus.
4. Those groups then share their ideas with the whole class to be recorded and discussed to reach a whole class consensus.

5. Discuss similarities and differences with the list provided in the Teaching Resource: Positive relationships PowerPoint slide.
6. Ask:
  - What qualities do you perceive to be the most important? Why?
  - Do you think you have choices about how to behave in different relationships?

### Independent or Small Group

Students demonstrate respectful problem solving using empathy then apply these skills to a personal relationship they would like to improve using an action plan.

1. Explain that during conflict within relationships with family members or friends, it's often good to stand back and try to see the situation from another point of view (also known as showing empathy). Stress that in friendship conflicts it's sometimes less about a two-way dialogue and more about learning how to treat each other in a way that we ourselves would like to be treated.
2. Place the two pairs of large shoe prints from the Teaching Resource: Walk in my shoes template on the floor facing each other about a metre apart. (It may be helpful to label the shoe prints 'adult' and 'young person' or 'friend 1' and 'friend 2'.) Ask for two student volunteers and have one stand on the adult pair of shoe prints and one on the young person shoe prints.
3. Read out the first scenario from Teaching Resource: Walk in my shoes. Allow about a minute for both to think of all the reasons for getting what they want. The student standing in the adult's shoe prints tries to imagine all the things a parent might worry about in this situation. The student standing in the young person's shoes tries to think of ways of reassuring the adult that it will be okay. Stress that when young people share how they feel with their parents or carers, they get to understand the young person better and trust them more.
4. After hearing from both sides, ask the rest of the class to contribute other arguments they have thought of for either the adult or the young person. Ask:
  - Is there a way to achieve a solution that is okay for both? What might it be?
  - What aspects of a positive relationship would you need to remember in this situation to resolve the conflict? (see previous activity)
  - How would you feel in this challenging situation?
5. Have students form groups of four and choose two situations from each column of Teaching Resource: Walk in my shoes (displayed on the whiteboard). Students work in pairs to come up with arguments for both sides as in the role-play above and then one person from each pair acts out the role-play. Have the two students in each group who were bystanders in this role-play now act out the next role-play and so on.

### 3-2-1 Reflection

Students consider their existing relationships (e.g. with a parent, a sibling, a friend) and choose one relationship that they would like to improve and develop an action plan for this.

1. Using the Student Activity Sheet: Relationship action plan, students contemplate the aspects of the relationship that could be improved upon and the actions or choices that could be taken to improve it. They then complete the activity sheet individually.
2. Have students share their action plans with a partner. Ask them to find any similarities or differences in their examples and strategies.
3. Ask:
  - Why is it important for us to reflect on our own relationships?
  - Why is it important for us to make changes to our relationships if they are not healthy?
  - Why is it important to put ourselves in the other person's shoes (or show empathy) when we experience conflict in our relationships?
  - Why is it important to talk to your parents or carers about how you are feeling, rather

- than keep what you are thinking and doing to yourself?
  - Do you think your parents/carers would trust you more if you tell them what you are feeling and doing?
  - Do you think this would improve relationships with your parents/carers?
  - Where do you think you could go for help if you couldn't improve an unhealthy relationship yourself? (e.g. school nurse, teacher, parent/carer, Kids Helpline)
4. Have students could record their thoughts and progress or setbacks in a reflective journal.

External related resources

[The practical guide to love, sex and relationships](#) a teaching resource from the Australian Research Centre in Sex, Health and Society, La Trobe University.

### Topic 2: Friendship

- What makes a good friend?
- Working things out.

## **Puberty part 1**

### **Learning objective**

Students explore the physical, emotional and social changes associated with puberty.

### **Take Home Messages**

Puberty is the period of time when your body changes from a child to an adult.

There is a wide range of 'normal' when it comes to the physical changes of puberty.

Puberty positivity - it's not something to be scared of!

### **Materials**

- Access to internet
- Laugh and Learn video - puberty part 1 (2min 44sec)
- Preferred media for large and small group work and individual work (e.g. paper and textas, or ipads/tablets)
- Sticky notes/post-it notes
- A4 coloured card or paper
- Small squares of scrap paper for question box

### **Before You Get Started**

- [Protective interrupting](#) - Teachers need to know and understand how to use this technique to prevent students from potentially disclosing sensitive information or abuse in front of other students.
- [Dealing with disclosures](#) - Teachers must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- [Question box](#) - Have a question box available in every lesson to allow students the opportunity

to ask questions that may be too embarrassing or unsafe for them to ask openly in class. See [Setting up the question box](#) and [Types of questions](#) for further information. For ways to answer some of the curly questions, see [Student FAQs](#).

- Preview the [Laugh and learn - puberty 1](#) video (2min 44sec) to determine suitability for your students.

## Learning Activities

### Group agreement

Teaching tip: A group agreement must be established before any RSE program begins to ensure a safe learning environment. Read: [Essential information: Establishing a group agreement](#) for tips on how to create one and what to include.

1. Revise the class [group agreement](#).

### Introduction: Brainstorm

2. Remind students that many of them have probably covered puberty in Years 5 and 6, but there may also be some students who have missed out on formal lessons about puberty. This lesson aims to revise and extend their knowledge.
3. Say:

“During this session I want you to think about what you wish you had known about puberty even a year or two ago. What do you think would make it easier for you to deal with the changes of puberty? You may also have young people around you who are asking you questions about puberty. This session can help you to be sure that information that you may want to share will be accurate.”

4. [Brainstorm](#) - Write at least 5 single words (adjectives) that describes how someone might feel about puberty. (Recording options: sticky notes; [wordcloud makers](#); [Mentimeter - wordcloud](#))
5. Ask for words and record the number of students who have written the same word. Rank and discuss the most common words.

E.g wordcloud creates an image where the most common word is largest.

6. Ask:

? Are they generally positive, negative or neutral words?

(They are likely to be negative words)

? Why do you think these words might be the most common?

(Puberty is often not talked about openly and the unknown can be scary. Movies often portray the awkwardness of puberty. There is a lot of stigma around menstruation in the media and adverts often talk about period products in metaphors. We often focus on the negative and don't talk about the positives of puberty)

### Laugh and learn - puberty part 1 video

7. Watch [Laugh and learn video - puberty part 1 video](#) (2 min 44 sec)
8. Ask the following questions:

? What do you think of the use of humour in this video?

? Does it help get the information across?

? What is the message/information you took from this video?

### Puberty myths and facts

9. In pairs, on sticky notes, write two myths that students have heard about puberty or that they heard in the video.
10. With the whole class, facilitate grouping these into same/similar myths into a [T-chart](#) (labelled 'myths' and 'facts'). See which myths are most common.
11. Work through each myth and ask students if they can provide a fact to dispel each myth. See the table below for possible answers. Discuss the corresponding facts addressing any misconceptions, and record on the T-chart.

Myth	Fact
You 'catch' puberty	Puberty happens to most people. It's not contagious like an infection or disease. You can't 'catch it.
Puberty happens overnight.	Puberty takes time.
Puberty happens at the same time for everyone.	Generally puberty starts somewhere between 9 and 15 years.
Puberty is scary!	Puberty doesn't have to be scary or something to worry about. In some cultures and families it is a time of celebration.
etc	

Background teacher notes: [Puberty](#) and [Menstrual cycle](#) provide teachers with additional professional reading.

Students can use the following free resources as references if required: [How to order free hardcopies.](#)

- [Get the Facts: Puberty](#)
  - [Get the Facts: Puberty animation](#)
  - [SECCA App](#) - includes a bank of 2000 images designed to support access to RSE for people of all ages and abilities
12. Students nominate two myths they wish to work with (make sure all myths are covered). In pairs, write one myth on one side of their A4 coloured card and illustrate with a cartoon. On the other side, write the corresponding fact. Repeat with the other myth. (This activity could also be completed on electronic media.)
  13. Share with whole class.

### 3-2-1 Reflection

- 3 x recalls: state three facts about puberty
- 2 x so what's: write two things about why this information is relevant and important

- 1 x questions: write one question. For example:
  - Why is it that...?
  - In the future, what will....?
  - How does this affect...?

## Health Promoting Schools

Background teacher note: [Health promoting schools framework](#).

### Partnerships with parents

- [Talk Soon. Talk Often: a guide for parents talking to their kids about sex](#) is a free hardcopy resource that can be bulk ordered by schools and [website](#). Send a copy home to parents prior to starting your RSE program. The booklet offers ages and stage related information on puberty (and other topics) so that parents can reinforce the topics covered in class. ([How to order hard copies](#).) Provide the link to parents on school websites and social media.
- Order copies of [Puberty](#) and [Relationships, sex and other stuff](#) to be sent home for parents. Provide the link to parents on school websites and social media.
- Run a parent workshop and run this activity with parents to model the content that will be covered in your RSE program.
- Run a parent and child evening session, where the children can teach the parents what they have been learning about.

### Partnerships with school staff

- Invite the school nurse to your class to answer some of the question box questions. This serves two purposes - they may be able to answer some of the questions you are unsure of and helps to build a relationships between the students and the nurse.
- The school nurse may like to take small groups of students requiring additional or specialised care to run separate activities with on this topic.

## Issues with online communication

### Learning objective

Students discuss the positives and challenges of using technology to communicate. They also reflect on their own and other people's online behaviour.

### Take Home Messages

Reliable and trustworthy health information sources (such as websites and brochures) are available to provide help and information about chatting online safer.

People can use strategies to make informed online choices.

Making informed choices can make us safer.

Help our friends make appropriate online choices.

### Materials

- Internet access

- Student Activity Sheet: THINK and protect yourself and others online [one per student]
- Student Activity Sheet: Digital me [one per student]

## Before You Get Started

- Communicating online is an increasingly accessible and socially acceptable form of communication for young people. In fact, it is the predominant form of communication for young people today. It is important that the positives of online communication are highlighted as strongly as the potential issues. The most important lesson for young people is that they learn to be responsible with technology and know how to use it safely. Refer to the background notes on [Cyberbullying](#) and [Cyberstalking](#) for more information on this topic.
- It is possible that a student has been involved in a traumatic experience relating to online communication. It is important that teachers are familiar with the [Dealing with disclosures](#) teaching notes and have a risk management strategy in place. Note: A student can talk to the Kids Helpline on 1800 55 1800 in confidence.
- It is important that messages about safe online behaviours are repeated at home. A Responsible Use Policy could be developed and placed in a prominent position in the home.

## Learning Activities

### Whole Class

This activity provides students with an example of a trustworthy internet site and outlines a range of safe/healthy and unsafe/unhealthy online behaviours. Students are encouraged to think critically about these online behaviours and reflect on their own online behaviours.

#### 1. Ask

- Who uses the internet at home?
- What is your favourite online activity?
- Who uses the internet for chatting?
- What services do you use to communicate with people online? Any social networking websites? (Facebook/Snapchat/Instagram/Instant Messaging)
- Who has a mobile phone with a camera?
- Who shares their photos on social media?
- Do you ever use free WiFi?
- What activities do you complete using free WiFi?
- Where do you access free WiFi?
- Do you think about whether your WiFi is secure?
- What are some issues that might arise if you do not use a secure WiFi network?
- What is privacy?
- What are the rules about privacy at your house?
- What happens when someone in your family does not respect your privacy?
- How do you know if a website protects your privacy?

2. Have students form small groups. Show students each story in the [#Game On cybersafety video clips](#) [22:58min] and at the completion of each episode ask them what issues about online behaviours were being addressed in this episode. Discuss as a whole class.

3. Students summarise the safe/healthy and unsafe/unhealthy online behaviours displayed by each of the characters in #GameOn. Make a class summary on the whiteboard. Ask:

- What were the main unsafe/unhealthy online behaviours highlighted in this video? Why?
- What were the main safe/healthy online behaviours highlighted in this video? Why?
- If you were a friend of one of the characters in #GameOn, how could you encourage them to make safer/healthier choices online?

- Is having access to reliable information about cyber safety, like in this video, likely to help you make more informed choices to keep you safer online? Why/why not?
  - How else could this information be made available to all young people, other than on the internet? (e.g. young people living in rural/remote areas, young people who don't speak English well)
  - How do you become online friends with someone you have never met before?
  - How do you know that you can trust the online friends that you have never met?
  - What are the differences between online friends and in-person friends?
  - Why should you be cautious about making friends with people online?
4. Have students perform a [thumbs up thumbs down](#) voting strategy using the following questions.

If you had an online friend who was not an in-person friend, would you answer this question if they asked you:

- What is your favourite colour?
- Where do you go to school?
- Do you have a pet?
- Do you like playing computer games?
- Which suburb do you live in?
- How many people in your family?
- What is your favourite song?
- What do you like to do on the weekend?
- What sport do you play?
- Who is your favourite actor?
- Do your parents take you to school?
- What do you want to do when you grow up?
- How old are you?

Ask

- What sort of information do people need to think very carefully about before putting it online, sending it to others, or letting others know? (any information that gives away a person's personal information such as their full name, date of birth, address, school, email addresses, online profiles, passwords, bank details and family and friends' personal information. Also, photos provide important personal information, and should not be posted online without careful thought. Once something has been put online, the owner loses control of it, and it could stay online forever). Whiteboard these.
- How would you feel if this information about you was displayed at your local shopping centre? How is giving this information to an online friend very similar to this?

5. Discuss the safety skills outlined in the Student Activity Sheet: THINK and protect yourself and others online.

Independent or Small Group

People's digital perspective of online behaviour is based on the types of technology they use and the frequency of use. Encouraging individuals to reflect on their own online behaviour is likely to make them more accountable and safer online.

1. Ask :

- How many hours do you think is an appropriate number of hours to spend online on a weekday?
- How many hours do you think is an appropriate number of hours to spend online on a weekend?
- Does your family have rules about how much time you spend online on



- weekdays/weekends?
  - Do you think these rules are fair?
  - Why do you think these rules might be in place?
2. Provide each student with a copy of the Student Activity Sheet: Digital me. Have students complete the section 'Your estimated 'digital you'' independently.
    - Using the [think-pair-share](#) strategy, have students share their reflections with a partner and add any omissions that the sharing may have revealed.
  3. Ask students to complete the section 'Your actual 'digital you'' section over one day before next week's lesson.
    - Next lesson: Using the [think-pair-share](#) strategy, have students share their reflections with a partner of their actual online use.
  4. The Australian Government recommends that 5-18 year olds should limit their recreational screen time to two hours per day<sup>1</sup>. Ask :
    - Do you think you spend more time online than the experts recommend?
    - Do you think you should change your online behaviour?
    - What pressures are on young people to engage in online behaviour?
    - How do you think you can respond to this pressure in a positive way?
    - How can you look after yourself and your friends when you are using your mobile phone or the internet?

### 3-2-1 Reflection

1. Explain that to get the most from the digital world that they live in, students need to be aware of their own behaviour and engage in positive ways with others.
2. Having spent time thinking about their own digital use and exploring safe/healthy and unsafe/unhealthy online behaviours, students now choose two digital devices that they use regularly and complete the following task:
  - Design a Responsible Use Policy for your device. A responsible use policy is a set of rules that explains the do's and don'ts of behaviour for using a particular device (include safety tips and recommended daily use times).
  - Suggest students pin their responsible use policy in clear view in their bedroom or use a magnet to secure it to the fridge for other family members to see.

<sup>1</sup> Department of Health and Ageing. Australia's Physical Activity Recommendations for 5-12 year olds. Commonwealth of Australia, 2004a.

## HPV vaccination

### Learning objective

Learning activities for students BEFORE they receive their HPV (human papillomavirus) vaccine.

Students use videos and an activity sheet to explore: what HPV is; what it does; how it can be prevented; why it is important to prevent it; what happens on vaccination day; and the importance of parent/carer consent. Students discuss feelings about vaccinations and strategies to help any concerns. Includes an optional activity where students develop health promotion resources.

### Take Home Messages

It is important to have vaccinations to be safe from disease in the future.

Vaccinations help keep me, the people close to me and the community safe from disease.

Human papillomavirus (HPV) is a very common virus that affects people of any gender.

The HPV vaccine is available for all students to protect against some of the most common types of HPV, which protects against genital warts and HPV related genital, anal and throat cancers.

Latest scientific and medical evidence shows that one dose of HPV vaccine gives excellent protection. From 2023, people will only require one HPV vaccine to be considered fully vaccinated.

## Materials

- HPV Vaccine student activity sheet (1 per student - hardcopy or electronic)
- HPV Vaccine teacher answer sheet
- 4 x sheets of butchers paper/large card
- HPV videos
  - Video: [HPV vaccination for teenagers](#) (3min 19sec video)
  - Video: [School immunisation](#) (2min video)
  - Video: [How does the HPV vaccine work?](#) (1min 30sec video)
  - Video: [Getting your HPV vaccination at school - what to expect](#) (5min 10 sec video)
- Healthy WA [website](#)
- Cancer Council [website](#) (includes information for schools)

## Before You Get Started

- Consider the timing of this lesson and ensure adequate time before students receive the HPV vaccination.
- Liaise with the school health team (e.g. Community health nurse, school psychologist) who may be able to provide additional support or information.
- Identify referral pathways and accurate information sources for students who have concerns or more detailed questions.
- Preview the video and website resources to determine suitability for your students.

## Learning Activities

### Introduction

Teaching tip: A group agreement must be established before any RSE program begins to ensure a safe learning environment. Read: [Essential information: Establishing a group agreement](#) for tips on how to create one and what to include.

1. Revise the class [group agreement](#).

Say:

“Many of you will be aware that the School Based Immunisation Program will be at the school soon. Who can tell me what this is all about?”

Take answers

“Most of you will have had immunisations (vaccinations, needles, jabs, shots) in the past as babies and

young children. Some of you may have had the flu shot last year and be intending to get it this year as well. It is really important to keep your vaccinations up to date. Some of your vaccinations need boosters (a follow-up) to remind the body to continue working to prevent a disease. One of the injections this year for you is a booster for Diphtheria, Tetanus, Pertussis (Whooping cough) and is called dTpa. You would have had the first lot of injections when you were a baby and a preschooler.

The other vaccination that we will be discussing in detail today is for HPV."

3. Ask:

? Who knows what HPV stands for and what it is?

Take answers.

(Human papillomavirus)

HPV Videos

Whole Class

4. Hand out the HPV vaccination activity sheet or provide students with an electronic copy to complete.

5. Say:

"We are going to be watching videos that will help you complete the HPV vaccination activity sheet. I will be stopping the videos at various points to allow you time to answer each question."

Explain: the video mentions 2 doses/needles of the vaccine - it is now only a single dose.

From 6 February 2023, healthy young people aged 12-13 years will only need one dose of the Gardasil@9 vaccine to be considered fully vaccinated. This change follows the Australian Technical Advisory Group on Immunisation (ATAGI) advice that a single dose gives excellent protection that is comparable to protection from two doses.

6. Play the following videos:

All three:

- Video: [HPV vaccination for teenagers](#) (3min 19sec video)
- Video: [How does the HPV vaccine work?](#) (1min 30sec video)
- Video: [School immunisation](#) (2min video)

OR

- [Getting your HPV vaccination at school - what to expect](#) (5min 10 sec video)

7. Use the HPV Vaccination video teacher answer sheet to assist students to work through the activity sheet. Stop and discuss answers to the questions after each video.

Say:

"About nine in ten people who have ever been sexually active will have HPV at some point in their lives. People of all genders and sexual identities can get HPV. There is no treatment or cure for HPV. That's why it's so important to have the HPV vaccination. The HPV vaccine used in Australia is called

Gardasil ®9. It protects you against the most common types of HPV that can cause disease. Having the HPV vaccination at a young age can help protect you against most HPV-related cancers and illnesses in the future."

Consent forms

Whole Class

8. ? What were the forms/pieces of paper that you could see in the video about school immunisation day?

(Consent forms)

9. Say:

"???These are extremely important forms - you cannot have a vaccination without them. Getting your parent/carer to sign the consent form is a really important part of this program."

Show an example of the [consent form](#) ([electronic](#), printed or the VaccinateWA online form).

10. ? What does 'consent' mean?

(Agree to; say yet to; give permission for something)

11. Say:

"Your parent or carer must fill in the Consent form and sign it to say that they give permission for you to have the vaccination. They can do this online using the VaccinateWA website. If they are unable to access the online system, they can ask the school for a copy of the form or print it from the website. You have to return the completed print form to school within a week so that the Immunisation team know that they can give you the vaccination."

12. Inform students about communication that their parent or carer will receive from the school with information about the school-based immunisation program and consent forms.

Graffiti wall: Feelings about vaccinations/h4>

Whole Class

12. Place 4 pieces of butchers paper or card up around the room with the following questions on them:

- How might someone feel about vaccines?
- Why might some people be nervous about receiving the HPV vaccine?
- Why do you think schools are chosen as the place to receive vaccinations?
- What do you think will be the best/worst part about getting the vaccine?

13. Give students 5 minutes to write their answers to each of the questions around the room.

Teaching tip: If someone has written an answer they already agree with or were going to write themselves, they can place a tick next to the answer (this helps to give an indication of how many students are feeling the same way in the class without being too identifying)

14. Ask for 4 volunteers to read aloud the answers from each of the graffiti sheets. Acknowledge any feelings of concern and explain that we are going to brainstorm some ways to help alleviate feelings of concern next. Address any misconceptions.

Teaching tip: Some students may not feel comfortable writing answers about their own feelings (i.e. How do I feel about vaccines?) so questions have been written 'a step removed'.

? Why do you think schools are chosen as the place to receive vaccinations?

(Most people of the best age for vaccinations go to schools so it is easy to access large numbers of the target group.)

? What are the best part/worst parts about getting the HPV vaccine?

(Worst part: the needle; being sick/scared in front of peers; having a sore arm; having to remember to bring in the Consent form; etc.

Best part: being protected from cancers and genital warts; feeling safe that I am protected from getting HPV; feeling good that I will be protecting my future sexual partner/s from getting HPV; getting the vaccination for free; missing class to get the vaccination; not having to go the doctors/clinic to get the vaccination; etc).

? How might someone feel about vaccines?

(Students may answer a range of feelings: nervous, scared, fine, happy, relieved, not bothered, indifferent, OK, scared about the needle but happy to have protection against HPV/cancer/genital warts, glad that they will be safe from some cancers, etc.)

It is important to acknowledge all feelings as valid and reassure students who might be feeling nervous or scared.

? Why might some people be nervous about receiving the HPV vaccine?

(Possible answers: they don't like needles; they are afraid of fainting/getting sick/being nervous in front of their peers; afraid the needle will hurt)

Identify the most common concerns and ask students to suggest strategies to help with the concerns. For example:

- Possible concern 1: Being embarrassed about being sick/nervous/scared in front of peers

NB: This is often the most fear of students. Be aware that students may not feel comfortable writing this down on the graffiti wall so it may need to be one that you add as an example

Strategies to help: staff to arrange for students who are feeling this way to go for their vaccination together; school community health nurse to visit the class prior to vaccination day to answer any concerns/questions; arrange for students to have a buddy system so that they can be with at least one friend; etc

- Possible concern 2: I will be sick from the vaccination

Reassure students that while they may have a slightly sore arm or may feel sick because they are nervous about having a needle, the vaccination itself is extremely unlikely to make them ill.

Strategies to help: school community health nurse to visit the class prior to vaccination day to answer any questions or concerns; eat a healthy breakfast before coming to school on the day of vaccinations; talk to your parents/GP to see if you have ever had any side effects from vaccinations before; etc

- Possible concern 3: I'm scared of needles

Reassure students that the needle normally feels like a small scratch and the nurses try to be as gentle as possible.

Strategies to help: arrange for a buddy to come with you to help keep you calm; calming breathing techniques; let the vaccination nurse know so that they can reassure you and help keep you calm

Some students may offer answers that are to do with misconceptions about vaccinations which should be addressed, for example:

- because the vaccination will give you genital warts (false)
- because vaccinations can cause Autism (false)

15. Ask students to silently reflect on their own answers to the questions to these questions.

## OPTIONAL - HPV vaccination health promotion resource creation

### Independent or Small Group

This activity provides students with an opportunity to research trustworthy websites and health promotion resources with key messages about HPV vaccination that are important for young people.

1. Have students form small groups or work independently.

2. Explain:

"Health promotion resources, like posters or social media content, are a great way to share important health information with different groups of people (target group). It's important for health promotion resources to include short, sharp, accurate key messages that will connect with the target group. Groups are going to create health promotion resources to share information HPV vaccination with other young people."

2. Provide students with links to reputable websites for research:

- Cancer Council HPV Vaccine - <https://www.hpvvaccine.org.au/>
- Australian Government Department of Health and Aged Care HPV vaccine - <https://www.health.gov.au/topics/immunisation/vaccines/human-papillomavirus-hpv-immunisation-service>
- HealtyWA HPV vaccine - [https://www.healthywa.wa.gov.au/en/Articles/F\\_I/HPV-vaccine](https://www.healthywa.wa.gov.au/en/Articles/F_I/HPV-vaccine)
- HealtyWA School-based immunisation program - <https://www.healthywa.wa.gov.au/schoolimmunisations>

3. Ask groups to develop a health promotion resource with at least 5 key messages. Resources could include a poster, Instagram post (tiles), TikTok video or another format that will appeal to young people.

4. Each group to share their poster with the whole class.

5. Allow students to ask presenters questions or clarify points if required.

## 3-2-1 Reflection

16. ? What is the most important piece of information you are going to share with your parents/carers after this lesson? (Final question on HPV vaccine activity sheet)

17. Ask for volunteers to share answers.

Teaching tip: It is important to ask for volunteers to answer questions on sensitive topics such as this as some students will not feel comfortable sharing their answers to a whole group. See [group agreement: right to pass](#).

18. [Question box](#): Give out some small scrap pieces of paper and allow students time to write any questions they have for the question box. To ensure confidentiality, ask all students to write something on the scrap paper at the same time (even if they just draw a smiley face or scribble) and place it in the question box.

Teaching tip: This strategy can also be used to allow students to write any concerns they have about the vaccinations. Offer the students the opportunity to write their name on the paper if they wish to have their concern addressed individually/privately. You may wish to engage with the school community health nurse or psychologist to help allay any concerns.

19. Remind students that [Get the Facts](#) has a completely confidential '[Ask a question](#)' service that they may wish to use. All questions are answered by a qualified health professional within a week.

## Health Promoting Schools

Background teacher note: [Health promoting schools framework](#).

### Partnerships with parents

- [Talk Soon. Talk Often: a guide for parents talking to their kids about sex](#) is a free hardcopy resource that can be bulk ordered by schools and [website](#). Send a copy home to parents prior to starting your RSE program. The booklet offers ages and stage related information on puberty (and other topics) so that parents can reinforce the topics covered in class. ([How to order hard copies](#).) Provide the link to parents on school websites and social media.
- Order copies of [Puberty](#) and [Relationships, sex and other stuff](#) to be sent home for parents. Provide the link to parents on school websites and social media.
- Run a parent workshop and run this activity with parents to model the content that will be covered in your RSE program.
- Run a parent and child evening session, where the children can teach the parents what they have been learning about.

### Partnerships with school staff

- Invite the school nurse to your class to answer some of the question box questions. This serves two purposes - they may be able to answer some of the questions you are unsure of and helps to build a relationship between the students and the nurse.
- The school nurse may like to take small groups of students requiring additional or specialised

care to run separate activities with on this topic.