Lesson Plan 1: Health Unit PDHPE Stage 5

Teacher: Miss Sarah Bowen
Stage/Year: Stage 5/Year 9
Strand/s: Strand 1: Self and Relationships
Lesson number: 1 (55 minute lesson)

Knowledge and Understanding Outcomes:
Outcome 5.6 A student analyses attitudes, behaviours and consequences related to health issues affecting young people

Skills/Values:
Outcome 5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations

Students will learn about:
• sexual health
  - qualities valued in a partner

Students will learn to:
• develop ground rules and boundaries when forming new relationships

Learning and Teaching Strategies

INTRODUCTION (5 minutes)
Establish the learning environment by introducing the new unit, highlighting the sensitivity of some of the content within the unit and reinforcing classroom rules:
• Be prepared (appropriate resources, timely, clothing and water)
• Be safe (be mindful of others, be careful and be aware of your body)
• Be your best (have a go, be persistent, adhere to the rules and participate with effort)
• Be respectful (listen to the teacher and peers, display good sportsmanship, value equipment and the environment)

Activity One: K-W-L chart (10 minutes)
Students are to complete a K-W-L chart of what they know about the topic, what they want to know and what they have learnt throughout the topic. The teacher should instruct students to complete the first two columns. The teacher will then collect all K-W-L charts and use this information to inform the teaching content throughout the unit. At the completion of the unit the teacher will hand the paper back to students who will then complete the “learnt” column. Students will then write on the back of their paper any additional questions that they still feel have been unanswered throughout the unit.

Key Teaching Points
Collect all parent consent forms before commencing the new unit.
Set clear expectations:
“The unit we are starting today is going to talk about sexuality. Opinions will differ within the class and that is ok. It is very important however, that we show a level of respect and maturity when discussing these sensitive topics.”

Encourage students to consider how a healthy relationship fosters all dimensions of health.
Direct students to use hypothetical examples

Resources
Talking Sexual Health resource
Proposed charter of rights, p54.
<table>
<thead>
<tr>
<th>Activity Two: Definition of relationships</th>
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</thead>
<tbody>
<tr>
<td>Individually, students will write a definition for ‘relationships’. Students will compare their definition with the person next to them. The teacher will write the dictionary definition of ‘relationship’ on the white board. Students will then identify all of the people they have relationships with and classify them into categories (eg- family, close friends, romantic, sport/leisure group).</td>
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<thead>
<tr>
<th>Activity Three: The Perfect Partner (10 minutes)</th>
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<tbody>
<tr>
<td>Adapted from NSW Education &amp; Communities Curriculum Support Students have the option of creating either a word collage of the characteristics students associate with a healthy relationship OR may stretch their “ideal partner”. This sketch may have symbols to represent qualities they would like their partner to have. Students decide their top 3 most valued characteristics that they would want in intimate/romantic relationships. With a partner, students will share their characteristics and discuss specific examples of what this characteristic would look like in a healthy relationship. Each pair will share one example with the rest of the class. Teaching note: students should be encouraged to contemplate a range of characteristics that reflect physical, intellectual and emotional qualities.</td>
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<tr>
<th>Activity Four: Ground Rules and Boundaries for Partnerships (15 minutes)</th>
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<tbody>
<tr>
<td>Adapted from Talking Sexual Health resource Explain to students that although expectations will vary between different relationships, there are common characteristics and expectations that are important across all types of relationships. 1. In small groups, students will develop a ground rules and boundaries when forming new relationships as well as maintaining relationships. 2. Each group will then share their rules with the rest of the class. Whilst listening, each group may make amendments or additions to their rules.</td>
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</table>

or to refrain from using specific details and names of the people involved so that peers cannot identify them. Ensure discussions are inclusive of same sex relationships. Explain to students the difference between rights and responsibilities. Emphasise to students that it is important that all rights are balanced by complementary responsibilities. |
**Teaching Note:** highlight to students that all rights and responsibilities need to be balanced by complementary responsibilities. Ensure that discussions are inclusive of same sex partnerships and emphasise that the rights and responsibilities of partners are the same for all types of partnerships. Appendix 2.

**CONCLUSION** (estimated duration: 5 minutes)
Explain to students the importance of balance in healthy relationships and that maintaining these “rules” is equally the responsibility of both parties.

- What are the benefits of a healthy relationship?
- Who is responsible for upholding their responsibilities?

**Students create accounts for blog for their assessment.**
Students are introduced to their ongoing assessment task for this unit of work. The assessment task will be distributed to students. The teacher will explain to students the assessment task details, marking criteria and due date.

**HOMEWORK TASK:** Students are to look up and add the definitions and add of negotiation, active listening and conflict resolution to their unit glossary sheet.

**Observational Focus/Evidence of Learning:**
(What am I observing to indicate students have achieved the outcomes, make a judgment on learning and understanding)

- Students are able to activate their prior knowledge to identify their current level of understanding of the topic sexuality
- Identifies characteristics associated with a positive relationship and relevant examples
- Create a charter of rights and responsibilities that reflects the qualities of a positive relationship
- Communicates well with others (listens, shares ideas and supports peers)

**Reflection Questions:**
Student / Staff – Was the lesson successful? Why/Why not? What could have changed? Were all students activity engaged? Were the learning tasks of a suitable difficulty to challenge students yet still allow them to experience success

*Note:* this section is to be complete after the lesson has been taught

**Assessment Opportunities:**

- The K-W-L chart can be used as a pre-assessment tool for the unit. The teacher should use these charts to re-evaluate their planning and make modifications if needed to cover students “Want to Learn”. These charts should be redistributed during the last lesson of the unit so that students can complete the “learnt” column.
- Involvement and contributions to whole class and small group discussions.
- Progressive teacher observation throughout activities.
## Lesson Plan 2: Health Unit PDHPE Stage 5

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<thead>
<tr>
<th>Teacher:</th>
<th>Miss Sarah Bowen</th>
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<th>Stage 5/Year 9</th>
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</thead>
<tbody>
<tr>
<td>Strand/s:</td>
<td>Strand 1: Self and Relationships</td>
<td>Lesson number:</td>
<td>2 (55 minute lesson)</td>
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</tbody>
</table>

### Knowledge and Understanding Outcomes:

| Outcome 5.6 | A student analyses attitudes, behaviours and consequences related to health issues affecting young people |

### Skills/Values:

| Outcome 5.12 | A student adapts and applies decision making processes and justifies their choices in increasingly demanding contexts |

### Students will learn about:

- **sexual health:**
  - sexual choice and their consequences
- **examine personal values and attitudes related to sexual health and identify factors that have contributes to their formation**

### Students will learn to:

- **Key Teaching Points**

<table>
<thead>
<tr>
<th>INTRODUCTION (estimated duration: 5 minutes)</th>
<th>Key Teaching Points</th>
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<tbody>
<tr>
<td>Re-establish the expectations from the previous lesson. Remind students that a level of maturity is required to successfully engage in the learning activities throughout this lesson.</td>
<td>Mind maps should be anonymous. Discourage students from writing their names on their page.</td>
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<table>
<thead>
<tr>
<th>Activity One: Sexuality Brainstorm (10 minutes)</th>
<th>Equipment/Resources</th>
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<tbody>
<tr>
<td>Introduce the topic of sexuality. Direct students to write ‘What is sexuality?’ in the middle blank piece of paper. Create an example on the board. Students will then write four sub headings in each corner of the page. These headings will include:</td>
<td>Pens Workbooks Catholic Church Scaffolding Sheet appendix 3.</td>
</tr>
</tbody>
</table>
| 1. Sexual health  
2. Safe sexual practices  
3. Sexual identity  
4. Sexual orientations | Be honest with your opinions and try to write down as many things that come to mind as possible. |

Students will be given approximately 10 minutes to brainstorm as many ideas as possible.

The teacher will discuss the four areas on the mind-map and ensure that students understand the differences between sexual health, safe sexual practices, sexual identity and sexual orientation.

For example, Q: What does sexual orientation refer to? A: The gender/genders that a
person is attracted to. Students should be encouraged to ask questions when they are not sure.

*Teaching Note*: The mind maps may be used as a pre-assessment tool. It is for this reason that students should be discouraged from writing their names on the page. Students should write the definitions of sexual health, safe sexual practices, sexual identity and sexual orientation into their personal dictionaries.

**BODY**

**Activity Two: Catholic churches view on key sexuality topics** (30 minutes)

*Teaching Strategy: small group research task*

Students will be split into small groups of approximately 4 students. Each group will be given a topic within sexuality such as:

- intimate relationships
- sex before marriage
- contraception
- same sex marriage
- abortion
- homosexuality

Students may research a different topic of their choosing in consultation with the teacher.

Using the scaffolding provided by the teacher, students will research the Catholic churches view towards each matter. Students may use a combination of their Ipads, readings from the bible and prior knowledge. Students will answer questions such as:

1. What is the Catholic churches view?
2. Relevant bible readings/scriptures to reflect this view as well as a quotation from a significant religious figure such as a priest, the pope or a nun.
3. Has this view changed over time? What has caused these changes?
4. Do you think it will continue to change?

Students will present their findings to the rest of the class who will complete the template detailing each topic. In addition, students will select a different religion/cultural group and compare these groups beliefs to the Catholic churches beliefs. For example, Students may compare the Catholic perspective with an Indigenous perspective, Islamic perspective or an Ancient religion such as Aztec.

To ensure that students are equally contributing, each student will have a different role within the group such as scribes and researchers. Students should ensure they are swapping roles regularly. The teacher can facilitate this circulating between groups and engaging all students in discussion.

Remind students that there are many different viewpoints regarding these topics. Ensure that students are aware of other viewpoints however always reiterate the Catholic churches view.
Ask students the question:

**Q:** Can you think of any other factors that will influence your views and attitudes towards sexuality other than culture/religion? **A:** age, SES, gender, family influences, personal morals.

**CONCLUSION** (5-10 minutes)

Explain to students that sexuality is a complex topic that many different groups of people will have different opinions towards. Assure students that their own views regarding sexuality may change over time and that is okay. The most important thing is that their choices and decisions regarding sexuality and sexual practices reflect a safe approach.

Introduce students to the blog stimulus questions for their assessment task and ensure that all students understand what the questions are asking. Remind students that their assessment task is ongoing and that they need to be reflecting at least twice a week on the unit via their individual blogs.

| Observational Focus/Evidence of Learning: |
| (What am I observing to indicate students have achieved the outcomes, make a judgment on learning and understanding) Students are able to activate their prior knowledge to identify their current level of understanding of the topic sexuality |
| Students are able to activate their prior knowledge to identify to brainstorm knowledge of sexuality |
| Research and discuss the Catholic churches values towards sexuality concepts and topics |
| Communicates well with others (listens, shares ideas and supports peers) |
| Contrasts the Catholic churches values with one other religious groups |

**Reflection Questions:**

*Student / Staff – Was the lesson successful? Why/Why not? What could have changed? Were all students activity engaged? Were the learning tasks of a suitable difficulty to challenge students yet still allow them to experience success*

*Note: this section is to be complete after the lesson has been taught*

**Assessment Opportunities:**

- Completion of Catholic Church Scaffolding Worksheet
- Involvement and contributions to whole class and small group discussions.
- Progressive teacher observation throughout activities.
### Lesson Plan 3: Health Unit PDHPE Stage 5

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<tbody>
<tr>
<td>Strand/s:</td>
<td>Strand 1: Self and Relationships</td>
<td>Lesson number:</td>
<td>3 (55 minute lesson)</td>
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#### Knowledge and Understanding Outcomes:

<table>
<thead>
<tr>
<th>Outcome 5.6</th>
<th>A student analyses attitudes behaviours and consequences related to health issues affecting young people</th>
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</thead>
<tbody>
<tr>
<td>Outcome 5.12</td>
<td>A student adapts and applies decision making processes and justifies their choices in increasingly demanding contexts</td>
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<td>Outcome 5.15</td>
<td>Devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively</td>
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#### Skills/Values:

<table>
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<th>Students will learn to:</th>
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<td>• examine personal values and attitudes related to sexual health and identify factors that have contributes to their formation</td>
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#### Students will learn about:

<table>
<thead>
<tr>
<th>• sexual health:</th>
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<tr>
<td>- appropriately expressing and exploring sexual feelings</td>
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<tr>
<td>- sexual choice and their consequences</td>
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#### Learning and Teaching Strategies

**INTRODUCTION** (5 minutes)<br>Re-establish the expectations from the previous lesson. Remind students that a level of maturity is required to successfully engage in the learning activities throughout this lesson.

Explain to students: Many people associate the term ‘sexual practices’ with the words sex, intercourse and penetration. Although intercourse is one way of engaging in sexual practices, there are many of forms.

**BODY** (20 minutes)<br><strong>Activity One: Safe, Unsafe or Unsure</strong><br>Students will mark a tick under SAFE, UNSAFE or UNSURE next to each sexual related activity. Emphasise to students that although sexual intercourse and penetration is one way of engaging in sexual activity, there are many other ways of engaging in sexual practices.

**Key Teaching Points**

- Remind students to be considerate and respectful of the opinions of their peers.

**Equipment/Resources**

- Safe or unsafe worksheet.<br>Appendix 4.

- Safe sexual practices involve a range of elements such as contraception to avoid unwanted pregnancy, protection from STIs, emotional and physical safety.
Examples of sexual related activities that students will rank include:

1. Kissing
2. Unprotected sex
3. Holding hands
4. Anal intercourse
5. Oral sex
6. Hugging
7. Having sex with a stranger
8. Going on a date with somebody you know
9. Meeting up with somebody you have met on Tinder
10. Having unprotected sex on the pill
11. Heavy petting

In small groups, students will share where they classified each sexual activity and discuss their reasons behind. The teacher will then facilitate a whole class discussion by going through each sexual activity and ensuring that all students have an understanding of the reason why it is either safe or unsafe.

Teacher note: only students who want to contribute to the discussion should contribute. Alternatively, the teacher could ask each question and have students place their heads on their desk and put their thumbs up for safe, thumbs down for unsafe and neither for unsure. This approach would ensure anonymity and allow the teacher to gain a class consensus and general understanding.

The teacher should also acknowledge that the safety of each act is dependent upon the situation or circumstance. For example, oral sex with a long-term partner when you feel ready to and using a condom for STI protection could be deemed safe whereas oral sex without a condom with a random at a party would be unsafe.

Activity Two: Numeracy Task- Sexual Activity Influences (20 minutes)

They teacher will write the following questions on the board:
- Why do some adolescents choose to have sex?
- Why do some adolescence choose not to have sex?

On two small scrap pieces of paper students will write the top two reasons why they believe young people either choose to or choose not to have sex.

Students should be encouraged to contribute to discussion. It is important that students feel comfortable discussing these topics so initially; it may be beneficial to allow students to work with peers they are familiar with.

Emphasise that the only way to protect yourself from unwanted pregnancy and STIs is abstinence.

Remind students of the key Catholic value: No sex before marriage.

Students do not write their names on the papers to maintain anonymity.

The teacher will move around the classroom assisting students who need help. If there are students with dysgraphia in the class, then the teacher should ensure that appropriate scaffolding is available.
The scrap pieces of paper will be placed into a hat. Students will write their responses on two pieces of paper and place in a hat (remain anonymous).

The teacher will ask two students to come to the white board to categorise and tally the results. Students will then individually graph the results. Students may use any type of graph they like.

**CONCLUSION (5-10 minutes)**

Stimulus questions:
- Was it difficult to distinguish which sexual practices were safe and which were not?
- Were you surprised at all by the results in the numeracy task?
- Do you think these reasons might be different for different genders?
- How do culture, gender and age influence our engagement in sexual practices?

**Observational Focus/Evidence of Learning:**

*(What am I observing to indicate students have achieved the outcomes, make a judgment on learning and understanding)*

- Classifies and justifies a range of sexual related activities as safe and unsafe
- Able to formulate data to represent reasons why young people engage in sexual practices
- Communicates with peers and listens to the contributions of all group members

**Reflection Questions:**

*Student / Staff – Was the lesson successful? Why/Why not? What could have changed? Were all students activity engaged? Were the learning tasks of a suitable difficulty to challenge students yet still allow them to experience success*

*Note: this section is to be complete after the lesson has been taught*

**Assessment Opportunities:**

- Progressive teacher observation throughout the lesson
- Involvement and contributions to whole class and discussions within teams
- Classification and organisation of sexual related activities
Lesson Plan 4: Health Unit PDHPE Stage 5

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<th>Miss Sarah Bowen</th>
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<tbody>
<tr>
<td>Strand/s:</td>
<td>Strand 1: Self and Relationships</td>
<td>Lesson number:</td>
<td>4 (55 minute lesson)</td>
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**Knowledge and Understanding Outcomes:**

<table>
<thead>
<tr>
<th>Outcome 5.6 Analyses attitudes, behaviours and consequences related to health issues affecting young people</th>
<th>Skills/Values:</th>
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<tbody>
<tr>
<td>Students will learn about:</td>
<td></td>
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<tr>
<td>- sexual health</td>
<td>• explore how the appropriate use of personal power can contribute to positive relationships</td>
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<tr>
<td>- sexual choice and their consequences</td>
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<tr>
<td>- developing equal and respectful relationships</td>
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<td>- negotiation</td>
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<td>- use of power in relationships</td>
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<td>- speaking up</td>
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<td>- empathy</td>
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**Learning and Teaching Strategies**

**INTRODUCTION (10 minutes)**

**Personal Power and Negotiation**

**Activity One: Windmill Activity**

Students brainstorm words to describe what a positive relationship

a) looks like
b) feels like
c) sounds like to them

Ask students:
Q: If a relationship has elements from one of the above categories but not the others, can it still be a positive relationship?
A: The relationship will have positive elements however to be a positive relationship all three areas should reflect this. A positive element needs to meet the needs of both partners on all levels including physical and emotional. Otherwise one person in the relationship is likely to be unfulfilled and unsatisfied.

Encourage students to reflect on previous relationships and what made them positive.

Both parties are responsible for balancing power to ensure the safety of both people within the partnership.
### Activity Two: Graffiti Sheets- Use of Power (15 minutes)

Place graffiti sheets (use butchers paper) around the room with stems that include:

1. When I think of the positive use of power I think of...
2. When I think of the negative use of power I think of...
3. I feel powerful when...

In small groups, discuss reasons why in some intimate relationships, the rights and responsibilities that the class listed in lesson two may not be adhered to. Highlight: If there is an unequal balance of power between partners it can lead to the partner with the least power feeling unsafe.

Adapted from No Fear: A Whole School Approach Towards Creating a Non-violent School Community, Professional Development Materials, p. 56).

### Activity Three: Negotiating Consent: Speed Dating Discussion (25 minutes)

**Saying no to sexual activities**

Reintroduce to students the concept of power in relationships as discussed in the previous lesson. Explain to students that an example of how positive power can be used is to say no to engaging in sexual activity that you do not feel comfortable or ready for. It is important that you know what you want and that this reflects your values and beliefs so that when you are in a situation where deciding whether to engage in sexual practices or not arises, that you are able to make a clear and informed judgement and decision.

Students will sit in two circles an inner circle and an outer circle. The teacher will read aloud a statement relating to sexual activities such as:

- Everyone else is doing it. Why can’t you just give it a go?
- Sex is meant to be spontaneous. Having condoms looks like you’re planning it.
- I know I don’t have an STI. I feel fine.
- Don’t bother with a condom. I’m on the pill.

In their pairs, students will propose a strategy/response to each of the cop-out lines provided.

**Teacher note:** the aim of this task is for students to identify that the statement is unsafe and challenge the statement by providing a well-reasoned response.
CONCLUSION (5 minutes)
As a class, discuss the following questions:
Which pairs felt they provided a clear response/strategy?
Which pairs felt they had discussed a message that was less clear?
Was it difficult to propose a response to saying no?

Observational Focus/Evidence of Learning:
(What am I observing to indicate students have achieved the outcomes, make a judgment on learning and understanding)
- Identification and examples of uses of power via graffiti sheets
- Able to propose strategies to ‘say no’ to sexual advances and gain confidence following through with these
- Communicates with peers and listens to the contributions of all group members

Reflection Questions:
Student / Staff – Was the lesson successful? Why/Why not? What could have changed? Were all students activity engaged? Were the learning tasks of a suitable difficulty to challenge students yet still allow them to experience success
Note: this section is to be complete after the lesson has been taught

Assessment Opportunities:
- Graffiti sheets- identification of power
- Communication skills can be assessed via the speed dating discussion activity
- Teacher observations and student contributions throughout lessons
### Lesson Plan 5 and 6: Health Unit PDHPE Stage 5

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<thead>
<tr>
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<tbody>
<tr>
<td>Strand/s:</td>
<td>Strand 1: Self and Relationships</td>
<td>Lesson number:</td>
<td>5 and 6 (55 minute lesson)</td>
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#### Knowledge and Understanding Outcomes:

- **Outcome 5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people**

#### Skills/Values:

- **Planning**
  - 5.15 devises, justifies, implements plans that reflect a capacity to prioritise, think creatively and use resources effectively
- **Communicating**
  - 5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations.

#### Students will learn about:

- **sexual health**
  - planning and managing sexual health

#### Students will learn to:

- identify and evaluates safe sexual health practices, including methods of contraception

#### Learning and Teaching Strategies

**INTRODUCTION**

**Activity one:** (10 minutes)

As a class, students propose strategies to determine whether information they access online is reliable, accurate and current.

Using Apple TV, the class will propose at least 5 questions that should be asked when researching. These questions will remain displayed on the screen whilst students complete task two.

**BODY**

**Activity two: Health infomercial** (60 minutes)

Students will be broken up into groups of approximately three students. In their small groups. Students are to use the fact sheets provided as well as the website links provided by the teacher to create one of the following: a short health infomercial, health poster, pamphlet or PowerPoint.

The health advertisement should be informative and appealing as well as

**Key Teaching Points**

- Explain the students that there are a number of cues that can indicate a reliable website.

**Equipment/Resources**

- Ipads/laptops for research
communicating clear information regarding:

- For contraception: what it is, strengths, weaknesses, and reliability.
- STIs: what is, signs/symptoms, treatment, support.

**40 minutes**

Students will finalise and present their health advertisement to the rest of the class who will fill in the summary chart for each form of contraception and STI.

*Teaching note:* the teacher should provide the opportunity for students to ask questions surrounding each topic. The teacher should also clarify any content that was unclear in student’s presentations.

Each group will also ask the class two questions relating to their presentation. This will be used to check for understanding.

**CONCLUSION**

All health advertisements will be uploaded to the class Dropbox page so that students can login and access this content at any time. The teacher should also clarify any content that was unclear in student’s presentations.

**Observational Focus/Evidence of Learning:**

*(What am I observing to indicate students have achieved the outcomes, make a judgment on learning and understanding)*

- Develop strategies to protect their personal safety
- Accurate information outlined in health information/pamphlet and able to utilise technology to communicate messages to peers

**Reflection Questions:**

*Student / Staff – Was the lesson successful? Why/Why not? What could have changed? Were all students activity engaged? Were the learning tasks of a suitable difficulty to challenge students yet still allow them to experience success*

*Note:* this section is to be complete after the lesson has been taught

**Assessment Opportunities:**

- Incorporation of technology to innovatively present information
- Accurate information communicated via health infomercial
- Teacher observation throughout the lesson and contribution to small group discussions
# Lesson Plan 7: Health Unit PDHPE Stage 5

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<tbody>
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</table>
| Strand/s: | Strand 1: Self and Relationships  
|          | Strand 3- Individual and Community Health |
| Lesson number: | 5 and 6 (55 minute lesson) |

## Knowledge and Understanding Outcomes:

<table>
<thead>
<tr>
<th>Outcome 5.6</th>
<th>analyses attitudes, behaviours and consequences related to health issues affecting young people</th>
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<tbody>
<tr>
<td>Outcome 5.8</td>
<td>a student critically analyses health information, products and services to promote health</td>
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## Skills/Values:

<table>
<thead>
<tr>
<th>Communicating</th>
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<tr>
<td>5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations.</td>
</tr>
<tr>
<td>Decision Making</td>
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<tr>
<td>5.12 adapts and applies decision making processes and justifies their choices in increasingly demanding contexts</td>
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## Students will learn about:

- **sexual health**
  - planning and managing sexual health
- **factors influencing access to health information, products and services by young people**
  - confidentiality
  - trust in patient/provider relationship
  - embarrassment in disclosing health concerns

## Students will learn to:

- examine personal values and attitudes related to sexual health and identify factors that have contributes to their formation
- analyse how sexual attitudes, behaviours and sexuality are influenced by gender expectations and assumptions
- discuss the reasons why young people do not use health services as much as other groups. Propose strategies to encourage young people to access appropriate health services

## Learning and Teaching Strategies

### INTRODUCTION

**Activity One: Multiple Choice Quiz- STIs and Contraception** (10 minutes)

Students will complete the contraception and STIs multiple-choice quiz attached to check for understanding. This will consolidate their understanding of the topic and may be used as a reference point for the teacher to check for understanding.

Questions for the quiz can be obtained from:
- [http://www.thinkcontraception.ie/Quizzes-Games-Events/Think-Quiz.146.1.aspx](http://www.thinkcontraception.ie/Quizzes-Games-Events/Think-Quiz.146.1.aspx)

Students are to complete this task independently.

Ipads/laptops for quiz
**Extension Questions:** Students who complete their work quickly are to complete one of the extension questions:

Q1 - Evaluate the strengths and weakness of the contraceptive pill with specific reference to STIs.
Q2 - Identify the types of contraception available for females.
Q3 - Discuss who is responsible for contraception.

The teacher will collect the quiz, mark them and return to students in the following lesson with feedback.

**BODY**

**Activity Two: Position Cards Debate - Accessing Services and Support** (15 minutes)

Place the position cards strongly agree/agree-neutral/disagree/strongly disagree around the classroom or in the correct order on the floor.

Example “position statements” include:

1. If a girl falls pregnant, it is her fault for not using protection.
2. Knowing your doctor or health professional makes it easier to talk about sexual health.
3. If I found out I was pregnant I would talk to my parents about this.
4. If I found out I had an STI, I would tell my partner.
5. The first time someone has sex is always special.
6. Having to get checked for STIs would be really awkward and the doctor would judge me.
7. I would know where to go and what would be involved in getting tested for an STI.
8. If I lived in a small country town it would be easier to seek help when in need as opposed to a big city.
9. If I were five years older I wouldn’t be as nervous going to get a sexual health check up.
10. You only need to get a pap smear when you start engaging in sexual intercourse.

The teacher will read each of the above statements relating to sexual health services and support. Once the statement has been read, students move nearest the position card, which best reflects their thoughts about the statement.

Read out a statement related to sexual health services. Once the statement has been read, students move to the position card, which best reflects their thoughts and opinion about the statement.

The teacher may ask a few students to take the position of a different perspective, such as: a parent, someone of the opposite sex, and someone from another age, culture, religion or sexuality.

*Teacher note:* Reiterate that there is no right or wrong answer in this activity. It is merely a tool so that we can find out what are some of the limitations for young people accessing services when in need.

| Encourage students to be honest with this activity and do not just move to what they think the ‘correct’ answer should be. | Position cards Appendix 7 |
| Emphasise that there is no right or wrong answer in this activity. | Position Statements Appendix Eight |
| Students are free to change their mind. | Case Studies |
| Allow students to represent the perspective of different groups | |
**Activity Three: Real life STI case studies** (estimated time: 20 minutes)

*Adapted from NSW Education & Communities Curriculum Support*

Students will work in small groups of approximately 4-5 students. Students will receive a piece of paper with the name of one of the characters in the case studies. Students will form a group based on those who have the same character as them.

Students read one of the personal stories of a young person who has contracted an STI (HIV, Chlamydia, Genital herpes, Hepatitis C). In pairs students answer the following questions relating to their chosen case study.

Q1 - What factors contributed to this young person contracting an STI?
Q2 - What actions could have been taken to avoid the risk? What actions could have been taken to reduce the risk?
Q3 - What are the implications of having an STI on this young persons life? (consider physical, social, emotional and economic implications)? Would this differ if the person were of the opposite sex?
Q4 - What impact would this STI have on the person’s current and future sexual relationships?
Q5 - Where could this young person go to for support?

**CONCLUSION** (5 minutes)

**Debrief questions:**
Has your perception towards STIs and contraception changed at all throughout this lesson?

**Observational Focus/Evidence of Learning:**

(What am I observing to indicate students have achieved the outcomes, make a judgment on learning and understanding)

- Develop strategies to protect their personal safety
- Students are able to identify where to access relevant support and services to address sexual health needs
- Accurate information outlined in health information/pamphlet and able to utilise technology to communicate messages to peers

**Reflection Questions:**

*Student / Staff – Was the lesson successful? Why/Why not? What could have changed? Were all students activity engaged? Were the learning tasks of a suitable difficulty to challenge students yet still allow them to experience success*

*Note: this section is to be complete after the lesson has been taught*

**Assessment Opportunities:**

- STI and contraception quiz online
- Justifying a range of perspectives towards sexual health
- Case studies Q & A
- Teacher observation throughout the lesson and contribution to small group discussions